

Precision Teaching.

The 1982 Winter Conference in Orlando provided some potentially interesting topics for discussion in this column:

1. The inclusion of non-instances on practice sheets and probes;
2. The development of probes which monitor the development of thinking skills as well as the development of skills in basic content;
3. The development of practice sheets and probes which are compatible with the Direct Instruction Model;
4. The effects of the format of practice sheets and probes on the rates and acceleration of students' learning;
5. The development of curriculum compatible with Precision Teaching methodology in college level courses.

Peggy and I would like to be responsive to your interests in this area and would be happy to accept ideas and examples of things you have done as well as requests for help in the curriculum area. If you have something you would like to share with other Precision Teachers, send a copy of your probe/practice sheet and/or a description of the curriculum idea to either:

Marie Eaton
Dept. of Education
Western Washington U.
Bellingham, WA 98225

Peggy Albrecht
Precision Teaching Project
330 Third St. N.E.
Great Falls, MT 59404

Watch in future issues for more on this theme.

REHABILITATION

Carl Binder & Charles Merbitz

Precision Teaching seems to have a unique potential for the field of rehabilitation because it is a data language that can be used by specialists in all clinical disciplines in working with the behavior of each patient or client. In rehabilitation, the skills of professionals of many areas (Physical Therapy, Occupational Therapy, Nursing, Psychology, to name a few), are focused simultaneously on assisting one patient to maximum adaptive performance. Currently, each discipline has its own jargon, assessment methods, and ways of discussing behavior. Many commonly cited problems in rehabilitation ("lack of motivation," "poor memory," "depression," "inconsistency"), are problems of behavior that may be exacerbated by imprecise communication between team members because teams have no

common data language for discussing behavior.

The **Journal of Precision Teaching**, and this small part of it, will hopefully serve as an interdisciplinary forum for the exchange of data and news about the use of Precision Teaching in rehabilitation. Please send your comments, notes, Charts and suggestions to: Carl Binder, Ph.D., Behavior Prosthesis Lab, Walter E. Fernald School, Box 158, Belmont, MA 02178, or Charles Merbitz, Ph.D., Room 981, Learning Research Unit, Rehabilitation Institute of Chicago, 345 E. Superior Street, Chicago, IL 60611.

We are particularly interested in Journal citations and material published and presented that is Chart-based. In that vein, one of us (Binder) gave a presentation entitled **Precision Physical Therapy** at the Precision Teaching Winter conference, the latest in a long series of presentations on the use of PT in PT and OT. The other (Merbitz) also presented a case study of speech-language rehabilitation following severe head trauma using data collected by Trudy Miller from the Rehabilitation Institute of Chicago. Finally, an article entitled "Analysis of Therapeutic Technology Through the Use of the Standard Behavior Chart," written by Bonnie Carr and Mark Williams, appeared in the February, 1982 issue of **Physical Therapist**.

Let us keep these articles and presentations flowing, and perhaps some day we can see a set of articles, written from the perspective of different disciplines, using the Standard Celeration Chart, documenting the rehabilitation of a single person in all areas of life.

PRESERVICE AND INSERVICE TRAINING

Peggy Albrecht & Marie Eaton

This column will provide information concerning inservice and preservice training available to educators across the country. We are requesting information on the extent of training, successful procedures, research indicating the effects of this training, both on teachers and students, and problems encountered in training.

If you have workshops or conferences coming up that you would like to advertise, we will also include this information in the column. Please submit your information to: Marie Eaton or Peggy Albrecht; co-editors for this column.

Great Falls Precision Teaching Project

As a developer/demonstration project for the National Diffusion Network, the Great Falls Precision Teaching Project provides training to interested districts across the United States and

Canada. A division of the U.S. Department of Education, the National Diffusion Network supports exemplary programs which have demonstrated effectiveness with students. The major focus is to disseminate these proven practices to other interested school districts.

The Great Falls Precision Teaching Project has been a training program in the NDN for the past seven years and has provided training in 32 states, the District of Columbia, and two provinces of Canada. Chart 1 shows the number of states, buildings, educators trained and the number of students affected by year since 1975. The yearly statements are cumulative and as such the 1981 count shows 5,590 educators trained since September of 1975.

The training is inservice in nature and involves three days of initial training and two to three days of follow-up technical assistance to adopting districts. Teachers trained in Precision Teaching have access to the Materials Bank which houses over 10,000 individual practice sheets in thirteen curriculum areas.

Information concerning training opportunities may be obtained by contacting Ray Beck, Director or Peggy Albrecht, Coordinator. The address is:

Precision Teaching Project
3300 Third St. NE
Great Falls, MT 59404
Phone: (406) 791-2270

Teacher Training Revisited

Bill Wolking

This is a brief article reporting on Teacher Training Revisited, one of the sessions on Trainer's Day at the Second Annual Winter Precision Teaching Conference, Orlando, Florida, March 1982.

This was the second annual edition of a session devoted to issues in training Precision Teachers. It was the first afternoon session on Trainer's Day. The objectives were: (1) to find out if anyone got any good ideas from last year's session on teacher training; (2) to provide a forum for discussion of problems and changes we might try; and (3) to gather some data on the main training issues so we could pass them along to readers of the **Journal of Precision Teaching**.

A lively crowd showed up after lunch. There were more than 50 people there, including University and College preservice and grad school trainers, shortcourse and workshop trainers, project-based trainers, agency personnel and an unlikely assortment of distinguished others. Five people were asked on the spot to

give a five minute summary of their favorite training procedures and their consistently frustrating training problems. Peggy Albrecht, Great Falls Precision Teaching Project, Marie Blackburn, Minneapolis Public Schools (Sims Project), Marie Eaton, Western Washington University, John Eshleman, West Virginia University, and Eric Haughton, Loyalist College each gave some of their best ideas. Discussion followed.

The remainder of this report is a summary of brief written responses that the speakers listed above and 16 others attending the session contributed in response to a form that was distributed. The form requested information on the person's typical training roles and responsibilities and a list of 3 or 4 issues or problems in training that need our urgent attention. They are listed below without comment. The purpose is to share the ideas on problems in training expressed at the Second Annual Winter Conference, and to encourage you to share training procedures which you have found to be effective with respect to these problems.

The largest number of problems were about providing stable and continuing support systems for Precision Teachers. Follow-up training, administrative support, curricular materials support, and data-sharing networks were all seen as areas needing attention. Another area of concern had to do with performance standards for the skills included in preparing precision teachers. What fluency criteria are supportable, and are there other standards in addition to fluency and accuracy that should be considered? On a related topic, some expressed concern about developing a more or less standard curriculum, and asked for suggestions as to what it should include. A third theme of concerns was expressed about developing simulated teaching experiences in order to condense the number of teaching decisions made into a short period of time under well controlled conditions. Closely related to the issue of simulated teaching experiences is a widely recognized set of problems in bringing teachers' decisions under stimulus control by learning pictures, celerations and decision rules. In short, how to help them become analytic functionalists and to give up their old structuralists movements.

The last area with some related problems dealt with issues of teacher-learner relationships. How to get the teacher to turn over more of the PT responsibilities to students, how to get teachers to challenge their students with bigger curriculum steps, higher aims and an emphasis on learning instead of accuracy. And to get teachers to try Precision Teaching with skills beyond the basic academic skills. Other issues



CALENDAR DECADES

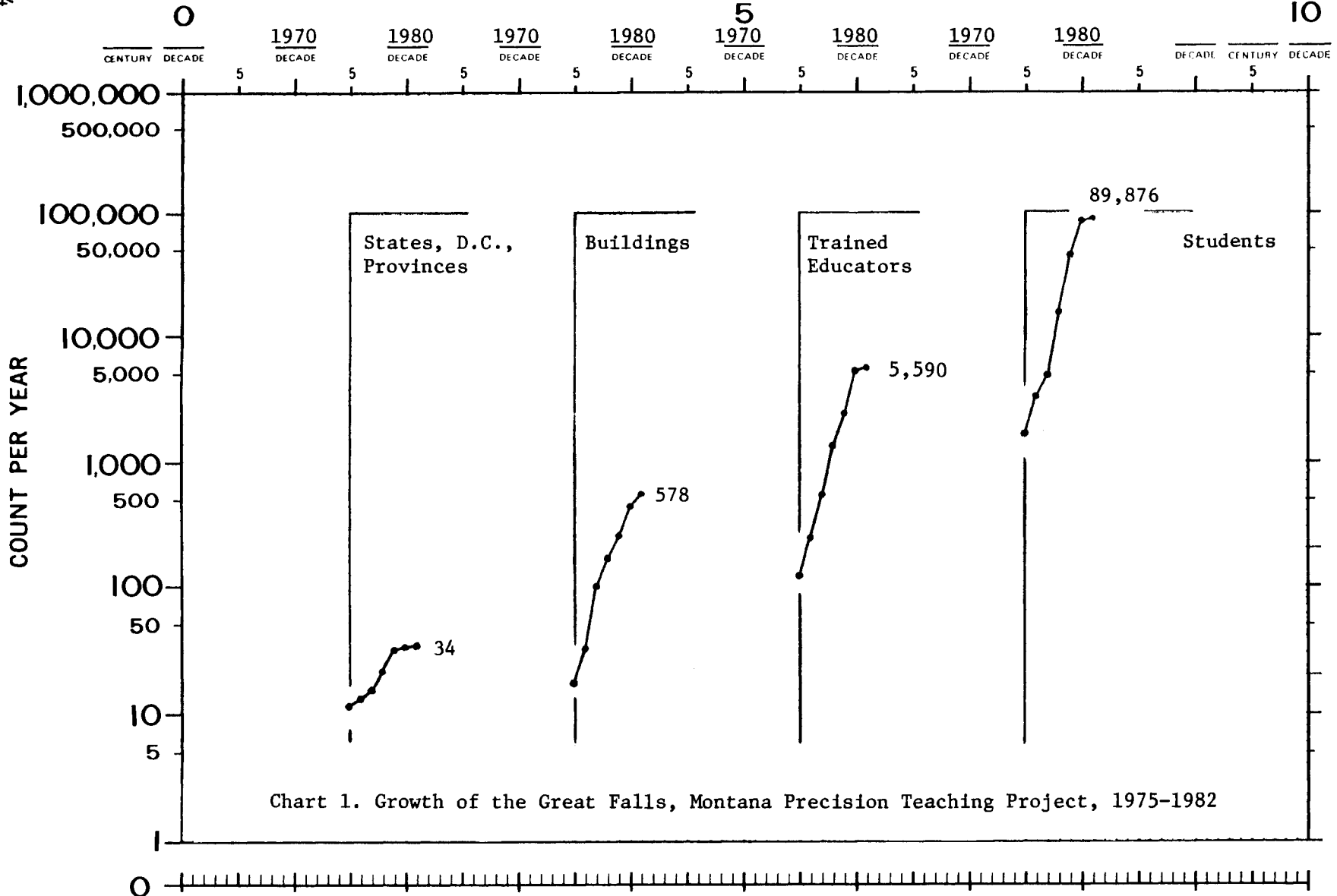


Chart 1. Growth of the Great Falls, Montana Precision Teaching Project, 1975-1982

Albrecht, Peggy. PRESERVICE AND INSERVICE TRAINING COLUMN, *Journal of Precision Teaching*, Volume III, Number 1, Spring, 1982.

R. Beck	P. Albrecht	
SUPERVISOR	ADVISER	MANAGER
Great Falls Public Schools	Great Falls, Montana	
DEPOSITOR	AGENCY	TIMER

CALENDAR YEARS

Precision Teaching Project: cumulative growth			
BEHAVIOR	AGE	LABEL	COUNTED
			1975-1982
CHARTER			

COUNTER