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IN MEMORY

On 11 July 1985, after a courageous battle with cancer, Eric Haughton passed away. As many of you know, Eric was one of the pioneers of Applied Behavior Analysis and Precision Teaching. He was "chart parent" and friend to many of you. He served as a contributing editor for this journal since its inception in 1980. Most recently, Eric served as a member of the Early Childhood Education faculty at Loyalist College in Belleville, Ontario, Canada.

Eric taught us that the little "guys and girls" really do know best. He also taught us the value of tool movements and fluency. Wherever Eric went, his enthusiasm for steep celerations and high-frequencies remained.

To this editor and to many of you, Eric was a valued friend and colleague. We will miss him.

Eric, this issue is dedicated to you. Thank you for sharing with us your friendship, your guidance, your enthusiasm, and your love for children and learning. Thank you for all that you taught us. As we work with children, we will try to remember.

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FREQUENCIES THAT ENSURE SKILL COMPETENCY

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Abstract: A review of the literature suggests that optimum proficiency criteria for specific academic skills have not been determined. Specifying relatively high frequency aims appears to be crucial to student competence and independence. To determine the optimum proficiency levels of particular skills, the effects of training to various standards on the subsequent acquisition of more complex skills has been examined. Single case designs were used in a series of investigations in which subjects were trained to either a high, medium, or low frequency of saying letter sounds or writing answers to math facts. Following this, each subject was evaluated in terms of growth on a subsequent skill. While some frequencies produced little growth in related skills, others were found to enhance skill acquisition. An analysis of these data suggest that optimum performance criteria may be established that will ensure an adequate rate of academic progress.

The issue of skill proficiency is one of the most important issues in education today. It involves the evaluation of all students, preschool through college. The issue is of such concern that laws have been enacted to ensure that students are proficient in certain skills. For example, minimum competency standards are required by various states for public school students and teacher education students.

Teachers make decisions daily concerning the advancement of a student from one skill to the next. Hopefully, the student will be "proficient" in the skill before he or she is advanced. Though there are many methods used to determine proficiency--norms, peer comparison, teacher judgment, etc.--a measurement system based on frequency yields more information than other units of measurement for most academic skills(White & Haring, 1980). Unlike percent, frequency correct and