How to Numerically and Graphically Summarize Learning Across Classrooms, Schools and Published Precision Teaching Studies (Metacharting)

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This workshop reviewed and practiced summarizing learning pictures across classrooms, schools, and published articles. Its objectives included: review and practice in distributing frequencies and collecting celerations; review and practice in calendar synchronizing and event synchronizing daily, weekly, monthly, and yearly Standard Celeration Chart collections; and introduction of Standard Celeration Metacharting of effects across published Precision Teaching and applied behavior analysis articles.

At an advanced workshop for experienced Precision Teachers and administrators, participants practiced the following:

1. Charting frequencies on daily, weekly, monthly and yearly Standard Celeration Charts.
2. Computing and charting record floors and ceilings.
3. Drawing and projecting accelerations and decelerations (gradual frequency growth and decline) using a celeration focuser.
4. Measuring the size of accelerations and decelerations (gradual frequency growth and decline) by eye and with a celeration finder.
5. Contrasting the abrupt jumps with the gradual turns in celerations.
6. Measuring the size of jumps and turns.
7. Making calendar synchronized and treatment event synchronized celeration collections.
8. Using a scale reader to read numbers from the published graphs.
9. Converting number, percent, duration and latency to standard frequencies.
10. Interpreting and describing metacharts of effects across published studies.

The workshop targeted school principals, curriculum and area coordinators, and district assistant superintendents who need an easy way to summarize the learning under their supervision. It also assisted university-based graduate students, instructors, and assistant professors, who desperately need quality research publications. Most do not yet have graduate students or grant funds. Using merely the methods introduced in this workshop, along with library journals and copy machines, they can make significant contributions to educational research. Since quantified summaries of Precision Teaching research literature have yet to be made,
university personnel were encouraged to use these approaches to construct and publish them.

A list of first publication of the different distributions and collections used in the workshop is provided. Sample celeration collection charts follow.

REFERENCES TO STANDARD CELERATION CHART COLLECTIONS, DISTRIBUTIONS, TALLIES AND TABLES

The following references were the sources of the exemplary Standard Celeration Chart summaries shared in the Pre-conference Workshop entitled, "How to numerically and graphically summarize learning across classrooms, schools and published Precision Teaching studies (Metacharting)." Ogden R. Lindsley, Abigail Calkin, and Owen White conducted the workshop on 24 March 1993 in Salt Lake City, Utah. In most cases the references were the first reported application of each particular summary method.


(learning Picture Tallies)


(Celeration Change Collections)


(Frequency Dot Distributions)


(Frequency Box Distributions)


(Offset Celeration Pair Collections)


(Frequency, Celeration, Bounce, Up-
Bounce, Down-Bounce, Verge Distributions)


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