

Weekly Standard Celeration Chart about half the time. While training for a race, I always charted both daily and weekly performance. During a "maintenance" period, I often stopped charting. If my weekly mileage or long runs began to decrease, I started charting again and set an aim for another race. The last 31 months have taught me the value of daily charting, setting aims, and believing in the ability to multiply your own performance on a specific movement well beyond your current expectations.

By the way, after two months "off" the Chart, I'm back with a new aim--to complete the Kansas City Marathon on May 6, 1984, in less than 3:20.

---

Patrick McGreevy is an assistant professor of Special Education--Severely and Profoundly Handicapped at Louisiana State University, 201 Peabody Hall, Baton Rouge, LA 70803.

## About PT

### NOTES FROM THE EDITOR

**Patrick McGreevy**

This issue concludes Volume IV of **JPT**. A renewal form for Volume V is attached to the inside front cover. Please fill out this form and return it with your check or purchase order as soon as possible. Notice that two-year subscriptions are now being offered. Also notice that there is a place on the renewal form for your comments and suggestions. We are attentive to your suggestions, so please feel free to make them.

Substantial quantities of Volumes III and IV are still available. Why not give a subscription to Volume III to one of your colleagues and let this volume be a programmed event for up-to-date subscribing! You might also want to use one or both of these volumes in your classes.

Dr. Eric Haughton, one of the early developers of the Standard Celeration Chart and Precision Teaching, a contributor editor of this journal and a friend of many Precision Teachers, recently received a diagnosis of a tumor of the lower bowel and cancer of the liver. He underwent successful surgery for the former and is currently receiving treatment for the latter. Over the last 18 years, Eric has provided many

Precision Teachers in North America with instruction, encouragement and moral support. Those of you who would like to express your encouragement and support for Eric can write him at: Loyalist College, ECE, Box 4200, Belleville, Ontario, Canada K8N 5B9. Eric, our thoughts are with you!

In order to get more people involved in the Journal and the manuscript review process, we will be selecting a number of new consulting editors. If you would like to nominate a colleague, please send us her/his name.

Please note that your editor has accepted a new position on the Special Education faculty at Louisiana State University. Please send formal manuscripts, Chart-sharing articles and other correspondence to the following address: Louisiana State University, Special Education, 201 Peabody Hall, Baton Rouge, LA 70803. The office number is 504-388-6878. To reach your editor in the evening or on the weekends, please call 504-924-6530. If the phone has not been answered, a recording will come on immediately after the fifth ring. The recording device is voice-activated, which means that, after the tone, you can leave as long a message as is necessary. Messages will be attended to and calls will be returned as soon as possible. If you do not wish to leave a message on the tape, please hang up before the fifth ring. As in the past, subscriptions and subscription renewals should be sent to Plain English Publications.

The Journal is soliciting formal manuscripts and Chart-sharing articles for future issues. In addition to manuscripts describing experimental and descriptive research conducted using group designs, the Journal would like to encourage the submission of formal manuscripts and Chart-sharing articles that describe experimental research conducted using single subject designs, where the Standard Celeration Chart is used to display and analyze the data (dependent variable).

The Journal is also soliciting responses to and material for the eleven About PT columns. Send your reactions and material to the column editors or the journal editor. Column editors should submit their completed columns to the editor by March 1, June 1, September 1, and January 1.

Beginning with this issue of **JPT**, the format for references will be changed in accordance with the changes outlined in the new Publication Manual of the American Psychological Association (3rd ed.). If you have access to this manual and you are planning to submit a formal manuscript or Chart-sharing article, please use the new format. However, since many teachers do not have access to this document, and since our

editorial staff can make the changes necessary, use of the new format is not required.

The annual convention of the Association for Behavior Analysis (ABA) will be held in Nashville, Tennessee, May 28-31. Many Precision Teachers are planning to attend. Information on this conference can be obtained from a member of ABA or from ABA, Department of Psychology, Western Michigan University, Kalamazoo, Michigan 49008. One of the highlights of this conference is the annual Standard Celeration Chart-sharing session. In addition, there is a rumor to the effect that this session will be followed by an aerobic or possibly anaerobic social event. In the next issue of JPT, we will attempt to substantiate or refute this rumor.

## AROUND THE STANDARD CELERATION CHART

Patrick McGreevy

One of the publication criteria of the Journal is the use of the **Journal of Precision Teaching Standard Glossary and Charting Conventions**, which was most recently revised in October, 1982. This standards document and publication criterion was originally suggested by Ogden Lindsley, Gene Stromberg, Steve Graf, Ray Beck and others, and was adapted from the glossary in the **Handbook of the Standard Behavior [Celeration] Chart** (Pennypacker, Koenig, & Lindsley, 1972). This document was intended as an alternative to APA format and was an attempt to standardize the Charts and some of the narrative so that readers would find it easier to read, understand and make use of material contained in the Journal. This document was also intended as a guideline to practitioners so that Charted projects could be more easily shared, understood and repeated. Teachers who are new to Precision Teaching may find it helpful to review this brief document. Teacher-trainers may want to use it in courses or workshops. The most recent revision of this document is contained in each volume of the Journal and was most recently printed in Volume IV, Number 2 (Summer, 1983). Within this edition of the Around The Chart column the editor will review the charting conventions used by most Precision Teachers and will suggest some changes in the standards document. The editor will also suggest that four new charting conventions be included in this document. Teachers who are new to Precision Teaching may find this column helpful and may want to keep it as a reference.

Chart 1 displays the following charting conventions currently used by most Precision Teachers and contained in the **Journal of Precision Teaching Standard Glossary and**

**Charting Conventions** (Third Revision: October, 1982):

**Accelerating Target**--a movement the behavior, manager, advisor, or supervisor expects to accelerate; the frequency is symbolized by placing a dot on the Chart.

**Decelerating Target**--a movement the behavior, manager, advisor, or supervisor expects to decelerate; the frequency is symbolized by placing an "x" on the Chart.

**Counting Period Ceiling**--the highest frequency observable under a given counting procedure; symbolized by drawing a dash line on the Chart connecting the Saturday and Monday lines.

**Median Frequency**--the middle frequency in a frequency distribution; symbolized by drawing a "<" on the Chart.

**Median Celeration**--the middle celeration in a celeration distribution; symbolized by drawing a "<" on the Chart.

It is the opinion of the editor, that these charting conventions should remain unchanged in the **Journal of Precision Teaching Standard Glossary and Charting Conventions** (Third Revision: October, 1982).

Chart 1 also displays the following charting conventions used by most Precision Teachers, which are included in the standards document, but which are not completely defined or explained. The editor is suggesting that the additions specified in all caps be included in the standards document:

**Counting Period Floor**--the lowest frequency detectable by a given counting procedure; 1/number of minutes spent counting; symbolized by drawing a dash line on the Chart connecting the Tuesday and Thursday lines, OR A SHORT, HORIZONTAL LINE INTERSECTING WITH A DAY LINE.

**Celeration Line**--a best-fit, SOLID straight line constructed through seven or more continuous frequencies of a given movement on the Standard Behavior (Celeration) Chart.

**Frequency Aim**--the expected phase-ending frequency for a given movement; symbolized by drawing AN AIM STAR, "A," WITH THE HORIZONTAL LINE at the expected frequency AND THE POINT OF THE STAR on the day the aim was set.

**Change Day**--first day of a phase change; symbolized by drawing a SOLID vertical line