

words per year or 16 a day. Keep in mind, those were published words.

There are then, several ways to keep track of one's writing efforts. The author can count words, pages, larger units(e.g. tactics), or still larger units(e.g. notebooks). The author could take a more functional approach, as did Skinner, and count published units(e.g. words, pages, or volumes). Counting words or other units would certainly be a more immediate revelation of the writer's efforts, since there is generally a lengthy time period between writing and publication. It would be interesting for the professional writer, however, to keep track of both units written and units published, to learn about their correspondence.

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Chart-sharing

SELF-REPORT USED TO MONITOR AND CHANGE POSITIVE AND NEGATIVE VERBALIZATIONS

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The Multidisciplinary Diagnostic and Training Program (MDTP), housed in the College of Education at the University of Florida, was established in October, 1981 to assist kindergarden through sixth grade students who exhibit complex learning, behavioral, and/or medical problems. The program has contractual agreements with 11 northern Florida school districts. One service the program provides is a diagnostic classroom. Children who are staffed into this component of the program attend the MDTP class for one to six weeks. During this time intervention strategies are developed for the home school personnel and the parents of the child.

The student in this investigation was a seven year old second grader who was referred to the MDTP for behavioral problems. His teachers reported that his social skills were inappropriate. He was described as a child who was highly verbal. These verbalizations, however, were usually negative in nature. This hindered the student from establishing and maintaining successful relationships in the social setting.

The MDTP classroom staff collected two days of baseline data on negative statements expressed during five hours of the school day. Then, during phase one, a self-report procedure was introduced. The student used a wrist counter to determine the number of negative statements he made each day. Initially, it was necessary for the teachers to cue the student after a negative verbalization. After two weeks the student was able to monitor the behavior himself. On the 17th day of counting, the student uttered only one negative statement(see Chart 1). Then a second phase was introduced

CALENDAR WEEKS

DAILY BEHAVIOR CHART (DCM-9EN)
 6 CYCLE - 140 DAYS (20 WKS)
 BEHAVIOR RESEARCH CO
 BOX 3351 - KANSAS CITY, KANSAS 66103

6 Mar 83
 DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

1000
500
100
50
10
5
1
0.5
0.1
0.05
0.01
0.005
0.001
0

Chart 1. Self-report: Positive and Negative Statements

Baseline: staff counted negative statements

Student counted negative statements

Student counted positive statements

COUNT PER MINUTE

MIN

0 10 20 30 40 50 60 70 80 90 100 110 120 130 140

SUCCESSIVE CALENDAR DAYS

S. Peterson

R

makes negative/positive statements

SUPERVISOR

ADVISER

MANAGER

BEHAVIOR

AGE

LABEL

COUNTED

University of Florida Gainesville, Florida

DEPOSITOR

AGENCY

TIMER

COUNTER

CHARTER

whereby the student used the same wrist counter to determine the number of positive statements made during five hours of the school day. This phase was presented to the student as a reward for decreasing negative verbalizations. After recording positive statements for five days, and observing the beginning of rapid acceleration, the student returned to his home school. The home school personnel were informed of these successful interventions and were encouraged to continue using them.

These data indicate that self-report may be an effective method for monitoring positive and negative verbalizations in the school setting. Making the student aware of his behavior may be a useful step toward positive behavior change.

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**THE PAPER CLIP COUNTER(PCC):
AN INEXPENSIVE AND RELIABLE
DEVICE FOR COLLECTING
BEHAVIOR FREQUENCIES**

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Many teachers collect continuous (daily) frequencies in their classroom on specific movements (tasks, behaviors) or pairs of movements (Lindsley, 1972; White and Haring, 1980; McGreevy, 1983) for each student. Some of these movements or pairs of movements, such as "sees and writes answers to mixed multiplication facts correctly or incorrectly", or "hears and writes spelling words from Lyons and Carnahan-Book 3 correctly or incorrectly", are assessed daily for a one or two-minute counting period and leave a permanent record (answers or words) that can be counted easily at the end of the counting period (White and Haring, 1980). Other movements, such as "sees and says Dolch sight words correctly or incorrectly", are

also monitored daily using a one or two-minute counting period, but do not leave a permanent record. If the starting and ending point of a student's "say" performance on a word list are marked, or if flash cards are used, the correct and incorrect movements can also be counted easily at the end of the counting period (McGreevy, 1983).

Some movements or pairs of movements, such as "raises his hand while in his seat or leaves his seat and interrupts other children", are assessed daily for a longer counting period (e.g. one hour, three hours, or the school day) and do not leave a permanent record. Inner movements, such as "feels challenged", are also monitored daily using longer counting periods and again do not leave a permanent record. These movements must be counted as they occur using special behavior counters (McGreevy, 1983). Four of the most commonly used counters are: (1) a wrist counter (Lindsley, 1968), (2) an abacus wrist counter, (3) an abacus shoestring counter, and (4) an index card and pencil. The wrist counter is a metal device about the size of a watch, attached to a watchband. This counter is operated by pushing one of two buttons and will retain a count up to 99 for one movement and nine for another. The abacus wrist counter is made of pipe cleaners and beads arranged in 12 rows of nine beads attached to a leather wrist band. This counter is operated by sliding beads in rows designated as ones or tens and will retain a count up to 99 for six movements. The abacus shoestring counter is made of a shoestring and beads arranged in four sets of nine beads attached to a key ring. This counter is operated by sliding beads in the same manner as the abacus wrist counter and will retain a count up to 99 for two movements. The index card and pencil are used to retain counts for one or two movements depending on the size of the marks and the card.

The Paper Clip Counter (PCC), shown in Figure 1, is an easily assembled, inexpensive, reliable alternative to these four behavior counters. Similar to the abacus shoestring counter, the PCC will retain a count up to 99 for two movements. However, the PCC is quickly and easily assembled with