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**THE EFFECT OF RESTRICTED TELEVISION VIEWING ON THE VIOLENT REMARKS OF A FIVE YEAR OLD BOY**

Tracey Mucci and William Evans
University of West Florida

The five year old boy in this investigation displayed a high rate of violent language. Statements concerning killing and injuring people were quite common. This abusive behavior was found to be concurrent with socio-violent television programs that the subject previously viewed. The parents were extremely upset by these unprecedented outbursts and were considering a variety of interventions to alleviate the problem.

Previous to beginning any interventions, the parents were asked to restrict the subject's viewing of violent television programs. As shown in Chart 1, this resulted in a drastic decline in violent remarks. The parents concluded that further interventions such as professional counseling and corporal punishment were unnecessary.

This study illustrates the ease of using a functionally related event as an effective intervention in the treatment of a behavior problem. It suggests that a wide variety of problems may be treated in a similar manner.

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**LEARNING IN AN EARLY INTERVENTION PRESCHOOL**

Caryn L. Robbins
Kansas University

Lucy is a three year old cerebral palsyed child who is severely physically handicapped, yet functioning above age level in cognitive and receptive language areas. She attends the Special Education Early Intervention Preschool at the University of Kansas. Due to her physical limitations, manipulation of materials and lengthy verbalizations are difficult, tiring tasks. Adaptations are necessary to find a cognitive task which challenges Lucy and allows an adequate number of responses for practice.

A program was written for learning five shape labels. Lucy knew circle, square, and triangle, but was not consistent in labeling them correctly. Therefore, training began with these labels. Each day we went through their names one at a time, then did a minute practice timing. During the timing, Lucy performed a receptive task which involved answering the question, "Is this a _____?" with a simple yes/no response. This simplified verbalization allowed her to make up to twelve responses per minute. After the practice timing, she again labeled each shape. When Lucy reached her aim of ten correct responses per minute, and labeled each shape correctly after the practice, a new shape...
As seen in Chart 1, Lucy learned four shape labels in four weeks. In the fifth week, "diamond" was added to the list of shapes. Lucy quickly learned to identify the diamond in the practice session and reached her aim on the third day, with two incorrect responses. The following week, illness kept her from attending preschool for three days. Her responses dropped in the timing sessions which occurred subsequently. When school was dismissed for spring break, her performance fell again to a lower and less accurate rate of response. Accuracy was re-established after four weeks of practice sessions. Though aim was not reached, the program was discontinued and intermittent probe sessions were used, as well as generalization probes in different settings. Lucy maintained her accuracy in practice probe sessions and was able to correctly label shapes in other settings.

The task performed in the practice timing required a different response than the actual goal of the training, i.e., labeling of five shapes. However, it did allow Lucy to respond at a higher rate without tiring. More importantly, it allowed a bright three year old girl to do what her peers were doing. Lucy was well aware of her physical limitations. Her success in practice resulted in a big smile, a major goal of early intervention.

Lucy attends a noncategorical preschool demonstration classroom, serving children with a wide range of abilities and handicapping conditions. This population creates the need for many adaptations of training tasks to allow adequate practice. We are continually looking for new ways to adapt materials and responses. We would like to hear from other precision teachers who are involved in this area of learning.

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"Is this a ___

O □ △ add

P R O B E S

SPRING BREAK

Chart 1. Lucy's Chart

SUCCESSIVE CALENDAR DAYS

N. Peterson  C. Heaton  C. Robbins
SUPERVISOR      ADVISER      MANAGER

Kansas University  Lawrence, Kansas
DEPOSITOR        AGENCY

Lucy
BEHAVIOR
C. Robbins

3
AGE

"yes" or "no"

see/say

COUNTER
CHARTER