

Standard Celeration Society

About the Society (www.celeration.org)

Since 1990 the Standard Celeration Society has comprised a collegial organization for all persons who use Standard Celeration Charts to monitor and change human behavior frequencies.

The Society's members come from a diverse background. They apply the Chart to all levels of education, including pre-school, elementary, middle school, high school, and college, as well as to all types of special education. Additionally, members have used the Chart in human services organizations, business and industrial applications, performance management and improvement consulting, parenting and child rearing, self-management projects and general scientific analysis of national and world economic and social problems.

The Society encourages the development and growth of a science of human behavior and learning, and promotes using the Standard Celeration Chart to further that objective. Moreover, the Society seeks research to create data-based functional applications derived from the science of behavior and learning. Ultimately, we have a society to create a more loving, less fearful world.

Mission Statement: The basic mission of the Standard Celeration Society is to promote standard measurement and monitoring of behavior frequencies and their celerations.

"Care Enough to Chart!"

Officers of the Society

- Michael Fabrizio, President
- Abigail B. Calkin, Past President
- Nicholas M. Berens, Vice President
- Sandy MacLeod, Secretary
- William J. Helsel, Interim Treasurer and Conference Program Coordinator
- Jesus Ruiz-Rosales, Editor of the *Journal of Precision Teaching & Celeration*

18th Annual International Precision Teaching Conference Schedule

Thursday, November 3, 2005

8:00 – 6:30	Registration: Hotel Lobby at Grand Station Wing 8:00 AM CONTINENTAL BREAKFAST-GRAND STATION 1					
10:00–1:00	Workshops #1 & #2 <table border="1" data-bbox="342 457 1448 852"> <tr> <td data-bbox="342 457 902 852"> Brighton I-II WORKSHOP #1 How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs (Introduction Level) Alison L. Moors Michael Fabrizio Heidi Calverly Shane Isley Shelly McGinnis Sara Pahl Fabrizio-Moors Consulting </td> <td data-bbox="902 457 1448 852"> Brighton III-IV WORKSHOP #2 Developing Fluent Language Skills for Children with Autism—Intermediate and Advanced Language Skills Holly Almon-Morris Krista Zambolin Alison L. Moors Michael Fabrizio Fabrizio-Moors Consulting </td> </tr> </table>			Brighton I-II WORKSHOP #1 How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs (Introduction Level) Alison L. Moors Michael Fabrizio Heidi Calverly Shane Isley Shelly McGinnis Sara Pahl Fabrizio-Moors Consulting	Brighton III-IV WORKSHOP #2 Developing Fluent Language Skills for Children with Autism—Intermediate and Advanced Language Skills Holly Almon-Morris Krista Zambolin Alison L. Moors Michael Fabrizio Fabrizio-Moors Consulting	
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1:00-2:00	LUNCH ON YOUR OWN					
2:00 – 5:00	Workshops #1(cont.) & #3 <table border="1" data-bbox="342 926 1448 1262"> <tr> <td data-bbox="342 926 902 1262"> Brighton I-II WORKSHOP #1 (cont.) How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs (Introduction Level) </td> <td data-bbox="902 926 1448 1262"> Brighton III-IV WORKSHOP #3 Beyond Typical Programming: Advanced Topics in the Application of Precision Teaching with Persons with Autism Michael A. Fabrizio Kelly Ferris Krista Zambolin Fabrizio/Moors Consulting </td> </tr> </table>			Brighton I-II WORKSHOP #1 (cont.) How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs (Introduction Level)	Brighton III-IV WORKSHOP #3 Beyond Typical Programming: Advanced Topics in the Application of Precision Teaching with Persons with Autism Michael A. Fabrizio Kelly Ferris Krista Zambolin Fabrizio/Moors Consulting	
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6:00 – 9:00	Workshops #4, #5, & #6 <table border="1" data-bbox="342 1329 1448 1724"> <tr> <td data-bbox="342 1329 711 1724"> Brighton I-II WORKSHOP #6 Data based Decision Making on the Standard Celeration Chart Alison L. Moors, Michael Fabrizio , Sara Pahl, Kelly Ferris, Holly Almon-Morris Fabrizio/Moors Consulting </td> <td data-bbox="711 1329 1101 1724"> Brighton III-IV WORKSHOP #5 www.AimChart.net: PT over the Web Charles Merbitz, The Chicago School of Professional Psychology Benjamin Merbitz, Xig, Inc </td> <td data-bbox="1101 1329 1448 1724"> Stoops Ferry WORKSHOP #4 Precision Teaching Basics Clay Starlin, University of Oregon Beth Swatsky, Ann Arbor Public Schools Jennifer MacDonald, Quality Behavioral Outcomes Elizabeth Haughton, Haughton Learning Center </td> </tr> </table>			Brighton I-II WORKSHOP #6 Data based Decision Making on the Standard Celeration Chart Alison L. Moors, Michael Fabrizio , Sara Pahl, Kelly Ferris, Holly Almon-Morris Fabrizio/Moors Consulting	Brighton III-IV WORKSHOP #5 www.AimChart.net: PT over the Web Charles Merbitz, The Chicago School of Professional Psychology Benjamin Merbitz, Xig, Inc	Stoops Ferry WORKSHOP #4 Precision Teaching Basics Clay Starlin, University of Oregon Beth Swatsky, Ann Arbor Public Schools Jennifer MacDonald, Quality Behavioral Outcomes Elizabeth Haughton, Haughton Learning Center
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Friday, November 4, 2005

8:00 – 3:00	Registration: Hotel Lobby at Grand Station Wing 8:00 AM CONTINENTAL BREAKFAST-GRAND STATION ONE			
8:30 –11:30	Workshops #7, #8, & #9			
	Brighton I-II WORKSHOP #7 Changing Thoughts, Feelings, and Urges Abigail B. Calkin Calkin Consulting	Brighton III-IV WORKSHOP #8 Correcting Student Errors During Instruction Alison L. Moors , Amy King, Holly Morris, Heidi Calverly Krista Zambolin, Shelly McGinnis, Michael Fabrizio Fabrizio/Moors Consulting	Haselton WORKSHOP #9 Establishing Student-Directed Fluency-Based Learning Centers in a Public School Classroom Paul R. Malanga Precision Consulting	
11:30–1:00	Woodlawn I Exhibitors and Poster Session			
12:00–1:00	Grand Station I IPTC LUNCHEON			
1:00–2:15	Grand Station I Keynote Address "Passing It On: In Honor of Fred Keller, Fred Skinner, Ogden Lindsley, and All of Our Teachers." Carl Binder			
2:30–3:20	Concurrent Sessions			
	Brighton I-II 1 Integration: Charting Our Way Through the Mainstream Elizabeth Benedetto- Nasho, Emily Ditner, Kevin Cauley	Brighton III-IV 2 Accelerating Our Children’s Growth with Precision Teaching in a Home School Program Cynthia Riha	Haselton 3 Charting Creative Writing Abigail B. Calkin	Ellwood TBA

<i>Fri., cont.</i> 3:30 – 4:45	Concurrent Sessions			
	Brighton I-II 4 Current Topics in Precision Teaching for Children with Autism Alison L. Moors	Brighton III-IV 5 The Big 6+6: The History, Analysis, and Research Related to Building Fluent Motor Foundation Skills Michael Fabrizio & Carl Binder	Haselton 6 Success and Challenges of Implementing Precision Teaching in a Public School District Richard M. Kubina Jr.	Ellwood TBA
6:00 – 6:50	Business Meetings			
	Brighton I-II Lindsley Archive Committee	Brighton III-IV JPTC Editorial Board	Haselton	
7:00 – 8:30	Grand Station I The Ogden R. Lindsley SCS Chart Share			
8:30–11:30	Grand Station I SCS Social “Care Enough to Chart”			

Saturday, November 5, 2005

8:00 – 12:00	Registration: Hotel Lobby at Grand Station Wing 8:00 AM CONTINENTAL BREAKFAST-GRAND STATION ONE			
8:00 – 8:50	Grand Station I SCS Business Meeting			
9:00 – 10:15	Concurrent Sessions			
	Brighton I-II 7 Precision Teaching Educational Programs for Persons with Autism Alison Moors & Elizabeth Haughton	Brighton III-IV 8 Aims—Growing and Sharing: What We Know About Aims and What are The Next Questions. Kent Johnson	Haselton 9 The Array of Intervention Options Clay Starlin	Ellwood 10 Using First Read Scores as Indicators of Sight Reading Progress. Ian Spence & Susan Sharp

10:30 – 11:30	Concurrent Sessions			
<p style="text-align: center;">Brighton I-II 11</p> <p style="text-align: center;">A Fluency-Based Approach to Using Transactional Analysis in Autism</p> <p style="text-align: center;">Kevin S. Cauley, Kerry-Anne Robinson, Elizabeth Benedetto-Nasho</p>	<p style="text-align: center;">Brighton III-IV 12</p> <p style="text-align: center;">Four Ceilings that Prevent True Mastery: Old Discoveries Always New</p> <p style="text-align: center;">Carl Binder, PhD, CPT</p>	<p style="text-align: center;">Haselton 13</p> <p style="text-align: center;">A 21st Century Community Precision Teaching Learning Center</p> <p style="text-align: center;">Doreen Vieitez, Elayne Nickolaou, & George Vinci</p>	<p style="text-align: center;">Ellwood 14</p> <p style="text-align: center;">The Challenges of Using Computers in Speed-Based Training Systems</p> <p style="text-align: center;">Frank Garcia</p>	
11:30 – 1:00	<p style="text-align: center;">Woodlawn I Poster Session with Exhibitions LUNCH ON YOUR OWN</p>			
1:00 – 1:50	Concurrent Sessions			
<p style="text-align: center;">Brighton I-II 15</p> <p style="text-align: center;">Teaching a Child with Autism to Describe Pictures using Fluency-Based Instruction</p> <p style="text-align: center;">Danusia Pawaska & Christine Cukar</p>	<p style="text-align: center;">Brighton III-IV 16</p> <p style="text-align: center;">How to Plan for Program Implementation Using The Six Boxes™ Model</p> <p style="text-align: center;">Carl Binder</p>	<p style="text-align: center;">Haselton 17</p> <p style="text-align: center;">Precision Learning in the ExSEL Program</p> <p style="text-align: center;">Claudia McDade</p>	<p style="text-align: center;">Ellwood 18</p> <p style="text-align: center;">Effects of Frequency on Retention of Multiplication Facts for Autistic Students Beth Swatsky <i>And</i> Research Design in Precision Teaching Shane Isley</p>	
2:00 – 3:15	Concurrent Sessions			
<p style="text-align: center;">Brighton I-II 19</p> <p style="text-align: center;">Incorporating Precision Teaching into ABA Intervention for Older Learners with Autism</p> <p style="text-align: center;">Donna L. Sloan & Alison L. Moors</p>	<p style="text-align: center;">Brighton III-IV 20</p> <p style="text-align: center;">School-wide Implementation of Precision Teaching on Reading and Reading Comprehension Baker Mitchell, Mark Cramer, and Krissy Tilly The Use of Timed Oral and Repeated Readings With University Students. Maurice Regan</p>	<p style="text-align: center;">Haselton 21</p> <p style="text-align: center;">Precision Teaching at the Vista School</p> <p style="text-align: center;">Richard M. Kubina Jr.</p>	<p style="text-align: center;">Ellwood TBA</p>	
3:30 – 4:30	<p style="text-align: center;">Grand Station I Presidential Address and Closing Remarks</p>			

Workshop Information

WORKSHOP 1

6 hours Thursday, Nov. 3, 10 a.m. - 5 p.m.

Title: How to Use Fluency-Based Instruction Techniques to Enhance Existing Educational Programs (Introduction Level)

Fee: \$165.00

Authors: Alison L. Moors, MA, BCBA Michael Fabrizio, MA, BCBA
Heidi Calverly Shane Isley
Shelly McGinnis Sara Pahl
Fabrizio/Moors Consulting

Description: This workshop is specifically designed to target service providers and parents working with kids with autism. An overview of Fluency-Based Instruction, including its history and implications for such, will be covered. In addition, participants will learn data collection techniques as well as how to analyze student data to ensure progress. Emphasis will be placed on component skills training for the learning/student skills necessary in order for a student and his/her teacher to be successful within a Fluency-Based Instruction teaching paradigm. Video examples and hands-on activities will be used throughout. The audience will be encouraged to provide examples of students and pinpoints targeted within their own teaching programs.

WORKSHOP 2

3 hours Thursday Nov. 3, 10 a.m. - 1 p.m.

Title: Developing Fluent Language Skills for Children with Autism—Intermediate and Advanced Language Skills

Fee: \$80.00

Authors: Holly Almon-Morris, M.S., BCBA Krista Zambolin, M.A.
Alison L. Moors, MA, BCBA Michael Fabrizio, MA, BCBA
Fabrizio-Moors Consulting

Description: This workshop will focus on using the techniques of fluency-based instruction to teach intermediate and advanced language skills to children with autism. Once children have gained facility with basic languages skills, such as rudimentary tacting and question answering, they still have much to learn to acquire verbal repertoires of sufficient extensity to allow them to maximally benefit from most instruction. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability, and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including sample videos.

WORKSHOP 3

3 hours Thursday, Nov. 3, 2 p.m. - 5:00 p.m.

Title: Beyond Typical Programming: Advanced Topics in the Application of Precision Teaching with Persons with Autism

Fee: \$80.00

Authors: Michael A. Fabrizio Kelly Ferris
Krista Zambolin
Fabrizio/Moors Consulting

Description: This workshop will present attendees with a range of topics often encountered when delivering Precision Teaching-based intervention to children and adolescents with autism and related disorders. Topics presented will include the management of misbehavior, the measurement of client assent and the use of assent data to inform instructional decision making, and the integration of augmentative/adaptive communication devices into instructional programming. Ample time will

also be provided for extensive audience questions and answers. Please note: A basic understanding of the conventions and practices associated with the Standard Celeration Chart is recommended.

WORKSHOP 4

3 hours Thursday, Nov. 3, 6 p.m. - 9 p.m.
Title: Precision Teaching Basics
Fee: \$100.00
Authors: Clay Starlin, University of Oregon
Beth Swatsky, Ann Arbor Public Schools
Jennifer MacDonald, Quality Behavioral Outcomes
Elizabeth Haughton, Haughton Learning Center
Description: 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 will be designed around the 5 Precision Teaching steps of: Pinpoint Record, Chart, Change & Try, and Try Again. For each area we will cover some basic concepts and then there will be an opportunity to practice with coaching support. The workshop will be conducted by Elizabeth Haughton and Clay Starlin, two Precision Teaching pioneers and Jennifer MacDonald and Beth Swatsky, two enthusiastic and skilled practitioners. Participants should bring learning outcomes/objectives, any frequency data, and SCC charts you have.

*WORKSHOP 5

3 hours Thursday, Nov. 3, 6 p.m. - 9 p.m.
Title: www.AimChart.net: PT over the Web
Fee: \$75.00
Authors: Charles Merbitz, PhD, BCBA
The Chicago School of Professional Psychology
Benjamin Merbitz
BSXig, Inc
Description: 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. They can drag and drop today's data on screen and it updates. Its 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).

*Attendees please bring a laptop with wifi or Ethernet--please contact Ben Merbitz (ben@xig.net) to discuss required equipment.

WORKSHOP 6

3 hours Thursday, Nov. 3, 6 p.m. - 9 p.m.
Title: Data based Decision Making on the Standard Celeration Chart
Fee: \$80.00
Authors: Alison L. Moors, MA, BCBA Michael Fabrizio, MA, BCBA
Sara Pahl Kelly Ferris
Holly Almon-Morris
Fabrizio/Moors Consulting
Description: Participants will learn how to make decisions using data they collect and display on the Standard Celeration Chart. The workshop will cover decision making at two different levels: (1) decision

making during timed practice sessions and (2) decision making across days of practice. We will present numerous examples of actual student performance data across a range of skills to illustrate the conditions under which various data-based decisions may be appropriate and inappropriate. We will focus heavily on analyzing four main factors when making decisions—performance frequency, performance celeration, bounce, and effort. In addition to learning how to use charted data to make decisions, we will also discuss and show examples of how we measure our own decision-making within the context of providing remedial intervention services to children.

WORKSHOP 7

3 hours Friday, Nov. 4, 8:30 a.m. - 11:30 a.m.
Title: Changing Thoughts, Feelings, and Urges
Fee: \$85.00 (members); \$115.00 (nonmembers)
Author: Abigail B. Calkin, Ph.D.
Calkin Consulting

Description: This workshop views the inner behavior of thoughts, feelings, and urges as observable, countable, and changeable. It begins with the history of private events and inner behavior, and the initial counting of inner behaviors. The practical aspect of the workshop will teach: definitions of thoughts, feelings, and urges; practice in writing, counting, and changing inner behaviors; techniques to change inner behaviors; and considerations for special circumstances. The workshop is designed for clinical people, teachers of regular and special education classes, parents, and other interested individuals.

WORKSHOP 8

3 hours Friday, Nov. 4, 8:30 a.m. - 11:30 a.m.
Title: Correcting Student Errors During Instruction
Fee: \$80.00
Authors: Alison L. Moors, MA, BCBA Amy King
Holly Morris Heidi Calverly
Krista Zambolin Shelly McGinnis
Michael Fabrizio, MA, BCBA
Fabrizio/Moors Consulting

Description: This workshop will teach participants the skills they need to correct greater than 90% of the errors their students make during instruction by teaching participants four key components in correcting student errors: identifying error patterns, aligning error patterns with error correction procedures, implementing the error correction procedures, and evaluating the effectiveness of the procedure.

WORKSHOP 9

3 hours Friday, Nov. 4, 8:30 a.m. - 11:30 a.m.
Title: Establishing Student-Directed Fluency-Based Learning Centers in a Public School Classroom
Fee: \$90.00 (members); \$115.00 (nonmembers)
Author: Paul R. Malanga, PH.D.
Precision Consulting

Description: This workshop will teach participants how to establish student-directed fluency-based learning centers. While time commitments make providing effective individual accommodations for students with diverse learning needs difficult, learning centers, common to most public school classrooms, provide the opportunity for additional practice with relevant skills. While this is important, embedding fluency measures within the learning center is rarely seen. For instance, a math learning center is a place where a student needing extra practice with math can go and practice math individually or with a friend. This traditional setup allows students to work “at their own pace” and informally monitor how well they are acquiring the skills, but does not provide an opportunity to develop those skills to fluent levels which is associated with retention. Arranging student-directed fluency-based learning centers provides students with daily fluency practice opportunities and a level of control over their learning not frequently experienced. Student-directed fluency-based learning centers use self-correction procedures as a means of monitoring

daily student progress and directly address teacher concerns regarding class size, diversity, and assessment demands, particularly as it relates to the No Child Left Behind (NCLB) legislation and Annual Yearly Progress. Finally, students with disabilities are being served almost exclusively in the regular education setting. Fluency-based activities can be particularly useful in closing the education gap for students at risk for educational failure while providing the student a sensitive measure of feedback as it relates to learning.

Keynote and Concurrent Session Information

Keynote Address

Title: "Passing It On: In Honor of Fred Keller, Fred Skinner, Ogden Lindsley, and All of Our Teachers."
Author: Carl Binder, Binder-Riha Associates
Description: Originally delivered in shortened form to accept the APA Division 25 Fred S. Keller Award for behavior education, this address is part of a celebration of Ogden Lindsley's legacy. It honors Drs. Keller, Skinner, and Lindsley whose contributions to education and behavior analysis continue through their students and colleagues. As behavior analysts we share an understanding of biological, cultural, and individual evolution as processes of selection by consequences. As students and teachers, we participate in the process of evolution itself and can accelerate our contributions to our planet's well being and the survival of its inhabitants by consciously assuming responsibility for that participation. Because of the potential advantage that a science of behavior offers our species, we have an evolutionary imperative to pass it on. Some of our greatest teachers, including Skinner, Keller, and Lindsley have given us examples to emulate in this regard. Carl will share anecdotes illustrating the multiplicative effects of passing on what we know and discuss the critical role and evolution of Skinner's response rate measurement passed on to us through Lindsley. He'll highlight some of the important ways in which the foundation measurement technologies of our science can inform education and our continued evolution.

Concurrent Sessions

1 Paper Session

Title: Integration: Charting Our Way Through the Mainstream
Authors: Elizabeth Benedetto-Nasho, Emily Ditner, Kevin Cauley
Step By Step Learning Group Inc
Description: Currently, integration refers to the practice of placing children with disabilities, particularly Autism Spectrum Disorders, into a school environment with children without disabilities (Buscaglia & Smith, 1989). The challenge has been however to do more than increase the acceptance and decrease the stigmatization of children with Autism (Brewer & Smith, 1989). Successful mainstream integration also includes the ability to keep pace with academic demands and connect with your typically developing peers. This presentation will discuss the use of an active in-class facilitation model where the facilitator is responsible for identifying goals, providing teaching opportunities and modifying teaching strategies based on student performance using the Standard Celeration Chart. Student performance charts will be presented demonstrating the effectiveness of this approach.

2 Paper Session

Title: Accelerating Our Children's Growth with Precision Teaching in a Home School Program
Author: Cynthia Riha
Lizard Hollow Academy
Description: After years of searching for schools and teachers able to meet our children's needs, we bit the bullet and decided to home school our two boys (7 and 11), and now our daughter (15). With big differences in their strengths and needs, we faced the challenge of integrating Precision Teaching with other teaching and learning methods at home, implemented by a former high tech Vice

President of Marketing Mom-turned-Precision-Teacher. We drew on the expertise and wisdom of old friends and colleagues (especially Elizabeth Haughton and Kent Johnson), spent endless hours web surfing for innovative program options, and joined the local 4-H Club. This presentation summarizes challenges we faced, the first year's results, and the enormous benefits of integrating our children's "school learning" with their lives – where a Civil War unit can include a weekend campout with other make-believe Yankees, backyard battles, documentary and commercial movies, and lots of dinner table conversation. After this experience, we believe more than ever that Precision Teaching offers unique means of empowering parents and children, helping them cut loose from (or at least become more autonomous within) the dominant assembly-line education process, and lay groundwork for a lifetime of continuous, integrated self-directed learning and development.

3 Paper Session

Title: Charting Creative Writing

Author: Abigail B. Calkin
Calkin Consulting

Description: Calkin has continuously charted her writing processes since September 2003 and writing products since the late 1960s. The charts presented will include inner behaviors (ideas and thoughts about writing), and outer behaviors (words written and edited), as well as yearly charts of items submitted for publication and published. She has analyzed all data by trends that reflect the influence of consultations, trips, and deaths. The Daily Charts also include details such as professional articles, poetry, and present work on a creative non-fiction book.

4 Symposium

Title: Current Topics in Precision Teaching for Children with Autism

Chair: Alison L. Moors

Discussant:

Description: Fabrizio/Moors Consulting is a Seattle based agency which provides behavior analytic services to children with autism and their families within the Puget Sound, United States and abroad. The measurement systems primarily used are Precision Teaching and Fluency Based Instruction. This symposium will highlight the power of these methodologies and the ever growing sophistication of the Standard Celeration Chart with its application to a wide range of student needs and at all levels of programming.

Toilet Training with Precision

Krista Zambolin, Heidi Calverley, Shelley McInnis

Fabrizio/Moors Consulting

Precision Teaching Pragmatic Language

Holly Almon-Morris, Michael A. Fabrizio, Alison L. Moors

Fabrizio/Moors Consulting

Operationalizing and Teaching Thinking Skills to a Child with Autism

Kelly Ferris, Amy King, Michael Fabrizio

Fabrizio/Moors Consulting

5 Symposium

Title: The Big 6+6: The History, Analysis, and Research Related to Building Fluent Motor Foundation Skills

Chair: Michael Fabrizio

Discussant: Carl Binder

Description: This symposium will present three papers that provide different perspectives on the Big 6+6—the set of foundational motor skills often targeted by precision teachers. The first paper will present the historical events and context that surrounded the identification of and early work related to the Big 6+6. The second paper will discuss how practitioners might go about arranging meaningful sequences of instruction both within and across the Big 6+6 skills, and the third paper will summarize the existing research literature related to the Big 6+6 as well as present data from

experimental research on the topic that is currently underway.

A Historical Perspective on the Big 6+6

Anne DeJardins

Director, Cache Valley Learning Center

Instructional Content Analysis and the Big 6+6: Arranging Sequences of Instruction

Michael Fabrizio

Fabrizio/Moors Consulting

The Current State of Research Related to the Big 6+6

Marlene Cohen

Director, Douglass Developmental Center, Rutgers University

6 Panel Discussion

Title: Success and Challenges of Implementing Precision Teaching in a Public School District

Discussants: Richard M. Kubina Jr.

The Pennsylvania State University

Richard E. Hall, Nadine Kuhn, Linda Hitchcock, Laura Lisiewski, Kara Martin

Eastern Lancaster County School District

Description: Eastern Lancaster County School District (ELANCO) serves approximately 3500 students in four elementary, one middle, and one high school. Among the many effective educational procedures ELANCO uses, it has recently added Precision Teaching. In the 2004-05 academic year a number of staff from the district implemented Precision Teaching with all of the elementary special education teachers, title one teachers, tutors, and a number of other professionals. This panel discussion will present data as well as discussion regarding the past years implementation and the future plans to expand Precision Teaching into the middle and high school.

7 Symposium

Title: Precision Teaching Educational Programs for Persons with Autism

Chair: Alison Moors

Discussant: Elizabeth Haughton

Description: This paper will present program descriptions and program outcomes data for two intervention programs that are based on Precision Teaching for persons with autism in the Puget Sound area. In addition, Brenne Schario, Executive director of FEAT of Washington will discuss the influence that precision teaching-based programs have had on the autism community in Puget Sound.

A Precision Teaching Summer Academic Program for Children with Autism

Alison Moors

Fabrizio/Moors Consulting

A Community-Based Precision Teaching Intervention Program for Adolescents and Young Adults with Autism and Related Disabilities

Sara Pahl, Fabrizio/Moors Consulting

Peter Gerhardt, Organization for Autism Research

The Influence of Precision Teaching-Based Intervention Services on the Autism Community of Puget Sound

Brenne Schario

Families for Effective Autism Treatment of Washington

8 Symposium

Title: Aims—Growing and Sharing: What we know about Aims and what are the next questions.

Chair: Kent Johnson

Discussant: None

Description: Hear about the evolution, selection, and empirical validation of AIMS and what the level of performance has to do with learning patterns.

Putting Frequency Aims to the Test: The Empirical Validation of Fluency Outcomes

Michael Fabrizio & Kelly Ferris

Fabrizio/Moors consulting
R/APS, REAPS and Other Acronyms
Carl Binder
Binder-Riha Associates
Personal Aims, Grade Level AIMS and Fluency Level AIMS: What does the Level of Performance have to do with Learning Patterns?
Elizabeth Haughton
Haughton Learning Center
Basic and Complex AIMS
Kent Johnson
Morningside Academy

9 Paper Session

Title: The Array of Intervention Options
Author: Clay Starlin
University of Oregon

Description: The intent of this paper session is to explore the array of factors that need to be considered as impacts/interventions in designing a learning program for a student. These impact/intervention variables include: instructional; physiological; cultural; school, home, and community environments. Areas that will be touched on include: resiliency research, IS-DID sheet, best bet teaching tactics, student directed learning, and brain research.

10 Paper Session

Title: Using First Read Scores as Indicators of Sight Reading Progress
Authors: Ian Spence and Susan Sharp
Ben Bronz Academy

Description: At Ben Bronz Academy, a key indicator of progress in reading fluency is the chart of repeated readings of graded materials. As we previously reported, once students have advanced to reading materials on their grade levels with a first read score above 100 wpm, they also score on grade level on the Wide Range Achievement Test (Sight Word Recognition.) This paper examines whether showing only First Read scores gives the student and coach a clear picture of progress toward the goal of reading on Grade Level.

11 Paper Session

Title: A Fluency-Based Approach to Using Transactional Analysis in Autism
Authors: Kevin S. Cauley, Kerry-Anne Robinson, Elizabeth Benedetto-Nasho
Step By Step Learning Group

Description: Originally developed by Dr. Eric Berne in the 1950s, Transactional Analysis can be considered a theory of communication expressed in terms of behavior. As a practical application tool, Transactional Analysis has been used in a variety of contexts that include educational, organizational, and therapeutic settings. Transactional Analysis is particularly useful for understanding and analyzing communicative interactions between individuals. This presentation will discuss the use of Freed's Transactional Analysis for Tots and Kids with a first grader with autism. A fluency-based instructional approach was also integrated with Freed's materials in order to provide the student with opportunities to systematically practice the three me's (bossy me, thinking me, and feeling me) identified in Freed's transactional analysis model. Bossy me behaviors are those imitated from our parents or parent figures (e.g., giving a verbal instruction to look both ways before crossing the street). Thinking me behaviors are demonstrated when one responds to the "here and now" (e.g., requesting a coat when it is cold outside). Feeling me behaviors are observed when one replays behaviors from childhood (e.g., punching your computer monitor when your computer unexpectedly freezes). Outcome data will specifically focus on teaching the student to identify his three me's and subsequently switch his verbal or physical transactions with family members and friends from bossy me to either thinking me or feeling me.

12 Paper Session

Title: Four Ceilings that Prevent True Mastery: Old Discoveries Always New

Author: Carl Binder, PhD, CPT
Senior Partner, Binder Riha Associates

Description: During the late 1960's and early 1970's, when teachers and researchers were first discovering the power of Standard Celeration Charting for instructional decision-making, those of us involved at the cutting edge went through a series of stages, uncovering layers of obstructions or "ceilings" that prevent learners from achieving superior performance. Seen as flat lines on the chart, well below levels that we knew competent individuals could achieve, these "ceilings" were both discoveries and challenges for creative instructional design and implementation. This presentation presents the Four Ceilings, as first described in the September, 1978, Data-sharing Newsletter, and discusses how they are as relevant today as they were 30 years ago. It presents some of the early charts associated with these discoveries, and summarizes some of our early efforts to remove performance ceilings, especially with various handicapped populations. Highlights include strategies for using the chart during both initial acquisition and practice stages of learning, shifting from discrete trials teaching procedures to more student-paced formats, and creative use of materials and component analysis to find and fix the dysfluent bits of behavior that can often prevent student progress. For more information, see the article, "Doesn't Everybody Need Fluency?" available for downloading at www.Fluency.org.

13 Paper Session

Title: A 21st Century Community Precision Teaching Learning Center

Authors: Doreen Vieitez, Joliet Junior College
Elayne Nickolaou, AimStar Precision Learning Center
George Vinci, AimStar Precision Learning Center

Description: The presenters participated in a six-week summer camp learning program as part of a 21st Century Community Learning Center grant at a school district near Chicago. 55 students in the community in grades three through eight attended the summer camp at one school in the district on Mondays through Thursdays. For three hours each morning on Mondays, Tuesdays, and Wednesdays, students received one hour of reading and math instruction and one hour each of two additional nonacademic activities of their choice. On Thursdays, students and staff went on field trips, and on Fridays all staff attended inservice training provided by AimStar. The presentation will focus on the reading and math instruction, as well as on teacher training. AimStar Precision Learning Center provided precision teaching and various fluency-based materials for the academic portion of the summer program. All academic teachers and tutors used the Standard Celeration Chart for academic tasks. The presenters will discuss the materials used, how they trained the teachers to use the materials in a very short time, and student achievement during the program.

14 Paper Session

Title: The challenges of using computers in speed-based training systems

Author: Frank Garcia, President, Persistech, LLC

15 Paper Session

Title: Teaching a Child with Autism to Describe Pictures using Fluency-Based Instruction

Authors: Danusia Pawska and Christine Cukar
Achieve Fluency, LLC

Description: The ability to describe events portrayed in the pictures of storybooks is an important skill for all young children participating in language arts lessons in inclusion classrooms. Complex skills involved in reading comprehension such as retelling the main events of a story, sequencing events, making predictions and identifying main events of stories may be supported by the student's ability to fluently describe events in pictures at a sentence level. Children with autism often present with significant delays in this area. Strengthening this skill may improve their reading comprehension and increase successful participation in language arts lessons in inclusion classrooms. This paper will present the effects of an intervention package that included direct instruction methods and fluency-based instruction on reading comprehension for an elementary school student diagnosed with autism. A component-composite analysis of skills needed to

describe pictures was done and materials were developed for this student to use with the regular education curriculum. Performance data collected throughout instruction will be presented to show progress on the component and composite skills that were taught. The implication for the use of fluency-based instruction applied to regular educational materials and the effect on reading comprehension will be discussed. The intervention package included materials that were developed around leveled readers.

16 Paper Session

Title: How to Plan for Program Implementation Using The Six Boxes™ Model

Author: Carl Binder, PhD, CPT
Senior Partner, Binder Riha Associates

Description: When implementing any new program or set of procedures at any level, from a single classroom to an entire state, we need to treat the new behavior that will be required for successful implementation just as we'd treat any other behavior in an individual or group. We need to manage it, to arrange conditions designed to optimize our chances of success. The Six Boxes™, a plain English derivation of Thomas Gilbert's classic Behavior Engineering Model, provides a framework to ensure that you won't miss any important factors in the program design and implementation process. The presenter developed and has been using the Six Boxes model for planning, performance management, program implementation, and organizational alignment in his consulting practice with large and small organizations for over 20 years. This session introduces the model and shows how you can use it to plan for the success of any program, including implementation of Precision Teaching in a classroom or learning center. Handouts include directions for a process and a set of tools that you can use immediately. For more information, check out www.SixBoxes.com.

17 Paper Session

Title: Precision Learning in the ExSEL Program

Author: Claudia McDade, Jacksonville State University (AL)

Description: Jacksonville State University's Learning Services has employed Precision Teaching (PT) as its measurement standard since its inception in 1977. Since 1993, LS has offered the ExSEL Program (i.e., Experiencing Success in Education and Life), a summer bridge, for students whose presenting entrance exam scores are not high enough to meet JSU admittance standards. ExSEL students spend an intensive six summer weeks improving their basic skills in reading, writing, and quantifying. They tend to persist at JSU longer and earn higher grades than students who enter with higher presenting entrance exam scores. This 14 minute DVD presentation showcases these students and their success at developing their academic skills and moving through the University with confidence and persistence. The presenter will also discuss ways other higher education institutions could benefit from integrating Precision Teaching/ Learning into their systems to increase their learning-centered environment and assessment requirements.

18 Paper Session

Title: Frequency and Retention

Author: Elizabeth Swatsky,
The Pennsylvania State University and Ann Arbor Public Schools

Description: Using a parallel treatments design, this study examined the effects of frequency of response on retention of multiplication facts for students with autism. After a brief instructional phase, students began 3 treatments of a practice phase consisting of free-operant practice, restricted operant practice, and no practice. The results indicated that all three treatments maintained similar frequencies when compared to the probe administered on the last day of the practice phase, and the probe administered after a month or more of no practice. In addition, each of the three students' frequencies divided in half from the free-operant practice treatment to the no practice treatment. All of the students expressed a preference for the free-operant treatment. Limitations and implications for the future are discussed.

And

Title: Research Design in Precision Teaching

Author: Shane Isley

University of North Texas & Fabrizio/Moors Consulting

19 Symposium

Title: Incorporating Precision Teaching into ABA Intervention for Older Learners with Autism

Chair: Donna L. Sloan, M.A., BCBA

Douglass Developmental Disabilities Center, Rutgers University

Discussant: Alison L. Moors

Fabrizio/Moors Consulting

Description: The Douglass Developmental Disabilities Center has been incorporating Precision Teaching with frequency building procedures for learners with autism over the past few years. Three papers will address an overview of the research outcomes compiled over a two-year period, implications related to quality of life, and the use of these data to direct future research for adolescents and adults with autism. The first paper will review the results of preliminary single-subject studies with one adolescent and two adults with autism. Data will be presented on the acquisition of fluency targets and the generalized effects of this type of instruction. The paper will also include reliability data and procedural integrity measures on 20% of instructional sessions for all three studies. The second paper will focus on the collateral effects of precision teaching with frequency building procedures on quality of life indicators for the three subjects used in the preliminary research reviewed in the first paper. The third paper will discuss the overall implications for future research in precision teaching for older learners with autism. A review of the conclusion based on preliminary research in light of the most efficient approach to this type of instruction and the most widespread generalized effects will be detailed.

- Establishing the effect of precision teaching with frequency building procedures in adolescents and adults with autism: A review of three single-subject studies.
Marlene Cohen and Donna L. Sloan
Douglass Developmental Disabilities Center, Rutgers University
- Quality of life indicators associated with precision teaching for older learners with autism: Some possible collateral effects
Donna Sloan and Marlene Cohen
Douglass Developmental Disabilities Center, Rutgers University
- Guidelines for future research in precision teaching with frequency building procedures with older learners: Conclusions drawn from preliminary research
Marlene Cohen and Donna L. Sloan
Douglass Developmental Disabilities Center, Rutgers University

20 Paper Session

Title: The Impact of a School-wide Implementation of Precision Teaching on Reading and Reading Comprehension in a Direct Instruction School

Authors: Baker Mitchell, Mark Cramer, and Krissy Tilly

The Roger Bacon Academy/ Charter Day School

Description: Charter Day School is a 5 year old rural charter school located in coastal North Carolina serving 620 students in grades k-7. The curriculum is Direct Instruction for reading, spelling, language, and writing. Saxon is used for math. The student demographics include 34% Free Lunch and 20% minority. For 2004-5, the DIBELS was administered to all students at the beginning, middle, and end of the year. In February, all students in grades 3, 4, 5, and 6 were given instruction in performing one-minute timings and charting their results on the SCC. See-say text and see-write math facts were some of the movement cycles charted. By early March, charting was understood and every class conducted a 5-10 minute session each morning when all students would do timings on repeated reading passages and on math facts worksheets. Students were told that their goal should be to practice until they could read with expression at 200 words per minute and do math facts at 60 facts per minute. They were also instructed to bring their chart to the teacher whenever they had a three-dot plateau. Each Friday, every teacher was required to turn in the high, low, and median frequency for each type of movement cycle - reading or adding or other - for that days' timing so class progress could be monitored. A much greater increase in DIBELS reading rates

was seen between middle and ending scores after introducing PT than was gained between beginning and middle scores. Other possible causes for this increase will be discussed. Summary statistics of DIBELS, SAT-9, and state end-of-grade scores as well as example SCC charts, I individual and class, will be displayed. North Carolina designates Charter Day School as an “Honor School of Excellence” and among the top 25 schools state-wide for the highest academic growth in 2004-5.

AND

Title: The Use of Timed Oral Readings and Repeated Readings with Undergraduate and Graduate Students

Author: Maurice Regan
Southern New Hampshire University

Description: Timed oral readings to measure reading fluency and repeated readings to increase reading fluency and comprehension are instructional activities usually implemented before students reach college. This presentation describes the use of timed oral readings and repeated readings with undergraduate and graduate students. Students in undergraduate psychology and education courses and graduate students in a research course completed a series of timed oral readings using the text book assigned to each course. Selected students who were not fluent readers were taught to use repeated readings using the textbook in that course and to record their data on Standard Celeration Charts. Over graduate and undergraduate courses, approximately 25% of students could not read fluently, as defined by oral reading speed exceeding 180 words per minute (WPS). Students who completed repeated readings generally improved their reading speed in excess of 200 WPS. Selected timings and daily charts kept by individual students will be displayed. The advantages and difficulties of implementing such a program at the college level will be discussed.

21Panel Discussion

Title: Precision Teaching at the Vista School

Author: Richard M. Kubina Jr. The Pennsylvania State University
Amanda Pendleton, Leann Rutt, Alicia Harris
The Vista School

Description: The Vista School offers a comprehensive educational program for students with autism. Recently the Vista school has implemented Precision teaching into its program. The emerging data show the students have made significant educational, statistical, and socially valid change. This panel session will share data, video presentations, and discussion showing the gains students have made.

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Precision Teaching Glossary

Accuracy Pair -- Also known as a "fair pair." An accuracy pair is formed between two identical movement cycles, each producing a different effect, such as correct responses and error responses on the same task.

Accuracy Ratio -- The ratio formed between frequency correct and frequency incorrect of a particular accuracy pair, or "fair pair." On a standard chart, the ratio equals the vertical distance between the two frequencies. Its value can be measured using a frequency finder.

Add-Subtract Scale -- Any scale on which adding or subtracting by a constant amount is represented by a constant distance. The horizontal, or X-axis, of the daily Standard Celeration Chart has an add-subtract scale of Successive Calendar Days.

Behavior Floor -- The lowest daily frequency possible for a particular behavior; 1/number of minutes the behavior can occur. Generally, the behavior floor is lower than the record floor.

Behavior of Interest -- A behavior that has been behaviorally defined so that when it occurs it can be reliably counted.

Celeration -- The unit of measurement of behavior change; a change in frequency per unit of time; 3 dimensions: number per unit of time per unit of time. A common representative example is count per minute per week.

Celeration Line -- A best-fit, straight line drawn through a set of frequency points on a Standard Celeration Chart.

Counting Period Floor -- The lowest frequency detectable by a given counting procedure; 1/number of minutes spent counting. Also known as a Record Floor.

Cycle (standard chart) -- The vertical range or distance on the y-axis of a Standard Celeration Chart between consecutive powers of 10. The Standard Celeration Chart has 6 cycles: .001 - .01, .01 - .1, .1 - 1, 1 - 10, 10 - 100, 100 - 1000 per minute.

Daily Behavior Chart -- A Standard Celeration Chart with frequency ranging from .001 per minute up to 1000 per minute on a multiply-divide scale along the y-axis, and Successive Calendar Days on an add-subtract scale along the x-axis; the most commonly used, and "typical" Standard Celeration Chart.

Day Line -- A vertical or "up and down" line on the daily Standard Celeration Chart. The daily chart has 140 day lines.

Event-Following Celeration Line -- A celeration line drawn through all of the frequencies within a particular phase of observation or experimentation. For instance, this can be a celeration line drawn through the baseline phase of an experiment.

Frequency -- The number of movements or events per unit of time; the standard unit of behavior measurement. In the physical sciences frequency is expressed in cycles per second. In addition, frequency may be judged as 'correct' or as 'incorrect' by a particular verbal community.

Frequency Line -- A horizontal line running across the Standard Celeration Chart. Each cycle has 10 parallel frequency lines, which get closer and closer together as one moves up a cycle.

Frequency Multiplier -- The value by which one frequency gets multiplied by to obtain a second frequency; the ratio of two frequencies. A frequency divider would mean the same thing, except the operation involves division.

Geometric Mean -- The appropriate measure of central tendency on a multiply-divide scale. On the Standard Celeration Chart you derive a geometric mean by multiplying N number of frequencies and then taking the Nth root of that.

Jump -- An abrupt increase or decrease in frequency. On a chart, a jump equal to a pencil width has a value of about $\times 2$ or $/2$, depending on the direction of the jump.

Ignored Day -- A day where the behavior of interest occurs, but is not counted, recorded, or charted.

Learning Picture -- A behavior change picture formed on a standard celeration chart where an accuracy pair is charted over time, resulting in two celerations that covary independent of each other.

Minimum Celeration Line -- A mathematically computed celeration line between a baseline frequency and a target frequency aim on particular day at some point in the future. The further out into the future, the lower the slope will become. The higher the aim rate, the higher the slope will become. A minimum celeration line may be used for decision making purposes.

Most-Recent Celeration Line -- A celeration line drawn through the last 7 to 10 frequency points on a Standard Celeration Chart, for a given movement cycle.

Movement -- A pinpointed and recorded behavior; an action performed by an organism.

Movement Cycle -- A movement or event that has a start time, a duration time, and a stop time.

Multiply-Divide Scale -- Any measurement scale on which multiplying or dividing by a constant amount is represented by a constant distance. The vertical, or Y-axis, of the Standard Celeration Chart has a multiply-divide scale of Count per Minute. We typically depict frequency on a multiply-divide scale in order to cover a range that add-subtract scales cannot handle conveniently. This scale is also known as an Equal Ratio Scale.

No Chance Day -- A day on which the behavior of interest could not occur and thus could not be recorded or charted. On a chart, a no chance day line is left blank, and no two adjacent lines having recorded frequency dots are connected with a line running through the no-chance day.

Overall Celeration Line -- A celeration line drawn through all of the frequency points on a Standard Celeration Chart, regardless of trends, phase-change events, or regular periods of time.

Periodic Celeration Line -- A celeration line drawn through all of the frequency points on a Standard Celeration Chart within a specific time period, regardless of trends or phase change events. On a daily Chart, the time period is often biweekly or monthly.

Rate -- A less scientific term for frequency. (Most dictionary definitions of rate have to do with something other than count per unit of time; conversely, most dictionary definitions of frequency do pertain to the "oftenness" of an event or movement. Frequency represents the word of choice in the natural sciences for measurement of any count per unit of time.) See Frequency.

Reference Celeration -- The celeration to which a second celeration gets compared. The basic standard reference celerations on the Chart are X16, X4, X2, X1.4, X1.1, and X1.0, where X means "times."

Standard Celeration Chart -- A standard, six-cycle, "semi-logarithmic" chart that measures frequency as count per unit of time up the multiply-divide y-axis, and that measures celeration as count per unit of time per unit of time. This Chart has standard celeration reference lines such that a line drawn from the bottom left corner to the upper right corner is 33 degrees and has a celeration value of X2 ("times two"). Also known as a Standard Behavior Chart.

Successive Calendar Days -- The real-time, real-calendar add-subtract scale along the x-axis of the Daily Behavior Chart.

Trend-Following Celeration Line -- A celeration line drawn through visible trends on a Standard Celeration Chart for a given movement cycle, regardless of event phases or time periods.

Turn -- A change to the celeration slope, generally following a phase change or intervention. On the chart, the slope can turn upward, not turn, or turn downward.

This Glossary has been adapted from several sources, including: Pennypacker, H.S., Koenig, C.H., & Lindsley, O.R. (1972). *Handbook of the standard behavior chart*. Kansas City, KS: Precision Media. Standard Celeration Society. (1997). Standard Glossary and Charting Conventions. *Journal of Precision Teaching and Celeration*, 14, 55-57.