

growth from day to day and week to week within the long first phase, it was enough to keep her working with N.S. toward the aim. If the teacher had given up, she would never have seen that N.S. could learn at an even more rapid rate.

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PRECISION TEACHING: FEELING FIXER

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The purpose of this article is to demonstrate that, by counting your inner feelings (i.e., positive and negative), you can become more aware of events which affect these feelings, discover things about yourself, and develop strategies to help change them.

I began charting my inners on November 29, 1981, after reading an article by Abigail Calkin (1981). I defined inners as those feelings that affected me "very" positively or "very" negatively. "Very" is difficult to define; some examples might be helpful. For instance, consequent feelings from a funny movie would not necessarily be counted as "positive". If I saw a person do a kind deed, however, I might count that as a "positive". Similarly, the fact that I do not like a certain political policy (e.g., tax loop holes) might not be counted as a "negative". If I heard about an

80-year-old woman getting mugged and raped, however, that might be counted as a "negative". This is something I really appreciate about PT-- it respects the learner enough to allow him/her to define an inner according to his/her own unique criteria.

Chart 1 is my feelings chart. Data from the following days helped me learn, discover, and change:

1- July 10: I helped my friend with his going-out-of-business garage sale; there was a jump-up in positives;

2- July 18: We closed on our new house and the buyer's loan for our old house was approved; there was another jump-up in positives;

3- July 21: We took possession of our new house and started moving by car-loads; there was a jump-up in positives;

4- July 22: The moving men came and we also moved by car-loads; I was happy we were moving, but I was also sad to leave the house where we lived for 13 years and where we had had much fun; there was a jump-up in both positives and negatives;

5- July 23-25: I went to our old home to clean and get it ready for the new owners; I experienced sad feelings and decided to use the following strategy: whenever I experienced a sad feeling about the old home, I would think of why I was moving to the new house (e.g., more space, less maintenance, etc.); this made me feel happy; notice the "jaws" learning picture-- an acceleration in positives and a deceleration in negatives; in fact, I started generating positive thoughts about the new house, which produced positive feelings in me; as a result, the positive thoughts were not



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

CALENDAR WEEKS

6 JUL 86
 DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

DAY MO YR

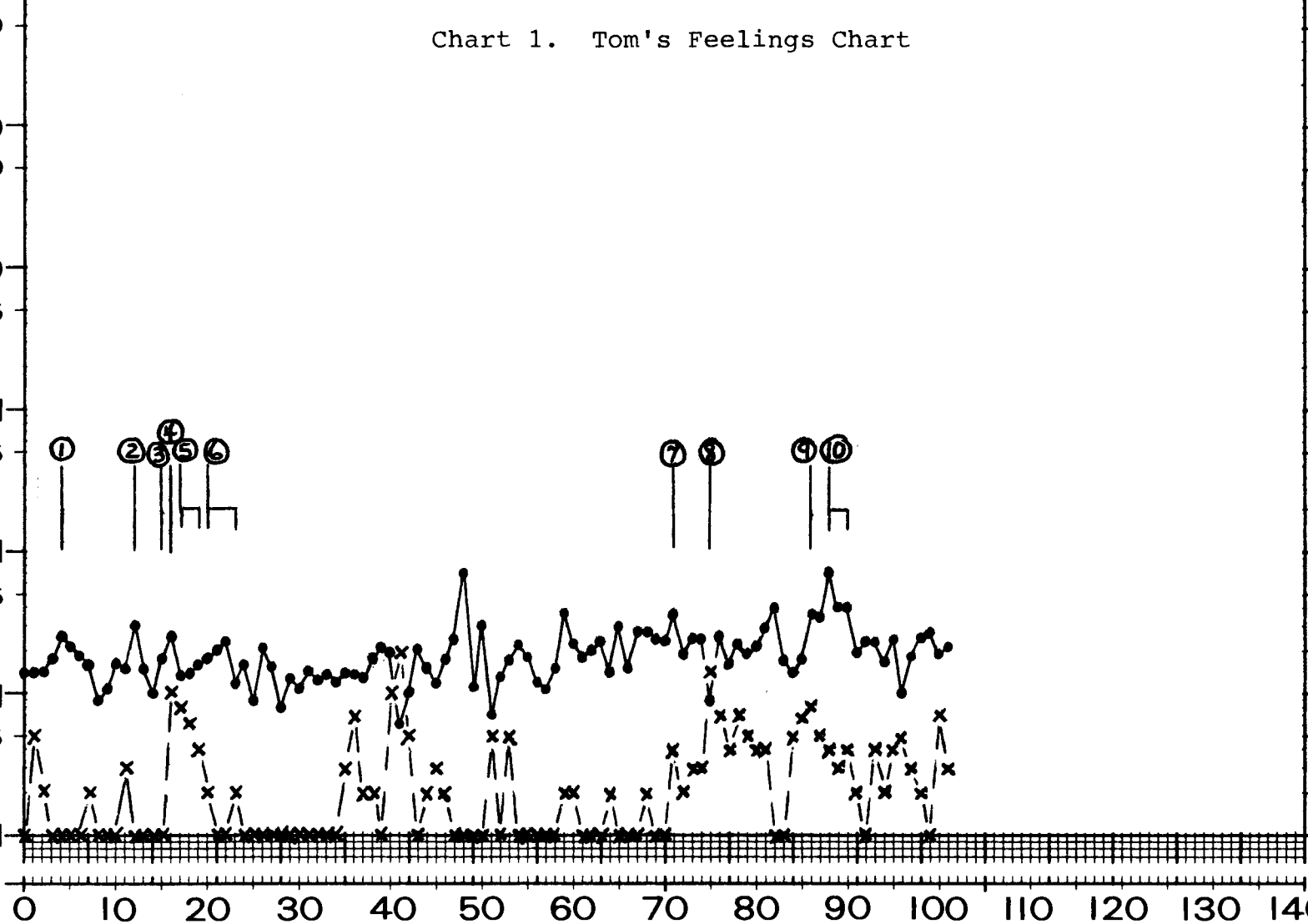
1000
500
100
50
10
5
1
5
1
0.5
0.1
0.05
0.01
0.001
0

Chart 1. Tom's Feelings Chart

COUNT PER MINUTE

COUNTING PERIOD FLOORS

MIN HRS
 1
2
5
10
20
50
100
200
500
1000
-16
-24



SUCCESSIVE CALENDAR DAYS

Tom McCrudden 40 Precision Learner
 BEHAVIOR AGE
 positive and negative feelings counted

SUPERVISOR ADVISER MANAGER

AGENCY

TIMER

Tom McC
 COUNTER

Tom McC
 CHARTER

Journal of Precision Teaching, 1990, 7, 19A

always contingent on a sad feeling; this was a re-discovery for me-- an additional strategy I had known but had forgotten to use;

6- July 26-28: I was anticipating the visit of my cousin and his wife from Ireland on July 27; we had a party for my cousins on July 28; there was a continuation of the "jaws" learning picture;

July 29: My cousin and his wife leave; there was a jump-down in positives and a jump-up in negatives;

7- September 15: There was an explosion near one of the schools to which I am assigned; my supervisor sent me to the school to assist; there was a jump-up in positives and negatives; a re-discovery for me-- keeping calm in a crisis;

8- September 19: I received a decision regarding a case that annoyed me very much; what annoyed me was the way the decision was made; there was a large jump-down in positives and a corresponding jump-up in negatives;

September 20-24: The continued high frequency of negatives was a result of the decision process; the positives, however, accelerated;

September 25-27: I was thinking about the weekend; there was an acceleration in positives and a deceleration in negatives;

September 28: I anticipated a meeting on September 30; there was a jump-down in positives and a jump-up in negatives;

September 29: I was still anticipating the meeting; there was a jump-up in negatives; I decided what to do at the meeting; there was also a jump-up in positives;

9- September 30: The meeting occurred; there was a slight jump-up in negatives; I remained calm with my decision and discussed the situation with my friend after the meeting; there was a large jump-up in positives;

October 1: I made a decision and executed it; there was a jump-down in negatives;

10- October 2-4: I attended the Precision Teaching Conference in Jackson, Wyoming; there was a jump-up in positives and a jump-down in negatives.

In summary, I chart my inners daily to learn, discover, and change. I discovered that feelings, like academic behaviors, are independent of one another (see July 22). I have learned that certain types of events affect my feelings strongly. I have also discovered or developed strategies to control or change these feelings and events. Additional consequences of charting inners include: feelings of being in control, self-confidence, and relaxation.

Reference

Calkin, A. (1981). One minute timing improves inners. **Journal of Precision Teaching**, 2, 9-21.

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PROFICIENT FREQUENCIES: HAVE WE LOST SIGHT?

Paul Wanat

During the course of attending nine presentations at the Sixth International Precision Teaching/Precision Learning Conference in Jackson, Wyoming in 1986, I became concerned about some applications of PT. This