

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

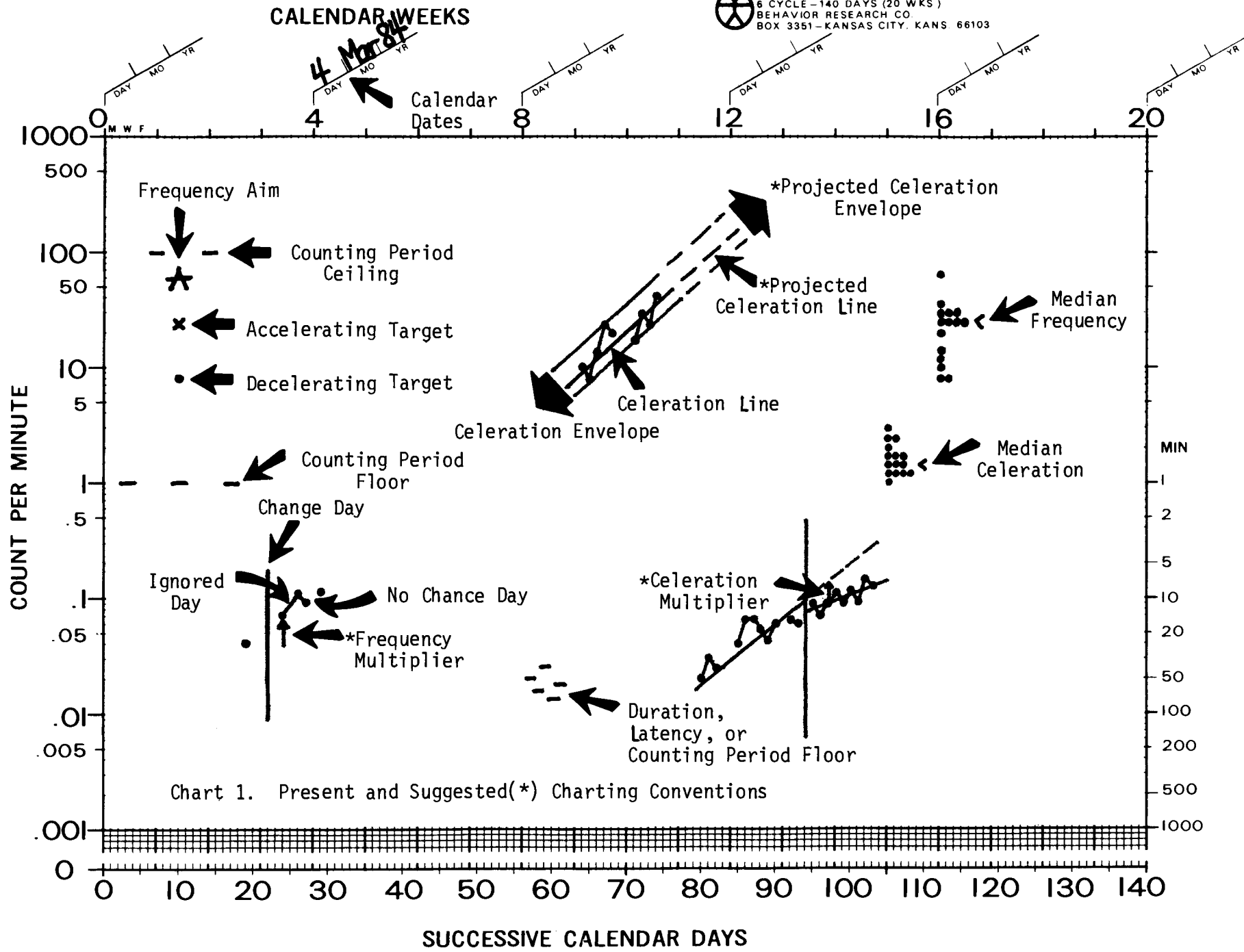


Chart 1. Present and Suggested(\*) Charting Conventions

McGreevy, Patrick. AROUND THE STANDARD CELERATION CHART Column.

SUPERVISOR	ADVISER	MANAGER	BEHAVIOR	AGE	LABEL	COUNTED
DEPOSITOR	AGENCY	TIMER	COUNTER	CHARTER		

covering that day line on the Chart.

**Ignored Day**--a day on which the behavior being measured occurs but is not charted; THE FREQUENCY IMMEDIATELY PRECEDING AND IMMEDIATELY FOLLOWING AN IGNORED DAY(S) SHOULD BE CONNECTED.

**No Chance Day**--a day on which the behavior being measured has no chance to occur; THE FREQUENCY IMMEDIATELY PRECEDING AND IMMEDIATELY FOLLOWING A NO CHANCE DAY(S) SHOULD NOT BE CONNECTED.

**Duration**--the amount of time it takes to complete one occurrence of a behavior; 1/number of minutes spent behaving; SYMBOLIZED BY DRAWING A SHORT, HORIZONTAL LINE ON THE CHART INTERSECTING WITH A DAY LINE.

**Latency**--the amount of time between the occurrence of a signal and the beginning of a movement; 1/time from signal to start of movement; SYMBOLIZED BY DRAWING A SHORT, HORIZONTAL LINE ON THE CHART INTERSECTING WITH A DAY LINE.

Chart 1 also displays the following charting conventions currently used by many Precision Teachers, but not presently included in the standards document. The editor is suggesting that these conventions be included in the standards document:

**Calendar Dates on the Chart**--dates written across the top of the Chart specifying the date of every fourth Sunday for 20 weeks; a day/month/year format is used as follows, 15/Jan/84.

**Celeration Envelope**--an envelope formed by the construction of two lines parallel to a celeration line; one line passes through the frequency farthest above the celeration line and one line passes through the frequency farthest below the celeration line; the bounce around celeration is the vertical distance along any day line from the bottom to the top of the envelope.

Chart 1 displays suggested charting conventions for two items presently included in the standards document. Charting conventions have not previously been proposed for these items. The editor is suggesting that the following conventions, specified in all caps, be included in the standards document:

**Frequency Multiplier (jump up or jump down)**--value by which one frequency is multiplied or divided to obtain a second; SYMBOLIZED BY DRAWING "↑" OR "↓" FROM

THE FIRST TO THE SECOND OF TWO CONSECUTIVE FREQUENCIES ON THE DAY LINE OF THE SECOND FREQUENCY.

**Celeration Multiplier (turn up or turn down)**--value by which one celeration is multiplied or divided to obtain a second; SYMBOLIZED BY DRAWING "↑" OR "↓" FROM THE FIRST TO THE SECOND OF TWO CELERATION LINES OR FROM A PROJECTED CELERATION LINE TO A CELERATION LINE EXACTLY ONE WEEK AFTER THE TWO CELERATION LINES INTERSECT OR WOULD INTERSECT IF EXTENDED IN EITHER DIRECTION.

Chart 1 also displays two new items with suggested charting conventions that are not presently included in the standards document; the editor is suggesting that the following items and charting conventions be included in this document:

**Projected Celeration Line**--an expected celeration line based on a current celeration line drawn through seven or more continuous frequencies; symbolized by drawing a dash line extending one or two weeks from a celeration line.

**Projected Celeration Envelope**--an expected celeration envelope based on a current celeration envelope drawn through seven or more continuous frequencies; symbolized by drawing two dash lines extending one or two weeks from a celeration envelope.

Readers of this column are encouraged to write the editor and express their opinions about his suggested changes in the standards document. In addition, readers should feel free to express their own suggestions for change in this document. Remember the whole point of standardizing our language and our charting conventions is to facilitate communication.