

SLOBS - Conventional Wisdom

In the late 1960's, while struggling to get special education teachers to use free operants to teach rapidly, I found their teaching wisdom led them in the wrong direction. When facing poor learning they slowed down, spoke louder, did things one at a time, made things bigger, and simpler. I coined the acronym **SLOBS** to describe these poor misguided souls.

S Slower? **No!** **Faster.**
L Louder? **No!** **Softer.**
O One a time? **No!** **Many.**
B Bigger? **No!** **Smaller.**
S Simpler? **No!** **Full cycle.**

Most student's charts showed **SLOBS** were steps in the wrong direction. **SLOBS** bored students and did not improve their learning. Students with autism may need speed more than others, after all they self stim above 120 per minute.

Seven Free Operant Freedoms

We can speed our teaching and student practice by letting students:

- Choose their task**
- Present all cues**
- Form their responses**
- Repeat and self correct responses**
- Speed without limit**
- Select their reward**
- Invent and try new changes**

Most toddlers, and older handicapped learners do not invent and try new improvement changes, but we can give them the other six freedoms.

Free operants share control and give more and faster practice than discrete trials. They are more efficient and more effective

Precision Teaching PT

Applying Skinner's laboratory developed self-charting of response rate to classroom teaching we find four PT parts.

PT Heart is self record on standard chart.
Slogan: "Care enough to chart."

PT Head is our learner. Ideally, each learner does all teaching acts and decisions - a goal we constantly strive for.
Slogan: "Child knows best."

PT Hands are daily, timed, charted, fast, aimed practice sessions.
Ten second within day timings build skills.
One minute daily timings build fluency.

Slogan: "Fast practice builds fluency."
Health of Precision Learning is weekly standard chart sharing with other learners.
Slogan: "Share a brag and help each week."

PT's Chart Heart is Multiply

Our Standard Celeration Chart has a multiply scale up the left for performance. Learners can project their learning aims with straight lines and adjust curriculum to keep their learning on track.

Learn Chart Performance Lines in See+Hear/Say+Point Channel

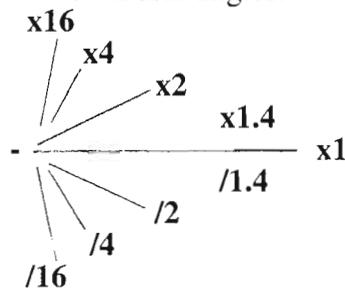
Stand. Follow leader and say and point to frequency lines on wall of standard chart room. Leader corrects point positions.

1000 per minute -----
100 per minute -----
10 per minute -----
1 per minute ----- **1000 per day**
 ----- **100 per day**
 ----- **10 per day**
 ----- **1 per day**

Fluency practice is in the top cycle above 100 per minute. Conventional discrete trial practice is in the cycle below that between 1 and 10 per minute.

Learn Chart Learning Angles in See+Hear/Say+Elbow Channel

Stand. Follow leader and rotate left arm at correct angle (slopes) of learning lines. Leader corrects arm angles.



Learners describe their learning with these values. Most aim at x2 per day in their acquisition sprints on Timings Charts, and at x2 per week in their daily practice to fluency on Daily Charts.

(When we have more time we have learners draw their own standard chart on a blank white sheet of paper at this point.)

Big 6 Plus 6 Elements Isolated

Eric Haughton and Ann Desjardins in 1980 developed 12 pinpoints for extremely fast practice of fine motor skills.

Their big 6: Their Plus 6:

Reach	Push-Pull
Point	Shake
Touch	Squeeze
Grasp & Release	Tap
Place	Twist

These component skills should be at 20-25 in 5 seconds. They worked with both hands and charted each hand separately.

Videos Of Therapists Teaching

Here we share videos of timed practice of children with early autism in a home based program managed by Fabrizio/Moors Consulting. I love reach-point following a laser dot. CDROM available from F/MC.

Big 6 Compound

Child reaches for an object, touches it, grasps it, places it over a can and releases it. Use marbles, coins, blocks, or clothes pins. Practice 60 seconds, count objects in can and chart frequency. Aim at 120 per min.

Learning Channels

We teach both hands, but also in as many channels as we can on the same day. The learner must get to performance aim on each channel. A channel sequence for Reach in Big 6 flows like this:

In	Out	Abbreviation
Guide	Reach	G/Reach
Touch	Reach	To/Reach
Hear-Touch	Reach	H-To/Reach
Hear	Reach	H/Reach
See	Reach	Se/Reach
Think	Reach	Th/Reach

A learner may be working on G/Reach, To/Reach, and H-To/Reach on the same day. Work with both hands at once and chart each hand separately

Maxi Guiding at 200 per minute

Conventional educators guide around 1 per second, or 60 per minute. Even precision teachers who know the Big 6 plus 6 guide at low inadequate rates. Maxi guides as fast as the tutor can go. Make those little hands blur at 200 to 300 a minute (50 in 10 secs)!

Earlier The Intervention The Better

We owe Ivar Lovaas and his students enduring gratitude for demonstrating that massive early intervention can arrest and prevent autistic behaviors (Lovaas, 1987).

Mary Had a Real Tough Child

New Lyrics to "Mary had a little lamb" written by Og Lindsley for CalABA 2000.

Mary had a little lamb,
 little lamb, little lamb.
Mary had a little lamb,
 its fleece was white as snow.

Mary had a real tough child
 real tough child, real tough child.
Mary had a real tough child,
 she could not teach or guide.

Then one day she raced his hands
 raced his hands, raced his hands.
Then one day she raced his hands
 two hundred maxi guide.

That turned the trick, he's on his own,
 on his own, on his own.
That turned the trick, he's on his own,
 and doubling every week.

He's learning all his big 6 tools,
 big 6 tools, big 6 tools.
He's learning all his big 6 tools
 soon fluency will peak!

References

- Fabrizio/Moors Consulting (2001). Building fluent foundation skills for children with autism. CDROM. 1745 12th Ave South, Seattle WA 98144, 206-324-3805, alm119@aol.com.
- Lindsley, O. R. (1992). Precision teaching discoveries and effects. *Journal of Applied Behavior Analysis*, *25*, 51-57.
- Lindsley, O. R. (1996). The four free-operant freedoms. *The Behavior Analyst*, *19*(2), 199-210.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, *55*, 3-9.
- Standard Celeration Soc. www.celeration.org
Ogden Lindsley email olindsley@aol.com
Behavior Research Co. Fax 913-362-5900