

**ASSOCIATION FOR BEHAVIOR ANALYSIS
AN INTERNATIONAL ORGANIZATION**

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AFFILIATE REPRESENTATIVES
John Araujo
Douglas C. Taylor

June 16, 1980

Dear Steve:

The Program Committee is again planning to arrange the 1981 Convention of the Association for Behavior Analysis into specialty areas within the field of behavior analysis. We are asking some of the prominent people in the field to help us develop an outstanding program for 1981 and we would like you to be the coordinator for the specialty area indicated on the enclosed form. We have also enclosed a copy of the guidelines for Area Coordinators and a memo on workshops.

**HONORARY COUNCIL
MEMBERS**

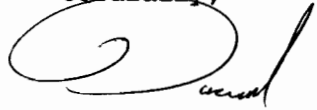
Fred S. Keller
B. F. Skinner

Please review the enclosed materials and let us know as soon as possible whether or not you would be able to serve again as one of the specialty Area Coordinators. We anticipate that the work load will be about 4 to 5 hours a month until the Convention.

We were very pleased with your assistance with this innovation in our 1980 program and anticipate that the Area Coordinators will allow us to continually improve the program.

We look forward to hearing from you soon.

Cordially,



David O. Lyon, Ph.D.
Chair, Program Committee



Shery Chamberlain
Assistant to the Chair
Program Committee

JOURNAL EDITORS

EDITOR
Julie S. Vargas
ASSOCIATE EDITOR
James M. Johnston
MANAGING EDITOR
R. Wayne Fuqua

PAST PRESIDENTS

1977-1978
Israel Goldiamond
1976-1977
Nathan H. Azrin

BUSINESS MANAGER

Sharon P. Myers

CONVENTION COORDINATOR

Linda Tipper

enc

DOL:src

7114
ASSOCIATION FOR BEHAVIOR ANALYSIS: AN INTERNATIONAL ORGANIZATION
INVITED PRESENTATION
1981 ABA Convention, May 27-31, 1981

ORANGE

PLEASE COMPLETE AND REVIEW THIS FORM CAREFULLY!
 WHAT WE SEE IS WHAT YOU GET!!

RETURN TO:
 ABA, Department of Psychology
 Western Michigan University
 Kalamazoo, Michigan 49008

PLEASE TYPE THIS FORM.

TYPE OF PRESENTATION: (check one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Invited Address | <input type="checkbox"/> Poster |
| <input type="checkbox"/> Live Animal Exhibit | <input type="checkbox"/> Special Interest |
| <input type="checkbox"/> Media | <input type="checkbox"/> Group Meeting |
| <input type="checkbox"/> Meeting | <input type="checkbox"/> Workshop |
| <input type="checkbox"/> Performing Art | |

SPECIALTY AREA: (check where applicable)

- | | |
|--|-----|
| <input type="checkbox"/> Behavioral Clinical Interventions | BCI |
| <input type="checkbox"/> Behavioral Community Psychology | BCP |
| <input type="checkbox"/> Behavioral Instruction in Higher Education | IHE |
| <input type="checkbox"/> Behavioral Medicine | BEM |
| <input checked="" type="checkbox"/> Behavioral Observation, Assessment & Methodology | BOA |
| <input type="checkbox"/> Behavioral Pharmacology & Toxicology | BPT |
| <input type="checkbox"/> Education of Preschool & School-Age Children | ESC |
| <input type="checkbox"/> Experimental Analysis | EXP |
| <input type="checkbox"/> General Issues in Behavior Analysis | GEN |
| <input type="checkbox"/> Organizational Behavior & Systems Analysis | OGB |
| <input type="checkbox"/> Retardation | MRD |
| <input type="checkbox"/> Social Behavior & Social Skills Training | SKT |
| <input type="checkbox"/> Special Education | SPE |
| <input type="checkbox"/> Staff, Teacher & Parent Training | STP |
| <input type="checkbox"/> Theoretical & Philosophical Analysis | TPA |
| <input type="checkbox"/> Verbal Behavior | VRB |
| <input type="checkbox"/> Women's Issues in Behavior Analysis | WIA |

***First Author**

Name: Robert Orgel
 Affiliation: U. of Kansas

Second Author

Name: _____
 Affiliation: _____

TITLE: "A Behavioral Analysis of Trends in the United States and World Economies"

*The first author should be the only presenter for a poster.

FOR INVITED ADDRESS ONLY:

Would you like us to select a chair for your address?

- Yes No

If you checked No above, please give the name and affiliation of the person YOU HAVE CONTACTED TO CHAIR YOUR ADDRESS.

CHAIR: James C. Morrison
 Affiliation: Youngstown State U.

AUDIO-VISUAL EQUIPMENT:

AV aids are not available for poster sessions and videotape equipment will not be provided.

- None
 Overhead Transparency Projectors
 35mm Slide Projector
 Chalkboard

FOR OFFICE USE ONLY

INVITED PRESENTATION

DAY Saturday SESSION # BoA
 TIME 9:30-10:30 BOOTH # _____
 ROOM Regency Ballroom B CEC _____

CONVERSATION HOUR

DAY Sat TIME 3:00-3:50
 ROOM Salomon-Juncos Boardroom

Please circle the day(s) on which you cannot present. (Memorial Day observed May 25.) The Pre-Convention Institute is Wednesday, May 27.

WED. THURS. FRI. SAT. SUN.

Do you wish to have a conversation hour?

- YES NO

FOR WORKSHOPS or MEETINGS:

For workshops, see back of form also.
 Describe purpose of Meeting or Educational Goals of Workshop:

Materials Fee: \$ _____

Level (check one) See back for definitions

- Introductory Intermediate Advanced

Would you like to present in the Pre-Convention Institute on Wednesday, May 27?

- YES NO

Preferred duration of presentation: 1 hour

If you checked Performing Arts, please give an estimate of your performance time: _____

CONTACT PERSON:

Name: Stephen Graf
 Address: Dept. of Psychology
Youngstown St. U.
Youngstown, OH Zip 44555
 Phone: AC 216-742-3401 Office
AC 216-757-8341 Home

ASSOCIATION FOR BEHAVIOR ANALYSIS: AN INTERNATIONAL ORGANIZATION
 INVITED PRESENTATION

1981 ABA Convention, May 27-31, 1981

BROWN

345

PLEASE COMPLETE AND REVIEW THIS FORM CAREFULLY!
 WHAT WE SEE IS WHAT YOU GET!!

RETURN TO:

ABA, Department of Psychology
 Western Michigan University
 Kalamazoo, Michigan 49008

PLEASE TYPE THIS FORM.

TYPE OF PRESENTATION: (check one)

- Group Poster Session
- Symposium

SPECIALTY AREA: (check where applicable)

- | | |
|---|-----|
| <input type="checkbox"/> Behavioral Clinical Interventions | BCI |
| <input type="checkbox"/> Behavioral Community Psychology | BCP |
| <input type="checkbox"/> Behavioral Instruction in Higher Education | IHE |
| <input type="checkbox"/> Behavioral Medicine | BEM |
| <input checked="" type="checkbox"/> Behavioral Observation, Assessment, & Methodology | BOA |
| <input type="checkbox"/> Behavioral Pharmacology & Toxicology | BPT |
| <input type="checkbox"/> Education of Preschool & School-Age Children | ESC |
| <input type="checkbox"/> Experimental Analysis | EXP |
| <input type="checkbox"/> General Issues in Behavior Analysis | GEN |
| <input type="checkbox"/> Organizational Behavior & Systems Analysis | OGB |
| <input type="checkbox"/> Retardation | MRD |
| <input type="checkbox"/> Social Behavior & Social Skills Training | SKT |
| <input type="checkbox"/> Special Education | SPE |
| <input type="checkbox"/> Staff, Teacher & Parent Training | STP |
| <input type="checkbox"/> Theoretical & Philosophical Analysis | TPA |
| <input type="checkbox"/> Verbal Behavior | VRB |
| <input type="checkbox"/> Women's Issues in Behavior Analysis | WIA |

FOR GROUP POSTER SESSION OR SYMPOSIUM:

TITLE: "Developing Quantity and Quality of Performance in Education"
 Chair: Michael Maloney
 Affiliation: Quinte Learning Center, Bellville, Ontario, Canada

FOR SYMPOSIUM ONLY:

Discussant: Ogden Lindsay
 Affiliation: U. of Kansas

Preferred duration of symposium: 2 hours

FOR GROUP POSTER SESSION ONLY:

Would you like us to add another invited presenter to host your session?
 Yes No

FOR SYMPOSIUM ONLY: AUDIO/VISUAL EQUIPMENT:

(Aids are not available for poster session and videotape equipment will not be provided.)

- None
- Overhead Transparency Projectors
- 35 mm Slide Projector
- Chalkboard

FOR OFFICE USE ONLY

INVITED PRESENTATION

DAY Saturday SESSION # BoA-5
 TIME 1:00-2:50 ROOM Regency Ballroom C

GROUP POSTER SESSION

HOST _____
 AFFILIATION _____

CONVERSATION HOUR

DAY Saturday TIME 3:00-4:00
 ROOM Salomon Junesu

Do you wish to have a conversation hour?

Yes No

Please circle the day(s) on which you cannot present. (Memorial Day observed May 25.) The Pre-Convention Institute is Wednesday, May 27.

WED. THURS. FRI. SAT. SUN.

FOR GROUP POSTER SESSION OR SYMPOSIUM:

Poster Booth: _____
 Symposium Participants: _____
 Name: ① Eric Haughton
 Affiliation: Loyalist College, Ontario, Canada

Name: ② Ann Desjardins
 Affiliation: Quinte Learning Center, Bellville, Ontario

Name: ③ Bob Balabuc
 Affiliation: Lakehead Board of Education, Thunder Bay, Ontario

TITLE: (all same as Symposium title)

Poster Booth: _____
 Symposium Participants: _____
 Name: ④ Michael Maloney
 Affiliation: Quinte Learning Center, Bellville, Ontario

Name: _____
 Affiliation: _____

Name: _____
 Affiliation: _____

TITLE: _____

USE BACK OF THIS FORM TO INDICATE ADDITIONAL POSTER OR SYMPOSIUM PRESENTERS.

CONTACT PERSON:

Name: Stephen Graf
 Address: Dept. of Psych., Youngstown State U., Youngstown, Ohio
 Zip 44555

Phone: AC 216-742-3401 Office
 AC 216-757-8341 Home

INVITED PRESENTATION

1981 ABA Convention, May 27-31, 1981

BROWN

More submissions coming Nov. 24/75

PLEASE COMPLETE AND REVIEW THIS FORM CAREFULLY!
WHAT WE SEE IS WHAT YOU GET!!

RETURN TO:
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Western Michigan University
Kalamazoo, Michigan 49008

PLEASE TYPE THIS FORM.

TYPE OF PRESENTATION: (check one)

- Group Poster Session
- Symposium

SPECIALTY AREA: (check where applicable)

- | | |
|---|-----|
| <input type="checkbox"/> Behavioral Clinical Interventions | BCI |
| <input type="checkbox"/> Behavioral Community Psychology | BCP |
| <input type="checkbox"/> Behavioral Instruction in Higher Education | IHE |
| <input type="checkbox"/> Behavioral Medicine | BEM |
| <input checked="" type="checkbox"/> Behavioral Observation, Assessment, & Methodology | BOA |
| <input type="checkbox"/> Behavioral Pharmacology & Toxicology | BPT |
| <input type="checkbox"/> Education of Preschool & School-Age Children | ESC |
| <input type="checkbox"/> Experimental Analysis | EXP |
| <input type="checkbox"/> General Issues in Behavior Analysis | GEN |
| <input type="checkbox"/> Organizational Behavior & Systems Analysis | OGB |
| <input type="checkbox"/> Retardation | MRD |
| <input type="checkbox"/> Social Behavior & Social Skills Training | SKT |
| <input type="checkbox"/> Special Education | SPE |
| <input type="checkbox"/> Staff, Teacher & Parent Training | STP |
| <input type="checkbox"/> Theoretical & Philosophical Analysis | TPA |
| <input type="checkbox"/> Verbal Behavior | VRB |
| <input type="checkbox"/> Women's Issues in Behavior Analysis | WIA |

FOR GROUP POSTER SESSION OR SYMPOSIUM:

TITLE: "Recent Discoveries in Celeration-Chart-Based Research"

Chair: Harvey Sepler

Affiliation: Vanderbilt Univ.

FOR SYMPOSIUM ONLY:

Discussant: Patrick McGreevy

Affiliation: Editor, Journal of Precision Teaching

Preferred duration of symposium: 1.5 hours

FOR GROUP POSTER SESSION ONLY:

Would you like us to add another invited presenter to host your session?

Yes No

FOR SYMPOSIUM ONLY: AUDIO/VISUAL EQUIPMENT:

(Aids are not available for poster session and videotape equipment will not be provided.)

- None
- Overhead Transparency Projectors
- 35 mm Slide Projector
- Chalkboard

FOR OFFICE USE ONLY

INVITED PRESENTATION

DAY Sunday SESSION # BA-5

TIME 8:00-9:30 ROOM Regency Ballroom A

GROUP POSTER SESSION

HOST _____

AFFILIATION _____

CONVERSATION HOUR

DAY Sunday TIME 9:30-10:00 AM

ROOM Regency Ballrm A presenters

Do you wish to have a conversation hour?

Yes No

Please circle the day(s) on which you cannot present. (Memorial Day observed May 25.) The Pre-Convention Institute is Wednesday, May 27.

WED. THURS. FRI. SAT. SUN.

FOR GROUP POSTER SESSION OR SYMPOSIUM:

Poster Booth: _____

Symposium Participants: _____

Name: Carl Binder

Affiliation: Fernald State School Belmont, MASSACHUSETTS

Name: _____

Affiliation: _____

Name: _____

Affiliation: _____

TITLE: "The Effects of Explicit Timing Procedures on Academic Performance of Elementary School Children"

Poster Booth: _____

Symposium Participants: _____

Name: Robert Bower

Affiliation: Wayne State U. (Nebraska)

Name: _____

Affiliation: _____

Name: _____

Affiliation: _____

TITLE: "The Steep Learning Phenomenon"

USE BACK OF THIS FORM TO INDICATE ADDITIONAL POSTER OR SYMPOSIUM PRESENTERS.

CONTACT PERSON:

Name: Stephen Graf

Address: Dept. of Psych.
Youngstown State U.
Youngstown, OH

Zip 44555

Phone: AC 216 - 742 - 3401 Office

AC 216 - 757 - 8341 Home

(OVER)

Poster Booth: _____ Symposium Participants: _____
Name: Lewis Weber
Affiliation: Univ. of Florida

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: "A Microanalysis of Elements of a Complex Task"

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

Poster Booth: _____ Symposium Participants: _____
Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

Name: _____
Affiliation: _____

TITLE: _____

NAME AFFILIATION CHART PARENT D.W.M.Y

1	Steve Graf	Youngstown St. U.	Q.R. Lindsey	Y
2	Chuck Marbitz	Rehab. Inst. of Chgo	H.S. Pumphrey	D
3	Skip Bergman	Orange County Sch.	Reg Reitz	D
4	Betty Walls	University of Mo	Diane DeBenedictis	Y
5	Jeanette Bastien	Boys Town	Don Black	H
6	Eric Huxton	-LOYALIST COL.	DE	D
7	Carl Binder	W.F. Fernald School	Bea Barrett	D
8	Yvonne Conser	Wayne State College	Bob Bower	D
9	Michael Bower	Maloney Junior Learning Center	Eric C. Houghton	D
10	Gloria Branscum	Wayne State College	Bob Spanger	D
		University of Florida	Bill Volking	

8:30 - 9:18



CHART TRACER (CT-BEN)
BEHAVIOR RESEARCH CO
BOX 3331 - KANSAS CITY, KANS. 64108

NAME AFFILIATION CHART PARENT D.W.M.Y

3 MIN O.K.

NO RED PEN

STAND. CEEZ. CHART LIST

Note - Dot to Shore Poster

17
48 min

Apple Computer

Personal Management

Acquisition Across Cultures

Range of Efficiency - Various Skills

Admin. & Sup. Charts

Rehab. Med, Occ. Therapy,



Welcome to Standard Celeration Chart

Data-sharing!

If you have Charts to share,
sign in at one of the overhead
projectors in the back of the room.



CHART TRACER (T-BEN)
BEHAVIOR RESEARCH CO
BOX 3351 - KANSAS CITY, KANS. 64103

NAME AFFILIATION CHART PARENT D.W.M.Y

PAT McGreevy Journal of Precision Teaching Ogden U.

11 JOHN ESHLEMAN WVU STEVE GRAF Y

12 T. 917 Abbotts Pittsfield, MA RAY SEEC D, M

13 Annis Desjardis Quinte Learning Centre, Erie Hough (on Xerox to Cindy)

16 M

ASSOCIATION FOR BEHAVIOR ANALYSIS: AN INTERNATIONAL ORGANIZATION
INVITED PRESENTATION
1981 ABA Convention, May 27-31, 1981

wri like to be scheduled at 7 or 8 pm ORANGE

PLEASE COMPLETE AND REVIEW THIS FORM CAREFULLY!
WHAT WE SEE IS WHAT YOU GET!!

RETURN TO:
ABA, Department of Psychology
Western Michigan University
Kalamazoo, Michigan 49008

PLEASE TYPE THIS FORM.

TYPE OF PRESENTATION: (check one)

- Invited Address
- Live Animal Exhibit
- Media
- Meeting
- Performing Art
- Poster
- Special Interest Group Meeting
- Workshop

SPECIALTY AREA: (check where applicable)

- Behavioral Clinical Interventions
- Behavioral Community Psychology
- Behavioral Instruction In Higher Education
- Behavioral Medicine
- Behavioral Observation, Assessment & Methodology
- Behavioral Pharmacology & Toxicology
- Education of Preschool & School-Age Children
- Experimental Analysis
- General Issues in Behavior Analysis
- Organizational Behavior & Systems Analysis
- Retardation
- Social Behavior & Social Skills Training
- Special Education
- Staff, Teacher & Parent Training
- Theoretical & Philosophical Analysis
- Verbal Behavior
- Women's Issues in Behavior Analysis

- BCI
- BCP
- IHE
- BEM
- BOA
- BPT
- ESC
- EXP
- GEN
- OGB
- MRD
- SKT
- SPE
- STP
- TPA
- VRB
- WIA

*First Author Hosts: Stephen Graf (Youngstown State U.)
Name: Harvey Sepler
Affiliation: (Vanderbilt U.)

Second Author: Patrick McGreevy (Journal of Precision Teaching)
Name: _____
Affiliation: _____

TITLE: "Overhead Transparency Data-Sharing Session on Standard Celeration Charts"

*The first author should be the only presenter for a poster.

FOR INVITED ADDRESS ONLY:

Would you like us to select a chair for your address?

- Yes
- No

If you checked No above, please give the name and affiliation of the person YOU HAVE CONTACTED TO CHAIR YOUR ADDRESS.

CHAIR: _____
Affiliation: _____

AUDIO-VISUAL EQUIPMENT:

aids are not available for poster sessions and videotape equipment will not be provided.

- None
- Overhead Transparency Projector
- 35mm Slide Projector
- Chalkboard

FOR OFFICE USE ONLY

INVITED PRESENTATION

DAY Thursday SESSION # BGA-M
TIME 8-10 PM BOOTH # _____
ROOM Lakeshore Ballroom A CEC _____

CONVERSATION HOUR

DAY _____ TIME _____
ROOM _____

Please circle the day(s) on which you cannot present. (Memorial Day observed May 25.) The Pre-Convention Institute is Wednesday, May 27.

WED. THURS. FRI. SAT. SUN.

Do you wish to have a conversation hour?

- YES
- NO

FOR WORKSHOPS or MEETINGS:

For workshops, see back of form also.

Describe purpose of Meeting or Educational Goals of Workshop:

To provide all interested individuals a chance to share information using Standard Celeration Charts.

Featured Presenters / Commentators:

<u>Bea Barrett</u>	<u>Ogden Lindsley</u>
<u>Ray Beck</u>	<u>Michael Maloney</u>
<u>Skip Berquam</u>	<u>Henry Pennypacker</u>
<u>Carl Binder</u>	<u>Owen White</u>
<u>Eric Haughton</u>	

Materials Fee: \$ _____

Level (check one) See back for definitions

- Introductory
- Intermediate
- Advanced

Would you like to present in the Pre-Convention Institute on Wednesday, May 27?

- YES
- NO

Preferred duration of presentation: 2 hours

If you checked Performing Arts, please give an estimate of your performance time: _____

CONTACT PERSON:

Name: Stephen Graf
Address: Dept. of Psych.
Youngstown State U.
Youngstown, Ohio Zip 44514
Phone: AC 216-742-3401 Office
AC 216-757-8341 Home

731H

**ASSOCIATION FOR BEHAVIOR ANALYSIS: AN INTERNATIONAL ORGANIZATION
INVITED PRESENTATION
1981 ABA Convention, May 27-31, 1981**

ORANGE

PLEASE COMPLETE AND REVIEW THIS FORM CAREFULLY!
WHAT WE SEE IS WHAT YOU GET!!

RETURN TO:

ABA, Department of Psychology
Western Michigan University
Kalamazoo, Michigan 49008

PLEASE TYPE THIS FORM.

TYPE OF PRESENTATION: (check one)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Invited Address | <input type="checkbox"/> Poster |
| <input type="checkbox"/> Live Animal Exhibit | <input type="checkbox"/> Special Interest |
| <input type="checkbox"/> Media | <input type="checkbox"/> Group Meeting |
| <input type="checkbox"/> Meeting | <input type="checkbox"/> Workshop |
| <input type="checkbox"/> Performing Art | |

SPECIALTY AREA: (check where applicable)

- | | |
|--|-----|
| <input type="checkbox"/> Behavioral Clinical Interventions | BCI |
| <input type="checkbox"/> Behavioral Community Psychology | BCP |
| <input type="checkbox"/> Behavioral Instruction in Higher Education | IHE |
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| <input type="checkbox"/> Behavioral Pharmacology & Toxicology | BPT |
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| <input type="checkbox"/> Theoretical & Philosophical Analysis | TPA |
| <input type="checkbox"/> Verbal Behavior | VRB |
| <input type="checkbox"/> Women's Issues in Behavior Analysis | WIA |

*First Author

Name: Stephen A. Graf
Affiliation: Youngstown State University

Second Author

Name: _____
Affiliation: _____

TITLE: "Keeping Your Student Ratings of Instruction Behavioral with Frequency and Celeration Analysis"

*The first author should be the only presenter for a poster.

FOR INVITED ADDRESS ONLY:

Would you like us to select a chair for your address?

- Yes No

If you checked No above, please give the name and affiliation of the person YOU HAVE CONTACTED TO CHAIR YOUR ADDRESS.

CHAIR: Christopher Sweeney
Affiliation: Youngstown State U.

AUDIO-VISUAL EQUIPMENT:

A/V aids are not available for poster sessions and videotape equipment will not be provided.

- None
 Overhead Transparency Projectors
 35mm Slide Projector
 Chalkboard

FOR OFFICE USE ONLY

INVITED PRESENTATION

DAY Saturday SESSION # BOA
TIME 11:00-11:30 BOOTH # _____
ROOM Lakeshore Ballroom C CEC _____

CONVERSATION HOUR

DAY Saturday TIME 3:00-3:50
ROOM Salomon - Juncal Boardroom

Please circle the day(s) on which you cannot present. (Memorial Day observed May 25.) The Pre-Convention Institute is Wednesday, May 27.

WED. THURS. FRI. SAT. SUN.

Do you wish to have a conversation hour?

- YES NO

FOR WORKSHOPS or MEETINGS:

For workshops, see back of form also.
Describe purpose of Meeting or Educational Goals of Workshop:

Materials Fee: \$ _____

Level (check one) See back for definitions

- Introductory Intermediate Advanced

Would you like to present in the Pre-Convention Institute on Wednesday, May 27?

- YES NO

Preferred duration of presentation: 1 hour

If you checked Performing Arts, please give an estimate of your performance time: _____

CONTACT PERSON:

Name: Stephen Graf
Address: Dept. of Psychology
Youngstown St. Univ.
Youngstown, OH Zip 44555
Phone: AC 216-742-3401 Office
AC 216-757-8341 Home

DISTANCE

PACING

positive examples rule out possibilities
negative examples need

If presentation rules out all but one sameness
you have induced generalization

Teaching Showing the

Assume - learner can integrate

same for compliance training ;

Bob Itzer - don't know "newton"

Problem with the easy example - any difference is easy

Easy examples induce MISRULES !! (Lyle)

Any difference is a difference which learner can use

but it isn't going to obtain later on, with new examples

Easy-to-hard sequence problem

Shape the context

Screening learning - teaches the easy ones - messes up

Simultaneous components

Say "mm" and hold your nose. Watch your ears.

Deaf kids - nasal "ahh"

Vowel "t" is d sound

Context: sounds in words, not in isolation

The problem - its so difficult we don't know the differences

The equalizing fraction!

The really obvious things often hard to see.

$$\frac{3}{5} \cdot () = \frac{7}{8}$$

Do know

$$\frac{3}{5} \left(\frac{5}{3} \times \frac{7}{8} \right) = \frac{7}{8}$$

$$\frac{3}{5} \left(\frac{35}{24} \right) = \frac{7}{8}$$

$$\frac{h}{1} () = m$$

$$\frac{h}{1} \left(\frac{1}{h} \frac{m}{1} \right) = m$$

$$5 () = 7 \quad \frac{7}{5}$$

$$9 () = 18 \quad \frac{18}{9}$$

$$\frac{39}{55} \frac{1}{5} = \frac{\square}{7} \frac{63}{5}$$

$$5 () = 7 \quad \frac{7}{5}$$

1. Design the sameness so that

2. Mechanics of making sure that

Presentation gets through to learner

ORL
PC 79

13
14
15
16

Half the cover
in a balanced zero 2x2
gives the genes in the F

Counting the point for you.

$$\frac{6}{0} \quad \frac{0}{6}$$
$$\frac{1}{2} \times 6 = 3 : .001$$

1st of - about I kept good, but the hand had

IRU + Old Pasadena Calif.
Richard M
27 MAY 1981
EVASIVE GOALS

Jim Gottlieb (WVU) - BAHK ... Milwaukee
John Humphrey WVU - BAHK Iowa State
Jim Dodder WMU (plus grant 185)
Judy Crandall Salt Lake City Instructional Psychology
Paul Sullivan Wayne State dept
Bill Howard OSU
Nancy Cook OSU
Robert Reinger OSU
Mike Reed WNU - Iowa
Jim Batchel Psy Town

Don Fishmiller Good School Applied + Professor 4 - Rutgers

Working through this stuff myself

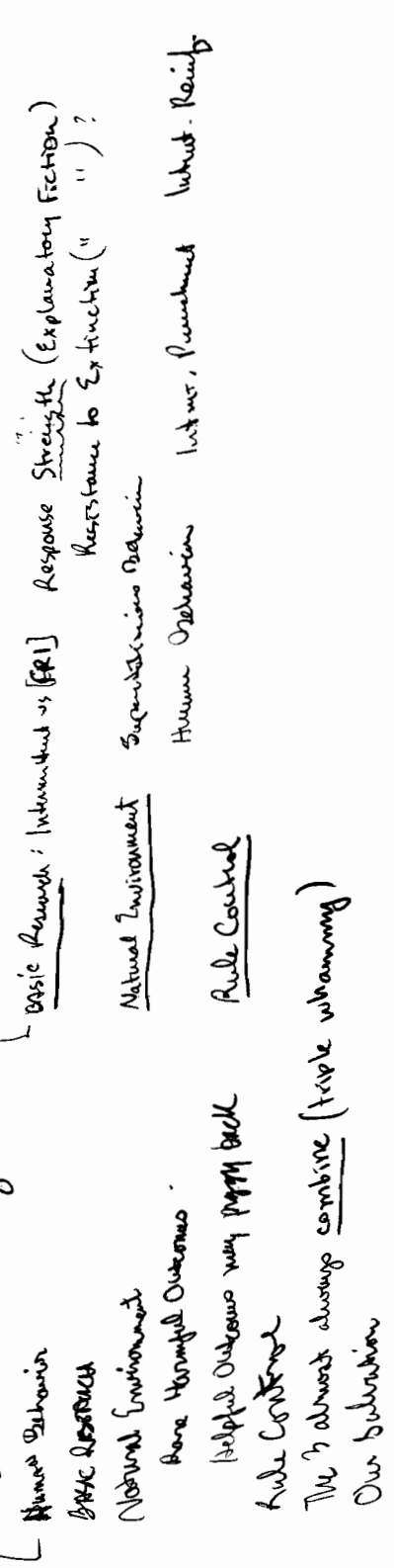
INCENTIVES = 'behavioral consequences' describing both rewards + aversive stimuli

OUTCOMES = anything response produces - (a neutral stimulus is an example) contingent, functionally related rewards, aversive + needed stim.

Strong Outcomes - rewards + aversive stimuli

Weak Outcomes (EVASIVE GOALS)

- 1. Delayed Outcomes: Human behavior
- 2. Unpredictable Outcomes
- 3. Small + Cumulative



Natural Environment

Pure Harmful Outcomes

Helpful Outcomes may pop up back

Rule Control

The 3 almost always combine (triple whammy)

Our behavior

Thursday
9:00

Eric Hannett

WASA Skill Acquisition 1968-80
Data Analysis x1.4
Acquisition Activity x1.3

Count x1.8
Ratio $\frac{1}{2}$ 1.05
% of Count x1.35
% of Time x1.7
Duration x1.36

Learning x1.1
Transfer to test x1.1
Retrieval x1.45
Level in Program x1.0

Rankin, Pre-Test Test Check \pm \pm 1.0
Could be expressed as $\frac{1}{2}$ x1.4
could be " x1.7

Not time-based x1.7
Time based x1.0
Chart of time + skill

Ken Johnson - Frig. as an IV

Retention =

Endurance:

Component/Composite Application

Extension Application

Types of tasks

- 1) Motor Behavior
- 2) Knowledge Behavior (skill?) SAFARI CAPS
- 3)

JPT \rightarrow program will be high but will be high

will be high on component skill affect degree of concept learning broken if too high?

AM 3

to free high activity

build

CARL BINDER

3 habit used SCC

sprints - may help

lower duration to maintain level



ERIC HANNETT

ERIC HANNETT

2-3 yr period - grasping & incorporating the system

3 yrs about the way for teachers

1 day's homework - bundled up

We give students all sorts of problems

Have children assign themselves

Parents complaining (1st grade) skills very slow

1 hr - 2 hrs -

* Thinking about things

* Decision-making

These children know how well they can do things

* Alternatives to being glued to TV

Heur-write from TV

Benefits

1. Children make decisions
2. Share with others
3. Parents see what they can do
4. Asking for paper, pencil, tapes, Xerox instead of McDonalds
5. Practice a lot of demands
See - write - see say
Think - write Think - draw Th. do

6. Free - write assignments
See others to

7. Following others in family
8. Copy the way - she sets assignments help

2 yrs

Think-Do

Think-Draw

Th - Write

See - Write

Heur-write

Th - Select

Assign De-binding

1.7 6 + 6

150-300/minute

reach
pouch
touch
group

ERIC HANNETT

OPR expanded from

S-R world -- to increased

no. of factors

IS PLAN (descriptive)

(descriptive vs. functional)

see / say

see / thought

think / write

③

GH
310 - 30
~7 ~ 12 out

See operant organism
manipulation than to manipulate
ANN
control -
my most unpublishable stuff - most stolen
published work - untouched
testimony
You sell our chits
Sign the checks
Try to cover it up
Try to change behavior
of your own

Mike - come back to
Libby - Agree very few curricula

build is with building that work with it
DISTAR --- MATHEMATICS DISTAR 4 1/2 x more effort
Joggy may not accept improvement, but
Quinta Learning Center
Mike - Product-oriented thing supporting
process-oriented stuff (paying Eric's way)
Eric is under process control
Loss of support money - the most important
thing that's ever happened
SAT scores down

The most imp. thing
about

"dissemination models" starts
full sized
load - carrying
operating machine
basic
sells learning for a
profit with a money-back
guarantee

Tom
An. Wilbanks

Key energy issues are behavioral - not technological
We can't seem to agree on very much how can we make and implement decisions

Don't want numbers except to justify decisions after the fact.

3:30 Robert Orszag (un)

A talk of 2 physicists Ralph Lapp

- David Lomax

Check the measurement system.

Empirical Analysis of Measurement [Forecasting Technology - tested on own consistency]

ENERGY COST
x 1.3 TRANSFORMATION
x 1.8 INFRACTION

1400-1450 Least SQ low Least Sq Logged Freeland Overhead Forecast Most Recent

project do 1975

/2.1 / 1.1 / 1.2

25 min

Range x6 x3.5 x2.7
5 above 10 10
22 under 3 on 2
14 below 15 below

4

When data is presented in an appropriate format - we don't need complex forecasting, everyone can agree.

- 1978 - emphasis on opinion, not on behavior

4:17 Saper Post doctoral

"Institute for Public Policy Studies"

20 min

Angeles Assoc

Law & Society Assoc

N.A. Swines

Forum of Leaders Does policy making good?

Stephanie Stoddy - Director, KL Regions Office

Stacy's Board

4:37

4:5

CONV. POINT
Following the
affinity
subscribers

experimented
optimalities

SKIP - path of lesion resistance
Only way to have an effect
do the thing yourself -
and have the credentials

Hoffheimer Prize

Jack
Ewel
"You don't think we wanted you to succeed."
What you should do:

- ① Fail at what you're supposed to do
- ② Succeed on side

Bill Welling - started grading interns on whether ^{helped} _{parent}
Og if you make titles publications
a product, ---

Look-emo + he tied to say

Jolly Jumper 120/min - Annie

A good mine

Og - infant - 2yrs - 1 month

Commercials - are elementary

Q - Alternative Product

General TV commercials

That you couldn't get them controlled operant

Open mother's smile - a release

Og: Boston doctor

to write: what we need,

What's your proof that this is more than DISTAL

before this? You need this

1982 has - 100 lbs - 14 lbs

45 min X 140

one of the best
Dq L

IMS - Cultural Free Screening

culture difference locations

Took the no-difference ones

CARL - KC - IMS phone no.

HAROLD - Boston

some concerns has this tape.

We shouldn't confuse a single number with parsimony

SLL - 8:00 o'clock Sat "MICRO-COMPUTERS"

Tool

- 1. You should have the read before you buy
- * Make the computer serve you ---
- 2. * Don't try to do everything with the computer. Clean, fast, justifying previous purchase - which would be Computer help experiment with stuff @ 400/min (because it

Programs Instruction	M	15-6-17
Teacher machine	M	9-3-28
CAI (computer assisted)	A	36-3-1
CMI (Computer Managed)	A	28-13-2
MICRO-teaching (classroom)	M	20-14-7

interface between learner + they

best place to

Thomas F. Gilbert - brightest spirit what guy like ever known
 "Human Competence" - a lot of neat ways of saying other things
 The P.I.P.

Takes examples

Takes current performance
 Greatest distance between 2 is where he starts to work
 "Slow Drill" for more than 4 categories
 time on task.

Rehearses, introspective times - very short
 Chills using 4 files - slow fast
 500 discs - One that does slow drill
 3 kick out fast
 less than 10%

The people can't possibly improve instruction without frequency as the system.
 * I will never give a presentation without giving
 15-6-17 an answer 2 hrs away from each one of us - that could
 Jim exposing areas

The teacher's record
 you can measure instruction with computer without assisting it.
 the no.

excuse to buy a closed circuit TV

Even without inputs



COMPUTERS

HINIBU
WINABU
ALWAMS

"horrible if not invented by us" plenty in psychology (almost none in medicine & engineering)
"worst if not altered by us" public schools with teacher evaluation
almost unafraid "At least we must select it"

All-Howell
250,000 to develop
\$5000 for set of discs (sold none)

Consortia - to get package deal
We have to be very careful not to just
The answer - high frequency
RAM - its current mind, storage, speed, potential to behave
Largely

* For Real Sport stuff - need MACHINE LANG. (GSOZ 7(E-80))
Beginner's All-purpose Symbolic Instruction Code
Fast stuff in Integer Basic
EP basic - makes the program too slow for children
partly hard to

Compilers - take machine language
basic - semi English
to make a person forced
The computers are in the games

(improving my major points: The wait is long enough to make a person forced)
The computers are in the games
Time shows how hard machine language
The simplest question: Is it as fast as the fastest computer game?
Need more & more lab

SOFT INTO
Get Student - Houston - child spells words to keep the ship from sinking
kids misspelled because they wanted to

Every software writer
600 children - pilot-tested
our own working company
All the training - is better done on flashcards
an editing machine - not a computer

UTIL Program
MANAGEMENT
FITTING -
TYPING TUTOR - \$39.95
EZLW

#1 interface in
the country
Over

Ganger's ideas of education
Skill books -

APPLE USER'S GROUP

9:08 - The Method is necessary function

ORGE - Robert

MIN:

CHAPTS: 11

Responsible for problems that economists have:

- 7 True crisis
- Friedman - always - linear time series design - one equation
- Economists

Role of change - useless
Put them into formulae

It's the deviations in the trend for us that

Don Jones says (Moody's Handbook of Common Stocks)

Inflation during last century

last 14 yrs - inflation

Who's making money? US Govt

Corporations x 1/3 (no bracket savings)

Citizens x 1/6 (bracket savings)

Disposable income grows more rapidly -

The functional vertebrae:

1973 over oil embargo - different conditions

Economists are analyzing data on computer printout sheets, not charts

Total goods + services

So much for the big govt. thing.

Consumer credit

World looks at absolute amounts rather than rate of change

Increase in Unit Labor Cost of our Goods...

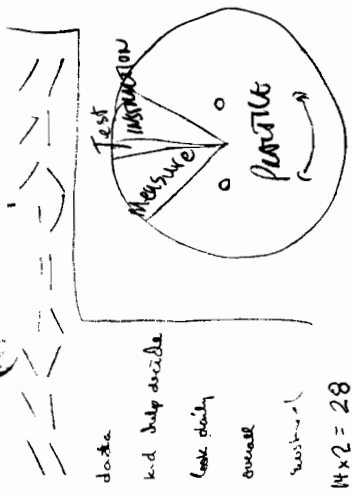
(1967) paying more than they were producing per hour

None of Reagan's things will work
if more yrs.

Paras - The Og

- 1) Speak up about underperformance of other social contracts
- 2) Org. Beh. Mgmt.

Monday Descriptions, TRANSPORT Sat. 1 pm



1-PM JT - The Happy Learner

360/min see point
500/min think top
560/min

3, 4, 5 ^{year} old children

NA avg. 50/wpm
200 wpm - we have

2 million words/yr. 80 million in 10 yrs @ 5 min/day
600 wpm - we have

250 NA avg.

Gain 10 wpm per year of school
10¹⁰ interesting

Mike: Count/Time Learning outdoors

1. Work quickly
2. Have hand to address
3. Keep hands to w/y
4. Put everything in box

194 days school/yr 9-4 per day
\$2500/yr.
10-20 charts per day each kid
Student tutorials 4-8 pm
80,000 sheets of paper

Teaching Paleontology

If the kid can get to a chair without feeling the walls, we can teach him.

- 9-9.8 Math Fr (M, T, Th)
- 9.8-10.3 Reading
- 10.3-10.5 Recess
- 10.5-11.3 Spelling
- 11.3-12 Reading

- 1.0-1.3 Reading III
- 1.3-1.8 Grammar Comp
- 1.8-2.3 Expressive Writing
- 2.5-3 Curious Writing
- 3-3.5 Catch up
- 3.5-4.0 Check-out
- Tutorials

Safw 125 adding fractions/wire.

Now is the name of a thing
Adj. - they come in fast @ 80/hrs
Deductions (hold or counting words)

Am's

Rolls 50 m
Licks 6/sec

1st time - 3 lessons

Annex

- 40 30 m
- books
- try 3
- outside

17:36

CONV. HOME

Measurement of Arithmetic in Classroom

1/2 time on test person

- Aspin
- Baker
- Keller

Engelmann + Lindley
Skinner - Discussion

Quality -

Be tough on each other
(never) Von Bekeshey
Good critic

IA... people do
Just part of 60%

197
(16)

Attendance data

Center-stay books

What to do with Topography

Fill room
Small student-improving
shells

David Allen says:

ORL

Know thy people's names - right away

I came to this workshop to learn things to try; future do how to get /

3 a time this

Organize charts for presentation

Respond to stimuli

65-72 we required that you chart your own behavior - has kind of fallen by the wayside

transparencies on chain-saws - do the wood with an axe

I'm tuning my ~~car~~

help kids - learn to chart better

Don't print super well on overhead

This a reminder of something that should be in your head

CUM

D direct

S standard

R rate

SR !! - got to be! (self recording)

1st to work

12 yrs into 25 yr exp at age 86

cure schizo phrenia 25-50

Remember On

AMYTAL -

unconscious clicking

out of neutral state

repeated time stimuli

Objector

Learned Russian - read original

Kracklin - German

Laboratory fine - for use of mentalistic terms

Imagin hockey

football

army

nation

without punishment

difference between philosophical & practical behaviour

John Humphries

* Gary Wood ^{see work} ^{un Mich}

Dave Allen

20

Nancy Heigles ^{Psychology} ^{CL-22}

rat - 300-400 gm
so heavy

→ Maria Barlow ^{grad stud} ^{in Industrial} ^{teaching & learning}
- NORM PETERSON is advisor

John Humphrey
^{class school}
^{consultant - Iowa}
WVU - D.A.H.R.
2 yrs leave

Pat McInerney ^{U of Miss} ^{K.C.}
^{field based}
^{training - teachers}
^{teacher-aids}
^{parents}

Sherwood
Kathy Porter-Hanwell
^{school for}
^{artistic kids}
^{time with}
^{teachers}

^{Columbia Teacher}
^{center}
William Belsky
^{1st commission}
^{new to field}
^{only Green}

Jerry Harper ^{U Wisc} ^{San Clair}
^{father} ^{School of Training}
^{1) behavior} ^{2) coord. clinic}

^{son} Brad ^{grad stud}
Harper ^{WMA}
^{Director Instruction}
^{Now director}
^{Why going to standard}
^{charts}

Buddy Newcome ^{long stand}
^{private non-profit} ^{school} ^{Blind Psych.}
^{school} ^(SPT & in long)
^{used non board}

2

We become a tumor rather than a cancer
We should be under control of wider + wider dimensions of clients
not under approval of director, but of clients

Major problem:
How do we continue growth of methods
and quality of work through the 80s
We can do it for \$50 a year

STANDARD LEARNING CHART to public Stewart Standard Prof.

6 cycle - semi logarithmic - naming what's up the left
next future
Learning of learning Standard
Cooperation up the left - routes across the bottom

We could be doing research on learning faster + faster + faster
Over a lifetime become a more active learner
Put other people in charge areas
They're now performers - they "deconstruct" it

% correct
"We're going to have a lot of come this yr."
"Why?" "Fred's in the field a lot"

Advising
Resourcing

National Assoc. for School Psychology 1972
^{nowed} Humanism + Behaviourism are one
Wrote an article on estimating IQ
Flexibility is the name of the future game
School Councils + Ed. Admin.
Confrontation - they so believed the testing, that - they kicked out the chart

10:06
1000 hypotheses
- 50-60 major topics - a pre-teaching assessment

BRADFORD MONROE LINDSLEY

3 TIMINGS

HIGHER EDUC.
Dangers: learning less & less more & more comfortably

I think we should bring back animal conditioning

Animal in acquisition is inevitable

Manius - Paris Island

You have to define them -

Unfair Question

(PT)

For Paint division PS

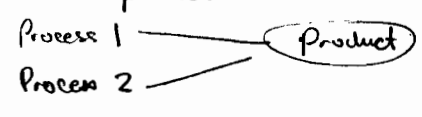
For Ford Motor Co. PS

Hang-up

Behavior Anal - yst Verbalist not Child helper

Elvin Semrad - therapist; therapist

Note: You should not consider process measures until you have product.



MIN ARMY
2 MIN every other day

Score
No. of problems

Pick the most refined

How to hold
Chain saw

12" chain saw

— cords of wood
— cut per day

Product measure
has to be a freq.
has to have time

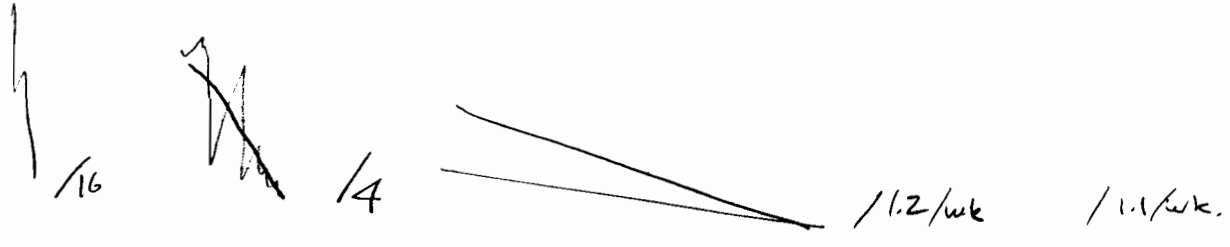
Chain saw
axe

It's all you've ever done is ----, no way to compare ...

ACK SHORES (U. of Wisc.)

"Traditional" is a cop-out

TIME-OUTS



Merlin's data - not science numbers - used to impress
Time-out also substantially different rates of deacceleration

We often don't get feedback

Think-Abbrev. vs See-Check See-Write.
P.T. - Precise Behaviour Management (Standard Cell Change)
1972 - called Precision Teaching - without one of these charts

Altimeter vs Inclinator
Freq vs. Change in Freq.
born in RI
Mildred - mother

"wormsing" - kid in heaven
all the things it's not
brilliant kid but misinterpreted

Think/Abbrev SO a wire for an A

I like to put it about x2 distance below RF
Punits like Eric use?

Sample behavior directly - not indirectly - like

After break
Helping ^{eyes} vs. telling (no)
how it relates

COND Operant level Reinforcement Extinction
Made you look at doublings self-recording x2 chart

55-56-60 → still with us (tendency for 5 diff things) SHOW - show - space (null)
Space thru ^{types} from taught animals to do unique things (Process)
Baseline "Intervention" (bad word) Reversal

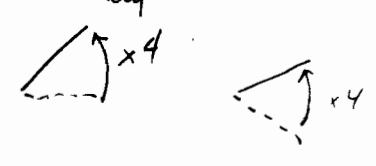
PT 1960 - FREQ
SCC
"Before During Between After"

of cond. change procedure - "multiple baseline"
"multiple operants" It's still sequential - do it on one, then do another

Own Teachers TRY, TRY, TRY AGAIN (don't need a baseline) !!!!!! D₁ D₂ D₃
You can pick up a change from a change !!!

TRY 3 AT ONCE (became clear that behavior is very specific)

We made an error accuracy
had to dump accuracy factors! and go to learning picture development !!
diff between PT and Learning Pictures



TRI 3 AT ONCE

30,000 research projects

Edured us to focus on measurement techniques

SOIL TESTING with a FERTILIZER

Chair run-around

Focusing on MEASUREMENT rather than the COOKBOOK

Do them simultaneously

Practice on one curriculum won't leak

① Hear-Do (place)



② See-Do

Flash card - point to picture



Sample same behavior with slightly different channels

MUST SAY
M
U
S
I
C

Multiply 10, 20, 40 rather than add we need bonus learn

U Unique rather than general common

S Specific general

I Independent dependent (see-saw)

C Consequence see - think consequence (cause) mistake to change from consequences to antecedents

Don't ask what caused behavior, ask what it produces

Mechanical incompatibility does not dictate functional incompatibility

STOP

S slow is easier to learn do and

L low " " " " " "

O one at a time " " " "

B big " " " " " "

S simple " " " " " "

We have charts and data to support each one of these

You can slow down ~~results~~ ^{adults} with primary pencils

plus HIGH ACCURACY is easier to learn than inaccurate

Total Not that they don't know - but that they do opposite

Afternoon

1:31 \$250,000

Current rejection from Behavior Analyst

First two days - 1 out of 10 accurately forecast

" 5

Variability is data

FREQ - a dimension - not a measure of behavior - a property of behaviors

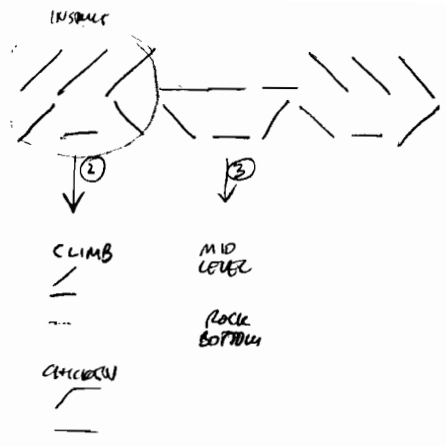
Most people see "trend" as something which bothers baseline

Totally independent of the complexity of the task

can record

6

Bring the errors up into the picture
Error-free learning
Steepest correct learning - early acquisition
I think we're going to have to go to 3 lines



Children name them
"line-specific change agent"
Throw person up the curriculum
(the way to challenge gifted)

Tendency for names become social - "Marcie" "Billy Dumbon"
Correct - 3 learning pictures - more direct - an indirect measure of behavior
increasing worsening maintaining

SEE-SAW THEORY

truth is there's a huge in #
fits 3/10 learning pictures ; doesn't fit (40%)
No change 3/10
Doesn't fit 4/10

ANOTHER TRAP - White + Hoising

Decision Rules

slice back - same level of difficulty data - full need to deal
1-4 1,2,3

step back - nos, in sequence to
Much less demanding, early, form of behavior

- INSTRUCT 3
- STEP-BACK 4
- Slice-back 3

Post-partem psychotic

puts you back into error is % correct

KEEP TREATMENT AS SPECIFIC AS THE PICTURE MEASURED !!

With oversimplified treatment theory, we can do the same damage
as oversimplified measurement theory.

The digital argument ...

Add base 10

Two hands - black-white digital, dyed

KC Star 4x harder to do than SRA at speed

1" " $\frac{10x}{2x}$ 5x harder to get right than SRA

but " " 1.13x easier to learn than SRA

TRY 3 AT ONCE !!!

change order from day to day - 2 wks, you'll have the answer
But if child comes up with the ideas.

- To do (freq.)
- To get right (accuracy -)
- To learn (celebration)

① Our learnings are "flashes"

Maximum learning in all children in all conditions

Step up --- move up the curriculum was first step - moved forward

Gene Stromberg

3 of 12 teachers chartering (worrysome --- but this is PROCESS!)

Bees talk with their rear ends

Marilyn Chappell

... leaping up the curriculum

Leap in - full complexity

thrown in the ocean - coaching lead up a little - don't scuba walk
rather than pre-instruction

Celebration Collection

Is it possible that our brains were built to learn - figuring it out

Denying opportunity to children to "figure it out"

How to teach?

1

Private Instruction

You can guarantee learning - get a little corner where you can work with this.

Periously close

Educ. + Ψ are only disciplines in world that don't guarantee results

I think we're going to have to do our demonstrations with rich people

Any high school kid - 4 languages

You won't get this supported with a govt. grant.

100 times harder to do

$\frac{100}{1}$ 500 times harder to get right

$\frac{1}{5}$

x 1.3 easier to learn!

Break concept: easy to do = easy to learn easy to get right = easy to learn

The next step (believed)

\$ 40 billion 1955-1980 and didn't discover anything

Teach Test-taking --- stay with them

absolute daily practice --- slight diff. with every other day

MAKE SURE CARDS ARE SHUFFLED!!

computer experts at KU

William Holloway

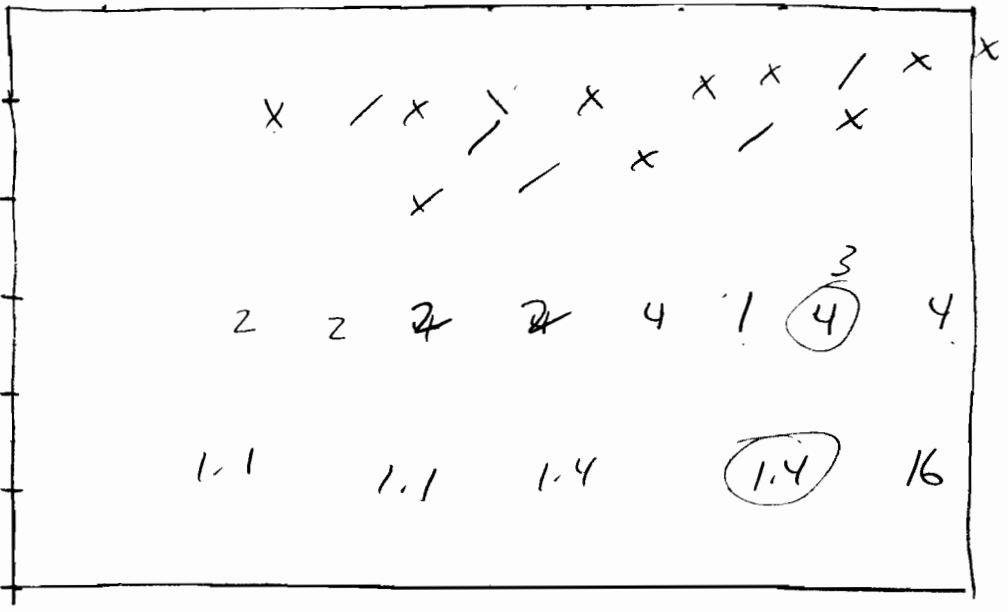
Ogden Lindley - 3rd semester micro processing 20 hrs trying to do something - pushed wrong button + erased it

Leap up - very close to present learning

Leap up - if they can handle probably have electrical coverage

Often 2 hours on the logic sheet

Whole new technology emerging



* / new technology

Except for research purposes, no real need for calculator finder

Aug. public school x 1.007

Aug. behav. mod. (project) 5 journals x 1.11/wk

PT x 1.25 (one line) (criminal to set low goals)

2 line leaning x 1.50

Aim for jms-crossover x 2.0 avg. leaning

HISTORY OF GREAT expts. x 2.0/wk

Estimacy 12-15-20/min

NAMING CER LINES

Estimation perceptual 12 per minute

Cel Finder 4

Dividing larger by smaller 2

x 1.4 x 1.4 x 2 x 1.8

/ 1.4 / 3 x 1.2 / 1.1 / 1.4

x 2 x 1.3 / 1.8 x 1.1

12
7
.6
61 23 min

A perceptual thing



CHART TRACER (CT-95N)
BEHAVIOR RESEARCH CO
BOX 3351 KANSAS CITY, KANS 66103

"Making Your Student Ratings

with

FREQUENCY : CELEBRATION
Analysis"

Stiv Graf

YOUNGSTOWN ST. U.



OR:

"Ratings Pictures"

on the

STANDARD

CELEBRATION

CHART

Quantity

	F77	W78	S78	F78	W79	S79	F79	W80
5	0	4	11	4	8	8	9	9
4	3	2	2	5	8	8	3	14
3	3	1	4	4	3	3	2	5
2	8	0	1	1	0	0	1	2
1	13	0	0	0	0	0	0	0
5	4	6	13	13	7	7	13	13
4	0	10	13	13	8	8	6	6
3	0	7	13	13	4	4	7	7
2	0	1	13	13	0	0	3	3
1	0	0	13	13	0	0	0	0

"W"

"X"

"Y"

0

0

0

Number of responses in each category for these professors



<p>5: excellent <u>4: good</u> 3: average 2: poor 1: very poor</p>	<p>5: outstanding <u>4: very good</u> 3: good 2: adequate 1: inadequate</p>
--	---

changes
wording

Y.S.U.