

found her easier to like. Amy felt an immense sense of accomplishment, pride, and happiness; she asked if we could continue this system. We have continued it, and it continues to work for us!

Janis Martin is the mother of Amy Martin and a student at the University of West Florida. She, Amy, and her husband reside at 7129 Belgium Circle, Pensacola, FL, 32506.

SLEEPING THROUGH THE NIGHT

Ghislaine Durr
University of West Florida

What can one do when a 2 or 3 year old child refuses to sleep alone through the night? This is a problem many parents experience at one time or another. This was my situation with my 2 year old son. He would sleep for an average of 4 consecutive hours before getting out of his bed. I used the Standard Celeration Chart to determine the intervention that would increase consecutive sleeping time to 8 hours.

Lower points on the Chart represent increased durations of sleeping times. The average number of consecutive hours slept in the week of October 13th was 7 hours. This occurred during the 6th week of "sleeping next to parents' bed" intervention. The celeration was $x1.5$.

The average number of hours slept for the week of October 27th was 8 hours. The celeration was $x1$. The average hours slept during the week of November 10th was 8 hours 30 minutes, with a celeration of $x1.3$. During this week the setting changed so that he was sleeping in his room alone.

The first two interventions were not well received by my son. The third one was a compromise that we both agreed to. The first 4 weeks of this intervention were characterized by a great deal of variability in the data. It does not look like progress was being made. The 5th 6th weeks show consistently longer sleeping periods. This would suggest that my son now feels comfortable with this intervention. The charted week of October 27th shows that this desired behavior was maintained. The next step was to extend this new behavior to a new setting- "sleeping in his own room."

The week of November 10th shows that the behavior was successfully transferred to the new setting. The fact that he agreed to the intervention of "sleeping next to parents'

bed" might have some bearing on the final result of his sleeping for 8 or more consecutive hours a night.

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ABOUT PT

NOTES FROM THE EDITOR

Patrick McGreevy

If you have not received your copy of Volume VI, Number 3, it should be in your mailbox within a few days. The last two issues of this volume were delayed and were mailed at approximately the same time (see Notes from the Editor, Volume VI, Number 3).

The Journal is in need of additional funds, in other words, subscribers. These funds would be used to increase the size of each issue, enhance its appearance, and pay for much needed clerical help. At the present time, most of the latter is performed by Mary Arthur, my graduate assistant. I would like to thank Mary for her valuable assistance. I would also like to thank Dr. Bill Pinar, the chair of Curriculum and Instruction at LSU, for providing the assistantship and for assigning Mary to myself and JPT.

This issue contains a precision teacher's guide to the Association for Behavior Analysis (ABA) Twelfth Annual Convention in May, as well as, information on a special tribute to Eric Haughton at this conference. I would like to congratulate Ogden Lindsley on a very successful year as president of ABA and to extend my best wishes to Henry Pennypacker, who will serve in this capacity for the coming year. I would like to encourage those of you who have not previously participated in this organization and its convention to do so. For information, call or write to ABA, Department of Psychology, Western Michigan University, Kalamazoo, MI, 49008, 616-383-1629.

I would like to form an ABA special interest group-- Standard Behavior Measurement. Anyone interested in assisting with this project, please contact me prior to the ABA

conference: Department of Curriculum and Instruction (EDCI), Louisiana State University, Peabody Hall, Baton Rouge, LA, 70803, 504-388-6878.

COMING UP IN VOLUME VII

The new column by Chris Mason, which first appeared Volume VI, Number 3, should provoke some reaction from readers. If so, let's hear from you and we'll publish your response. I have talked to many people who have experienced cutbacks in travel funds. Let's use **JPT** to share information that these cutbacks will not permit us to share at conferences. I received a letter from George Williams of Burlington County College in Pemberton, NJ, asking that **JPT** announce the 15th Annual Conference of ISII-- A Society for Exploring Teaching Alternatives. This conference will be held 9-11 October 1986 in Atlanta. For information, write Jean E. Wold, Graduate School, California State University, Chico, CA, 95928. Please feel free to send any information that you would like to pass along to our readers. Beginning with Volume VII, Number 1, we will inaugurate a new section of **JPT**, entitled simply "Sharing". **JPT** was built on a foundation of informal sharing; let's keep it going. Function, rather than form-- just send whatever you have to share on a scrap of paper.

The following articles will appear in Volume VII: **Where have all the classrooms gone, Precision teaching with the physically impaired: They can chart too, and Precision teaching/standard celeration charting: Where do we go from here.** There's still plenty of room for "your article or chart-share"; send it along!

A PRECISION TEACHER/STANDARD CELERATION CHARTER'S GUIDE TO THE 1986 ABA CONVENTION

At the 1986 ABA Convention, there will be a special tribute to Eric Haughton. This tribute has been organized by Bea Barrett, Kent Johnson, Carl Binder, Harold Kunzelmann, and Jim Pollard, with assistance from Ogden Lindsley and Henry Pennypacker. This tribute is in the form of a symposium entitled, "Frequency as a Fundamental Dimension of Skilled Performance: A Tribute to the Contributions of Eric C. Haughton", which will be conducted from 4:00 to 5:50 pm on Thursday, 22 May 86. The following pages have been reprinted from the convention program. This and other presentations that will likely contain information on precision teaching or standard celeration charting have been circled.

I would like to draw your attention to two books I recently "discovered": (1) **The Mad Minute-- A Race to Master the Number Facts** (1981) by Paul Joseph Shoecraft and Terry James Clukey is a workbook with addition, subtraction, multiplication, division, fractions, decimals, and percents drill sheets appropriate for one-minute timings; each sheet is perforated and can be used to make a ditto master; the book is available from Addison-Wesley, Menlo Park, CA; (2) **Behavioral Assessment in Behavioral Medicine** (1985), edited by Warren W. Tryon, is a series of papers describing the use of standard measurement in behavioral medicine using mechanical instruments, such as the actometer; repeated reference is made to **Strategies and Tactics of Human Behavioral Research** (1980) by James Johnston and Henry Pennypacker.

Beginning with this issue, we will publish abstracts of articles published in other journals that include standard celeration charting or that are of interest to precision teachers. Send us your abstracts.