

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?

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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

concern does not center around unproven theoretical stances, semantic differences, or other trivial nuances, but rather upon the apparent disregard or misunderstanding of one of the foundations of PT, namely proficient frequencies. I noted the following activities being used with students in what were professed to be academic PT programs:

(1) On two different occasions, presenters stated that they did not use frequency aims with their students; and

(2) One presenter displayed student charts with no aims and x1 celerations; when questioned, the presenter stated that this was acceptable and that learning had taken place.

The effective and efficient performance of all types of skills occurs not only at high frequencies, but at specific proficiency ranges, which apply to all learners whose motor and neurological channels are not impaired. Proficient performance in tool skills and basic skills often leads to the same in advanced skills. The failure to use frequency aims ignores a vital stage of learning, sells students short, and reduces performance and learning to a hit or miss affair.

Accepting or setting low frequency aims is no different than going on to chapter 2, because chapter 1 was taught last week. It ensures only that material was presented and tells us nothing about the quality of performance on the present task, the potential endurance of that performance, and the future learning of more advanced material. The thrust of our professional practices as precision teachers should be discovering ways to accelerate student performance and learning, not getting through the curriculum. Rather than taking the slow and handicapped learner and producing an accelerated learner and performer, some of us are using available technology to redefine slow and handicapped learners in PT terms. Does it really matter what medication is administered if the disease is terminal?

In all cases, we must set proficient aims for students to receive maximum benefits from the learning situation. What do we do with students, however, who consistently demonstrate low frequencies even when curricular slicing has been employed on several occasions? The answer, I believe, is building up frequencies to proficient levels in the appropriate tool skills. I have found that most students can accomplish this task in 5-7 days. When this skill is reapplied to the curricular pinpoint, frequencies accelerate. To further facilitate maintenance of the tool skill, I have had students do tool skill AND curricular timings for several days after the latter has been reintroduced.

The significance of proficiency must not be forgotten or abandoned. To do so would be detrimental to students and would threaten the credibility of Precision Teaching. The proliferation of Standard Celeration Charts with celerations and frequencies that hardly compete with the production of traditional instruction will only serve to convince others to continue current practices.

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