REFERENCE

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STEEPING AHEAD RESULTS IN IMPROVED LEARNING

Jim Johnson and Jean Jackson
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Using a severely deficient learning channel, see-say, and guided by chart-based instruction, simple remediation techniques were used with a twenty-four-year-old mildly retarded woman. Letters of the alphabet were flashed for one minute each day. Speed was encouraged during the timing. A four to five minute remediation period followed each such timing.

Over a six week period, a slightly improving “Jaws” learning picture was shown (see Chart 1). The task was then changed, stepping up from 26 letters to 2% survival words (go, stop, hello, etc.). This resulted in a greater opportunity to learn and a significantly improved “cross-over to Jaws” learning picture.

The result of improving learning by stepping this person ahead in the curriculum prompted us to move others ahead whose learning pictures were maintaining. Fifteen (15) clients having 2 learning pictures each had produced so more than 6 “Jaws” pictures per two-week review. Six (6) review periods later (12 weeks) we produced 20 “Jaws” from a possible 39 learning pictures.

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Chart 1. Stepping Ahead Results in a Greater Opportunity to Learn and a "Crossover to Jaws" Learning Picture.