

## EDITORIAL

---

Since becoming the editor of the Journal of Precision Teaching and Celeration in 2002, I have had the opportunity review all types of Precision Teaching research. True to the definition of Precision Teaching, an approach that systematically measures instruction and facilitates decision making, Precision Teaching continues to evolve. The current issues has a number of articles that highlight how Precision Teaching stays true to its form but adapts to the changing needs of the current educational system.

Through the application of an intervention method called repeated reading, Sweeney, Ring, Malanga and Lambert show celeration and learning pictures of elementary aged students who improved their reading. Berens, Boyce, Berens, Doney and Kenzer show how Precision Teaching can evaluate retention, endurance and application, three critical learning outcomes associated with fluency. The two articles both demonstrate that Precision Teaching 's strong measurement system allows a view of behavior not otherwise available. Additionally, the articles show how the orderly application of Precision Teaching over many years has resulted in a technology of learning born of thousands of standard celeration charted data.

A tradition that has its roots in a respect for standard displays of behavior, chart shares have continued to appear in the Journal of Precision Teaching and Celeration as well as at conferences and informal gatherings. The charts in this issue show the diversity of those that use Precision Teaching. Anderson and Alber share a chart showing how a 15-year old student learned to read better and changed his behavior when it came time for his reading instruction. King, Moors, and Fabrizio share a chart that displays a child with autism learning difficult prepositions. Fabrizio, Schirmer, Vu, Diakite and Yao present standard celeration charted data detailing how two variables affect the joint attention of a child with autism. And last, Stevens chart share examines efficient ways of monitoring a learner's progress.

Richard M. Kubina Jr.  
Editor, *The Journal of Precision Teaching and Celeration*