

prohibiting or discouraging the demonstration of skills within the Learner's repertoire. There is another Deathstar protected by the forcefield of limited manager patience and competitive demands. If Learner Knights are to defeat that system, they must attend to Normie expectations and the demands placed on the managers themselves. There is hope! With a little nudge, the power of that forcefield can sometimes be turned from the Dark Side. The saga of Learner Rebel Paul shows the way.

Paul would not have been welcome at Princess Learna's table. He grabbed for food in a most unseemly manner. In last year's class he had been taught to ask for the food he wanted in a more appropriate manner (by pointing, since he was nonvocal), but the new behavior failed to generalize and maintain. This is a common story. Handicapped learners are "noted for their forgetfulness." However, what if the desired behavior was still really there, lying dormant beneath the concealing blanket of an older, more fluent behavioral alternative? We might try to increase the fluency of the pointing responses so it could compete more effectively with grabbing. However, when you get right down to it, what could be quicker than simply grabbing what you want? What if we made the old behavior pattern less useful? What if we unleashed the power of the inhibiting manager forcefield on the grabbing response? Charts 5 and 6 tell the story.

In the first few days of Paul's program he never pointed to the food he wanted, he just grabbed. Learner Knight Billingsley (in progress) and Laura Dickenson (Paul's manager) then decided to put a forcefield around the grabbing behavior during lunch time. No "instruction" was provided— Paul was never told or shown what he should do (after all, he had been taught all that a year ago), he was only prevented from getting the food he tried to grab. After a few confused days (see Chart 5), the light of the good side of the Learner Force shone through and Paul began to consistently point to the food he wanted with the same fluency he used to display in grabbing food.

Snack time was another matter (see Chart 6). Encouraged by success in one setting, the forcefield was turned against grabbing during snack time. The desired behavior appeared almost immediately, without specific instruction, just by preventing the old behavior from being effective.

With a minimum of effort, the power of that Normie villain Decel-Vader that lurks in all managers can be turned from the Dark Side.

The mask can be ripped away, revealing the caring Learner Knight and unveiling the true power of the Learner Force that lies within the frequencies of all Learner Rebels.

In the next episode, "Scouts, Flankers and Rear Guard," Uncle Owen returns to the question of aims which will allow the Learner Rebels to advance quickly through the curriculum.

#### REFERENCES

Billingsley, F. **The effects of competing behaviors on skill generalization.** Part of an ongoing series of studies being conducted by the Washington Research Organization (in progress).

Horton, S. **The use of calculators as a prosthetic device with educable mentally retarded students.** Unpublished doctoral dissertation (in progress), University of Washington, Seattle.

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## About PT

#### AN ANNOUNCEMENT

P.T. TIMES, a newsletter about Precision Teaching, is now available. Two issues are already in circulation, with the third and final issue for the 1984-85 school scheduled to be distributed in May. Five issues are planned for the 1985-86 school year. This publication is exclusively for teachers and is being made available at no cost.

P.T. TIMES is distributed through a network of persons who have agreed to make copies and distribute them in their part of the world. If you can serve as a distributor, please call or write Gary Myerson, 13626 Twin Peaks Road, Poway, CA 92064, 619-748-0010, ext. 250 (work), 619-747-0888 (home). If you would like to receive the first two issues, as well as, subsequent issues, contact either Gary Myerson or one of the following distributors:

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A publication like this requires contributions from its readers. We welcome your contributions!

#### NOTES FROM THE EDITOR

Patrick McGreevy

This issue marks the end of Volume V. If you would like to renew your subscription without a delay in receiving the next issue, please mail the renewal form (attached to the inside front cover) with a check or purchase order as soon as possible. If you have suggestions or concerns about JPT, please feel free to express them on this form.

With the beginning of Volume VI, we will have a number of new consulting editors. Some of the present consulting editors will also be asked to continue in that capacity. If you would like to nominate a consulting editor, please do so on the renewal form.

A special thank you goes out to those who have already subscribed to Volume VI. Please use the renewal form for suggestions and nominations. I would also like to thank all the authors, contributing editors, consulting editors and reviewers for their valuable assistance, without which there would be no journal.

I would encourage all of you to support P.T. TIMES. Gary Myerson, your efforts are greatly appreciated!

#### Journal of Precision Teaching

##### STANDARD GLOSSARY AND CHARTING CONVENTIONS\*

Fourth Revision (January, 1985)

**Accelerating Target** --a movement the behavior, manager, advisor, or supervisor expects to accelerate; the frequency is symbolized by placing a dot on the Chart.

**Accuracy Improvement Multiplier** --the measure of change in accuracy over time; celeration correct/celeration incorrect.

**Accuracy Multiplier** --the measure of accuracy: distance from frequency incorrect to frequency correct; the value by which the frequency incorrect is multiplied or divided to obtain the frequency correct; also called the accuracy ratio.

**Accuracy Pair** --two movements, usually correct and incorrect, charted simultaneously.

**Add-subtract Scale** --any measurement scale on which adding and subtracting by a constant amount is represented by a constant distance; the "up and left" scale on an equal interval chart.

**Advisor** --the person who advises the manager, usually viewing Charts on a weekly basis.

**Behavior** --the person whose behavior is displayed on the Chart.

**Behavior Floor** --the lowest daily frequency possible for a particular behavior;  $1/\text{number of minutes behavior can occur}$ ; symbolized by drawing a solid horizontal line on the Chart.

**Bounce Around Celeration** --up bounce and down bounce combined; the range of deviations of frequencies from the celeration line.

**Calendar Dates on the Chart** --dates written across the top of the Chart specifying the date of every fourth Sunday for 20 weeks; a day/month/year format is used as follows, 15/Jan/84.

**Celeration** --the basic unit of measurement of behavior change over seven or more frequencies; change in frequency per unit time.

**Celeration Aim** --the expected celeration for a given movement.

**Celeration Envelope** --an envelope formed by the construction of two lines parallel to a celeration line; one line passes through the frequency farthest above the celeration line and one line passes through the frequency farthest below the celeration line; the bounce around celeration is the vertical distance along any day line from the bottom to the top of the envelope.