

Papers from the **Journal of Precision Teaching and Journal of Precision Teaching and Celeration**
Organized by TOPIC

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- p. **TOOL SKILLS**

PRECISION TEACHING: Introduction

Bower, B., & Orgel, R. (1981). To err is divine. *Journal of Precision Teaching*, 2(1), 3-12.
(Note: These were typical college-aged students)

Dunn, B. (1983). Try and try again. *Journal of Precision Teaching*, 3(4), 96, 97.

Eaton, M., Anderson, T., Jones, J., Kidder, S., Rees, P., & Storaasli, R. (1983). Precision teaching: Extending the boundaries. *Journal of Precision Teaching*, 4(3), 53-56, 57-60.

Eaton, M., & Fox, S. (1983). Using precision teaching to teach precision teaching. *Journal of Precision Teaching*, 3(4), 91-96.

Haughton, E., Freeman, G., & Graf, S. (1993). Accelerate your fluency on PT and charting concepts. *Journal of Precision Teaching*, 10(2), 38-39.

- Hicks, D. M., Johnson, E., & Framer, E. M. (1981). Why we should have used the standard behavior chart and celeration: A case study. *Journal of Precision Teaching*, 1(4), 14-16.
- Howell, K. W., & Lorson-Howell, K. A. (1995). What's the hurry? Fluency in the classroom. *Journal of Precision Teaching*, 12(2), 24-28.
- Lindsley, O. R. (1995). Precision teaching: By teachers for children. *Journal of Precision Teaching*, 12(2), 9-17.
- Lindsley, O. R. (1995). Ten products of fluency. *Journal of Precision Teaching and Celeration*, 13(1), 2-11.
- Lindsley, O. R. (1996). Do times two, then go for four, or more: Precision teaching aims for the 21st century. *Journal of Precision Teaching and Celeration*, 14(1), 11-17.
- Lovitt, T. C., & Fantasia, K. (1983). A precision teaching project with learning disabled children. *Journal of Precision Teaching*, 3(4), 85-91.
- Lovitt, T. C., Fister, S., Freiston, J. L., Kemp, K., Moore, R. C., Schroeder, B., & Bauernschmidt, M. (1995). Using precision teaching techniques: Translating research. *Journal of Precision Teaching*, 12(2), 18-23.
- McGreevy, P. (1980). Hard to do becomes easy to learn. *Journal of Precision Teaching*, 1(1), 27-29.
- McGreevy, P. (1984). Around the standard celeration chart. *Journal of Precision Teaching*, 4(4), 92-94.
- Smyth, P., & Keenan, M. (2002). Compound performance: The role of free and controlled operant components. *Journal of Precision Teaching and Celeration*, 18(2), 3-15.
- Spooner, F., & Spooner, D. (1983). Variability: An aid in the assessment of the effectiveness of training procedures. *Journal of Precision Teaching*, 4(1), 5-14.
- West, R. P., Young, K. R., & Spooner, F. (1995). Precision teaching: An introduction. *Journal of Precision Teaching*, 12(2), 2-8.

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:Terminology

- Lindsley, O. R. (1983). Say reward, relief, punishment, or penalty. *Journal of Precision Teaching*, 3(4), 100-101.
- Lindsley, O. R. (1983). Terminology free/abbreviate, free/write, and free/say. *Journal of Precision Teaching*, 4(3), 74-75.
- Lindsley, O. (1994). Peaches and lemons aid clinical discovery. *Journal of Precision Teaching*, 11(2), 7-11.
- Lindsley, O. R. (1994). "Point/see/say" or "slide/see/say" learning channels. *Journal of Precision Teaching*, 12(1), 2-7.
- McGreevy, P. (1984). Around the standard celeration chart. *Journal of Precision Teaching*, 4(4), 92-94.

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Frequency

- Berens, K. N., Boyce, T. E., Berens, N. M., Doney, J. K., & Kenzer, A. L. (2003). A technology for evaluating relations between response frequency and academic performance outcomes. *Journal of Precision Teaching and Celeration*, 19(1), 20-34.
- Billingsley, F. F., & Beebe, R. L. (1984). A single movement frequency strategy for programs serving severely handicapped learners. *Journal of Precision Teaching*, 5(2), 25-28.
- Bower, B., & Orgel, R. (1981). To err is divine. *Journal of Precision Teaching*, 2(1), 3-12.
- Evans, S. S., & Evans, W. H. (1985). Frequencies that ensure skill competency. *Journal of Precision Teaching*, 6(2), 25-30.
- Evans, S. S., Merger, C. D., & Evans, W. H. (1983). The relationship of frequency to subsequent skill acquisition. *Journal of Precision Teaching*, 4(2), 28-34.
- Haughton, E. C. (1980). Practicing practices: Learning by activity. *Journal of Precision Teaching*, 1(3), 3-20.
- Hicks, D. M., Johnson, E., & Framer, E. M. (1981). Why we should have used the standard behavior chart and celeration: A case study. *Journal of Precision Teaching*, 1(4), 14-16.
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- Johnson, J. (1980). The effectiveness of tool skills and a hunch about the performance and learning of retarded persons. *Journal of Precision Teaching*, 1(1), 31, 32.
- Jones, T. (1997). Peer-comparison percent and frequency scores for grades 8, 9, and 10. *Journal of Precision Teaching and Celeration*, 15(1), 111-118.
- McGreevy, P. (1984). Frequency and the standard celeration chart: Necessary components of precision teaching. *Journal of Precision Teaching*, 5(2), 28-36.
- Mercer, C. D., Mercer, A. R., & Evans, S. (2000). The use of frequency in establishing instructional aims. *Journal of Precision Teaching and Celeration*, 17(1), 1-8.
- Smyth, P., & Keenan, M. (2002). Compound performance: The role of free and controlled operant components. *Journal of Precision Teaching and Celeration*, 18(2), 3-15.
- Stevens, D. J. (2003). Single vs. multiple movement frequencies: How many times should we measure? *Journal of Precision Teaching and Celeration*, 19(1), 45-47.
- Wanat, P. (1990). Proficient frequencies: Have we lost sight? *Journal of Precision Teaching*, 7(1), 20-21.

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Movement cycles

- Billingsley, F. F., & Beebe, R. L. (1984). A single movement frequency strategy for programs serving

severely handicapped learners. *Journal of Precision Teaching*, 5(2), 25-28.

CHECK THIS Jones, T. (1981). Peer-comparison percent and frequency scores for grades 8, 9, and 10. *Journal of Precision Teaching*, 1(4), 6-13.

Stevens, D. J. (2003). Single vs. multiple movement frequencies: How many times should we measure? *Journal of Precision Teaching and Celeration*, 19(1), 45-47.

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Reward, relief, punishment or penalty (reinforcement & punishment).

Abrams, T., & McLaughlin, T. F. (1997). Effectiveness of error correction, error drill, praise, role reversal, and hand signals on correct rate, error rate, and comprehension. *Journal of Precision Teaching and Celeration*, 14(2), 24-30.

Andrews, P. E., & Billingsley, F. F. (1991). Stimulus control of personally intrusive behavior. *Journal of Precision Teaching*, 8(2), 13-24.

Bashore, C., & McLaughlin, T. F. (1995). The effects of precision teaching and a token economy on handwriting skills: A case study. *Journal of Precision Teaching and Celeration*, 13(1), 60-66.

Binder, C., Pollard, J., & Rast, J. (1981). Strategies for identifying reinforcers and punishers. *Journal of Precision Teaching*, 2(2), 21-25.

Binder, C., Pollard, J., & Rast, J. (1998). Strategies for identifying reinforcers and punishers. *Journal of Precision Teaching and Celeration*, 16(1), 48-51.

Cancio, E. J., Young, K. R., Macfarlene, C. A., West, R. P., & Blair, M. E. (1991). Eliminating self-injurious behavior through the use of a functional analysis, antecedent interventions, reinforcement procedures and data-based decision making. *Journal of Precision Teaching*, 8(2), 25-36.

Holz, K. R., Peck, S. M., McLaughlin, T. F., & Stookey, S. (1996). The effects of using direct instruction reading and a re-reading contingency, coupled with a reward and praise contingency, with a high school sophomore. *Journal of Precision Teaching and Celeration*, 14(1), 35-40.

Lindsley, O. R. (2000). Terminology: Say reward, relief, punishment, or penalty. *Journal of Precision Teaching and Celeration*, 17(1), 46, 49-50.

Pennypacker, M. L., & Pennypacker, H. S. (1981). An effective group-based duration contingency for classroom management. *Journal of Precision Teaching*, 2(2), 18-21.

Vitale, B., & Berquam, E. (1997). You get what you reinforce—the effects of rewarding performance. *Journal of Precision Teaching and Celeration*, 15(1), 59, 61, 62.

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SAFMEDS

Bolich, B., & Sweeney, W. J. (1996). An eleven-year old girls' use of repeated readings, SAFMEDS, and see/write-think/write practice to develop fluent reading in Hebrew. *Journal of Precision Teaching and Celeration*, 14(1), 41-56.

- Clorfene, J. B., Matsumoto, J., Bergman, M., Zhang, M., & Merbitz, C. (1998). Unexpected effects of using SAFMEDS to teach taxonomy. *Journal of Precision Teaching and Celeration*, 15(2), 26-31.
- Eaton, M., & Fox, S. (1983). Using precision teaching to teach precision teaching. *Journal of Precision Teaching*, 3(4), 91-96.
- Eshleman, J. W. (1985). Improvement pictures with low celerations: An early foray into the use of SAFMEDS. *Journal of Precision Teaching*, 6(3), 54-63.
- McDade, C. E., Austin, D. M., & Olander, C. P. (1985). Technological advances in precision teaching: A comparison between computer-testing and SAFMEDS. *Journal of Precision Teaching*, 6(3), 49-54.
- McDade, C. E., & Olander, C. P. (1990). SAFMEDS design: A comparison of three protocols. *Journal of Precision Teaching*, 7(2), 69-73.

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Pilot Programs and Schools using PT

- Anderson, L. L., & Alber, S. R. (2003). Precision teaching in a day treatment facility. *Journal of Precision Teaching and Celeration*, 19(1), 35-37.
- Beck, R., & Clement, R. (1991). The Great Falls Precision Teaching Project: An historical examination. *Journal of Precision Teaching*, 8(2), 8-12.
- Carbone, V. J., Gayler, D. E., & Barbour, L. (1993). The role of precision teaching in a special education department's adoption of system-wide behavior analytic methods. *Journal of Precision Teaching*, 10(2), 54.
- Haughton, E., Freeman, G., & Binder, C. (1992). Learning with precision teaching: A gift we share at the Haughton Learning Center. *Journal of Precision Teaching*, 9(1), 33.
- Kerr, K. P., Campbell, A., & McGrory, S. (2002). The Saplings model of education: Case studies in autism. *Journal of Precision Teaching and Celeration*, 18(2), 49-60.
- Lovitt, T. C., & Fantasia, K. (1983). A precision teaching project with learning disabled children. *Journal of Precision Teaching*, 3(4), 85-91.
- Lovitt, T. C., Fister, S., Freiston, J. L., Kemp, K., Moore, R. C., Schroeder, B., & Bauernschmidt, M. (1995). Using precision teaching techniques: Translating research. *Journal of Precision Teaching*, 12(2), 18-23.
- Malabello, G. (1998). IMAGINE—the first six months. *Journal of Precision Teaching and Celeration*, 15(2), 41-49.
- McDade, C. E., & Brown, J. M. (1996). Experiencing success in education and life: An intensive skills-building program. *Journal of Precision Teaching and Celeration*, 13(2), 13-18.
- Merbitz, C. T., & Olander, C. P. (1980). Precision teaching in a university center. *Journal of Precision Teaching*, 1(1), 18-26.
- Miller, J. E., & Calkin, A. B. (1997). Using precision teaching in a secondary science class. *Journal of Precision Teaching and Celeration*, 15(1), 44-51.
- Neely, M. D. (1994). Camelot's first grade reading pilot: Report of performance and learning effects

from three years of ~SBG's world of reading with the '93 class enhanced by SRA's reading mastery, fast cycle I/II and precision teaching. *Journal of Precision Teaching*, 11(2), 36-58.

Stan-Spence, A., Spence, I., Whited, C., & Welch, J. (1992). Frequent flyers: The effect of increased fluency practice at planned intervals on students with severe memory deficits. *Journal of Precision Teaching*, 9(1), 34.

Williams, G. J., Haring, N. G., White, O. R., Rudsit, J. G., & Cohen, J. (1995). Early identification and remediation of learning problems: The PIRL project. *Journal of Precision Teaching*, 12(2), 50-55.

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Issues of the field and History

Cooper, J. O. (1996). The standard celeration society supports precision teachers. *Journal of Precision Teaching and Celeration*, 13(2), 4-5.

Graf, S. A., & Neely, M. D. (1996). The secret celeration society. *Journal of Precision Teaching and Celeration*, 14(1), 7-10.

Haughton, E. C. (1980). Practicing practices: Learning by activity. *Journal of Precision Teaching*, 1(3), 3-20.

Haughton, E. C. (1982). Considering standards. *Journal of Precision Teaching*, 3(3), 75-77.

Haughton, E. C. (1984). Standards refining measurement. *Journal of Precision Teaching*, 4(4), 96-99.

Johnston, J. (1980). The effectiveness of tool skills and a hunch about the performance and learning of retarded persons. *Journal of Precision Teaching*, 1(1), 31, 32.

Lindsay, O. R. (1995). Precision teaching: By teachers for children. *Journal of Precision Teaching*, 12(2), 9-17.

Lindsay, O. R. (1995). Ten products of fluency. *Journal of Precision Teaching and Celeration*, 13(1), 2-11.

Lindsay, O. R. (1996). Do times two, then go for four, or more: Precision teaching aims for the 21st century. *Journal of Precision Teaching and Celeration*, 14(1), 11-17.

Lovitt, T. C., Fister, S., Freston, J. L., Kemp, K., Moore, R. C., Schroeder, B., & Bauernschmidt, M. (1995). Using precision teaching techniques: Translating research. *Journal of Precision Teaching*, 12(2), 18-23.

Precision teaching resources guide. (1992). *Journal of Precision Teaching*, 9(1), 59-63.

Wolking, B. (1982). Teacher training revisited. *Journal of Precision Teaching*, 3(1), 23, 25.

Wolking, W., & Gerent, M. (1984). A precision teaching database. *Journal of Precision Teaching*, 4(4), 77-85.

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THE STANDARD CELERATION CHART

Teaching the chart

- Bower, B., & Hildebrandt, C. (1982). Mother and daughter learning together. *Journal of Precision Teaching*, 3(2), 45, 46.
- Eshleman, J. W. (1984). Obtaining a learning picture in a half-hour. *Journal of Precision Teaching*, 5(2), 36-40.
- Maloney, M. (1982). Teaching the daily standard behavior chart: A direct instruction approximation. *Journal of Precision Teaching*, 2(4), 11-30.
- McGreevy, P. (1984). Around the standard celeration chart. *Journal of Precision Teaching*, 4(4), 92-94.
- McGreevy, P. (1984). Frequency and the standard celeration chart: Necessary components of precision teaching. *Journal of Precision Teaching*, 5(2), 28-36.
- McGreevy, P. (1984). Around the standard celeration chart. *Journal of Precision Teaching*, 5(2), 43-48.

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Learner self-recording

X-check self-management citations

- Bower, R. (1985). Self-charting: Giving kids a chance. *Journal of Precision Teaching*, 6(1), 14-20.
- Cancio, E. J., & Maloney, M. (1994). Teaching peer-tutors how to proficiently utilize the standard celeration chart: A field test. *Journal of Precision Teaching*, 12(1), 8-14.
- Crawford, E., & Olson, J. (1990). Precision teaching with the physically impaired: They can chart too! *Journal of Precision Teaching*, 7(1), 4-8.
- Evans, W. H., & Evans, S. S. (1983). Self-counting in the treatment of gilles de la tourette syndrome. *Journal of Precision Teaching*, 4(1), 14, 16-17.
- Kaiser, M. (1981). Precision teaching in adult basic education, or precise and frequent measurement as a life-saving device. *Journal of Precision Teaching*, 2(1), 24-26.
- La Porte, M., & McLaughlin, T. F. (1996). Effectiveness of assisted self-recording and assisted self-evaluation on vocational welding skills of a student with autistic behaviors. *Journal of Precision Teaching and Celeration*, 13(2), 37-43.
- Liberty, K. A., & Paeth, M. A. (1995). Self-recording for students with severe and multiple handicaps. *Journal of Precision Teaching*, 12(2), 63-66.
- Maloney, M. (1993). Teaching children to chart. *Journal of Precision Teaching*, 10(2), 18-19.
- Schroeder, B. (1992). Out of the classroom and into my planner: Charting accountability to achieve personal goals. *Journal of Precision Teaching*, 9(1), 28-29.

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Aims

- Eaton, M., & Albrecht, P. (1983). Curriculum. *Journal of Precision Teaching*, 4(3), 69, 71-72.
- Evans, S. S., & Evans, W. H. (1985). Frequencies that ensure skill competency. *Journal of Precision Teaching*, 6(2), 25-30.
- Haughton, E. C. (1980). Practicing practices: Learning by activity. *Journal of Precision Teaching*, 1(3), 3-20.
- Haughton, E. C. (1982). Considering standards. *Journal of Precision Teaching*, 3(3), 75-77.
- Haughton, E. C. (1984). Standards refining measurement. *Journal of Precision Teaching*, 4(4), 96-99.
- Koorland, M. A., Keel, M. C., & Ueberhorst, P. (1995). Setting aims for precision learning. *Journal of Precision Teaching*, 12(2), 56-60.
- McGreevy, P., Thomas, J. G., Lacy, L., Krantz, S., & Salisbury, C. (1982). Can learning or variability be predicted from low initial performance: Implications for precision teachers and equal interval charters? *Journal of Precision Teaching*, 3(3), 63-68.
- Mercer, C. D., Mercer, A. R., & Evans, S. (1982). The use of frequency in establishing instructional aims. *Journal of Precision Teaching*, 3(3), 57-63.
- Mercer, C. D., Mercer, A. R., & Evans, S. (2000). The use of frequency in establishing instructional aims. *Journal of Precision Teaching and Celeration*, 17(1), 1-8.
- Moors, A., & Fabrizio, M. (2002). Using tool skill rates to predict composite skill frequency aims. *Journal of Precision Teaching and Celeration*, 18(1), 28-29.
- Shirley, M. J., & Pennypacker, H. S. (1994). The effects of performance criteria on learning and retention of spelling words. *Journal of Precision Teaching*, 12(1), 73-86.
- White, O. R. (1984). Aim*star wars [setting aims that compete]. *Journal of Precision Teaching*, 5(3), 55, 58-64.
- White, O. R. (1985). Aim*star wars [setting aims that compete]. *Journal of Precision Teaching*, 5(4), 86-94, 95-96.
- White, O. R. (1985). Aim*star wars [setting aims that compete]. *Journal of Precision Teaching*, 6(1), 7-14.
- White, O. R. (1985). Aim*star wars [setting aims that compete]. *Journal of Precision Teaching*, 6(2), 30-35.

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Learning channels

- Lindsley, O. R. (1983). Terminology free/abbreviate, free/write, and free/say. *Journal of Precision Teaching*, 4(3), 74-75.
- Lindsley, O. R. (1994). “Point/see/say” or “slide/see/say” learning channels. *Journal of Precision Teaching*, 12(1), 2-7.
- Lindsley, O. (1998). Learning channels next: Let’s go! *Journal of Precision Teaching and Celeration*, 15(2), 2-4.

Wolking, W. D., Sakowitz, S., & Nancarrow, E. (1983). Some comparisions between see/write and see/type arithmetic timings. *Journal of Precision Teaching*, 4(2), 25-28.

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Learning Pictures and analysis

Berquam, S. (1981). STRAT analysis: Using stratified celeration stacks to summarize charted data. *Journal of Precision Teaching*, 2(1), 13-17.

Eshleman, J. W. (1984). Obtaining a learning picture in a half-hour. *Journal of Precision Teaching*, 5(2), 36-40.

Haughton, E. C., Maloney, M., & Desjardins, A. (1980). The tender loving care chart. *Journal of Precision Teaching*, 1(2), 22-25.

Haughton, E. C., Maloney, M., & Desjardins, A. (1997). The tender loving care chart. *Journal of Precision Teaching and Celeration*, 15(1), 56-58.

Johnson, J., & Jackson, J. (1980). Stepping ahead results in improved learning. *Journal of Precision Teaching*, 1(1), 29-30.

McGreevy, P., Thomas, J. G., Lacy, L., Krantz, S., & Salisbury, C. (1982). Can learning or variability be predicted from low initial performance: Implications for precision teachers and equal interval charters? *Journal of Precision Teaching*, 3(3), 63-68.

Pollard, J. (1984). Letter to the editor. *Journal of Precision Teaching*, 4(4), 100-102.

Randolph, M. (1983). Phase changes lead to success. *Journal of Precision Teaching*, 3(4), 96, 98-99.

Robbins, C. (1984). Teacher to teacher. *Journal of Precision Teaching*, 4(4), 95.

Spooner, F., & Spooner, D. (1983). Variability: An aid in the assessment of the effectiveness of training procedures. *Journal of Precision Teaching*, 4(1), 5-14.

Wood, D. L., & Fisher, D. (1980). Precise program evaluation using learning picture reports or "you oughta be in pictures." *Journal of Precision Teaching*, 1(1), 2-8.

Wood, D. L., & Fisher, D. (1997). Precise program evaluation using learning picture reports or "you oughta be in pictures." *Journal of Precision Teaching and Celeration*, 15(1), 3-9.

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Timing and charting

Calkin, A. B. (1998). One minute timing improves inners. *Journal of Precision Teaching and Celeration*, 16(1), 61-72.

Haughton, E. C., Maloney, M., & Desjardins, A. (1997). The tender loving care chart. *Journal of Precision Teaching and Celeration*, 15(1), 56-58.

Pennypacker, M. L., & Pennypacker, H. S. (1981). An effective group-based duration contingency for classroom management. *Journal of Precision Teaching*, 2(2), 18-21.

Sroka, K. M. (1990). A comparison of thirty-second and sixty-second frequencies. *Journal of Precision Teaching*, 7(1), 8-11.

Sweeney, S. R., Sweeney, W. J., & Malanga, P. (2001). The effects of one minute warm up procedures on addition one minute fluency timings. *Journal of Precision Teaching and Celeration*, 17(2), 76-88.

Whalen, K. P., Willis, R. J., & Sweeney, W. J. (1993). Using 1-minute time trials and 4-minute practice sessions to improve a student's performance of fraction problems. *Journal of Precision Teaching*, 11(1), 2-10.

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Other chart science

Eshleman, J. W. (1994). Celebrating 400 years of logarithms. *Journal of Precision Teaching*, 12(1), 87-96.

Flanagan, B. C. (1980). Fisher's exact probability and precision teaching: Uses, limits and an efficient method of calculation. *Journal of Precision Teaching*, 1(3), 21-29.

Lindsley, O. R. (1994). Gunter's line – standard celeration chart ancestor, not Napier's logs or bones. *Journal of Precision Teaching*, 12(1), 97-104.

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ACADEMIC--COMPOSITIONAL & CREATIVE WRITING

Albrecht, P. (1981). Using precision teaching techniques to encourage creative writing. *Journal of Precision Teaching*, 2(1), 18-21.

Albrecht, P. (1998). Using precision teaching techniques to encourage creative writing. *Journal of Precision Teaching and Celeration*, 16(1), 18-21.

Calkin, A. B. (1996). Measuring creative writing. *Journal of Precision Teaching and Celeration*, 14(1), 89-90.

Johnson, K. R. (1993). How to build fluency in reading, math, and writing: An overview. *Journal of Precision Teaching*, 10(2), 14-15.

Lovitt, T. C. (1984). On writing a book. *Journal of Precision Teaching*, 5(1), 3-9.

McDade, C. E., Rubenstein, S. B., & Olander, C. P. (1983). Parallel between frequency testing and performance on essay questions in a theories of personality course. *Journal of Precision Teaching*, 4(1),

1-5.

- Smith, C. L., & Hogan, D. (1992). Practice precisely write. *Journal of Precision Teaching*, 9(1), 26-27.
- Spaulding, J., Haertel, M. W., Seevers, R. L., & Cooper, J. O. (1995). Visual imagery and structure words: Accelerating number and words and number of descriptive words written during free writing. *Journal of Precision Teaching and Celeration*, 13(1), 13-24.

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ACADEMICS-DIRECT INSTRUCTION & PT

- Albertson, L. R., & Billingsley, F. F. (1998). Improving children's story writing: A direct instruction approach. *Journal of Precision Teaching and Celeration*, 15(2), 12-25.
- Blackwell, A., Stookey, S., & McLaughlin, T. F. (1996). The effects of using direct instruction and a re-reading contingency with precision teaching. *Journal of Precision Teaching and Celeration*, 13(2), 19-22.
- Delli Sante, A., McLaughlin, T. F., & Weber, K. P. (2001). The use and evaluation of a direct instruction flash card strategy on multiplication math facts mastery with two students with developmental disabilities and attention deficit hyperactivity disorder. *Journal of Precision Teaching and Celeration*, 17(2), 68-75.
- Desjardins, E. A., & Slocum, T. A. (1993). Integrating precision teaching and direct instruction. *Journal of Precision Teaching*, 10(2), 20-24.
- Drago, A., & McLaughlin, T. F. (1996). Using teaching your child to read in 100 easy lessons to teach letter sounds. *Journal of Precision Teaching and Celeration*, 13(2), 28-32.
- Edmondson, A., Peck, S. M., McLaughlin, T. F. (1996). The effects of direct instruction on early reading skills of a kindergarten student. *Journal of Precision Teaching and Celeration*, 14(1), 72-76.
- Holz, K. R., Peck, S. M., McLaughlin, T. F., & Stookey, S. (1996). The effects of using direct instruction reading and a re-reading contingency, coupled with a reward and praise contingency, with a high school sophomore. *Journal of Precision Teaching and Celeration*, 14(1), 35-40.
- Legault, A., Maloney, M., & Giroux, N. (2001). Learning rates with direct instruction, precision teaching and the corrective reading series. *Journal of Precision Teaching and Celeration*, 17(2), 89-91.
- Maloney, M. (1982). Teaching the daily standard behavior chart: A direct instruction approximation. *Journal of Precision Teaching*, 2(4), 11-30.
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