

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.

Stephen Graf is Associate Professor of Psychology, Youngstown State University, 410 Wick Avenue, Youngstown, Ohio 44555 (216-742-3401).

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

Precision Teaching.

The 1982 Winter Conference in Orlando provided some potentially interesting topics for discussion in this column:

1. The inclusion of non-instances on practice sheets and probes;
2. The development of probes which monitor the development of thinking skills as well as the development of skills in basic content;
3. The development of practice sheets and probes which are compatible with the Direct Instruction Model;
4. The effects of the format of practice sheets and probes on the rates and acceleration of students' learning;
5. The development of curriculum compatible with Precision Teaching methodology in college level courses.

Peggy and I would like to be responsive to your interests in this area and would be happy to accept ideas and examples of things you have done as well as requests for help in the curriculum area. If you have something you would like to share with other Precision Teachers, send a copy of your probe/practice sheet and/or a description of the curriculum idea to either:

Marie Eaton
Dept. of Education
Western Washington U.
Bellingham, WA 98225

Peggy Albrecht
Precision Teaching Project
330 Third St. N.E.
Great Falls, MT 59404

Watch in future issues for more on this theme.

REHABILITATION

Carl Binder & Charles Merbitz

Precision Teaching seems to have a unique potential for the field of rehabilitation because it is a data language that can be used by specialists in all clinical disciplines in working with the behavior of each patient or client. In rehabilitation, the skills of professionals of many areas (Physical Therapy, Occupational Therapy, Nursing, Psychology, to name a few), are focused simultaneously on assisting one patient to maximum adaptive performance. Currently, each discipline has its own jargon, assessment methods, and ways of discussing behavior. Many commonly cited problems in rehabilitation ("lack of motivation," "poor memory," "depression," "inconsistency"), are problems of behavior that may be exacerbated by imprecise communication between team members because teams have no

common data language for discussing behavior.

The **Journal of Precision Teaching**, and this small part of it, will hopefully serve as an interdisciplinary forum for the exchange of data and news about the use of Precision Teaching in rehabilitation. Please send your comments, notes, Charts and suggestions to: Carl Binder, Ph.D., Behavior Prosthesis Lab, Walter E. Fernald School, Box 158, Belmont, MA 02178, or Charles Merbitz, Ph.D., Room 981, Learning Research Unit, Rehabilitation Institute of Chicago, 345 E. Superior Street, Chicago, IL 60611.

We are particularly interested in Journal citations and material published and presented that is Chart-based. In that vein, one of us (Binder) gave a presentation entitled **Precision Physical Therapy** at the Precision Teaching Winter conference, the latest in a long series of presentations on the use of PT in PT and OT. The other (Merbitz) also presented a case study of speech-language rehabilitation following severe head trauma using data collected by Trudy Miller from the Rehabilitation Institute of Chicago. Finally, an article entitled "Analysis of Therapeutic Technology Through the Use of the Standard Behavior Chart," written by Bonnie Carr and Mark Williams, appeared in the February, 1982 issue of **Physical Therapist**.

Let us keep these articles and presentations flowing, and perhaps some day we can see a set of articles, written from the perspective of different disciplines, using the Standard Celeration Chart, documenting the rehabilitation of a single person in all areas of life.

PRESERVICE AND INSERVICE TRAINING

Peggy Albrecht & Marie Eaton

This column will provide information concerning inservice and preservice training available to educators across the country. We are requesting information on the extent of training, successful procedures, research indicating the effects of this training, both on teachers and students, and problems encountered in training.

If you have workshops or conferences coming up that you would like to advertise, we will also include this information in the column. Please submit your information to: Marie Eaton or Peggy Albrecht; co-editors for this column.

Great Falls Precision Teaching Project

As a developer/demonstration project for the National Diffusion Network, the Great Falls Precision Teaching Project provides training to interested districts across the United States and