

changing demands of the world in which all Learner Rebels must live, and our own talents and priorities as teacher/managers. We must continue forever the evaluation and evolution of our standards.

Most importantly, though, I firmly believe that what will prove functional for one learner might prove dysfunctional for another. We could simply set aims so high that they would ensure functional fluency for virtually any learner, but that might prove counter-productive to rapid movement through curricula. I believe that we must look to the learner's own behavioral repertoire, the learner's own managers' patience and expectations, and at least occasionally, the learner's own peer group for guidance. We must document the functionality of an individual's aims by probing outside the instructional situation and after instruction has been terminated to determine if the skill we sought to develop is actually being used. That, unfortunately, is where our data fail us most.

Although I have tried to share interesting and suggestive charts throughout this series, the reader will note that most of the charts showed the performances of learners only within instructional situations. I have provided no data to verify that the frequencies of competing behaviors did indeed play a role in determining the functionality of new skills. The documentation that an assessment of managerial patience can lead to a functional performance aim is non-existent, at least within the confines of this series.

I, and Learner Knights Haring, Liberty and Billingsley, are currently conducting additional studies concerning those issues, and will share our charts as they take form. Meanwhile, if any reader has already collected information that bears on the notions presented in this series, or would like to communicate concerning possible future studies, we would be **very** interested in hearing from them.

May the Learner Force be with us all.

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Chart-sharing

PRECISION RUNNING: A REAL SHORTCUT!

Tom McCrudden
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A significant consequence of daily charting is discovery (Lindsley, 1970). The purpose of this article is to share how daily charting led to an important discovery for me in running.

When I began running on March 1, 1975, my daily schedule reflected the tempo of the time: Long Slow Distance-- LSD --(Henderson, 1984). Basically, this suggests running longer distances at a slower speed with regular doses of speedwork. LSD was contrary to track running in the U.S., which until 1969 was running shorter distances at race pace (that is, SFD).

I departed from the LSD practice in 1980 when I began running much longer distances at a much faster pace. I continued this schedule until September, 1982 when I began having soreness on the bottom of my right heel. I decreased my speed and mileage to relieve the soreness, but it persisted. In December, 1982, I consulted a

sports podiatrist who diagnosed my injury as plantar fasciitis (a common overuse injury) and he offered me four recommendations: consider purchasing foot supports (orthotics), do leg flexibility exercises, run fewer, and slower miles. I followed the recommendations and continued to chart daily, monthly, and yearly.

In Table 1 is listed my yearly mileage from the years 1975-1984 starting from September through August. In Table 2 is presented my best 10K race time on the same certified race course and my mileage per year for the last four years. Chart 1 displays these same data.

Table 1
Running Mileage per Year

Year(SP-AG)	Mileage
1975-76	2253.75
76-77	1971.25
77-78	2184.25
78-79	2080.00
79-80	2405.00
80-81	2588.00
81-82	2498.00
82-83	1807.25
83-84	1565.35

Table 2
Best 10-K Race Time
on the Same Certified Course
and Running Mileage Per Year

Date (D,M,Y)	Best 10K Time	Yearly Mileage
26/7/81	34:50	2588.00
19/9/82	35:22	2498.00
18/9/83	37:40	1807.25
16/9/84	36:15	1565.35

The Big Discovery: I was able to run 39% less mileage in 1984 than in 1981 and still do a 10K time which was only 4% slower than my best 10K time, which I ran in September, 1981!

Incidentally, notice how much more obvious this interpretation is as a consequence of a visual examination of data presented on Chart 1 as compared to the same data when presented in Table 2.

Some of the beneficial consequences of this discovery arrived at through P.T. measurement procedures are: less time and work result in almost the same pay-off, thereby, helping the charter "to work smarter not harder"; and the savings in time and energy can be used for other interests (e.g. family, writing, etc.). These are two reasons why I say, "Precision Running is a Real Shortcut!"

REFERENCES

Henderson, Joe. (1984). LSD flashback. *Runner's World*, 19(4), 48-50, 112.

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TWO-YEAR CHART

Karen Nelson and Carole Peterson
SIMS Secondary Center

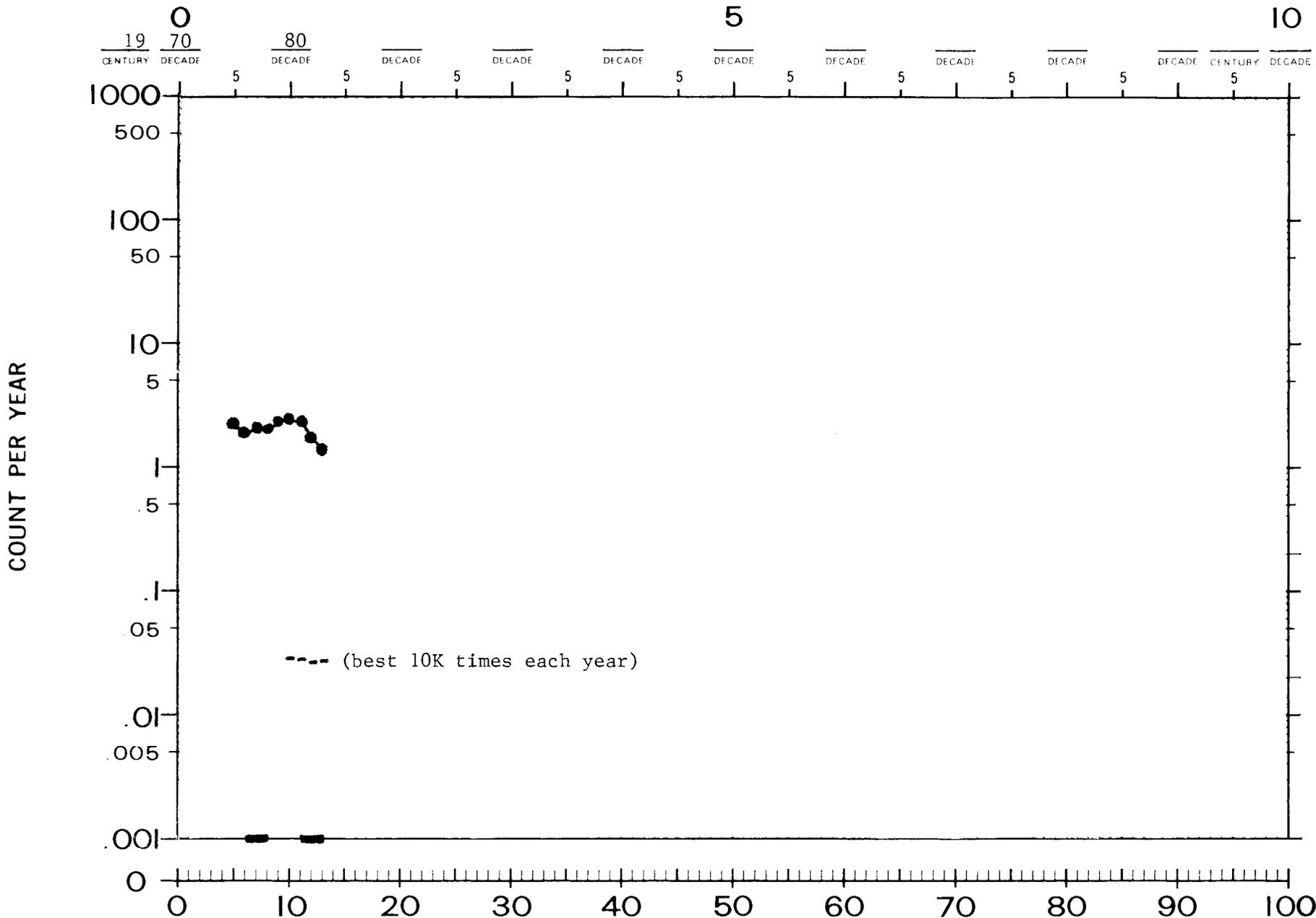
Tom entered the SIMS Secondary Center, a program for severely learning and language disabled seventh and eighth graders, as a 13-year-old non-reader who still could not say letter sounds. He had a kindergarten reading level on standardized tests. The SIMS staff introduced him to the SIMS Reading Program, a phonetically-based reading curriculum which utilizes Precision Teaching techniques to monitor student progress. Simultaneously, he participated in an oral language class where part of the curriculum included reading and defining functional words. These functional words consisted of **School Words** such as Office and Principal, **Road Signs** such as Yield and No Turn on Red, **Building Signs** such as Closed and No Loitering, and **General Information Signs** such as Inflammable and No Lifeguard on Duty.

Daily and monthly probes were charted to monitor his progress in both of these curriculum areas. It is interesting to note that Tom refused to make errors, choosing instead to skip unknown words.



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CALENDAR DECADES



SUCCESSIVE CALENDAR YEARS

Tom McCruden 39 Runner runs miles
 BEHAVIOR AGE LABEL COUNTED
 Tom Tom
 CHARTER

SUPERVISOR ADVISER MANAGER
 DEPOSITOR AGENCY

Race Officials Tom
 TIMER COUNTER