

Baseline was a pack a day (20 cigarettes). I chose a minimum cessation line (MCL) of 1/2, which meant I would be reducing my consumption by one-half each week (White & Haring, 1980). This decision was firmly accepted only after calculating where I would actually have to be on the chart in one, two, and three weeks. On reflection, my success was the direct result of a realistic goal.

My first (and only) intervention was sheer willpower with the stipulation of no substitutions-- oral or nicotinic in nature. I found the act of actually plotting the data each day to be reinforcing--when it was under my MCL. I also had a friend asking about my progress periodically.

The gradual reduction of cigarettes allowed my system to slowly cleanse itself and become acclimated to the lower-level intakes of nicotine. I had no uncontrollable attacks, nor did I experience cravings for more than one or two cigarettes over quota on a given day. If the temptation to yield to one of these cravings became too strong, I could go over and still stay with my program as long as this did not happen more than two days in a row (in keeping with the three-day rule for intervention change) (White & Haring, 1980).

There were a few tricks I pulled in manipulation or self-assistance. For example, I found myself looking in advance to note how many days I could have three, or two cigarettes before I was reduced again. Twice I waited until after midnight so I could use one of the following day's cigarettes and still stay under the MCL. This practice cost me on the following day, of course.

I met my aim rate a week early and have maintained my abstinence for three weeks as of this writing.

#### Reference

White, O. R., & Haring, N. G. (1980). **Exceptional Teaching** (2nd ed.). Columbus, OH: Charles E. Merrill.

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#### IMPROVING RESPONSES TO PARENTAL REQUESTS

Janis L. Martin  
University of West Florida

My daughter, Amy, is a ten-year-old with a mind of her own. My husband and I had tried for years to have her respond to our requests immediately when asked to (or not to) do something. We had tried both positive and negative reinforcements with virtually no success. Amy would usually do what we asked, but took her time getting to it.

I decided to try a precision teaching technique to hopefully modify this behavior. The results were gratifying. Rather than having her dad and I responsible for her responding to our requests, I wanted her to be responsible for her own behavior. I collected a week of baseline data on her responses to requests which appeared to show Amy's rate of non-compliance. On Sunday, September 8, 1985, I began an intervention which consisted of a contract between Amy, her dad, and I. Amy agreed that for every response to a parental request begun within five seconds she would receive one point; she would not be penalized if she responded after the time limit. Amy made a list of items and privileges she wished to work toward earning to which I assigned points. Amy selected a privilege "costing" 100 points. The data in Phase 2 show an increase in "responses within five seconds" and appear to show an increase in "responses taking longer than five seconds to begin". Amy was pleased with herself, but I wanted to decrease the responses taking longer than five seconds to begin.

A second intervention, begun on Tuesday, September 24, 1985, allowed Amy one week from that date in which to "earn" the remaining points toward the 100-point item. If the remaining points were not accumulated, Amy would be asked to "spend" the earned points for items on the list "costing" less and begin earning points toward the 100-point item after the allotted time. The data in Phase 3 show a greater increase in the number of responses begun within five seconds and an apparent decrease in responses begun after five seconds. The data suggest that control of the time factor in Phase 3 caused more positive results than were observed in Phase 2.

The results of this charting were pleasing to both Amy and me. Her dad and I were amazed that she would respond so quickly, and we

DAILY BEHAVIOR CHART (DCM-9EN)  
 8 CYCLE - 140 DAYS (20 WKS)  
 BEHAVIOR RESEARCH CO.  
 BOX 3351 - KANSAS CITY KANS 66103

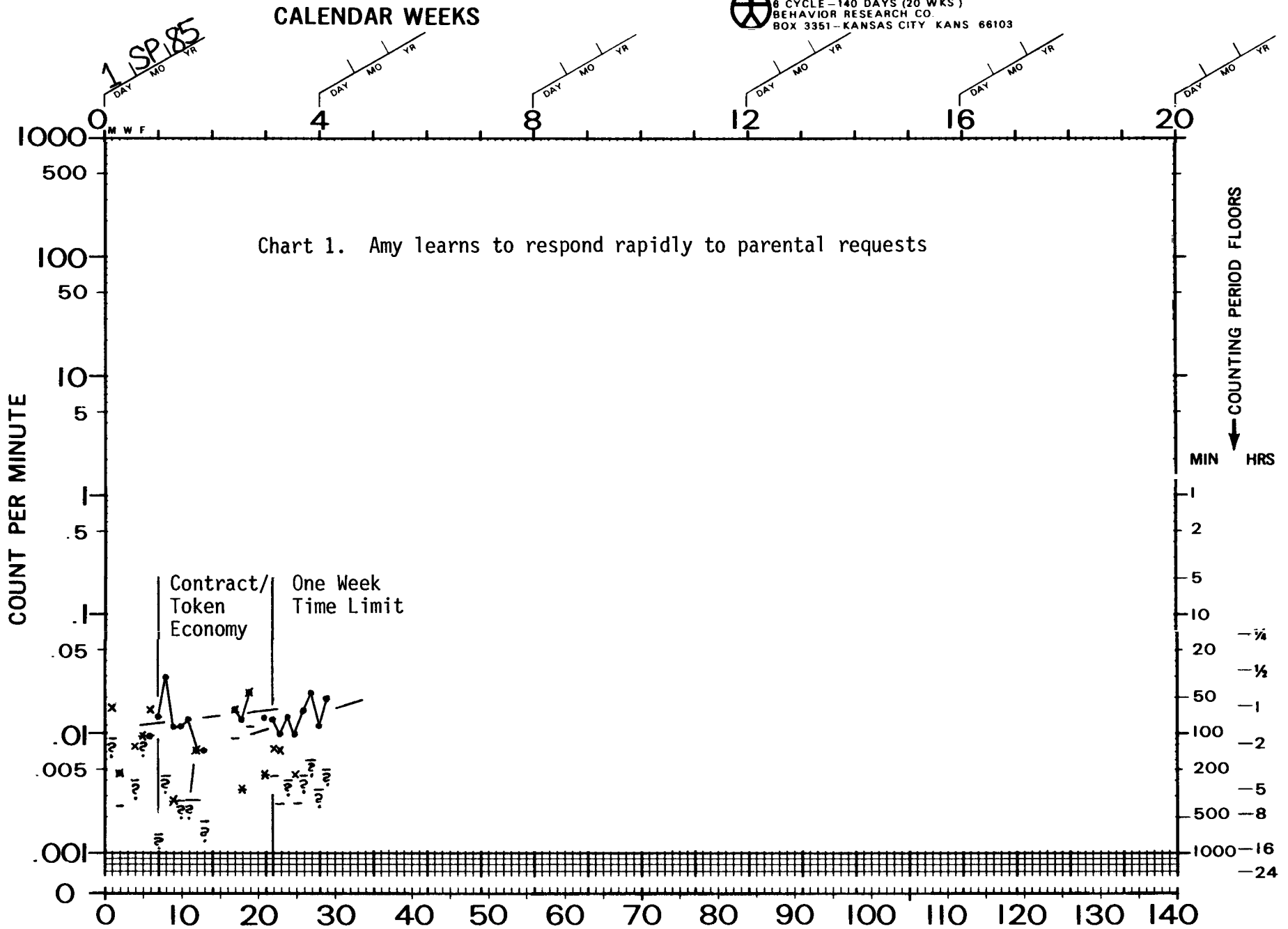


Chart 1. Amy learns to respond rapidly to parental requests

responds to parental requests within 5 sec.

SUPERVISOR	ADVISER	MANAGER			<i>Amy</i>	<i>10</i>		
					BEHAVIOR	AGE	LABEL	COUNTED
DEPOSITOR	AGENCY	TIMER	COUNTER		<i>JANIS MARTIN</i>			
					CHARTER			

found her easier to like. Amy felt an immense sense of accomplishment, pride, and happiness; she asked if we could continue this system. We have continued it, and it continues to work for us!

Janis Martin is the mother of Amy Martin and a student at the University of West Florida. She, Amy, and her husband reside at 7129 Belgium Circle, Pensacola, FL, 32506.

### SLEEPING THROUGH THE NIGHT

Ghislaine Durr  
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What can one do when a 2 or 3 year old child refuses to sleep alone through the night? This is a problem many parents experience at one time or another. This was my situation with my 2 year old son. He would sleep for an average of 4 consecutive hours before getting out of his bed. I used the Standard Celeration Chart to determine the intervention that would increase consecutive sleeping time to 8 hours.

Lower points on the Chart represent increased durations of sleeping times. The average number of consecutive hours slept in the week of October 13th was 7 hours. This occurred during the 6th week of "sleeping next to parents' bed" intervention. The celeration was  $\times 1.5$ .

The average number of hours slept for the week of October 27th was 8 hours. The celeration was  $\times 1$ . The average hours slept during the week of November 10th was 8 hours 30 minutes, with a celeration of  $\times 1.3$ . During this week the setting changed so that he was sleeping in his room alone.

The first two interventions were not well received by my son. The third one was a compromise that we both agreed to. The first 4 weeks of this intervention were characterized by a great deal of variability in the data. It does not look like progress was being made. The 5th 6th weeks show consistently longer sleeping periods. This would suggest that my son now feels comfortable with this intervention. The charted week of October 27th shows that this desired behavior was maintained. The next step was to extend this new behavior to a new setting- "sleeping in his own room."

The week of November 10th shows that the behavior was successfully transferred to the new setting. The fact that he agreed to the intervention of "sleeping next to parents'

bed" might have some bearing on the final result of his sleeping for 8 or more consecutive hours a night.

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## ABOUT PT

### NOTES FROM THE EDITOR

Patrick McGreevy

If you have not received your copy of Volume VI, Number 3, it should be in your mailbox within a few days. The last two issues of this volume were delayed and were mailed at approximately the same time (see Notes from the Editor, Volume VI, Number 3).

The Journal is in need of additional funds, in other words, subscribers. These funds would be used to increase the size of each issue, enhance its appearance, and pay for much needed clerical help. At the present time, most of the latter is performed by Mary Arthur, my graduate assistant. I would like to thank Mary for her valuable assistance. I would also like to thank Dr. Bill Pinar, the chair of Curriculum and Instruction at LSU, for providing the assistantship and for assigning Mary to myself and JPT.

This issue contains a precision teacher's guide to the Association for Behavior Analysis (ABA) Twelfth Annual Convention in May, as well as, information on a special tribute to Eric Haughton at this conference. I would like to congratulate Ogden Lindsley on a very successful year as president of ABA and to extend my best wishes to Henry Pennypacker, who will serve in this capacity for the coming year. I would like to encourage those of you who have not previously participated in this organization and its convention to do so. For information, call or write to ABA, Department of Psychology, Western Michigan University, Kalamazoo, MI, 49008, 616-383-1629.

I would like to form an ABA special interest group-- Standard Behavior Measurement. Anyone interested in assisting with this project, please contact me prior to the ABA