



The Douglass Developmental Disabilities Center  
of Rutgers University presents:

## Precision Teaching: R.U. Charting?

21st Annual International Precision Teaching Conference

November 6-8, 2008

Rutgers University

Douglass Campus Center

100 George Street

New Brunswick, NJ

### Our goals include:

**Expand the PT Community of Learners:** include more people from more varied settings and increase attendance.

**Leave no newcomer behind:** every new person leaves the conference knowing how to chart and apply PT.

**Advance the science:** sustain and energize the PT base with presentations on basic and applied science of PT.

**Bridge the gap:** invite and nurture people working within Applied Behavior Analysis who are unfamiliar with the power and utility of the Standard Celeration Chart for more efficient practice and research.

CEUs for BCBAs and BCABAs

Early Registration Deadline: October 15, 2008

# Thursday, November 6, 2008

	Trayes Hall A	Trayes Hall B	Room C	Room E	NJC Lounge	Whitman
<b>8:30-10:00</b>	<b>Keynote (Trayes Halls A &amp; B)</b> <i>Measurement in Education: Past, Present,...and Future?</i> Hank Pennypacker <span style="float: right;"><b>BACB</b></span>					
<b>10:00-10:10</b>	Break	*****	*****	*****	*****	*****
<b>10:10-1:00</b>	<b>Newcomer Workshop:</b> Conference / PT / SCC / ABA Primer S. Born, K. Ferris, B. Helsel, K. Melroe, K. Johnson, M. Fabrizio, L. Lefebvre, L. Grant, and more special guests! <i>*Free for student members</i>	<b>Paper:</b> <i>Shaping Learning and Motivation Through a Feedback Awareness</i> Susan Sharp <b>BACB</b>	<b>Workshop:</b> <i>Precision Teaching Basics</i> Elizabeth Haughton, Clay Starlin, Jennifer MacDonald, Beth Swatsky <b>BACB</b>	<b>Workshop:</b> <i>Introduction to Six Boxes™ Performance Management</i> Carl Binder <b>BACB</b>	<b>Workshop:</b> <i>Encouraging Happy Learner Participation in PT-Based Programs</i> Holly Almon-Morris, Michael Fabrizio, Kristin Foley <b>BACB</b>	<b>Special Event:</b> <i>Archiving Og Lindsley's Work</i> Archives Committee
<b>1:00-2:00</b>	Box Lunch In NJC		*****	*****	*****	*****
<b>2:10-4:00</b>	<i>Newcomer Workshop (Cont.)</i>	<b>Workshop:</b> <i>Math Facts: A PT Approach</i> Annie Desjardins, Kent Johnson <b>BACB</b>	<i>Precision Teaching Basics (Cont.)</i>	<b>Workshop:</b> <i>Application of Six Boxes™ Performance Management</i> Carl Binder, Cynthia Rhia, Shane Isley, Donnie Staff <b>BACB</b>	<b>Workshop:</b> <i>Sneaking PT into the Classroom</i> Ralph Magoun	<i>Archiving (Cont.)</i>
<b>4:00-5:00</b>	<b>Special Event:</b> <i>Chart Presenting Skills: 101</i> Ian Spence, Steve Graf, Ben Merbitz, Stuart Harder, Malcolm Neely <b>BACB</b>	*****	<i>Precision Teaching Basics (Cont.)</i>	<i>Application of Six Boxes™ (Cont.)</i>	<i>Sneaking PT (Cont.)</i>	<i>Archiving (Cont.)</i>
<b>5:00-7:00</b>	<b>IPTC's Ogden R. Lindsley SCC Chart Share</b>	*****	*****	*****	*****	*****

# Friday, November 7, 2008

	Trayes Hall A	Trayes Hall B	Room C	Room E	NJC Lounge	Whitman
<b>8:00-10:00</b>	<b>Keynote (Trayes Halls A &amp; B)</b> <i>From Obstacles to Opportunities: The Terry Harris Story</i> Terry Harris, Jan Harris, and Elizabeth Haughton <b>BACB</b>					
<b>10:00-10:10</b>	Break	*****	*****	*****	*****	*****
<b>10:10-12:00</b>	<b>Showcase:</b> <i>Games, Games, Games III</i> Janet Dolan & Deb Brown <b>BACB</b>	<b>Workshop:</b> <i>Getting Learners with Autism and their Teachers Started in Fluency-Based Instruction</i> Kelly Ferris, Liz Lefebvre, Kate Laino, Krista Zambolin <b>BACB</b>	<b>Workshop:</b> <i>Systematic Assessment for Foundation Skills in Reading: Part I</i> Mary Schmidt	<b>Symposium:</b> <i>Celebrating Successful Collaborations Within and Across PT Programs</i> Alison Moore, Kelly Ferris, Kate Laino, Kristin Foley, Rebecca Phillips <b>BACB</b>	<b>Symposium:</b> <i>Intervening with Private Events with learners with Autism Spectrum Disorders</i> Michael Fabrizio, Abigail Calkin, Sara Pahl, Andrea Newcomer, Heidi St. Pierre- <b>BACB</b>	<b>Special Event:</b> <i>Meet and Greet Session:</i> Elizabeth Haughton, Terry Harris <b>11:10-1:00</b> <b>Workshop:</b> <i>AimChart.com: Web-Sharable Celeration Charts</i> Charles Merbitz, Ben Merbitz <b>BACB</b>
<b>12:00-12:10</b>	Break	*****	*****	*****	*****	*****
<b>12:10-1:00</b>	*****	<i>Getting Learners (Cont.)</i>	<i>Systematic Assessment (Cont.)</i>	<b>Paper:</b> <i>The Effects of PT Frequency Building of Language Component Skills...</i> Mary Sens-Azara <b>BACB</b>	<b>Paper:</b> <i>Maximizing Organizational Results: Uniting Optimal Performance Systems and the Six Boxes™...</i> Shane Isley <b>BACB</b>	<i>AimChart.com: (Cont)</i>
<b>1:00-2:00</b>	Lunch in Trayes	Hall A & B	*****	*****	*****	*****
<b>2:10-3:00</b>	<b>Workshop:</b> <i>Charting Collections of Data on a SCC</i> Elizabeth Haughton, M. Schmidt, E. Swatsky <b>BACB</b>	<i>Getting Learners (Cont.)</i>	<b>Workshop:</b> <i>Sequential Retelling: Foundation for Reading Comprehension</i> Kris Melroe & Deb Brown	<b>Paper:</b> <i>Fluent Auditory Discrimination: The Building Blocks of Reading Fluency</i> Ian Spence <b>BACB</b>	<b>Paper:</b> <i>PT in a College Setting: Retention Gets an "A"</i> Echo Chan	<i>AimChart.com: (Cont)</i>
<b>3:00-3:10</b>	Break	*****	*****	*****	*****	*****
<b>3:10-4:00</b>	<i>Charting Collections (Cont.)</i>	<i>Getting Learners (Cont.)</i>	<i>Sequential Retelling (Cont.)</i>	<b>Paper:</b> <i>The Academy for Precision Learning: First Year Lessons Learned</i> Alison Moors <b>BACB</b>	<b>Paper:</b> <i>The Effects of Fluent Levels of the Big 6+6 Skills Elements on Functional Motor Skills with Children with Autism</i> Melissa Twarek	<b>Workshop:</b> <i>Change Thoughts and Feelings!</i> Abigail Calkin <b>BACB</b>
<b>4:00-4:10</b>	Break	*****	*****	*****	*****	*****
<b>4:10-5:00</b>	<i>Charting Collections (Cont.)</i>	<i>Getting Learners (Cont.)</i>	<i>Sequential Retelling (Cont.)</i>	*****	<b>Poster Session</b>	<i>Change Your Thoughts (Cont.)</i>
<b>6:00-8:00</b>	<b>Cocktail Reception @ The Heldrich</b>					

# Saturday, November 8, 2008

	Trayes Hall A	Traves Hall B	Room B	Room C	Room E
<b>8:30-10:00</b>	<b>Keynote (Trayes Halls A &amp; B)</b> <i>Some Implications of Selectionism for PT and ABA</i> Charles Merbitz <p style="text-align: center;"><b>BACB</b></p>				
<b>10:00-10:10</b>	Break	*****	*****	*****	*****
<b>10:10-11:00</b>	<b>Paper:</b> <i>Aims: A Tribute to Eric Haughton: History, Challenges, and Reflections</i> Elizabeth Haughton	<b>Paper:</b> <i>The Science of Education</i> Clay Starlin <p style="text-align: center;"><b>BACB</b></p>	<b>Symposium:</b> <i>PT at Eden II</i> Randy Horowitz, Alison Moors, et. Al <p style="text-align: center;"><b>BACB</b></p>	<b>Symposium:</b> <i>What's Good for the Goose is Good for the Gander: Using PT to Improve Our Own Lives</i> Michael Fabrizio, Hank Pennypacker <p style="text-align: center;"><b>BACB</b></p>	<b>Papers:</b> 1. <i>Decreasing the Phobic Response to Haircutting</i> Elizabeth Benedetto-Nasho 2. <i>Teaching Children with Autism Play Related Talk</i> Nancy Silva <p style="text-align: center;"><b>BACB</b></p>
<b>11:00-11:10</b>	Break	*****	*****	*****	*****
<b>11:10-12:00</b>	<b>Paper:</b> <i>Charting Collections of Data on a SCC</i> Elizabeth Haughton	<b>Paper:</b> <i>The SCC and the Role of Decision Rules</i> Stuart Harder <p style="text-align: center;"><b>BACB</b></p>	<i>PT at Eden II (Cont.)</i>	<i>What's Good for the Goose (Cont.)</i>	*****
<b>12:10-1:00</b>	*****	*****	<b>Showcase:</b> <i>How Do We Know?</i> Ralph Magoun	<b>Paper:</b> <i>Using Learning Channels to Create Curriculum and Diagnose Learning Problems</i> Carl Binder, Elizabeth Haughton <p style="text-align: center;"><b>BACB</b></p>	<b>Papers:</b> 1. <i>More Evidence for Reducing Instructional Teaching Time with PT</i> Christine Westerby 2. <i>Reaching My Goal! Bringing Students in Meaningful Contact with Their Performance</i> Emily Foster
<b>1:00-2:00</b>	<b>Lunch in Trayes Hall A &amp; B</b>		*****	*****	*****
<b>2:10-3:00</b>	*****	*****	<b>Paper:</b> <i>Developing Phonological Coding and Rapid Automatic Naming</i> Mary Schmidt	<b>Showcase:</b> <i>Learning to ExSEL Through PT: Our Summer Vacation</i> Learning Services, Jacksonville State University	<b>Paper:</b> <i>Sounds and Words</i> Jennifer MacDonald <p style="text-align: center;"><b>BACB</b></p>
<b>3:00-3:10</b>	Break	*****	*****	*****	*****
<b>3:10-5:00</b>	<b>Symposium:</b> <i>Teaching Out of the Box: Using PT with Learners with Autism...</i> Alison Moors, et. Al <p style="text-align: center;"><b>BACB</b></p>	<b>Symposium:</b> <i>School-Based PT for Young Children with Autism</i> Michael Fabrizio, Kristin Foley <p style="text-align: center;"><b>BACB</b></p>	<b>Symposium:</b> <i>Using Fluency-Based Instruction to Teach...</i> Kelly Ferris, Mary Jane Weiss, et. Al <p style="text-align: center;"><b>BACB</b></p>	<b>Symposium:</b> <i>The Theory of Behavioral Fluency: The Evidence Base...</i> R. Kubina Jr. D. Kostewicz, K. Brady <p style="text-align: center;"><b>BACB</b></p>	*****
<b>5:10-5:40</b>	<b>Conference Wrap-Up</b>		*****	*****	*****

## Presentation Descriptions

### Workshops

#### ***Change Your Thoughts & Feelings! Friday, 3:10 – 5:00***

**Instructor:** Abigail B. Calkin **Cost:** \$50 (\$25 for students) **Materials Fee:** \$15 **Abstract:** This workshop looks at thoughts, feelings, and urges as inner behaviors that a person can observe, count, and change. It reviews the history of private events and inner behavior, and includes some charts of people who have counted inner behaviors in the past 40 years. The workshop also teaches how to use the Standard Celeration Chart to record the frequencies and changes of any inner behavior.

**Knowledge level:** Intermediate **Tracks:** BACB Credit, Inner Behavior

#### ***Sequential Retelling: Foundation for Reading Comprehension Friday, 2:10 – 3:00***

**Instructors:** Kris Melroe & Deb Brown, Morningside Teachers' Academy **Cost:** \$100 (\$50 for students) **Abstract:** Retelling is a needed fundamental skill which focuses on a student's ability to logically sequence and restate the main ideas of what has been read to a student or read individually. Increasing a student's ability to achieve fluency in retelling is a key component skill for reading strategically. Retelling reveals what a child remembers, what a child thinks is important and how a child organizes information. Research confirms that the practice of retelling improves comprehension and critical thinking (Hu, 1995; Koskinen et al., 1988; Morrow, 1985). Retelling encompasses the development of a child's prior knowledge or schema, develops their use of language out of a common context and develops and refines meaning. This workshop will outline specific procedures for the classroom. It will include a demonstration and time for peer practice. Additionally, the workshop will explain how to incorporate the use of the chart in building fluent skills. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Home schooling, Learning Centers

#### ***Math Facts: A Precision Teaching Approach Thursday, 2:10 – 4:00***

**Instructors:** Annie Desjardins, Cache Valley Learning Center & Kent Johnson, Morningside Academy **Cost:** \$50 (\$25 Students)

**Abstract:** This workshop will provide participants with a theoretical overview on the benefits of using a fact-family approach, introduction to the Morningside Math Facts program, training on the implementation of the program and remediation strategies. Integration of the program into other instructional programs will also be discussed. Participants will be given a sample of student materials. The Morningside Math Facts program will be available for purchase at the workshop for \$200. **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT and Direct Instruction, Home schooling, Adult Education/Vocational training, Learning Centers

#### ***Precision Teaching Basics Thursday, 10:10 – 5:00***

**Instructors:** Elizabeth Haughton, Haughton Learning Center, Jennifer MacDonald, M.A., BCBA, Quality Behavioral Outcomes, Clay Starlin, Ed.D., International Educational Systems Project, Beth Swatsky, M.A., BCBA, Stanislaus County Office of Education **Cost:** \$90 (\$45 for students) **Materials Fee:** \$60 **Abstract:** 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.) 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. **Knowledge level:** Intermediate **Tracks:** Primary or Secondary Education, PT Principles/Methods, BACB Credit

#### ***Introduction to Six Boxes™ Performance Management Thursday, 10:10 – 1:00***

**Instructors:** Carl Binder, Binder Rhia Associates **Cost:** \$100 (\$50 for students) **Materials Fee:** \$15 **Abstract:** The Six Boxes™ Approach ([www.SixBoxes.com](http://www.SixBoxes.com)) to performance management is a simple yet powerful way to take all factors that affect performance into account when analyzing or planning for performance, or when designing performance improvement programs or interventions for individuals or groups in organizations. This brief workshop introduces key elements of the Six Boxes Approach and prepares you for a companion workshop in the afternoon in which Six Boxes Coaches will help you apply this approach to planning for a classroom implementation, improving

management of educational processes and programs, or analyzing an individual or organizational performance "problem" that you would like to address. This approach is equally useful as a way of thinking about and improving performance for administrators and managers, teachers, therapists, and even parents or family members managing programs at home. Participants will learn how to identify the behavior needed to produce desired organizational or program results and to arrange "behavior influences" to establish, improve or accelerate needed performance. The Six Boxes Approach is very easy to communicate, and thus offers a framework for introducing shared "performance thinking" to everyone in an organization or team working together. **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT and Direct Instruction, Starting PT programs (how-to), Business & Industry, Home schooling, PT in rehabilitation/clinical/medical settings, Adult Education/Vocational training, PT in College settings, Learning Centers, School or Program Management

#### ***Application of Six Boxes™ Performance Management Thursday, 2:10 – 5:00***

**Instructors:** Carl Binder & Cynthia Rhia, Binder Rhia Associates; Shane Isley & Donnie Staff, Optimal Consulting **Cost:** \$100 (\$50 for students) **Materials Fee:** \$10 **Abstract:** This workshop follows Introduction to Six Boxes™ Performance Management ([www.SixBoxes.com](http://www.SixBoxes.com)) as an opportunity to apply concepts and procedures presented in the morning session to problems or situations in your work. Six Boxes Coaches will guide you through the process of identifying and describing work outputs that your organization, team, or program needs to achieve; describing the behavior needed to produce those outputs; and beginning to design a combination of behavior influences using the Six Boxes Model that will maximize the likelihood of achieving desired results. This is a practical work session for teachers, parents, administrators, managers – just about anyone interested in improving performance! Requires completion of the earlier workshop, Introduction to Six Boxes Performance Management, or approval by Dr. Binder based on prior experience and knowledge of The Six Boxes. **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT and Direct Instruction, Starting PT programs (how-to), Business & Industry, Home schooling, PT in rehabilitation/clinical/medical settings Adult Education/Vocational training, PT in College settings, Learning Centers, School or Program Management

#### ***Encouraging Happy Learner Participation in Precision Teaching-Based Programs Thursday, 10:10 – 1:00***

**Instructors:** Holly Almon Morris, M.S., BCBA, Michael Fabrizio, BCBA & Kristin Foley, M.Ed., BCBA, Organization for Research and Learning **Cost:** \$75 (\$38 for students) **Materials Fee:** \$25 **Abstract:** In order to assure a "goodness of fit" standard in autism intervention programs, it is of utmost importance that students be active and willing participants in their learning environments. Therefore, students must be able to advocate for themselves in a manner appropriate to their language level. If students can appropriately advocate for themselves, misbehavior during instruction should be either non-existent or present at very low levels. This workshop will address several topographies of assent withdrawal, questions to consider when determining the function of assent withdrawal behaviors, strategies for teaching appropriate assent withdrawal behaviors, and modifying instruction according to various student assent withdrawal/self-advocacy behaviors. **Knowledge level:** Intermediate **Tracks:** BCBA Credit, Autism/DD, Starting PT programs (how-to)

#### ***Sneaking Precision Teaching into the Classroom Thursday 2:10 – 5:00***

**Instructor:** Ralph Magoun **Cost:** \$50 (\$25 Students) **Abstract:** "How Do We Know?" presents a system for review of arithmetic and algebra and can serve as a vehicle to introduce students to Precision Teaching. The Precision Teaching aspect will be of interest to any classroom teacher and the algebra review will be of particular interest to any mathematics or science teacher. As a teacher I struggled with classroom management. I also discovered that most students taking chemistry classes could not do simple arithmetic, much less algebra. As I used Precision Teaching to review basic concepts and as an opening activity, students responded with interest and were respective to whatever topic was next presented. Using a Precision Teaching approach for five minutes at the beginning of class transformed my classrooms. Participants will get an overview of how I use Precision Teaching and "HOW DO WE KNOW?". They will be provided instructions, the mathematics review

worksheets including answers. They will be invited to work on the activities in timed segments, correct their papers, calculate the frequencies and graph the results. Correct responses per minute will be graphed using Standard Celeration Charts. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, PT and Direct Instruction, SAFMEDS, Home schooling, Adult Education/Vocational training, Learning Centers

### **Charting Collections of Data on a Standard Celeration**

**Chart Friday, 2:10 – 5:00** **Instructors:** Elizabeth Haughton, Haughton Learning Center; Mary Schmidt, St. Anthony School & Elizabeth Swatsky **Cost:** \$50 (\$25 for students) **Materials Fee:** \$10 **Abstract:** Participants will learn how to chart collections of data. Examples of collections from schools and learning centers will be presented and discussed in terms of rationale, purpose, methods, and decision-making. Some of these collections will be across grade levels and classrooms, but other examples will be presented as well. Collections of data for discussion will also be gathered from participants during the workshop. Participants will also learn how to use collections of data to: a) monitor progress, b) make decisions about students that need to be followed more closely, c) compare non-intervention and intervention classrooms, d) make program decisions by examining collections from various pinpoints and channels, e) chart readily available frequency-based school data such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, and f) evaluate progress relative to widely accepted norms such as those identified for Oral Reading Fluency by Hasbrouck and Tindal. All participants will receive a binder that will include handouts, sample charts, and instructions. **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT Principles/Methods, PT and Direct Instruction, Starting PT programs (how-to), Home schooling, PT in rehabilitation/clinical/medical settings, Adult Education/Vocational training, Learning Centers

### **Systematic Assessment for Foundation Skills in Reading: Part 1: Phonemic Awareness, Rapid Automatic Naming, Phonics, Word Recognition, and Passage**

**Reading Friday 10:10 – 1:00** **Instructor:** Mary Schmidt, Ph.D., St. Anthony School **Cost:** \$50 (\$25 for students) **Materials Fee:** \$50 **Abstract:** This workshop will cover Elizabeth Haughton's work in the areas of Phonemic Awareness, Rapid Automatic Naming, and Foundation Skills assessment. It will examine the foundation skills students must have to support learning in any reading program. Even good programs will lose students who have not mastered these little-addressed foundation skills, and many students languish because of deficits in these areas, even in the best of programs. All instructional programs need to begin with an assessment, the goal of which is to determine if students have the foundation skills necessary to benefit from a program. Participants in this workshop will learn how to assess these skills at any point in a student's reading-skills development, ideally at the beginning of any program. Many assessment instruments compare students to national or state norms, giving insufficient feedback to the teacher or student. Another limitation of many assessment tools is that they often measure only accuracy and not frequency. When we ignore frequency, students have difficulty with retention, endurance and application of new skills. Participants will get handouts and Elizabeth Haughton's Phonological Coding: Phonemic Awareness Teacher Manual. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, PT and Direct Instruction, Home schooling, Adult Education/Vocational training, Learning Centers, Teachers, Tutors, Learning Specialists, Reading Teachers, Parents with PT experience

### **Getting Learners with Autism and their Teachers**

**Started in Fluency-Based Instruction Friday, 10:10 – 5:00** **Instructors:** Kelly Ferris, Liz Lefebvre, Kate Laino & Krista Zambolin, Organization for Research and Learning **Cost:** \$75 (\$38 for students) **Materials Fee:** \$25 **Abstract:** Fluency based instruction is becoming a more widely applied teaching arrangement for delivering behavior analytic services to students with autism. Teachers new to fluency based instruction or teachers new to children with autism face a gamut of questions related to the logistics of getting instruction started. The questions frequently asked are the following: How do you get them responding? How do you get them staying at the table through the timing? How do you get their rate of responding to increase? This workshop will present procedures for developing: 1) rapport with students, 2) necessary teacher repertoires for high quality instruction, 3) getting programs started for new learners, and 4) getting programs started for experienced learners new to fluency based instruction. The presentation will include charted examples

of student and teacher performance data, as well as video of our staff working to shape both teacher and student repertoires, and time for participants to practice delivering timed practice. **Knowledge level:** Introductory **Tracks:** Autism/DD, PT Principles/Methods, BCBA Credit **AimChart.com: Sharable Celeration Charts over the Web Friday 11:10 – 3:00** **Instructors:** Charles Merbitz, Chicago School of Professional Psychology & Benjamin Merbitz, Aimchart.com and XIG Networks **Cost:** \$50 (\$25 for students) **Abstract:** Aimchart.com provides a high fidelity Standard Celeration Chart on the web along with a variety of additional benefits. Participants in this workshop will be given a brief introduction to Precision Teaching and then will learn how to use Aimchart. In addition to being a highly accurate recreation of the paper Chart, Aimchart uses guided dragging to shape the ability to use the paper chart, provides automatic celerations, a variety of display options and instant recharting from daily charts to weekly and more. Aimchart also allows the management and comparison of the data from a large number of Learners and Actions. A user can stack and simultaneously display as many sets of data as they want in any combination. Perhaps the largest benefit of using Aimchart over a paper chart is sharing – as soon as data is entered into Aimchart, it is immediately available to any who you have chosen to grant permission to. So all stakeholders – for example teachers, parents, administrators and the students themselves – can painlessly view the data whenever they desire with no additional work to input it. Participants receive an AimChart institutional account (minimum value of \$100). Attendees please bring a laptop with wifi or Ethernet, and contact Ben Merbitz (ben-aba@xig.net) and discuss equipment. **Tracks:** BACB Credit,

## **SCS Newcomer Workshop**

**IPTC Conference, PT, SCC, and ABA Primer for Newcomers Thursday, 10:10 – 4:00** **Instructors:** Scott Born, Kelly Ferris, Kris Melroe, Bill Helsel, Michael Fabrizio, Kent Johnson, Liz Lefebvre, Laura Grant, and more special guests! **Cost:** \$50 (free for student members) **Abstract:** This workshop is geared specifically for newcomers who need to know how to make the best of the IPTC conference. Newcomers will learn, in very simple terms, about The Standard Celeration Society, Precision Teaching, The Standard Celeration Chart, Applied Behavior Analysis, and convention attendance expectations so that they will be able to get more out of the presentations they attend in the following days. Instruction will include introduction to many people in the field, one-on-one interactions with instructors, many mini-sessions on various topics, and will be followed by an abbreviated introduction to Morningside Teachers' Academy and the Morningside Model of Generative Instruction. This will give an orientation to Morningside Teachers' Academy experience with working with school and agencies along with a brief introduction to Morningside Academy's approach to education reform. **Knowledge level:** Introductory **Tracks:** All

## **Papers**

### **Decreasing the Phobic Response to Haircutting in an 8-Year-Old Boy with Autism Saturday 10:10 – 11:00**

**Author:** Elizabeth Benedetto-Nasho, C. Psych **Co-Authors:** Michael Graham & Kevin Cauley **Abstract:** A Specific Phobia (300.29) is a striking and persistent fear of specific objects or situations. Exposure to the phobic stimulus almost invariably provokes an immediate anxiety or fear response (DSM-IV-TR, 2000). More than 6 million adults are reported to suffer from some form of Specific Phobia. Less is known about the incidence rate in childhood. Moreover, there is a paucity of research regarding the effective treatment of fears in individuals with developmental disabilities. No research was found regarding the treatment of Tonsurephobia, the fear of haircuts, in children with ASD. In this study, a combined approach of multi-component conditioning, shaping and contact desensitization was used to decrease the phobic response of an 8-year-old boy with ASD. A nine week, nine step task analysis was used with positive reinforcement provided for voluntary completion of each cumulative sequence of steps as weeks progressed. After nine weeks, a successful haircut was accomplished with the phobic response being significantly reduced. These results suggest that through a multi-component approach to intervention children with ASD can learn that haircutting does not have to be aversive despite in many cases, an extremely strong history of fear, panic and mistrust. Charts will be shared. **Knowledge level:** Intermediate **Track:** BACB Credit, Autism/DD

**Teaching Children with Autism Play Related Talk Through Play Based Imitation Saturday 10:10 – 11:00**

**Author:** Nancy Silva, HBA **Co-Authors:** Christine Westerby & Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** Children typically learn social skills and pretend play through observational learning and imitation, both of which are difficult for children with autism. Bereiter suggested that imitation precedes observational learning, and functions to promote observation learning by allowing the acquisition and practice of its more apparent aspects. This paper will present data on the effectiveness of an approach using both vocal and object imitation to increase play related talk for a 4-year old girl with autism. **Knowledge level:** Introductory Tracks: Autism/DD, precision teaching **Tracks:** BACB Credit

**Using Learning Channels to Create Curriculum and Diagnose Learning Problems Saturday, 12:10 – 1:00**

**Author:** Carl Binder, Binder Rhia Associates **Co-Author:** E. Haughton, Haughton Learning Center **Abstract:** This session introduces learning channels as a way to precisely define learning objectives that translate directly into specific practice materials and exercises. We'll present some history and concepts, provide examples from both adult learning and children's education, and discuss how each of us uses Learning Channels to analyze and design curriculum and to diagnose learning problems. We'll emphasize the creative use of learning channels for "thinking outside the box." **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT Principles/Methods (Intro/Intermed/Advanced), PT and Direct Instruction, Business & Industry, Home schooling, PT in rehabilitation/clinical/medical settings, Adult Education/Vocational training, PT in College settings, Learning Centers

**More Evidence for Reducing Instructional Teaching Time with Precision Teaching Saturday, 12:10 – 1:00**

**Author:** Christine Westerby, Step By Step Learning Group **Co-Author:** Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** It has been demonstrated that receptive skills and expressive skills expedite the acquisition of each other (Sundberg & Partington, 1998). This paper examines the effect of noun acquisition training for two young children with autism using a see then say learning channel on performance in a hear then touch learning channel. Specifically, we will explore whether steeper see then say celeration rates reduce the need for additional training in the hear then touch learning channel when acquiring vocabulary. **Knowledge level:** Intermediate **Tracks:** Autism/DD, precision teaching

**Reaching My Goal! Bringing Students in Meaningful Contact with Their Performance Saturday 12:10 – 1:00**

**Author:** Emily Foster, B.A., Step By Step Learning Group **Co-Author:** Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** School-based behavior management consisting of the provision of detailed expectations, the delivery of frequent feedback, and teacher modeling of appropriate behavior has been associated with positive student attitudes towards work and active task engagement. This presentation will introduce a positive behavioral overlay system designed to bring students into meaningful contact with their daily performance on the Standard Celeration Chart. The effects of a motivational overlay system on student performance will be highlighted. **Knowledge level:** Introductory **Tracks:** Autism/DD, precision teaching

**PT in a College Setting: Retention Gets an "A" Friday, 2:10 – 3:00**

**Author:** Echo Chan, Jacksonville State University **Abstract:** Echo Chan, working on her Master's thesis, compares retention of precision taught students to traditionally taught students in LS098: Basic Pre-algebra Skills Echo will demonstrate that with PT, retention gets an A! Presenter will share: 1) PT approaches: college setting in a basic pre-algebra course 2) Many Charts: high performance rates with PT 3) Chart-based performance decisions: acquisition and retention thru PT 4) PT LEARNING strategies/materials: basic math. Attendees are welcome to field questions and observe these wondrous Charts. **Knowledge level:** Introductory **Tracks:** PT Principles/Methods, SAFMEDS, PT in College settings

**The Standard Celeration Chart and the Role of Decision Rules Saturday 11:10 – 12:00**

**Author:** Stuart R. Harder **Abstract:** This paper provides a brief history about the role of decision rules in applied and experimental analysis of behavior. The utility of various rules are discussed along with examples illustrating how to identify turns and jumps in learner data. **Knowledge level:** Intermediate **Tracks:** BACB Credit, Primary or Secondary Education, Autism/DD, PT and Direct Instruction

**Optimal Performance Systems and the Six Boxes™ Approach to Produce Lasting Change in Human Service Agencies Friday 12:00 1:00**

**Author:** Shane Isley, M.S., BCBA; OPTIMAL **Co-Authors:** Carl Binder, Ph.D., CPT, Binder Rhia Associates and Donnie Staff, M.S., OPTIMAL **Abstract:** This session introduces a comprehensive approach for analyzing and managing the performance of your school, agency, or program as a system, including the internal and external contextual variables that influence the accomplishment of mission related objectives. Well-suited to executive directors, program directors, and staff supervisors this presentation will also suggest connections with the Six Boxes™ performance management approach, and show how the two methodologies can be adopted to improve organization, process, and job level performance. **Knowledge level:** Intermediate **Tracks:** Autism/DD, Starting PT programs (how-to), Business & Industry, Learning Centers, BCBA Credit

**Sounds and Words Saturday, 2:10 – 3:00**

**Author:** Jennifer E. MacDonald, Quality Behavioral Outcomes **Co-Authors:** Elizabeth Haughton **Abstract:** Using the auditory and visual systems together enables fluent readers to apply patterns to decode non-sense words. However, non-fluent readers tend to guess when presented with non-sense words. Elizabeth Haughton developed the "Sounds and Words" Curriculum to provide learners with systematic practice opportunities to integrate sounds and words. Methods for using this curriculum are discussed, as well as ways to identify types of learners who may benefit. **Knowledge level:** Intermediate **Tracks:** Primary or Secondary Education, PT and Direct Instruction, Home schooling, BCBA Credit

**The Academy for Precision Learning: First Year Lessons Learned Friday 3:10 – 4:00**

**Author:** Alison Moors, Academy for Precision Learning **Co-Authors:** Lovelle Suarez, Marie Kitamura & Amelia Fry, Academy for Precision Learning **Abstract:** The Academy for Precision Learning is a non-profit private elementary program in the Seattle area specializing in Precision Teaching applied to all types of learners- including those on the autism spectrum. APL opened its doors in the fall of 2007 with 4 students. This paper will show student outcomes data on a Standard Celeration Chart from the first academic year. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Autism/DD, PT Principles/Methods (Intro/Intermed/Advanced), PT and Direct Instruction, Starting PT programs (how-to), Learning Centers, BCBA Credit

**The Effects of Precision Teaching Frequency Building of Language Component Skills on the Performance of Language Composite Skills in Adolescents and Adults with Autism Friday 12:10 – 1:00**

**Author:** Mary Sens-Azara, Douglass Developmental Disabilities Center **Co-Authors:** Marlene Cohen, Rutgers the State University of New Jersey & Donna Sloan, Douglass Developmental Disabilities Center **Abstract:** Precision teaching with frequency building procedures is one method that holds promise as an efficient and effective means of instruction for older learners. The current research is proposed as an attempt to extend previous clinical demonstrations of the profound impact of Precision Teaching with frequency building procedures on the functional use of fine motor skills into the realm of language skill acquisition. Pilot research in this area has indicated results similar to those of previous fine motor skill studies when implementing frequency building of verbal language components. Preliminary results indicate the application to new, untaught skills has a cumulative effect of more rapid acquisition of related language skills. Using a multiple baseline design, this research continues to explore whether instruction of component language skills should end when minimum frequency aims are initially achieved, or if continuing instruction of component skills to higher frequencies enhances performance of language composite skills. The proposed research will examine the cumulative effect of frequency building of three component skills on performance of a single composite skill. **Knowledge level:** Intermediate **Tracks:** Autism/DD, BCBA Credit

**Aims: A Tribute to Eric Haughton: History, Challenges, and Reflections Saturday, 10:10 – 11:00**

**Author:** Elizabeth Haughton, Haughton Learning Center **Co-Authors:** Mary Schmidt, St. Anthony School & Jennifer MacDonald, Quality Behavioral Outcomes **Abstract:** A historical examination of Eric Haughton's contribution to the widespread adoption of Aims will be presented, providing a rich context for understanding their use and benefits. Some important considerations in the decision-making process of setting aims, including some of the challenges faced will be discussed. Finally, the presenters will talk about

what they've learned from their experiences in tutorial and school settings. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Autism/DD, Computer-mediated PT, PT Principles/Methods (Intro/ Intermed/Advanced), PT and Direct Instruction, Starting PT programs (how-to), Business & Industry, SAFMEDS, Home schooling, PT in rehabilitation/clinical/medical settings, Adult Education/Vocational training, PT in College settings, Learning Centers

### **Charting Collections of Data on a Standard Celeration**

**Chart Saturday, 11:10 – 1:00** **Author:** Elizabeth Haughton, Haughton Learning Center **Co-Authors:** Mary Schmidt, St. Anthony School & Elizabeth Swatsky **Abstract:** Presenters in this session will share what they've learned from charting collections of data. Examples of collections from schools and learning centers will be presented and discussed in terms of rationale, purpose, methods, and decision-making. Some of these collections will be across grade levels and classrooms, but other examples will be presented as well. This session will cover how collections of data may be used to: a) monitor progress, b) make decisions about students that need to be followed more closely, c) compare non-intervention and intervention classrooms, d) make program decisions by examining collections from various pinpoints and channels, e) chart readily available frequency-based school data such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, and f) evaluate progress relative to widely accepted norms such as those identified for Oral Reading Fluency by Hasbrouck and Tindal. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, autism/DD, PT Principles/Methods, PT and Direct Instruction, Starting PT programs (how-to), Home schooling, PT in rehabilitation/clinical/medical settings, Adult Education/Vocational training, Learning Centers

### **Developing Phonological Coding and Rapid Automatic Naming Skills**

**Saturday, 2:10 – 3:00** **Author:** Mary Schmidt, Ph.D., St. Anthony School **Abstract:** The research literature on the importance of developing learners' auditory systems with phonological coding and their visual systems with Rapid Automatic Naming will be discussed. Assessment, instructional, and practice strategies necessary to develop fluency in these important areas will be covered. Elizabeth Haughton's Phonological Coding and Rapid Automatic Naming programs will be featured. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Autism/DD, PT and Direct Instruction, Home schooling, Adult Education/Vocational training, Learning Centers

### **Fluent Auditory Discrimination: The Building Blocks of Reading Fluency**

**Friday, 2:10 – 3:00** **Author:** Ian Spence, Ph.D., Ben Bronz Academy **Co-Authors:** Susan Sharp, Ph.D., Ben Bronz Academy **Abstract:** Fluent Auditory Discrimination (FAD) was developed using the LIPS (Lindamood) phonics foundation and fluency exercises developed by Elizabeth Haughton. Through a software adaptation of the exercises, we have been able to streamline the process by making much of the record-keeping, charting, and decision making part of the computer program. Students' monitoring their own chart progress sustains motivation. Data from 34 students over the past six years shows significant gains. **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, Computer-mediated PT, Home schooling, Learning Centers

### **Shaping Learning and Motivation through a Feedback**

**Awareness Thursday 10:10 – 2:00** **Author:** Susan Sharp, Ph.D., Ben Bronz Academy **Co-Authors:** I. Spence, Ph.D., A. Stan-Spence, Ph.D., & students of Ben Bronz Academy **Abstract:** Properly executed, a points system is one of the most effective ways to shape behavior. At Ben Bronz Academy, we have a 23 year track record of the use of points to help students build an awareness of their learning styles, and what they can do to increase their learning. We will model the system throughout this presentation, and present data on outcomes, and how such a system is maintained. **Knowledge level:** Introductory **Tracks:** BACB Credit, BACB Credit, Primary or Secondary Education, Learning Centers

### **The Science of Education**

**Saturday, 10:10 – 11:00** **Author:** Clay Starlin, International Educational Systems Project **Abstract:** The No Child Left Behind (NCLB) federal legislation uses the terms scientific/research based 111 times in emphasizing the need for educational practice to become more scientific. However, the educational community is not in agreement regarding what "scientific" means. This paper will update some of Clay's previous work on delineating the components of "The Science of Education." (paper copies will be available) Sample of topics covered: precise pinpointing, a critical first step in observation & recording, three complementary dimensions of student learning

evaluation and a definition of "educationally impressive change" (EIC). **Knowledge level:** Intermediate **Tracks:** Primary or Secondary Education, PT Principles/Methods, BCBA Credit

### **The Effects of Fluent Levels of the Big 6 + 6 Skills Elements on Functional Motor Skills with Children with**

**Autism Friday, 3:10 – 4:00** **Author:** Melissa Twarek, The Chicago School of Professional Psychology **Co-Authors:** Traci Cihon and John Eshleman, The Chicago School of Professional Psychology **Abstract:** Functional motor skills are often taught using chaining procedures. Research suggests that chaining procedures are not likely to be effective if they do not focus on the accuracy and speed of composite skill completion. Precision Teaching (PT) research suggests that improved performance of a composite skill can be achieved if the performance speed of the component behaviors is increased. This study assessed the effects of repeated timed practice of component motor skills on speed and accuracy of composite skills and the effects of fluent component motor skills on the completion of daily living composite skills. Three children with autism participated. The results suggest that all participants were able to perform the component skills at their individual aims and performed most of the component skills at fluent levels as assessed by retention and endurance checks. Each participant increased the number of composite skill steps performed independently and one decreased the overall time to complete the composite skill. **Knowledge level:** Introductory **Tracks:** Autism/DD, The Big 6 + 6

## Symposia

### **What's Good for the Goose Is Good for the Gander: Using Precision Teaching to Improve Our Own Lives**

**Saturday, 10:10 – 12:00** **Chair:** Michael A. Fabrizio, Organization for Research and Learning **Discussant:** Hank Pennypacker, University of Florida **Abstract:** Precision teachers use the Standard Celeration Chart to help improve the lives of their students, clients, and others for whom they accept professional responsibility. In addition to helping others, Precision Teachers have a rich history of employing the power of the SCC to improve their own lives as well. This symposium will present data gathered by a collection of Precision Teachers who use the SCC to help others and themselves. Here, we turn the measurement lens away from our clients for a moment and focus it on ourselves and our lives.

**Presentations:** **Charting to Improve Health** **Author:** Liz Lefebvre, Organization for Research and Learning

**Charting to Improve Professional Skills** **Author:** Kelly Ferris, Organization for Research and Learning

**Charting to Improve Personal Skills** **Author:** Michael Fabrizio, Organization for Research and Learning

**Knowledge level:** Intermediate **Tracks:** BCBA Credit, self-management and improvement

### **Intervening with Private Events with Learners with Autism Spectrum Disorders**

**Friday, 10:10 – 12:00** **Chair:** Michael A. Fabrizio, Organization for Research and Learning **Discussant:** Abigail B. Calkin, Calkin Learning Center **Abstract:** This symposium will present clinical data gathered during behavior analytic intervention that sought to affect the private events (inner behavior) of multiple youth with autism and related disorders. Areas of clinical intervention included changing participating youths' thoughts, feelings, and urges, and teaching the youths to attend to private events as correlates with overt responses.

**Presentations:** **Identifying and Defining Private Events for Clinical Intervention with Youth with ASD** **Authors:** Michael Fabrizio & Sara Pahl, Organization for Research and Learning

**Improving Student Self-Management through Intervention with Private Events** **Authors:** Sara Pahl & Andrea Newcomer, University of North Texas

**Teaching Children with Autism to Discriminate Private and Public Events** **Authors:** Heidi St. Pierre & Michael Fabrizio, Organization for Research and Learning **Knowledge level:** Intermediate **Tracks:** Autism/DD, PT Principles/Methods, BCBA Credit

### **School-Based Precision Teaching for Young Children with Autism**

**Saturday, 3:10 – 5:00** **Chair:** Michael A. Fabrizio, Organization for Research and Learning **Abstract:** This symposium will present data gathered from a second-year Precision Teaching-based preschool and kindergarten program for young children with autism and their socially typical peers. Rising Star Academy was formed in September 2006 to serve as a model program in the areas of early childhood education, early childhood special education, and intervention for young

children with autism. Data reported here will include student outcomes, social validity, and staff performance.

**Presentations: Student Outcomes of a Second Year PT-Based School for Young Children with Autism and Their Peers** Authors: Michael Fabrizio & Kristin Foley, Families for Effective Autism Treatment (FEAT) of Washington

**Precise Measurement of Treatment Satisfaction: Expanding the Boundaries of Social Validity Measures** Authors: Kristin Foley & Michael Fabrizio, FEAT of Washington

**Measuring Staff Performance in PT-Based School Programs** Authors: Michael Fabrizio & Kristin Foley, FEAT of Washington **Knowledge level:** Intermediate **Tracks:** Primary or Secondary Education, Autism/DD, PT and Direct Instruction, BCBA Credit

**The Theory of Behavioral Fluency: The Evidence Base and Contemporary Research Studies** Saturday 3:10 –

**5:00 Chair & Discussant:** Richard M. Kubina Jr., The Pennsylvania State University **Abstract:** The theory of behavioral fluency posits that the attainment of performance standards, or frequency ranges of behavior, have associated critical learning outcomes. This symposium will discuss the research base for behavioral fluency and also share two separate experimental studies showcasing the effects of behavioral fluency.

**Presentations: Performance Standards and Behavioral Fluency: A Literature Review** Authors: Richard M. Kubina Jr., The Pennsylvania State University & Mandy Kubo Carranza, California State University-Fresno

**Science and Repeated Readings: Fluency with Expository Text** Authors: Douglas E. Kostewicz, University of Pittsburgh & Richard M. Kubina Jr., The Pennsylvania State University

**Endurance of Multiplication Fact Fluency for Students with Attention Deficit Hyperactivity Disorder** Authors: Kelly K. Brady & Richard M. Kubina Jr., The Pennsylvania State University **Knowledge level:** Intermediate **Tracks:** BACB Credit, PT Principles/Methods

**Celebrating Successful Collaborations within and across Precision Teaching Programs** Friday, 10:10 – 12:00 **Chair & Discussant:** Alison Moors, Moors and Associates Consulting INC **Abstract:** Typically, children with autism receive treatment from multiple service providers such as behavior analysts, public school personnel, speech therapists, physical therapists, occupational therapists, biomedical doctors, etc. The following papers will outline the collaboration efforts between multiple service providers all sharing the goal of building skills in a child with autism, which resulted in maximizing the number of goals that were targeted and achieved. Data will be presented on Standard Celeration Charts and highlight the communication systems put in place.

**Presentations: Coordinating Home-School Consultation Across Behavior Analytic Programs** Authors: Kate Laino, Rebecca Phillips, Kelly Ferris and Alison Moors, Moors and Associates Consulting, INC

**How Teaming Up with Multiple Service Providers Maximizes Student Outcomes** Authors: Kate Laino and Alison Moors, Moors and Associates Consulting, INC

**Speech Language Pathologists and Precision Teachers: An Effective Combination for Student Success**

Authors: Kristin Foley, Rebecca Phillips and Alison Moors, Moors and Associates Consulting, INC

**Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Autism/DD, PT Principles/Methods (Intro/Intermed/Advanced), PT and Direct Instruction, Learning Centers, BCBA Credit

**Precision Teaching at EDEN II** Saturday 10:10 – 12:00

**Chair:** Randy Horowitz, M.S.Ed., S.A.S., EDEN II Programs **Discussant:** Alison Moors, MA, BCBA, Academy for Precision Learning **Abstract:** EDEN II is a non-public New York State approved school, which provides a comprehensive program of special education and related services to children with autism and related disorders. Eden II's success in providing quality services for children and adults with autism lies primarily in its long standing commitment to state of the art programming. In the summer of 2008, EDEN II opened its first Precision Teaching classroom in order to focus on building fluent and functional academic skills of 6 students ranging in age from 9-16 years old. This symposium will highlight the administrative steps taken to create the pilot classroom as well as the impact PT had on the established service delivery models/systems within the classroom. Student data will be presented on a Standard Celeration Chart illustrating progress from the first three months of the program.

**Presentations:**

**Making it Happen: Administrative Steps Taken to Create the Pilot**

**Model**

**Author:** Randy Horowitz, EDEN II Programs

**Setting up the Classroom: The Teacher's Perspective**

**Authors:** Adam Bonanno and Jennifer Bentsen, EDEN II Programs

**The First 4 Months: Student Progress Data**

**Authors:** Daniela Valeri, Dan Gelardi & Pagnota Stathakis, EDEN II Programs **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, Autism/DD, PT Principles/Methods, PT and Direct Instruction, Starting PT programs (how-to), Learning Centers, BCBA Credit

**Teaching Out of the Box: Using Precision Teaching with Learners with Autism Who Do Not Respond to**

**Traditional Curricular Sequences: a Case Study Satur-**

**day 3:10 – 5:00 Chair & Discussant:** Alison Moors, Moors and Associates Consulting INC **Abstract:** Traditionally, behavior analytic programs for young children with autism start with the basic repertoires of imitation and receptive language. However, some students struggle in acquiring these skills due to the impact of missing or dysfluent component skills; namely in the areas of motor skills and motor planning. These papers will outline and describe the identification and subsequent treatment planning for the instruction of missing component skills during initial stages of instruction. Data will be presented on a Standard Celeration Chart showing how component skill teaching in the area of motor planning impacted composite skill areas such as functional communication and usability. Pre-post normative assessment data, and video clips will also be presented.

**Presentations: Where Do We Start? Analyzing Dysfluent or Missing Component Skills during Initial Stages of Instruction**

Authors: Krista Zambolin, M.Ed., Heidi St. Pierre, M.Ed. & Alison Moors, M.A., BCBA, Moors and Associates Consulting INC

**Ensuring Usability: How to Plan for Learners to Use Their Skills from the Therapy Room during Everyday Living** Authors: Judy Bui, Krista Zambolin, M.Ed., Heidi St. Pierre, M.Ed. & Alison Moors, M.A., BCBA, Moors and Associates Consulting INC

**Developing Functional Communication: How to Match Functional Communication Systems with the Changing Learner** Authors: Heidi St. Pierre, M.Ed., Krista Zambolin, M.Ed. & Alison Moors, M.A., BCBA, Moors and Associates Consulting INC **Knowledge level:** Intermediate **Tracks:** Autism/DD, PT Principles/Methods (Intro/Intermed/Advanced), BCBA Credit

**Using Fluency Based Instruction to Teach Beginning, Intermediate and Advanced Language Skills to Learners with Autism** Saturday 3:10 – 5:00 **Chair:** Kelly Ferris,

Organization for Research and Learning **Discussant:** Mary Jane Weiss, Rutgers University **Abstract:** This symposium will focus on using the techniques of fluency-based instruction to teach beginner, intermediate and advanced language skills to children with autism. Each presentation will include the application of the analysis of Verbal Behavior (Skinner, 1957), scope and sequence diagrams, charted student data, videos of student learning, and methods for empirically validating outcomes of instruction (RESA).

**Presentations:**

**Fluency Based Instruction and Beginning Language Skills** Author: Kate Laino, Organization for Research and Learning

**Fluency Based Instruction and Intermediate Language Skills** Author: Holly Almon-Morris, Organization for Research and Learning

**Fluency Based Instruction and Advanced Language Skills** Author: Kelly Ferris, Organization for Research and Learning **Knowledge level:** Intermediate **Tracks:** Autism/DD, PT Principles/Methods (Intro/Intermed/Advanced), BCBA Credit

## Showcases

**Games, Games, and Games III** Friday, 10:10 – 12:00

**Hosts:** Janet Dolan, Dolan Learning Center & Deb Brown, Morningside Academy **Abstract:** 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. Play-

ers 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! **Knowledge level:** Introductory **Tracks:** BACB Credit, Primary or Secondary Education, PT and Direct Instruction, Home schooling, Adult Education/Vocational training, Autism/DD, Learning Centers

### **Learning to ExSEL Through PT: Our Summer Vocation Saturday, 2:10 – 3:00**

**Hosts:** Courtney Peppers-Owen, John Brown, Scott Beckett & Echo Chan, Jacksonville State University **Abstract:** Presenters will share hands-on PT approaches utilized at Jacksonville State University's Learning Services in Alabama including many writing, reading, and quantifying Chart Shares; traditional and computer generated SAFMEDS and practice sheets for writing and quantifying; Quick Write pinpoints for tool skills including major errors, spelling, and complete ideas; and making chart-based performance decisions in reading, writing, and quantifying. A spotlight will be placed on the precision learning LS ExSEL summer program of 2008, in which the majority of teaching and learning is through PT. Plus, much more with unique PT LEARNING strategies. **Knowledge level:** Introductory **Tracks:** PT and Direct Instruction, SAFMEDS, PT in College settings and Learning Centers

**How Do We Know? Saturday, 12:10 – 1:00** **Host:** Ralph Magoun **Abstract:** "HOW DO WE KNOW?" presents a system for review of arithmetic and algebra which can remove the "mystery" of arithmetic calculations and enable students to see the beauty in the mystery of mathematics and science. "HOW DO WE KNOW?" contains operant conditioning in the form of Precision Teaching, and reflexive thinking in the form of justification tables reminiscent of formal geometric proofs. SAFMEDS are an integral part of HOW DO WE KNOW? Standard Celeration Charts illustrating typical student performance will be presented. **Knowledge level:** Introductory **Tracks:** Primary or Secondary Education, PT and Direct Instruction, SAFMEDS, Home schooling, Adult Education/Vocational training, Learning Centers

### **Poster Sessions Friday 4:10 - 5:00**

### **The Effects of Relationship Development Intervention on Maladaptive Behavior**

**Author:** Anita Grewal, B.A. **Co-Authors:** Leona Banfield, B.A. & Kevin S. Cauley, M.Ed., BCABA, Step By Step Learning Group **Abstract:** Given that one of the hallmarks of autism is the presence of challenging behavior, there continues to be a need for a wide variety of effective interventions that target such behavior. This poster demonstrates the effectiveness of integrating Gutstein's relationship development intervention techniques into a home-based ABA program. **Knowledge level:** Introductory **Track:** Autism/DD

### **Teaching Commenting Skills to Children with Autism**

**Using an Augmentative Communication System** **Author:** Carmine Benedetto, Step By Step Learning Group **Co-Author:** Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** The picture exchange communication system (PECS) is an augmentative communication system which is often used with children with autism. This poster will show the effects of PECS training on the frequency of both responsive and spontaneous commenting for two 5-year old children with autism. **Knowledge level:** Introductory **Track:** Autism/DD

### **The Effects of Combining Direct Instruction and Precision Teaching on Reading Fluency**

**Author:** Emily Primeau, B.A., Step By Step Learning Group **Co-Author:** Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** The acquisition of reading skills can be a difficult task for children with disabilities. A Direct Instruction and fluency-based reading curriculum was used to teach a 5-year old female diagnosed with autism to read. Performance data show a two year increase in reading ability in less than 1 year. **Knowledge level:** Introductory **Tracks:** Autism/DD, PT and Direct Instruction

### **The Effects of Modeling and Teacher Role Reversal on Word Fluency for a Child with Autism**

**Author:** Leona Banfield, B.A. Step By Step Learning Group **Co-Authors:** Christine Westerby and Kevin S. Cauley, M.Ed, BCABA, Step By Step Learning Group **Abstract:** Peer coaching methods have often been cited as an effective approach to increasing academic performance. Modeling and teacher

role-reversal was used with an 8-year old male student diagnosed with autism in order to increase word reading fluency as well as the use of positive self statements about his reading performance. **Knowledge level:** Introductory **Tracks:** Autism/DD, PT and Direct Instruction

## **Special Events**

### **Archiving Og Lindsley's Work Thursday 10:10 – 5:00**

**Hosts:** The Og's Archives Committee **Abstract:** This is an once-in-a-lifetime opportunity to have an in-depth look at some portion of the development of the Standard Celeration Chart and Precision Teaching. Everyone participating will have a chance to archive a box of Lindsley's work. This includes sorting through a box, putting items in folders, labeling the folders, making a computer list of the contents of the box, putting it on a travel drive and e-mailing it to abicalkin@aol.com, and lots of "Oh wow!" experiences. This valuable look into the field's history will help strengthen your commitment to and knowledge within the field. It takes about 2 to 3 hours to complete one box. You may sign up for 2, 3, or 6 hours of workshop credit. At least one member of Og's Archives Committee will be present during the workshop. **Knowledge level:** All

### **Chart Presenting Skills 101 Thursday 4:00 – 5:00**

**Hosts:** Dr. Ian Spence, Cyberslate and Ben Bronz Academy; Dr. Steve Graf, Graf Implementations and Zero Bros; Ben Merbitz, Aimchart and XIG Networks; Stuart Harder, St. Croix River Education District and the Excel SC Chart Templates; and Dr. Malcolm Neely, SC Chart Share Co-Host. **Abstract:** Og Lindsley perfected the Standard Celeration Chart so that we could share information about our work with minimal explanations for the chart itself. All too often our message is lost because our charts lack information, are too faint, or are cluttered. This is an informal opportunity to enhance or re-plot your charts, then practice delivering them with greater clarity. Instructors will help you improve your Standard Celeration paper charts, SC Aimchart charts, SC Excel Template charts and The One Year Standard Celeration Chart. Instructors will also help you improve your presentation. *Bring your data!* **Knowledge level:** Introductory **Tracks:** BACB Credit, All

### **IPTC's Ogden R. Lindsley Standard Celeration Chart Share Thursday 5:00 – 7:00**

**Masters of Ceremony:** Malcolm D. Neely, Learning Courses and John W. Eshleman, The Chicago School of Professional Psychology **Abstract:** 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!* **Tracks:** All

### **Student Lunch Friday, 1:00 – 2:00**

**Description:** Students will be seated with experienced PT mentors during lunch. Students are encouraged to register for this special lunch event. (no additional fee).

### **Keynote Meet and Greet Session**

#### **Friday, 10:10 – 11:00**

**Host:** Elizabeth Haughton & Terry Harris **Description:** Meet with Keynote speakers for a discussion session.

### **Cocktail Reception Friday, 6:00 – 8:00**

**Host:** The Standard Celeration Society. Enjoy a relaxing evening with the conference attendees at this special event!

## 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 Scott Born at [scott@behaviorresearchcompany.com](mailto:scott@behaviorresearchcompany.com)

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

### Lodging

The Heldrich 732-729-4670 is this year's conference hotel. Ask for the Rutgers room block, 22959 or visit them online at [www.TheHeldrich.com](http://www.TheHeldrich.com) and refer to Event ID 36384.

### Rates:

\$162.00 per night for Wednesday, Nov. 5th  
and Thursday, Nov. 6th

\$109.00 per night for Friday, Nov. 7th  
and Saturday, Nov. 8th.

### Air Travel

Liberty International Airport, Newark, NJ is the closest airport to the conference site.

### Shuttle

The Heldrich provides a shuttle service.

For conference attendees, a shuttle will be provided to and from the Douglass Campus Center @ 100 George Street and The Heldrich throughout each day's events.

### Parking

Parking is available in the parking deck behind the Douglass Campus Center.

### 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. BACB CEU 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.)*

## Registration Information Page One

### NAME BADGE INFORMATION (print clearly)

Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Affiliation: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

<b>Early Registration Until Oct. 15th</b>	Thursday	Friday	Saturday	Full Conference
Professionals	\$150	\$150	\$150	\$300
SCS Student Members	\$80	\$80	\$80	\$200
SCS Members	\$120	\$120	\$120	\$250
<b>Late Registration Until Nov. 3rd</b>	Thursday	Friday	Saturday	Full Conference
Professionals	\$175	\$175	\$175	\$400
SCS Student Members	\$125	\$125	\$125	\$250
SCS Members	\$150	\$150	\$150	\$300
<b>On Site Registration</b>	Thursday	Friday	Saturday	Full Conference
Professionals	\$200	\$200	\$200	\$450
SCS Student Members	\$150	\$150	\$150	\$300
SCS Members	\$175	\$175	\$175	\$350

<b>Workshop Name</b>	<b>Tuition*</b>	<b>Materials</b>	<b>Workshop Name</b>	<b>Tuition*</b>	<b>Materials</b>
Newcomer Workshop	<input type="checkbox"/> \$50	<input type="checkbox"/> \$0	Sequential Retelling	<input type="checkbox"/> \$100	<input type="checkbox"/> \$0
Newcomer Workshop (student)	<input type="checkbox"/> \$0	<input type="checkbox"/> \$0	Precision Teaching Basics	<input type="checkbox"/> \$90	<input type="checkbox"/> \$60
Introduction to Six Boxes™	<input type="checkbox"/> \$100	<input type="checkbox"/> \$15	Application to Six Boxes™	<input type="checkbox"/> \$100	<input type="checkbox"/> \$10
Encouraging Happy Learner	<input type="checkbox"/> \$75	<input type="checkbox"/> \$25	Sneaking PT into Classroom	<input type="checkbox"/> \$50	<input type="checkbox"/> \$0
Math Facts	<input type="checkbox"/> \$50	<input type="checkbox"/> \$0	Getting Learners (Fluency-Based)	<input type="checkbox"/> \$75	<input type="checkbox"/> \$25
Reading Part I	<input type="checkbox"/> \$50	<input type="checkbox"/> \$50	Change Your Thoughts	<input type="checkbox"/> \$50	<input type="checkbox"/> \$15
Charting Collections of Data	<input type="checkbox"/> \$50	<input type="checkbox"/> \$10	Aimchart.com	<input type="checkbox"/> \$50	<input type="checkbox"/> \$0

**\*All workshop tuition is 1/2 price for student members if registration is performed online\***

Onsite registration for workshops will require a doubling of any materials fees to account for materials that must be prepared onsite. Save money by enrolling before the conference!

**REGISTER ONLINE AT [HTTP://WWW.CELERATION.ORG/](http://www.celeration.org/)**

## Registration Information Page Two

### STANDARD CELERATION SOCIETY

I am not currently a member of the Standard Celeration Society but would like to join and register as a member!

Student - \$25  Regular - \$50  Sustaining - \$100

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: \_\_\_\_\_

### SPECIAL NEEDS

Please indicate services needed:

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

### METHOD OF PAYMENT

- Register online at [www.celeration.org](http://www.celeration.org)
- Check enclosed, payable to Standard Celeration Society
- Purchase Order enclosed ~ or ~  Fax this completed form to 913.362.5900

Mail this completed form and payment to The Standard Celeration Society, P.O. Box 3351, Kansas City, KS 66103

Early registration deadline by mail, fax or online is October 15<sup>th</sup>

# Precision Teaching: **R.U.** Charting?

21st Annual International Precision Teaching Conference

November 6-8, 2008

Rutgers University

New Brunswick, NJ

Program and Registration Enclosed



Behavior Research Company  
c/o Scott Born  
P.O. Box 3351  
Kansas City, KS 66103

