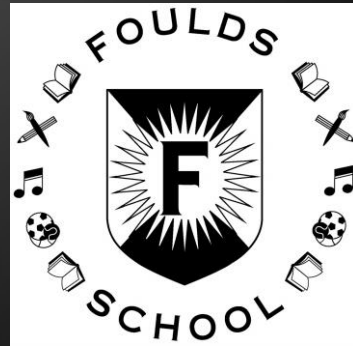# Precision Teaching

Parent Coffee morning

03.03.17

What is Precision teaching?

Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills.
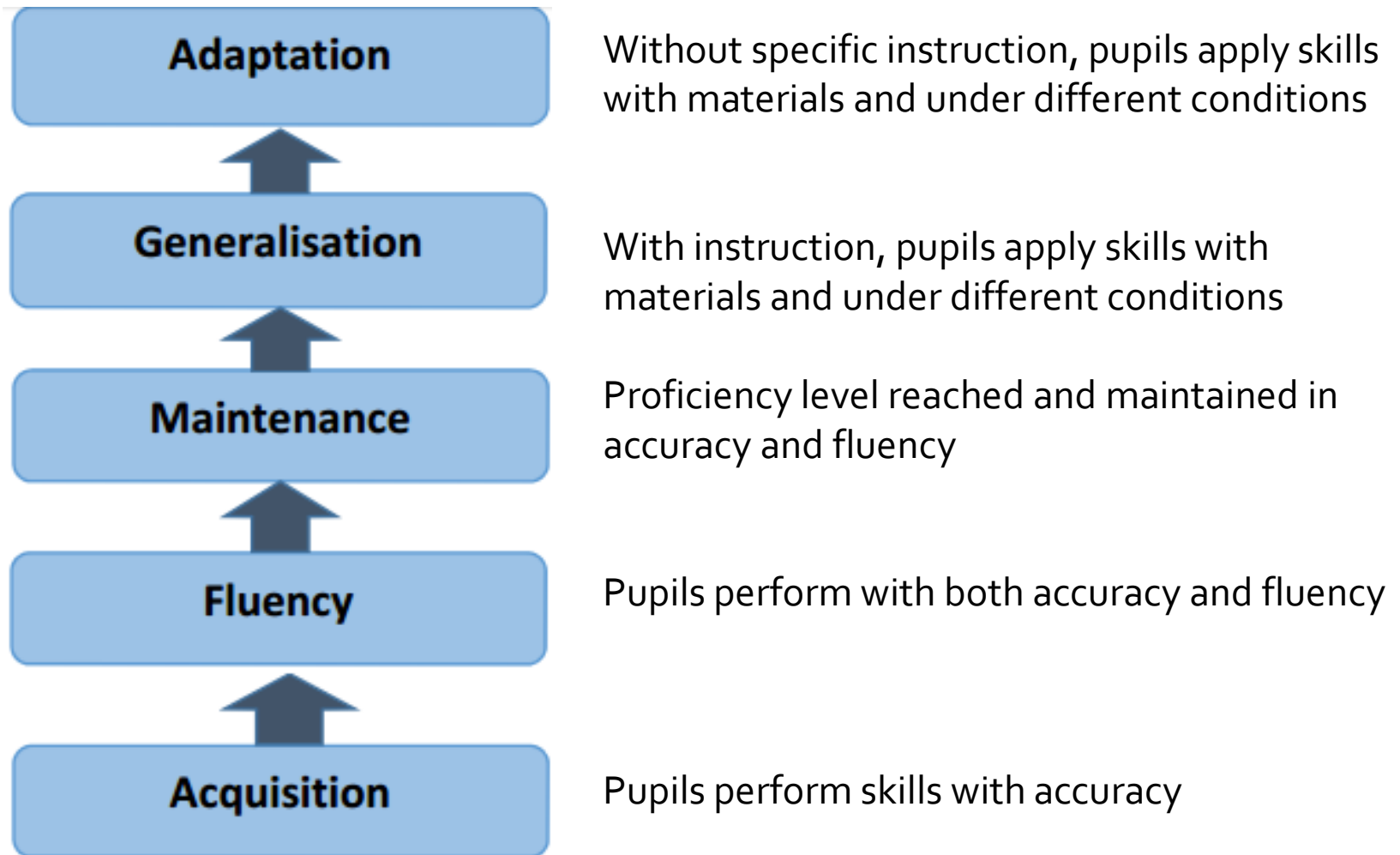
What is Precision teaching?

It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.

What is Precision teaching?

It can be used in early years, primary and secondary settings and can be applied to areas of the curriculum that can be broken down into clear objectives, e.g. Numeracy and Literacy skills.

Why do we do Precision Teaching?

Adaptation	Without specific instruction, pupils apply skills with materials and under different conditions
Generalisation	With instruction, pupils apply skills with materials and under different conditions
Maintenance	Proficiency level reached and maintained in accuracy and fluency
Fluency	Pupils perform with both accuracy and fluency
Acquisition	Pupils perform skills with accuracy

Who would benefit from Precision Teaching?

- Children who appear to know something one day but not the next (stuck on accuracy – need fluency)

- Children who are very slow in the production of work (stuck on accuracy- need fluency)

- Children who 'don't have the basics'

Advantages

- 1:1 support with a familiar adult
- Targeted support
- Short and pacey
- Celebratory
- Clear identification of progress
- Clear identification of next steps
- Easy to deliver
- Minimal training
- Repetitive
- Cheap!

Challenges

- Can be difficult to deliver in schools for as many children who need it as there is a shortage of staff available.

How does it work?

<u>Before you start</u>

Carry out a baseline assessment

First 100 High Frequency Words
in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	tim
it	her	them	Mr	I'm
was	what	do	get	i
you	there	me	just	h
they	out	down	now	
on	this	dad	came	
she	have	big	oh	
is	went	when	about	

Number of Questions: **72**
Testing: **2×**, **5×**, **10×**

5 × 10 = _____	2 × 10 = _____	9 × 10 = _____	5 × 8 = _____
6 × 2 = _____	5 × 4 = _____	8 × 5 = _____	8 × 10 = _____
1 × 10 = _____	10 × 2 = _____	10 × 10 = _____	7 × 5 = _____
10 × 3 = _____	10 × 1 = _____	9 × 2 = _____	12 × 5 = _____
12 × 10 = _____	6 × 5 = _____	5 × 1 = _____	12 × 2 = _____
6 × 10 = _____	11 × 10 = _____	8 × 2 = _____	5 × 6 = _____
4 × 10 = _____	5 × 2 = _____	2 × 11 = _____	3 × 10 = _____
10 × 11 = _____	5 × 7 = _____	4 × 5 = _____	7 × 2 = _____
2 × 5 = _____	3 × 2 = _____	10 × 6 = _____	10 × 8 = _____
5 × 12 = _____	5 × 2 = _____	2 × 7 = _____	2 × 8 = _____
2 × 2 = _____	2 × 10 = _____	1 × 5 = _____	2 × 1 = _____
2 × 3 = _____	9 × 5 = _____	7 × 10 = _____	3 × 5 = _____
11 × 5 = _____	2 × 12 = _____	2 × 9 = _____	10 × 5 = _____
10 × 2 = _____	5 × 10 = _____	2 × 4 = _____	4 × 2 = _____

How does it work?

- **<u>Step One</u>**

- Spend 5 to 10 minutes teaching the child/young person the 2 new items using whichever teaching method you think is best. Do not move on until they have acquired the new items.

<u>Do</u>
- tell the child the answer
 if they get stuck or show them
- get the child to repeat after you
- get the child to say without looking

<u>Do not</u>
- exceed this step by 10 minutes
- give more than 5 pieces of new information
- spend too long explaining
- **Mix up new learning**
- **ask the child to work out the answer**

book

said

have

$$5 \times 7 = 35$$

$$3 \times 7 = 21$$

$$4 \times 7 = 28$$

How does it work?

- **<u>Step Two</u>**

- Using the probe, ask the child/young person to see how many they can get right in 1 minute. This should be a fun activity.

<u>Do</u>
- encourage the child to try their best
- time how long it takes them
- allow the child to do this independently
- minimise distractions
- Record the date to measure progress

<u>Do not</u>
- Stop the child to explain
- mark it as they go along
- give the child any help
- introduce new material

Reading

have	book	said	me	the
book	me	the	said	have
said	the	book	have	me
book	have	me	the	said

Timetables

5x7=	3x7 =	4x7 =	2x7 =	1x7=
3x7 =	2x7 =	1x7=	4x7 =	5x7=
4x7 =	1x7=	3x7 =	5x7=	2x7 =
3x7 =	5x7=	2x7 =	1x7=	4x7 =

Spelling

the	me	book	Said	have
Said	book	me	have	the
have	Said	book	the	me

3 new words

1 word he already knows

1 word he previously learnt

Recognising numbers

3	1	2
1	2	3
3	1	2
2	3	1

How does it work?

- **<u>Step Three</u>**

- Make note of the number of correct items and number of errors

  A note of the errors is made so you can target these for your next round of teaching – keeping the teaching 'precise'

- Record the correct responses and errors on the PRECISION TEACHING CHART.

<u>Do</u>
- Share the correct items with the child
- Praise the child and celebrate with them

14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Mon	Tues	Wed	Thurs	Fri
Time taken					
Number of correct words					
Number of errors					

	Mon	Tues	Wed	Thurs	Fri
12					■
11					■
10			■	■	■
9			■	■	■
8		■	■	■	■
7		■	■	■	■
6	■	■	■	■	■
5	■	■	■	■	■
4	■	■	■	■	■
3	■	■	■	■	■
2	■	■	■	■	■
1	■	■	■	■	■
	Mon	Tues	Wed	Thurs	Fri
Time taken	1m 30	1m 25	1m 25	1m 10	1m 10
Number of correct words	6	8	10	10	12
Number of errors	9	7	5	5	3

Next steps!

- Children should get each answer correct **three times consecutively** before moving on to new material.
- Keep the material **the same** until it has been learnt.
- **Retest** every three to four weeks to check for long term progress (using the **same baseline**)

Precision Teaching manuals
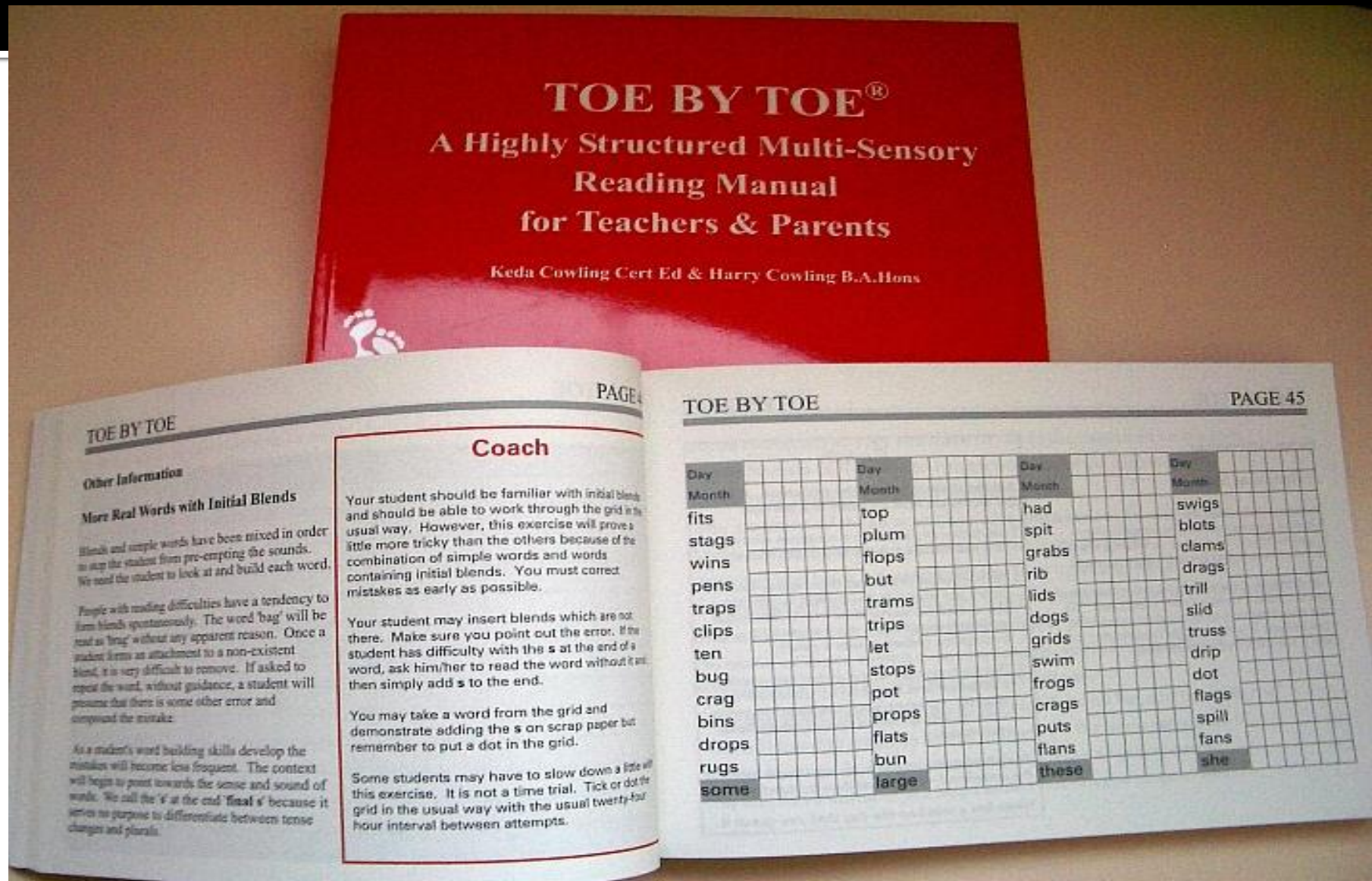
TOE BY TOE®

A Highly Structured Multi-Sensory
Reading Manual
for Teachers & Parents

Keda Cowling Cert Ed & Harry Cowling B.A.Hons

TOE BY TOE

TOE BY TOE

Other Information

More Real Words with Initial Blends

Blends and simple words have been mixed in order to stop the student from pre-empting the sounds. We need the student to look at and build each word.

People with reading difficulties have a tendency to form blends spontaneously. The word 'bag' will be read as 'brag' without any apparent reason. Once a student forms an attachment to a non-existent blend, it is very difficult to remove. If asked to repeat the word without guidance, a student will presume that there is some other error and compound the mistake.

As a student's word building skills develop the mistakes will become less frequent. The context will begin to point towards the sense and sound of words. We call the 's' at the end 'final s' because it serves no purpose to differentiate between tense changes and plurals.

Coach

Your student should be familiar with initial blends and should be able to work through the grid in the usual way. However, this exercise will prove a little more tricky than the others because of the combination of simple words and words containing initial blends. You must correct mistakes as early as possible.

Your student may insert blends which are not there. Make sure you point out the error. If the student has difficulty with the s at the end of a word, ask him/her to read the word without it and then simply add s to the end.

You may take a word from the grid and demonstrate adding the s on scrap paper but remember to put a dot in the grid.

Some students may have to slow down a little with this exercise. It is not a time trial. Tick or dot the grid in the usual way with the usual twenty-four hour interval between attempts.

Day			Day			Day			Day		
Month			Month			Month			Month		
fits			top			had			swigs		
stags			plum			spit			blots		
wins			flops			grabs			clams		
pens			but			rib			drags		
traps			trams			lids			trill		
clips			trips			dogs			slid		
ten			let			grids			truss		
bug			stops			swim			drip		
crag			pot			frogs			dot		
bins			props			crags			flags		
drops			flats			puts			spill		
rugs			bun			flans			fans		
some			large			these			she		

Precision Teaching manuals

Resources we can offer you

- There are a selection of resources available on the table

- Anything else, please ask!

Progress

- *Child in Year 2 with is now recognising 84 High Frequency words after starting Year 2 not able to recognise any.*

- *Child in Year 3 recognising over 100 High Frequency words after starting Year 3 only recognising nine.*

- *Child in Year 6 now able to answer 40 multiplication sums in 3 minutes after starting the year only being able to recall 10 in 3 minutes.*

Any questions?