

THE TENDER LOVING CARE CHART

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The Standard Behavior Chart has been used to measure a variety of human performances in various intervals of time. A novel use of the Chart is to employ it as a feedback mechanism to evaluate the effects of a change agent on a client's learning during a 20 minute session. The aim of the session is to at least double (x2) an individual's level of performance on some specifically measurable topic. The technique holds particular promise for people who work in one-to-one situations such as withdrawal special education programs, speech therapy programs, physiotherapy programs and behavioral counselling interviews. The "teacher" can immediately and continuously assess the effects of whatever tactics are brought to bear on the problem at hand. Used with a number of similar clients, trends can be ascertained to help pinpoint the most effective strategies, given a particular situation, client or behavior. Used as an observation report, it can help pinpoint the strengths and weaknesses of performances by students, team members and teaching techniques.

METHOD

In this instance, the Standard Behavior Chart is considered to span an interval of twenty minutes, rather than the usual twenty calendar weeks. Each Sunday line indicates one minute of the twenty minute period.

The session begins with a measurement of the particular topic in question. This measurement becomes the base frequency of the behavior, which is to be at least doubled in the remaining nineteen minutes. The first intervention begins. The "teacher" notes the time that the exercise begins. At the end of a period of time, a second measurement of the behavior is taken. The results of this measure act as a feedback to determine whether or not that procedure will double the performance in the time remaining. A data point for this measure is plotted on the appropriate minute (Sunday) line. If the estimated celeration (2 data points) is sufficient, further application of the technique may be all that is required. If this estimated celeration appears inadequate to double the performance in the time remaining, a second strategy is invoked. The effects of the second strategy are measured and a decision reached on the next option, should one be needed. The number and variety of techniques used in any one session will be determined by the effectiveness of preceding techniques, by the doubling of the learner's performances, or by the lapse of time. It may be useful before beginning a session to think-write possible alternatives that may be used during the twenty minutes.

RESULTS

This technique has been used to assess the effects of a "teacher's" performance in a number of instances. An example is included here as an illustration of the technique.

Chart 1 shows attempts I made to teach a parent to assist her son to decode words by improving his blending skills.

Minute 1. Measurement: see-say stop sounds (b, c, d, g, h, j, k, p, t)

In order to assist her son to blend sounds, the mother needed to learn to discriminate stop sounds from continuous sounds. Sounds were designated stop or continuous, using Englemann's direct instruction reading program as a model. Chart 1 indicates that the parent could discriminate (see and say) 14 stop sounds per minute, with one learning opportunity.

Minute 3. Instruction and Practice: stop vs. continuous sounds

In minute 3, instruction on the discrimination of stop versus continuous sounds commences. Stop sounds are modelled for the parent. For the next six minutes the parent and I practiced stop sounds.

Minute 9. Measurement: see-say stop sounds

As seen in Chart 2, the parent was able to see and say 90 stop sounds per minute with 2 learning opportunities.

Minute 10. Instruction: blending skills

The teacher shows the parent how to blend words, emphasizing those such as "cap," which have a stop sound as the initial letter. Again Englemann's Distar technique "sound it out, say it fast," was used.

Minute 11. Measurement: see-sound out and say words (blends)

Chart 1 shows that the mother was able to successfully sound out and 20 words (blends) per minute, half of which were instances of stop sounds as the initial letter.

Minute 12. Instruction and Practice: blending sounds

For the next two minutes, the parent and the teacher practiced words with and without stop sounds in various parts of the word.

Minute 14. Measurement: see-sound out and say words (blends)

As indicated in Chart 1, the mother was able to sound out and say 31 words (blends) per minute.

Minute 15. Practice: blending sounds

For the next 4 minutes the parent and the teacher continued to practice words with and without stop sounds.

Minute 19. Measurement: see-sound out and say words (blends)

As seen in Chart 1, the parent successfully sounded out and said 35 words (blends) per minute with no learning opportunities. A learning opportunity was defined as a break between the sounds in any word. Results indicate a frequency jump up of x1.7.

Minute 20. Measurement: see-say stop sounds

Chart 1 shows that the parent was able to see and say 95 stop sounds per minute with no learning opportunities, a x6 frequency jump up during the 20 minute session.

CALENDAR WEEKS

26 Jun 80
 DAY MO YR

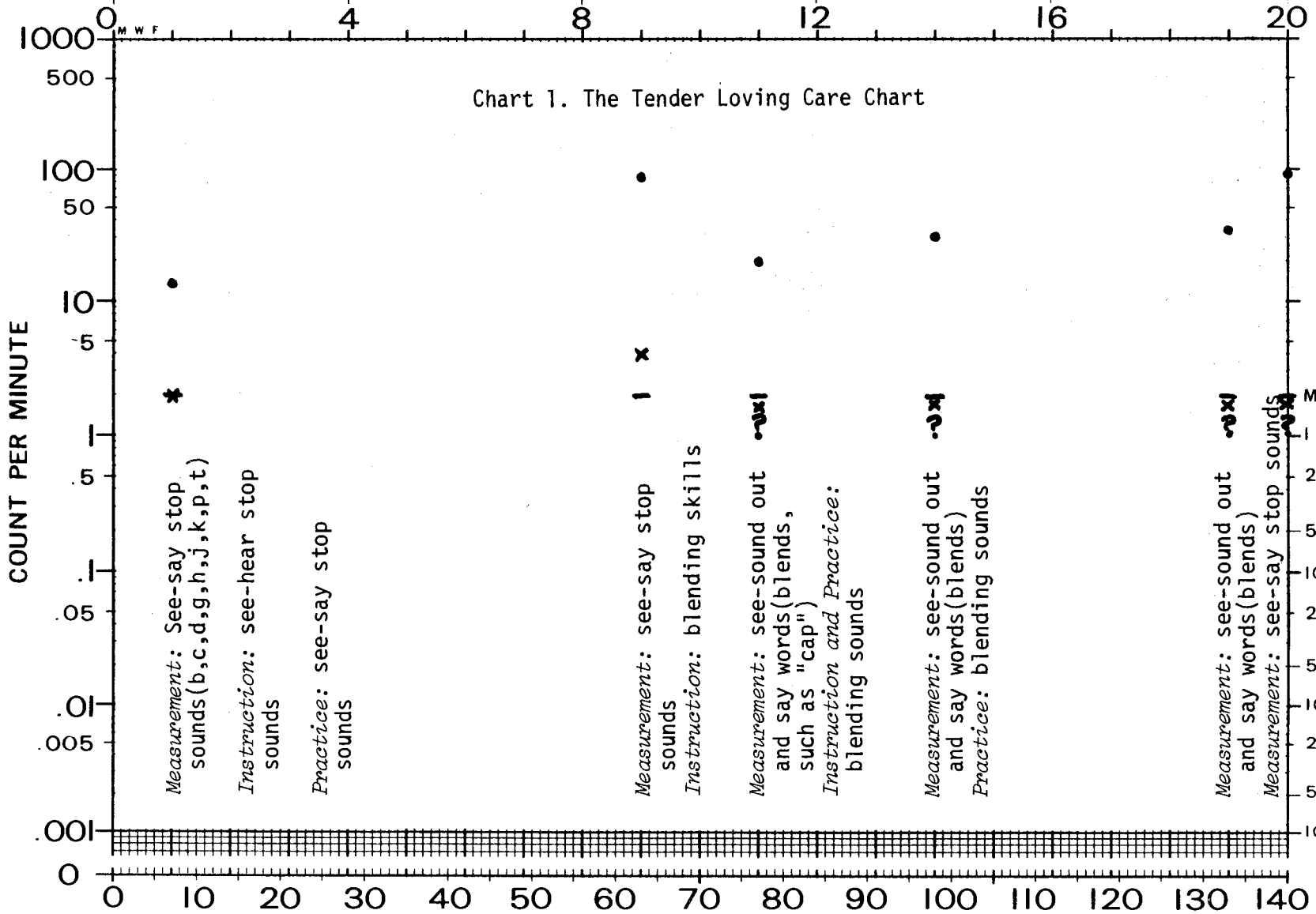


Chart 1. The Tender Loving Care Chart

Haughton, Eric C., Maloney, Michael and Desjardins, Anne. The tender loving care chart. *Journal of Precision Teaching*, Volume 1, Number 2, July, 1980.

24

SUPERVISOR E. HAUGHTON ADVISER M. Maloney MANAGER _____
 DEPOSITOR _____ AGENCY QUINTE LEARNING CENTRE BELLEVILLE, ONTARIO TIMER _____ COUNTER _____ CHARTER Marge B
 BEHAVIOR 29 AGE LABEL Parent COUNTED SEE-SAY
 STOP SOUNDS AND WORDS (BLENDS)

DISCUSSION

The use of the Standard Behavior Chart as a record of behavior change during a short interval demonstrates once again the flexibility and wide utility of the Chart. Used in this fashion, the Chart could be a very useful device to ascertain the effectiveness of programs and/or personnel in a host of settings. Such information as can be derived from this format could demonstrate to the client the changes he is producing in his own behavior during the setting. The data will confirm progress where it is made or highlight difficulties which are to be worked on by the client and his change agent. The Chart, used in this manner, could be employed in case conferences and sharing sessions as a basis for discussion of successful and less than successful treatment techniques with clients having the same problem or learning deficit. Such discussions would assist in determining the efficacy of existing treatment, and the development and refinement of new techniques. Data from the Tender Loving Care Chart could be produced by students in educational placement settings as an aid to determining their level of proficiency on selected topics. Results of multiple T.L.C. Charts would provide an insightful perspective on the strengths and weaknesses of training regimens for students in a variety of programs.

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