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[Editor's Note: Thank you, Theresa and Ray for sharing your "original" charts with us and allowing us to trace them for printing in JPT. Our tracing does not "do justice" to them. By the time you read this, you should have received your returned originals.]

Chart-sharing

NUMBER REVERSALS: AN EFFECTIVE INTERVENTION

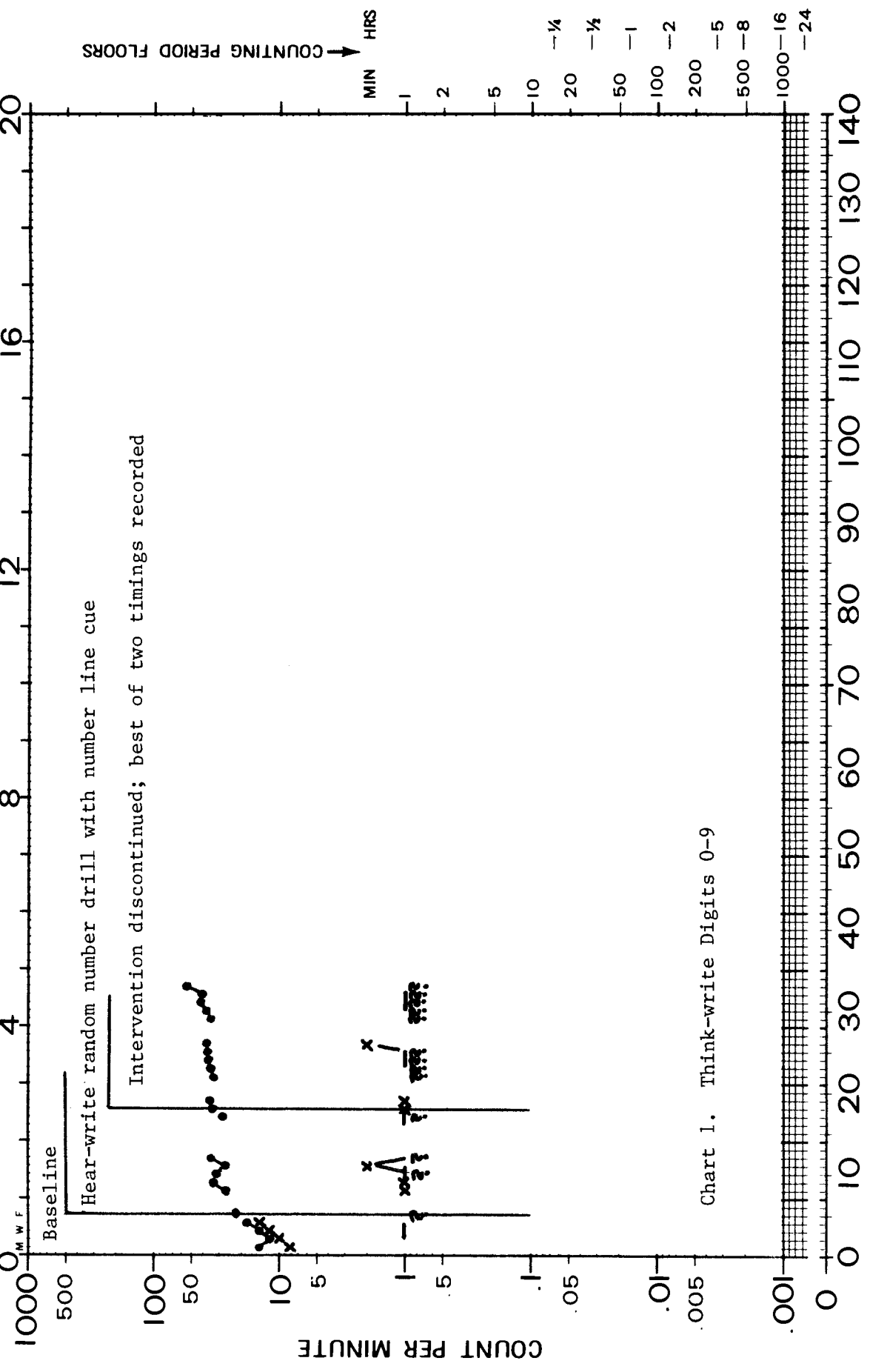
Susan K. Peterson
University of Florida

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 kindergarten through sixth grade students who exhibit complex learning, behavioral, and/or medical problems. The program has contractual agreements with 13 northern Florida school districts. One service the program provides is placement in 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 first grader who was referred to the MDTP due to academic and behavioral difficulties. The home school teachers expressed a specific concern regarding the frequency of this student's verbal and written reversals. The following discussion addresses an effective intervention

CALENDAR WEEKS

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Baseline
 Hear-write random number drill with number line cue
 Intervention discontinued; best of two timings recorded

Chart 1. Think-write Digits 0-9

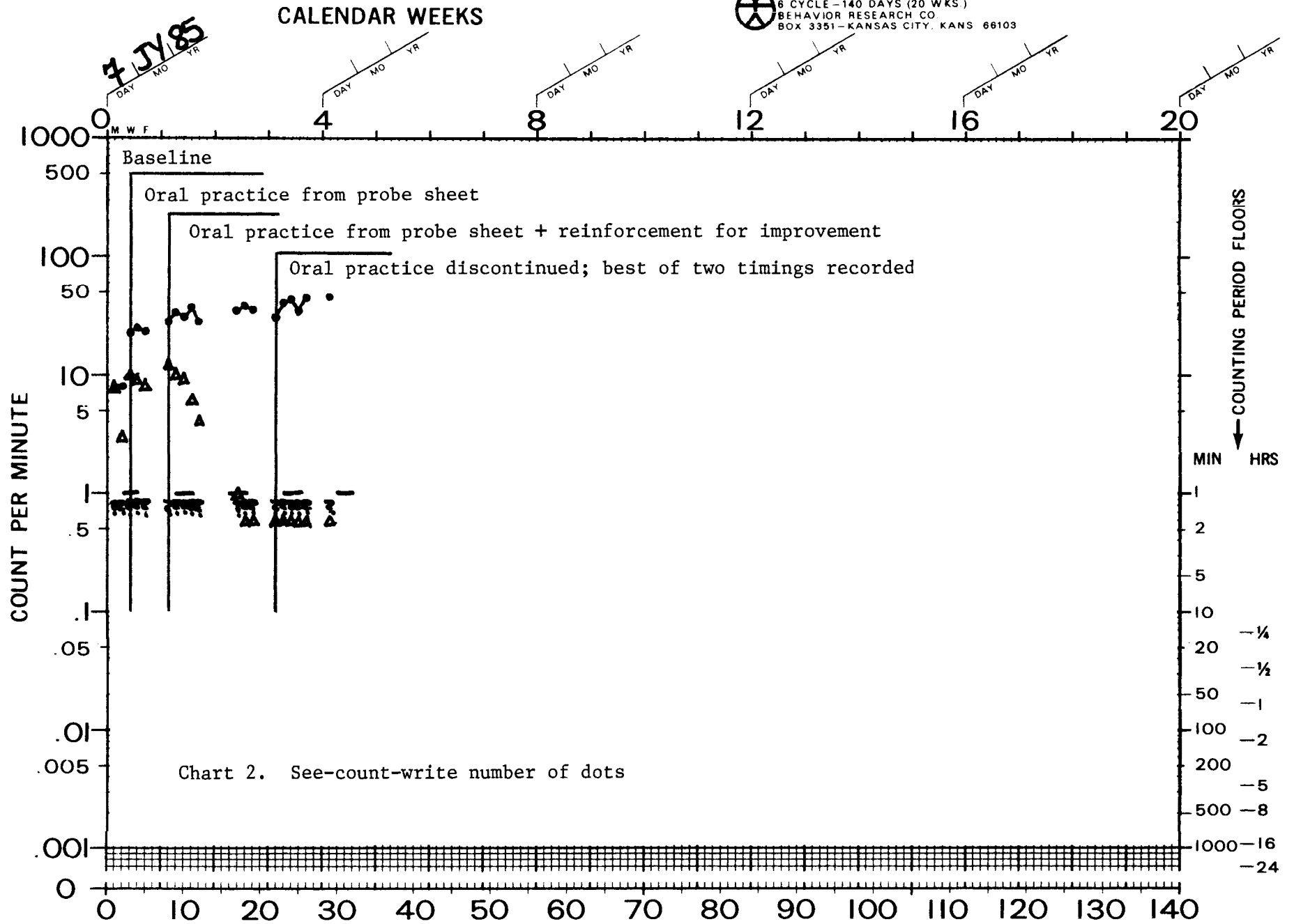
think-write
 digits 0-9

Peterson
 S. 7

SUPERVISOR	ADVISER	MANAGER	BEHAVIOR	AGE	LABEL	COUNTED
University of Florida	Florida	Gainesville, Florida	Peterson	7	S. 7	think-write digits 0-9
AGENCY	TIMER	COUNTER	CHARTER			



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



Peterson			S.	7	see-count-write number of dots
SUPERVISOR	ADVISER	MANAGER	BEHAVIOR	AGE	LABEL
University of Florida Gainesville, Florida			CHARTER	COUNTER	COUNTED
AGENCY			TIMER	COUNTER	CHARTER

used to eliminate written number reversals on a "think-write digits 0-9" probe. Moreover, a concurrently administered probe, "see-count-write number of dots", is shared with the reader.

Baseline data for "think-write digits 0-9" were taken on four days(see Chart 1). All recorded errors were number reversals. This student consistently reversed the numbers 2, 3, 5, 7, and 9.

During phase one an intervention for correcting reversals was introduced. The teacher placed a desk number line in front of the student to serve as a visual cue. Then the teacher randomly named the commonly reversed numbers. The student's task was to hear the number and write it. If correct, the teacher named another number. If incorrect, the teacher pointed to the number on the number line and the student self-corrected the error. This practice occurred for five minutes. Then the number line was removed and a one minute timing was administered. Reversal errors immediately disappeared. During phase two, the five minute practice was discontinued. The student was given the option of performing the timing twice with the highest score recorded. Correct number formation was maintained throughout this phase.

Counting was another skill targeted for the student in this investigation. Concurrent to the "think-write digits" probe, the teacher also administered daily timings on "see-count-write number of dots"(see Chart 2). The student's initial counting frequencies were very slow. During phase one, oral practice using the probe sheet was introduced. Phase two involved pairing a reinforcer with the oral practice. If the student beat her previous day's score she earned a sticker. During phase three the oral practice was withdrawn and the student was again given the option to perform the timing twice with the best score recorded.

Number reversals were not mentioned to the student during any phase of this counting probe. Reversals were recorded as correct responses provided the student had counted the dots accurately. The teacher, however,

kept track of the reversals without the student knowing. The number of reversals are designated with triangles on Chart 2. It is interesting to note the reduction of reversals during week two even though reversals on this specific probe received no teacher attention and were counted correct. The intervention used for "think-write digits 0-9" seemed to have a carry-over effect with "see-count-write number of dots."

After five weeks of instruction in the MDTP classroom, these and other effective teaching interventions were shared with the home school personnel. They were pleased with the documented progress and began making plans to implement the same techniques in their setting.

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About PT

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume VI of JPT. I apologize for the long delay. Coordinating the review and revision of manuscripts often takes much longer than anticipated and I have been without secretarial help for some time.

If you know of people who have not renewed their subscription, please encourage them to do so. Also, please share the enclosed order form with potential new subscribers. If you have an idea for a chart-sharing article or manuscript, please get your pencil or micro-computer going and send it along. We are in need of good manuscripts and chart-shares.