whereby the student used the same wrist counter to determine the number of positive statements made during five hours of the school day. This phase was presented to the student as a reward for decreasing negative verbalizations. After recording positive statements for five days, and observing the beginning of rapid acceleration, the student returned to his home school. The home school personnel were informed of these successful interventions and were encouraged to continue using them.

These data indicate that self-report may be an effective method for monitoring positive and negative verbalizations in the school setting. Making the student aware of his behavior may be a useful step toward positive behavior change.

Susan K. Peterson is an assistant instructor at the University of Florida and the Head Teacher of the Multidisciplinary Diagnostic and Training Program, University of Florida, Box J282, J. Hillis Miller Health Center, Gainesville, FL 32610.
Figure 1. The Paper Clip Counter (PCC)
materials found in almost every teacher's desk. These materials are: four #1, standard size paper clips that have not been bent, two 3" x 5" index cards, a single-hole punch, several pieces of cellophane tape, and one piece of twine or yarn approximately two feet in length. The PCC costs approximately five cents and can be assembled by teachers or students in approximately ten minutes. The reliability of the PCC, in terms of retaining the count, was tested by seven teachers for 50 school days. Each teacher was asked to set the PCC on a particular count at the beginning of the school day and wear it around her/his neck. The "retaining the count" reliability was defined as the proportion of the number of days that the count on the PCC remained the same from the beginning to the end of the school day to the total number of days the PCC was worn. The reliability of the PCC was found to be 50/50 days.

Figure 1 displays the PCC in its actual size. To construct the PCC, refer to Figure 1 and follow these seven steps: (1) write or type the numbers on the two cards exactly as shown; (2) draw a line dividing each card in half as shown; (3) designate by words or marks the movement to be counted on each card; (4) cover the edges of both cards with cellophane tape; (5) punch three overlapping holes 20 times on each card exactly as shown; (6) place the four paper clips on the cards surrounding the four zeros; (7) punch a hole near one end of each card; and (8) place the twine or yarn through each hole and tie the two ends. Now the PCC is ready for use by a teacher or a student and can be worn around the neck.

When one of the movements first occurs, move a paper clip on the appropriate card from "0" to "1". Each time this movement occurs, move this paper clip to the next number. This is shown in Figure 1 with dash lines. When this paper clip is at "9" and the movement occurs, move it back to the "0" in that half of the card and move the other paper clip from "0" to "10". This is shown in Figure 1 with solid lines. Then, continue counting using this procedure.

The PCC is considerably less expensive and easier to replace than all of the counters previously described, except the index card and pencil. The PCC is capable of retaining more data than the wrist counter and as much data as either the abacus shoestring counter or the index card and pencil. In addition, the PCC is easier to use than either the abacus wrist counter or the index card and pencil. Thus, the PCC is the first reliable, easy-to-use counter accessible to students, enabling them to monitor and manage their own behavior.

While using the PCC, the first author discovered additional uses for this device: (1) the cards can be laminated and the backs can be used to store reward stickers; (2) 3M Post-it Notes can be attached to the back of the cards as notes or reminders to the teacher or student; and (3) the aim for each movement can be designated by placing a star or mark next to the appropriate number (see Figure 1).

REFERENCES


