

"without restriction" method. Of course, the statistic κ may be used to measure the variability (Johnston & Pennypacker, 1980) if desired.

REFERENCES

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Trudy Miller is a speech-language pathologist in the Department of Communication Disorders and Charles Merbitz is a research associate in the Learning Research Unit at the Rehabilitation Institute of Chicago, 345 East Superior Street, Chicago, Illinois 60611 (312-649-6000).

MOTHER AND DAUGHTER LEARNING TOGETHER

Bob Bower and Catherine Hildebrandt
Wayne State College

Mindy is a 3 year old girl who likes to help her mother in the kitchen. The following is a description and a picture of Mindy learning to set a table for four. Sessions were conducted daily at 2:00 p.m. Initially toy dishes, cups and saucers were used. A correct placement included a large plate, saucer, cup, knife, fork and spoon.

On Day 1 Mindy set three plates correctly (see Chart 1). By Day 7 it was realized that knife, fork and spoon placement needed work. Starting on Day 8, correct utensil placement was drawn on the placemats. Her mother also told her that if the table could be set completely in one minute, Mindy could have a tea party with her three friends (two dolls and her mother). On Day 8, Mindy also started play practicing tea parties on her own with her dolls. Day 11 was significant for two reasons: (1) it was the first time that she put all the silverware in one hand to set the table, and (2) she reached the aim and had her tea party.

On Day 14, a placemat and napkin were added to the place settings. The aim was reached on the next two successive days. Real dishes were substituted for plastic dishes on Day 21. A performance jump down of $\frac{1}{3}$ was followed by a celeration of X2.3. The aim for setting real

dishes was set at 20 per minute because the dishes were heavier and therefore she needed to make more trips around the table.

Mindy was very methodical about her placements. Large plates, cups, and saucers were placed first and silverware placed last. In addition to the learning that took place, both Mindy and her mother enjoyed the time together.

Bob Bower is an assistant professor and Catherine Hildebrandt is a student at Wayne State College, Wayne, Nebraska 68787.

CELTIC PRIDE: A FUNCTIONAL DEFINITION

Jim Pollard

Merrimack Assessment and Diagnostic Center

New England basketball fans enthusiastically supported the Boston Celtics on the way to completing their third consecutive season with the best won/lost record in the National Basketball Association. Last October their fourteenth World Championship banner was hoisted to the rafters of the venerable Boston Garden. Last season Celtic players were highly visible throughout the media endorsing everything from sneakers to McChicken sandwiches and supporting several charitable organizations. When my then 22-month-old son, Patrick (known around the house as "Packy"), came across a team photograph in a Sunday newspaper supplement he began to see/say point out the three players he recognized from the ads and public service spots and asked me to tell him the names of other players less familiar to him. Every day for two weeks I'd arrive home from work to find Packy clutching the photograph and asking me to listen to him name the Celtic players.

As an avid Celtic fan and Precision Teacher, I couldn't resist the technology. Many Greater-Boston Charters have rediscovered flashcards via the Lindsley grapevine. I xeroxed seven copies of the team picture, cut out the faces of the players, coaches, trainers, general manager and owner, and pasted them onto 2.5 x 3" cards to make Packy a deck of 119 Celtic flashcards depicting 17 different team members. I set an aim of 42 correct a minute with no errors based on my own performance and the performance of two other adult season-ticket Celtic fans.

The cards were accessible to him throughout the day and he would see/name them while playing alone or with his 3 year 9 month old brother Jimmy. Packy practiced the cards two or three minutes daily with me presenting them at a pace

of 40-45 per minute.

Each day I asked Packy if he wanted to be timed. As his learning picture shows the answer many times was "No!" "The child knows best," right? The cards were presented to him during one minute timings of corrects and errors. I did not count skips. After a week of X1.0 on the whole deck (see Chart 1), Packy asked me to present him just Larry Bird and two other players from the starting team that he named at rates higher than other team members. Accordingly, I sliced his curriculum by pulling all but the starting players from the deck and got a frequency jump-up of nearly X4.0 and an acceleration of X1.4 over 8 calendar days. After five days of routine practice and no timings, Packy said, "Daddy, I want all the guys." I put all the players back in the deck. Packy's correct frequencies divided by nearly 3.0 but started on a X1.4 acceleration over 24 calendar days. His highest frequency was 32 correct per minute with no errors.

Packy's acceleration began to turn down and flatten out over the last several timings. It was clear from observing Packy that the ceiling which was appearing was imposed by his lack of fluency in saying names with several syllables like "Red" Auerbach, "Tiny" Archibald, Gerald Henderson, and Cedric Maxwell. The calendar day after the last frequency on the Chart, I asked Packy if he wanted to do a timing. He said "No, I don't want to." That was the last time he wanted anything to do with the cards. Three weeks later I picked up the deck and tried a timing—3 correct and 9 errors. My interest is in whether Packy's retention would have been higher had he reached the adult pace I used as an aim.

Many basketball fans have looked askance at the notion of "Celtic Pride." Packy's accelerations and frequencies hopefully serve as a functional definition of Celtic Pride—in two-year-olds anyway!

Jim Pollard is the program director at the Merrimack Assessment and Diagnostic Center, 101 Mill Road, Chelmsford, Massachusetts 01824 (617-256-6254).

TOGETHER WE CAN DO IT—WE PROVED IT

Mary Ellen Strobl
Missouri State Schools for the
Severely Handicapped
Mr. and Mrs. Theron Deshazer
Parents

As a summer school student in Precision Teaching at UMKC, taught by Dr. Patrick McGreevy, I have learned that the concepts of Precision Teaching—count + time + chart—can "pay off" with big dividends of learning in short periods of time.

I teach young adult students at one of the Missouri State Schools for the Severely Handicapped. The story I share with you is about Eric, a fifteen year old student in my classroom. He has previously learned the necessary tool skills to prepare him for the currency management concept of "making change." Therefore, as one of my Precision Teaching projects, I challenged him to learn to make change for purchases up to \$1.00, in three weeks. I set his counting period at five minutes. I discussed the aim with his parents. We agreed that to make change for one item every fifteen seconds (20 correct/5 minutes) would be very "hard-to-do," since this was a totally new concept for Eric. I set his aim at 25 correct/5 minutes.

Eric's parents were so excited about his challenge that they asked to watch my teaching procedure and help in any way they could. They offered to give Eric his 5 minute counting periods on the days I was unable to do so. I was elated at their interest and enthusiasm. To keep our counting periods charted separately and yet together on the same Chart, I used dots/x's for my timings and squares/x's for the parents' timings. This was an exciting cooperative experience.

Eric's first task was making change for amounts up to 10 cents. We couldn't believe that in just 10 days he reached his aim of 25 corrects/5 minutes, but his "learning picture" proved it (see Chart 1). We "leaped ahead" to amounts up to one dollar. Eric reached his aim of 25 corrects/5 minutes in just 11 days. What a thrill it was to mark the end of his three week challenge with a dot on the aim line.

The excitement Eric, his parents and I shared in this project was an enriching experience. I am sure the same feelings of successful learning have been felt by everyone who has TRIED Precision Teaching and knows IT REALLY WORKS!

CALENDAR WEEKS

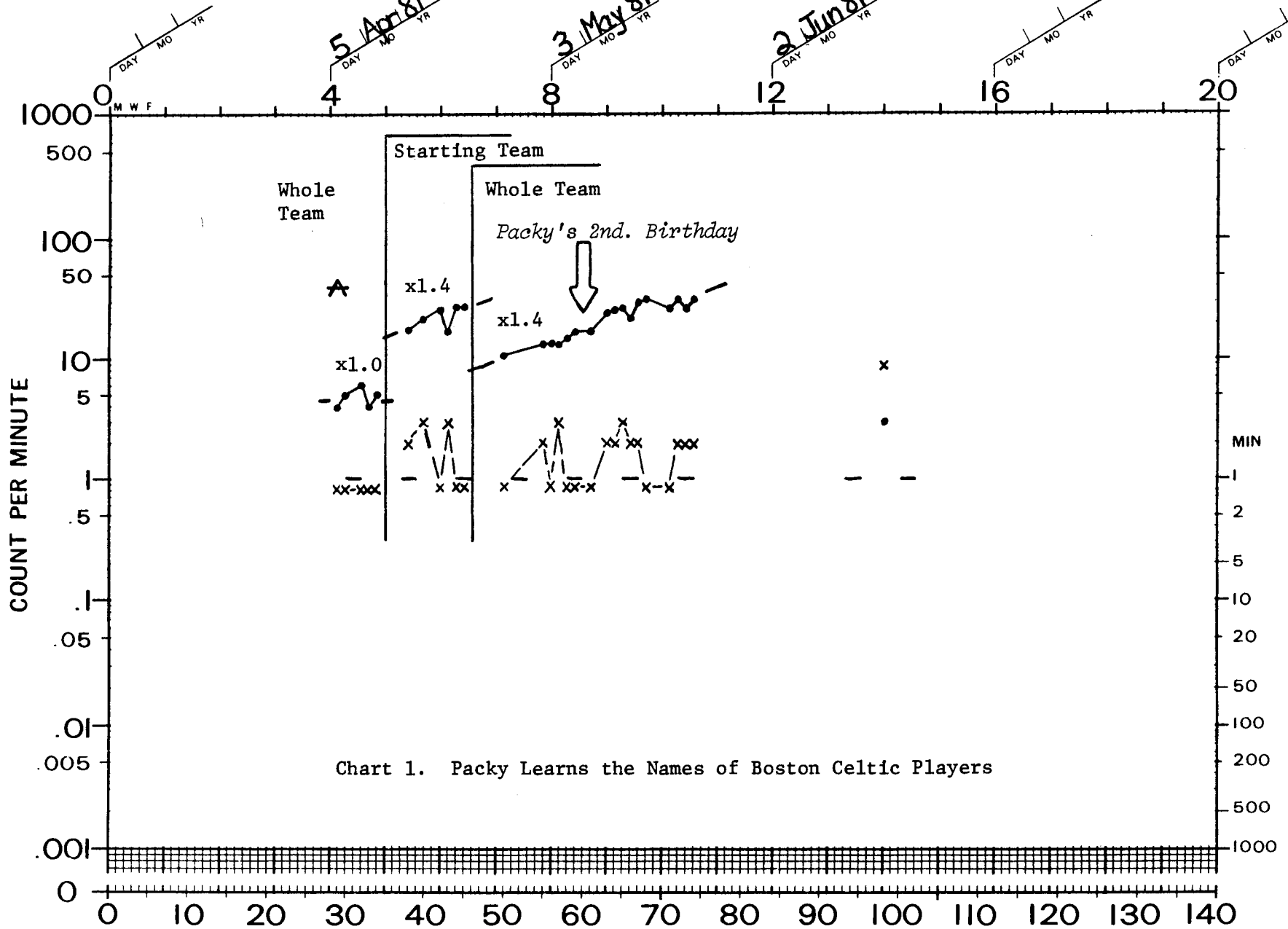


Chart 1. Packy Learns the Names of Boston Celtic Players

Pollard, Jim. Celtic pride: a functional definition. *Journal of Precision Teaching*, Volume III, Number 2, Summer, 1982.

87

SUPERVISOR		Jim "Daddy" Pollard		SUCCESSIVE CALENDAR DAYS		Patrick "Packy" Pollard		age: 2	see/say names
ADVISER	MANAGER	Maureen Pollard		BEHAVIOR	AGE	LABEL	COUNTED	of Celtic players	
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER					