

# Contents

<i><b>IN SPITE OF MY RESISTANCE, I'VE LEARNED FROM CHILDREN</b></i>	<b>1</b>
---	----------

<i><b>DIAGNOSIS</b></i>	<b>21</b>
-------------------------	-----------

When we take time to diagnose precisely the exact nature of a child's problems, subsequent teaching can be simple.

<i><b>BEHAVIORAL OBJECTIVES</b></i>	<b>31</b>
-------------------------------------	-----------

If you have some ideas as to the extent you want to teach something to someone, you might make it; if you don't have an idea, well . . .

<i><b>CLARIFYING EXPECTATIONS</b></i>	<b>40</b>
---------------------------------------	-----------

Some children will do what you want them to if you just tell them what you want.

<i><b>COMMON TEACHING PROCEDURES</b></i>	<b>48</b>
--	-----------

Some teaching procedures that have been used for a long time seem to be okay, others aren't too great.

<i><b>SOME TEACHING PROCEDURES ARE COMPLEX</b></i>	<b>57</b>
--	-----------

Some of our teaching procedures are a conglomerate of many techniques; for some kids this amounts to instructional overkill.

**THE BENEFITS OF PRACTICE** 63

Practice, in itself, probably won't make perfect, but it sometimes helps.

**TEACHING YOUNGSTERS AND OLDSTERS** 70

You can teach a young pup old tricks and an old dog new tricks if you want to.

**EVALUATING CURRICULUM AND TEACHERS** 81

We don't need to use expensive techniques to evaluate curriculum materials or teach effectiveness; the data from kids will do these jobs for us.

**MOTIVATION** 95

Children are often good motivation analysts.

**REINFORCEMENT CONTINGENCIES** 102

Reinforcement contingencies can shape up some kids who are erratic performers.

**A HIERARCHY OF REINFORCERS** 111

Sometimes it is necessary to arrange reinforcers, but don't give away the store.

**CONTINGENT FREE TIME** 117

Leisure time is as big a reinforcer for youngsters as it is for adults.

**PUPIL MANAGEMENT** 126

Kids are turned on when you give them a piece of the action.

**RELATIONSHIP BETWEEN ERRORS AND LEARNING** 132

Some children, even when they've made the same mistake over and over again, can still learn to do it right.

***DIRECT TEACHING*** 137

If you want to teach kids to crawl, do it; if you want to teach them to read, do that. Just don't expect that when you teach kids to crawl, they'll learn to read.

***MORE ON DIRECT TEACHING*** 144

Focus on the behavior you want to develop, not on the one you don't want.

***GENERALIZATION*** 154

Some pupils, when taught something, actually *do* generalize that skill to different situations (just as they're supposed to).

***CHILDREN AS MANAGERS*** 162

Sometimes youngsters are better managers of behavior than adults.

***PARENTS AS TEACHERS*** 172

Even parents can teach their children if they follow a few simple rules.

***EVERYONE MEASURES*** 183

Measurement: if it's good enough for children, it's good enough for big people.

***ENJOY YOUR CHILDREN*** 198

Teach those kids, but along the way get some laughs.

***EPILOGUE*** 205***REFERENCES*** 227