

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 During phase three the oral practice was withdrawn and the student was again given the option to perform the timing twice with the best score recorded.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.

---

Susan K. Peterson is a diagnostic teacher and assistant instructor at the University of Florida Multidisciplinary Diagnostic and Training Program, JHM Health Center, Gainesville, FL 32610.

## 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.

If you could use back issues of **JPT** for yourself or your class, just use the enclosed order form. Volumes III(1982)- present are available. If you need reprints of articles from Volumes I or II, let me know and I will send them to you for a nominal charge(the cost of photo-copying).

Some time ago, I indicated that black copies of truncated charts for publication in other journals would soon be available. This project has been delayed, but should be finished within one month. Send along your requests. They will be filled as soon as possible.

I would like to encourage you to subscribe to **PT Times**, a newsletter edited by Gary Myerson. It's for teachers and it's disseminated free-of-charge by regional volunteers. Contact Gary for the name of your regional person: Gary Myerson, 13626 Twin Peaks Road, Poway, CA, 92064-3098.

A new feature of **PT Times** is "Uncle Frank's Common Sense Kwestion and Answer Column about Performance and Learning". If you have a question about PT, send it to: Uncle Frank, %Jim Pollard, Merrimack Education Center, Howe Bldg. Annex, 363 Boston Road, Billerica, MA 01821. Uncle Frank's current whereabouts is unknown. However, he checks in with Jim Pollard periodically to pick up his mail.

Uncle Frank, we know you're out there. The last we heard, you were hiding behind a coat rack in Filene's basement, refusing to let go of two cardigan sweaters. Frank, no one wears cardigan sweaters anymore. Besides, it's only a rumor that the Boston Celtics were traded to Orlando for 12 cases of oranges and a lifetime pass to Disney World. Please come out and write another column for **PT Times**. We have lots of questions.