

Editor's Comments

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This issue of the *Journal of Precision Teaching* focuses on the Tenth Annual International Precision Teaching Conference held in Park City, Utah March 25--28, 1992. The theme for this conference was "An Educational Summit: Establishing America's Agenda for Accountability." Included in this issue are selected proceedings of conference workshops and presentations. Most conference workshops are available as training packages for agencies, schools, and organizations; contact the presenters directly to negotiate with them.

A list of resource people who can be contacted for assistance in various specialities is also included. Obviously, not every Precision Teacher/Trainer is included in the resources list, but some of the most active people in the field are experienced practitioners willing to share their skills. Contact the *Journal* with your specialty if you wish to have your name included next year.

John Eshleman provided a parable for this issue which reminds us in a humorous way of the vitality of standard measurement. It might be an interesting "hook" to use on behavioral colleagues who have not taken the Precision Measurement plunge yet. If the colleagues request more information, a nice follow-up might be the overview article on Precision Teaching as a validated educational technology written by Susan Fister, Perry Passaro, and Karen Kemp. They cited pinpointing, building tool skills, requiring cumulative reviews, increasing number of response opportunities, monitoring of performance, and utilizing data-decisions as evidence of the effectiveness of Precision Teaching. Further support for the efficacy of Precision Teaching is provided by a case history of an illiterate, learning disabled adult. A team of tutors from The Ohio State University's PsychoEducational Clinic working with this client biweekly for an academic year assisted him in improving his oral reading fluency and written spelling.

So, this issue of the *Journal of Precision Teaching* represents two areas where *all* Precision Teachers should be involved--the annual conference and the *Journal* ! Plan to attend the 11th Annual International Precision Teaching Conference in San Diego next year! Submit a manuscript, or a Chart -Share, for possible publication in the *Journal* ! The best way to promote Precision Teaching is to share it with others. Pleasant Charting!!

Please note an error in Volume VIII, Number 2 of the *Journal of Precision Teaching*. Kimberly Miske's name was inadvertently omitted from an article. The appropriate citation should be:

Cancio, E. J., Young, K. R., Macfarlane, C., West, R., Miske, K., & Blair, M. E. (1991). Eliminating self-injurious behavior through the use of a functional analysis, antecedent interventions, reinforcement procedures and data-based decision making. *Journal of Precision Teaching*, 8, 25-36.