

## EDITORIAL

### Editors' Comments

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The current volume, 23, of the *Journal of Precision Teaching and Celeration* has one application article and five chart shares. The application article, by Syrek, Hixson, Jacob, and Morgan, compared the effectiveness and efficiency of two error correction procedures on word reading. A word supply error correction procedure and a multi-learning channel error correction procedure both improved reading performance. However, neither procedure appeared better than the other when comparing the acceleration of words read correctly. The word supply procedure, however, produced better time efficiency. The article by Syrek et al. reminds Precision Teachers to examine not only the correct performance but also the errors.

The five chart shares all have one thing in common: They demonstrate how effective techniques combined with Precision Teaching help children with autism. All of the participants in the chart shares have autism, and the skills taught range

from teaching emotions and reading to story telling and motor behavior. The innovations and excellently charted behaviors serve as fertile ground for future research studies as well as directly communicating effective practices to teachers and others who help children with autism to learn.

Readers will also note an improvement in the charting conventions. These convention improvements came from the careful inspection and thoughtful suggestions of an ad hoc advisory group consisting of Steve Graf, Scott Born, and Regina Claypool-Frey; two associate editors, Clay Starlin and Alison Moors; and the editor, Rick Kubina. The conventions will undergo another revision in the 2009 volume, and readers interested in making further suggestions will have the opportunity to express their thoughts and ideas at a future International Precision Teaching Conference and through other media.