Using Precision Teaching in a Homeschool Setting
Cynthia A. Riha  Lizard Hollow Academy  Santa Rosa, CA
2005  International  Precision Teaching Conference, Pittsburgh, PA

What I’m going to talk about

- Who I am and why I’m here
- Insights on the homeschool world and why we chose this path
- Overview of methods
- Lessons learned and challenges
- The real result and what’s next
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My background

- 25 years of sales and marketing in hi tech
- Met Carl Binder….life changed…
- 3 kids -- now 8, 12 & 15
- Started with Elizabeth when daughter not reading in 2nd Grade
- Elizabeth identified language delay in oldest son
- 4 summers at HLC for all 3 children, one summer worked as teacher
- Tried unsuccessfully to add PT with Elizabeth’s help after school
- Summer Institute at Morningside added structure, principles, more skill, curriculum strategies

- And lots of coaching from Dr. Fluency!

Why Homeschooling

- Hit failure point with oldest son in 4th grade
  - “but I have 4 or 5 kids worse than him!”
  - Tested very high on decoding (thank you Elizabeth)
- Youngest son very bright, bored, strange sense of humor
- Teenage daughter floundering in pop culture
- My mid-life crisis….ready to take risks to reach higher goals
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The Real Reason

Excess capacity

Unrealized capacity

Distracted capacity

The Homeschooling World

Unschoolers  Self-directed learning

Us

Classical Education  Rigorous school-at-home

- Revolutionaries by definition
- Polarized but collegial
- Tenacious researchers
- Highly networked
- Emphasis on child’s experience
- Align with Alfie Cohn

welltrainedmind.com
Overview of Structure

- Each child has individualized program for Math and Language Arts
- Social Studies and Science done together with different emphasis and expectations
- Work independently on keyboarding, music, foreign language, logic, etc.
- Work proportionately different by subject based on interest and needs

Core Tools

Organize by 3 Stages of Learning

1-Instruction → 2-Practice → 3-Application

Steer with Mathetics/Delayed Prompting

Instruct ↔ Guide ↔ Test

Ensure learning with Precision Teaching

• Charting • Pinpoints • Channels

Shape with Clicker-training

.....works on dogs AND kids!
Integrating Precision Teaching

- Looked like a learning center at the beginning
- Added instruction as needed
- Learned to not practice everything with each child
- Had to find balance between incentives and child’s capacity
- Had to experiment with channels for each boy
- Started to trust celeration
- Learned to go back and practice more things

Precision Teaching = Confidence

Last year the boys did:
- 3,665 timings
- on 54 pinpoints
- and met 154 aims!
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Timings, Pinpoints & Aims Met Per Day

Total Timings & Aims Met Weekly


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Sample Schedule

<table>
<thead>
<tr>
<th>Hour</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Free/Write</td>
<td>Free/Write</td>
<td>Free/Write</td>
<td>Edit/Free/Write</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Quick Read</td>
<td>Quick Read</td>
<td>Quick Read</td>
<td>Quick Read</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Practice</td>
<td>Vocabulary Practice</td>
<td>Vocabulary Practice</td>
<td>Vocabulary Practice</td>
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<tr>
<td></td>
<td>Easy Grammar</td>
<td>Dictation/Poem/Spelling</td>
<td>Easy Grammar</td>
<td>Dictation/Poem/Spelling</td>
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<tr>
<td></td>
<td>Reading Success</td>
<td>Writing Strands</td>
<td>Reading Success</td>
<td>Writing Strands</td>
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<tr>
<td>2</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>LA Makeup</td>
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<tr>
<td></td>
<td>Saxon Lesson</td>
<td>Saxon Lesson</td>
<td>Saxon Lesson</td>
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<tr>
<td>3</td>
<td>History</td>
<td>Music/Art</td>
<td>History</td>
<td>Math Literature</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
<td>Keyboarding</td>
<td>Keyboarding</td>
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<tr>
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<td>Italian</td>
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<tr>
<td></td>
<td>Literature</td>
<td>Literature</td>
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<td></td>
<td>Literature</td>
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<td>Literature</td>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>History</td>
<td>Music/Art</td>
<td>History</td>
<td>Math Literature</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
<td>Keyboarding</td>
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<tr>
<td></td>
<td>Italian</td>
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<tr>
<td></td>
<td>Literature</td>
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<td>Literature</td>
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</tr>
</tbody>
</table>

Language Arts Program

<table>
<thead>
<tr>
<th></th>
<th>Instruction</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Fluency</td>
<td>Read silently (total time) REWARDS</td>
<td>see/say prose, see/say prep. phrases, see/say word parts, see/say 1200 words, see/say prosody</td>
</tr>
<tr>
<td>Vocabulary/Language Development</td>
<td>Collect vocabulary words Use electronic or book dictionary Memorize poems</td>
<td>free/say objects, see/say categories, see/say antonyms, free/say steps, see/say analogies, see/say cultural lit cards, see/say vocab cards</td>
</tr>
<tr>
<td>Grammar</td>
<td>Easy Grammar workbook Copy &amp; Dictation</td>
<td>see/write punctuation/capitalization</td>
</tr>
<tr>
<td>Spelling</td>
<td>Words from writing, literature</td>
<td>see/say from cards hear/write spelling test</td>
</tr>
<tr>
<td>Writing</td>
<td>Edit free-writes Bravewriter online program Writing Strands Letters, Thank yous</td>
<td>free/write (5-10 minutes)</td>
</tr>
<tr>
<td>Literature &amp; Comprehension</td>
<td>Read selected books Discuss</td>
<td>free/say details</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Copy &amp; Dictation Untimed practice</td>
<td>free/write HLC handwriting program</td>
</tr>
</tbody>
</table>

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See/Say Prose Daily Timings Chart
30 sec/1 min

See/Say Prose Daily

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A Note on Language Development for Parents

- Don’t assume they know (what seems like) the obvious
- For example:
  
  Family phone numbers   Addresses
  City, county, state   Directions
  Math terms       Relationships
  Symbols            Abbreviations
  Sayings, idioms     Categories
- Use SAFMEDS, games, I say/You say, “quiz” in real life
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## Math

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Practice</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saxon curriculum</td>
<td>Standard foundations sequence</td>
<td>Family Math problems</td>
</tr>
<tr>
<td>Dice games</td>
<td>See/Say</td>
<td>Logic puzzles</td>
</tr>
<tr>
<td>Dominos</td>
<td>See/Write</td>
<td>Cooking</td>
</tr>
<tr>
<td>Cards</td>
<td>Hear/Say</td>
<td>Life opportunities</td>
</tr>
<tr>
<td>White board visuals</td>
<td>Hear/Write</td>
<td></td>
</tr>
<tr>
<td>Biographies</td>
<td>Free/Say</td>
<td></td>
</tr>
<tr>
<td>Math Literature</td>
<td>See/Say, Hear/Say Terms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See/Write Math Minutes</td>
<td></td>
</tr>
</tbody>
</table>

Livingmath.net

## Free/Say Skip Count

**Aim 100**

Free/Say Skip Count

![Chart](chart.png)

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*PT in a Homeschool*  
The Fluency Project, Inc.  
www.Fluency.org
Social Studies & Science

- No packaged curriculum
- **History**: books, videos, magazines, field trips, time lines, research projects
- **Social studies**: workbooks, mom’s materials, CDs
- **Geography**: maps, books, postcard club, integration with history, electronic globe
- **Science**: classes, field trips, camps, microscope, books by subject, interest-led, natural science dominates

See/Write Multiplication Facts
Aim 80-60

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Social Studies & Science

Socialization.....The NON-Issue
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Six Boxes for Homeschooling

The Learning Environment

• High level “why”
• Weekly schedule
• Daily schedules
• Task expectations
• Can’t participate with bad attitude

• Space & Personal desk
• Use of references, internet, software
• Electronic dictionary
• Fun school supplies
• Separate binders by subject
• Curriculum, source material, expertise
• Program management
• Coaching from Dad
• Natural opportunities

• Evolving point system
• Personal best
• Time off
• Praise from relatives
• Kisses to mom from Dad
• Natural family consequences

What They Bring That I Have to Manage....

- Existing fluent knowledge
- PT skills
- Learning & study skills
- Learning challenges
- Verbal styles
- Natural interests
- Learning channel preferences
- Parent/child relationship dynamics
- Developmental phases
- Individual preferences
- Body chemistry

Changes with how I manage the other 5 boxes!

Advice for Non-Homeschooling Parents

- Correlate to what they’re studying in school
- Pick one subject
- Do only a few pinpoints
- Experiment with channels
- Find the right incentives
- Use games to make “fast” and “knowing” fun
Room for Improvement

- Weak in social studies, erratic in writing
- Not enough physical activity - add PT?
- Boys need to chart & time independently
- Make more time for self-directed interests
- Find leadership and public speaking opportunities
- Always more Box 1

Lessons Learned

- The organism is always right
- Channels, channels, channels
- Don’t practice everything
- Application means real world situations
- Think broadly about what a child with language delays might be missing
- My own limitations are growth opportunities for everyone
- Be agile
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The Important Results

- All of life is about learning
- Chance to become really good at things
- Everyone feels progress
- Family grows together
- No sense of limitation
- Trust, care, respect & wide-open interest in Life

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Presentation available for download on Fluency.org