

opportunity to observe the ascent of their academic performance, maybe their degree of discouragement would be lessened, which in turn might encourage them to try harder to improve their performance.

Finally, an important point to consider is that the underachieving students in this study had previously received a multitude of interventions in an attempt to increase their academic performance, all of which proved to be ineffective. Educators are constantly searching for a mode of teaching that "works" with this type of student. The fact that precision teaching proved effective in increasing academic performance when nothing else "worked", is of considerable importance in and of itself. Educators should keep this in mind when they are devising programs of instruction for underachieving students.

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About PT

NOTES FROM THE EDITOR

Patrick McGreevy

Some of you may have thought that your last two issues of Volume VI were "consumed" by the U.S. Postal Service sorting machines, or that, perhaps, the Journal had decided to fold its tent and fade into the sunset. Neither is the case. A number of problems contributed to the delay. One of them was the lack of good manuscripts and chart-shares. WE NEED BOTH! I decided that a delay was better than issues of lesser quality. This issue, Volume VI, Number 3, was mailed at about the same time as Volume VI, Number 4, which you should receive in a few days (if you haven't already).

Volume VII, Number 1, the first issue of the next volume, will be ready for mailing shortly. To renew your subscription, simply return the pink subscription form attached to Volume VI, Number 4. I would appreciate it if you would encourage a friend or colleague to subscribe. If you return a new subscription with your renewal before 1 June 86, you can deduct \$2.00 from each subscription. If your university library or school media center subscribes, you can deduct \$4.00 from your subscription.

SOCIAL SKILLS

Christine Y. Mason

With this issue of the Journal of Precision Teaching a new Social Skills column is introduced. The introduction of this column represents an opportunity to encourage data-sharing regarding overt and covert behaviors, verbal and motoric responses, and social skills curricula and change in social behaviors.

The high incidence of sexual, emotional, and physical child abuse and its correlations with handicapping conditions provides even further rationale for focusing some attention on social skills development. Reports suggesting a high relationship between levels of social skills and job performance of mentally retarded persons and other reports of correlations- between social skills and