Resistance to Precision Teaching:
Sharing and Problem-solving

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Overview

- A Brief History of PT: Successes and Resistance
- A Similar Story: Direct Instruction and Project Follow Through
- Our Personal Roles in Making a Difference
- Contingencies Governing Instructional Practices in the Educational Establishment
- What can we do? Sharing and Problem-solving
A Brief History of Precision Teaching

- Ogden Lindsley "puts science in the hands of teachers and students"

- Eric Haughton and others discover and apply "aims"

- Pennypacker, Koenig and Lindsley publish *Handbook of the Standard Behavior Chart*; CEC publishes *Let's Try Doing Something Else*... plus a couple of journal issues; PT makes it into a few books.

- Harold Kunzelmann *et al* demonstrate the power of learning screening

- Ray Beck and a cast of thousands at the Sacajawea Project demonstrate unprecedented educational effectiveness

- Teachers and students quietly surpass all expectations!

- Binder publishes *Data-Sharing Newsletter*; White and Haring publish *Exceptional Teaching*; McGreevy publishes *JPT*

- Educators mostly ignore and reject Precision Teaching

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Precision Teaching Project Results
4th Grade

Spelling

Iowa Test of Basic Skills Percentile Rank


Sacajawea District

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Precision Teaching Project Results
4th Grade

Reading Scores

Iowa Test of Basic Skills
Percentile Rank

Sacajawea  District


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Precision Teaching Project Results
4th Grade

Arithmetic Problems

Iowa Test of Basic Skills
Percentile Rank

1974 1976 1977

Sacajawea District

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Direct Instruction and Project Follow Through

- The most expensive federally funded educational experiment in history (almost 1 billion dollars)

- Intended to evaluate programs to "follow through" on Head Start gains in early grades

- "Planned variation" comparing the effects of 22 educational models

- Basic Skills, Cognitive-Conceptual, and Affective-Cognitive programs

- Direct Instruction surpassed all other models on all measures

- Most programs were worse than regular classroom education

- Results were mostly ignored or rejected by the Educational Establishment

- Less effective programs received more funding
Project Follow Through Results

Index of Significant Outcomes
(From Englemann & Carnine, Theory of Instruction, 1982)
Our Personal Roles in Making a Difference

- This is a deepening cultural emergency
- Our children and grandchildren will suffer the effects
- We are a very small number
- Our methods and philosophy are not in vogue
- We tend to be absorbed in our own level of concerns
- What are we willing to do, now that we have measurably more effective educational technology?
Players in the Educational Establishment

- Policy-makers
- Colleges of Education and Education Professors
- Teachers
- School Districts and Administrators
- Publishers
- The Public: consumers of the "product"
Contingencies Governing Policy-makers

- They control funding for programs
- Their decisions are controlled largely by popular support
- They are most likely to agree with the majority position
- They rely on "expert advice" and Education School Professors
- DI and PT represent a minority view in education
- Therefore............

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Contingencies Governing Colleges of Education and Education Professors

- Professors and researchers have been especially resistant to DI and PT

- Partly because these methods differ in philosophy from the most popular educational philosophies ("cognitive," etc.)

- Professors are threatened because they do not know DI and PT themselves

- Their pay-off is based on volume of published papers and books

- They also use the lecture method, teach theory, etc. (instead of effective educational technology)

- Therefore, they are inclined to perpetuate the status quo......
Contingencies Governing Teachers

- DI and PT "do not resemble" the usual classroom approach (Stallings and Kaskowitz, 1974)

- Therefore, teachers are unlikely to encounter them without specialized training (unlikely in Colleges of Education)

- Most teachers are not even aware of these more effective methods (but blame factors other than instructional method for educational failure)

- Rewards are not contingent on effective teaching

- Teachers are punished for "bucking the system."

- Therefore, teachers tend to perpetuate the status quo....
Contingencies Governing School Districts and Administrators

* School District Administrators want effective operations
  - Budgets, personnel, and politics are their main priorities
  - Only outside funding is likely to move them in new directions
  - They do not reward schools and teachers for results
  - They receive more support for athletics and facilities than for measured results
  - Therefore, they tend to perpetuate the status quo, or let it slide down hill slowly (budget cuts, etc.)
Contingencies Governing Publishers

- Publishers' products control methods and materials to a large extent
- They do not generally field test for results
- They do not generally use systematic instructional design in producing their materials
- They do not usually initiate new trends, are controlled by sales volume and popularity

* They get their information from Education Professors
* Therefore............
Contingencies Governing the Public and Parents

- They tend to believe what they are told by "authorities"
- They provide the ultimate source of financial support, are the "consumers" of education
- They are generally unaware that there are dramatically more effective methods
- They notice that things seem to be getting worse, rather than better.
- And........they are getting very angry.
What can \textit{We} do???

How can we influence or work around:

- Policy-makers
- Colleges of Education and Education Professors
- Teachers
- School Districts and Administrators
- Publishers
- The Public: consumers of the "product"
Think/Write 1 Minute

- What are the problems YOU have encountered in trying to implement and spread the technology?
Think/Write 1 Minute

- What are the successes or solutions that you have had or can imagine?
Think/Write 1 Minute

- What can we do as a community of people, nationally or internationally?