Precision Administering

Tom McCrudden, Patty Silkey, Donna Chaney, and Hans Langner

The purpose of this Chart sharing is to suggest how Precision Teaching procedures may be used in helping administrators to determine what is being done and what changes, if any, may be needed.

An instruction-special education task force met during the 1989-90 school year to improve the quality of instruction delivered to students in the Omaha Public School System. A Student Assistance Team (SAT) is frequently held by school personnel to think of interventions to help individual students who may be having academic and/or non-academic difficulties. After much discussion regarding SAT teams, the task force wanted to know more exactly what SAT teams were doing. To determine this, the task force decided to review the SAT teams' written records of what had been done from three schools. In total thirty-four SAT team records were reviewed.

The first Precision Teaching procedure is to identify, or "pinpoint", the behavior of concern (e.g., letters of the alphabet, etc.). Next, the pinpointed behavior is counted and charted, and interventions, or changes, are implemented as needed. Initially, when reviewing the records, a "pinpoint" or "pinpoints" had not been targeted by the reviewers. Review of a few records, however, indicated that teams were using a form, which contained intervention items classified within four categories (i.e., organizational, motivational, presentation, and curriculum). A miscellaneous category was added by reviewers for interventions, which they found in the records, but did not fit into the original four categories used by the SAT teams. The pinpointing and monitoring categories were used by reviewers to help organize and evaluate the SAT teams' written records.

Frequencies of intervention types, pinpointing and monitoring are displayed on Chart 1. The reviewers were able to locate in only five of thirty-four records (14.7%) identifiable student behaviors (e.g., identify alphabet letters) that could be counted. Student behavior was described in global terms (e.g., poor reader). Monitoring was a global term meaning some type of objective evaluation of an intervention's effect on student behavior (for example, a weekly spelling test). Monitoring as used by the SAT teams does not have the precise meaning that it has in Precision Teaching (i.e., daily behavior counts, divided by time, and charted on a Standard Celeration Chart). Even using the global meaning, only four of four-hundred-nine (.009%) interventions were monitored.

As a consequence of using Precision Teaching procedures to review the SAT team records, the task force recommended the staff be trained more precisely in pinpointing behaviors and monitoring them.

Hopefully, this Chart sharing has indicated how Precision Teaching procedures can be used in helping administrators bring order to the enormous amount of data which faces them and to help add precision to their decisions.

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CALENDAR WEEKS

DAILY BEHAVIOR CHART (DCM-9EN)
6 CYCLE - 140 DAYS (20 WKS)
BEHAVIOR RESEARCH CO
BOX 3351 - KANSAS CITY KANS 66103
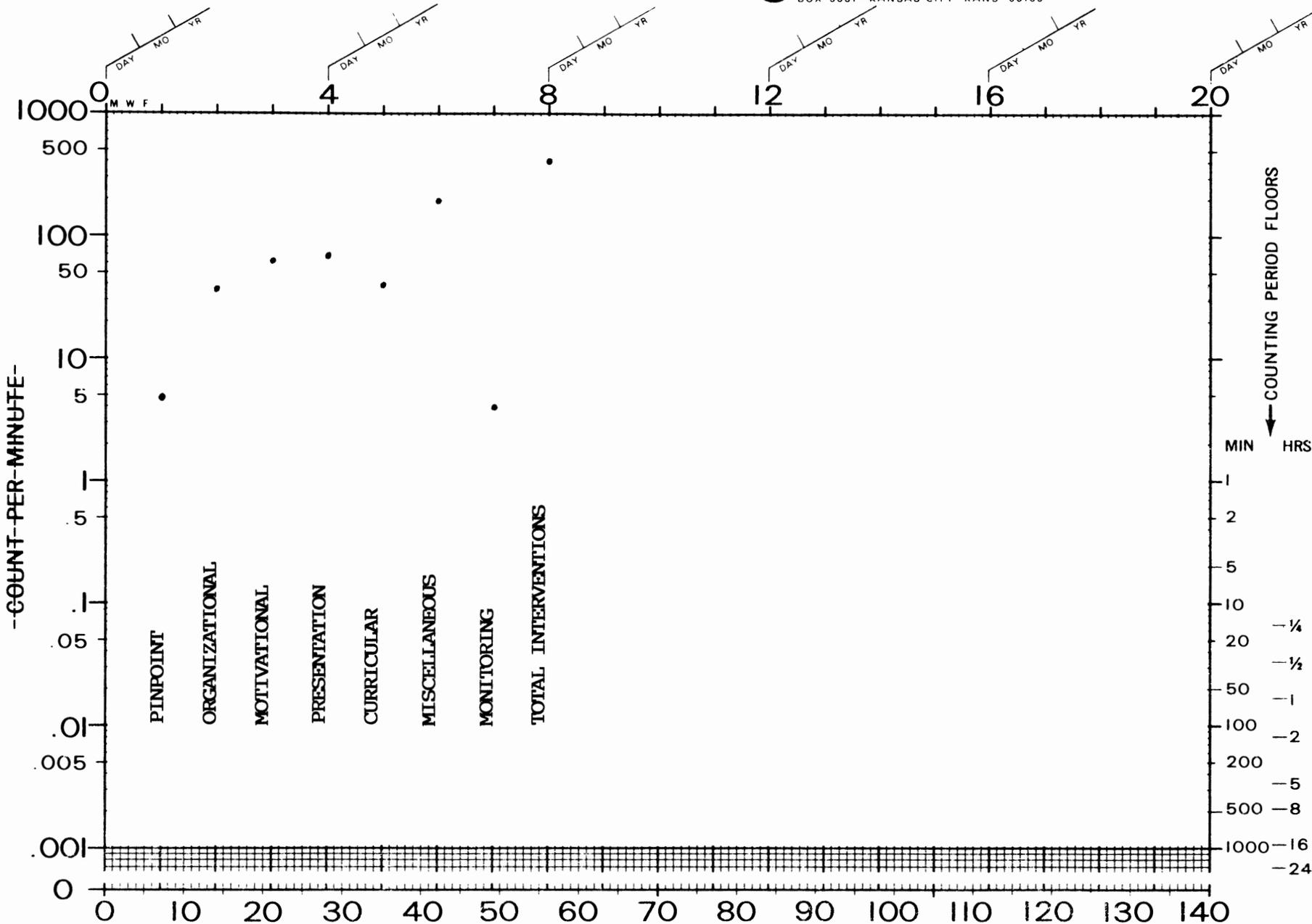
-SUCCESSIVE-CALENDAR-DAYS-

DONNA CHANEY
PATTY SILKEY
HANS LANGNER
TOM McCRUDDEN

(N = 34)

SAT RECORDS

SAT ITEMS

BEHAVER   AGE   LABEL   COUNTED