

Precision Request

A Guide for Caregivers

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What is precision request?

**Precision request is a technique used to
Encourage children who are
noncompliant to respond appropriately.¹**

Glossary

- **Noncompliance-** When a person does not respond to a command.
- **Preplanned negative consequence-** Have consequence ready, which could be a loss or recess time or a charting system.
- **Preplanned positive consequence-** Reinforce compliance, which could be an increase in recess time or other appropriate rewards.
- **Reinforcement-** Acknowledging the positive results
- **Request-** Step by step guidance of the desired behavior
- **Token economy-** A system used to encourage positive behavior.⁴

Case Study

Richard is a ten year old in the fourth grade. Richard cannot stay on task and does not complete assignments. The teacher Mrs. Randall attempts to keep Richard on task however, Richard continues disrupting the class by getting out of his seat to sharpen his pencils, making loud burping noises and screaming aloud how the assignments are too hard. Mrs. Randall has tried several reward systems but none of these rewards seems to help Richard stay on task.

Case Study with Intervention

Mrs. Randall decided to first, try a 20-minute target range where she praised Richard for staying on task and doing his work. This reinforcement seemed to be affective for about two weeks. Then Richard was up to his old noncompliant behaviors. Mrs. Randall decided to implement a token economy system where she explained to the entire class that they would earn an extra free period at the end of the week if they could stay on tasks and complete their class work. If there were, no names placed on the board for one class period. Mrs. Randall explained twice that of tasks students would be giving the request “I need you to” and that there would be no debates. Mrs. Randall walked around the classroom, this helped reinforce positive behavior. There were a few students including Richard who thought that their names were being unfairly placed on the board and when they started to argue they got check marks placed next the their names. Soon all of the students were working quietly and on task.

Discussion Questions

- 1. There are a number of characteristics that make behavioral contracts effective. Can you name one?**
 - a. Negotiating and defining the expected behavior of the contract.
 - b. The behavior must be measureable and observable.

- 2. In the Native American culture, eye contact is not a common practice. What are other cultural practices that might affect the application of precision request?**
 - a. The close proximity required to deliver the request may be another cultural barrier.

- 3. What are some benefits for employing precision request at home and school?**
 - a. The more the request is implemented the better both the child and caregiver become.

- 4. What is the importance of having pre-planned consequences before implementing precision request?**
 - a. Adults often know when a child is not going to comply with requests. It is important that we take advantage of that knowledge and be prepared to intervene the next time a request is refused.

Frequently Asked Questions

- **What if precision request doesn't work?** *Confirm accuracy of the following: Eye contact, voice tone, length of time allotted for response, and carrying out consequence.*
- **What if the child becomes violent?** *The child is trying to frighten the person making the request and should be removed. Once returned to the setting the person should reintroduce the request.*
- **What if the child doesn't understand the request?** *The order of request and consequence should be explained twice.²*

Annotated Bibliography

1. Jull, S., & Mirenda, P. (2011). Parents as play date facilitators for preschoolers with autism. Parents as Play date facilitators for preschoolers with Autism. *Journal of Positive Behavior Interventions*, 13(1), 17-30.

Dr. Pat Mirenda, works in the Department of Educational and Counseling Psychology and Special Education at the University of British Columbia. Dr. Mirenda's focus is on autism and developmental disabilities, augmentative and alternative communication, positive behavior support, inclusive education, and literacy development. Stephanie Jull, MA, BCBA is a doctoral student at the University of British Columbia examining how parents can serve as effective agents at providing play for their children with autism. This study examined how children with autism interact with normal developing children during play time within the

confinements of their own home. Parents of children with autism were trained how to make conducive environments for playtime along with finding games of interests and a playmate to interact with the hopes of producing an enjoyable and pleasant playtime. Although, this study is one that can be replicated for continued research it does not provide any relevant information for my topic on precision request for parents.

2. Mackay, S., McLaughlin, T.F., Weber, K., & Derby, K.M. (2001). The use of precision requests to decrease noncompliance in the home and neighborhood: A case study. *Child & Family Behavior Therapy*, 23 (3), 41-50.

Shannon Mackay is associated with the Special Education Program at Gonzaga University in Spokane, WA. This case study provided parents and other family member's pertinent information about how to incorporate precision requests to decrease noncompliance children in

the home and the community. There was several approaches studied the most effective one being able to be used interchangeably between parents, teachers and family members. The study looked at how precision request when combined with other interventions such as; group oriented time-out procedure where a group of children were given incentives to produce appropriate behavior, another combined intervention was the way in which the commands of do and don't was delivered and the Sure I Will program where the children were given immediate incentives when responding to the parent's initial command. The results suggested that children's noncompliance behavior decreased significantly when precision request is combined with other interventions. This information will serve as a vital tool in supplying relevant information about precision request.

3. Musser, E.H., Bray, M.A., Kehle, T.J., & Jenson W.R. (2001). Reducing disruptive behaviors in students with serious emotional disturbance. *School Psychology Review, 30* (2), 294-304.

Erin Musser attends St. John's University where she is a doctoral candidate in clinical psychology. This study looked at how precision request can reduce problem behaviors. Teachers were trained and given instructions on how to implement precision request. The training taught teachers how to effectively deliver, prompts to students by way of their verbal tone, physical stance, and eye contact. In addition to these prompts, teachers were given information about how to incorporate reward motivators such as the token economy and a cost program. Once implemented, teachers began to witness the effectiveness of their trained skills, which resulted in decreased numbers of problem behaviors. This study was simplistic which allows for replication for parents, family members and other service providers. This article provided systematic guidance on how to, successfully implement precision request and would serve as a great resource for future inquires.

4. Park, J.H., Alber-Morgan, S. R., & Fleming, C. (2011). Collaborating with parents to implement behavioral interventions for children with challenging behaviors. *Council for Exceptional Children*, 43(3), 22-30.

Ju Hee Park works, in the Special Education Department at Wheelock College in Boston as an assistant professor. This study explored how parents implemented a variety of techniques for their child with problem behavior. The study first looked at collaborating with the family. This involved looking at the structure of the family and their daily routines and helping the family understand the best behavioral approach to implement. This meant helping the parents to understand the context in which the behavior is occurring and they who, what and why the behavior is occurring. The next step is informing the family and other supportive person the best route towards implementing the best behavioral plan. This time will allow the parents to provide any additional or missed information and how and what they feel will work best for the child.

During the teaching period, the parents will be taught how to affectively record, their child's behavior. Once the behavior plan has been implemented, the parents are given frequent feedback about how the implementation is going and what areas need improved. Once the parents have mastered the approached, they can begin to teach other family members, which can serve as additional support. The study states that practitioners should always consider parents input and involvement if the behavioral intervention is to be successful. It seems as though this study provides persons with a step guide and firsthand knowledge about how to effectively implement, behavioral intervention plans that can provide parents and family members with valuable information. This research can be of service to my research topic by looking at the family and collectively finding affective interventions.

5. Tali, H. (2002). Parents of children with disabilities: Resilience, coping, and future expectations.

Journal of Developmental and Physical Disabilities, 14(2), 159-171.

Dr. Tali Heiman is associated with The Open University of Israel in the Department of Education and Psychology. She is the publisher of several books and has several articles that site her work. Dr. Heiman's research focuses on learning disabilities and ADHD: learning style, adjustment and coping in higher education. This research study examined how parents and family members deal with a child who has a learning, or physical disability. The study examined a parent's premature feelings about dealing with the possibility of the child having a disability and the fact that the child has been determined to have a disability. Family member's response to the child and the adjustments required of each family member can sometimes cause conflict between members. Other areas of interest are the supportive services accepted and received by family members which can than allow for affective interventions for the child.

The study found was able to provide insight into how the supportive services of family and agencies can bring about positive and affective outcomes for dealing with a child who has a disability. It appears that this article will be useful to any parent dealing with a child with a disability; however; it will provide minimum information relevant to my topic.

References

- 1. Musser, E.H., Bray, M.A., Kehle, T.J., & Jenson W.R. (2001). Research into practice: Reading disruptive behaviors in students with serious emotional disturbance. *School Psychology Review*, 30 (2), 294-304.**
- 2. Reavis, H.K., Ed. (1988). And others Utah's best project: Behavioral and educational strategies for teachers: Manuals edited versions.**