

The Standard Celeration Society Supports Precision Teachers

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Exotic. a species which has been brought into an area; a non-native (Jones & Foote. Gardening with Native Wild Flowers. p. 9).

Wildflowers. Flowering plants, native to a specific geographical area or habitat, capable of growing in unimproved habitats without the assistance of humans; normally assumed to have attractive, showy flowers. Wildflowers can include naturalized species that coexist with the other plants in the same habitat, but are not aggressively competitive or invasive (The National Wildflower Research Center's Wildflower Handbook. p. 3).

Claudia McDade, the editor of the Journal of Precision Teaching and Celeration (JPT&C), evoked several thoughts about the history and future of Precision Teaching (PT) when she asked me to write a few words about the Standard Celeration Society. I believe the accelerating mergers of Direct Instruction (DI) (Kinder & Carnine, 1991), and PT represent the major system change within Precision Teaching during the last 10 years. DI and PT independently developed compatible and significant advances in academic instruction. It should not surprise anyone that they eventually united--DI for the development of new academic skills, and PT to build the new accomplishments to a performance standard that produces retention (remembering), endurance, and stability.

These two educational practices are fundamentally different. DI is a "static practice" at the level of the teacher. Of course, DI has changed since its beginning in the 1960s; but, instructional design experts make the instructional changes, and evaluate the effectiveness of their changes with extensive field testing--and this is good. To me, DI seems as if it is a beautifully cultivated exotic flower. PT, in contrast, is a "dynamic practice" at the level of

the teacher. PT stimulates many questions and discoveries from students and teachers that result in rapid instructional change--and this is also good. PT seems as if it is an uncultivated lovely WILD FLOWER.

I emphasize above the merger of DI and PT because I see the merger as the current, dominant thrust of PT. I believe, however, PT will continue to evolve toward Generative Instruction (a garden of multiple exotic flowers and the wild flower), as envisioned by Kent Johnson, and later described by Kent and T.V. Joe Layng (1992). As a precision teacher, I look forward to a future of Generative Instruction.

How do these brief thoughts about the history and future of PT relate to writing about the Standard Celeration Society? The possible future of PT, the wildflower, concerns me. The future of DI, the well-cultivated exotic flower, concerns me less. DI seems more secure and organized than PT. Yet, both are fragile flowers, susceptible to unusual environmental changes. Precision teachers and their behavioral colleagues learned long ago that school systems seldom select instructional practices as a function of improved learner performance. For instance, teachers and administrators do not necessarily select tools that produce the MOST measurably effective instruction. Precision teachers will likely continue to be an independent, small, select group of superior teachers, and our small numbers appear susceptible to extinction. Flowers need environmental supports to survive, (e.g., space, sunlight, water, nutrients), and PT also needs environmental supports to survive, other than successful instruction. Until recently, precision teachers had two formal support systems--JPT&C, and the International Precision Teaching Conference. The Journal archives our accomplishments, and the Conference provides a setting for continued learning and development of

instructional skills. I hope precision teachers today feel obligated to nurture tomorrow's precision teachers by making contributions to the Journal and the Conference.

The Standard Celeration Society, a third support system for precision teachers, also calls for participation. This organization is a new professional society, and just now getting off the ground. In 1995, the society established a "Special Interest Group" (SIG) with the Association for Behavior Analysis. We have scheduled a meeting of the Society at the Association for Behavior Analysis Convention in May 1996. I encourage all to attend this meeting.

The Standard Celeration Society is:

- A collegial organization for all persons who use Standard Celeration Charting in education, human services, business, performance management, parenting or child rearing, and science.
- A society to encourage the science of human behavior and the Standard Celeration Chart.
- A society to create functional applications derived from the science of behavior.
- A network for users of the Standard Celeration Chart.
- A society to create a more loving, less fearful world.

Benefits of membership include:

- A year's subscription to the Journal of Precision Teaching and Celeration.
- Reduced conference fees for emeritus and student members at International Precision Teaching Conferences.
- Periodic communications about developments with standard celeration activities.
- A collegial home for those dedicated to enhancing human behavior.

- Regular meetings during the conventions of the Precision Teaching conference and the Association for Behavior Analysis.

The Standard Celeration Society supports precision teachers; and in turn, requests the support of precision teachers. Please join the Standard Celeration Society.

References

- Johnson, K. R., & Layng, T. V. Joe. (1992). Breaking the structuralist barrier: Literacy and numeracy with fluency. *American Psychologist*, 47 (11), 1475-1490.
- Kinder, D. & Carnine, D. (1991). Direct instruction: What it is and what it is becoming. *Journal of Behavioral Education*, 1, 193-213.