THE SIXTEENTH ANNUAL

INTERNATIONAL
PRECISION
TEACHING
CONFERENCE

PROGRAM GUIDE

THURSDAY, FRIDAY AND SATURDAY • NOVEMBER 6TH, 7TH & 8TH, 2003
COLUMBUS, OHIO

THE SIXTEENTH ANNUAL
INTERNATIONAL
PRECISION
TEACHING
CONFERENCE

As a set of unique methods and procedures designed to measure behavior and facilitate decision making, Precision Teaching has made many important discoveries about learning. Founded in the 1960's by Ogden Lindsley, Precision Teachers continue to make applied and experimental contributions to the educational and psychological literature. This year, 2003, marks the 16th annual proceeding of the International Precision Teaching Conference (IPTC). The conference presentations demonstrate how Precision Teaching continues to grow and expand. The diversity of presentations also reflects the wide-ranging utility of Precision Teaching.

I invite you to attend the 16th annual International Precision Teaching Conference. IPTC offers a variety of events making this year's conference a special one:

- Presentations highlighting the use and effectiveness of Precision Teaching, Standard Celeration charting, progress monitoring,and fluency
- Nationally and Internationally renowned speakers
- Social events such as the "Chart share"
- A banquet honoring John Cooper
- Professional CEUs (e.g., BCBA) available

The IPTC conference committee thanks the Standard Celeration Society and both the Millennium Community School and the Great Western Academy for co-sponsoring this year's conference.

Richard M. Kubina Jr.
(Conference chair)

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THE SIXTEENTH ANNUAL

INTERNATIONAL PRECISION TEACHING CONFERENCE

NOVEMBER 6 (PRE-CONFERENCE WORKSHOPS)

Time	ROOMS TO BE ANNOUCED AT THE CONFERENCE		
8:00 – 9:00	REGISTRATION	REGISTRATION	REGISTRATION
9:00 – 11:30	**Charting 101: An Introduction to the Standard Celeration Chart -** Alison Moor, Amy King, Sara Pahl, Kristin Schirmer, Kelly Ferris, Holly Almon, and Krista Zambolin	**www.AimChart.net: PT over the web -** Charles Merbitz, and Doreen Vieitez	**Directly to the point: Adding PT to DI reading programs for children with autism spectrum disorder -** Richard M. Kubina Jr., Rebecca S. Morrison and River Furuta
LUNCH – On your own			
1:00 – 3:30	**Effectively Correcting Student Errors during Fluency-Based Instruction -** Alison Moors, Kelly Ferris, Kristin Schirmer, Holly Almon, Amy King, and Krista Zambolin	**Phonemic Awareness -** Elizabeth Haughton and Gina Freeman	
4:00 –6:30	**Establishing Student-Directed Fluency-Based Learning Centers -** Paul Malanga	**How to Chart Efficient Learning with SAFMEDS -** John Eshleman, Charles Merbitz, Nancy Hansen-Merbitz, Stephen A. Graf	**Relational Frame Theory and Precision Teaching -** John McElwee and D. Andrews

NOVEMBER 7 (REGULAR CONFERENCE PRESENTATIONS)

Time	ROOMS TO BE ANNOUCED AT THE CONFERENCE		
8:00 – 9:00	ROOM –Naples I & II		
9:00 – 9:50	**Fluent Verbal Behavior: The Application of Clay Starlin's Performance Standard for Talk during Dialogue Conversation -** John McElwee and D. Andrews	**Analytical: Reading Multi-syllabic Words Strategically -** Beth Swatsky	**How soon is too soon? Developmental fluency blockers in preschoolers -** Morrison, R. S., Hoey, M., and Frazier, J.
9:50 - 10:00	BREAK	BREAK	BREAK
10:00 – 10:50	**Editorial Board of the** *Journal of Precision Teaching and Celeration* – Richard M. Kubina Jr. and Clay Starlin	**Teaching Machines will Threaten Teachers' Jobs-- Not! -** Susan Sharp and Ian Spence	**Using SAFMEDS to increase rate of identifying frequencies, celerations, celeration types, jumps, turns, and learning pictures -** Valerie Cook and Gwen Dwiggens
11:00 – 12:15	INVITED ADDRESS **Precision Teaching's eyes and ears: Our Standard Celeration charts and terms -** Ogden Lindsley		
12:20 – 1:20	CATERED LUNCH		
1:30 –2:20	**Applying Precision Teaching to the Measurement of Group Instruction Skills for Children with Autism -** Kristin Schirmer, Michael Fabrizio, and Sara Pahl	**The effect of daily fluency practice on daily recall: A precision teaching interpretation and intervention for dysnomia -** Paul Malanga	**Oral Language and Writing Pinpoints to Support Academic Success -** Kent Johnson
2:20 – 2:30	BREAK	BREAK	BREAK
2:30 – 3:20	INVITED ADDRESS **Using Measurement to Our Advantage: Creating a Context for Widespread Adoption of Precision Teaching -** Thomas E. Boyce		
3:30 – 4:20	**The Effects of Peer-Implemented, One-Minute Timings on the Fluency and Accuracy of Arithmetic Problems -** Corwyn Moore	**Teaching Precision Teaching to University Students –** Shelia Alber and Richard Kubina	**Removing Ceilings on Performance: Early Discoveries and Important Implications –** Carl Binder

Break until the banquet

6:00 – 730	Banquet honoring John Cooper
7:30 – 9:30	Chart share (John Eshleman)

NOVEMBER 8 (REGULAR CONFERENCE PRESENTATIONS)

Time	*ROOMS TO BE ANNOUCED AT THE CONFERENCE*		
8:00 – 9:00	REGISTRATION	REGISTRATION	REGISTRATION
9:00 – 9:50	**Business Meeting – Standard Celeration Society** - Michael Fabrizio	**Examining PT Data from a Learning Center: Does LD Diagnosis Inform Instructional Planning?** - Nancy Hansen Merbitz, Elayne Nickolau, George Vinci, Charles Merbitz	**Speak out: A PT language program for children with autism spectrum disorder** - Morrison, R. S., Frazier, J., and Hoey, M.
9:50 - 10:00	BREAK	BREAK	BREAK
10:00 – 10:50	**Having Fun with Precision Teaching** – Elizabeth Haughton and Carl Binder	**Building Component and Composite Pinpoints: A Way to Focus the Learner and Track Progress** - Ian Spence, Susan Sharp, and students	**The Benefits of Teaching to Fluency for One Child with Autism: A Parent's Perspective on Implementing Fluency-Based Instruction in Their Child's Home-Based Behavioral Program** - Valerie Cook and Gwen Dwiggens
11:00 – 11:50	**Mental Math** - Elizabeth Haughton	**Using the Standard Celeration Chart to monitor social skills programming for learners with autism** - Alison Moors, Kelly Ferris, Kristin Schirmer, Sara Pahl, Amy King, Krista Zambolin, and Michael Fabrizio	**When Your Students' Performance Goes Flat: Go Run!** - Paul R. Malanga and William J. Sweeney
12:00 – 12:50	CATERED LUNCH	CATERED LUNCH	CATERED LUNCH
1:00 –1:50	**INVITED ADDRESS Navigating the Course of Instruction: Identifying and Evaluating Instructional Aims for Children with Autism and Other Special Needs** - Michael Fabrizio		
1:50 – 2:00	BREAK	BREAK	BREAK
2:00 – 2:50	**Rapid Automatic Naming** - Elizabeth Haughton	**Including and Tracking Frequency Criteria in Students' Individualized Education Plans** - Alison Moors, Amy King, Kelly Ferris, Sara Pahl, Kristin Schirmer	**Quick and Dirty Exercises, Demonstrations, and Other PT Gimmicks** – Carl Binder
3:00 – 3:50	**Handwriting: Print and Cursive** - Gina Freeman and Elizabeth Haughton	**Precision Teaching and Staff Development: Measuring and Shaping Exemplary Performance in Human Services** – Michael Fabrizio, Holly Almon, and Kelly Ferris	
4:00 – 4:30	**2003 International Precision Teaching Conference Closing Remarks from the SCS President** - Michael Fabrizio		

Thursday, November 6, 2003

Registration - 8:00 AM - 9:00 AM

Workshop #1 Charting 101: An Introduction to the Standard Celeration Chart

Presenters: Alison Moor, Amy King, Sara Pahl, Kristin Schirmer, Kelly Ferris, Holly Almon, and Krista Zambolin (Fabrizio/Moors Consulting)

Abstract: This will be an introductory workshop to teach the fundamentals of charting on the Standard Celeration Chart (SCC). Participants will learn the important features of the chart, charting conventions used within the field of Precision Teaching, how to chart performance across variable timing intervals, and how to analyze performance on the chart to assist in making data based decisions.

Objectives: At the end of this workshop, Participants will be able to:
  • Read performance data charted on all versions of the SCC
  • Chart human performance data charted on all versions of the SCC
  • Describe data on the SCC in terms of its frequency, celeration and bounce

Costs	Pre-registration	On-Site Registration
SCS Members:	$125.00	$175.00
Non-members	$150.00	$200.00

Workshop #2 www.AimChart.net: PT over the web

Abstract: "AimChart" is a web site that supports people who use Precision Teaching, such as in schools or rehabilitation. In this workshop, its use will be demonstrated and practiced. Users can enter data (behavior counts and times and text), have Charts displayed on screen or printed, archive data in the database, and come back later to add more data. Phase lines, aim stars and minimum progress lines suitable for IEPs can be set. The site supports schools with a hierarchy of teachers and staff, home schoolers, individuals keeping data on themselves, teachers keeping data on just their own classes and students, consultants monitoring home programs, and similar PT activities. Authorization to view Charts and edit data can be restricted so that selected persons, such as principals, colleagues, and parents, can view an individual's data on a 24/7 basis. Charts can be viewed individually or in stacks or collections, with or without celerations, phases, and other graphic features. (A particularly interesting view is that of a stack of celerations of students with the underlying data points hidden). Examples of setting up classes so that students enter their own data will be shown, with sample data. Advantages and disadvantages of computerized and paper Charts will be reviewed. Finally, confidentiality of data will be addressed.

Plans and prototypes of features under development will also be presented, such as searches for particular target behaviors without personal identifiers. A "chat" feature will allow simultaneous viewing of a Chart and discussion. The site is designed to grow over time as users input data and use its methods to improve and evaluate outcomes of interventions, teaching, curricula, and treatments.

In this workshop, users will be given an AimChart multi-user institutional account (value, $100) and helped through the process of defining what is counted, who is authorized to see the Charts, who puts data in, and viewing and analyzing data. Note that it is presumed that attendees already understand the basics of Precision Teaching, and that they use the Internet with Explorer 6+ (windows) or Netscape 7++ and OS 10.2 (Mac). Attendees are strongly encouraged to bring their own laptops enabled for Ethernet to practice using the site.

Please note: Because of the advanced preparation required of the presenters, this workshop will not be open for on-site registration. Attendees must register by the registration deadline to attend this workshop.

Objectives: At the end of this workshop, Participants will be able to:
Participants will demonstrate how to:
  • Set up AimChart accounts for students, clients, teachers, and schools
  • Define behaviors to count and set goals for acceleration, deceleration, both (for comfort pairs), or neither.
  • Access the site as a student or other user and enter data in the Databook
  • View Charts
  • Set and remove phase lines, celeration lines, Aim Stars, and notes.
  • Select combinations of Charts (across persons and pinpoints) to view as overlays
  • Set the system to any Sunday as a Zero date for data entry and display
  • Control access to the personal information in the AimChart database.
  • Export AimChart data to Excel. List at least:
    -one way to maintain confidentiality
    -one minimum system requirement for AimChart

Costs	Pre-registration	On-Site Registration
SCS Members:	$125.00	not available
Non-members	$150.00	not available

Workshop #3 Directly to the point: Adding PT to DI reading programs for children with autism spectrum disorder

Presenters: Richard M. Kubina Jr. (The Pennsylvania State University), Rebecca S. Morrison (Oakstone Academy) and River Furuta (Oakstone Academy)

Abstract: The Direct Instruction Reading Program provides a solid instructional tool to teach children with ASD how to read. Adding PT to DI promotes fluency and generalization of children's reading skills. This presentation will address: how to implement DI and PT successfully with children with ASD, the benefits of these strategies on skill development, obstacles commonly encountered, and the outcomes of this approach with six children with ASD.

Objectives: At the end of this workshop, Participants will be able to:
  • Provide an example of PT and DI.
  • Describe methods for integrating DI reading programs with PT.
  • Recognize common reading problems children with ASD exhibit and methods for remediation.
  • Cite proactive methods for helping children with ASD read better.

Costs	Pre-registration	On-Site Registration
SCS Members:	$90.00	$140.00
Non-members	$115.00	$165.00

Workshop #4 Effectively Correcting Student Errors during Fluency-Based Instruction

Presenters: Alison Moors, Kelly Ferris, Kristin Schirmer, Holly Almon, Amy King, and Krista Zambolin (Fabrizio/Moors Consulting)

Abstract: This workshop will provide participants with multiple opportunities to practice four essential components of an error correction procedure: 1) identify the error patterns, 2) select an appropriate error correction algorithm and specific correction procedure, 3) implement each correction procedure, 4) evaluate correction's effectiveness using the Standard Celeration Chart. The two error correction procedures will include a modified Mathetics error correction and a discrimination error correction. The goal is for participants

to more closely analyze the errors in student performance and address the errors by type: students who have no answer require a different correctional procedure than students who respond incorrectly. Videotape examples and partner-paired practice sessions will be provided to ensure participants receive ample practice implementing the procedures. Suggested error correction evaluation procedures will be provided.

Objectives: At the end of this workshop, Participants will be able to:

- identify patterns in student performance that should and should not occasion an error correction
- identify and describe the conditions that should lead the teacher or therapist to select a given error correction procedure
- implement an effective modified Mathetics error correction routine and an effective discrimination error correction routine across the curriculum areas of receptive language, expressive language, imitation skills, reading, writing, and mathematics
- evaluate the effectiveness of error corrections using the Standard Celeration Chart

Costs	Pre-registration	On-Site Registration
SCS Members:	$125.00	$175.00
Non-members	$150.00	$200.00

Workshop #5 Phonemic Awareness

Presenters: Elizabeth Haughton and Gina Freeman (Haughton Learning Center)

Abstract:

Objectives:

Costs	Pre-registration	On-Site Registration
SCS Members:	$125.00	$175.00
Non-members	$150.00	$200.00

Workshop #6 Establishing Student-Directed Fluency-Based Learning Centers

Presenters: Paul Malanga, (University of South Dakota)

Abstract: This workshop will teach participants how to establish student-directed fluency-based learning centers. This is particularly important given the diversity of today's classrooms and increasing expectations placed on teachers. Time commitments make providing effective individual accommodations for students with diverse learning needs difficult. Learning centers, common to most classrooms, provide the opportunity for additional practice with relevant skills. While this is important, embedding fluency measures within the learning center is rarely seen. There is a substantial research base supporting the efficacy of infusing fluency into the daily curriculum and its effect on retention and application of skills. Conducting brief daily one-minute assessments provide educators and students continual data-based feedback that can guide ongoing decisions regarding instructional modifications to maximize student achievement. Arranging a student-directed fluency-based learning center 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. 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. Participants will be provided examples of student folders and necessary materials for establishing fluency-based learning centers.

Please Note: At the presenter's request, enrollment in this workshop is limited to the first 25 people who register.

Objectives: At the end of this workshop, Participants will be able to:

- Describe the methods and importance of developing fluent performance.
- Describe methods for teaching students self-monitoring skills.
- Describe methods for establishing student-directed fluency-based learning centers.
- Chart and interpret performance on the SCC, both 3 and 6 cycle.

Costs	Pre-registration	On-Site Registration
SCS Members:	$90.00	$140.00
Non-members	$115.00	$165.00

Workshop #7 How to Chart Efficient Learning with SAFMEDS

Presenters: John Eshleman, Charles Merbitz, Nancy Hansen-Merbitz, Stephen A. Graf

Abstract: Do you want your students to learn really well really fast? Then the combination of SAFMEDS and the Standard Celeration Chart will prove unbeatable! SAFMEDS resemble flashcards, but the difference stops there. Ogden Lindsley coined the acronym SAFMEDS, which stands for Say All Fast Minute Every Day Shuffled. The acronym specifies a procedure. The procedure gives the learner an easily counted accuracy pair (corrects and errors) which can be readily charted (on either a timings chart, a daily chart, or both). Learners can see and quickly appreciate their progress on the chart. The use of SAFMEDS to expedite efficient learning has become increasingly popular, because it provides a convenient way for a teacher to monitor student learning of large numbers of facts and concepts. This session will describe how to make and use SAFMEDS and how to chart learning with them. We will present examples of SAFMEDS and charts from elementary school, middle school, high school, university, and business settings.

Objectives:

- Participants will be able to develop their own sets of SAFMEDS (we encourage people to bring their own instructional materials or information in order to begin writing their own SAFMEDS)
- Participants will be able to recognize examples and non-examples of well-constructed SAFMEDS.
- Participants will be able to practice with a deck of SAFMEDS about SAFMEDS and chart their progress through several timings on a Standard Celeration Chart.
- Participants will learn that SAFMEDS can be created easily on computer using Excel.
- Participants will receive a copy of Steve Graf's book on SAFMEDS, which is included in the materials fee.

Costs	Pre-registration	On-Site Registration
SCS Members:	$105.00	$130.00
Non-members	$130.00	$155.00

Workshop #8 Relational Frame Theory and Precision Teaching

Abstract: Relational Frame Theory is a recent behavior analytic account of language and cognition. This presentation will introduce participants to the conceptual and experimental tools used by the theory. A core concept of the approach is the higher order operant that is defined by function not form. Relating stimuli is viewed as central to the development of language and the ability to eventually derive relations between stimuli. Mutual, combinatorial entailment and transformation of function are properties that define specific

types of relational responding called frames. The development of the frames is the result of multiple exemplars training. The presentation will conclude with a discussion of the value precision teaching and fluency can add to the theory.

Objectives:
- Participants will learn the essential features of the higher order operant
- Participants will learn the core relational frames
- Participants will learn the derived relations of mutual and combinatorial entailment
- Participants will learn the defining characteristic of transformation of function
- Participants will learn the value precision teaching can add to RFT

Costs	Pre-registration	On-Site Registration
SCS Members:	$25.00	$50.00
Non-members	$50.00	$75.00

Friday, November 7, 2003
Registration 8:00 AM - 9:00 AM

#1 Paper Presentation - Fluent Verbal Behavior: The Application of Clay Starlin's Performance Standard for Talk during Dialogue Conversation

John McElwee and D. Andrews (New Hope of Pennsylvania)

Clay Starlin has stated that the estimated performance standard for speaking in dialogue conversation is 150 to 250 words per minute with random error based on "in vivo" sampling of speaker behavior. This presentation will use this figure as a basis for predicting performance standards for basic and advanced verbal behavior skills. These skills are targets for change in Early Intensive Behavior Intervention Programs for language-impaired clients and include listener, echoic, tact, and intraverbal behavior. A formula will be given that predicts client performance utilizing the components of speaking in dialogue conversation, listening, and talking. Existing and new data will be provided to support the thesis of the presentation. The implication of this performance for decisions regarding educational placement and social behavior will conclude the discussion

#2 Paper Presentation - Analytical: Reading Multi-syllabic Words Strategically

Beth Swatsky (Morningside Academy)

Anita Archer's REWARDS program, a multi-syllabic decoding program, teaches phonemically regular and irregular prefixes, roots, and suffixes using a direct instruction format, channel changing and timed practices. Tool Skills of the program will be mentioned. Strengths of the program will be high-lighted and a demonstration of adaptations made in a classroom at Morningside Academy will be presented. Methods used for various channels and insights about charting will be shared. Throughout, lesson segments will be demonstrated by the presenter with audience participation.

#3 Paper Presentation - How soon is too soon? Developmental fluency blockers in preschoolers

Morrison, R. S., Hoey, M., and Frazier, J. (Oakstone Academy)

Comparing developmental motor stages to PT fluency blockers in preschool children. Identification, modifications, and outcomes.

#4 Business Meeting - Editorial Board of the Journal of Precision Teaching and Celeration

Richard M. Kubina Jr. (The Pennsylvania State University) and Clay Starlin (University of Oregon)

#5 Paper Presentation - Teaching Machines will Threaten Teachers' Jobs—Not!

Susan Sharp and Ian Spence (Ben Bronz Academy)

When B.F. Skinner first described his idea for Teaching Machines, critics worried that the machines would obviate the need for teachers. Our findings suggest the opposite. Through CyberSlate, students can complete fluency exercises in keyboarding and arithmetic without adult intervention. The students get an immediate chart of their progress, and they are rewarded with points each time they improve their score. In spite of this, when there is no adult watching or encouraging, most students "flatline." We will show how this phenomenon looks on charts, and how planned reinforcement by the teacher makes a big difference.

#6 Paper Presentation - Using SAFMEDS to increase rate of identifying frequencies, celerations, celeration types, jumps, turns, and learning pictures 11/7/03 10:00 AM - 10:50 AM Room? Valerie Cook and Gwen Dwiggens

This paper will review the data of two practitioners versed in traditional discrete trial using SAFMEDS to learn and acquire key elements of the Standard Celeration Chart as part of their effort to become proficient in the principles of precision teaching.

#7 Invited Address - Precision Teaching's eyes and ears: Our Standard Celeration charts and terms

Ogden Lindsley (Behavior Research Company)

#8 Paper Presentation - Applying Precision Teaching to the Measurement of Group Instruction Skills for Children with Autism

Kristin Schirmer, Michael Fabrizio, and Sara Pahl (Fabrizio/Moors Consulting)

Beyond learning discrete academic component skills, children with autism must also learn to gain skills from group instructional arrangements to reduce their dependence on highly specialized individual instruction. This paper will describe several component skills of "good attending" and present data collected across multiple children with autism on these skills. In addition, the presenters will provide recommendations regarding assessing, measuring, and intervening to improve the skills they discuss.

#9 Paper Presentation - The effect of daily fluency practice on daily recall: A precision teaching interpretation and intervention for dysnomia

Paul Malanga (University of South Dakota)

Dysnomia is a term used in special education and refers to difficulty in retrieving or recalling a specific word and is common with students identified with a learning disability. The primary behaviors seen are difficulty recalling words in conversation and is often described as, "I know what I want to say but can't find the words to say it." Traditional interventions to improve this skill deficit include providing cue cards and retrieval strategy instruction. One method that has not been extensively researched is directly practicing recall via daily one-minute assessments. Daily one-minute recall practice

represents a simple straightforward and quick method for potentially improving overall recall by reducing hesitations and forgets.

#10 Paper Presentation - Oral Language and Writing Pinpoints to Support Academic Success

Kent Johnson (Morningside Academy)

#11 Invited Address - Using Measurement to Our Advantage: Creating a Context for Widespread Adoption of Precision Teaching

Thomas Boyce (University of Nevada, Reno)

This talk will detail lessons learned through 4 years of experience managing an after-school Precision Teaching program and behavioral education lab. Specifically, what has worked and what has not worked to build a successful business will be detailed. In addition, the challenges of maintaining a rigorous research program in the context of an effective and client-friendly clinical service will be documented. A special emphasis will be placed on how we talk. Recommendations for finding alternative descriptors for our technologies and services will be made.

#12 Paper Presentation - The Effects of Peer-Implemented, One-Minute Timings on the Fluency and Accuracy of Arithmetic Problems

Corwyn Moore (The Ohio State University)

This study will describe the effects of peer implemented repeated one-minute timing on fluency and accuracy of arithmetic problems. The participants were four African American males in grades fourth, fifth, and sixth. The experimental method included a combination of precision teaching, one-minute timings, and peer tutoring in an after-school tutoring program. It is expected that students can use peer tutoring to implement precision teaching and one-minute timings to build fluency and accuracy of arithmetic problems in an after-school tutoring program. These findings will demonstrate how the effectiveness of precision teaching and one-minute timings can be used to build fluency and accuracy in math facts in an after-school tutoring program as a means to enable academic success for students who have received an inadequate education.

#13 Paper Presentation - Teaching Precision Teaching to University Students

Shelia Alber (The University of Southern Mississippi) Richard M. Kubina Jr. (The Pennsylvania State University)

Teaching Precision Teaching to university students can take many forms. Both Shelia Alber and Richard Kubina teach in colleges of education and provide instruction for using Precision Teaching. This session will show how Precision Teaching was taught and integrated within different courses. Readings, texts, practicum's, and student outcomes will be shared.

#14 Paper Presentation - Removing Ceilings on Performance: Early Discoveries and Important Implications

Carl Binder (Binder Riha Associates)

Recent debates about "discrete trials versus fluency training" have obscured important discoveries and understandings that evolved from measuring behavior frequencies in the classroom. This session summarizes a series of "four ceilings" that describe not only a sequence of discovery that occurred at the Behavior Prosthesis Laboratory and among Precision Teachers during the early 1970s, but also suggests principles for accelerating the performance of our students to optimal levels as rapidly as possible. This session will

give you a new understanding of why Precision Teachers measure and design materials and procedures in particular ways.

#15 Special Event - Banquet Honoring John Cooper

Richard M. Kubina Jr.

Join us in honoring John Cooper (Emeritus Professor - The Ohio State University) who has made significant contributions to the Precision Teaching community. Also see a special presentation from a number of Dr. Cooper's past doctoral students.

#16 Chart Share

John Eshleman

Bring a chart and come join us as we share data, learn, and laugh in a friendly, open atmosphere!

Saturday, November 8, 2003
Registration 8:00 AM - 9:00 AM

#17 Business Meeting - Standard Celeration Society

Michael Fabrizio (University of Washington)

All members of the Standard Celeration Society are invited to join us as the Executive Council of the Society updates all members regarding Society activities and solicits new feedback from members. Topics include:
• treasurer's report
• website status and developments
• SCListserv status and developments
• JPTC report

#18 Paper Presentation - Examining PT Data from a Learning Center: Does LD Diagnosis Inform Instructional Planning?

Nancy Hansen Merbitz, Elayne Nickolau, George Vinci, Charles Merbitz

Data from more than forty students receiving instructional intervention services at a Precision Teaching tutoring center will be presented. Data analysis revealed essentially no relationship between students' LD diagnoses and their rate of progress mastering fundamental reading skills. By contrast, some students served who had not been identified as requiring specialized instructional services by their local education agencies showed significantly more difficulty mastering the same sets of skills. This paper will focus on the relationship between children's identified or unidentified eligibility categories for special education services and the degree to which such classification may or may not aid instructional planning.

#19 Paper Presentation - Speak out: A PT language program for children with autism spectrum disorder

Morrison, R. S., Frazier, J., and Hoey, M. (Oakstone Academy)

Promoting language fluency in children with ASD is a critical factor in helping them contact naturally existing reinforcement in their environment. A PT language program will be discussed in terms of its development and materials, implementation, and outcomes for children with ASD.

#20 Paper Presentation - Having Fun with Precision Teaching

Elizabeth Haughton (Haughton Learning Center) and Carl Binder (Binder Riha Associates)

This session pulls together a grab bag of snapshot timings, demonstrations of fluent and non-fluent behavior, ways to show workshop participants about bounce and endurance, information-gathering and group facilitation techniques that some Precision Teaching trainers have been using for years. Many of these techniques are useful and fun even for groups and facilitators who are not meeting to discuss or learn Precision Teaching.

#21 Paper Presentation - Building Component and Composite Pinpoints: A Way to Focus the Learner and Track Progress

Ian Spence, Susan Sharp, and students (Ben Bronz Academy)

Our beginning reading program, called Fluent Auditory Discrimination (FAD), was developed out of Haughton's (1995) adaptation of the LiPS model. We make use of several learning channels to build each skill and sound/sign connection. In our desire to align the component skills with the composite skills, we developed a way to bundle the pinpoints, allowing mastery of the composite pinpoint to dictate the content of the components.

The FAD program and early results were reported in the Journal of Precision Teaching and Celeration (2002). Students from Ben Bronz Academy will demonstrate the FAD fluencies. We will review charts of progress of 37 students with dyslexia who began the program as non-readers. In doing so, we will take a close look at the pinpoints chosen, our bundling decisions, and chart outcomes.

#22 Paper Presentation - The Benefits of Teaching to Fluency for One Child with Autism: A Parent's Perspective on Implementing Fluency-Based Instruction in Their Child's Home-Based Behavioral Program

Gwen Dwiggens and Sue Hendersen

#23 Paper Presentation - Mental Math

Elizabeth Haughton (Haughton Learning Center)

#24 Paper Presentation - Using the Standard Celeration Chart to monitor social skills programming for learners with autism

Alison Moors, Kelly Ferris, Kristin Schirmer, Sara Pahl, Amy King, Krista Zambolin, and Michael Fabrizio (Fabrizio/Moors Consulting)

Parents, teachers, and clinical service providers have long appreciated the demand and complexity of teaching social skills to students with autism. There does not exist a "standard" or "norm" set of behaviors which constitute the full depth and breath of necessary components for learners of any age to be successful in navigating their social surroundings. In addition, because most successful social skills instruction happens in situ, data collection, performance monitoring, and data-based decision making around social skills pinpoints proves challenging. This paper presentation will focus on tracking social skills pinpoints on the Standard Celeration Chart (SCC). Data will be presented to illustrate multiple pinpoints along the continuum of social skills instruction as well as the subsequent comparisons to the student's non-affected peers.

#25 Paper Presentation - When Your Students' Performance Goes Flat: Go Run!

Paul R. Malanga and William J. Sweeney (University of South Dakota)

There is a substantial research base supporting the efficacy of infusing fluency into the daily curriculum and its effect on retention and application of skills. Conducting brief daily one-minute assessments provide educators continual data-based feedback that can guide daily instructional decisions regarding curricular modifications to maximize student achievement. While repeated one-minute assessments help develop fluent performance, performance may still go flat. In other words, the student's performance does not improve even though they continue to practice. There are a number of empirically validated remediation strategies to jump-start performance including halving the timing period (1-minute to 30 seconds), slice back, and tool skill drills. One method that does not have as extensive an empirical database is Go Runs. Go runs can take different forms, one being running in place for 30"-1 minute. Go runs are fun, help energize the student, and quickly improve student performance.

#26 Invited Address - Navigating the Course of Instruction: Identifying and Evaluating Instructional Aims for Children with Autism and Other Special Needs

Michael Fabrizio (Fabrizio/Moors Consulting and the University of Washington)

Michael Fabrizio received his Bachelor's Degree in Psychology and Master's Degree in Educational Psychology/Applied Behavior Analysis from West Virginia University. He is a Board Certified Behavior Analyst and a fourth-year Doctoral student in Special Education at the University of Washington where he is specializing in behavior analysis, autism, and instructional design. Michael has worked with children with autism and other special needs throughout his, serving as a Senior Educational Specialist for the West Virginia Autism Training Center at Marshall University, a Clinical Specialist for the Spectrum Center for Educational and Behavioral Development in Berkeley, California, Head Teacher for Morningside Academy in Seattle, Washington, and Lead Trainer for Morningside Academy's Public School Improvement Project. Michael currently resides in Seattle, Washington, where he is a full partner in Fabrizio/Moors Consulting, an educational and behavioral consulting private practice specializing in fluency-based instruction for learners with autism. Michael has presented his applied research work with children with disabilities at a range of state, regional, and national professional conferences including the Autism Society of America, the West Coast Special Education Conference, the Association for Behavior Analysis, the Association for the Severely Handicapped, the Association for Science in Autism Treatment, and the International Precision Teaching Conference. He has published his work in the Behavior Analysis Digest and the Journal of Precision Teaching and Celeration. Michael received the 2000 New Contributions Award presented by the Standard Celeration Society for his work in fluency-based instruction. He is a Contributing Editor for the Journal of Precision Teaching and Celeration, an affiliated faculty member in the Department of Behavior Analysis at the University of North Texas, a member of the Organization for Autism Research's Scientific Advisory Council, and the current President of the Standard Celeration Society.

As Precision Teachers, we are in the unique position of being able to measure the instructional progress of children with disabilities in ways that are meaningful, predictive, valid, reliable, and based on actual dimensions of human behavior. But measurement alone does not allow us to answer all of the important questions for consideration when providing remedial instruction-particularly the question of how to set instructional aims and proficiency standards. The current paper will review the three methods that Precision Teachers have used historically to identify

instructional aims and will highlight the conceptual and empirical strengths and weaknesses of each. The paper will end with a summary of what we know about selecting instructional aims for children with disabilities and what we still need to find out.

#27 Paper Presentation - Rapid Automatic Naming

Elizabeth Haughton (Haughton Learning Center)

#28 Paper Presentation - Including and Tracking Frequency Criteria in Students' Individualized Education Plans

Alison Moors, Amy King, Kelly Ferris, Sara Pahl, Kristin Schirmer (Fabrizio/Moors Consulting)

With the recent resurgence in interest in Precision Teaching and its successful application to learners with autism and related disorders, parents, teachers and clinicians find themselves trying to include rate-building goals and objectives into student's Individualized Education Plans (IEP). This paper will present illustrations of objectives across a variety of academic, social, and motor pinpoints for various ages of students who were included in an academically focused summer program. In addition, examples of IEP goal progress monitoring will be presented using the Standard Celeration Chart.

#29 Paper Presentation - Handwriting: Print and Cursive

Gina Freeman and Elizabeth Haughton (Haughton Learning Center)

#30 Paper Presentation - Precision Teaching and Staff Development: Measuring and Shaping Exemplary Performance in Human Services

Michael Fabrizio, Holly Almon, and Kelly Ferris (Fabrizio/Moors Consulting)

Regardless of the type of intervention designed or the type of learner served by the intervention, staff must be trained and the addition of systematic performance management procedures and standards greatly increases the likelihood that intervention will provide the service recipients with real benefit. The current paper will present a system for monitoring and shaping staff performance within three critical and generic repertoires, which are essential to the delivery of high quality intervention services: verbal behavior about the service provided, verbally mediated behavior to facilitate science-based decision-making, and contingency-shaped behavior related to quality implementation of the service.

#31 Special Event - 2003 International Precision Teaching Conference Closing Remarks

Michael Fabrizio (Fabrizio/Moors Consulting)

#32 Special Event - 2003 International Precision Teaching Conference Closing Remarks

Michael Fabrizio (Fabrizio/Moors Consulting)

Please ask for the Special Precision Teaching Conference Rate.

Holiday Inn

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Sustaining   **$100** yearly membership includes two issues of the *Journal of Precision Teaching and Celeration*, an extra copy of each issue and a copy of the Standard Celeration newsletter.

Conference Registration

Type	One-day	Full conference (two days)	Late rate (after October 25, 2003)	
Students/Retired	$ 50	$100	$ 85/One-day	$135/full
Members	$ 75	$150	$110/One-day	$185/full
Nonmembers	$100	$200	$135/One-day	$235/full

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