

About PT

CURRICULUM

Marie Eaton

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume IV of the **Journal**. If you are a new subscriber, a special welcome goes out to you.

The **Journal** needs manuscripts and chart-sharing articles. Don't be hesitant to submit your material.

We will be experimenting with a few modifications to our review policy. The modifications are indicated in bold print. Each formal manuscript will be sent to a primary reviewer. This person, along with two others designated by her/him, will review the manuscript. The review process is "blind." Each reviewer will make suggested changes on the manuscript and select one of the three options: (1) I recommend publishing the manuscript "as is"; (2) I recommend publishing the manuscript after the suggested changes are made, or (3) I do not recommend publishing this manuscript. The primary reviewer will consolidate the reviews. If all three reviewers select option (1), the manuscript will be sent to the editor for publishing in the next available issue. If two or more reviewers select option (3), the manuscript will be rejected and will be returned to the author(s). If two reviewers select any combination of options (1) and (2), the primary reviewer will consolidate the suggested changes on one copy. **S/he will contact the editor and learn the identity of the author(s). The primary reviewer will then be responsible for working with the author(s) to see that these changes are understood and incorporated into a revision of the manuscript. Once this revision is approved by the primary reviewer, it will be sent to the editor for publishing in the next available issue.**

These modifications will continue to insure a "blind" review while increasing the important information that is shared in **JPT**. It will also help each of us become better Precision Teachers.

If articles that include the Standard Celeration Chart or make reference to Precision Teaching are published in other journals or books, please let us know so that we can pass the information along to our readers.

One of the interesting topics of discussion at the recent Precision Teaching Conference in Orlando was the use of SAFMEDS to teach adults and children basic content for a variety of courses. SAFMEDS are a variation on the old flashcards that we used to learn our math facts when we were in grade school. Ogden Lindsley coined the new term to avoid any old learned behaviors we may have retained in the use of flashcards and to remind us how to use the cards. SAFMEDS stands for **Say All Fast Minute Each Day Shuffled**. Ogden Lindsley, Bob Bower, Steve Graf and others have been using SAFMEDS for quite a while to help their students in college courses. During the discussion, some of the folks offered to share the SAFMEDS they have prepared with others who are teaching similar content.

Below is a listing of some of the SAFMEDS that those who were attending were interested in snaring. Others did not find the time at the conference to give me their lists. If you are using SAFMEDS at any level of curriculum and are willing to share them with others, please send a listing of the topic areas and the number of items you include. The items do not have to be in card format. Send them to: Marie Eaton, Department of Education, Western Washington University, Bellingham, WA 98225 and we'll list them in the next column.

Mada Kay Morehead
Washington School District
8610 N 19th Ave
Phoenix, AZ 85021

Probe Construction (100 items)
Formative Evaluation (120 items)
Direct Instruction (100 items)
Reading, Math, Spelling, Handwriting,
Language Sampling (100 items)

Jim Pollard
Merrimack Special Ed Collaborative
101 Mill Road
Chelmsford, MA 01824

Fractions, Decimals & Minute/
Second Equivalents
Teaching Self Care and Chaining
Skills (Back chaining, cueing,
prompting, practice, toileting)
Physical Therapy (how physically handicapping
conditions impact on instruction)
Orientation (the agency's policy manual)
National Electric Code
The Intel 8080 Microchip (CPU) Manual TSI
Personal Computer Manual