

Integrating Precision Teaching and Direct Instruction

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Precision Teaching and Direct Instruction are a powerful combination in the classroom. Direct Instruction offers a carefully sequenced and formatted instructional process that has repeatedly demonstrated significant academic gains in basic curriculum for children in the elementary grades. While curriculum sequencing and careful instructional formatting are essential, rapid development of competent performance requires a substantial amount of practice. Precision Teaching offers a sophisticated set of measurement practices that allows the teacher to evaluate the student's performance on an instructional sequence and generate productive practice exercises.

Integrating Precision Teaching techniques into Direct Instruction programs ensures mastery by:

1. developing fluency on essential tool skills,
2. creating effective and efficient practice routines, and
3. ensuring that all learning outcomes are at proficient levels.

To develop component or tool skills in reading, spelling, and mathematics, we have used the following pinpoints:

1. Think/Write straight lines (T/W ones)
2. Think/Write slanted lines (T/W slanted lines)
3. Think/Write wavy lines (T/W waves)
4. See letters of the alphabet/Say letter names (Se/S a-5)
5. Think/Write letters of the alphabet (T/W a-z)
6. Think/Say letters of the alphabet (T/S a-z)
7. See/Say numbers 0-9 (Se/S 0-9)
8. Think/Say numbers 0-9 (T/S 0-9)
9. Think/Write numbers 0-9 (T/W 0-9)

In the area of reading, we have addressed the following pinpoints:

1. See words/Say words in a novel story (Se/S story)
2. See words/Say words in familiar story (Se/S story-repeated reading)
3. Think about the story/Say details from the story (T/S details)
4. See a word/Say the definition (Se/S definition)
5. Hear a word in parts/Say the word (H/S word-blending)
6. Hear a word/Say the word in parts (H/S word-segmenting)
7. See letters/Say the names of the letters (Se/S letter names)

8. See letter combinations oa, ea, ou ai/Say the sound (Se/S sounds oa, ea, ou, ai)
9. See word/Say words on cvc, cvce list (Se/S cvc, cvce words)

In the area of spelling, we have addressed the following pinpoints:

1. Hear a word/Say the sounds in the word (H/S sounds in word)
2. Hear a short vowel sound/Write the letter that makes that sound (H/W a-e-i-o-u)
3. See two or more morphographs /Write the combined word (Se/W words)
4. Hear words/Write the word (H/W words)
5. See words in a list/Mark the ones that are spelled incorrectly (Se/M words)

In the area of mathematics, we have addressed the following pinpoints:

1. See a single digit math fact/Write the answer (Se/W math facts)
2. See a clock/Say the time (Se/S time on clock)
3. See a coin/Say denomination (Se/S coin)
4. See a story problem/Say the correct operation (Se/S story problem)
5. See an algorithm in addition, subtraction, multiplication, division or fractions/Write the answer (Se/W algorithm)

The accompanying Charts illustrate some of the ways that Precision Teaching has been used in conjunction with Direct Instruction programs in reading, spelling, and mathematics. These data come from students at the Cache Valley Learning Center in Logan, Utah; Morningside Academy in Seattle, Washington; and the Quinte Learning Center in Belleville, Ontario, Canada.

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**"CELEBRATE, THEN
CELEBRATE"**





