

Summary of PT Problems/Solutions Carl Binder 3/9/89

Introduction

During my presentation entitled "Resistance to PT in the Educational Establishment: Sharing and Problem-solving," at the March, 1989, Precision Teaching Conference in San Diego, we conducted one minute Think/Write timings and discussions to generate responses to three related questions. The following lists are summaries of the ideas generated and recorded during that session.

What problems have you encountered?

Among the problems that participants said they have encountered were:

- resistance by teachers because of
 - the "the time required"
 - fear of having to "change everything"
 - teachers don't feel they "own" or naturally use PT unless they got it in college
 - teachers really don't *understand* why they should measure (i.e., to decide)
 - teachers don't see results soon enough, in themselves or in their students
 - budget constraints (paper, etc.)
 - lack of PT friends
 - administrators demand conformity, won't support PT openly and suppress public acknowledgement; tell teachers to "keep it to yourself."
 - PT inservice training not required or available
 - excuses for lack of support shift each time you question them about it
 - professors' lack of knowledge
 - students say "this is baby stuff"
 - administrators don't allow for "ownership" by teachers
 - there is no good follow-through from grade to grade, therefore it seems a waste, etc.
 - many teachers just drop dots, don't really use the charts to decide
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Summary of PT Problems/Solutions, Continued

What solutions are possible?

Among the actual or potential solutions to some of these problems, participants listed:

- teach teachers in college *using* PT (e.g. using SAFMEDS, Think/Say, etc.)
 - create "ownership," familiarity and recognition at all levers
 - initiate ongoing data-sharing sessions and support groups after training
 - "90% of success is in the follow-up to training."
 - train building administrators, don't just familiarize them with PT
 - have teachers use decision logs so they will actually make decisions and see results
 - provide some kind of support meeting at least once per month
 - repeat training each year to provide increased levels of depth and reminders of both method and purpose
 - be sure teachers understand why they should chart, purpose and relevance
 - get teachers to do self-charting so that it becomes relevant to them personally
 - establish teacher-facilitators who help teachers, are available at least once per month
 - educate parents about PT and enable them to demand results
 - engage parents in charting and self-help activities
 - tell the PTA about charting, PT results, etc.
 - use the media to publicize PT whenever possible
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Summary of PT Problems/Solutions, Continued

Commitments	<p>At the end of the session, we asked participants to Think/Write for one minute and then share at least one thing that they would do to help do a better job of promoting and supporting PT. These were their commitments.</p> <ul style="list-style-type: none">• do a better job of teaching teachers why they should chart, etc.• do more sharing with PT friends and colleagues locally• arrange perks and public acknowledgement for teachers and students who chart, share, and make a difference• do more follow-up and sharing after initial training• educate the Psychiatrist about PT• recruit "high-impact" people into PT (at the university level)• get more training myself• talk with own children's teachers about PT, as a parent• enable parents to do practice, charting and support of PT at home• stress that PT is an add-on ("instructional enhancement") and does not require teachers to do everything differently• allocate more money to send people to PT conference• train and support PT mentors within the ranks of teachers• continue to work as hard as I'm working now• spread the news about charting and PT to other professional organizations• continue to ridicule the status quo• resurrect Precision Media to make articles and books available and begin doing the Short Courses again (Ogden)• set up incentives for celebrations, give teachers consequences for producing learning• require PT activity in order for teachers to attend other workshops• blitz administrators with information about PT effectiveness• introduce my teacher friends to PT personally• provide more follow-up of all kinds• go to the principal frequently with charts that show results and explain them• arrange for parent tutors and older student tutors in classrooms• in highschool, have students set personal charting goals and share goals and results with parents• seek more follow-up support from administrators• develop a clipping clearing house for news items about the educational crisis• provide free food for teachers at data-sharing• invent a pen for students practice on mylar that is cheaper, doesn't dry out, doesn't mess hands, and lasts forever (budget constraints)• generate more enthusiasm at all levels• invite administrators and others to talks about PT• share PT and charts within the district• create "users groups" on the model of microcomputer users' groups
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Summary of PT Problems/Solutions, Continued

**How to
contact Carl
Binder**

We taped the first half hour of this presentation in which I reviewed the contingencies governing the adoption (or resistance to) effective educational practices, as analyzed by Cathy Watkins in her paper "Project Follow Through: A Story of the Identification and Neglect of Effective Instruction," from **Youth Policy** journal, July/August, 1988.

If you'd like more information, a copy of the tape and/or Cathy's article, call or write:

Carl Binder, Ph.D.
Precision Teaching & Management Systems, Inc.
P.O. Box 169
Nonantum, MA 02195
(617)332-2656

Please enclose a 60-minute blank tape if you want a copy.

Comment

As I suggested in my presentation, we all tend to be confined to our own narrow contexts, our classrooms or schools or districts. Obviously, we should start trying to make a difference by doing something in our own environments, but there's also a lot of potential for writing to our government leaders, sending delegations of parents and teachers to meet with them, using the media, etc.

If we are going to make a difference, we are going to have to be more expansive than we tend to be naturally.

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