High See-Say Frequencies in a Special Education Classroom

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This article briefly describes a precision reading program in Alan Ellis' classroom for trainable mentally handicapped (TMH) students in Orlando, Florida. One hundred-word passages are designated in individual stories in a remedial reading series as content for a one-minute timing. Within this passage ten high-frequency vocabulary words are repeated throughout. Prior to the timings, students are given opportunities for drill and practice on the high frequency words. The students are timed for one minute daily. When students reach their aim for two consecutive days they move ahead to the next story where ten new vocabulary words are introduced. Chart 1 shows the progress of James -- a 15 year old TMH student. The teacher has found that Precision Teaching has not only increased fluency in reading, but has proven that TMH students can achieve high see-say frequencies.

We can and need to expect the best from our mentally handicapped students. If teachers have pinpointed appropriately, in most cases, these students can reach frequencies close to those of "regular" students.

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Chart 1. James' Reading Chart

SUCCESSIVE CALENDAR DAYS

James  reads  words

DIVISIO  Ellis  MANAGER
SUPERVISOR  ADVISER  SCHOOL
AGENCY  Orlando, Florida

Orange County Schools
AGENCY  TIMER  COUNTER  CHARTER