

## Editor's Comments

Claudia E. McDade

The Fall 1991 issue of the *Journal of Precision Teaching* celebrates an interesting range of applications of Precision Teaching--from self-improvement to modification of inappropriate social behavior, from special needs children to college students, from intensive interventions with one subject to entire lecture classrooms, from old-time Precision Teachers to novices, and from single Chart shares and case histories to rigorously designed research studies. For potential converts to Precision Teaching, this edition of the *Journal* may be a good immersion into the field and its many educational applications. For both novices and experienced Precision Teachers a revised version of Charting conventions adapted from the Handbook of the Standard Behavior Chart (Pennypacker, Koenig, Lindsley, 1972) and approved by the Board of Consulting Editors at its May, 1991 meeting is included.

Again, Ogden Lindsley reminds us of our roots as he develops another Precision Teaching mnemonic. This time he uses "B.F. Skinner" as a learning aid to remember Skinner's contributions to Precision Teaching. Another historical perspective of note to Precision Teachers is a summary of the Great Falls Precision Teaching Project. The most widely publicized Precision Teaching success of an entire school system, the Great Falls approach is presented by Ray Beck, Project Director, and Richard Clement, Principal of Sacajawea Elementary School, who were instrumental in its development.

A contingent from Utah State University's Department of Special Education (Ed Cancio, Richard Young, Chris Macfarlane, Rich West, and Martin Blair) describes the careful application of data-based decisions to eliminating potentially self-injurious eye-gouging behavior in a 14-year-old. Paul Andrews and Felix Billingsley, from the University of Washington, demonstrate the effectiveness of Precision Measurement in maintaining efficacious treatment in bringing a challenging behavior of a mentally retarded 16-year-old under stimulus control.

Extending the reading interventions developed in the Center for Individualized Instruction, reported in the last issue of the *Journal*, Bill Beneke, at Lincoln University, demonstrates reading improvement in his students in an introductory psychology class. His contribution also addresses the practical problem of delivering individualized instruction in a large lecture class.

A case history of self-monitoring of inner behaviors is presented by John Cooper, from Ohio State University. Two Chart shares were contributed, one from Nebraska, one from Florida. Tom McCrudden, Patty Silkey, Donna Chaney, and Hans Langner used the Standard Celeration Chart to demonstrate that student assistance teams were not monitoring interventions they thought they were. Marcie Lucas and Bill Wolking used Precision Teaching to identify an effective reinforcer for an "at risk" second grader.

Also in this issue of the *Journal*, look for information regarding the Tenth International Precision Teaching Conference, a call for manuscripts for a special issue, and a revised subscription form reflecting new rates approved by the Board of Consulting Editors beginning with Volume IX. Sadly, there is a memorandum column to mourn the passing of one of our own--John Barlow.

As the *Journal of Precision Teaching* is continuing to grow, we have applied to the Educational Resources Information Center (ERIC) to include the *Journal* in the *Current Index to Journals in Education (CIJE)* and to maintain archives of back issues in *Resources in Education (RIE)*. We are in need of manuscripts and Chart shares, so please send us one today!