

EDITORS' COMMENTS

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The Journal of Precision Teaching and Celeration showcases a wide range of articles from research to teacher driven projects. In *Volume 26* readers will find one research article, one chart share, and a series of Ogden Lindsley's handouts. The article by Mason provides a timely take on the relationship between effect sizes and celeration. As the stakes rise on educational outcomes, researchers look for methods to compare and summarize the effects of studies. Within the domain of single case design studies current techniques used for summarizing data have received scrutiny. Mason offers a novel approach to the problem and recharted data on the Standard Celeration Chart. Mason suggests how the SCC can augment the process of determining the significance of research findings.

Ogden Lindsley (1922-2004), the founder of Precision Teaching, always had a wealth of creative ideas he would share with teachers, practioners and researchers urging them all to push the envelope to help learners reach their potential. Clay Starlin reviewed some of the last handouts Lindsley used and discusses the issues and thoughts Ogden (Og as he would have people call him) had. The information provided by Lindsley demonstrates how Og never stopped learning and never stopped pursuing better ways for understanding and acting on the world to create better outcomes for humanity.

The chart share by Stockwell and Eshleman contains a great deal of information demonstrating how SAFMEDS promote fluency with important information, namely verbal behavior terms. SAFMEDS stands for Say All fast Minute Every Day Shuffled, and offers a unique way to present information and allow learners to build fluency, not the same thing as flashcards which many people wrongly call SAFMEDS. Stockwell and Eshleman's chart share showcases how we should use SAFMEDS and what they can accomplish.

This Volume marks the last for my tenure as Editor. On behalf of my Associate Editors Clay Starlin and Alison Moors I welcome the new Editor Douglas Kostewicz. The time spent reading manuscripts and shepherding the peer review process has taught me a great deal about the Precision Teaching field and how science operates. Not all submissions turn into publications and almost all of the original manuscripts undergo revisions contingent on reviewer comments. The peer review process does not result in perfect articles and the process has flaws, but it forms a vital part of science and serves the scientific community well. The volumes I have edited serve as a learning process for me and I look forward to my successor also learning the important lessons we all learn from the application of science to the applied field of Precision Teaching.

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