

Editor's Comments

By

Claudia E. McDade

Thanks to the encouragement of the entire Precision Teaching/Learning community, the *Journal of Precision Teaching* has been resurrected. Published in the Center for Individualized Instruction at Jacksonville State University, Jacksonville, AL, the *Journal* will be published biannually beginning with Volume 7--with a Spring and a Fall issue.

This issue (Volume 7, number 2) celebrates twenty-five years of Precision Teaching and the many thousands of students and teachers whose lives have been enhanced by this powerful performance-based technology. In this Jubilee issue we celebrate our roots by honoring Patrick McGreevy for beginning the *Journal of Precision Teaching* and keeping it afloat almost single-handedly. The last manuscript submitted by Eric Haughton, who died in 1985, celebrates his dedication and commitment to this measurably effective instructional technology. Lovingly edited by Abigail Calkin, Eric's article is accompanied by remembrances from Carl Binder and Michael Maloney. This issue also encompasses the history and predicted future of Precision Teaching as charted by John Eshleman and encouraged by Ogden Lindsley. It compares Precision Teaching with an instructional approach using many similar procedures in Carl Binder's article. Effective procedures across multiple skills are demonstrated in a learning center setting by Michael Maloney and his able staff of Annie Desjardens, and Pam Broad while effective procedures to enhance reading skills in mildly handicapped students are documented by William Wolking and his colleagues Carolyn Harris, Jolenea Ferro and Jack Scott. The effect of concrete to abstract instructional sequence for developing place value skills is described by Susan Peterson, Pam Hudson, Cecil Mercer, and Pam McLeod. SAFMEDS, a basic procedure of Precision Teaching, is evaluated by comparing student performance under three protocols by Claudia McDade and Charles Olander. The use of precision measurement outside the classroom is demonstrated by Abigail Calkin as she charts changes in behavior by individuals who have suffered the death of a loved one.

Special thanks for this Jubilee issue go to Charles Groover, Head of the Department of Art at Jacksonville State University, for the cover design and to the College of Letters and Sciences, Jacksonville State University for its assistance.

The Fall '90 issue of the *Journal of Precision Teaching* celebrates our twenty-five years of developing a multi-purpose system of measuring changes in performance. Not only is Precision Teaching tremendously effective in increasing student skills levels, but it results in teacher/researcher success as well--all of which is showcased here.

While the *Journal* maintains its original purpose, as noted inside the front cover, some changes are inevitable. Electronic submissions on computer disks with accompanying hard copies are encouraged from practitioners and researchers. Computerized versions of the standard celeration chart which maintain chart integrity, as well as behavior constructed charts, are accepted.

Twelve people have consented to serve as consulting editors to the *Journal of Precision Teaching* for one to three year terms. These include the following:

<u>Consulting Editor</u>	<u>Term</u>	<u>Consulting Editor</u>	<u>Term</u>	<u>Consulting Editor</u>	<u>Term</u>
Felix Billingsley	90--92	Carl Binder	90--93	Abigail Calkin	90--91
John Cooper	90--92	John Eshleman	90--93	Tom McCrudden	90--91
Charles Merbitz	90--93	Malcolm Neely	90--92	Susan Peterson	90--92
Owen White	90--93	William Wolking	90--91	Richard Young	90--91
<u>Editor Emeritus</u> - Ogden Lindsley					

Many others have offered to serve as guest reviewers. All Precision Teachers are encouraged to become guest reviewers by writing the *Journal of Precision Teaching*, Center for Individualized Instruction, Jacksonville State University, Jacksonville, AL 36265.