30th Annual International Precision Teaching Conference
Call *for* Papers

Background

The Standard Celeration Society's new vision is to focus on the needs and interests of our members and potential members. In line with that direction, we've modified our call for proposals and guidelines for submitting proposals to better reflect our member-focused approach.

We'll be accepting proposals that clearly define the target audiences or participants for whom your session is offered, and with that list what value you expect to deliver to those audiences. In other words, how will your session help attendees to learn or do something that is of value to them?

This orientation needs to be incorporated into both your session title and in the contents of the session itself. It is important to highlight what the session will provide and emphasize in plain English rather than technical jargon, where possible.

The following page is a list of some examples and non-examples of titles, to give you a better idea of what we are looking to achieve. These examples are a way to help you grasp our vision for the conference. It is also to guide for you to use as you focus on the attendees, giving them something that helps them address needs and wants for their professional or personal development.

Typical Session Title	More Audience-Focused Session Title
Recent Advances in Application of Relational Frame Theory	Developing Curriculum to Teach Critical Thinking
Using the Standard Celeration Chart to Monitor Business Performance	How to Start Your Learning Center Business
Big 6 + 6 In Classroom Programming	Helping Therapists and Teachers Work Together with a Shared Measurement System
Frequency and Celeration Aims	Making Better Program Decisions with Your Students
Agility Research Update	New Research Topics and Designs for Behavioral Researchers
Charting Inner and Outer Behavior	Using Precise Measurement to Accelerate Your Self-Management Projects
Why They Won't Publish Our Stuff	Preparing Data Displays That Journal Editors will Like
10 Reasons to Use the Standard Celeration Chart	How Precise Measurement Can Accelerate Student Learning
Precision Teaching Sites Around the World	Finding or Creating a Precision Teaching Internship

The following pages lists Target Audiences and Some of Their Needs/Wants

To help you think about your target audience(s) and topics that might be of interest to them, we've attached a document that lists our more likely audience member types and some of their needs and wants identified from a focus group. We hope this prompts you to think about titles and topics that will address the needs and wants of one or more audiences and describe how your session will help them in the session title.

Educators	
Segment of Potential Members	**Potential Needs / Wants**
Special Needs Educators and Clinicians ASD, other disabilities Learning Disabilities Teachers RTI/Progress Monitoring Practitioners/ Thought Leaders Direct Instruction Teachers Tutors/Learning Coaches Reading Specialists Teacher Trainers	• Overview of PT / Introduction for new users • How to integrate PT into different processes, programs, applications (e.g. DI, RTI, Progress Monitoring) • How to teach others (adults, kids) to use the SCC • Self and classroom management applications • Software that helps • How-to instruction on different tools, methods • Guide to PT/SCC jargon; use of non-nerdy language • Resources for getting free and costly stuff • Advanced PT how-to instruction beyond beginner level • How to work with parents and PT/SCC • Success stories with my population of learners • Locating low-cost fluency development tools, resources, materials • Answers to a whole bunch of questions we get (See Customer Needs Model page 6). • Establishing credibility with my peers • How to make it fun and have happy learners • Why invest in this? • Networking with and learning with/from other people like me • Locations I can visit to see this stuff • Decision-making • Managing the classroom/clinic space and materials • Teaching clients/students how to chart • Implementing PT in a variety of settings • Jobs and internships • PT in business and organizations • Want to go out on my own as a tutor or learning coach

Adjacent professionals whom we might "draw in"	
Segment of Potential Members	**Potential Needs / Wants**
Behavior Analysts who do not yet use the SCC	• How the SCC can help you, improve your work/decisions and outcomes • How PT/SCC can help you start a business, go out on our own, do your own thing • Instructional design with the SCC and fluency • Better behavior management strategies
Staff Trainers in organizations	• How to teach others the SCC and PT • How to use the SCC and PT to build fluent performance in your people and yourself
Physical Therapists Occupational Therapists Speech and Language Therapists School Psychologists Psychotherapists/Counselors	• Hear dialogue other others in my field who have successfully used this with clients • Fluency in small (Big 6 +) and gross motor (body control) movements • PT and SCC applied to language components, assessment, prescription • Where can I see this done • Overcoming my objections and hesitations to try this • How to get started • Self-management methods for self and clients • Intersection with other therapies and disciplines, integrating applications

Researchers Who Publish	
Faculty Researchers / Professors	• New and interesting topics for research
Graduate and Undergraduate Researchers	• Research design for both basic science and applied studies/experiments (peculiar to frequency and fluency with SCC research, the bits they don't know)
People in centers or businesses doing research	• Ways to use the SCC in publications
Journal Editors	• Who will publish SCC?
	• Best way to write SCC articles so they will get published
	• Relationships with others who have done this successfully
	• Relationships publication editors sympathetic to SCC/PT
	• How to build research into your ongoing work with clients/students
	• How to summarize data in powerful ways you have never seen before

Organizational Leaders/Managers	
Segment of Potential Members	**Potential Needs / Wants**
Behavioral/Clinical/Educational Entrepreneurs	• Business ideas
	• How to start and operate a learning center / clinic / school
	• Nuts and bolts business planning and execution for small businesses
	• Using the chart in managing the business
	• Ways to open a PT/SCC business that will differentiate yourself from others
	• How to break out of "working for the Man" and have my own business
Managers and Supervisors in Organizations	• Using the chart for business measurement
	• What to measure as a manager or supervisor
	• Using the chart for management and self-management
	• Training or coaching to fluency with your people

Submission Guidelines

Contact Person:
Phone Number:
Email:

Type of Submission:

Paper: _____25 min

Panel Discussion: ___50 min

Symposium (2 or more papers on a theme): 50 min

Workshop: _____ 2 hours _____ 4 hours

Segment of Potential Members:

Needs or Wants your presentation will address:

Presentation Title:
Abstract:
Paper 1 Title:
Paper 2 Title (symposium only):
Paper 3 Title:
Lead Author Name:
Lead Author Affiliation:

(Symposium/Panel only)
Author 2 Name:
Author 2 Affiliation:

Author 3 Name:
Author 3 Affiliation:

Author 4 Name:
Author 4 Affiliation:

Type: BACB CEU Submission Guidelines

We will accept a limited number of sessions that address behavior analysis topics in technical terms, for BACB CEUs. Our organization seeks to address a much broader audience of potential users beyond applied behavior scientists, so we encourage even those who propose BACB CE sessions to create titles, descriptions, and objectives that are as plain English, without jargon, and might interest non-behavior analysts as well. In fact, depending on submissions, we might follow up with you to adjust your titles and/or session descriptions to appeal to a broader set of audiences.

Contact Person:
Phone Number:
Email:

Type of Submission: (choose one and choose length)

Panel: ___50 min

Symposium (2 or more papers on a theme): ___50 min

Workshop: _____ 2 hours_____ 4 hours

Segment of Potential Members:

Needs or Wants your presentation will address:

Presentation Title:
Paper Titles (for Symposium):
Behavior Analysis Content Covered (Select all that apply)
      Practice☐
      Theory☐
      Methodology☐
Event Level (Select one)
      Beginner (BCaBA) ☐
      Intermediate (junior BCBA) ☐
      Advanced (BCBA) ☐
Target Audience (tied to conference theme/focus)
Lead Author Name:
Lead Author Affiliation:
Other author(s): (allow up to 5 fields for Symposium and panels)
Name & Affiliation:

CE's Instructor's BACB Certificate #: (REQUIRED)
Abstract (must be 200 words in length): (REQUIRED)
CE's Instructor's CV (REQUIRED AND ATTACHED)

Co-Instructor's BACB Number (if applicable)
Co-Instructor's CV (Required)

Attestation:
CE instructor(s) and co-instructor(s) and the proposed CE event meet BACB CE requirements, and that the instructor(s) and co-instructor(s) agree to comply with the Code during the event.

Behavioral Objectives: (REQUIRED)

Must be stated in behavioral terms; must be at least 2 objectives for the first 50 min of instruction and a minimum of 1 objective for each additional 50 min or fraction thereof.

Papers – list 2 behavioral objectives
1.
2.

Panels and Symposiums – list 2 behavioral objectives:
1.
2.

2-hour workshop – list 5 behavioral objectives:
1.
2.
3.
4.
5.

Level (circle one): Introductory, Intermediate, Advanced/Theoretical

4-hour workshop – list 8 behavioral objectives
1.
2.
3.
4.
5.
6.
7.
8.
Level (circle one): Introductory, Intermediate, Advanced/Theoretical