

### 2005 References

- Almon-Morris, H., Fabrizio, M.A., Foley, K., & Abrahamson, B. Teaching a child with autism to respond to unfamiliar stimuli by asking for additional information. *Journal of Precision Teaching and Celeration*, 21, 25-27.
- Calkin, A.B. (2005). Ogden R. Lindsley 1922-2004. *Journal of Precision Teaching and Celeration*, 21, 33-36.
- Calkin, A.B. (2005). Precision teaching: Standard celeration charts. *The Behavior Analyst Today*, 28, 207-213.
- Chapman, S.S., Ewing, C.B., & Mozzoni, M.P. (2005). Precision teaching and fluency training across cognitive, physical, and academic tasks in children with traumatic brain injury: A multiple baseline study. *Behavioral Interventions*, 20(1), 37-49.
- Chase, P.N., Doughty, S.S., & O'Shields, E. (2005). Focus on response rate is important but not sufficient: A reply. *The Behavior Analyst*, 28, 163-168.
- Cohen, M.J. (2005). The effect of increasing the rate of clerical skill performance on challenging behavior. *Journal of Precision Teaching and Celeration*, 21, 2-12.
- Cooper, J. O. (2005). Applied research: The separation of applied behavior analysis and precision teaching. In W. Heward, T. Heron, N. Neef, S. Peterson, D. Sainato, G. Cartledge, R. Gardner, L. Peterson, S. Hersh & J. Dardig (Eds.), *Focus on behavior analysis in education: Achievement, challenges, and opportunities*. (pp. 295-303). Upper Saddle River, NJ: Pearson.
- Fabrizio, M.A., & Stahr, R. (2005). Focus on response rate is important but not sufficient: A reply. *Journal of Precision Teaching and Celeration*, 21, 19-21.
- Foley, K., & Fabrizio, M.A. (2005). Teaching sound frequency imitation to a child with autism. *Journal of Precision Teaching and Celeration*, 21, 22-24.
- Graf, S. A., & Auman, J. (2005). SAFMEDS: A tool to build fluency. Youngstown, OH: Graf Implements.
- Isley, S.D., Almon-Morris, H., Pahl, S., & Fabrizio, M.A. Improving the syntax of a child with autism's spoken language. *Journal of Precision Teaching and Celeration*, 21, 28-32.
- Koorland, M. A., & MacLeod, S. (2005). The accuracy improvement measure: A tool for assessing the effectiveness of teacher preparation programs. *Journal of Precision Teaching and Celeration*, 21, 13-18.
- Kubina, R.M. (2005). The relationship between fluency, rate building and practice: A response to Doughty, Chase, and O'Shields. *The Behavior Analyst*, 28, 73-76.

Kubina, R.M. (2005). Developing reading fluency through a systematic practice procedure. *Reading and Writing Quarterly, 21*(2), 185-192.

Kubina, R.M., & Wolfe, P.S. (2005). Potential applications of behavioral fluency for students with autism. *Exceptionality, 13*, 35-44.

Kubina, R.M. (2005). In response. The relations among fluency, rate building, and practice: A response to Doughty, Chase, and O'Shields (2004). *The Behavior Analyst, 28*, 73-76.

Lin, F.Y., & Kubina, R.M. (2005). The relationship between fluency and application for multiplication. *Journal for Behavioral Education, 14*, 73-87.

Lindsley, O. R. (2005). Standard Celeration Chart System. In M. Hersen, G. Sugai, & R. Horner (Eds.), *Encyclopedia of behavior modification and cognitive behavior therapy*. Volume III: Education applications (pp. 1545–1548). Thousand Oaks, CA: Sage.

Pampino, R.N., Wilder, D.A., & Binder, C. (2005). The use of functional assessment and frequency building procedures to increase product knowledge and data entry skills among foremen in a construction organization. *Journal of Organizational Behavior Management, 25*(2), 1-36.

### **2006 Publications**

Calkin, A.B., Red Elk, C., Minear, K., & Fabrizio, M.A. (2006). Leaf's chart. *Journal of Precision Teaching and Celeration, 22*, 29-32.

Gallager, E. (2006). Improving a mathematical key skill using precision teaching. *Irish Educational Studies, 25*(3), 303-319.

Gallager, E., Bones, R., & Lambe, J. (2006). Precision teaching and education: Is fluency the missing link between success and failure? *Irish Educational Studies, 25*(1), 93-105.

Fitzgerald, D.L., & Garcia, H.I. (2006). Precision teaching in developmental mathematics: Accelerating basic skills. *Journal of Precision Teaching and Celeration, 22*, 11-28.

MacDonald, J.E., Wilder D.A., & Binder, C. (2006). The use of precision teaching techniques to increase mathematics skills in adults with schizophrenia. *Journal of Precision Teaching and Celeration, 22*, 2-10.

Normand, M.P., & Bailey, J.S. (2006). The effects of celebration lines on visual data analysis. *Behavior Modification, 30*(3), 295-314.

### **2007 Publications**

- Almon-Morris, H., & Diakite, A. (2007). Teaching emotions to children with autism: Identification, demonstration, and explanation of occasioning stimuli. *Journal of Precision Teaching and Learning*, 23, 19-22.
- Cihon, T.M. (2007). A review of training intraverbal repertoires: Can precision teaching help? *Analysis of Verbal Behavior*, 23, 123-133.
- Downer, A.C. (2007). The national literacy strategy sight recognition programme implemented by teaching assistants: A precision teaching approach. *Educational Psychology in Practice*, 23(2), 129-143.
- Fabrizio, M.A., Schirmer, K., King, A., Diakite, A., & Chevalier, K. (2007). Precision teaching a foundational motor skill to a child with autism. *Journal of Precision Teaching and Celeration*, 23, 16-18.
- Graf, S., Auman, J., & Lindsley, O. (2007). The one year standard celeration chart. Youngstown, OH: Graf Implements.
- Hughes, J.C., Beverley, M., & Whitehead, J. (2007). Using precision teaching to increase the fluency of word reading with problem readers. *European Journal of Behavior Analysis*, 8(2), 221-238.
- Ragnarsdottir, G.A. (2007). Teaching Icelandic student with autism to read by combining direct instruction and precision teaching. *European Journal of Behavior Analysis*, 8(2), 289-304.
- Schirmer, K., Almon-Morris, H., Fabrizio, M.A., Abrahamson, B., & Chevalier, K. (2007). Using precision teaching to teach storytelling to a young child with autism. *Journal of Precision Teaching and Celeration*, 23, 23-26.
- Sinn, J.W. (2007). Online course best practices as precision teaching: Case study of quality systems courses. *Journal of Technology Studies*, 33(2), 87-98.

### **2008 Publications**

- Commons, M., & Goodman, S.A. (2008). Project giant step: Ocean Hill-Brownsville and the New York School Strike. *Journal of Precision Teaching and Celeration*, 24, 38-42.
- Kubina, R.M., Amato, J., Schwilk, C.L., & Therrien, W.J. (2008). Comparing performance standards on the retention of words read correctly per minute. *Journal of Behavioral Education*, 17, 328-338.
- Kubina, R.M., & Lin, F.Y. (2008). Defining frequency: A natural scientific term. *The Behavior Analyst Today*, 9(2), 125-129.

Lefebvre, E., Fabrizio, M., & Merbitz, C. (2008). Accuracy and efficiency of data interpretation: A comparison of data methods. *Journal of Precision Teaching and Celeration*, 24, 3-20.

Lokke, G.E.H., Lokke, J.A., & Amtzen, E. (2008). Precision teaching, frequency building, and ballet dancing. *Journal of Precision Teaching and Celeration*, 24, 21-27.

Moran, S. (2008). After behaviourism, navigationism? *Irish Educational Studies*, 27(3), 209-221.

Weiss, M.J., Fabrizio, M., & Bamond, M. (2008). Skill maintenance and frequency building: Archival data from individuals with autism spectrum disorders. *Journal of Precision Teaching and Celeration*, 24, 28-37.

### **2009 Publications**

Ascah, K. (2009). Regina's reading program and progress. *Journal of Precision Teaching and Celeration*, 25, 35-39.

Beverly, M., Hughes, C.J., & Hastings, R.P. (2009). What's the probability of that? Using SAFMEDS to increase undergraduate success with statistical concepts. *European Journal of Behavior Analysis*, 10(2), 235-247.

Cavallini, F., & Perini, S. (2009). Comparison of teaching syllables or words on reading rate. *European Journal of Behavior Analysis*, 10(2), 255-263.

Calkin, A.B. (2009). An examination of inner (private) and outer (public) behaviors. *European Journal of Behavior Analysis*, 10(1), 61-75.

Ferris, K.J., & Fabrizio, M.A. (2009). Teaching analytical thinking skills to a learner with autism. *Journal of Precision Teaching and Celeration*, 25, 28-33.

Kubina, R.M., Commons, M.L., & Heckard, B. (2009). Using precision teaching with direct instruction in a summer school program. *Journal of Direct Instruction*, 9(1), 1-12.

Kubina, R.M., Kostewicz, D.E., & Lin, F. (2009). The taxonomy of learning and behavioral fluency. *Journal of Precision Teaching and Celeration*, 25, 17-28.

Kubina, R.M., & Yurich, K.K. (2009). Developing behavioral fluency for students with autism: A guide for parents and teachers. *Intervention in School and Clinic*, 44(3), 131-138.

Patterson, K., & McDowell, C. (2009). Using precision teaching strategies to promote self-management of inner behaviours and measuring effects on the symptoms of depression. *European Journal of Behavior Analysis*, 10(2), 283-295.

Porritt, M., Van Wagner, K., & Poling, A. (2009). Effects of response spacing on acquisition and retention of conditional discriminations. *Journal of Applied Behavior Analysis*, 42(2), 295-307.

Spence, I. (2009). In search of charts of fluent behavior. *Journal of Precision Teaching and Celeration*, 25, 3-16.

### **2010 Publications**

Binder, C. (2010). Building fluent performance: Measuring response rate and multiplying response opportunities. *The Behavior Analyst Today*, 11(4), 214-225.

Brady, K.K., & Kubina, R.M. (2010). Endurance of multiplication fact fluency for students with attention deficit hyperactivity disorder. *Behavior Modification*, 34(2), 79-93.

Cavallini, F., Berardo, F., & Perini, S. (2010). Mental retardation and reading rate: Effects of precision teaching. *Life Span and Disability*, 13(1), 87-101.

Heinicke, M.R., Carr, J.E., LeBlanc, L.A., & Severtson, J.M. (2010). On the use of fluency training in the behavioral treatment of autism: A commentary. *The Behavior Analyst*, 33(2), 223-229.

Mason, L.L. (2010). An analysis of effect sizes for single-subject research: A statistical comparison of five judgmental aids. *Journal of Precision Teaching and Celeration*, 26, 3-16.

Moors, A., Weisenburgh-Snyder, A., & Robbins, J. (2010). Integrating frequency-based mathematics instruction with a multi-level assessment system to enhance response to intervention frameworks. *The Behavior Analyst Today*, 11(4), 226-244.

Pocock, T.L., Foster, T.M., & McEwan, J.S. (2010). Precision teaching and fluency: The effects of charting and goal-setting on skaters' performance. *Journal of Behavioral Health and Medicine*, 1(2), 93-118.

Roberts, W., & Norwich, B. (2010). Using precision teaching to enhance the word reading skills and academic self-concept of secondary school students: A role for professional educational psychologists. *Educational Psychology in Practice*, 26(3), 279-298.

Starlin, C.M. (2010). Four of Ogden Lindsley's unpublished presentation summaries. *Journal of Precision Teaching and Celeration*, 26, 17-32.

Stockwell, F., & Eshleman, J. (2010). A case study using SAFMEDS to promote fluency with Skinner's verbal behavior terms. *Journal of Precision Teaching*, 26, 33-40.

Twarek, M., Cihon, T., & Eshleman, J. (2010). The effects of fluent levels of Big 6 + 6 skill elements on functional motor skills with children with autism. *Behavioral Interventions*, 25(4), 275-293.

Weiss, M.J., Pearson, N., Foley, K., & Pahl, S. (2010). The importance of fluency outcomes in learners with autism. *The Behavior Analyst Today*, 11(4), 245-251.

### **2011 Publications**

Calkin, A. (2011). Steve Graf. *Journal of Precision Teaching and Celeration*, 27, 31-32.

Datchuk, S.M., & Kubina, R.M. (2011). Communicating experimental findings in single case design research: How to use celebration multipliers to measure direction, magnitude, and change of slope. *Journal of Precision Teaching and Celeration*, 27, 3-18.

Graf, S. (2011). Monitoring, charting, and modeling the lone ranger and tonto. *Journal of Precision Teaching and Celeration*, 27, 25-30.

Kostewicz, D.E., & Kubina, R.M. (2011). Building science reading fluency for students with disabilities with repeated reading to a fluency criterion. *Learning Disabilities: A Multidisciplinary Journal*, 17(3), 89-104.

Selfridge, K.A., & Kostewicz, D.E. (2011). Reading interventions for four students with learning disabilities. *Journal of Precision Teaching and Celeration*, 27, 19-24.

### **2012 Publications**

Binder, C., Neely, M., & Kostewicz, D.E. (2012). Owen White: Remembrances from the precision teaching community. *Journal of Precision Teaching and Celeration*, 28, 53-60.

Cihon, T.M., Sturtz, A.M., & Eshleman, J. (2012). The effects of instructor-provided or student-created flashcards with weekly, one-minute timings on unit scores to introduction to applied behavior analysis courses. *European Journal of Behavior Analysis*, 13, 47-57.

Johnson, K., & Street, E.M. (2012). From the laboratory to the field and back again: Morningside Academy's 32 years of improving students' academic performance. *The Behavior Analyst Today*, 13(1), 20-40.

Kostewicz, D.E., & Kubina, R.M. (2012). Introduction to the new charting conventions and analyses. *Journal of Precision Teaching and Celeration*, 28, 61-62.

Kubina, R.M., & Yurich, K.K.L. (2012). *The Precision Teaching Book*. Lemont, PA: Greatness Achieved.

Lee, G. T., & Singer-Dudek, J. (2012). Effects of fluency versus accuracy training on endurance and retention of assembly tasks by four adolescents with developmental disabilities. *Journal of Behavioral Education*, 21, 1-17.

Milyko, K., Berens, K., & Ghezzi, P. (2012). An investigation of rapid automatic naming as a generalized operant. *Journal of Precision Teaching and Celeration*, 28, 3-16.

Moeller, J.D. (2012). Interval sprinting improves curriculum-based reading passage performance. *Journal of Precision Teaching and Celeration*, 28, 23-28.

Neely, M. (2012). Charting zero, why and why there? *Journal of Precision Teaching and Celeration*, 28, 29-52.

Togade, D., Ormandy, S., & Stockwell, F. (2012). Fluency: Skill acquisition of common tagalog words and symbols. *Journal of Precision Teaching and Learning*, 28, 17-22.

### **2013 Publications**

Binder, C., & Walkins, C.L. (2013). Precision teaching and direct instruction: Measurably superior instructional technology in schools. *Performance Improvement Quarterly*, 26(2), 73-115.

Hulson-Jones, A., Hughes, J.C., Hastings, R.P., & Beverley, M. (2013). Using the toolbox series for literacy with adult struggling readers. *European Journal of Behavior Analysis*, 14(2), 349-359.

Johnson, K., & Street, E. M. (2013). Response to intervention with precision teaching: Creating synergy in the classroom. New York: Guilford.

Teagarden, J., Zabel, R.H., & Kaff, M. (2013). Charting conventions: A conversation with Norris Haring. *Intervention in School and Clinic*, 49(2), 121-126.

### **2014 Publications**

Brooks-Newsome, K., Berens, K., Ghezzi, P.M., Aninao, T., Newsome, W.D. (2014). Training relational language to improve reading comprehension. *European Journal of Behavior Analysis*, 15(2), 165-197.

Marchand-Martella, N.E. (2014). Review of response to intervention and precision teaching: Creating synergy in the classroom. *Education and Treatment of Children*, 37, 181-185.

Strømgren, B., Berg-Mortensen, C., & Tangen, L. (2014). The use of precision teaching to teach basic math facts. *European Journal of Behavior Analysis*, 15(2), 225-240.

### **2015 Publications**

Datchuk, S.M., Kubina, R.M., & Mason, L.H. (2015). Effects of sentence instruction and frequency building to a performance criterion on elementary-aged students with behavioral concerns and EBD. *Exceptionality*, 23(1), 34-53.

- Griffin, C.P., & Murtagh, L. (2015). Increasing the sight vocabulary and reading fluency of children requiring reading support: The use of a precision teaching approach. *Educational Psychology in Practice, 31*(2), 186-209.
- Lambe, D., Murphy, C., & Kelly, M.E. (2015). The impact of a precision teaching intervention on the reading fluency of typically developing children. *Behavioral Interventions, 30*(4), 364-377.
- Lin, F., & Kubina, R.M. (2015). Imitation fluency in a student with autism spectrum disorder: An experimental case study. *European Journal of Behavior Analysis, 16*(1), 2-20.

### **2016 Publications**

- Clark, A.M., Schmidt, J.D., Mezhoudi, N., & Kahng. Using percentile schedules to increase academic fluency. *Behavioral Interventions, 31*(3), 283-290.
- Datchuk, S.M. Writing simple sentences and descriptive paragraphs: Effects of an intervention on adolescents with writing difficulties. *Journal of Behavioral Education, 25*(2), 166-188.
- Kubina, R.M., Yurich, K.K., Durica, K.C., & Healy, N.M. Developing behavioral fluency with movement cycles using SAFMEDS. *Journal of Behavioral Education, 25*(1), 120-141.
- McTiernan, A., Holloway, J., Healy, O., & Hogan, M. A randomized controlled trial of the Morningside Math Facts curriculum on fluency, stability, endurance and application outcomes. *Journal of Behavioral Education, 25*(1), 49-68.