

clients at a group house managed by the Regional Developmental Center in Wayne. He has lived at the house for several years. According to the house manager, Cliff was unable to unlock the outside door of the house. This limited his mobility and independence.

The house manager completed a task analysis of the door unlocking process which included the following twelve steps: has key with him, gets key out, holds key, inserts key, turns key, turns knob, turns key and knob, pushes door open, removes key from door, puts key away, closes door, and opens door independently.

We practiced the steps for three days using the front door to the house. A 30-second counting period (timing) was used. As seen in Chart 1 there was no progress. In fact, during the initial three days of timings, Cliff had a great deal of difficulty inserting the key into the lock and did so only on the second day. The following changes were made in the training program. The practice session was moved to an indoor setting using an almost identical key, lock fixture, and door. A new task analysis was completed. It consisted of six rather than twelve steps, and started with "inserting key into lock." The process included these steps: inserts key, turns key, turns knob, pushes door open, removes key, and closes door. These 6 steps were each attempted once during a timing that varied from day to day. After each timing, Cliff would look at the stopwatch to see how fast he could unlock the door. Training sessions, which immediately followed the timing, included practice inserting the key into the lock and practice of the entire procedure three times. On occasion, candy and cookies were given to Cliff following practice sessions.

The results were terrific! In just six days, Cliff progressed from barely getting through two steps in 30 seconds to unlocking, opening, and closing the door in approximately 10 seconds. The acceleration is about X3.

Cliff enthusiastically approached training sessions. The authors feel the social interaction between Cliff and Carrie as well as the continued daily improvement in performance contributed significantly to Cliff's reliably enthusiastic response to training sessions. His self confidence improved greatly since the initiation of this program. The house manager made and continues to make positive statements concerning Cliff's independent behavior. Carrie is currently learning sign language vocabulary and teaching that vocabulary to Cliff.

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STANDARD ACCELERATION CHARTING GROWS YEARLY AT ABA

Stephen A. Graf
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The following excerpt from The Behavior Analyst describes ABA. "The Association for Behavior Analysis is an interdisciplinary group of professionals, paraprofessionals, and students interested in the experimental, theoretical, and applied analysis of behavior. Founded in 1974, ABA was organized to establish a separate identity for behavior analysts working in diverse disciplines and to promote the development of behavior analysis as a profession, a science, and a means for improving human welfare."

The Eighth Annual Convention of the Association for Behavior Analysis (ABA) will be held 27-31 May 1982 in Milwaukee, Wisconsin. Standard Acceleration Chart (SCC)-sharing sessions have been a part of the last two conventions, and in these sessions, individuals have expressed interest in seeing how the SCC has grown in use at ABA.

The counts come from the index of each yearly program, with the exception of the second year program which I haven't been able to find.

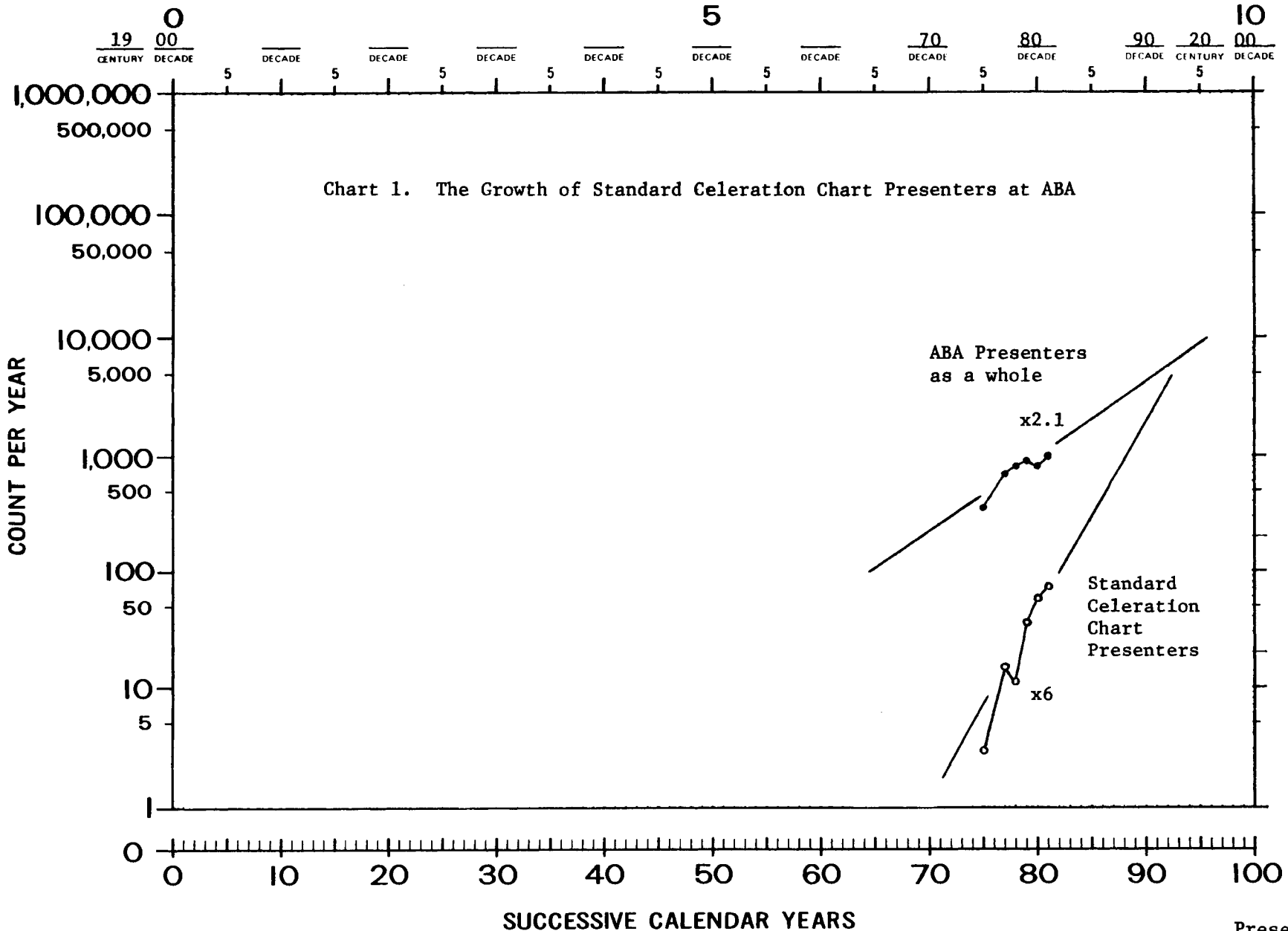
For each year, I counted the number of presenters listed in the program, and the number of total presentations, first for ABA presenters as a whole and then for individuals that I identified as "Standard Acceleration Charters" or "Precision Teachers." These results are shown in Charts 1 & 2. The counts are obviously not "true values," but are likely to be representative of the way things were. One can see that if the growth of Acceleration Charts and ABA continue at the same acceleration, all of ABA will be using Standard Acceleration Charts around 1995, and all the people will be "Charters." Do you think that will happen? A tendency exists for growth from within an organization to be seen as a "cancer" when the size of the subgroup becomes about 1/5 of the entire organization (Lindsley, 1982).

For those attending the 1982 convention, two Chart-sharing sessions will be held. The first has been planned to preview all the Chart sessions of the entire conference with five-minute summaries by the presenters. This is



YEARLY BEHAVIOR CHART (YCM-1EN)
 6 CYCLE — 100 YEARS (10 DECADES)
 BEHAVIOR RESEARCH CO.
 BOX 3351 — KANSAS CITY, KANS. 66103

CALENDAR DECADES



Graf, Stephen A. Standard Celeration Charting grows yearly at ABA.
Journal of Precision Teaching, Volume III, Number 1, Spring, 1982.

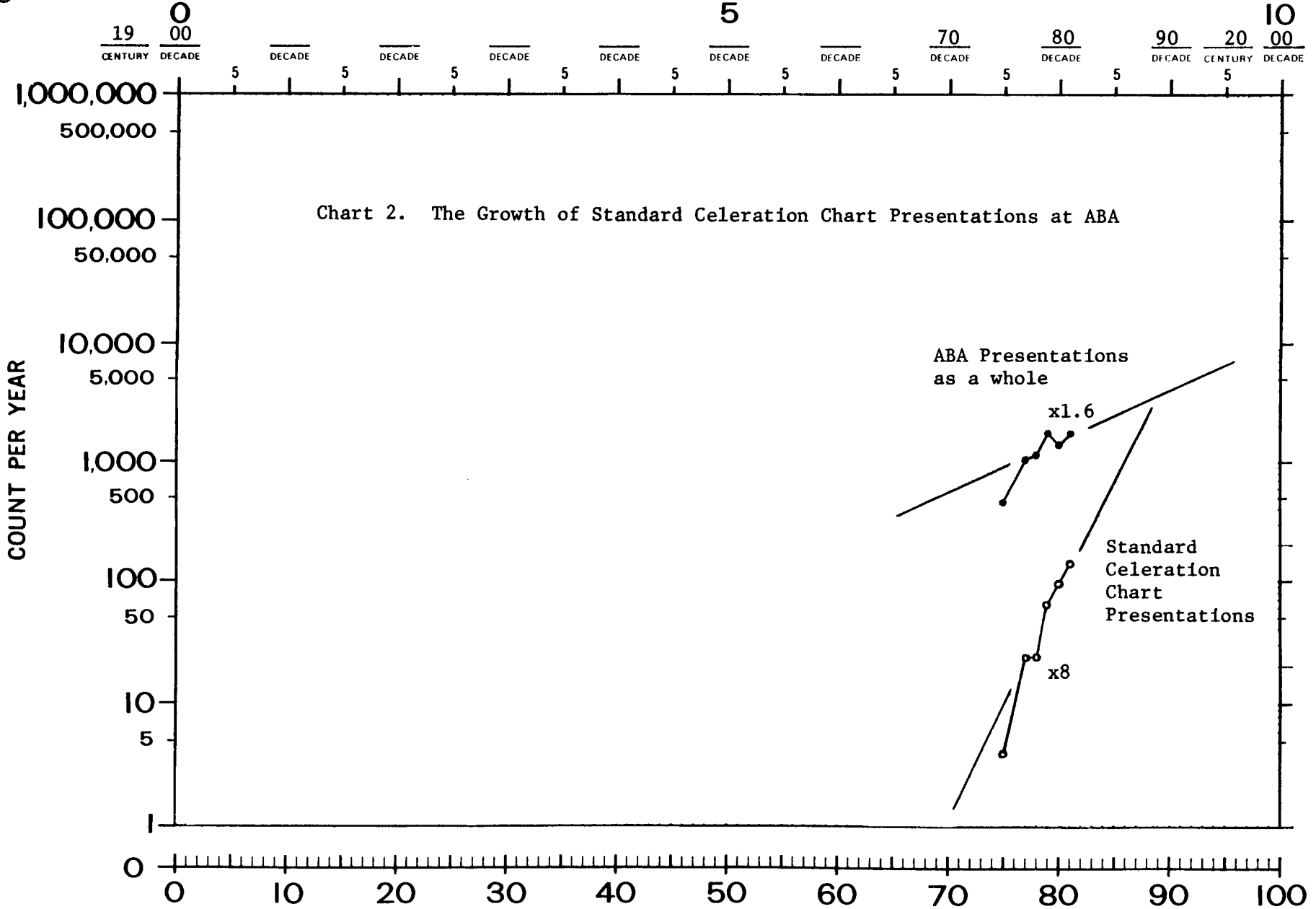
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SUPERVISOR			ADVISER			MANAGER			Presenters at		
DEPOSITOR			AGENCY			TIMER			COUNTED		
						S. Graf			Presenters at		
						S. Graf (Aug '81)			at Annual ABA Convention		
						CHARTER					

CALENDAR DECADES



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SUCCESSIVE CALENDAR YEARS

Presentations at

SUPERVISOR	ADVISER	MANAGER		BEHAVIOR	AGE	LABEL	COUNTED
DEPOSITOR	AGENCY		TIMER	S. Graf	at Annual ABA Convention		
			COUNTER	S. Graf	CHARTER		

the first time this type of preview has been attempted. It was suggested last year because the growth of Charters produced numerous conflicts, where more than one Chart-based session occurred simultaneously and one couldn't see everything. This event will be held at the start of the convention, Friday morning at 8 a.m., in the Solomon Juneau Board Room.

Another session will be open to any and all who wish to share data on Standard Celeration Charts. Three minutes are allotted to each individual in each round. Everyone is encouraged to bring several "shares," and we'll recycle until all sharing is complete. This event will be held Saturday evening at 7 p.m. in Gilpatrick B & C.

If you are not familiar with ABA but would like more information about the organization, send me any questions. If you are familiar with ABA and would like to be a part of the 1983 Convention, please let me know by 1 Sept 1982.

REFERENCE

Lindsley, O. R. Personal communication, February 1982.

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About PT

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume III of the **Journal of Precision Teaching**. As you can see, **JPT** has taken on a "new" look. This was the result of a consulting editors meeting held at the Second Annual Winter Precision Teaching Conference in Orlando, Florida. Fourteen editors, myself and Julie Vargas attended that meeting. A number of suggestions were made to improve content, format, and indexing. These suggestions were then sent to the remaining editors for their

input. Some of these suggestions have been implemented in this issue. Others, such as, a cumulative author/subject index, article abstracts and the indexing of JPT will be implemented during the coming year.

One part of our "new look" is a series of regular columns "about Precision Teaching." This column will share information and answer questions about **JPT**. It will also serve as a forum for other issues relative to publishing and Precision Teaching. The following columns will share information and answer questions about the application of PT to specific content areas. In order to be included in the summer issue, material should be sent to column editors by 10 June 82. The column editors should send it to me by 25 June 82.

First of all, I would like to congratulate Ron Stearns and the Orange County Public Schools. The Second Annual Winter Precision Teaching Conference was a tremendous success. Special thanks go to Marilyn, Linda, Jan, Charlie and the entire staff of the Precision Teaching Project.

The Journal needs subscribers! In order to cover costs, we need to increase subscribers by x2.5! Please help! Xerox the enclosed order blank and pass it to at least five colleagues or friends. We need these subscribers or we will not be able to continue.

A very special thank you goes to Mary Ventura of Kansas City, Missouri for serving as a guest editor.

Finally, and most importantly, please send articles and Chart-shares. Many subscribers have expressed to me their interest in seeing more Chart-shares. Many of you are making discoveries and doing great things. Let's get them in print so others can benefit from your experience.

One last thought: if you've never tried a leap-up or crossover project, get out there and try one. If you want more information or need help getting started, write me a note or call me:

P.O. Box 7224
Kansas City, MO 64113
(816) 474-7770

CURRICULUM

Marie Eaton & Peggy Albrecht

This column is intended to provide a place for teachers and other practitioners to share ideas about curriculum development and how existing curriculum can be adapted to be compatible with