

Susan Thomsen
Dave Schoemer
Mississippi Bend AEA
2604 North 4th Street, Building 8
Clinton, Iowa 52732
(319) 242-6454

or

Susan Thomsen
209 5th Avenue
Camanche, Iowa 52730
(319) 259-1854

Thanks to Susan for sharing her information. Anyone else who is excited about what they are doing in either teacher training or curriculum development, please write to:

Marie Eaton
Department of Education
Western Washington University
Bellingham, WA 98225

or

Peggy Albrecht
Department of Educational Administration
Kansas University—Bailey Hall
Lawrence, Kansas 66045.

and we'll try to pass on the information to the readers of JPT.

HABILITATION/REHABILITATION

Carl Binder and Charles Merbitz

At the Merrimack Special Education Collaborative (MSEC) in Chelmsford, Massachusetts, therapists of various disciplines have been using the Standard Celeration Chart for a number of years. Under the leadership of Jim Pollard, the program's director, all educational and therapeutic efforts have been Chart-based. Linda Burgoyne, Speech Therapist, Cathy Connors and Sally Siciliano, OTR's, and Sue Imbiglio, RPT, have worked with teachers at the center to create a truly transdisciplinary data base.

A great deal of energy at MSEC has been devoted to the development of 5-10 day diagnostic assessment procedures across all disciplines. Analyzing communication skills, fine motor skills (including ocular motor and oral motor), gross motor movement, and all kinds of self-care and academic skills into sets of elements, the MSEC staff conduct brief (usually 15 or 30 sec.) timings on each of a set of skills for 5 to 10 consecutive school days. (In fact, Jim Stirling, MSEC's highly skilled assessment specialist, actually conducts most of the timings.) On the basis of celerations, and comparisons between skilled performance standards and clients' performance levels, the therapists are

able to pinpoint appropriate therapeutic objectives and provide extremely fine-tuned information to teachers, parents, administrators, etc.

The development of precision diagnostic assessment at MSEC led to the opening of the Merrimack Diagnostic Assessment Center in June. The center offers a variety of assessment and consultation services and competes directly with such prestigious, but comparatively primitive assessment services (e.g., checklists and categorical diagnoses) as are offered by Children's Hospital in Boston and other more medically oriented facilities. If it "sells," MSEC's assessment service could represent a major step forward in the habilitation/rehabilitation field.

For further information contact:

Jim Pollard
Merrimack Assessment
and Diagnostic Center
101 Mill Road
Chelmsford, MA 01824
(617-256-6254)

COMPUTERS

**William Working, Stephen Graf,
and John Eshleman**

At the 1982 Association for Behavior Analysis meetings in Milwaukee, there were several sessions devoted to merging technologies. One addressed the issues involved in merging PT and DI (Direct Instruction). In another, Lindsley pointed up some of the things he is doing about merging PT and microcomputer technology. Our column this time describes some of the experiences of using five Atari 800 microcomputers in the Gainesville Academy—a private K—12 school in Florida. Elizabeth Nancarrow and her teaching staff have taken the first steps in what is probably a long road toward using both PT and microcomputer technology to maximize both student and teacher learning and achievement.

The Atari's were installed in the school last fall. They form a small network that accesses two disk drives and an Epsom MX 80 printer. One of the first decisions facing you when you get microcomputers, is where to put them. Gainesville Academy put all of the micros in a small alcove beneath the stairway by the main school entrance. The alcove has a window on one wall, giving pleasant lighting. All five computers are close together facing a wall 90 degrees from the window. There are no separators between computers, so the children may talk with each other freely and look at the

display screen of adjacent computers. This arrangement stands in sharp contrast to the usual one of placing the micros in small cubicles with barriers between them—like library carrels. The advantages of the Gainesville Academy arrangement in terms of socializations skills, cooperation on programming tasks and spontaneous competition on academic performances are well worth considering. Frequently one sees notices taped on the wall such as, "Jimmy Jones, May 24th, 27 state capitals per minute, BEAT THIS." The animated cooperation and competition appear to be benefits of this physical arrangement. The location, near the main entrance, makes a good impression on visitors. The level of activity, involvement and striving-for-mastery is impressive. Another benefit of this arrangement is that the students learn how to concentrate, shutting out nearby distractions, when they need to complete a timing or other task.

When you start using micros for daily instruction, the issue of good quality programs on relevant skills looms large. Atari offers a few programs, e.g., see state outline-type state capital name, that were immediately useful to precision teachers. However, most micro courseware is not well designed for precision teaching. Gainesville Academy is solving this by having parents and students write the courseware they need. So far they have developed programs for the following pinpoints: think-type numbers in sequence; see-type numbers, random; see-type add, subtract, multiplication and division facts, random order. These see-type programs all present one fact on the screen at a time, but present the new fact virtually instantaneously as the answer to a problem is entered. Tests have shown that the program can present new problems faster than proficient adults can respond. These programs also keep a running display of frequency correct and incorrect in the lower right hand corner of the screen. The programs give one minute timings and display the final frequency correct and incorrect as soon as the minute has elapsed.

Children who have not attained proficiency on basic math skills are doing their daily math on the micros. The results of each student's daily timing is stored on a diskette automatically. At any time a teacher so desires, they may run a program which presents the children's performance on a video screen version of the Standard Celeration Chart. The four color chart display includes change lines, the record floor, a celeration aim line, and a proficiency aim in addition to the frequency correct and incorrect data. Hard copies of these charts may be obtained via the dot matrix printer. This software has also been written by parents. Software in other curriculum areas is under

development.

For those of you who are TRS-80 users, there is a complete math curriculum available to teach and monitor all the typical skills between Kindergarten and 8th grade. It is called Spark-80, and was written especially for precision teachers. It includes programs for assessment and placement, daily timings, remedial tutorials, and built in reinforcers in the form of graphic displays. The displays are more interesting or animated as the learner improves. This courseware includes programs to store, chart and analyze the data on all skills for individuals and groups. Frequency is the basic datum used. This is available from Precision People, P.O. Box 17402, Jacksonville, FL 32216. Call (904)-642-1980. This is a notice of availability. We do not have field test data yet for this courseware.

Remember to send us any information you have on computers and programs that may be of particular interest to precision teachers. Thanks.