

About PT

NOTES FROM THE EDITOR

Patrick McGreevy

A multi-element design was used to compare the three study methods and corresponding topics. The dependent variable was think-say ideas or facts about the topic during a one minute timing. Two timings were conducted daily on each topic. The timings were followed by approximately 20 minutes spent studying the topic. The study time was equalized at the end of each week.

Each data point on Chart 1 represents an average of two daily timings on think-say ideas about the topic. Notice that the data for each study method and topic are concurrent. As evidenced by the initial data points, the student possessed approximately equal entry-level knowledge about each topic.

Chart 1 indicates that the student's learning with the flashcard method of study and the topic of observational learning was superior in terms of the celeration for both corrects (x2.5) and incorrects(/2.7). The student's final performance under this same condition was again superior in terms of both accuracy (x17) and fluency(17 corrects/ min.). It is important to note, however, that the student's learning and final performance were only slightly less with the essay method of study and the topic of mainstreaming. On the other hand, the student's learning using the flashcard method of study and the topic of observational learning was superior to that demonstrated using the abstracts method of study and the topic of conceptualizations of mental retardation in terms of the celeration for both corrects and incorrects by a factor of x1.7 and x1.8(celeration multipliers), respectively. This same superiority was observed in final performance, in terms of both accuracy(x2) and fluency(x2)[frequency multipliers].

These findings suggest that, for this student, simply rereading abstracts, a traditional method of study, was not as effective as saying author-fact flashcards or writing and rereading an organized essay. Replications with additional students and topics will determine if the observed relationships maintain across subjects and content.

Reference

Bower, B. & Orgel, R. (1980) To err is divine. *Journal of Precision Teaching*, 2, 3-9.

Bill Wolking is a faculty member and Lori Korinek is a graduate student in the Department of Special Education, University of Florida, Gainesville, FL 32603.

I would like to encourage all of you to submit Chart-sharing articles and manuscripts to JPT. Consider the possible benefits for children of your sharing a successful intervention with our readers. The cost is several hours of your time. If it takes you four hours to prepare the article and four children are helped, the cost-benefit ratio is one student helped/one hour spent. I would like to suggest that this is an effective, efficient, and loving way to spend time.

Also, help your teachers, and (yes) even the children, prepare articles. Remember, most of the discoveries of Precision Teaching have originated with a suggestion from a classroom teacher and with a child's chart. An article prepared and submitted by a child would receive the immediate attention of the editorial board.

Information on the Fifth International Precision Learning/ Precision Teaching Conference is included in this issue. I strongly encourage you to consider attending this conference. Kathleen Liberty, Owen White and many others are working hard to make this an informative and enjoyable conference.

TEACHER TO TEACHER

Caryn Robbins

I had a chance to do a little reading this summer and picked up William Least Heat Moon's **Blue Highways**. Along his philosophical journey, Moon makes an observation which sums up a part of our philosophy as Precision Teachers (where Moon says "man", read "person"):

The annals of scientific discovery full of errors that opened new worlds: Bell was working on an apparatus to aid the deaf when he discovered the telephone; Edison was tinkering with the telephone when he invented the phonograph. If a man can keep alert and imaginative, an error is a possibility, a chance at something new to him, wandering and wondering are part of the same process, he is most in error, whenever he quits exploring.