

Name: _____

Precision Teaching Questionnaire

10

Researcher name: Claudia Stubington

ERGO number: 47800

Version 1

We are aware that in day to day practice in schools there are factors that affect the delivery of interventions that can lead to changes in how the intervention is implemented. We are interested in understanding the barriers to delivering precision teaching programs and the adaptations that can result.

In this questionnaire you will be asked about your experiences of delivering a precision teaching program. To help us learn about the barriers you experienced and the changes that they may have led to, please answer all questions based on how you delivered the intervention rather than making reference to training materials. Please be honest in your answers – this is not a test of your ability, but a questionnaire about what you have done, and the more true a picture we can generate from questionnaire answers, the better we can understand precision teaching implementation and what needs to happen in order to maximise its impact.

All information from questionnaires will be treated in the strictest confidence.

1) For how many children have you delivered a precision teaching intervention?

1

2) For how many weeks have you delivered the precision teaching program?

3

3) How did you decide where to focus your Precision Teaching program?

- a) Consulted with staff to discover the gaps in the child's knowledge
- b) Did a short test to find out what the child knows
- c) Chose key items from the curriculum that term
- d) Consulted with the child to see what they wanted to cover
- e) Other: _____

4) How many items did you teach at a time?

- a) 1-2
- b) 3-5
- c) 6-8
- d) 9-11
- e) Other: _____

- 5) What kind of targets did you set for the child to meet before they could move on to the next teaching items
- a) Did not set targets
 - b) The minimum number that they could get wrong
 - c) The threshold number that they should get right
 - d) The minimum incorrect and the threshold correct
 - e) The target time for them to complete the probe sheet
 - f) Other: _____
- 6) What aim rates did you use to set targets for see to say probes?
- a) Did not set aim rates
 - b) 15 items correct for infant pupils and 30 correct for juniors.
 - c) 40 items correct for infant pupils and 50 correct for juniors.
 - d) 60 items correct for infant pupils and 70 correct for juniors.
 - e) Individual aim rates based on measures of the child's fluency on known items
 - f) Other: _____
- 7) What minimum accuracy markers did you use for see to say probes?
- a) Did not use minimum accuracy makers
 - b) 3 errors or less in a minute
 - c) 10 errors or less in a minute
 - d) Errors up to 10% of the fluency rate
 - e) Individual accuracy markers based on measures of the child's errors on known items.
 - f) Other: _____
- 8) What aim rates did you use to set targets for see/hear to write probes?
- a) Not applicable - did not use see/hear to write probes
 - b) Did not set aim rates
 - c) 15 items correct for infant pupils and 30 correct for juniors
 - d) 40 items correct for infant pupils and 50 correct for juniors
 - e) 60 items correct for infant pupils and 70 correct for juniors
 - f) Individual aim rates based on measures of the child's fluency on known items
 - g) Other: _____
- 9) What minimum accuracy markers did you use for see/hear to write probes?
- a) Not applicable - did not use see/hear to write probes
 - b) Did not use minimum accuracy makers
 - c) 3 errors or less in a minute
 - d) 10 errors or less in a minute
 - e) Errors up to 10% of the fluency rate
 - f) Individual accuracy markers based on measures of the child's errors on known items.
 - g) Other: _____

10) How long did you spend on the teaching section of the session?

- a) Went straight to the probe
- b) 3-5 minutes
- c) 6-8 minutes
- d) 9-11 minutes
- e) Other: _____

0

11) What kind of teaching activity did you use?

- a) Went through the probe sheet
- b) A quick activity that gave the child feedback on each response
- c) A quick activity that gave the child feedback at the end
- d) Worked through each item and discussed it at length
- e) Other: _____

0

12) How did you test the child's fluency?

- a) Did not test the child's fluency
- b) Repeating the teaching activity and scoring it
- c) Using a probe grid
- d) A quiz
- e) Saying the items for the child to record in their spelling book
- f) Other: _____

1

13) How long did your test last?

- a) Did not use a test
- b) As long as it took for the child to read all the probe items.
- c) 30 seconds
- d) 1 minute
- e) It varied according to the session
- f) Other: _____

1

14) How did you score the child's performance?

- a) Did not score the child's performance
- b) Counted the number of correct responses
- c) Counted the number of incorrect responses
- d) Counted the number of correct and incorrect responses
- e) Timed how long it took to get them all right
- f) Other: _____

1

15) How did you record the child's performance?

- a) Did not record the child's performance
- b) Recorded the child's scores in a table
- c) On a chart that I made myself
- d) On the celeration chart used in training
- e) Saved the marked probe sheet
- f) Other: _____

|

16) When did you move on to a new set of teaching items?

- a) After 8 days
- b) Once the child had met their target
- c) Once the child had met their target three times in a row
- d) Every week
- e) Other: _____

o

17) If the child had not made progress in three days what did you do?

- a) Change the child's frequency targets
- b) Change the child's error rate target
- c) Change the number of items you taught
- d) Change the teaching method
- e) Choose easier teaching items
- f) Other: _____

|

18) If the child did not hit their target in eight days what would you do?

- a) Change child's targets
- b) Change the number of items you taught
- c) Change the teaching method
- d) Add a motivating reward
- e) Other: _____

o

Name: _____

Precision Teaching Questionnaire

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ERGO number: 47800

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We are aware that in day to day practice in schools there are factors that affect the delivery of interventions that can lead to changes in how the intervention is implemented. We are interested in understanding the barriers to delivering precision teaching programs and the adaptations that can result.

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All information from questionnaires will be treated in the strictest confidence.

1) For how many children have you delivered a precision teaching intervention?

TWO - BUT ON A 1-1 BASIS

2) For how many weeks have you delivered the precision teaching program?

3) How did you decide where to focus your Precision Teaching program?

- a) Consulted with staff to discover the gaps in the child's knowledge
- b) Did a short test to find out what the child knows
- c) Chose key items from the curriculum that term
- d) Consulted with the child to see what they wanted to cover
- e) Other: _____

4) How many items did you teach at a time?

- a) 1-2
- b) 3-5
- c) 6-8
- d) 9-11
- e) Other: _____

5) What kind of targets did you set for the child to meet before they could move on to the next teaching items

- a) Did not set targets
- b) The minimum number that they could get wrong
- ✓ c) The threshold number that they should get right
- d) The minimum incorrect and the threshold correct
- e) The target time for them to complete the probe sheet
- f) Other: _____



6) What aim rates did you use to set targets for see to say probes?

- a) Did not set aim rates
- b) 15 items correct for infant pupils and 30 correct for juniors.
- c) 40 items correct for infant pupils and 50 correct for juniors.
- d) 60 items correct for infant pupils and 70 correct for juniors.
- ✓ e) Individual aim rates based on measures of the child's fluency on known items
- f) Other: _____



7) What minimum accuracy markers did you use for see to say probes?

- ✓ a) Did not use minimum accuracy markers
- b) 3 errors or less in a minute
- c) 10 errors or less in a minute
- d) Errors up to 10% of the fluency rate
- e) Individual accuracy markers based on measures of the child's errors on known items.
- f) Other: _____



8) What aim rates did you use to set targets for see/hear to write probes?

- a) Not applicable - did not use see/hear to write probes
- b) Did not set aim rates
- c) 15 items correct for infant pupils and 30 correct for juniors
- d) 40 items correct for infant pupils and 50 correct for juniors
- e) 60 items correct for infant pupils and 70 correct for juniors
- ✓ f) Individual aim rates based on measures of the child's fluency on known items
- g) Other: _____



9) What minimum accuracy markers did you use for see/hear to write probes?

- ✓ a) Not applicable - did not use see/hear to write probes
- b) Did not use minimum accuracy markers
- c) 3 errors or less in a minute
- d) 10 errors or less in a minute
- e) Errors up to 10% of the fluency rate
- f) Individual accuracy markers based on measures of the child's errors on known items.
- g) Other: _____



10) How long did you spend on the teaching section of the session?

- a) Went straight to the probe
- b) 3-5 minutes
- c) 6-8 minutes
- d) 9-11 minutes

e) Other: If found could spell the word quite quickly, however was more writing speed.

11) What kind of teaching activity did you use?

- a) Went through the probe sheet
- ✓ b) A quick activity that gave the child feedback on each response
- c) A quick activity that gave the child feedback at the end
- d) Worked through each item and discussed it at length
- e) Other: _____

12) How did you test the child's fluency?

- a) Did not test the child's fluency
- b) Repeating the teaching activity and scoring it
- c) Using a probe grid
- d) A quiz

✓ e) Saying the items for the child to record in their spelling book

f) Other: Completed on three separate occasions, then found the average.

13) How long did your test last?

- a) Did not use a test
- b) As long as it took for the child to read all the probe items.
- c) 30 seconds
- ✓ d) 1 minute

e) It varied according to the session

f) Other: _____

14) How did you score the child's performance?

- a) Did not score the child's performance
- b) Counted the number of correct responses
- c) Counted the number of incorrect responses
- ✓ d) Counted the number of correct and incorrect responses
- e) Timed how long it took to get them all right

f) Other: _____

15) How did you record the child's performance?

- a) Did not record the child's performance
- b) Recorded the child's scores in a table
- c) On a chart that I made myself
- ✓ d) On the celeration chart used in training
- e) Saved the marked probe sheet
- f) Other: _____

1

16) When did you move on to a new set of teaching items?

- a) After 8 days
- b) Once the child had met their target
- c) Once the child had met their target three times in a row
- d) Every week
- e) Other: Once the child had met their target 3 x.

1

17) If the child had not made progress in three days what did you do?

- a) Change the child's frequency targets
- b) Change the child's error rate target
- c) Change the number of items you taught
- d) Change the teaching method
- e) Choose easier teaching items
- f) Other: _____

0

18) If the child did not hit their target in eight days what would you do?

- a) Change child's targets
- b) Change the number of items you taught
- c) Change the teaching method
- d) Add a motivating reward
- e) Other: _____

0

17 & 18 I knew that the children know the spellings. It is simply their writing speed! I sort advice and was advised to keep going until the target was met.

5001PRO5

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1) For how many children have you delivered a precision teaching intervention?

2

2) For how many weeks have you delivered the precision teaching program?

4

3) How did you decide where to focus your Precision Teaching program?

a) Consulted with staff to discover the gaps in the child's knowledge

b) Did a short test to find out what the child knows

c) Chose key items from the curriculum that term

d) Consulted with the child to see what they wanted to cover

e) Other: _____

4) How many items did you teach at a time?

a) 1-2

b) 3-5

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e) Other: _____

- 5) What kind of targets did you set for the child to meet before they could move on to the next teaching items
- Did not set targets
 - The minimum number that they could get wrong
 - The threshold number that they should get right
 - The minimum incorrect and the threshold correct
 - The target time for them to complete the probe sheet
 - Other: _____
- 6) What aim rates did you use to set targets for see to say probes?
- Did not set aim rates
 - 15 items correct for infant pupils and 30 correct for juniors.
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 - 60 items correct for infant pupils and 70 correct for juniors.
 - Individual aim rates based on measures of the child's fluency on known items
 - Other: _____
- 7) What minimum accuracy markers did you use for see to say probes?
- Did not use minimum accuracy makers
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 - 10 errors or less in a minute
 - Errors up to 10% of the fluency rate
 - Individual accuracy markers based on measures of the child's errors on known items.
 - Other: _____
- 8) What aim rates did you use to set targets for see/hear to write probes?
- Not applicable - did not use see/hear to write probes
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 - Other: _____

10) How long did you spend on the teaching section of the session?

- a) Went straight to the probe
- b) 3-5 minutes
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- e) Other: _____

11) What kind of teaching activity did you use?

- a) Went through the probe sheet
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- e) Other: _____

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- d) Counted the number of correct and incorrect responses
- e) Timed how long it took to get them all right
- f) Other: _____

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- c) On a chart that I made myself
- d) On the celeration chart used in training
- e) Saved the marked probe sheet
- f) Other: _____

16) When did you move on to a new set of teaching items?

- a) After 8 days
- b) Once the child had met their target
- c) Once the child had met their target three times in a row
- d) Every week
- e) Other: _____

17) If the child had not made progress in three days what did you do?

- a) Change the child's frequency targets
- b) Change the child's error rate target
- c) Change the number of items you taught
- d) Change the teaching method
- e) Choose easier teaching items
- f) Other: _____

18) If the child did not hit their target in eight days what would you do?

- a) Change child's targets
- b) Change the number of items you taught
- c) Change the teaching method
- d) Add a motivating reward
- e) Other: _____

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Name: _____

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5

3) How did you decide where to focus your Precision Teaching program?

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b) Did a short test to find out what the child knows

c) Chose key items from the curriculum that term

d) Consulted with the child to see what they wanted to cover

e) Other: Inspired by upcoming times table check

4) How many items did you teach at a time?

a) 1-2

b) 3-5

c) 6-8

d) 9-11

e) Other: _____

→ as they mostly knew their times tables but their recall speed was too slow.

5) What kind of targets did you set for the child to meet before they could move on to the next teaching items

- a) Did not set targets
- b) The minimum number that they could get wrong
- c) The threshold number that they should get right
- d) The minimum incorrect and the threshold correct
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- f) Other: _____

1 based on my knowledge of them

6) What aim rates did you use to set targets for see to say probes?

- a) Did not set aim rates
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- f) Other: _____

— only did hear to say

7) What minimum accuracy markers did you use for see to say probes?

- a) Did not use minimum accuracy makers
- b) 3 errors or less in a minute
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- d) Errors up to 10% of the fluency rate
- e) Individual accuracy markers based on measures of the child's errors on known items.
- f) Other: _____

0

8) What aim rates did you use to set targets for see/hear to write probes?

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- b) Did not use minimum accuracy makers
- c) 3 errors or less in a minute
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- e) Errors up to 10% of the fluency rate
- f) Individual accuracy markers based on measures of the child's errors on known items.
- g) Other: _____

0

10) How long did you spend on the teaching section of the session?

- a) Went straight to the probe
- b) 3-5 minutes
- c) 6-8 minutes
- d) 9-11 minutes

e) Other: They self taught / practised
for around 3.5 minutes 0

11) What kind of teaching activity did you use?

- a) Went through the probe sheet
- b) A quick activity that gave the child feedback on each response
- c) A quick activity that gave the child feedback at the end
- d) Worked through each item and discussed it at length

e) Other: multiplication wheels 1

12) How did you test the child's fluency?

- a) Did not test the child's fluency
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- d) A quiz
- e) Saying the items for the child to record in their spelling book
- f) Other: _____

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- c) 30 seconds
- d) 1 minute
- e) It varied according to the session
- f) Other: _____

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- e) Timed how long it took to get them all right
- f) Other: _____

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- a) Did not record the child's performance
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- c) On a chart that I made myself
- d) On the celeration chart used in training
- e) Saved the marked probe sheet
- f) Other: _____

0

16) When did you move on to a new set of teaching items?

- a) After 8 days
- b) Once the child had met their target
- c) Once the child had met their target three times in a row
- d) Every week
- e) Other: _____

1

17) If the child had not made progress in three days what did you do?

- a) Change the child's frequency targets
- b) Change the child's error rate target
- c) Change the number of items you taught
- d) Change the teaching method
- e) Choose easier teaching items
- f) Other: _____

→ Different activity book
with more
scaffold

18) If the child did not hit their target in eight days what would you do?

- a) Change child's targets
- b) Change the number of items you taught
- c) Change the teaching method
- d) Add a motivating reward / consequence - (only in 1 circumstance)
- e) Other: _____

1