

## Teaching Children to Chart

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(Summarized from presenter's handouts by Claudia E. McDade)

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The outcome of this workshop is the instructional skill to teach students to see/do drop dots at 20-30/min. with 0--2 learning opportunities. Such a skill will involve students in their own learning and share their decision-making with the teacher. Not only will the student achieve greater gains, but the teacher-student team will manage learning more effectively. While reducing teacher "overhead", student charting will also enhance performance accountability.

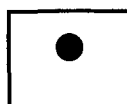
Teaching children to chart using Direct Instruction procedures is highly effective. Teachers must arrange the classroom in terms of the physical environment, temporal considerations, and actual activities that occur. As in all Direct Instruction scripts, pacing the presentation is critical with the appropriate use of signals, feedback, and corrections. Students must be taught to mastery, followed by fluency building exercises to promote comfort with the Chart.

Children can be taught learning picture rules with the following basic premises:

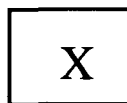
1. Day lines: lines that go up and down are *day lines*.
2. Sunday lines: fat lines that go up and

down are *Sunday lines*.

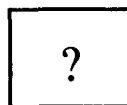
3. Counting lines: lines that go across are *counting lines*.
4. Record floors: tell how long the measurement lasted.
5. Margin numbers: big numbers in the margin that start with 1, tell you what to count by and what to count from.
6. Chart SAFMEDS:



a dot shows number correct



an X shows # of learning opportunities



a ? represents a score of 0

Terms for the Standard Celeration Chart can be made into SAFMEDS:

- |              |               |
|--------------|---------------|
| Advisor      | Aim           |
| Behavior     | Celeration    |
| Change Day   | Counted       |
| Cycle        | Day Line      |
| Manager      | No Chance Day |
| Phase Change | Recorded Day  |
| Supervisor   |               |

Students should aim for 20 correct per minute on Chart SAFMEDS.

Lastly, students can be given a daily progress chart of student data. It is important to start training with one pinpoint or behavior per Chart. When they have dropped their dots on the Standard Celeration Chart, they can have their Charts checked by another student in class or by their teacher.

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**"FREQUENCY, WE ACHIEVE  
FREQUENCY!"**