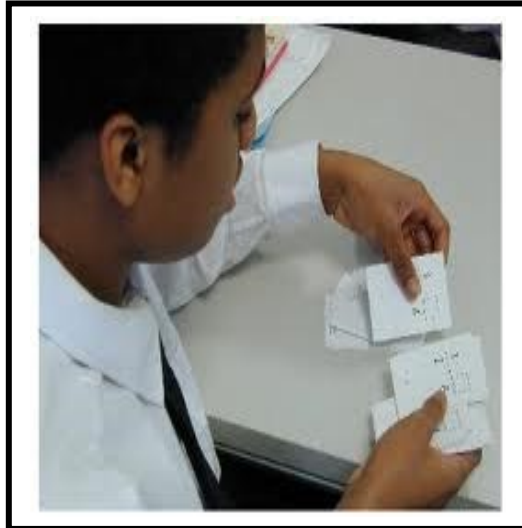




Precision Teaching Resource Pack



As a service we regularly recommend Precision Teaching as a technique for students that are learning key concepts and traditional methods have been unsuccessful.

I have prepared this guide to give you an overview and simple instructions.
Feel free to share this resource amongst your colleagues but would you be kind enough to acknowledge where the information came from.

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Newbridge Outreach Service

An overview

Precision teaching (PT) is designed to take elements pupils are familiar with, develop their recall/ retention / application of this knowledge and at the same time introduce new concepts in a non threatening manner.

Using an example such as developing sight vocabulary to demonstrate.

A pupil has five words they can read and recognise – James, Mum, Dad, look and cat.

Stage 1

Make up simple cards with a word on each card. Lay the cards out in an arch in front of the pupil – ask the pupil ‘ Show meJames’ ‘ Show me Mum’ etc.

At this stage do not ask the pupil to read/ name the word/ concept – just simply to point to the word.

Stage 2

When the pupil is confident with these words, take out 2 words and introduce two new words into the pack, and repeat Stage 1. Regularly juggling the words in a pack – ensuring that words previously learnt are re-introduced every now and then to ensure pupils retain their knowledge.

Stage 3

Repeat above. Lay out the cards in front of the pupil and when you point to a card the pupil is requested to read word/ name concept.

Stage 4

As stage 3, but simply have the cards in a pile and show pupil one at a time or pupils can turn over one card at a time.

Stage 5

When a pupil is fluent in 10 words/ concepts – generate a fluency chart. This is a simple chart jumbling up the words / concepts in different combinations. Pupils are asked to go through chart as quickly as possible naming each word/ concept. Progress can be measured in how many words/ concepts named in 1 min / 30 secs etc

www.johnandgwyn.co.uk/probe.html is a great free website where you can generate fluency charts quickly and print out.

The process is very simple – any word or concept that can be recorded pictorially can be used. This technique can be used with all ages from early years when teaching colours/ shapes etc to KS 3 / 4 learning revision facts.

This technique relies on the principle it needs to be done regularly – daily if possible enabling pupil to have targeted repetition and process is normally quick and visually apparent on recording charts.

Further information can be obtained from:

www.autismteachingtools.com/page/bbbbfz/bbbbfz

good over view to explain key concepts for precision teaching and fluency.

www.michellecohen.com/precision_teaching.html

over view – specific to autistic pupils

www.aminuteaday.co.uk/mad_whatish.htm

A-MINUTE-A-DAY is a series of two photocopiable books for parents and teachers. They offer intensive, focussed practice of key skills - which are the building blocks of phonics and maths, using precision-teaching based games.

Each game requires the child to give 30 correct verbal responses within one minute. No writing skills are required. The games are widely used in both mainstream and special needs education.

Look on website as some examples they can download.

Precision teaching principles

Precision Teaching was pioneered by Ogden Lindsley in the mid-1960's. Precision Teaching in its purest form require PT practitioners make use of the Standard Celeration Chart, a logarithmic graph, to display fluency data. Our Service uses a much simpler recording chart to measure responses as we do not use techniques that focus upon speed, etc.

Precision Teaching provides regular practise on very specific teaching targets using 'probes' to practise and monitor progress towards the target . Precision teaching uses short practise tasks that you complete regularly with the pupil. Probes have been used for many years to learn in many different skill areas and can take many forms from lists of words to pages of sums.

- Start from the skills of the learner and match what you teach to what they need very precisely.
- Ensure a high level of accuracy and fluency, then skills can be applied quickly and effectively to real text.
 - Make sure you take time to teach the skills /concepts and use the probes as tools for reinforcement / over learning/ assessment.
 - Three day rule – if a student does not make progress over three days – change what you are doing/ change how you are presenting the information to the student. Normally the most effective way to do this is to reduce the number of items presented.
 - Once the student is fluent, build in opportunity to represent information over a period of time and ensure they are able to generalise what they have learnt.
 - Ideally skills are practised at least daily.
 - All items being practised are presented in the same way.
 - Items are randomly organised so that the pupil does not just learn the sequence.
 - Tasks are given for a very short timed period, usually one minute.
 - Rate measurement is used as children's progress is expressed as the number of correct and incorrect responses per minute.
 - Extremely small changes in performance can be observed.
 - We get information on a child's level of fluency as well as accuracy.
 - Results give an indication of increasing proficiency on the task being taught. The more fluent a child becomes, the greater the confidence with which we can say the child is approaching mastery.

Pupil A – Individual Targets – Numeracy

Target:

To recognise and name coins

Method:

Only use real coins – do not use plastic money or picture of money.

1. Place the coins on the table top.
2. Go through the coins with Pupil A naming each coin with her – do not worry about value at this stage – just focus upon the name.
3. Space the coins out across the table top – ask Pupils A to point to each coin as requested ‘Show me 2 p ’ etc. Go through all the coins.
4. When Pupil A can consistently point to each coin – repeat the task but ask Pupil A to name each coin that is pointed to.
5. Record either task on recording sheet.

Pupil name:

Activity description: Sight Vocabulary

✓ = Correct /= In correct P= prompted

Word	Date	Date	Date	Date	Date	Date	Comments
look							
mummy							
house							
daddy							
in							
and							
i							

Pupil name:

Activity description: **Times Tables**

✓ = Correct /= In correct P= prompted

Word	Date	Date	Date	Date	Date	Date	Comments
1 x 5							
2 x 5							
3 x 5							
4 x 5							
5 x 5							
6 x 5							
7 x 5							
8 x 5							
9 x 5							
10 x 5							
11 x 5							
12 x 5							

This is a relatively easy technique, best done daily, and duplicate packs can be sent home to provide instantly differentiated homework.

If you would like more help and support, please contact us at Newbridge Outreach.