

# EDITORIAL

## Editor's Comments

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R. M. Kubina Jr.  
Editor

Kessissoglou and Farrell (1995) asked, "Whatever happened to precision teaching?" They noted that in the 1980s British journals witnessed several articles detailing Precision Teaching and its use in education. Speculating about the decline of published reports of Precision Teaching, Kessissoglou and Farrell surmise that either people no longer have interest in Precision Teaching or perhaps schools continue to use the method but do not publish results.

It would indeed seem a formidable task to investigate the use of Precision Teaching in other countries beside the United States of America where Precision Teaching remains active with the *Journal of Precision Teaching and Celeration* and publications in other mainstream journals (e.g., *American Psychologist*, *Teaching Exceptional Children*, *Exceptional Children*). Precision Teaching, however, does have a distinctive international presence

and this issue serves as an indication of what others have accomplished outside the USA. Ken Kerr and Claire McDowell serve as guest editors and have six articles and one chart share showing how PT research and practice has occurred in Ireland. While the venue may differ from the United States, the Precision Teachers from Ireland show how the Standard Celeration Chart speaks a universal language when it comes to data. Volume 18, issue 2 also contains a commentary from the guest editors, a discussion article, and five additional chart shares.

### REFERENCES

- Kessissoglou, S., & Farrell P. (1995). Whatever happened to precision teaching. *British Journal of Special Education*, 22(2), 60-63.