punishing functions of various subsequent events with a variety of simple movement cycles.

Particularly in cases which seem to require aversive consequences for behavior management, and thus human rights committee review, we should consider the use of preliminary tests (approved by the committee) of a set of subsequent events in the same category (e.g., liquids dispensed to the mouth). Such preliminary assessments would reduce the likelihood of extended periods of applying ineffective procedures on the basis of a single guess prior to full human rights approval.

REFERENCE


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Carl Binder is the Staff Psychologist at the Behavior Prosthesis Lab, Walter E. Fernald State School, Box 158, Belmont, Massachusetts. Jim Pollard is the Program Coordinator at Merrimack Education Collaborative, Billerica, Massachusetts. Jim Rash is a Residential Service Director at Sunland Center, Gainesville, Florida.

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DATA-SHARING

WILL THE REAL "SLOW LEARNER" PLEASE STAND UP?

Robert Bower
Wayne State College

Ken Meier
Howard Elementary School

The following data were collected in Ken Meier's regular fifth-grade classroom. Twenty-one students were provided with a list of 45 energy terms. Each child then prepared a set of flash cards. The student saw the front and said the back. Daily 1-minute timings were taken, followed by a short period of peer-conducted review. This was the first time this procedure was used with the children. Like most public school classrooms, Ken's room also contained those children who had been identified as "resource" of "gifted".

Chart 1 displays the data for all 21 children. Look at Chart 1. Draw freehand celeration lines for each of the children. Now try to identify the "resource", "regular", and "gifted" children based on those learning lines:
Chart 1. Find the "resource" and "gifted" students.

R. Bower
SUPERVISOR
Howard Elementary School
DEPOSITOR
Fremont, Nebraska

K. Meier
ADVISER
MANAGER

21 students
CALENDAR DAYS
BEHAVIOR
AGE
LABEL
COUNTED

Howard Elementary School
Fremont, Nebraska

SUPervisor
ADVISER
MANAGER

DEPOSITOR
AGENCY
TIMER
COUNTER
CHARTER

say energy terms
Those children identified as "gifted" or "talented" are: 1, 2, 11, and 13. Those identified as "resource" students are: 12, 19, and 21.

CONCLUSION. The "resource" child has been too frequently branded with the reputation of a "slow learner". Teacher expectations very often follow suit. Fortunately, evidence contrary to that kind of thinking and feeling is being produced by those who "care enough to chart."

Robert Bower is an assistant professor at Wayne State College, Wayne, Nebraska. Ken Meier is a fifth grade teacher at Howard Elementary School, Fremont, Nebraska.