

Editor's Comments

by

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As the first issue of Volume VIII of the *Journal of Precision Teaching* goes to press, I am struck with the variety of issues that Precision Teachers are concerned about, as reflected here. First, we care about sharing our experiences with frequency based learning because we are so committed to reinforcing each other for our successes and sharing our amazing instructional technology with others. As we progress, discussing better ways to present our effects on Standard Celeration Charts, trying Precision Teaching interventions in new areas, and working to influence others with our data's effectiveness, we remember our roots. In "Thank You, Grandpa Fred!" and "Skinner's Impact on Education" the founder of Precision Teaching, Ogden Lindsley, reminds us of the debt we owe to the founder of Behavior Analysis. Six major scientific journals and three major professional organizations were developed on the basis of Skinner's research.

A major defining characteristic of Precision Teachers is our almost evangelical zeal for our field. We share our ideas wherever, whenever we can. For the 9th International Precision Teaching Conference in Boston, Carl Binder, Jim Pollard and other organizers recruited several novices to discover Precision Teaching. Michael Connolly and Diane Hendrickson provide a real treat to seasoned Precision Teachers--an evaluation of the Precision Teaching movement, as seen at the International Conference, from the perspective of novices who specialize in planning and marketing consulting. This is just the first of their articles to assist us in promoting our instructional technology more effectively.

To encourage more submissions to the *Journal of Precision Teaching* Owen White wrote guidelines for chart-sharing in the *Journal* and for a new column to encourage those of us who have data to share it with those of us who need data. Each of these additions to the *Journal* publication guidelines is designed to encourage brief submissions--single Standard Celeration Charts with no more than a one page explanation or "Data Wanted" ads and "Data Shared" responses. Of course, formal experimental studies and teacher generated strategy manuscripts will continue to form the bulk of the *Journal*'s articles.

Possible ways to present multiple baseline data on Standard Celeration Charts which are compatible with established Chart Conventions are presented to the Precision Teaching community for discussion by John Cooper and John Eshleman.

Precision Teaching enhancements of reading skills in two divergent populations--severe behavior handicapped students 11--12 years old and college freshmen--are described in the current issue. One uses repeated readings of the same passages until prescribed fluency is reached (Carroll, McCormick, and Cooper), while the other uses novel passages to encourage greater fluency (the Center for Individualized Instruction group). Both simple techniques improved students' reading skills and could be readily applied by teachers across disciplines and ages.

Abigail Calkin contributed six years worth of administrative data indicating the change in student attendance when a new facility opened. She reminds administrators that counting and charting the kind of variables related to attendance provide much more information than simple percentages alone. A group of special educators from Albuquerque (Trott, Maechtlen, and Bienarz) remind us all that the classroom can be organized effectively with Precision Teaching interventions and Standard Celeration Charts to provide quality, individualized instruction.