

## Practice Precisely Write

Christine L. Smith and Debbie Hogan

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A resource teacher and speech-language pathologist have developed a program to improve written language skills of elementary-aged students. These students in special education classes have first been required to perform skills of proofreading and editing of written language prior to production of written work. The students have learned language/vocabulary concepts in conjunction with proofreading and editing of written materials containing capitalization/punctuation errors, by first using Precision Teaching Practice Sheets.

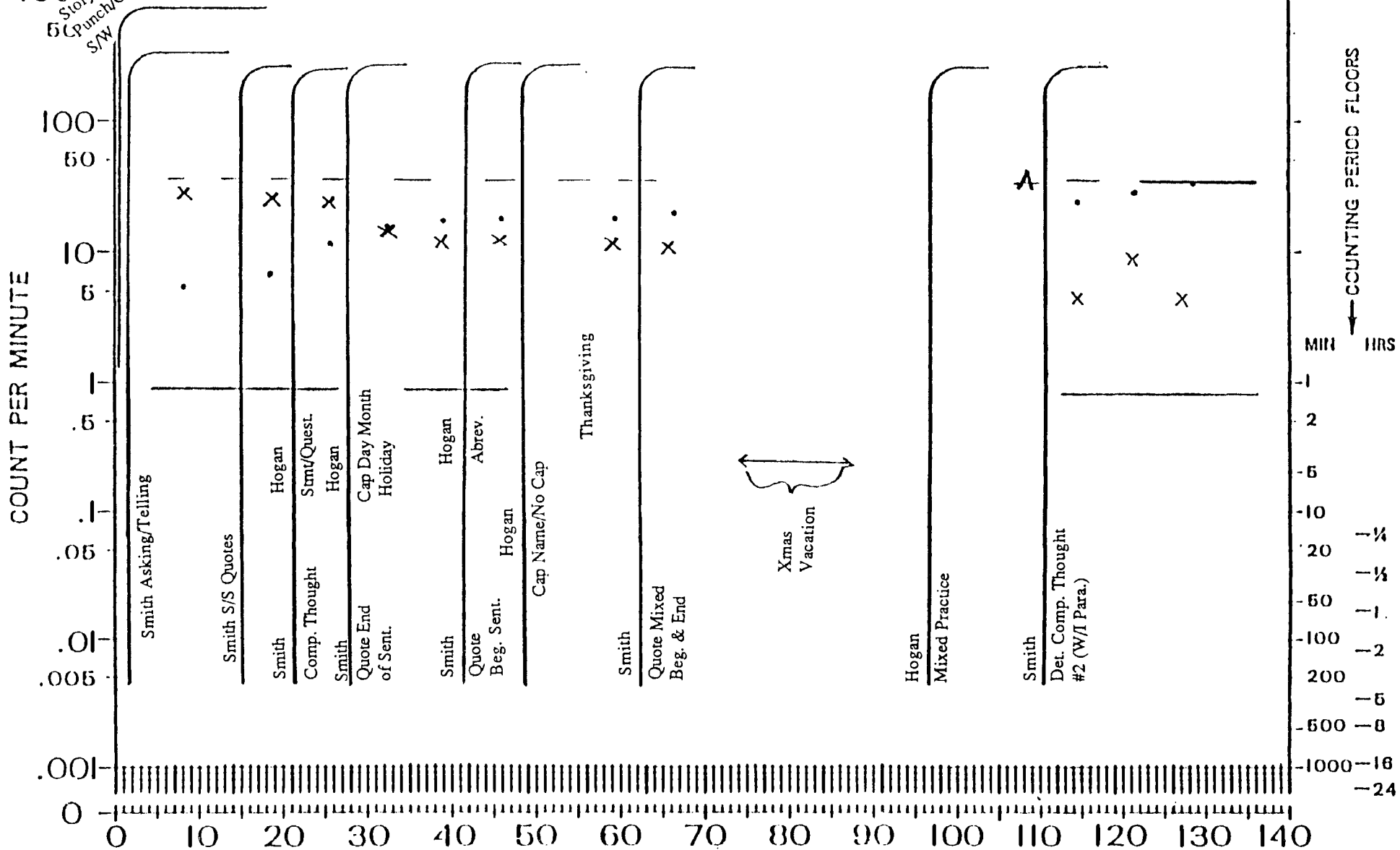
Standard Celeration Charts reveal that overall the children improved skills in editing of capitalization/punctuation errors. Proficiency of concepts contained in most of the isolated skills practice sheets occurred, although not all of the children reached aim of proofing/editing of the short stories.

Reports from these students' mainstream (regular education) teachers indicate the concepts the children have learned are being generalized to the regular class setting. These teachers are reporting (with great surprise) that these students are performing written language assignments with fluency and skill similar to that of the regular student.

Additionally, the students have enjoyed the program. They have not tired of performing skills on practice sheets nor of editing the stories. The coordinators of this project have been equally enthusiastic. The practice sheets they have developed have lent themselves to further exploration of the concepts; thus, they have formulated additional methods, procedures, and variations of presenting the material to the students. Further development of more varied practice sheets is presently in planning stages.

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