

procedure. During this same period of time, she was being taught both of these signs during lunch and snack times. Once proficiency was reached during the 15-second timings, progress was monitored during lunch and snack times. Chart 2 displays Donna's progress for the sign for food. Some generalization for both signs occurred and proficiency was reached and maintained.

Similar success has been achieved in teaching signing to other students utilizing this strategy. The students enjoy using their new skill and the freedom it brings them.

REFERENCE

Sailor, W., and Guess, D. (1983). **Severely handicapped students: an instructional design.** Boston: Houghton-Mifflin.

Michele Mayer-Sherman is the head teacher at the Kennedy-Donovan Center, Lewis School, Mechanic Street, Foxboro, MA 02035.

About PT

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume V, Number 2. I would like to thank the following people at Louisiana State University for assisting with the publication of JPT: Ted Devlin, Coordinator of Special Education, Alden Moe, Chairman of Curriculum and Instruction, and Charles Smith, Dean of the College of Education. Their assistance is greatly appreciated.

If you have suggestions for improvements in JPT, let us know. If you would like to react to an article or a column, send us a letter. If you have information on new curricula, technology, or teaching strategies, send it along and we will include it in the next issue.

AROUND THE STANDARD CELEBRATION CHART

Patrick McGreevy

The Journal of Precision Teaching was founded in 1980 to serve two major purposes: (1) to publish research conducted using frequency, the Standard Celebration Chart, and the measurement and teaching strategies of Precision Teaching; (2) to promote and preserve standard behavior measurement; and (3) to share technical and practical information among Precision Teachers. In 1980, these three purposes were not being fulfilled by any other publication. Other journals were reluctant to publish Chart-based articles and many Precision Teachers were unwilling to continue submitting manuscripts.

In the last few years, however, several journals have published articles describing Precision Teaching strategies and/or containing multiply-divide charts that resemble the Standard Celebration Chart. This new development has encouraged many Precision Teachers to submit Chart-based manuscripts to these and other journals. The Journal of Precision Teaching and your editor enthusiastically support this initiative.

Since its inception in 1980, the Journal of Precision Teaching has had an 8 1/2" x 11" format and has printed the Standard Celebration Chart in its original size. The reasons for this adherence to a standard format and a standard chart are outlined in the second article in this issue.

Since most other journals have a format that is too small to accommodate the Standard Celebration Chart, the multiply-divide charts contained in articles in these journals have been either reduced, or truncated and enlarged Charts. In the first instance, the Chart has been reduced to less than its normal size. In the second instance, the Chart has been truncated or cut along each scale so that from 1-3 cycles and 1-10 weeks remain. Then, this truncated chart has been enlarged to fill a journal page. In the interest of preserving standard behavior measurement, your editor would like to suggest two alternative options for preparing