Climbing Bottoms Show AAG

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Lindsley (2001) posted on SCLISTSERV some comments regarding application, adduction, and generalization (AAG), and agility while interacting with curricula. During the May, 2003 ABA Chart Share, I showed a summation of Ogden's message:

A = application
A = adduction   (A=A=G) AAG
G = generalization

Climbing bottoms	show	AAG
Steeper slopes	show	Agility

I then displayed my granddaughter Ciara Neely's Daily per minute Standard Celeration Chart. Looking at Ciara's chart at the lower right-hand corner, you can notice that she was six years and two months on 19 JAN 03, the chart lock-in date. She and her Papa, Ciara's name for me, were co-timers and co-charters while Papa was counter and manager (teacher). Papa darkened and smoothed the marks for better display, though darkening and smoothing shades the look of authenticity, a bit.

Ciara and Papa learn in Papa's basement Chart Room where Learning Courses receives its pupils.

Ciara's reading chart shows her reading aloud performances and her improvements during eight lessons (51-58) that make up "The Magic Pouch" story in SRA's Reading Mastery II, Book 1. The charted reading aloud performances show the first trial data of each day.

AAG

The larger dots and X's show the first practice of the first day of each lesson. The larger dots show that as Ciara advances in her lessons (Lindsley's moves up the curriculum), the first readings increase in frequency from 45 correct words per minute to 120 correct words per minute. Lindsley refers to the acceleration of correct words for such sequential cold readings as climbing bottoms. A best-fit-line through the eight lesson bottoms shows a X1.2 per week climbing bottoms acceleration. Conversely, the larger X's show first reading errors decreasing from six error words per minute to one. The beginning error best-fit-line shows a /1.7 per week deceleration (descending tops ?). The climbing bottoms and the descending tops best-fit-lines might appear as a jaws learning picture, but they differ. Climbing bottoms and descending tops refers to the celerations of first-time performances of several consecutive events when they are at their worst. Jaws refers to average performance celerations through a single event.

The horizontal tic marks above the last session days attest to Ciara's hitting her 150 correct words per minute aim during that day's session timings.

Agility

Ciara spent two to four rated days on each lesson resulting in steep mini-celerations or quick step-ups to aim.

The frequencies at the bottom of the chart show Ciara practiced one to ten times each reading day with a median average of five times. The tic marks on the last day of each book-lesson show Ciara's total lesson practices. She practiced each book-lesson from sixteen to nine times with an average of 12. The best-fit-line through the book-lesson totals shows a slight, /1.1, decrease from the beginning of "The Magic Pouch" curriculum to its eighth lesson.

Ciara's steep mini-slopes (celerations) or quick step-ups to aim, and fewer practices before reaching aim speak to Ciara's developing agility.

Summary

Ciara's chart shows her "cold" readings getting faster, thus climbing bottoms. Climbing bottoms indicate Ciara's applying (application, AAG) her established skills to similar, but newly arranged tasks at ever increasing speeds. Ciara's chart also shows very steep learning and slightly decreasing practices, both suggesting a developing agility (learning becoming faster learning).

REFERENCE

Lindsley, O. R. Re: chart share comments agility. SCLISTSERV@LISTS.PSU.EDU (http://lists.psu.edu/archives/sclistserv.html), Sat, 10 Nov 2001 13:57:24 EST.

DAILY per minute CHART ™

19 JAN 03   16 FEB 03   16 MAR 03   13 APR 03   11 MAY 03   8 JUN 03

0   4   8   WEEKS   16   20

1000
500

X 1.2 Climbing Bottom

100
50

AAG

10
5

÷ 1.7 Descending Top

1

0

COUNT

Lesson: 51   58

"The Magic Pouch"
Reading Mastery II, Bk. 1

10
5

Num. of
Practices

1

0   14   28   42   56   70   84   98   112   126   140

Papa   DAYS   Ciara 6-2 Text SeeSayWord

Ciara Papa   Papa   Ciara Papa   (excerted by trace)
/mdn

TIME