EDITORIAL

Editor's Comments

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Editor

At the time of this Journal's printing, a climate exists in education where researched-based practices receive attention. For instance, recent legislation such as the No Child Left Behind Act of 2001 has mandated evidence-based criteria serve as a standard for judging whether programs will receive Federal education funding. Additionally, the National Research council has published a book entitled Scientific Research in Education (2002) describing scientific research in education. Evidenced-based, or researched-based, practices have become exceedingly important as the stakes of educational outcomes shift. Now more than ever before has the job market changed with an increasing emphasis placed on higher degrees of literacy, numeracy and "critical thinking" skills. A technically driven society requires educational practices to change. The *Journal of Precision Teaching and Celeration* has met the call of providing evidenced–based practices from its inception in 1980. The tradition continues.

In this issue three applied studies show how Precision Teachers conduct research and further help explicate specific evidenced-based practices. Seevers, Malanga and Cooper provide Standard Celeration Charted data showing a self managed learning strategy for proofreading by seven students with specific learning disabilities. Malanga used a repeated readings procedure with an error correction package to increase reading fluency in three elementary students at-risk for academic failure. The last application article, by Commons, offers insight into the publication history of the author using Standard Celeration Charting.

Another feature and longstanding tradition for sharing promising practices, replications, and other research and potential researched-based practices comes in the form of chart shares. Bank, Le and Fabrizio share data showing how Precision Teaching helped a child with cerebral palsy accept food. Another chart share by Neely explains how application, adduction, and generalization all become evident in a reading chart for a 6-year-old girl. Cauley, Brian, and Snider add to the growing evidence that Precision Teaching can help students with autism. The chart share describes a method for accelerating play-related talk for two children with autism.

REFERENCES

National Research Council. (2002). *Scientific research in education*. Committee on Scientific Principles for Education Research. Shavelson, R. J., and Towne, L., Editors. Center for Education. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.