

## EDITORIAL

### Editor's Comments

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**R. M. Kubina Jr.**  
Editor

**C. Starlin**  
Associate Editor

This issue of the *Journal of Precision Teaching and Celeration* (JPTC) marks the beginning of a 5-year editorial term for the team of Rick Kubina as Editor and Clay Starlin as Associate Editor.

We would like to thank Claudia McDade, the immediate past editor and John Brown, her Assistant Editor, for their tireless and able efforts in maintaining JPTC since 1990. Claudia and her staff produced 10 volumes and 20 issues. Their productive tenure serves as an enduring contribution to Precision Teaching. On behalf of all past, current, and future Precision Teachers, Thank You! We would also like to extend our deep appreciation to Patrick McGreevy, the founder of JPTC and its Editor from 1980 to 1990. Patrick's vision established a legacy that Clay and I humbly inherit.

JPTC will have two issues a year in the Fall and the Spring. Unfortunately, the past Fall's 2001 issue did not materialize due to a lack of submissions. We strongly encourage all Precision Teachers to submit their research, practical applications, discussion pieces, chart shares, and technical notes to the Journal. A description of these five types of contributions will appear in each issue. We encourage feedback regarding the new JPTC format.

Volume 18, issue 1 contains two application articles. In the first article, Spence compares two decoding interventions for children with dyslexia. Spence's article also shows how Ben Bronze Academy, a private school, integrates Precision Teaching practices into its curriculum. In the second article Hixson and McGlinchey demonstrate how curriculum-based measurement makes use of "dynamic indicators of basic skills" or DIBS. Reading scores charted on monthly Standard Celeration Charts serve as data for DIBS.

This issue also has four chart shares, and one technical note. The first chart share by Calkin shows how a free operant procedure produces rapid learning of the piano. Fabrizio, Pahl, and Moors provide a chart share that documents the progress made by a child with autism in language production. A chart share by Moors and Fabrizio demonstrates how a young child successfully learns to label pictures using pronouns. The last chart share, by McElwee and Munson, shows a young boy with autism rapidly learning to hear/see/touch objects and hear/see/touch pictures. The technical note contains Calkin's estimation on the number of Standard Celeration Charts generated to 2000.