

**20TH INTERNATIONAL PRECISION TEACHING
CONFERENCE
NOVEMBER 1-3, 2007**

***INTERCONTINENTAL KANSAS CITY AT THE PLAZA
KANSAS CITY, MISSOURI***

***Back to the Future:
Honoring the Past, Navigating the Future***

The Annual Precision Teaching Conference:

- ◆ Focuses on accountability, measurements, assessment, empowerment, curriculum, and instructional methods
- ◆ Addresses the needs of teachers, parents, practitioners, administrators, and consultants
- ◆ Highlights best practices in general education, specific education, autism, and psychology
- ◆ Offers a variety of sessions in a variety of formats for beginner, intermediate, and advanced precision teachers

The Conference Emphasizes:

- ◆ Curriculum and instruction
- ◆ How teachers can improve fluency using practical, everyday approaches
- ◆ Effective, science-based practices (evidence-based learning)
- ◆ The use and effectiveness of Precision Teaching, Standard Celeration Charting, and fluency
- ◆ Engaging learning activities
- ◆ Progress monitoring, measurement, and assessment
- ◆ Special Populations
- ◆ Efficacy of Precision Teaching in areas such as: technology, sports, self-management, thoughts and emotions

CEUs for BCBA's and BCABAs

Hosted by:

Behavior Research Company and the Lindsley Archives Committee

Sponsored by:

The Standard Celeration Society

A Special Thank You To:

Jacksonville State University, Learning Services for Program Development

REGISTRATION DEADLINE: OCTOBER 15, 2007

Conference Schedule

Thursday, November 1, 2007

Bookstore and Registration Open All Day (8:00 am-6:00pm)

Pavilion 1	Pavilion 2	Pavilion 3	Salon
			<p style="text-align: center;"><i>Welcome and Keynote:</i> 8:30-10:00 <i>Keynote Panel:</i> <i>'Back' Discussions of PT's History</i></p> <p>Panel: Hank Pennypacker, Dennis Edinger, Carl Koenig, Joe Edwards, Ann Duncan Hively</p>
Break: 10:00-10:15			<p style="text-align: center;">Newcomer Session: New PTERS Paired with Chart Parents (Salon) 10:00-10:15</p>
<p><i>Six Boxes™ Workshop for Program Implementation and School Management</i> 10:15-2:15</p> <p>Level: Introductory Instructor: Carl Binder Description: Primary Ed, Home School, Learning Centers, Autism/DD, PT in Rehabilitation and PT in College, Starting PT Programs (how to)</p>	<p><i>Ask the Experts: Problems and Solutions in Applying PT for Students with Autism (Workshop)</i> 10:15-2:15</p> <p>Level: Introductory/Intermediate Instructors: Holly Almon Morris, Krista Zambolin, Kelly Ferris, Michael Fabrizio Description: Autism/DD, PT Principles/Methods, Starting PT Programs (how-to), BCBA CREDIT</p>	<p><i>Chart-Based Decision Making (Workshop)</i> 10:15-2:15</p> <p>Level: Introductory Instructors: Abigail Calkin, Allison Moors, Ann Starlin-Horner Description: Appropriate for all tracks of PT, BCBA CREDIT</p>	<p><i>Precision Teaching Basics Workshop</i> 10:15-5:00</p> <p>Level: Introductory Instructors: Clay Starlin, Elizabeth Haughton, Jennifer MacDonald, Beth Swatsky Description: Primary/Secondary Education, PT Principles/Methods BCBA CREDIT</p>
Box Lunch 12:00-1:15 (SCS Meeting in Salon)			SCS Meeting
<i>Six Boxes (Cont.)</i>	<i>Ask the Experts: (Cont.)</i>	<i>Chart-Based Decision Making (Cont.)</i>	<i>PT Basics Workshop (Cont.)</i>
<p><i>The Charting Heritage Series: Learning the Basics of the Standard Celeration Chart (Workshop)</i> 2:30-5:30</p> <p>Level: Introductory/Intermediate Instructor: Rick Kubina Description: Business/Industry, Home School, Adult Ed, Learning Centers, PT Principles/Methods, Pt Rehabilitation/ Clinical/Medical PT in College BCBA CREDIT</p>	<p><i>Sequential Retelling: Foundation Skills (Workshop)</i> 2:30 –5:30</p> <p>Level: Introductory Instructors: Kris Melroe, Deb Brown Description: Primary/Secondary Education; PT & Direct Instruction; Learning Centers</p>	<p><i>The Excel SCC Templates: Charting From the Ground UP (Workshop)</i> 2:30-5:30</p> <p>Level: Intermediate Instructor: Stuart Harder Description: PT Principles/Methods</p>	
Break 3:15-3:30			
<i>The Charting Heritage Series (Cont.)</i>	<i>Sequential Retelling (Cont.)</i>	<i>The Excel SCC (Cont.)</i>	<i>PT Basics Workshop (Cont.)</i>
			<p><i>The "New" Standard Celeration Chart-No More Decimals (Paper)</i> 5:05-5:30</p> <p>Level: Advanced Author: Patrick McGreevy Description: PT Principles/Methods BCBA CREDIT (.5)</p>
Ogden R. Lindsley Chart Share 7:30-9:30 (Salon)			

Conference Schedule

Friday, November 2, 2007

Bookstore and Registration Open All Day (8:00 am-5:00 pm)

Pavilion 1	Pavilion 2	Pavilion 3	Salon
			Keynote Panel: 8:30-10:00 <i>'To the Future' Discussions of PT's Future</i> Panel: Kent Johnson, Steve Graf, Carl Binder, Skip Berquam, Kim Berens
Break: 10:00-10:15			
<p style="text-align: center;"><i>Changing Inner Behavior (Workshop)</i> 10:15-2:15</p> <p>Instructor: Abigail Calkin Level: Introductory Description: Inner Behavior, BCBA CREDIT</p>	<p style="text-align: center;"><i>AimChart for Web-Based PT (Workshop)</i> 10:15-2:15</p> <p>Level: Intermediate Instructors: Charles Merbitz, Benjamin Merbitz Description: Primary/Secondary Ed, Computer-mediated PT, Home Schooling, Learning Centers, PT in rehab/medical settings, BCBA CREDIT</p>	<p style="text-align: center;"><i>Combining Direct Instruction and Precision Teaching for Learners with Autism (Workshop)</i> 10:15-2:15</p> <p>Level: Intermediate Instructors: Kelly Ferris, Heidi Calverley, Kate Laino Description: PT/DI, Autism/DD, BCBA CREDIT</p>	<p style="text-align: center;"><i>Peer Coaching (Paper)</i> 10:15-11:00</p> <p>Level: All Instructor: Kent Johnson, Description: Primary/Secondary Education; PT Methods & Learning Centers</p>
Lunch 12:00-1:00 (Salon)			
<i>Changing Inner (Cont.)</i>	<i>AimChart (Cont.)</i>	<i>Combining DI and PT (Cont.)</i>	<p style="text-align: center;"><i>Games, Games and Games II (Paper) 1:00-2:20</i></p> <p>Level: Introductory/Intermediate Instructors: Janet Dolan, Deb Brown Description: Primary/Secondary, PT and DI, Home Schooling, Adult Ed/Vocational, Autism/DD, Learning Centers, SAFMEDS</p>
<p style="text-align: center;"><i>Conversion of the Chicago School of Professional Psychology and BACB Fieldwork Practicum... (Symposium)</i> 2:30-3:20</p> <p>Level: Introductory Discussants: Liz Lefebvre, Kerin Weingarten Description: PT in College Settings</p>	<p style="text-align: center;"><i>Systematic Assessment of Foundation Skills in Reading: Part II (Workshop)</i> 2:30-5:30</p> <p>Level: Must have completed Part I or have instructor approval Instructors: Elizabeth Haughton, Mary Schmidt</p>	<p style="text-align: center;"><i>Empirical Investigations of PT with Students and Adults with Autism (Symposium)</i> 2:30-4:20</p> <p>Level: Intermediate Chair: Carl Binder Description: Primary/Secondary Ed., Adult Ed/Vocational, Autism/DD, BCBA CREDIT</p>	<p style="text-align: center;"><i>Current Topics in Precision Teaching for Learners with Autism (Symposium)</i> 2:20-4:00</p> <p>Level: Advanced Chair: Michael Fabrizio Description: PT/DI, Business/Industry, Autism/DD, Starting PT Programs (how-to) BCBA CREDIT</p>
Break 3:15-3:30			
<p style="text-align: center;"><i>Learning Services: Charting the Course Through PT (Showcase)</i> 3:30-4:20</p> <p>Knowledge: All Affiliation: Jacksonville State University Host: Claudia McDade Description: SAFMEDS, PT in College Settings, PT and Direct Instruction, PT in Learning Centers</p>	<i>Systematic Assessment Part II (Cont.)</i>	<i>Empirical Investigations of PT (Cont.)</i>	<p style="text-align: center;"><i>PT Based Group Interventions (Symposium)</i> 4:05-5:50</p> <p>Level: Advanced Chair: Shane Isley Description: PT and DI, Business/Industry, Autism/DD, Starting PT Programs (how to)</p>
<p style="text-align: center;"><i>Precision Teaching in the Public Schools (Showcase)</i> 4:30-5:20</p> <p>Knowledge: All Affiliation: Loudoun County Public Schools Hosts: Allyson Pate, Monica Kissel Description: Primary or Secondary Ed, Starting PT Programs (how to)</p>		<p style="text-align: center;"><i>AimChart for Web-Based PT (Showcase)</i> 4:25-5:15</p> <p>Level: All Hosts: Charles Merbitz, Benjamin Merbitz Description: Primary/Secondary Ed., Computer-Mediated PT, Home Schooling, Learning Centers, PT in Rehabilitation/clinical/medical, BCBA CREDIT</p>	<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <p style="text-align: center;">Poster Session 4:30-5:30 pm (Outside Salon)</p> </div>
Lindsley Archives Open House! 6:00-9:00 pm			

Conference Schedule

Saturday, November 3, 2007

Bookstore and Registration Open All Day (8:00 am-4:30pm)

Pavilion 1	Pavilion 2	Pavilion 3	Salon
<p><i>Precision Teaching: Pragmatic Language (Symposium)</i> 8:00-9:30</p> <p>Level: Intermediate Chair: Alison L. Moors Description: Autism/DD, BCBA CREDIT</p>	<p><i>Learning Channels: How We Use Them to Design Curriculum and Materials (Paper)</i> 8:00-8:50</p> <p>Level: Intermediate Authors: Carl Binder, Elizabeth Haughton Description: Primary/Secondary Ed, PT/DI, Business/Industry, Home Schooling, Adult Ed Vocational, Learning Centers, PT Principles/Methods</p>	<p><i>The Present Will Pass: Preserving Your Work for the Future (Symposium)</i> 8:00-9:50</p> <p>Level: Introductory Chair: Abigail Calkin Description: General</p>	<p><i>Behavioral Fluency Research: Applied and Experimental Studies (Symposium)</i> 8:00-8:50</p> <p>Level: Introductory/Intermediate Chair: Rick Kubina Description: PT/DI, PT Principles/Methods</p>
<p><i>Fluency Based Instruction and Learners with Autism: Is RESA Enough? (Symposium)</i> 9:30-11:00</p> <p>Level: Intermediate Chair: Autism/DD, BCBA CREDIT Description:</p>	<p><i>Recovering the Lost Charting Technology of Precision Teaching (Paper)</i> 9:00-9:30</p> <p>Level: Intermediate Author: John Eshleman Description: PT Principles/Methods</p>	<p><i>Graduate Education in PT: "The School of Choice" for an ABA Master's Degree</i> 10:00-10:50</p> <p>Knowledge: All Affiliation: The Department of Applied Behavior Analysis at the Chicago School of Professional Psychology Host: Charles Merbitz Description: PT in College</p>	<p><i>My Most Interesting Curriculum Exploration: A Panel</i> 9:00-10:50</p> <p>Level: Intermediate Panel: Carl Binder, Elizabeth Haughton, Kent Johnson, Michael Fabrizio Description: PT Principles Methods</p>
	<p><i>Aligning Standards, Assessment and Instruction (Paper)</i> 9:45-10:35</p> <p>Level: Intermediate Author: Clay Starlin Description: Primary/Secondary Ed, PT Principles/Methods</p>		
<p>Lunch 11:00-12:30 (Rooftop) <u>Invited Speaker:</u> Wells Hively: <i>No Oil, No Water, Just Care Enough to Chare</i></p>			
<p><i>Sounds and Words: How to Bridge from Phonics to Reading (Paper)</i> 12:35-1:25</p> <p>Level: Introductory Author: Elizabeth Haughton Description: Primary/Secondary Ed, PT/DI, Home Schooling, Adult Ed/Vocational Training, Autism, Learning Centers, SAFMEDS</p>	<p><i>Charting Software at the Judge Rotenberg Center (Showcase)</i> 12:40-2:30</p> <p>Knowledge: Intermediate Affiliation: Judge Rotenberg Center Host: Matthew Israel Description: Primary or Secondary Education; Autism/DD; Computer-mediated PT; BCBA CREDIT</p>	<p><i>Impressions of TAGTeach Applications: Positive Features Combined with Precision Teaching (Showcase)</i> 12:40-1:30</p> <p>Knowledge: All Affiliation: AimStar Precision Learning Center, Joliet Junior College, The Chicago School of Professional Psychology Host: Elayne Nickolaou Description: Primary/Secondary Ed, PT/DI, Learning Centers, Autism/DD, SAFMEDS, BCBA CREDIT</p>	<p><i>The Charted Diary of Writing a Book (Paper)</i> 12:35-1:25</p> <p>Level: Introductory/Intermediate Author: Abigail Calkin Description: Primary/Secondary Ed, PT in College Settings BCBA CREDIT</p>
<p><i>The Response Opportunity Multiplier: Starting with Skinner (Paper)</i> 1:30-2:20</p> <p>Level: All Author: Carl Binder Description: Appropriate for all tracks of PT</p>		<p><i>Do I Have to Give Up Being Me To Be Taught By You?... (Symposium)</i> 1:30-3:20</p> <p>Level: Intro/Intermediate Chair: Bill Helsel Description: Primary/Secondary, Home Schooling,, Autism/DD, Learning Centers,</p>	<p><i>Family Commitment-How PT Changed Our Family (Symposium)</i> 1:30-3:20</p> <p>Level: Introductory Chairs: Michael Fabrizio, Elizabeth Haughton Description: PT/DI, Home Schooling, Learning Centers, Autism/DD, PT Principles/Methods, Starting PT Programs</p>
<p><i>Monitoring Belief Change (Paper)</i> 2:30-3:20</p> <p>Level: Introductory Author: Steve Graff Description: Appropriate for all tracks of PT</p>			<p>Conference Wrap-Up! 3:30-4:00!</p>

Presentation Information

CHART SHARE

The Ogden R. Lindsley Standard Celeration Chart Share

Hosts: Malcolm Neely & John Eshleman

Thursday, 7:30 – 9:30 pm

The Ogden R. Lindsley Standard Celeration Chart Share provides ALL to see, hear, and share data across the behavior spectrum using daily, weekly, monthly and yearly Standard Celeration Charts presented rapidly on overhead transparencies in spirited friendship.

Come on down and bring your charts! No prior proposal required for this quick and lively event! **Track:** All

PAPERS

Recovering the Lost Charting Technology of Precision Teaching

Senior Author: John W. Eshleman, Ed.D., BCBA

Saturday, 9:00 – 9:20

Dr. Ogden Lindsley and a team of associates developed the Standard Celeration Chart and Precision Teaching in the 1960's. Charting technology grew rapidly, culminating in the Handbook of the Standard Behavior Chart (Pennypacker, Koenig, & Lindsley, 1972). The technology included a set of tools, many of which have fallen into disuse, possibly as a consequence of the increasing focus of the field on fluency-building. This paper will reintroduce some of the lost charting technology, including variations of the chart, data recording forms, the Common Language for Analyzing Behavior, and the frequency finder. Implications about the use of this technology with respect to the range and scope of applications of Precision Teaching will be discussed, including, for example, conducting open-ended recordings of behavior using floating record floors. Data from several behavior management projects will illustrate how the revived technology works and how it can assist our analyses of behavior change over time.

Track: PT Principles/Methods

Knowledge: Intermediate

Sounds and Words: How to Bridge from Phonics to Reading

Senior Author: Elizabeth Haughton, Haughton Learning Center

Co-Author: Jennifer MacDonald, Quality Behavioral Outcomes

Saturday, 12:35 – 1:25

Many students, after systematic instruction on vowel and consonant sounds, still have difficulty applying their phonic skills to reading. They continue to guess at words without using the code of their language. This hinders the development of fluent passage reading, comprehension and spelling. Pinpoints, materials, and practice ideas used at the Haughton Learning Center will be demonstrated. Data will be shown on the bridge between phonics and reading.

Track: Primary & Secondary Education; PT & Direct Instruction; home Schooling, Adult Ed/Vocational, Learning Centers, Autism/DD, SAFMEDS

Knowledge: Introductory

The 'New' Standard Celeration Chart – No More Decimals

Senior Author: Patrick McGreevy, Ph.D., P.A.

Thursday, 5:05 – 5:30

Since the inception of the Standard Celeration Chart, users have struggled with dropping and reading data points in the first three cycles. This has been a result of frequency being expressed along the vertical (up-the-left) scale as movements per minute. Since half of the range of human behavior falls below one per minute, and the semi-log (ratio) grid from cycles 4-6 has traditionally been used with the first three cycles, these frequencies have been reported as less than one movement per minute (e.g., .2 per minute). These 'units', however, do not occur in nature and are not typically reported by practitioners.

If frequency is expressed along the vertical scale as movements per minute(s) and the grid for the first three cycles is rotated 180 degrees, frequency is always reported in units which occur in nature and which are used by practitioners (e.g., 1 per 5 minutes). This change retains the standard display of frequency and celeration, and does not affect the location of data points. I will describe this change and provide participants with opportunities to convince themselves that the previous statement is true.

Track: PT Principles/Methods BCBA (.5)

Knowledge: Advanced

Aligning Standards, Assessment and Instruction

Senior Author: Clay M. Starlin, International Educational Systems Project

Saturday, 9:45 – 10:35

Standards+accountability is arguably the most prominent theme in education today. Within this theme is the concept of aligning standards, assessment and instruction. This paper will discuss (1) how to write precise standards using channel language and frequency based mastery criteria, (2) how to design assessment materials based on these standards that provide precise instructional placement and progress monitoring information, and (3) how to integrate best teaching tactics with the assessment/practice materials to maximize student learning.

Track: Primary/Secondary Education; PT Principles/Methods

Knowledge: Intermediate

The Response Opportunity Multiplier: Starting with Skinner

Senior Author: Carl Binder, Ph.D.

Saturday, 1:30 – 2:20

Multiplying opportunities for active responding is an underlying strategy used in Precision Teaching, along with measurement of behavior frequency. Both of these strategies came from Skinner's work in which he used rate of response and repetitive self-paced responding to create a new science of behavior, leaping over older measures and discrete trials procedures in the laboratory. This session traces the evolution of PT methods and applications, beginning with Carl's early work with severe DD students during the 1970's, extending into programs for regular children, and more recently to his work in adult cooperate training and development. Charts illustrating the impact of changing materials and procedures to multiply the opportunities for active learner responding, and examples from sports and the performing arts will be shared. This paper will suggest a rationale for discussing PT instructional methods with our non-PT colleagues and an easy-to apply principle – the Opportunity Multiplier – for improving the learning efficiency of just about any learning or teaching program. Finally, the author will relate this discussion to the component analysis and frequency-building procedures that have become mainstays of PT methodology.

Track: All

Knowledge: All

Learning Channels: How We Use Them to Design Curriculum and Materials

Senior Authors: Elizabeth Haughton & Carl Binder

Saturday, 8:00 – 8:50

Many Precision Teachers take learning channels for granted, or at least don't think twice about what learning channels they should use for a particular pinpoint or to address a student learning challenge. Using learning channels as a robust part of the analysis and design process can bring enormous benefits to teachers and learners alike. This session provides an introduction to and overview of learning channels, followed by descriptions by each presenter of specific curriculum challenges, assessment cases, and other situations in which using learning channels as a key element in analysis and design have had significant impact on their work. Attendees will come away with new ideas and a fresh perspective on how learning channels can become a bigger part of the PT practice.

Track: Primary/Secondary Education; PT Principles/Methods; PT & Direct Instruction; Business & Industry; Home schooling; Adult Education/Vocational training; Learning Centers

Knowledge Level: Intermediate

The Charted Diary of Writing a Book

Senior Author: Abigail B. Calkin

Saturday, 12:35 – 1:25

Daily data from 3 years splays an author's writing processes and products. Behaviors charted are Thinks creative writing ideas, Thinks about writing, Writes words, and Edits. The author collected the data when writing articles published in EJOBA, poems, and a book manuscript. The analyses include frequency, celebration, and variability.

Track: Primary/Secondary Education; PT in College Settings
BCBA Credit

Knowledge: Introductory & Intermediate

Presentation Information

Peer Coaching

Senior Author: Kent Johnson, Morningside Academy

Co-Authors: Kris Melroe & Kevin Cauley

Friday, 10:15 – 11:05

Peer Coaching is a systematic approach to increase student interactions and overall responses in order to advance their ability to be successful problem solvers. Peer coaching and practicing are cooperative, not competitive activities, where students are organized into groups of two or three in order to give each other immediate feedback. One partner acts as the “performer”, while the other student acts as the “coach” in order to give feedback. The performer practices, making necessary corrections until s/he makes the goal. Once the performer has made his/her goal, the coach and performer switch roles. There will be three presentations: Dr. Kent Johnson will give an overview of how Morningside uses peer coaching, Kris Melroe will examine a case study on how to develop the necessary social skills to be successful. Kevin Cauley will present alternative ways to work on peer tutoring with children on the spectrum.

Tracks: Primary/Secondary Education; PT Methods & Learning Centers **Knowledge:** All

Games, Games, and Games II

Senior Authors: Janet Dolan, Dolan Learning Center, Deb Brown, Morningside Academy

Friday, 1:00 – 2:20

Elizabeth Haughton has passed the baton to two precision teaching practitioners who use games to build fluency in foundation skills and develop energy for all ages in any subject area.

Games improve hand-eye coordination, social skills, and concentration while motivating learners and stimulating minds. By pinpointing academic learning channels, games for multiple opponents or single play can quickly be designed and skills practiced to high performance levels. Players challenge themselves by setting goals, measuring progress, and applying their skills confidently to other environments. Participants will experience hands-on pinpointing, game playing, and charting; adaptation of commercial games for individual needs; computer and online games; and commercially available games to promote fluency building and accelerate learning. Let the games begin!

Tracks: Primary/Secondary Education; PT & Direct Instruction; Home Schooling; Adult Education/Vocational Training; Autism/DD; Learning Centers; SAFMEDS

Knowledge: Introductory / Intermediate

WORKSHOPS

The Six Boxes™ Workshop for Program Implementation and School Management

Presented by: Carl Binder, Ph. D., Binder Riha Associates, and the Fluency Project, Inc.

Cost: \$90

Thursday, 10:15 – 2:15

The Six Boxes™ Model and methodology offer plain English Language and straightforward methodology for analyzing and addressing performance management challenges and for developing executable implementation plans for new programs, strategies, processes, or systems in organizations of all kinds.

This workshop uses a combination of lecture/discussion, use of job aids, and short exercises to introduce the model, teaches its essential features, and gives participants tools and procedures for using it in a broad range of applications. For the PT audience, we'll focus primarily on program implementation as well as on use of the model to establish a shared language and approach to improving performance at any level in an organization.

Tracks: Primary/Secondary Education; Autism/DD; Starting PT Programs, PT in Rehab,

Knowledge: Introductory

Combining Direct Instruction and Precision Teaching for Learners with Autism

Presented by: Kelly Ferris, Heidi Calverley & Kate Laino

Cost: \$50 **Materials:** \$25

Friday, 10:15 – 2:15

This workshop will present participants with skills that are often very helpful in combining direct instruction curricula and Precision

Teaching in intervention programs for children with autism and related disabilities. The workshop will focus on (a) selecting appropriate direct instruction programs given various learner characteristics, (b) measuring student progress through DI curricula and using those data to make ongoing instructional decisions, (c) precision teaching sections or key skills from the major DI curricula that tend to be difficult for children with autism, (d) modifying error correction procedures to help promote appropriate stimulus control and true learning, (e) accelerating students' progress through DI curricula. We will focus on these skills across the curriculum areas of language, reading, mathematics, and writing. Participants will receive printed and digital copies of all materials presented including an enhanced CD-ROM that contains supplemental instructional and practice activities as well as recommended readings related to the workshop's topic.

Tracks: Autism/DD; PT & Direct Instruction BCBA Credit

Knowledge: Intermediate

The Excel Standard Celeration Chart Templates: Charting From the Ground Up

Presented by: Stuart R. Harder

Cost: \$25 **Materials:** \$5

Thursday, 2:30 – 5:30

In this workshop, participants will learn to set up a new chart (beginning with the daily count per minute SCC), describe the function of individual pages in the template workbook, enter learner descriptive information and performance counts, place phase change lines and AIMSTARS, and generate celeration lines. Those participants who bring laptop computers may follow along with the instructor using data sets available on CD. With these data sets, participants will learn to read each of the charts contained in a template workbook and will create a CHART complete with celeration and bounce lines. Next, participants will get a demonstration overview of the 1) stacked dots, daily count per minute SCC, 2) the weekly count per week SCC, 3) the monthly count month SCC, and 4) the yearly count per year SCC. This presentation is appropriate for all interested participants, but a basic understanding of Microsoft EXCEL will be helpful. Participants will get a CD containing an instructional manual, short instructional videos, and each of the SCC templates.

Tracks: PT Principles/Methods

Knowledge: Intermediate

The Charting Heritage Series: Learning the Basics of the Standard Celeration Chart

Presented by: Rick Kubina, Douglas E. Kostewicz, Shawn M.

Datchuk, The Pennsylvania State University

Cost: \$75 **Materials:** \$10

Thursday, 2:30 – 5:30

This workshop presentation will cover the basics of Standard Celeration Charting (SCC). Basics include filling out the labeled blanks, locating and plotting frequency and duration data points, and plotting data using variable counting times. Building on this foundation, workshop participants will also learn how to determine frequency jumps. As the title suggests, the heritage of SCC lies on a foundation of precise behavior measurement and graphical display of data. Workshop attendees will participate in a series of interactive activities bridging the illustrious history of charting basics to academic, business, and personal life. Materials provided by this workshop include Standard Celeration Charts, frequency finders, job-aids for basic independent charting, and, if needed, five on-line consultations

AimChart for Web-Based PT

Presented by: Charles Merbitz, Ph.D., BCBA & Benjamin Merbitz, Bsxig, Inc.

Cost: \$75

Friday, 10:15 – 2:15

Sometimes we need to share Charts with multiple stakeholders, such as parents, team members, administrators, and referring sources. When learners plot data at home, their paper Chart is not easily accessible. In residential settings, Charts should be available to each shift and to supervisors anywhere. Also, it is often revealing to stack Charts from several learners or several pinpoints from one learner, and see bigger patterns. WWW.AimChart.com answers these needs and many more. The web site holds PT data securely, shows Charts, and facilitates Chart analysis. Learners login and see a Chart with all previous data plotted.

Presentation Information

They can drag and drop today's data on screen and it updates. It's web-based, so Charts are available 24/7 to authorized parties. You can instantly stack dots / celerations across learners, pinpoints, and time. See all of your data in these ways and more. Workshop attendees will learn and practice with AimChart's easy-to-use tools to set-up, collect, save, and analyze Charts and control access for groups and individuals. Future developments will be discussed. Participants receive an AimChart institutional account (minimum value, \$100).

Tracks: Primary/Secondary Education; Computer-mediated PT; home schooling, PT in rehab/clinical, learning centers, BCBA Credit-
Knowledge: Intermediate

Ask the Experts: Problems and Solutions in Applying Precision Teaching for Students with Autism

Presented by: Holly Almon Morris, M.S., BCBA; Krista Zambolin, M.Ed.; Kelly Ferris, M.Ed., BCBA & Michael Fabrizio, M.A., BCBA
Cost: \$50

Thursday, 10:15 – 2:15

This "workshop" will operate more like a roundtable discussion group. During this time, we encourage audience members to ask questions to the panel regarding issues concerning applications of Precision Teaching for students with autism. Some suggested topics will be: 1) Precision Teaching "program startup" questions (How do I get started?); 2) Specific skill-related questions (What should I teach and how should I teach it?); 3) Measurement of skills using Precision Teaching (What/How should I measure these skills?); and 4) Questions regarding problem solving (What if they're just not getting it?) Participants are encouraged to bring transparencies of charts if they may want to share with the audience during discussion.

Track: Autism/DD; PT Principles/Methods; Starting PT programs
BCBA Credit

Knowledge: Introductory & Intermediate

Precision Teaching Basics

Presented by: Elizabeth Haughton, Haughton Learning Center, Jennifer MacDonald, Quality Behavioral Outcomes, Clay Starlin, International Educational Systems Project, Beth Swatsky, Stanislaus County Office of Education
Cost: \$150 members / \$175 non-members (**\$60 of the price is materials fee**)

Thursday, 10:15 – 5:00

This workshop is intended for practitioners who are new to Precision Teaching or wish to brush up on the basic steps needed to create successful learning programs. The workshop is designed around the 5 Precision Teaching steps: Pinpoint, Record, Chart, Change & Try, Try Again. For each area we will cover some basic concepts, and then there will be an opportunity to practice. (Our goal is 50% of the time participants will be actively involved.)

Tracks: Primary/Secondary Education; PT Principles/Methods

Knowledge: Introductory **BCBA CREDIT**

Chart-Based Decision Making

Presented by: Abigail B. Calkin, Ph.D., Allison L. Moors, M.A., BCBA, Ann Starlin, Horner, Ph.D.

Cost: \$75

Thursday, 10:15 – 2:15

Precision Teachers need to use the Standard Celeration Chart to make excellent decisions. How do you do that? Training objectives: 1) why use charted-based decision making; 2) a brief overview of drawing the best celeration lines on all charts; and 3) from them the learning pictures. Then, using learning pictures, RESA/REAPS, teaching to errors, changing aims, etc. to teach how to make changes to increase student success. Participants will draw lots of learning pictures and practice making decisions from them.

Knowledge: Intermediate

Changing Inner Behavior

Presented by: Abigail B. Calkin, Ph.D.

Cost: \$50 **Materials:** \$6

Friday, 10:15 – 2:15

This workshop presents inner behavior-thoughts, feelings and urges-as observable, countable, and changeable. People learn to: 1) review the history of inner behavior; 2) define and identify thoughts, feelings, and urges; 3) use the chart to observe, count, and change inner behavior, including writing inner behaviors at 30-35 per minute and saying them at 50-75 per minute. The primary emphasis is the practice of identification listing, counting, recording, and changing inner behaviors.

Systematic Assessment of Foundation Skills in Reading: Part 2

**Must have part 1 completed or instructor permission*

Presented by: Elizabeth Haughton & Mary Schmidt

Cost: \$80 / Free to previous participants **Materials:** \$20

Friday, 2:30 – 5:30

All instructional programs need to begin with an assessment. The goal of an assessment is to check to see if a student has the foundation skills that are necessary for them to benefit from a basic reading program. Many assessment instruments compare students to a national or state norm, which does not give full feedback to the teacher or the learner. Another difficulty with many assessment tools is that they only measure the accuracy of a student's performance while failing to measure the student's frequency of responses. When we ignore frequency, students have difficulty with retention, endurance, and application of new skills. This workshop will address these and many other relevant points. Join us for an enlightening event!

Sequential Retelling: Foundation Skills

Presented by: Kris Melroe, Morningside Teachers' Academy & Deb Brown, Morningside Teachers' Academy and Stanislaus County of Education

Cost: \$80 **Materials:** \$20

Thursday, 2:30 – 5:30

Developing strategic readers is more than decoding accurately and fluently. It additionally involves recalling details, bringing in background knowledge, asking and answering questions while reading, self-monitoring comprehension during reading, summarizing and synthesizing information, and making and confirming predictions during and after reading. Through the systematic instruction and practice of various component skills, students can develop their reading repertoires. A critical component skill is the students' ability to sequentially retell the main ideas presented in text. Using the tenets of the Morningside Model of Generative Instruction, students are presented with a story, determine the main ideas, appropriately sequence the main ideas followed by repeated peer practice using the basic tenets of Precision Teaching. Retelling develops a student's ability to sequence, develop vocabulary, express language skills and understand how parts relate to the whole.

Tracks: Primary/Secondary Education; PT & Direct Instruction; Learning Centers

Knowledge: Introductory

SYMPOSIA

Empirical Investigations of Precision Teaching with Students and Adults with Autism

Chair: Carl Binder, Binder Riha Associates & The Fluency Project, Inc.

Discussant: Carl Binder, CPT Senior Partner Binder Riha Associates

Friday, 2:30 – 4:20

Presentations:

Evaluating the Maintenance of Skills Built to Fluency - Dania Matthews, Douglass Developmental Disabilities Center; Mary Jane Weiss, Rutgers University; Meredith Bamond, Rutgers University; Jaqueline J. Wright, Rutgers University

The Effects of Precision Teaching with Frequency Building of Fine Motor Skills on the Performance of Established Life Skills:

Examining the Effects of Established Aims - Marlene Cohen, Rutgers University; Donna L. Sloan, Douglas Developmental Disabilities Center; Carl V. Binder, Binder Riha Associates

Fluency Isn't Just about Stuttering Anymore: An Examination of the Effects of Frequency Building of Component Language Skills on Students with Autism - Mary Sens Azara, Rutgers University; Marlene Cohen, Rutgers University

Track: Primary or Secondary Education; Autism/DD; Adult Education/Vocational training BCBA Credit

Knowledge: Intermediate

Presentation Information

Current Topics in Precision Teaching for Learners with Autism

Chair: Michael Fabrizio, Fabrizio/Moors Consulting

Friday, 2:20 – 4:00

Presentations:

The Predictive Strength of Frequency Responding vs Number of Overt Responses: A data-based case study - Kelly Ferris & Amy King

Precise Measurement of Imprecise Curricula - Krista Zamolin & Holly Almon-Morris

Empirical Validation of Frequency Aims for Children with Autism - Michael Fabrizio, Sara Pahl & Kate Laino

An Experimental Parametric Analysis of Goal Setting in Precision Teaching - Shane Isley, Michael Fabrizio & Jesus Rosales-Ruiz

Tracks: Autism/DD; PT Principles/Methods, BCBA Credit

Knowledge: Advanced

Behavioral Fluency Research: Applied and Experimental Studies

Chair: Richard K. Kubina Jr., Pennsylvania State University

Saturday, 8:00 – 8:50

Presentations:

An Experimental Analysis of Endurance: Comparing Two Different Practice Procedures for Letter Sound Fluency with Non-readers - Richard M. Kubina Jr., Shawn Datchuk & Kelly Brady, Pennsylvania State University

Measuring Concept Learning - Kerri L. Kaelin, University of Nevada/Reno – Center for Advanced Learning, Inc.; Kimberly Nix Berens, Center for Advanced Learning, Inc.

Utilizing Learning Science and Precision Teaching to Produce Exemplary Writing Skills - Kendra Rickard & Kimberly Nix Berens, Center for Advanced Learning, Inc.

Tracks: PT & Direct Instruction; PT Principles/Methods

Knowledge: Introductory & Intermediate

Conversion of The Chicago School of Professional Psychology and BCBA Field Work Practicum Assessment Tools from Normal & Ordinal Scales to Frequency-Based Measures

Chair: The Chicago School of Professional Psychology

Discussant: Liz Lefebvre & Kerin Weingarten, The Chicago School of Professional Psychology

Friday, 2:30 – 3:20

This symposium will address suggested frequency methods of measuring graduate student behavior in clinical settings. Sample practicum evaluation forms have been dissected, and when possible each item was operationally defined in measurable units. We will share the proposed new items and gather feedback from attendees.

Tracks: PT in College Settings

Knowledge: Introductory

PT-Based Group Interventions for Individuals with Autism

Chair: Shane Isley, FEAT of Washington

Friday, 4:05 – 5:50

Presentations:

First Year Outcomes Data of a PT-Based Preschool for Children with Autism and Their Socially Typical Peers - Kristin Schirmer-Foley, Michael Fabrizio & Rebecca Phillips, FEAT of Washington

A Report on the First Year of a Precision Teaching-Based Intervention Program for Adolescents on the Autism Spectrum: Challenges Faced and Lessons Learned - Shane Isley, Sara Pahl, Kristin Wilkinson & Michael Fabrizio, FEAT of Washington

Precision Measurement of Potentially Important Program Pinpoints to Help Ensure Intervention Quality - Shane Isley, Michael Fabrizio, Kelly Ferris & Kristin Schirmer-Foley, FEAT of Washington

Track: Autism/DD; PT & Direct Instruction; Starting PT Programs; Business & Industry

Knowledge: Advanced

The Present Will Pass: Preserving Your Work for the Future

Chair: Abigail B. Calkin, Private Practice

Saturday, 8:00 – 9:50

Presentations:

Tom Gilbert's Performance Engineering - Marilyn Gilbert

Bea Barrett's Archives: Theoretical and Practical Application Using Information Science and Gilbert's Performance Matrix - Yuka Koremura, University of North Texas

Og Lindsley's Archival Collection - Nancy Hughes-Lindsley, Owner of Og's Archives; Abigail B. Calkin, Chair of Og's Archives Committee

Overview of the Archives of the History of American Psychology - Sharon Ochsenhirt, Archives of the History of American Psychology

Track: General

Knowledge: Introductory

Family Commitment – How PT Changed our Family

Chair: Michael Fabrizio, Fabrizio Consulting; Elizabeth Haughton, Haughton Learning Center

Saturday, 1:30 – 3:20

This Symposium will focus on how a family with an autistic daughter experienced learning success through home schooled applications of Precision Teaching. Members of the Naleid family will share their experiences with PT and talk about how it changed their lives.

Presentations:

How Precision Teaching Helped my Daughter - Jasimina Naleid

How to Find PT Resources - Paul Naleid

My Learning Charts - Maya Naleid

Track: PT & Direct Instruction; Home Schooling; Learning Centers; Autism/DD; PT Principles/Methods; Starting PT Programs

Knowledge: Introductory

SHOWCASES

Charting Software at the Judge Rotenberg Center

Host: Dr. Matthew Israel

Co-Hosts: Nathan Blenkush, Michelle Harrington

Saturday, 12:40 – 2:30

At the Judge Rotenberg Center, we use of the Standard Celeration Chart to track both behavioral and academic progress. We have developed a computerized version of the Standard Celeration Chart, which is programmed in VB.NET. All students have a series of both appropriate and inappropriate behaviors that are charted on the Standard Celeration Chart. Academic behaviors are entered manually or plotted automatically from academic software. All administrative staff, treatment team members, and education staff have access to these charts and use them to make academic and treatment decisions. The software features a variety of useful functions. We will be showing the features of the software and discussing the process of developing the software, including the amount of time devoted to its creation/maintenance. We will also discuss our future plans for the charting application.

Tracks: Primary or Secondary Education; Autism/DD; Computer-mediated PT; BCBA Credit

Knowledge: Intermediate

Charting the Course Through PT

Host: Dr. Claudia McDade

Co-Hosts: Courtney Peppers-Owen, Scott Beckett, Echo Chan & John Brown

Friday, 3:30 – 4:20

Presenters will share the following with session attendees: Hands-on approaches as to how we make it work at Jacksonville State University in Alabama:

Chart Shares, SAFMEDS, Practice Sheets, Making chart-based performance decisions, Spotlight on the LS ExSEL Summer Program of 2007. Much more with unique PT learning approaches.

Tracks: SAFMEDS; PT in College Settings; Learning Centers

Knowledge: All

Presentation Information

AimChart

Host: Charles Merbitz, Ph.D. **Co-Host:** Benjamin Merbitz, Bsxig, Inc.

Friday, 4:25 – 5:15

www.AimChart.com is a website that holds PT data and displays it on Standard Celeration Charts. Teachers can set up accounts for each learner, and each learner can then assess his/her Chart to plot and view data. Then, the teacher can look at the Charts 24/7 and if desired, stack learners, stack actions counted, stack celerations, etc. In this Showcase, we will discuss and demonstrate some of the features that make AimChart a powerful tool for working with Charts. Later in the Conference, a workshop will provide an opportunity to learn to use this tool.

Track: Primary or Secondary Education; Computer-mediated PT; Home schooling; PT in rehabilitation/clinical/medical settings; Learning Centers BCBA Credit **Knowledge:** All

Graduate Education in Precision Teaching: “The School of Choice” for an ABA Master’s Degree

Host: Charles Merbitz, Ph.D.

Co-Hosts: Traci Cihon, John Eshleman, Grant Gautreaux, Sandy MacLeod, Dave Pyles, Diana Walker

Saturday, 10:00-10:50

The Department started as a program within the Clinical Master’s degree in Fall, 2004. This year, we are reaching our steady state, admitting approximately 50 new graduate students a year to our two-year Master’s curriculum. Our goal is to produce students highly skilled and knowledgeable in the theory and practice of Applied Behavior Analysis. Students are expected to master all competencies of the Behavior Analysis Certification Board Task List (3rd Edition), including skills in Precision Teaching (PT). Recently the Department also started offering instruction online to persons who already have a Master’s and wish to take only the courses needed to qualify for the BACB exam. Similarly, online courses for persons with the BA or BS degree are offered to allow students to qualify for BCABA level certification. The Department is also starting a PsyD program and anticipates admitting the first PsyD class in Fall, 2008. **Track:** PT in college

Impressions of TAGTeach Applications: Positive Features Combined with Precision Teaching

Host: Elayne Nickolaou, AimStar Precision Learning Center

Co-Hosts: Nancy Hansen-Merbitz, Doreen Vieitez & John Eshleman
Saturday, 12:40 – 1:30

AimStar Precision Learning Center/Services (providing academic and social/behavioral learning services to children and adults since 1999) recently added TAGTeach services for a variety of our learners’ educational needs. We continue to integrate a combination of behaviorally-based instructional technologies (Precision Teaching, Direct Instruction) to make learning effective and fun for all students’ center-based individual tutoring programs. Academic instructional consultation to public and private schools has promoted use of Precision Teaching/Direction Instruction in regular and special education services in the Chicago area. A recent case study highlights AimStar’s center-based services to a “difficult-to-teach” student. Examples of recent TAG-Teach interventions combined with Precision Teaching and Direct Instruction with a variety of learners will also be reviewed.

Track: Primary or Secondary Education; Autism/DD; PT & Direct Instruction; SAFMEDS; Learning Centers; TAGTeach & Precision Teaching

Precision Teaching in the Public Schools

Host: Loudoun County Public Schools

Co-Hosts: Allyson Pate & Monica Kissel **Friday, 4:30 – 5:20**

School year 2007 – 2008 will be the third year that the Precision Teaching Initiative has been in place, system-wide. Precision Teaching is integrated in each elementary and secondary school targeting students with disabilities. More than 75 teachers, trained and supported to implement the initiative, provide daily instruction using the five (5) step Precision Teaching protocol. The project coordinator will provide an overview of the structure of the initiative including funding sources and staff development activities. Data collected reflecting student performance on high-stakes testing and its impact on AYP, specifically the disaggregated population of students with disabilities, will also be presented. One precision teacher will provide a description of the actual implementation in resource and general education settings, student achievement, chart data, and teacher/student assessment.

PANEL DISCUSSION

My Most Interesting Curriculum Exploration

Chair: Carl Binder, Binder Riha Associates & The Fluency Project
Discussants: Elizabeth Haughton, Kent Johnson & Michael Fabrizio
Saturday, 9:00 – 10:50

Come hear four long-time PT practitioners and explorers talk about some of their most interesting curriculum investigations and developments. What types of curriculum have we built, or tried to build – for learners ranging from typical to severely autistic youngsters, from public and private schools and learning centers to corporate universities? What was interesting about each case, challenging, and satisfying (or unsatisfying) about the results? Attend this session to be surprised and delighted.

Tracks: PT Principles/Methods

Knowledge: Intermediate

POSTER SESSION

Friday, 4:30 – 5:30

Charting in the Real World of Public Education

Senior Author: Will H. Burrow, School Union 44 (Wales, ME)

Co-authors: Deborah Hobart, Pat Mason, Andrew Oliver, Linda Kristian & Janet Perry

Over the past four years, most of the teachers in one local school district in Maine have charted at least one pinpoint for one student. Several have maintained as many as 100 charts at any given point in time. Each teacher has used slightly different materials and teaching strategies. Most of their students have become heavily invested in charting. Most of the students have made more than a year of academic gain in a year, while many have made 18-36 months of gain. All of this has been accomplished in a “typical” public school setting. The charts to be posted will be the real time charts developed by teachers and students.

Tracks: Public School / Special Education

Knowledge: Introductory & Intermediate

Schedules of Reinforcement

Senior Author: Dr. Matthew Israel

Co-authors: Nathan Blenkush & Michelle Harrington

Schedules of reinforcement are one of the most underutilized tools in applied behavior analysis. Here, we describe the effect of switching from a fixed schedule of reinforcement to a variable schedule of reinforcement on participants completing a variety of academic tasks. Practical issues related to implementation are also discussed.

Track: Autism

Knowledge: Introductory

The Effect of Self-Monitoring on Academics and Behavior

Senior Author: Dr. Matthew Israel

Co-authors: Nathan Blenkush & Michelle Harrington

This study will examine the effect of self-monitoring on problem behavior frequency and academics. During baseline, participants will not view their behavior/academic charts. During treatment, students will examine their charts for 5 minutes per day. We will examine if viewing the chart has an effect on academic and behavior progress. Academic progress will be defined by celeration of correct academic responses or mastery of material. Behavioral progress will be defined as deceleration of defined problematic behaviors or celeration of positive behaviors.

Tracks: Applied Behavior Analysis

Knowledge: Introductory

How PT Discovered Me

Senior Author: Echo Chan

Discovering the amazing world of Precision Teaching, using the Chart, simply astounded me! In my session, I will share discoveries of charting, both personal and academic, from Hong Kong to Alabama to Seattle back to home sweet home.

Track: PT Methods

Knowledge: All

Presentation Information

Additions to Program:

Paper

Monitoring Belief Change

Senior Author: Steve Graf

Saturday, 2:30-3:20

Belief and attitude change can be monitored on Standard Celeration Charts to gain full advantage of Celeration, Bounce and Change Effect precision. This can be done by getting individuals to "set the odds" of a particular statement as being true or false. Monitoring periodically allows derivation of Celeration, Bounce, Jumps, Turns and Outliers for a single individual or group. A "Set the Odds Scale" consists of a Standard Celeration Chart with time as usual across the bottom and "odds" up the left. The odds start at one in the middle and go to 1000 in one direction by multiplying and to 1000 (.001) in the other direction by dividing. Demonstrative results are shown for a semester class responding to five statements about extraterrestrials, disclosure and alternative energy.

Symposia

Precision Teaching Pragmatic Language

Chair: Alison L. Moors, Moors Associates Consulting Inc.; Academy for Precision Learning

Saturday, 8:00-9:30am

Presentations:

What is Pragmatic Language and How Do We Measure It?- Alison L. Moors, Holly Almon-Morris

How to Implement Pragmatic Language Programs Using Precision Teaching- Holly Almon-Morris, Alison L. Moors

Pragmatics and Adolescents: What Are They Really Saying?-Sara Pahl, Andrew Syvertsen, Shane Isley, Michael Fabrizio

Track: Autism/DD, **BCBA CREDIT**

Knowledge: Intermediate

Fluency Based Instruction and Learners with Autism: Is RESA Enough?

Chair: Alison L. Moors, Moors and Associates Consulting, Inc; Academy for Precision Learning

Presentations:

The Timing of it All: When to Start Looking for Usability— Before or After RESA?-Kelly Ferris

RESA...Is it for Every Skill?-Sara Pahl, Andrew Syvertsen, Shane Isley, Michael Fabrizio

Is RESA Enough? (Cont.)

How Fast is Fast Enough? Empirically Validating

Outcomes in School-Based Programs-
Alison L. Moors

Track: Autism/DD, **BCBA CREDIT**

Knowledge: Intermediate

Do I Have to Give Up Being Me To Be Taught By You? Measuring and Teaching Assent Withdrawal and Self-Advocacy To Persons With Autism

Discussant: Bill Helsel (PLEA)

Presentations:

Multiple Useful Topographies for Assent Withdrawal
Holly Almon- Morris, Krista Zambolin

Transitioning from Assent Withdrawal to Self-Advocacy
Krista Zambolin, Kelly Ferris, Holly Almon-Morris

Moving from Self Advocacy to Advanced Negotiating
Kristin Wilkinson, Shane Isley

Track: Primary/Secondary, Home Schooling, Autism/DD, Learning Centers

Knowledge: Intermediate

Invited Speaker

No Oil, No Water, Just Care Enough to Chart

Speaker: Wells Hively

Affiliation: Private Psychology Practice, St. Louis, MO

Additional Information

REFUND CANCELLATION POLICY

Registration fees will be refunded, less a \$25 processing fee, if cancellations are made in writing at least 10 days prior to the start of the conference.

No refunds will be given for cancellation requests made within 10 days of the conference.

QUESTIONS

Questions regarding registration should be directed to Nancy Hughes Lindsley at The Lindsley House and Archive, (913) 236-9356, or Nancy@behaviorresearchcompany.com.

For questions about sessions, please call Courtney Peppers-Owen at Jacksonville State University, (256) 782-5575, or cpeppers@jsu.edu.

LODGING

InterContinental Kansas City at The Plaza

www.kansascityic.com

401 Ward Parkway

Kansas City, MO 64112

(816) 303-2936 is the hotel direct line; not reservations.

Lodging is the responsibility of the individual registrant. Please make reservations early to insure a room at the conference rate of \$159.00 per night, single or double occupancy. Some rooms are large enough to accommodate a fold-up bed for a third person for an additional fee of \$10.00 per night.

RESERVATIONS: call Pam Henuber at 816-303-2934.

Pam is our conference reservation contact at the InterContinental. She is able to provide the best information and service in regard to IPTC 2007. Calling central reservations for the InterContinental chain will net neither the most up-to-date conference reservation information nor the flexibility to add rooms at the conference rate if our "block" is full.

The hotel will allow IPTC attendees the conference rate 3 days before the conference begins and for 3 days after it ends depending on availability of rooms. The InterContinental is a very popular hotel, so make your plans early.

For directions see: www.sidestep.com/hotels-map-h15117-intercontinental-kansas-city-at-the-plaza-location-kansas-city-mo

For more information see: www.countryclubplaza.com

The Plaza is directly south of downtown Kansas City, MO. It is bordered on the east by Main Street, on the west by Jefferson St., by Ward Parkway on the south and W 46th Terrace on the north. It is south of I-70 by a couple of miles and near the celebrated Nelson-Atkins Museum of Art.

ABOUT KANSAS CITY, MO

(Kansas City, KS is right next door)

http://en.wikipedia.org/wiki/KansasCity,_Missouri

TRAVEL ... "Goin' to Kansas City, Kansas City, here I come.."

Kansas City is centrally located and easy to access by auto, airline, or rail.

• **AUTO:** I-70 runs east-west through the heart of the city; I-29; 635, 169 and I-35 run north-south, more or less.

• **AIR:** MCI (MidContinent International) is the FAA designation for the airport locally known as Kansas City International. See www.flykci.com for directions and ground transportation within the airport and into Kansas City. If you rent a car, ask for the local map. Take I-29 south to 169 south. Follow 169 over the Missouri River, continue straight ahead on Broadway, which becomes JC Nichols Parkway near the Plaza. Pass the giant fountain on your left and turn right on Ward Parkway. The hotel is about three long blocks west.

• **RAIL:** Magnificently restored Union Station is near The Plaza. Amtrak and the Southwest Chief provide service from Chicago and Los Angeles.

CEU INFORMATION

CEUS for Board Certified Behavior Analysts (BCBAs) and for Board Certified Associate Behavior Analysts (BCABAs) are available for session and workshops. All levels of presentation (introductory – advanced) are available for credit. One CEU will be earned for each 50 minutes of instruction attended. BCBA and BCABA credits require a \$10 fee per credit. Payment is due at the conference. After submitting these fees, you will receive a certificate as evidence of your attendance.

When you arrive, you will find the necessary evidence of completion and evaluation forms in your conference packet. You will need to complete these forms and submit them to the appropriate person in order to receive credit for attendance. In addition, you may be asked to sign in and out of sessions. Further information and additional forms will be available at the registration desk.

Continuing Education for teachers may be honored by local school districts with appropriate documentation. (Teachers may want to contact their local board.)

SPECIAL NEEDS

Please indicate services needed:

- Sign Language
- Wheelchair accessibility
- Assistance due to visual impairments
- Vegetarian Meals
- Other _____

YOU ARE CORDIALLY INVITED TO THE OPENING OF

OG'S ARCHIVE



THE LINDSLEY HOUSE

4402 Rainbow Boulevard
Kansas City, KS 66103
913-236-9356

FRIDAY
2 NOVEMBER 2007
6:00 PM – 9:00 PM

Roundtrip transportation to the house leaves every half-hour
5:45 PM - 8:15 PM
from The Intercontinental Hotel main lobby entrance

Directions and map on reverse if you prefer to walk,
drive, or take a cab.

Hosted by
Og's Archive Committee
Behavior Research Company
Nancy Hughes Lindsley and Friends

Sometime in the late spring of 2008, Ogden's papers will be transferred to
The Archives of the History of American Psychology, Akron, Ohio
<http://www3.uakron.edu/ahap>
There the collection will enjoy greater public accessibility



Walking/Driving Directions

Start: Intercontinental Hotel
401 Ward Pkwy
Kansas City, MO 64112

End: Lindsley House/Behavior Research Company
4402 Rainbow Blvd/4400 Rainbow Blvd
Kansas City, KS 66103

1.7 mile walk takes about 30 minutes by foot; 7 minutes by car. The way is a safe, residential route, although not particularly well lit in some areas.

- From the hotel, head north on Wornall Rd across Ward Pkwy crossing the bridge over Brush Creek.
- Wornall Rd, on the east side of the hotel, becomes Broadway St north of Brush Creek.
- Proceed two blocks north on Broadway St to W 47th St.
- Turn left (west) on W 47th St; proceed five blocks to the intersection of Roanoke Pkwy/Madison Ave.
- Angle northwest along Roanoke Pkwy to W 45th St.
- Left (west) on W 47th St; proceed 12 blocks to Rainbow Blvd (Hwy 169).
- Right (north) to 4402 Rainbow Blvd., located on the west side of the street. The house is next door to Behavior Research Company, which is on the corner of Rainbow and Seneca.

Registration Information

NAME BADGE INFORMATION (print clearly)

Badge Name: _____ Position/Title: _____
 Affiliation: _____ Address: _____
 City: _____ State: _____ Zip: _____
 Phone: _____ Cell: _____ Email: _____

REGISTRATION FEES

Early Registration until October 15 th :			
	One Day	Two Days	Entire Conference
Professionals	\$160	\$240	\$300
Students and Family of People with Disabilities	\$100	\$160	\$200
SCS Members	\$140	\$200	\$250

Late/On-site Registration until October 15 th :			
	One Day	Two Days	Entire Conference
Professionals	\$200	\$300	\$400
Students and Family of People with Disabilities	\$150	\$210	\$250
SCS Members	\$190	\$250	\$300

WORKSHOPS

The Six Boxes™ Workshop	<input type="checkbox"/> \$90	Ask the Experts	<input type="checkbox"/> \$50
Combining DI&PT for Learners	<input type="checkbox"/> \$75	AimChart for Web-Based PT	<input type="checkbox"/> \$75
The Excel SCC Templates	<input type="checkbox"/> \$30	Chart-Based Decision Making	<input type="checkbox"/> \$75
The Charting Heritage Series: Basics	<input type="checkbox"/> \$85	Changing Inner Behavior	<input type="checkbox"/> \$56
Sequential Retelling	<input type="checkbox"/> \$100	Precision Teaching Basics	<input type="checkbox"/> \$150 (members) <input type="checkbox"/> \$175 (non-members)
Reading Part II (Free for participants of part I)	<input type="checkbox"/> \$100 (With instructor permission)		

STANDARD CELERATION SOCIETY

- I am not currently a member of the Standard Celeration Society but would like to join and register as a member!
Annual membership includes two issues of the Journal of Precision Teaching and Celeration and a copy of the Standard Celeration Newsletter.
- Student - \$0 (included in registration)
 Regular - \$50
 Sustaining - \$100 (includes an extra copy of each journal issue)
- I am new to PT, and I would like to be paired with a chart parent (mentor).**

Registration Fee: _____
Workshop Fee(s): _____
SCS Member Fee: _____
Total Enclosed: _____

METHOD OF PAYMENT

- Register online at www.celeration.org
 Check enclosed, payable to Standard Celeration Society
 Purchase Order enclosed ~ or ~
 Fax this completed form to Nancy Hughes Lindsley at (913) 362-5900

**Mail this completed form and payment to Nancy Hughes Lindsley,
 P.O. Box 3351, Kansas City, KS 66103**

Registration deadline by mail, fax or online is October 15th

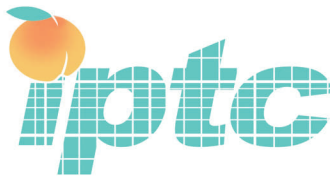
20th International Precision Teaching
Conference

November 1-3, 2007

*Intercontinental Kansas City at the Plaza
Kansas City, Missouri*

Back to the Future:

Honoring the Past, Navigating the Future



Program and Registration Enclosed

Behavior Research Company
c/o Nancy Hughes Lindsley
P.O. Box 3351
Kansas City, KS 66103

