

## Our Discoveries Over 28 Years

Ogden R. Lindsley

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Bruce Schroeder received many requests for Ogden Lindsley to repeat his review of landmark, discovery-producing Charts similar to his presentations at the 3rd International Conference in 1983 at Orlando, and at the 9th Conference and twenty-fifth anniversary in 1990 at Boston. (In the interest of historical accuracy, if we counted the 1977, 1978, and 1979 Kalispell, Montana conferences, these would be the 6th and the 12th Precision Teaching Conferences.)

The plan for the 1983 Orlando presentation was to dust off some original landmark transparencies to show many newer Precision Teachers what the Charts looked like that had produced major discoveries. Sharing with them their ancestral Chart roots has always been a priority to keep the largely oral history alive.

The plan for the 1990 Boston twenty-fifth anniversary was to summarize the Chart database more accurately and estimate the induction ratio (i.e., how many Charts were collected divided by how many produced discoveries). I surveyed eighteen 12 inch wide, 9 1/2 inches deep and 10 inches high boxes of transparencies in manila folders to locate landmark, discovery producing

Charts. I estimated from sample counts that there were a total of 11,900 transparencies in the boxes. I selected 30 folder topics, including a total of 123 transparencies, as having produced discoveries. This was an induction ratio of 11,900 total transparencies divided by 123 discovery-producing or 97 to 1.

The plan for 1990 in Boston was to also show participants (at the end of the conference when they should be familiar with the Standard Celeration Chart) how standards permit them to rapidly assimilate a huge amount of data at a very high rate. That is why 123 transparencies were presented in 45 minutes--a frequency of about 3 per minute! That proved overwhelming for many participants used to more leisurely Chart perusal. Several criticisms of the high pace were received. Most of the criticisms were from people not familiar with the Chart who had come in merely to hear Ogden Lindsley speak.

The accompanying table lists the number of transparencies in each folder, the 30 discovery folder topics, the year of collection, the discovery result, what part of "MUSIC" it supports, whether it was a disproof or not, the name of the Chart sharer,

and the state in which the Chart was collected for the transparencies presented in 1990 at Boston. To assist Precision Teachers in remembering basic tenants of the technology, as well as in discriminating them from typical educational practice, I coined the acronym, "MUSIC." \*

The 1993 Salt Lake review was a compromise between the 1983 Orlando and 1990 Boston presentations with only 1 or 2 transparencies from each folder presented. However, the pace was still fast, fast, fast! For, without fluency, we are all lost anyway.

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	<u>Precision Teaching</u>		<u>Traditional Instruction</u>
Say	Multiply Unique Specific Independent Consequence	instead of	Add Common General Correlate Cause

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**"SAY ALL EAST MINUTE EVERY DAY SHUFFLE"**

## CHARTS SHARED WITH 9th INTERNATIONAL PRECISION TEACHING CONFERENCE IN KEYNOTE

NO.	MIN	TOPICS OF 30 DISCOVERY FOLDERS	YR	DISCOVERY RESULT	SUPPORTS	D	P	CHART SHARER	ST
2	2.0	11,900 charts collected in 25yrs	90	123 selected - 97/1 induction	None				
3	0.5	MUSIC-Multiply,Unique,Specific,Independ	80	Memory aid for major discoveries	Outline				
7	0.5	Freeing basketball shooting	71	Free superior to controlled	Free openair	D		M Myers	KS
3	0.5	Montessori Pre-school for DD	67	Open motor tasks self recorded	Self-record		P	E. Fink	KS
3	1.0	Reliability: Observer,Teacher,or Child	72	Record the effect, not intent	Self-record	D		H Sokolove, N Young	KS
3	0.5	Labels we wear	67	Schools indelibly label children	Labeling	D		J Edwards	KS
4	2.0	Time-ruled Observation Sheet	69	Observe windows narrow record	Freq Superior		P		
8	1.0	% time on task vs. frequency	69	% on task wrong direction 1/4	Freq Superior			Sboras, Haubrick	WI
4	2.0	Cumulative Recorder gives Multiply scale	69	Doubling grid forces big changes	Multiply		P	BF Skinner	MA
5	1.5	Write nos. in sequence 4 weeks	74	project 2 wks from 2 wks 73% in	Multiply		P	Beck, Boykin, MacMillan	MT
9	2.0	Behavior Bank 32,192 Projects	74	Up = Down Bounce	Multiply			Lindsley, Koenig, Nichol	KS
				Total bounce same	Multiply			Kanter, Young	
				Frequency & Celeration Ind.	Independent	D			
12	1.0	World political indicators	75	Frequencies up-down spread	Multiply			C Taylor, M Hudson	CT
2	0.5	Freehand & leastsquare celer. $r = +.99$	77	Celerations up = down spread	Multiply			H Hinesh	UL
3	2.0	Try, Try, Again	68	Guarantee success in 3 tries	Unique		P		
1	1.0	Behavior Bank 32,192 Projects	74	1046 Prog. Ev, 818 Arranged ev	Unique	D		Lindsley, Koenig, et al.	KS
1	2.0	Self-applied punisher	65	Child apply own DC	Unique	D		M Bisaha	KS
3	1.5	Exceptionally high freq - DD yell	66	Yell 4* more in car,self-apply DC	Specific	D		ORL-Father's class	KS
1	0.5	Exceptionally high freq - DD work	71	Collate 2* more at own table	Specific			B Halten, W Schoonmaker	WA
8	2.0	Smoking Deceleration Projects	66	Urges independent of Behavior	Independent	D		ORL, Caldwell,Holzschuh	KS
				Urges no more variable		D			
				High bounce easier to decelerate		D		Caldwell	
6	1.0	Positive & negative self concept	71	Independently bounce & celerate	Independent	D		H Pennypacker, J Ellis	FL
6	1.0	11 Different 2 Line learning pictures	76	Corrects, errors indep learning	Independent	D		P All	KS
1	0.3	4 line learning pictures	76	Corrects, errors, skips, improves	Independent			P Flanagan	KS
7	1.0	Try 3 curricula at once	69	3 basic readers indep learning	Independent	D		N Johnson, N Young	KS
4	1.0	Try 2 channels at once	78	See-do & Hear-do indep learning	Independent	D		Hively, Duncan,Keller	NH
2	1.0	Counter-turns JUTD & JDTU	85	Jumps and Turns independent	Independent	D		Porter,Ehling, Liao, Ruiz	KS
1	0.3	3 year old	70		Consequence			Pennypacker, Spangler	FL
2	0.5	PT effects Sacajawia, Great Falls	79	Elementary school-wide program	Effects		P	Ray Beck, P Albrecht	MT
5	1.0	Leap up curriculum without instruction	79	Leap ups put all in Jews picture	Maximal effects	D		G Stromberg, M Chappel	KS
5	0.5	Slowest Signature - 3 to 4 letters/min.	78	If change freq you change form	Freq dimension	D		ORL, A Calkin	KS
2	1.0	Leola's Letter to ORL	70		Closing			Eliz & Eric Houghton	OR
#		Transparencies	30	Discovery Folders			17	Disproved prior beliefs	

By Ogden R. Lindsley on 1 November 1990 in Boston Park Plaza Hotel