

Introduction to the Special Sections on Standard Celeration Charting and Speech-Language Pathology

Michael Lamport Commons
Harvard Medical School

Mareile Koenig
West Chester University

This issue of *Behavioral Development Bulletin* includes articles addressing issues in precision teaching (PT) and articles describing the use of other behavior analytic procedures for building verbal repertoires and related skills. All of these describe short or long term developmental interventions.

In the Standard Celeration Charting (also called PT) section, there are two articles that demonstrated the use of PT for targeting different types of skills to individuals of varying ages. For example, Commons, Owen, and Will demonstrated the successful use of standard celeration charting (SCC) in combination with Graf's (1994) say-all-fast-minute-each-day-shuffled (SAFMED) for teaching complex concepts (the model of hierarchical complexity; Commons, Gane-McCalla, Barked, & Li, 2014) to college students. Spillman and Milyko described the use of PT techniques 1-min positive thoughts intervention for decreasing negative statements and increasing the academic performance of a third grader. Calkin's paper, "Global War on Terror," uses SCC to show the decrease in terroristic attack.

The Speech-Language Pathology articles demonstrate specialized features of PT that permit finer-grained analyses of behavior change or of contextual features associated with performance. Meyer, Aninao, Newsome, and Newsome demonstrated the use of PT for targeting latency, rate, and duration together with accuracy as important dimensions of skill mastery. Aninao, Acevedo, Newsome, and Newsome demonstrated the advantage of using the SCC for real-time decision-making. Aninao, Fuller,

Newsome, and Newsome presented a study showing that the SCC can be used for demonstrating how contextual features of instruction (e.g., school enrollment status, medication changes, and inconsistent session attendance) can be observed as critical to academic task performance. Bennett, Newsome, and Newsome described the use of the SCC for demonstrating the functional relationship between tool skills (e.g., letter sound fluency) and composite repertoires (e.g., oral reading fluency).

The issue has two papers that describe case studies. McDonald, Battaglia, and Keane's study examined a fixed-interval-based prompting procedure for supporting a 6-year-old boy's spontaneous approach to the picture exchange communication system (PECS) and pyramid approach to education PECS book for selecting icons to request preferred items. Kim and Clarke examined the use of an iPad-based intervention for promoting the turn-taking behaviors of twin boys with autism.

The issue also includes two other behavioral analytics experimental studies. A study by Cornelius and Habarad demonstrated the use of behavior analytic techniques for building verbal repertoires while decreasing the self-injurious behavior of a 12-year-old boy with autism. Greer and Han's study demonstrated a functional relationship between the establishment of reinforcement for observing pages of print on (a) the emergence of generalized match-to-sample, and (b) preference (i.e., conditioned reinforcement) for looking at books in free play. The participants in their study were three kindergarteners.

References

- Commons, M. L., Gane-McCalla, R., Barked, C. D., & Li, E. Y. (2014). The model of hierarchical complexity as a measurement system. *Behavioral Development Bulletin*, 19, 9–14. <http://dx.doi.org/10.1037/h0100583>
- Graf, S. A. (1994). *How to develop, produce and use SAFMEDS in education and training*. Poland, OH: Author.

Michael Lamport Commons, Department of Psychiatry, Harvard Medical School; Mareile Koenig, Department of Communication Sciences and Disorders, West Chester University.

The Associate Editors, Mareile Koenig and Josh Pritchard, are thanked.

Correspondence concerning this article should be addressed to Michael Lamport Commons, Department of Psychiatry, Harvard Medical School, 234 Huron Avenue, Cambridge, MA 02138-1328. E-mail: commons@tiac.net