



Standard  
Celeration  
Society

**32nd Annual Conference of the Standard Celeration  
Society and Precision Teaching  
*Call for Papers* Announcement**

The Standard Celeration Society is happy to announce the opening of submissions and the Call for Papers for the 2019 conference in St. Petersburg, Florida!

Submissions will be accepted beginning May 15th and the Call for Papers will remain open until July 30th.

**Background**

The Standard Celeration Society's new vision is to focus in 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 (including papers, panel, symposia, workshops and posters) 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.

**Conference Expenses**

Conference expenses are only provided for invited keynote speakers.

### Criteria for Offering Continuing Education (CE):

Below are the list of requirements needed for workshops, presentations, panels, and symposia in order to offer CE's:

- Lead Author's BACB Certificate #: (REQUIRED)
  - Abstract (must be 200 words in length): (REQUIRED)
    - Include two behavioral (observable, measurable) objectives for the first 50 minutes of instruction, and one for each CEU or fraction thereafter
  - CE's Instructor's CV (REQUIRED AND ATTACHED)
  - Co-Instructor's BACB Number (if applicable)
  - Co-Instructor's CV (Required)
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Here are some examples and non-examples of titles, to give you a better idea of what we are looking to achieve:

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 with 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

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.

## **Attached List of 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 created a table 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.

<b>Educators</b>	
<b>Segment of Potential Members</b>	<b>Potential Needs / Wants</b>
Special Needs Educators and Clinicians	<ul style="list-style-type: none"> <li>● Overview of PT / Introduction for new users</li> <li>● How to integrate PT into different processes, programs, applications (e.g. DI, RTI, Progress Monitoring)</li> <li>● How to teach others (adults, kids) to use the SCC</li> <li>● Self and classroom management applications</li> <li>● Software that helps</li> <li>● How-to instruction on different tools, methods</li> <li>● Guide to PT/SCC jargon; use of non-nerdy language</li> <li>● Resources for getting free and costly stuff</li> <li>● Advanced PT how-to instruction beyond beginner level</li> <li>● How to work with parents and PT/SCC</li> <li>● Success stories with my population of learners</li> <li>● Locating low-cost fluency development tools, resources, materials</li> <li>● Answers to a whole bunch of questions we get (See Customer Needs Model page 6).</li> <li>● Establishing credibility with my peers</li> <li>● How to make it fun and have happy learners</li> <li>● Why invest in this?</li> <li>● Networking with and learning with/from other people like me</li> <li>● Locations I can visit to see this stuff</li> <li>● Decision-making</li> <li>● Managing the classroom/clinic space and materials</li> <li>● Teaching clients/students how to chart</li> <li>● Implementing PT in a variety of settings</li> <li>● Jobs and internships</li> <li>● PT in business and organizations</li> <li>● Want to go out on my own as a tutor or learning coach</li> </ul>
ASD, other disabilities	
Learning Disabilities Teachers	
RTI/Progress Monitoring Practitioners/ Thought Leaders	
Direct Instruction Teachers	
Tutors/Learning Coaches	
Reading Specialists	
Teacher Trainers	
BCBA- non Charters	
Academics- Gen Ed or tutors	

<b>Organizational Leaders/Managers</b>	
<b>Segment of Potential Members</b>	<b>Potential Needs / Wants</b>
Behavioral/Clinical/Educational Entrepreneurs	<ul style="list-style-type: none"> <li>● Business ideas</li> <li>● How to start and operate a learning center / clinic / school</li> <li>● Nuts and bolts business planning and execution for small businesses</li> <li>● Using the chart in managing the business</li> <li>● Ways to open a PT/SCC business that will differentiate yourself from others</li> <li>● How to break out of “working for the Man” and have my own business</li> </ul>
Managers and Supervisors in Organizations	<ul style="list-style-type: none"> <li>● Using the chart for business measurement</li> <li>● What to measure as a manager or supervisor</li> <li>● Using the chart for management and self-management</li> <li>● Training or coaching to fluency with your people</li> </ul>
<b>Other professionals</b>	
<b>Segment of Potential Members</b>	<b>Potential Needs / Wants</b>
Behavior Analysts, Clinicians and Teachers who do not yet use the SCC	<ul style="list-style-type: none"> <li>● How the SCC can help you, improve your work/decisions and outcomes</li> <li>● How PT/SCC can help you start a business, go out on our own, do your own thing</li> <li>● Instructional design with the SCC and fluency</li> <li>● Better behavior management strategies</li> <li>● How the SCC helps you make the most effective and efficient decisions for your learners</li> </ul>
Behavior Analysts or Clinicians and Teachers who already use the SCC	<ul style="list-style-type: none"> <li>● Using Component/Composite Analysis for program design</li> <li>● Designing Academic, Language, or Adaptive programming for Learners with Autism</li> <li>● Combining PT and RFT to help teach language skills</li> </ul>
Staff Trainers in organizations	<ul style="list-style-type: none"> <li>● How to teach others the SCC and PT</li> <li>● How to use the SCC and PT to build fluent performance in your people and yourself</li> </ul>