

****Start of transcript****¹

Ogden Lindsley: "I'd like you to meet Miss Sally Slezak^{2 3}, who teaches orthopedically handicapped children⁴ and has done so for several years, who's going to describe to you precision teaching in the OH classroom. Sally--"

Sally Slezak: "Thank you Dr. Lindsley.

Most of the charts⁵ that you'll be seeing are on children that range in age from 8 to 16, and these are some of the ways that I used precision teaching in my classroom this year. First of all, I used child Managers⁶ in the classroom and in the home.

Here is an example of using a 16-year old boy to manage the behavior of a younger girl in the classroom. He was, did very well in math, so I let him take care of Vicky's math. The pinpoint^{7 8} here is looking at subtraction cards; and she was doing them at a rate of about 3 correct per minute. Here, what Joe did, he set up his own change for Vicky, too. For every 5 correct subtraction flashcards she did, she earned 1 minute of playing a game with Joe, and you see her rate went up to about 15 per minute.

This is using another child as a manager to record bosses or commands by this another boy Joe, and he was doing them at a rate of 0.8 per minute, and here, this was a hidden recording and here, Ricky, who was 13 announced to Joe that he was going to record this every day and had been, and they dropped out to zero.

Here's an example of using a child manager in the home: This is a little girl, Vicky, and she wanted to accelerate the number of things she got to eat in the home; she often missed breakfast and things like

1 Description from Behavior Research Company, "Sally, a precision teacher(...) presents a variety of charts from her classroom She uses child managers(...)"

http://www.behaviorresearchcompany.com/tutorials/short_course/REEL_08.htm

2 Slezak, S. A. (1969). *Two years of precisely teaching with orthopedically handicapped pupils*. Unpublished master's thesis, University of Kansas, Lawrence.

3 See also, Lindsley, O. R. (1990). Precision Teaching: By teachers for children. *TEACHING Exceptional Children, Spring 1990*, 10-15. <http://www.teonor.com/ptdocs/files/lindsley1990.doc>

4 Special class for the orthopedically handicapped at the Children's Rehabilitation Unit, University of Kansas Medical Center.

5 The Standard Behavior Chart (6 cycle 140 day). Frequency range 0.001-1000 movements/minute. Current version (2008) is the Dpmin-11EC, daily count per minute Standard Celeration Chart (2008). Behavior Research Company, P.O. Box 3351, Kansas City, KS 66103 .

http://www.behaviorresearchcompany.com/Merchant2/merchant.mvc?Screen=CTGY&Store_Code=B&Category_Code=Dpmin-11EC

6 Manager is introduced in Reel #2

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_02.mp3

A helper in daily contact with the Protege, only helping a little with what the Protege cannot do; usually the teacher.

7 Pinpoint introduced in Reel # 1:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_01.mp3

described in Reel #4:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_04.mp3

8 Identifying a movement-cycle, which allows only one unique behavior or behavior product to be measured.

this, so she recorded bites per minute at home. And it shows you here how powerful recording in the home can be, because she recorded this each night and then, here she announced to her mother and father that she was recording bites to eat at home and was announcing this in school every morning exactly what she got to eat, and so you can see the effect this has on parents; that this public announcing every day in the classroom of the behavior.

Here's another child who was managing his mother's yells. And she had quite a high rate of yells, in here. And here again, the only change we used was announcing the recording at home and they dropped completely after two days, and stayed down.

Here's an example of a boy who managed his own behavior at home. His pinpoint was correct steps; this was something that we tried to get the Physical Therapist to do at school, but were not recorded, so, here Joe recorded his number of steps at home, and when we got to here I said, "Joe, we're going to put a change in and try to get your rate of walking up at home", he said, "I don't really need anything, I'm just going to walk on my own and now you're ready." So, we sort of call this a "grunt up" change, and now he's walking an average of 4000 steps per day.

And children in the classroom can do their own pinpointing of behaviors, which is the principle we like to follow. They can do their own recording, they can use these wrist tally boards⁹ and count as many behaviors, usually up to six. One boy in my room invented his own counter, which is a comb counter; he took masking tape and put it on both sides of a comb that he carried every day. And, I always have them suggest their own changes in the classroom.

And another thing you can do, you can use curriculum to accelerate curriculum¹⁰ in the classroom. This is being highly efficient of your time, and, actually, what I think of, they're learning double.

This is Janice, a little 10 year old girl, who was a very involved cerebral palsy girl, who needed to use a head stick to communicate and she typed with this headstick, and she was typing at about .06 per minute. What I did here, I said, here's an example of where I picked the change for her by observing the girl. And she received, 5, for every correct 5 letters she typed, she received one minute on the magnetic alphabet board; here we improved spelling and other things, too, and now she went up—you see this immediate step up¹¹ which tells you here, that the child really wasn't, this isn't acquisition here, this is step up. This child really wasn't working to its capability here. And here I removed the alphabet board, and she even accelerated again, to 5 a minute. Here's an example of her typing.

9 Wrist tally boards: "...In 1966, Jean Stables cut 3- by 5-inch blank cards in half and held the 2 1/2- by 3-inch card to her wrist with a watch strap. She used this wrist tally card to record six or seven different behaviors. At the end of the day, the tallies were counted and charted and the dated cards were filed in a card box..." . Lindsley, O.R. (1990). Precision Teaching: By teachers for children. TEACHING Exceptional Children, Spring 1990, 10-15.

10 Curriculum accelerating curriculum introduced in Reel #3:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_03.mp3

11 Step up: A large change in frequency; usually as the result of a change, but not always. Also known as a "Jump Up". Can be independent of a change of celeration (turn).

This is looking at correct vocabulary words, and actually this represents they didn't know any, and this is incorrect up here. Here I told them they could earn every flashcard that they learned, they could keep it. But I wasn't going to do any of the teaching, they had to, on their own, find someone to teach them these flashcards whether it was at freetime or when a volunteer came in, or when they grabbed someone—these were the younger children and they could use the older children to learn these words, and they learned all the vocabulary for a whole reader in 5 weeks. And it's because of this, we finished this reader in two months, and these are with so-called retarded children. So there they learned the words on their own; this took up no time of my own in the classroom.

Here's another example of using curriculum to accelerate curriculum. This is Mark and I am recording math problems on him, and the rate correct isn't, he was actually making as many errors as he was making correct responses. What I told him was that he could use an adding machine to work additional math for every 3 correct problems he did correct he could use it for one minute. So what he was doing, he was doing about twice as much math as he was before; he was going to do the same sheet again, but using an adding machine, and he immediately had a step of 10 a minute, and maintained this rate, and then accelerated after I took that out.

Another thing that you can do as a teacher, which I think's one of the most interesting things that's come up this year in my classroom, we haven't really done much of this and this is probably one of the most important things we need to do as teachers, is to evaluate your own curriculum, whether it is things that you make up yourself or book series people send you, you by recording, not only evaluate your child and yourself, but you can evaluate what types of curriculum you're using. One of the first things I did with this type of thing was to B.F. Skinner's¹² write-and-see¹³. This girl was having quite a bit of problems making correct letters, copying them from a board, and here she's doing them at about a 0.5 per minute, and her error rate is right along in the same range. Here we introduce B.F. Skinner's write-and-see, and you see a gradual going up here, and here in the aftermath-- when you're evaluating curriculum, you want to go back and use the same thing you used in the before. And here she was copying news from the board, so using B.F. Skinner's write-and-see, I can say that it's helped her now write things from the board. This, by the way, is her rate incorrect using the same thing, and this went down to zero.

Here's looking at different publisher's things that they put out to try to improve comprehension questions in children, and here I looked at MacMillan¹⁴, I looked at SRA¹⁵, then I used myself to ask the questions, then I went back to MacMillan. What I would say from this, is that, and I looked at 3 children, is that I would no longer use MacMillan. I think SRA is the best; the teacher is really the best,

12 BF Skinner (1904-1990) Professor of Psychology at Harvard University 1947-1974. Ogden R. Lindsley's graduate advisor and colleague. http://en.wikipedia.org/wiki/B.F._Skinner

13 Skinner, B.F., *Handwriting with write and see*. Chicago: Lyons & Carnahan, 1968. (with S. Krakower [2]; a series of manuals for teachers and students, grades 1 to 6)

14 MacMillan publishers, New York, NY., now MacMillan/McGraw-Hill

15 SRA=Scientific Research Associates, Inc., Chicago, IL

4 of 4

Transcribed and annotated 5/3/08 R. G. Claypool-Frey, regina.claypoolfrey@yahoo.com

Transcription of 6-9-1969 Short Course, Plaza Inn, Kansas City, MO.

Reel #8 10:45.642 minutes

Ogden R. Lindsley

Audio file:

http://www.behaviorresearchcompany.com/tutorials/short_course/Ogden_Lindsley_-_Short_Course_09_June_1969_-_Reel_08.mp3

but as far as saving time, I would use SRA because all 3 children did MacMillan in about the same range. So what I did here was compared SRA to MacMillan series.

There's many things that you can do especially when you have orthopedically handicapped children; they seem to be a bundle of behaviors.

You can look at their academic behaviors: I record math every day, rate correct and incorrect, I also record their silent and oral reading rates, and I record comprehension questions correct. You can go into this business of flashcards, if you're interested in flashcards,

And the most interesting area to me is physical behavior. A little teacher who has no, who has not had no physical therapy can increase walking rates, get rid of drooling, increased usage of hands, all kinds of things.

And then, of course, inappropriate behaviors, but I find when you run a really tight precision teaching classroom, I only had one, what a teacher would normally call a discipline problem this year, so I only had to pinpoint one inappropriate behavior.

And the last point is that recording alone will change behaviors. Fifty percent of my behavior changes were done with just keeping the records and doing the timing every day.

[end of presentation]

****End of transcript****