

DATA-SHARING

ARTICULATION AND LANGUAGE THERAPY USING PRECISION TEACHING

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Using Precision Teaching for two years has been a great experience. As a speech and language clinician, I conduct therapy with children in pre-school through 12th grade, although the majority are between pre-school and 3rd grade.

Most of the probes I use contain pictures so that poor reading skills don't interfere with increasing fluency. These "see and say" probes are constructed on standard 8 1/2" by 11" paper with 20 pictures per probe. There are probes for articulation (i.e., initial /s/ blends, initial /r/, medial /r/, final /r/), syntax and morphology (i.e., pronouns, irregular past tense verbs, plural /s/), and language concepts and vocabulary (i.e., Boehm concepts, occupations, opposites). A probe for Boehm concepts and its accompanying tally sheet are shown in Figures 1 and 2.

At the end of each therapy session, probes are used to conduct 1 minute timings. Correct responses (+) and learning opportunities (-) are recorded on the tally sheet during the timing. They are then charted on the Standard Behavior Chart. Some children may be working on as many as four pinpoints at one time. Below are some performance standards I am currently using:

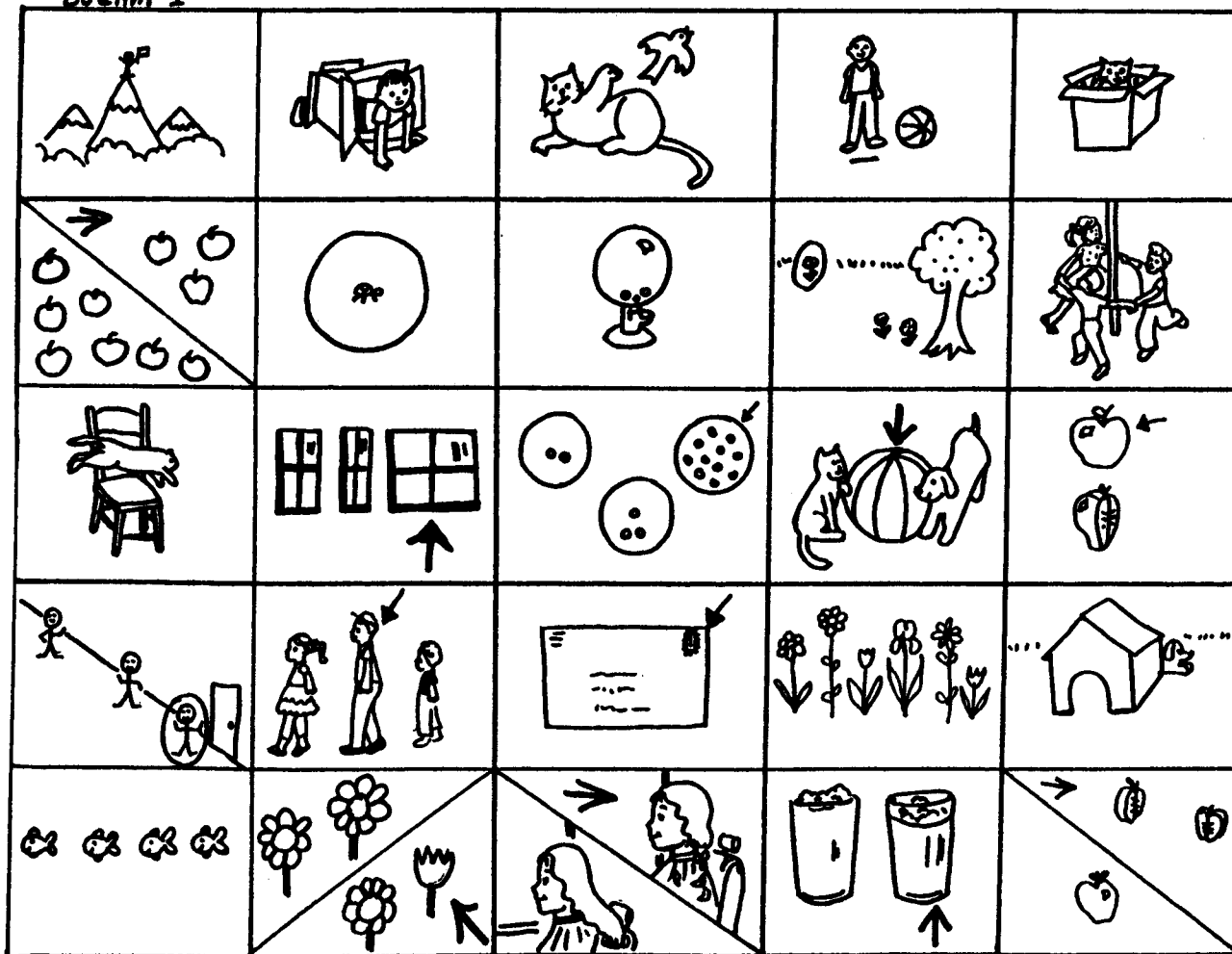
<u>Pinpoint</u>	<u>Performance Standard</u>
see and say picture names	40-50 names per minute
see and say sentences from pictures	30-40 sentences per minute
see and say opposite pairs from pictures	40-50 pairs per minute
see and say concepts from pictures	40-50 concepts per minute

As a speech clinician, I am part of the special education department for our Area Education Agency. I am required to write Individual Education Programs including objectives for each child in therapy. Stating my IEP objectives in Precision Teaching terms has been very helpful. An example of one IEP objective follows:

By (date) , (name) will name 20 pictures containing (sound) at the rate of 50 per minute with one error or less as recorded and charted by the speech clinician.

Figure 1. A Probe for Boehm Concepts I

Boehm I



There are many advantages to using Precision Teaching in speech therapy:

1. I continue to use my own therapy techniques;
2. I added Precision Teaching to measure daily progress;
3. The timings eliminate the necessity of tallying responses throughout the entire therapy session;
4. The timings add the dimension of frequency (rate) to behavior;
5. I can write IEP objectives in Precision Teaching terms;
6. I provide a minimum goal for each child;
7. I can determine what stage of learning a child is in and teach accordingly;
8. The Standard Behavior Chart allows us to see learning in straight lines;
9. I can decide when therapy should continue or be changed by checking the Chart, rather than relying on opinion;
10. I can interpret another clinician's Standard Behavior Chart without lengthy explanations;
11. I get a more sensitive measure of progress than percent correct;
12. I get immediate feedback on the performance and learning of each child;
13. I can determine exactly what items the child needs to practice;
14. The child can work with tutors (parents, aides, peers, older students and classroom teachers) in a clearly defined and effective way;
15. The child competes with himself rather than his peers;
16. The child can establish a positive attitude about errors by treating them as "learning opportunities";
17. I can keep consistent records throughout the year;
18. I can see a full semester's progress on one Chart;
19. I can communicate learning accurately and objectively with parents and educators;
20. I get feedback and measure the effectiveness of my own planning and teaching methods;
21. I am accountable for the learning of each child;
22. I have evidence in case of a lawsuit;
23. I use the same measurement system for all speech, language and behavior areas;
24. I can make sense of daily variability; and
25. The daily timings, in and of themselves, seem to improve students' performance on unrelated timed probes.

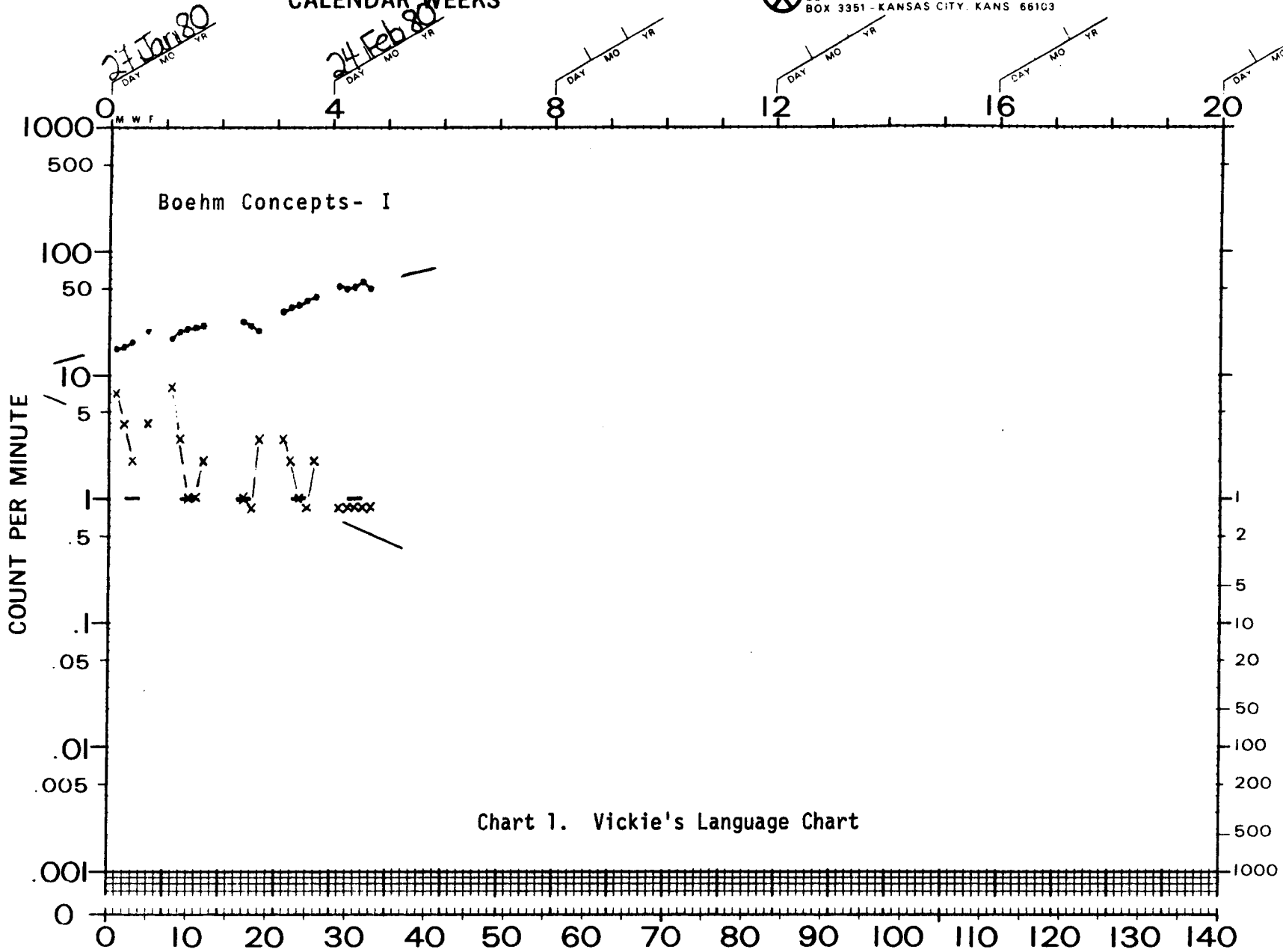
I continue to use standard articulation and language tests as pre- and post-tests. With Precision Teaching, I have seen significant improvement in scores on Boehm Concept Tests, the Peabody Picture Vocabulary Test, the Expressive One-word Picture Vocabulary Test, the Bankson Language Screening Test, the Test of Language Development and the Goldman-Fristoe Test of Articulation. My next task is to document this improvement.

Chart 1 is an example of a child naming Boehm Concepts from pictures for 1 minute. No changes were necessary in this child's program. She reached fluency in 5 weeks.

It must be obvious that I am very excited about the implications that Precision Teaching has for the field of speech and language. It is important to understand that Precision Teaching is not an approach or a therapy technique. It is an easy, inexpensive way of monitoring progress.



CALENDAR WEEKS



Thomsen, Susan. Articulation and language therapy using Precision Teaching. *Journal of Precision Teaching*, Volume II, Number 3, Fall, 1981.

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D. SCHOEMER	S. THOMSEN	SUCCESSIVE CALENDAR DAYS	VICKIE	6	SEE PICTURES
SUPERVISOR	ADVISER	MANAGER	BEHAVIOR	AGE	LABEL COUNTED
MISSISSIPPI BEND AREA EDUCATION AGENCY CLINTON, IOWA			AND SAY CONCEPTS		
AGENCY			CHARTER		

Precision Teaching is added to current procedures in order to make therapy more efficient.

Ogden Lindsley stated that some teachers fear Precision Teaching. They are afraid that, if they try this new thing, they will have to temporarily put aside or abandon their trusted teaching skills. Precision Teaching simply adds more sensitive measurement to present teaching, making teachers more economical, more effective, more enjoyable and more loving. I agree 100%.

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CHARTING: THE QUICK PICKER UPPER

Lynne R. Conser
Wayne State College

In January of 1981 I moved from the college dorm to home for the first time in 3 years and noticed I felt very depressed. At this same time I was struggling with bitterness from a serious relationship break-up and the implications of various images* and visions* I had experienced.

While back on the Wayne State College campus I discussed my problem with Dr. Bob Bower, and he suggested that I use this as a basis for my personal management project for his Ed. Psych. class. He suggested that I count my positive and negative thoughts and feelings as Abigail Calkin had done.

I began. I used a wrist counter and counted my positive and negative thoughts and feelings each day. I began counting the first thing in the morning and quit at the end of the day. Examples of the thoughts and feelings I counted as positive are: "I did a good job"; "That looks nice"; "That was a creative, unique idea"; "That snowflake has an interesting shape"; "The sunset is pretty"; "Johnny did a nice job on his assignment"; "I look nice today"; "I handled that situation well"; "I can accept and am glad we broke up"; "I'm not 'crazy', I have a special talent"; and "I have so much to learn. I'm excited." Examples of the thoughts and feelings I counted as negative are: "I feel fat"; "I can't do a thing with my hair (face)"; "I (we) really goofed up"; "I'm strange or weird"; "No one understands or accepts me"; "Another fine mess you've gotten us into"; "What

* Image: a. "The memory of a perception in psychology that is modified by subsequent experience and that contains both intellectual and emotional elements elicited by intrapsychic and extrapsychic stimuli." b. "to call up a mental picture."

* Vision: a. "Something seen otherwise than by ordinary sight; an imaginary, supernatural, or prophetic sight beheld in sleep or ecstasy." b. "A visual image without corporal presence: a manifestation to the senses of something immaterial (as a spiritual being or state)." c. "The act or power of perceiving mental images." d. "Direct mystical awareness of the supernatural usu. in visible form."