

HAS PRECISION TEACHING MADE AN IMPACT IN THE FIELD OF EDUCATION?

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In spring of 1971, *Teaching Exceptional Children* devoted an entire issue to Precision Teaching. The authors of the articles represented programs in Kansas, Oregon, Washington, New York, Minnesota, Maryland, Tennessee, and Nebraska. Such a broad geographic base might have predicted that Precision Teaching had a bright future ahead, filled with growth and acceptance.

But many ships have been launched on sunny days with the belief that they are the finest that have ever sailed and with dreams of visits to many ports. There is no more luxurious example than the Titanic. Not all ships are still respectable after years of use.

What about Precision Teaching? It was first introduced in 1965. Where does it stand in 1982? One measure of the impact of Precision Teaching on educational procedures is the number of references that are made to it in professional textbooks. If a procedure usefully contributes to a field, it is reasonable to expect increased exposure and durability through time. The count of references to Precision Teaching year by year should then be a reasonable measure of its acceptance within education.

Method

This investigation focused on references to Precision Teaching in university special education textbooks. Starting with 1970 publications, the first fifteen special education textbooks that were located for each of the years 1970 through 1981 were reviewed. These 180 textbooks were found in the offices of four special education faculty members, the special education resource library, and the general university library at Western Washington University. The books were simply the first fifteen from each year that the investigator found. No other systematic selection criteria were used.

Each textbook was categorized by topic. Nine categories were defined: general introduction, emotional disturbance, learning disabilities, mainstreaming, giftedness, mental retardation, behavior management, assessment and evaluation, and curriculum textbooks.

Each textbook was then judged to either have made reference to Precision Teaching or to have made no reference to it. Textbooks that did not specifically use the term Precision Teaching, but did publish frequency data on semi-logarithmic

charts were counted as positive examples.

Results

Of the 180 textbooks reviewed, 39 (22%) made some reference to Precision Teaching. These 39 textbooks are listed in the References section. Charted on the yearly Standard Behavior Chart, the overall celeration of all textbooks reviewed that referenced Precision Teaching from 1970-1981 was X3.0 (see Chart 1).

Chart 1 also shows the number of categories of textbooks that referenced Precision Teaching during the same twelve year period. The overall celeration for these data was X2.4. Table 1 shows the number of textbooks, by category, that either did or did not reference Precision Teaching. When used with the References section, Table 1 specifies each of the 39 textbooks that referenced Precision Teaching and when each was published.

In order to evaluate recent trends, six-year, most recent celeration lines were drawn on Chart 1 (Haring & Liberty, 1979).

Discussion

The data indicate that not only have the number of references to Precision Teaching in special education college textbooks increased, but the variety of books referencing Precision Teaching has also increased. The type of textbook most likely to make reference to Precision Teaching is a book about assessment and evaluation. This investigator did not find a single text on the topic of giftedness that defined or use Precision Teaching procedures.

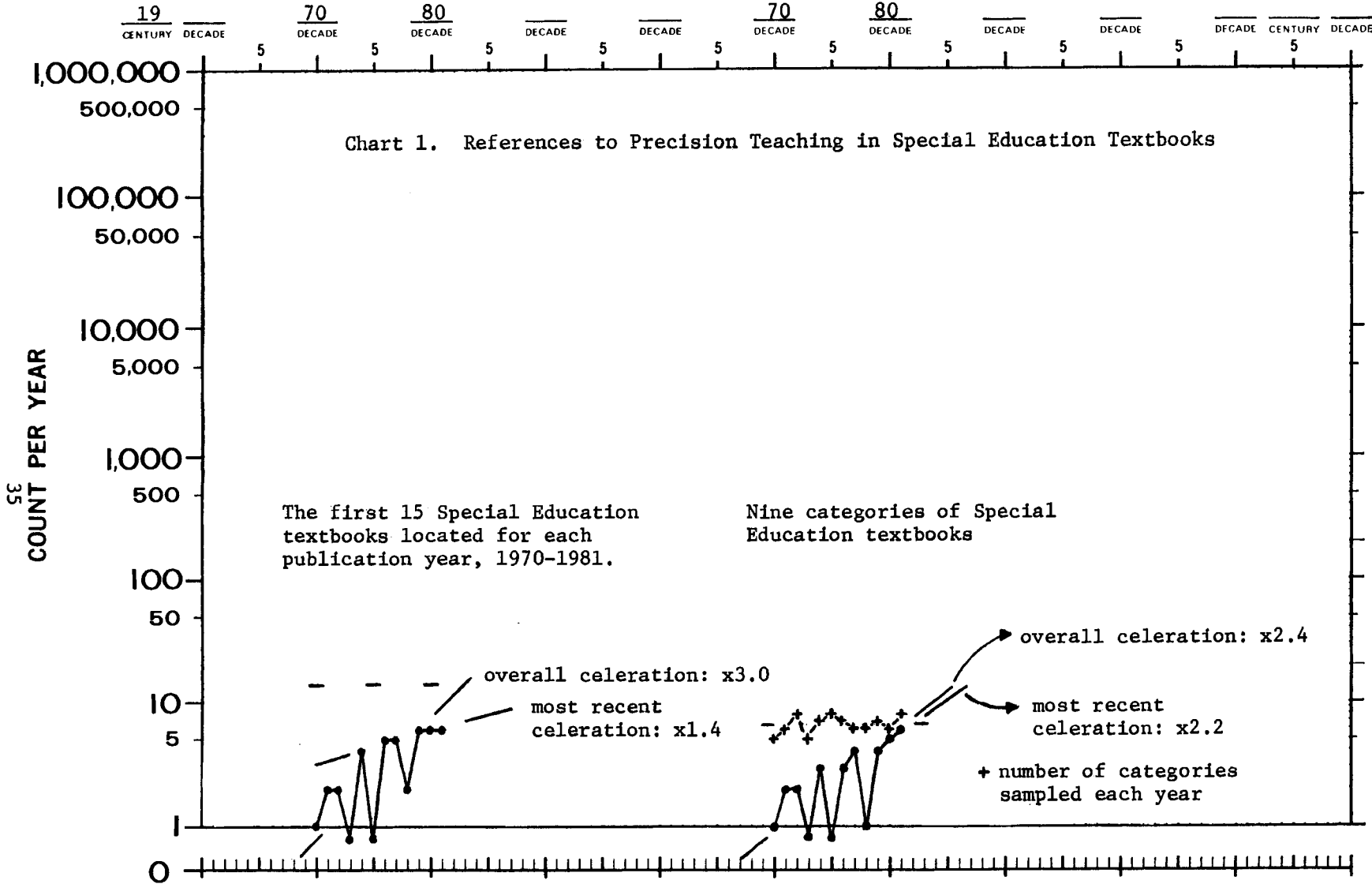
The best measure of Precision Teaching's impact is the number of successful pupil programs that result from its use. But clearly, teachers can't implement Precision Teaching if they are not exposed to it. It should be encouraging to teacher educators who teach those procedures to observe more frequent and broader based references to Precision Teaching.

REFERENCES

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CALENDAR DECADES

YEARLY BEHAVIOR CHART (YCM-1EN)
 6 CYCLE — 100 YEARS (10 DECADES)
 BEHAVIOR RESEARCH CO.
 BOX 3351 — KANSAS CITY, KANS. 66103



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CALENDAR YEARS

SUPERVISOR			ADVISER			MANAGER			Special Education Textbooks make reference					
DEPOSITOR			AGENCY			TIMER			BEHAVIOR			AGE	LABEL	COUNTED
									S. Fox			to Precision Teaching		
									CHARTER					

Table 1
Special Education Textbooks Referencing Precision Teaching

	General Introductory	Emotional Disturbance	Learning Disabilities	Main-streaming	Giftedness	Mental Retardation	Behavior Management	Assessment Evaluation	Curriculum
1981	29*	X 4	X	X 3		XX	X 7	30	XXX 6
1980	XX 20	XXX 33	X 9	XX 8			X	10 21	
1979	XXX 40	XX	XX 31 37			X	X	22	X 27 35
1978	X	X	XXXX			XXX		XX	XX 14 39
1977	XX 36 11	XXX	XX 15	X		X 34			X 28
1976	XX	X	XX 13 26	X		XXX 5 16		38	X
1975	XXXX	X	XX		X	XXX	X	X	XX
1974	X 17 24	XXX 23	X		X	XX 12	XX	X	
1973	XX	XX	XXXX		XX	XXXXXX			
1972	XXX	X	XX	X		XXX	XXX	18	32
1971	XXXX	XX	XX 2		X	XXXX		1	
1970	XXXX	XXXX			X	XXXX 25	X		
Totals:									
No reference	28	24	23	6	6	31	10	4	10
Reference	7	3	7	2	0	5	1	7	7
Percentage	20%	11%	23%	25%	0%	14%	10%	64%	41%

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*A textbook that referenced Precision Teaching (the numbers are keyed to textbooks listed in the References Section).
X--A textbook that did not reference Precision Teaching.

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Chart-sharing

THE EFFECT OF RESTRICTED TELEVISION VIEWING ON THE VIOLENT REMARKS OF A FIVE YEAR OLD BOY

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The five year old boy in this investigation displayed a high rate of violent language. Statements concerning killing and injuring people were quite common. This abusive behavior was

found to be concurrent with socio-violent television programs that the subject previously viewed. The parents were extremely upset by these unprecedented outbursts and were considering a variety of interventions to alleviate the problem.

Previous to beginning any interventions, the parents were asked to restrict the subject's viewing of violent television programs. As shown in Chart 1, this resulted in a drastic decline in violent remarks. The parents concluded that further interventions such as professional counseling and corporal punishment were unnecessary.

This study illustrates the ease of using a functionally related event as an effective intervention in the treatment of a behavior problem. It suggests that a wide variety of problems may be treated in a similar manner.

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LEARNING IN AN EARLY INTERVENTION PRESCHOOL

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Lucy is a three year old cerebral palsied child who is severely physically handicapped, yet functioning above age level in cognitive and receptive language areas. She attends the Special Education Early Intervention Preschool at the University of Kansas. Due to her physical limitations, manipulation of materials and lengthy verbalizations are difficult, tiring tasks. Adaptations are necessary to find a cognitive task which challenges Lucy and allows an adequate number of responses for practice.

A program was written for learning five shape labels. Lucy knew circle, square, and triangle, but was not consistent in labeling them correctly. Therefore, training began with these labels. Each day we went through their names one at a time, then did a one minute practice timing. During the timing, Lucy performed a receptive task which involved answering the question, "Is this a ___?" with a simple yes/no response. This simplified verbalization allowed her to make up to twelve responses per minute. After the practice timing, she again labeled each shape. When Lucy reached her aim of ten correct responses per minute, and labeled each shape correctly after the practice, a new shape