

# Success with Precision Teaching

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My first attempt with Precision Teaching came as a result of a Master's program course taken at the University of Washington. The instruction in Precision Teaching that I received encouraged me to make more changes in my instructional program which led to the success my student now has at completing another task independently.

## Subject

Derek S. is a 4 year old boy who is severely autistic. He attends preschool at the Experimental Education Unit in Seattle, where he is included among students with and without disabilities.

## Goals

The general instructional target was for Derek to independently hang up his backpack and coat upon entering school in the morning with one verbal prompt. One verbal prompt is given to the entire class each morning in the preschool.

The aim-rate chosen for Derek was 1 completed sequence within 45 seconds, as determined by the amount of time it took the first student entering the classroom to complete the task. The aim-date was set according to the last day I would be able to work with Derek.

## Procedure

Prior to intervention, Derek went directly to the toy area upon entering the classroom and became upset when directed to his cubby. Derek would drop his backpack to the floor and would receive full physical assistance in removing his coat, making no attempt to hang these items independently. This behavior cycle delayed Derek in joining his classmates for group play time.

Instruction began with graduated guidance. These early instructional attempts were confounded by the fact that I was still in the learning process myself. Thus, the first Phase Change consisted of an improvement in delivery of prompts. This change did not decrease the amount of time it took Derek to

complete the task; however, the number of prompts did decrease.

A second Phase Change occurred due to the data points appearing below the minimum acceleration line. I decided to eliminate all excess prompts.

Although the minimum acceleration lines do not dictate that the Final Phase change should have taken place, I felt that my newly acquired knowledge on the constant time delay method would be beneficial to Derek. Derek reached the aim rate by the aim date.

## Follow-Up

Nearly one year later, Derek continues to complete the task with the same level of accuracy. Precision Teaching proved to be efficient, easy to learn, and effective.

COUNTED  
• Think/Write  
• Think/Change  
BEHAVIOR  
CALKIN  
ZACK  
CALKIN & ZACK  
MANAGER  
CALKIN LEARNING CENTER  
SUPERVISOR  
CALKIN LEARNING CENTER

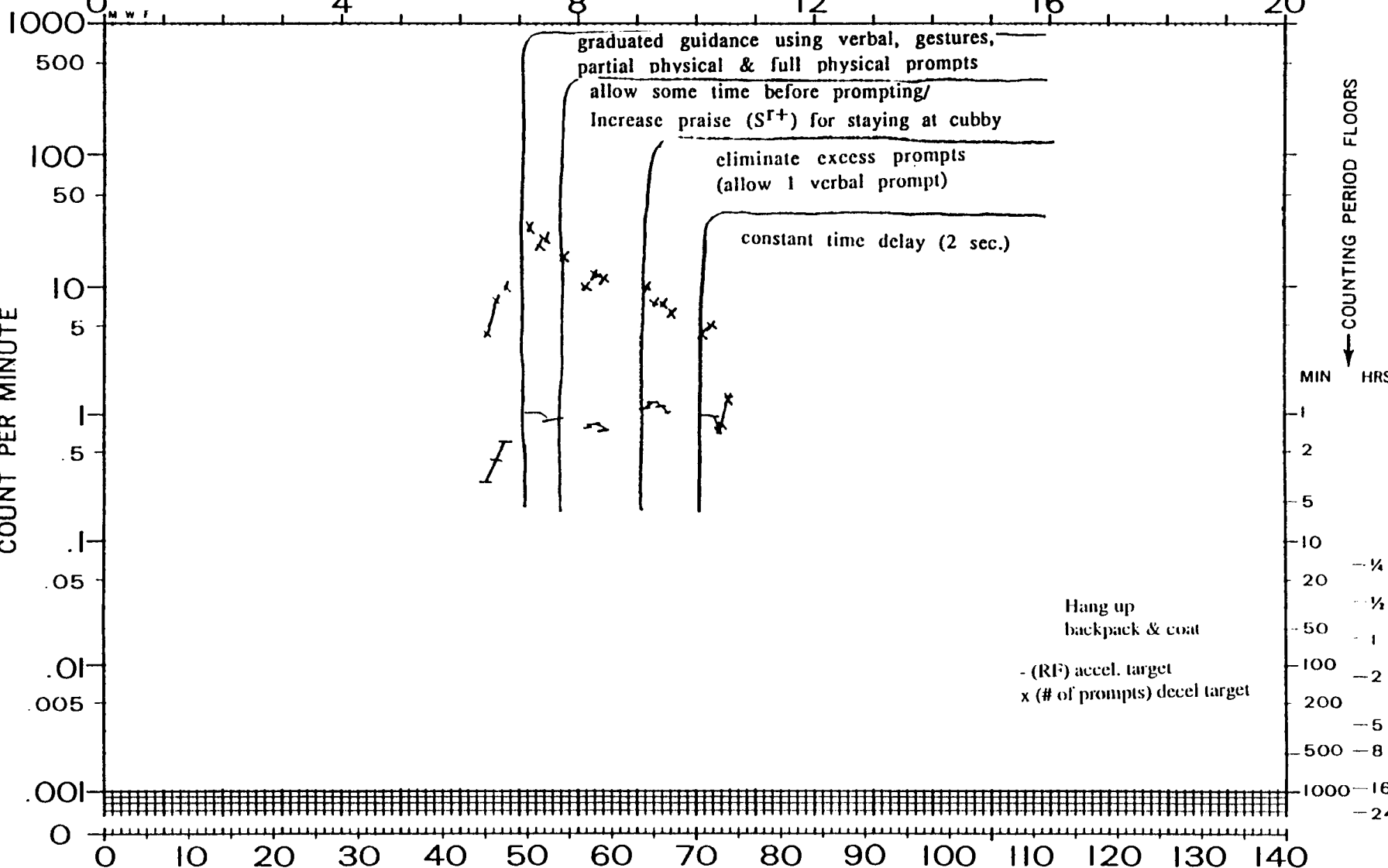


CALENDAR WEEKS

3/9/95

29/10/95

26/11/95



92

O. White

A. O'Brien

SUCCESSIVE CALENDAR DAYS

Derek S.

4

Autistic

SUPERVISOR

ADVISER

MANAGER

BEHAVIOR

AGE

LABEL

COUNTED