

Precision Teachers view errors as possibilities. They change them from failures into learning opportunities. Few other teaching strategies have held this philosophy. Open learning classrooms have allowed children to learn through a trial and error process when engaging in experimental and enrichment activities. The more structured strategies have moved toward errorless learning. It's as if you can make errors when you're having fun with learning, but when you are seriously learning, you should not make a mistake.

It is much easier to believe that errors are learning opportunities than it is to live as if they are. After all, when you make a mistake in balancing your checkbook, the bank sends you an overdraft notice, not congratulations for a new learning opportunity. It would be nice to change this world view for our students. We'd like them NOT to feel the upset-stomach-red-faced-crawl-in-a-hole-and-die response to errors. We would like them to learn to feel what we believe.

I have been amazed when two and one-half year old children enter my classroom and have already learned not to make mistakes, by not doing anything. Since it's much easier to change a behavior, than to create one, my first goal for many children is to learn to make an error and not see it as a failure. It's a very important skill to have when a child is handicapped and will spend his/her life making errors in other people's eyes. I have not found a magical way to teach this skill. My primary strategy has been to talk to the children about my own errors, and tell them what I have learned. Many children look somewhat shocked to hear an adult admit a mistake, though they are used to seeing us make them.

#### REFERENCE

Moon, W.L.H. (1984) **Blue Highways**. New York: Ballantine Books, pp.223-224.

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#### AROUND THE STANDARD CELEBRATION CHART

Patrick McGreevy

In the last issue, I suggested truncating (cutting) proportionally the Standard Celebration Chart, when submitting manuscripts to journals with a format smaller than 8 1/2 x 11 inches. I further suggested requesting

that the journal print the charts without reduction or enlargement.

In order to encourage this process and thereby encourage the submission of Chart-based manuscripts to other journals, I am preparing black, camera-ready copies of the four daily charts suggested in Table 1 of my last column (last issue, page 44). Just like the charts printed in **JPT**, these charts do not contain a grid.

These charts will be available at a nominal cost. Just send me a note describing which of the four charts and how many of each chart you need. I will send them to you, along with a note specifying the charges for the charts and postage. I would suggest that you specify at least the number of charts you actually plan to use, since most copy machines, even expensive models, produce a copy that is not the same size as the original.