

4. The time interval allowed between responses was reduced from five to three seconds.

Results and Conclusions

As shown in Charts 1 and 2, the group's correct responses accelerated by X2/month on the first timing and by X2.6/month on the second timing. The aim was met in both weekly timings. In analyzing the results, we found that when one or two word responses were given, the total number of facts increased (see the fifth, sixth and seventh data points). As the students came closer to their free frequency, the form or quality of their responses improved. Also, by resetting the goal and using interventions, the students were able to recall facts from orally presented material approximating their free frequency.

This activity was a positive experience for the students and the teachers involved. This was the first attempt at setting a group rather than individual aims. It is our hope that by using similar group activities there will be some carryover to students' performances on their individual language aims.

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FROM 1-1/4 MILES TO A MARATHON: MONITORING RUNNING ON THE STANDARD CELEBRATION CHART FOR 31 MONTHS

Patrick McGreevy
Louisiana State University

On March 28, 1981, I purchased an inexpensive pair of running shoes, marked out a course with the aid of the odometer in my car and proceeded to run very slowly. At the end of 1-1/4 miles, I stopped because of fatigue. I was disappointed, because I had decided to chart "runs miles without stopping" on the Daily Standard Celebration Chart, and I had completed the movement only once. Chart 1 displays this initial performance on the Monthly Standard Celebration Chart.

Even though I was very sore the next day, I ran two miles before stopping. I experienced my first frequency multiplier-x2! I was beginning to feel encouraged. I ran 15 of the next 31 days, charting my daily performance and

watching my weekly improvement on the Daily Standard Celebration Chart. On the 31st day, I ran 3 miles for the first time. On that day, I decided to run in a 10,000 meter race to be held at the Association for Behavior Analysis (ABA) Convention on May 29th. This decision left only 32 days to prepare for the race.

I began running 4-6 days per week, attempting to increase my longest run each week. One week before the race, I ran 5 miles for the first time. On May 29, 1981, I completed the ABA 10,000 meter race in 57 minutes and 10 seconds (over 9 minutes per mile). The important word in the previous sentence is "completed." I was very excited! I had run 6.2 miles without stopping--a x6 frequency multiplier from my first day on the road, just 63 days ago. This performance is also displayed in Chart 1.

During the next 12 months, I continued running 3-6 days per week and entered a number of 10,000 meter races. My best performance was 44:02 (about 7 minutes and 35 seconds per mile). On June 6, 1982, I entered and completed my first half-marathon (13.1 miles) in 1:42:49 (about 7:50 per mile). I was elated! I had run over 13 miles--a x13 frequency multiplier from March 28, 1981. This performance is also shown in Chart 1.

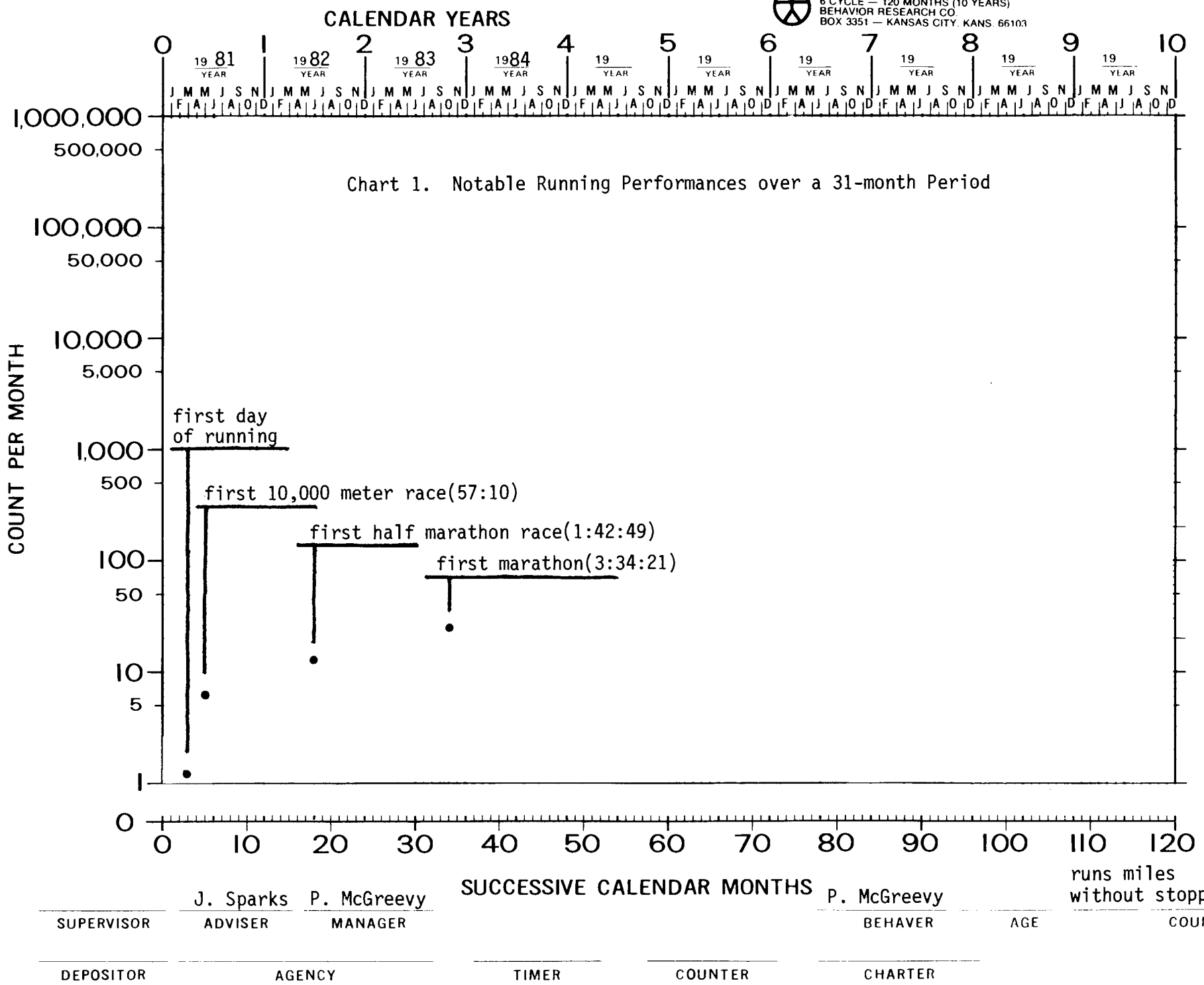
During the next 12 months, I continued running 4-5 days per week, entering about fifteen 10,000 meter races. My best performance was 40:39 (about 6:33 per mile). On June 5, 1983, I entered and completed another half-marathon race in 1:36:22 (about 7:20 per mile).

Two months later I decided to train for my first marathon (26.2 miles). I ran 660 miles in 3-1/2 months, training for the "big" race. I charted "runs miles without stopping" on the Daily and Weekly Standard Celebration Charts. I also charted my longest run each week on the Weekly Standard Celebration Chart. My weekly performance and monthly improvement are shown in Chart 2. On October 30, 1983, I completed my first marathon in 3:34:21 (about 8:08 per mile). As I was coming down the last hill, I could see the finish line about 1/2 mile away. I started thinking about that first 1-1/4 miles and how far I'd come. I cannot adequately describe in this article how I felt at that moment. My body was almost totally drained, but my spirits were higher than they've ever been. Here I was, about to complete a performance I never dreamed possible! I had multiplied my "runs miles without stopping" performance x26 from my first day on the road, 31 months ago (see Chart 1).

During this 31 month period, I recorded "runs miles without stopping" on either the Daily or



MONTHLY BEHAVIOR CHART (MCM-2EN)
 6 CYCLE — 120 MONTHS (10 YEARS)
 BEHAVIOR RESEARCH CO.
 BOX 3351 — KANSAS CITY, KANS. 66103

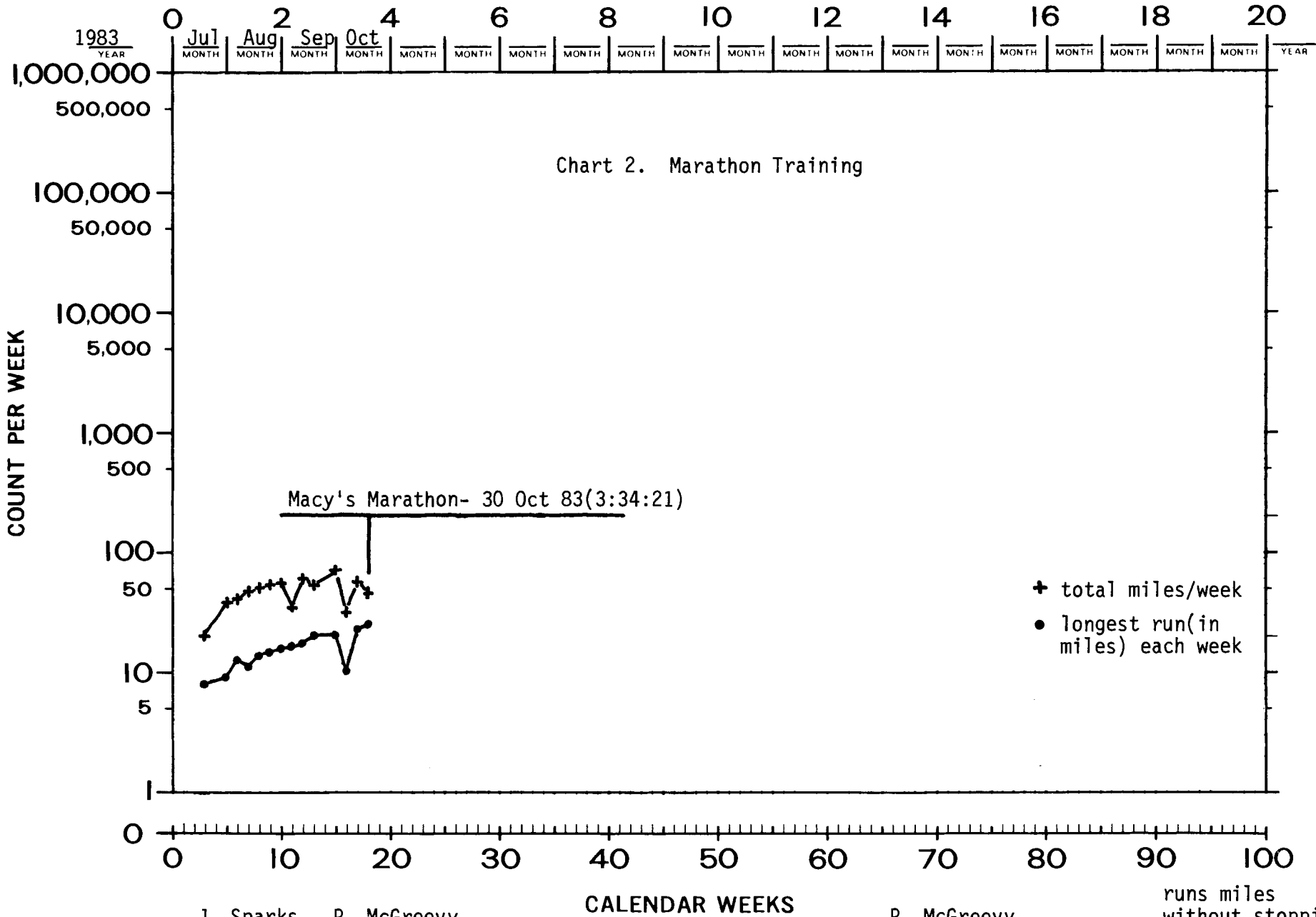


McGreevy, Patrick. From 1 1/2 miles to a marathon: monitoring running on the Standard Celeration Chart for 31 months.



WEEKLY BEHAVIOR CHART (WCM-2EN)
 5 CYCLES — 100 WEEKS (20 MONTHS)
 BEHAVIOR RESEARCH CO.
 BOX 3351 — KANSAS CITY, KANS. 66103

CALENDAR MONTHS



McGreevy, Patrick. From 1 1/2 miles to a marathon: monitoring running on the Standard Celeration Chart for 31 months.

SUPERVISOR	J. Sparks	P. McGreevy	P. McGreevy	runs miles without stopping
ADVISER		MANAGER	BEHAVER	AGE
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER
				COUNTED

Weekly Standard Celeration Chart about half the time. While training for a race, I always charted both daily and weekly performance. During a "maintenance" period, I often stopped charting. If my weekly mileage or long runs began to decrease, I started charting again and set an aim for another race. The last 31 months have taught me the value of daily charting, setting aims, and believing in the ability to multiply your own performance on a specific movement well beyond your current expectations.

By the way, after two months "off" the Chart, I'm back with a new aim--to complete the Kansas City Marathon on May 6, 1984, in less than 3:20.

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About PT

NOTES FROM THE EDITOR

Patrick McGreevy

This issue concludes Volume IV of **JPT**. A renewal form for Volume V is attached to the inside front cover. Please fill out this form and return it with your check or purchase order as soon as possible. Notice that two-year subscriptions are now being offered. Also notice that there is a place on the renewal form for your comments and suggestions. We are attentive to your suggestions, so please feel free to make them.

Substantial quantities of Volumes III and IV are still available. Why not give a subscription to Volume III to one of your colleagues and let this volume be a programmed event for up-to-date subscribing! You might also want to use one or both of these volumes in your classes.

Dr. Eric Haughton, one of the early developers of the Standard Celeration Chart and Precision Teaching, a contributor editor of this journal and a friend of many Precision Teachers, recently received a diagnosis of a tumor of the lower bowel and cancer of the liver. He underwent successful surgery for the former and is currently receiving treatment for the latter. Over the last 18 years, Eric has provided many

Precision Teachers in North America with instruction, encouragement and moral support. Those of you who would like to express your encouragement and support for Eric can write him at: Loyalist College, ECE, Box 4200, Belleville, Ontario, Canada K8N 5B9. Eric, our thoughts are with you!

In order to get more people involved in the Journal and the manuscript review process, we will be selecting a number of new consulting editors. If you would like to nominate a colleague, please send us her/his name.

Please note that your editor has accepted a new position on the Special Education faculty at Louisiana State University. Please send formal manuscripts, Chart-sharing articles and other correspondence to the following address: Louisiana State University, Special Education, 201 Peabody Hall, Baton Rouge, LA 70803. The office number is 504-388-6878. To reach your editor in the evening or on the weekends, please call 504-924-6530. If the phone has not been answered, a recording will come on immediately after the fifth ring. The recording device is voice-activated, which means that, after the tone, you can leave as long a message as is necessary. Messages will be attended to and calls will be returned as soon as possible. If you do not wish to leave a message on the tape, please hang up before the fifth ring. As in the past, subscriptions and subscription renewals should be sent to Plain English Publications.

The Journal is soliciting formal manuscripts and Chart-sharing articles for future issues. In addition to manuscripts describing experimental and descriptive research conducted using group designs, the Journal would like to encourage the submission of formal manuscripts and Chart-sharing articles that describe experimental research conducted using single subject designs, where the Standard Celeration Chart is used to display and analyze the data (dependent variable).

The Journal is also soliciting responses to and material for the eleven About PT columns. Send your reactions and material to the column editors or the journal editor. Column editors should submit their completed columns to the editor by March 1, June 1, September 1, and January 1.

Beginning with this issue of **JPT**, the format for references will be changed in accordance with the changes outlined in the new Publication Manual of the American Psychological Association (3rd ed.). If you have access to this manual and you are planning to submit a formal manuscript or Chart-sharing article, please use the new format. However, since many teachers do not have access to this document, and since our