Remembering People A Minute A Day

I have a hunch knowing and using a person's name multiplies the "warmth" of an interaction with that person. Seeing Ogden Lindsley lead a workshop in Precision Teaching, I noticed the sincere, direct, immediate effort Og makes in finding out and using a person's name (e.g., Lindsley,1978).

After several years of unsuccessful attempts at learning names and faces of students in large classes of between 100 and 200 people, I finally started practicing three Precision Teaching strategies, and was rewarded with success. Four replications have convinced me of the method's usefulness. The strategies used were:(1) pinpointing learning channels; (2) practicing a minute a day; and (3) encouraging high initial error frequencies.

Two learning channels pinpointed were "Sees person/ Thinks name"(Fig. 1) and "Sees name/ Thinks face"(Fig. 2). Twice a week during class while the students are taking a test, I look at each student present and try to think first and last name. Several other behaviors that divide my time seem to have kept my people-named-per-minute at about 10 at the end of the quarter. More accurate timing may be in order.

Outside of class, I use my seating chart, a counter, and a stopwatch to practice

visualizing the person as I look at his/her name.   Results of these efforts are shown in Fig. 2.

The minute a day strategy comes into play in a relative fashion.   When one faces a mass of people, there's a tendency to believe that a "mass" of time is necessary to learn their names and faces.   Other more necessary and immediate activities win our attention.   The two to three minutes necessary to run through my seating chart, however, isn't that much of a strain on my daily behavior.
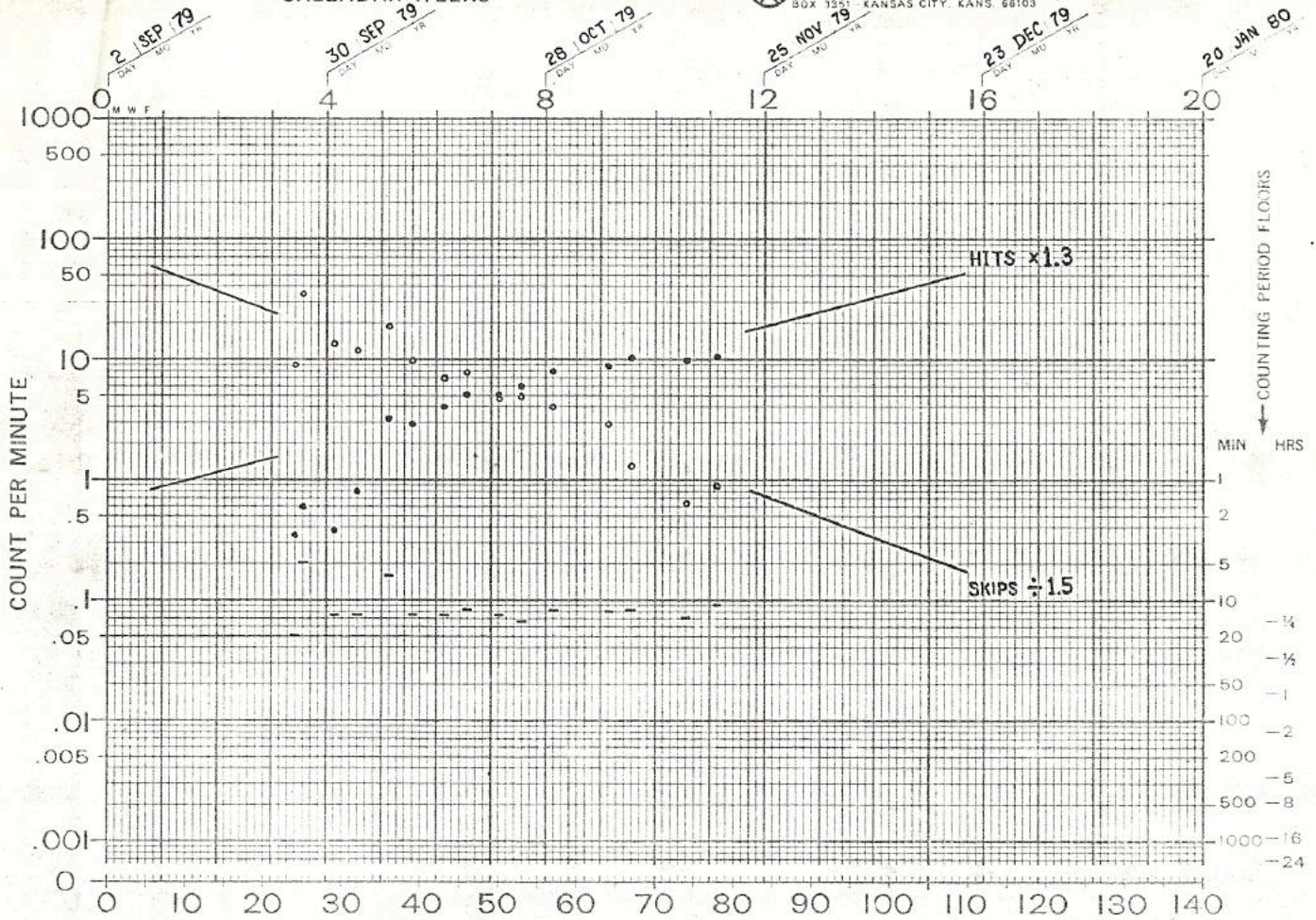
Exposure to Learning Pictures and the ensuing encouragement of high initial error frequencies helped overcome my feelings of hopelessness in the face of the multitude. Charting my progress gave me <u>faith</u> in the future.   In fact, trend-following celerations of 'hit' frequencies in both learning channels (Fig. 1&2) show the highest celerations in the first two weeks - when I "needed" them most.

REFERENCE NOTES

Lindsley, O.R. Workshop in charting and projecting multiple baselines.   Presented at
     The Pre-Convention Institute, Association for Behavior Analysis, Chicago, May, 1978.

Daily Behavior Chart (DC-9EN) — Steve Graf, b. 1943. Sees Person/Thinks Name counted.

CALENDAR WEEKS

DAILY BEHAVIOR CHART (DC 9EN)
6 CYCLE—140 DAYS (20 WKS)
BEHAVIOR RESEARCH CO
BOX 3351—KANSAS CITY, KANS 66103

2 SEP 79   30 SEP 79   28 OCT 79   25 NOV 79   23 DEC 79   20 JAN 80

Roster=195   Roster=188   Roster=184   Roster=163   HITS ×1.3

SKIPS ÷1.3

COUNT PER MINUTE
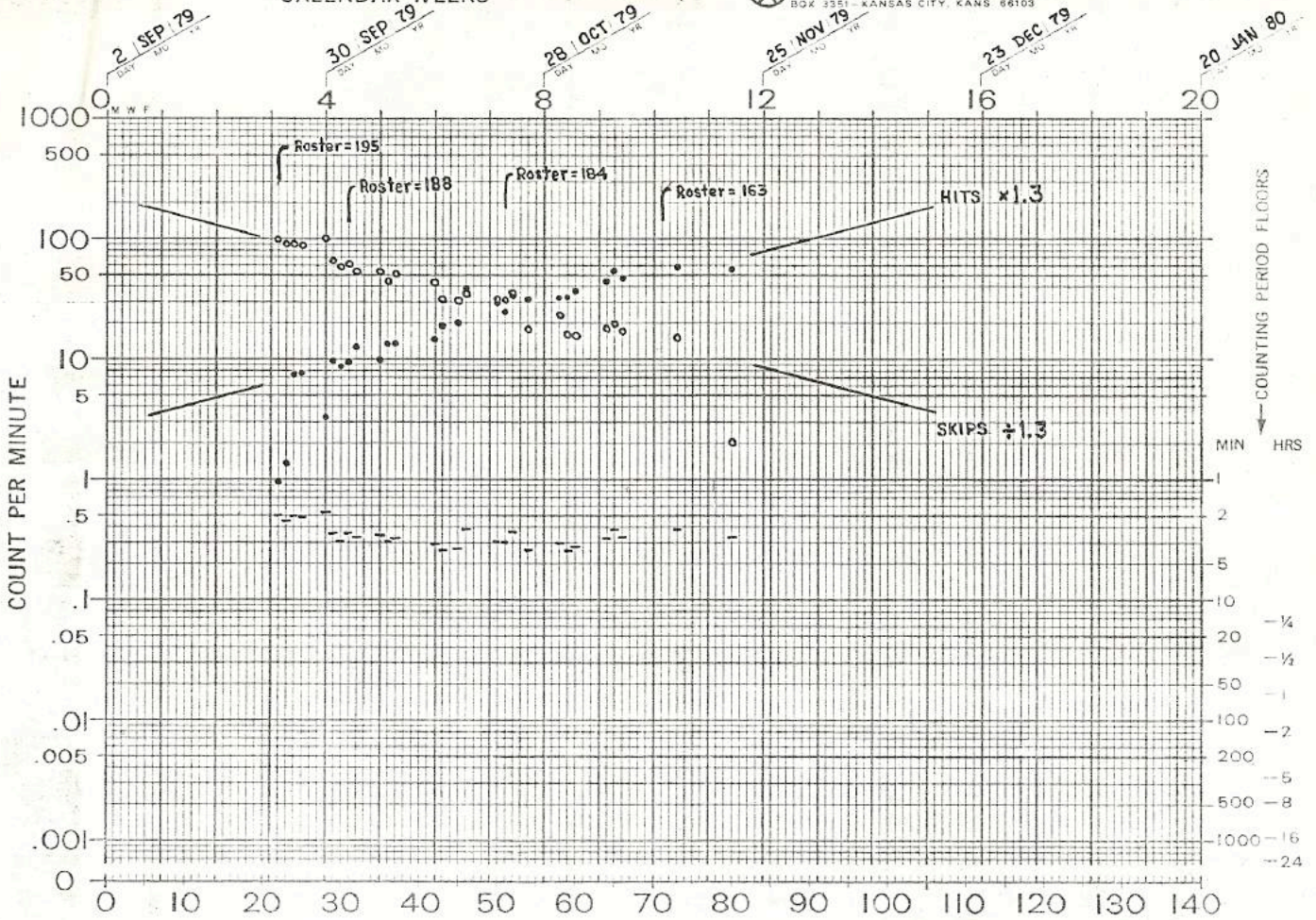
SUCCESSIVE CALENDAR DAYS

COUNTING PERIOD FLOORS

MIN   HRS

STEVE GRAF   b.1943   Ψ 560
BEHAVER   AGE   INSTRUCTOR   Sees Name/Thinks Fac
LABEL - COUNTED

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SUPERVISOR	ADVISER	MANAGER

GRAF	YOUNGSTOWN STATE UNIV.	GRAF	GRAF	GRAF
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER