

EDITORIAL

Editors' Comments

R. M. Kubina Jr.
J. Rosales-Ruiz

Ogden Lindsley defined Precision Teaching as a system for basing decisions on performance frequencies displayed on Standard Celeration Charts (SCCs). So as its foundation, all Precision Teaching occurs by evaluating data on SCCs. Out of the long history of Precision Teachers measuring and monitoring behavior on SCCs a number of interesting developments occurred. For example, behavioral fluency came about through the careful analysis of a number of academic performances and learning projects displayed on SCCs. In this present journal, Volume 22, two articles show how Precision Teachers have applied fluency intervention on SCCs. The first article discusses practice techniques which helped adults with schizophrenia

improve their mathematics skills. The second article demonstrated how five students in an elementary algebra course accelerated their skills in basic mathematics operations. And a chart share shows how Precision Teaching helped a young man improve his vocabulary.

This journal also marks another transition. I will resume full time editing duties as Jesus Rosales-Ruiz turns over his responsibilities to me. I would like to extend a heartfelt thank you to Jesus who helmed JPT&C for 2 years and brought about a number of positive changes. Thank you Jesus!