

Prior to the study, the teachers involved with the experimental group attended three workshop sessions which introduced the philosophy and components of precision teaching. The participants had no previous knowledge or experience with precision teaching techniques.

The statistical analyses focused on a multiple analysis of variance test (MANOVA) with nested designs and a Scheffe test of multiple comparisons. Analyses of the data revealed that the experimental and control groups differed significantly at the .05 level of significance in their mean scores on the tests of speed, computational skill development, and concept development in favor of the experimental group. The Scheffe test showed that some of the lower achieving classes of the control group differed significantly from some of the higher achieving classes of the experimental group.

In summary, this research shows that a group using precision teaching techniques achieved better than a comparable control group. A group that used brief systematic practice during the unit of rational numbers had higher performance on all three researcher-constructed evaluations. Moreover, when such intensive practice was accompanied with classroom activities and explanations, greater scores on speed, computational skill development, and concept development of rational numbers was found.

Reprint requests:

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stories, nice art work, accurate math, and a few papers that just showed completion. In one sense or another each displayed a "well done performance".

One of my submissions was the learning record of a 6 year old first grade girl before and after help by her 12 year old brother. The learning chart and its story were each mounted on light blue construction paper to highlight the chart lines (first grade teachers quickly learn about such detail), and a large gold star was placed on the presentation. The principal wrote praise to both children and signed her name. After a weeks' display, the chart, story, star, and praise were sent home for the parent to see. The story and the chart are displayed in Chart 1; the children's names were changed, though they really deserve full recognition.

Most schools do an adequate job publishing pupil performances in some manner. Reminders and new ideas are usually welcome. Publishing pupil performances on the Principal's Pride Wall is a grand idea. Since performance and learning are different school products, precision learning/precision teaching teachers need two walls--The Principal's Pride Performance Wall for rewarding pupil frequency and The Principal's Pride Learning Wall for rewarding pupil learning.

Reference

LaFray, Barbara. (1984). **Principal's pride wall.** Panther Lake Elementary School, Federal Way, WA.

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Chart-sharing

PRINCIPAL PRIDE WALLS

Malcolm D. Neely
Federal Way School District

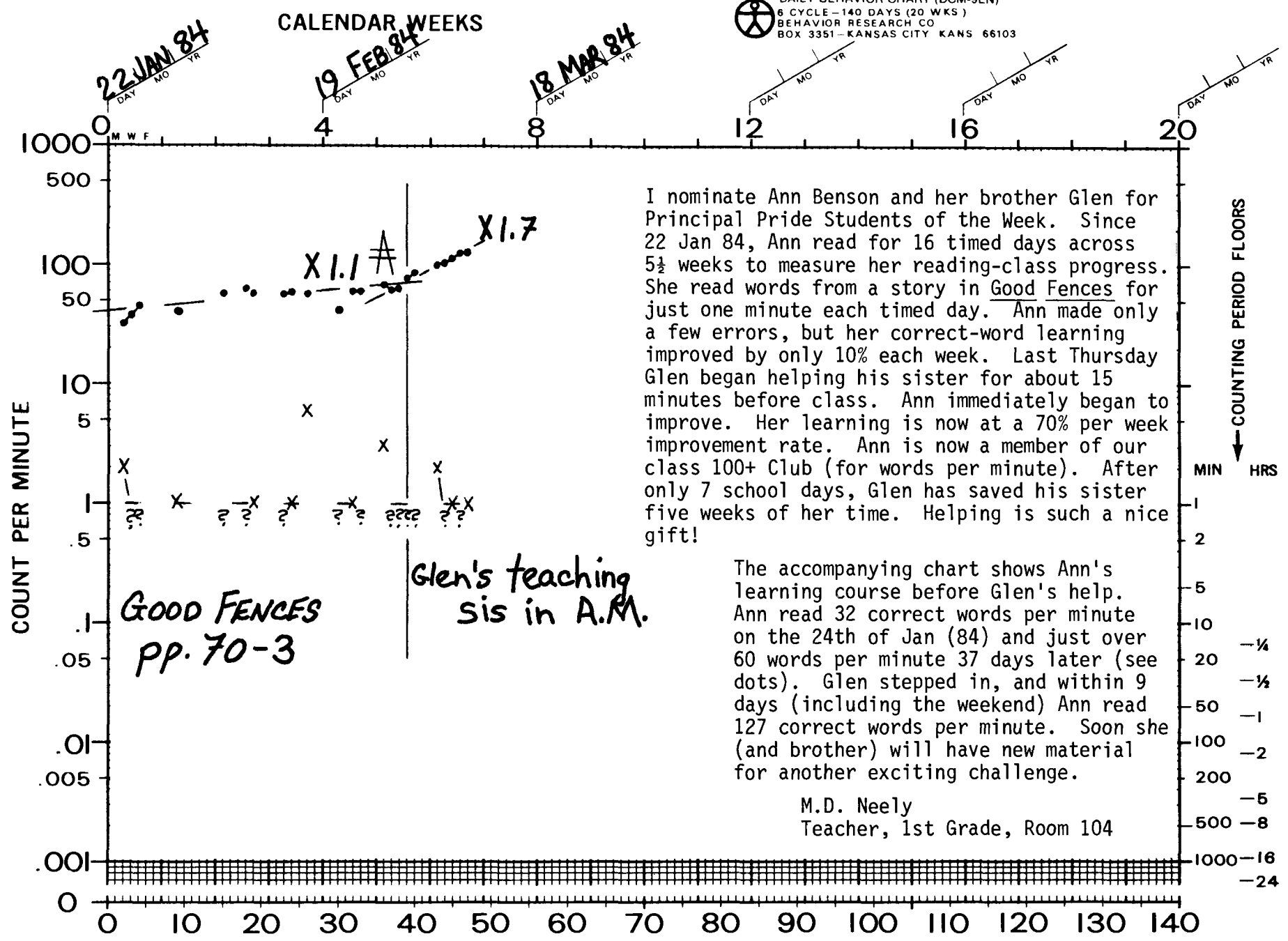
In the spring of 1984 our building principal, Barbara LaFray, requested samples of pupil work that we teachers thought deserved recognition on her new Principal's Pride Wall (LaFray, 1984). From each classroom came good penmanship, clever poems, impressive

CLEARING THE SMOKE

John R. Caimi
Southeast Missouri State University

In order to gain experience collecting and plotting data on a Standard Celeration Chart, our class (taught by Dr. Larry Lowrance) was given the assignment to select a few behaviors (our own or those of others) which we would be able to keep track of and possibly affect. I chose to try a structured reduction of the number of cigarettes I smoked each day. In the past, I had found that I could easily quit cold turkey for a day or two, but would soon revert to my original level of consumption.

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



I nominate Ann Benson and her brother Glen for Principal Pride Students of the Week. Since 22 Jan 84, Ann read for 16 timed days across 5½ weeks to measure her reading-class progress. She read words from a story in Good Fences for just one minute each timed day. Ann made only a few errors, but her correct-word learning improved by only 10% each week. Last Thursday Glen began helping his sister for about 15 minutes before class. Ann immediately began to improve. Her learning is now at a 70% per week improvement rate. Ann is now a member of our class 100+ Club (for words per minute). After only 7 school days, Glen has saved his sister five weeks of her time. Helping is such a nice gift!

The accompanying chart shows Ann's learning course before Glen's help. Ann read 32 correct words per minute on the 24th of Jan (84) and just over 60 words per minute 37 days later (see dots). Glen stepped in, and within 9 days (including the weekend) Ann read 127 correct words per minute. Soon she (and brother) will have new material for another exciting challenge.

M.D. Neely
 Teacher, 1st Grade, Room 104

M. Neely		SUCCESSIVE CALENDAR DAYS		Ann	6½	see-say words
SUPERVISOR	ADVISER	MANAGER		BEHAVER	AGE	COUNTED
Panther Lake Elementary	Federal Way Public Schools	Federal Way, WA		Room Moms		
AGENCY				CHARTER		