EDITORIAL

Editors' Comments

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With great pleasure I welcome Volume 24 of the *Journal of Precision Teaching & Celeration*. In Volume 24 we have one research article, two application articles, and one discussion article. The four articles cover a wide range of topics; the first three show the utility and versatility of Precision Teaching and Standard Celeration Charted behaviors.

The research article from Lefebre, Fabrizio, and Merbitz examines the accuracy and efficiency of interpreting data with equal-interval graphs, tables, and Standard Celeration Charts. The experiment asked 26 Board-Certified Behavior Analysts to review data displayed on a different medium and analyzed interpretations. The results indicated that the data displayed on the Standard Celeration Chart yielded the most efficiency. The data also generated a caveat: The Board-Certified Behavior Analysts had low accuracy with their judgments of the data, suggesting the need for additional instruction and practice.

Lokke, Lokke, and Arntzen demonstrate the effectiveness of a brief intervention for helping a 9-year-old Norwegian girl attain fluency in basic ballet moves. The authors used frequency-building and Precision Teaching procedures. The study by Lokke et al. not only adds to the behavioral fluency research base but also shows clarity of progress with their Standard Celeration Charted data. A second application article, from Weiss, Fabrizio, and Bamond, describes a data set of frequency-building procedures used with learners with autism spectrum disorder. The data also show what others have found in the behavioral fluency literature: Skills practice to performance results in high levels of retention.

The discussion article by Commons and Goodman provides a historical account of Project Giant Step. Many Precision teachers may not know of the important history surrounding Project Giant Step, both in terms of our country's national tenor with race relations and in terms of the project's contribution of an early application of Precision Teaching.