

The PT is in the Teepee
or
How a Resource Teacher Manages and Teaches
in all Curriculum Areas by Using PT

Christine L. Smith

Teaching students with mild to moderate handicapping conditions in grades K-6 can be mind-boggling at the least. But after attending collegiate classes in which the principles of Precision Teaching were taught, I have become fairly adept in using PT as an effective means of not only monitoring student progress but also in providing choices of strategies for improving learning. PT is used in almost all areas of my daily curriculum. By using PT, I can monitor and motivate student progress. PT can be used to assess individual capabilities and needs. With years of monitoring and determining students' progress and needs in this manner, I, as a resource teacher, can be fairly specific as to isolated procedures and programs for correcting individual deficits and know when to alter (i.e. cut back) those programs.

Identifying students' specific needs in reading, math, and written language is facilitated through the use of PT. Students' specific difficulties in those areas are now easily recognizable to me, and I believe PT has been the driving force behind the insight I have gained into correcting those difficulties. Students are charted daily on their oral reading, sight words, comprehension,

phonics and understanding of various math concepts. Simplified charts are used which are later (transferred) to the six cycle Charts. These Charts can easily be used to show parents the pinpointed aims their children are working toward, and they give a visual picture of the students' progress.

The Plains Indians, at one time, most certainly kept track of their buffalo kill by using some type of tally system. My system of tracking students' progress is almost as simple. I am able to adjust my program in all curriculum areas by using simplified procedures that I have developed which follow PT guidelines. My teepee (classroom) is a testament to the use of Precision Teaching principles.

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CALENDAR WEEKS

09/28/91
DAY MO YR

10/26/92
DAY MO YR

11/23/92
DAY MO YR

12/21/92
DAY MO YR

CHRISTMAS
01 04 93

DAY MO YR

DAY MO YR

1000
500
100
50
10
5
1
.5
.1
.05
.01
.005
.001
0

ORAL READING
10 MIN. DAILY: M COMPARED TO F.
1st GRADE BOOK (FIELDS & FENCES)

PEOPLE NEED PEOPLE 2'

COUNT PER MINUTE

COUNTING PERIOD FLOORS

MIN HRS

1
2
5
10
20
50
100
200
500
1000
-24

CORRECTS ARE: DAILY READING RATE. ERRORS ARE: UNKNOWN WORDS. COMPARISON: MONDAYS TO FRIDAYS.

0 10 20 30 40 50 60 70 80 90 100 110 120 130 140

SUCCESSIVE CALENDAR DAYS

SUPERVISOR	ADVISER	<u>C. SMITH</u> MANAGER	C.D.	<u>10</u>	<u>4</u>	<u>C. SMITH</u> COUNTED
DEPOSITOR	<u>BELLA VISTA</u> AGENCY	TIMER	BEHAVER	AGE	LABEL	CHARTER
		COUNTER	<u>C. SMITH</u>			

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