

Editor's Comments

Claudia E. McDade

The Standard Celeration Society, chartered in 1992, is now the publisher of the *Journal of Precision Teaching*. Membership information about the Association for Precision Teaching, a division of the Standard Celeration Society, is contained in this issue. Charter membership is available through March 1, 1993. Also note the announcement and call for proposals for the 11th International Precision Teaching Conference, Salt Lake City, UT from March 24--27, 1993.

Beginning with Volume X of the *Journal*, issues will be published in Fall and Spring, so that classroom teachers can receive a full volume during a school year. Teachers won't want to miss the measurably effective instruction in a number of settings described in this issue. Malcolm Neely and Cindy Street team taught a second grade class to reach reading fluencies with rapid practice and charting four days a week for an entire school year. Twelve of their 24 pupils were at risk, served by Chapter 1 reading services. By the end of the year only three of the 12 still qualified for remedial assistance. Patricia Daly and Jean Guldswog used repeated readings with fourth graders--both regular ed and special ed--and demonstrated improvements on at least one generalization task for every student.

Thanks to Phillip Ward, Marie Cull, Bill Sweeney, and Gregg Drevno, Precision Teaching has entered the world of physical education--at least at The Ohio State University. Their articles involve instructing preservice teachers to discriminate correct and incorrect tool and component skills of throwing and to provide positive feedback for correct performance. Then the preservice teachers applied their new skills to enhance the throwing behavior of developmental students.

Carolyn Talbert-Johnson and John Cooper brought Precision Teaching to self-dressing skills for Alzheimer's patients. Not only did all subjects reach aim in fluency of dressing, but very positive responses were seen in their caregivers as well.

Comparing one-minute timings to twenty-four hour timings, Abigail Calkin summarized 45 projects in which she or her friends and colleagues counted inner behaviors. She discovered that the frequency of inners ranged from 0 to 82 regardless of demographics. One-minute timings had a strong effect on the frequency of inners, but not much effect on celerations.

What diversity in one issue! Pleasant Charting!!