

Editor's Comments

Claudia E. McDade

This issue of the *Journal of Precision Teaching* celebrates the 11th Annual International Precision Teaching Conference, held in Salt Lake City, UT March 24--27, 1993. If you could not attend, perhaps this issue will give you a feeling of the meeting, of the diversity of uses of Precision Teaching, of the further training opportunities available for Precision Teachers, of the mentoring relationships Precision Teachers develop for each other. Perhaps this issue will encourage you to be in on the next exciting International Precision Teaching Conference!

In addition to the introductory Precision Teaching workshop with trainers Ray Beck, Denise Conrad, and Peggy Gaylor from the Great Falls Teaching Project, advanced sessions were provided in megacharting by Ogden Lindsley, Abigail Calkin, and Owen White; in using PT to accelerate PT fluency by Elizabeth Haughton, Gina Freeman, and Steve Graf; and in advanced uses of the Chart by the team of Richard West and Richard Young. Michael Maloney gave his famous workshop on teaching Charting to children, with invigorating Direct Instruction scripts. Kent Johnson's workshop on building fluency in reading, math, and writing provided specific suggestions for teachers and learners, as well as an introduction to the Morningside Model of Generative Instruction. Participants in Steve Graf's workshop on Graphics PracticeSheeter™ took home the software and the skill to develop pixel-based practice sheets.

Some of the individual sessions are highlighted in this issue of the *Journal*. For many years we have been asking what are the specific tool skills necessary to develop particular component skills and what fluency ranges will predict fluid performance of the component skills. The Haughton Learning Center Precision Teachers have provided some of their experience with ranges here in reading and handwriting fluencies, while Annie Dejardins and Tim Slocum have listed the specific learning channel practices required for fluency development in reading, spelling, and mathematics they are using at the Cache Valley Learning Center.

Other presentation summaries published here describe many uses of Precision Teaching in multiple settings with all kinds of learners. While several articles relate to elementary or secondary students, some also deal with skills development in college students. Precision Management articles address concerns of administrators, stimulating uses of the Standard Celeration Chart for projecting trends and strategic planning. Alternate uses of Precision Teaching abound in articles describing attitudinal research, the measurement of virtual reality technology, and the modification of inner behaviors. Feel free to contact the authors for sample materials and charted data!

This issue of the *Journal* also contains an editorial by Assistant Editor, John M. Brown which epitomizes the differences between traditional education and Precision Teaching, as well as indicates his evangelical zeal for Precision. A column for letters to the editor is also included here to provide opportunity to critique articles in the *Journal*, to request modifications to its guidelines, to ask for support for ideas, or to share celeration celebrations. Feel free to write to the editor!

Lastly, an apology for an error in Volume X, Number 1 (Fall, 1992) is necessary. Consulting Editor Malcolm D. Neely's name was misspelled--not once, but twice. In his good-natured, positive Precision Teaching manner, Malcolm razed me a bit about the mistake by sending a Direct Instruction procedure to teach me the correct spelling of M-A-L-C-O-L-M. With the positive and negative instances he designed, I can guarantee that I will never misspell Malcolm again. Just to be certain, my spell-checker won't let me.

Pleasant Charting!