EDITORS' COMMENTS

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Precision Teaching has application to any human behavior. The journal articles shared within each volume showcase what some of the practitioners and researchers presently investigate. Volume 25 of the *Journal of Precision Teaching & Celeration* has two discussion articles and two chart shares touching upon what Precision Teachers do in their practice. The articles by no means represent the full extent of PT; nevertheless, they serve as a written marker for what occurs in practice and where the field may go next.

The first discussion article comes from Spence and discusses behavioral fluency. Spence presents data from keyboarding and reading projects that illustrate fluency. The discussion article makes a cogent case for the importance of fluency with many clear examples of charted data. The article also offers a clear insight into the methods and procedures used at one of Precision Teaching's most venerable learning centers, Ben Bronz Academy.

A second discussion article comes from Kubina, Kostewicz, and Lin. In the second article, Tiemann and Markle's exquisite taxonomy of learning receives attention. The three-dimensional taxonomy has four basic types of learning; Psychomotor, Simple Cognitive, Complex Cognitive, and Emotional learning. The taxonomy can help Precision Teachers interested in behavioral fluency and beyond. The discussion article also provides an analysis of how the taxonomy helps in various stages of learning.

Volume 25 has two chart shares rounding out the issue. First, Ferris and Fabrizio describe how Talk Aloud Problem Solving helped shape the analytical thinking skills of an 11-year-old girl with autism spectrum disorder. The other chart share, by Ascah, describes how a 5-year-old kindergarten student identified as at-risk for reading problems learned to read.

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