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Chart-sharing

MONITORING COLOR NAMING

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Kris was referred to me by his classroom teacher 2 days after beginning kindergarten. Kris qualified for therapy with numerous articulation errors and language deficits. One of Kris' first objectives was to learn color names. Since knowing color names is an important kindergarten skill, I didn't want to spend all year teaching one color name at a time.

We started with a see/say probe with 35 circles and I randomly colored the circles the 8 basic colors. Kris was instructed to name the colors for 1 minute and to skip the ones he didn't know. Our data was flat, no learning was taking place and we were both confused(see Chart 1). I decided that the circles were too abstract, that Kris really didn't understand the concept of color, and that he wasn't going to learn the color names unless we made some changes.

We constructed a new probe with 8 pictures selected by Kris and colored each picture a basic color. Kris was instructed to say a

color sentence about each picture (i.e., The apple is red. The pumpkin is orange.). Therapy was directed toward identifying the basic color of the meaningful objects and pictures, and practicing through imitation of the probe color sentences. Kris learned the color sentences, and the concept of color was finally making sense to Kris and me. I could see it on his chart and his face.

Next we stepped up to the original see/say color names probe. Within 7 charted days Kris was naming colors proficiently.

Our final phase was to step-up to a 5 minute generalization (carryover) activity. Kris was asked to tell me the name and color of objects picked from a box randomly. After 4 days, Kris could perform this task at a smooth pace with no hesitation.

We both learned from Kris' chart. Kris learned his colors and I learned the value of using meaningful material when teaching and continuing to let my students talk to me through their charts.

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STUDY METHODS IN GRADUATE SCHOOL

Lori Korinek and Bill Wolking

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The purpose of this article is to share data from one student who used three different study methods to prepare for a final comprehensive written examination in a graduate level special education(mental retardation) seminar. Each study method was used to prepare for a specific topic covered in the seminar. The study methods and topics were: (1) rereading 1-2 page abstracts dealing with various conceptualizations of mental retardation; (2) writing and rereading an essay comparing and contrasting ten authors' perspectives on mainstreaming; and (3) reviewing and taking a daily timing on flashcards, with author names and publication dates on the front and with 2-3 relevant facts or ideas about observational learning from the respective authors on the back of the cards.

Many Precision Teachers endorse the use of flashcards and timings(SAFMEDS) as a highly effective learning tool. Bower and Orgel (1980) documented the effectiveness of SAFMEDS with college students.

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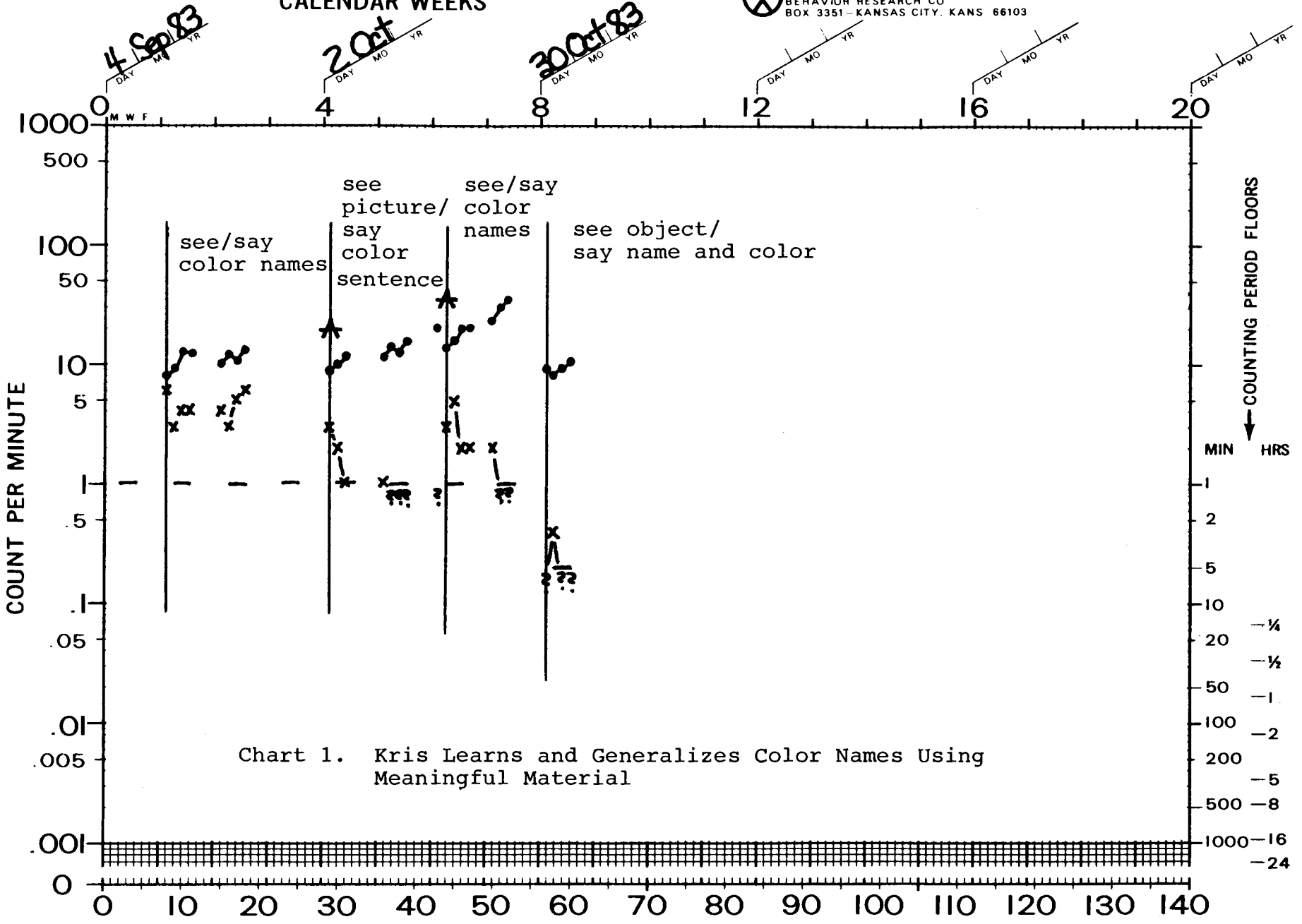


Chart 1. Kris Learns and Generalizes Color Names Using Meaningful Material

SUPERVISOR	ADVISER	MANAGER	Kris	5	see/say color names
DEPOSITOR	AGENCY	TIMER	BEHAVIOR	AGE	COUNTED
Mississippi Bend AEA	Camanche, IA				