

T H E F I F T E E N T H A N N U A L

International Precision Teaching Conference

P R O G R A M G U I D E

FRIDAY AND SATURDAY
NOVEMBER 8TH & 9TH, 2002
HARRISBURG, PA

T H E F I F T E E N T H A N N U A L 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, 2002, marks the 15th 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 15th 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
- Nationally renowned speakers
- Social events such as the "Chart share"
- A banquet honoring Claudia McDade (past Editor) and John Brown (past Assistant Editor of the Journal of Precision Teaching and Celeration)
- Professional CEUs (e.g., BCBA) and Act 48 hours available

The IPTC conference committee thanks Ben Bronz Academy and the Standard Celeration Society for cosponsoring this year's conference. Additionally, a debt of gratitude goes to the Pennsylvania Training and Technical Assistance Network (Pattan) for allowing IPTC to use their facilities.

ACCOMMODATIONS: The Best Western-Hershey will offer the special conference rate of \$65/night plus tax. This rate will include shuttle service to and from the conference site (and to/from the airport with 48 hours advance notice). Call 1-800-233-0338 for reservations. When registering, please ask for the special conference rate and mention that this is for the International Precision Teaching Conference.

For Airport information call the Harrisburg International Airport at 717-944-8933.

I look forward to seeing you at the conference.

Richard M. Kubina Jr.
(Conference chair)

T H E F I F T E E N T H A N N U A L International Precision Teaching Conference

November 8: Schedule for conference proceedings at Pattan facilities

Time	ROOM - Lancaster-Lebanon	ROOM - Susquehanna-Dauphin	ROOM - Cambria-Bradford
8:00 – 8:50	REGISTRATION	REGISTRATION	REGISTRATION
8:50 – 9:00	President's welcome		
9:00 – 9:50	INVITED ADDRESS Carl Binder – Everybody needs fluency	Alison Moors, Michael Fabrizio and Kathy Brunner – Integrating speech pathology and Precision Teaching to improve intervention services to children with autism	Ben Bronz students chart share
9:50 - 10:00	BREAK	BREAK	BREAK
10:00 – 10:50	INVITED ADDRESS Abigail Calkin – What we know about thoughts, feelings, and urges	Clay Starlin – Sensing a difference: A proposal for defining educationally significant change	Ben Bronz students chart share
11:00 – 11:50	INVITED ADDRESS Elizabeth Haughton – Decoding from A to Z: What are the critical fluency outcomes for decoding words?	Claudia McDade, Scott Beckett, John Brown – How to build learning: You just need the right tools	Ben Bronz students chart share
12:00 – 1:00	CATERED LUNCH		
1:00 – 1:50	Ian Spence, Susan Sharp - Accelerating progress in remedial reading through fluency exercises	Richard Kubina, Barbara Heckard, Mary Garrett, Yvette Line-Kohler, Ken Travis, Christine Kelly – How Precision Teaching can work for you in a public school	Ben Bronz students chart share
2:00 – 2:50	INVITED ADDRESS Ian Spence – Using the Chart to build self-advocacy skills at Ben Bronz Academy	Alison Moors, Sara Pahl, Kristin Schirmer – Teaching and measuring daily living and recreational skills for children with autism	Ben Bronz students chart share
2:50 – 3:00	BREAK	BREAK	BREAK
3:00 – 3:50	Jill Scarbro and Elizabeth Haughton (Discussant) – Component skills for independent living	Michael Fabrizio, Kris Kenna, Monica Scarborough, Rhonda Schoonover, Lisa Rothweller – Precision Teaching in the public school: The Morningside Model of Generative Reading Instruction in the Penn Manor School District	Ben Bronz students chart share

Schedule for banquet and chart held at Holiday Inn – Grantville (Directions to the Grantville Holiday Inn available at the conference – shuttle service available from the Best Western)

6:30 – 7:30	Banquet honoring Claudia McDade (Past Editor of JPTC) and John Brown (Past Assistant Editor of JPTC)
8:00 – 10:00	Chart share (Steve Graf)

THE FIFTEENTH ANNUAL International Precision Teaching Conference

November 9: Schedule for conference proceedings at Pattan facilities

Time	ROOM - Lancaster-Lebanon	ROOM - Susquehanna-Dauphin	ROOM - York-Lycoming-Columbia	ROOM - Cambria-Bradford
8:00 – 9:00	REGISTRATION			
9:00 - 9:50	INVITED ADDRESS Ogden Lindsley - Learning Stream Starts, Channels, and Stages (part 1)	Ian Spence, Michelle Fahey, Several Students from Ben Bronz Academy – Fluency in keyboarding, a component in composition (writing) fluency (Part 1)	Michael Fabrizio and Alison Moors – Developing requisite language component skills for reading comprehension in children with autism	Ben Bronz students chart share
9:50 – 10:00	Ogden Lindsley - Learning Stream Starts, Channels, and Stages (part 2)	Ian Spence, Michelle Fahey, Several Students from Ben Bronz Academy – Fluency in keyboarding, a component in composition (writing) fluency (Part 2)	Paul Malanga and William Sweeney – Establishing fluency-based self-correction learning centers	Ben Bronz students chart share
10:00 – 10:50	BREAK	BREAK	BREAK	BREAK
11:00 – 11:50	INVITED ADDRESS Kent Johnson - Building Bridges from Basic Skills to Inquiry and Project Based Learning with Precision Teaching	Carl Binder and Elizabeth Haughton – Using Learning Channels and the Learning Channel Matrix (part 1)	Charles Merbitz, Jennifer Zinke, Benjamin Pyykkonen, Nancy Hansen – SAFMEDS and www.AimChart.net : Student responses	Ben Bronz students chart share
12:00 – 1:00	CATERED LUNCH			
1:00 – 1:50	INVITED ADDRESS John Eshleman - A Half-Century of Programmed Instruction: Computer-based Precision Teaching Advances in the past 15 Years	Carl Binder and Elizabeth Haughton – Using Learning Channels and the Learning Channel Matrix (part 2)	Steven Graf – Basketball and Standard Celeration Charts	Ben Bronz students chart share
2:00 – 2:50	INVITED ADDRESS Richael Anderson & Richard Kubina (Discussant)- Impact on Fluency: Endurance and the Use of Repeated Readings	Clay Starlin -Fluency-based standards	Michael Fabrizio and Alison Moors – It's not an "either-or" situation: Combining a verbal behavior analysis of language and Precision Teaching in services to children with autism and related disabilities	Abigail Calkin – How to change your thoughts, feelings, and urges
2:50 – 3:00	BREAK	BREAK	BREAK	BREAK
3:00 – 3:50	INVITED ADDRESS Ken Kerr -	Michael Fabrizio and Alison Moors – Teaching advanced language skills to children with autism	Richard Kubina - What my Penn State students have taught me using Precision Teaching in public schools	Elizabeth Haughton - Learn about RAN (Rapid Automatic naming): A key component of reading fluency!
4:00 – 4:15	President's comments/wrap up			

Friday 8:00 A.M. — 4 P.M.

Ben Bronz Chart Share

Ben Bronz Academy <http://www.tli.com>, located in West Hartford, Connecticut, is a day school for learning disabled students, Grades 2 to 12. Twenty-six faculty guide 60 students through an intensive school day that includes Meta-Learning, fluencies, remedial reading, writing, and mathematics, literature, science, and Social Studies. This all day chart share will have individual students from Ben Bronz presenting their Standard Celeration Charts. This interactive session will allow Ben Bronz students to discuss their individual learning projects and will provide audience members an opportunity to speak with the students by asking questions and making comments about the Charts and learning presentations.

Friday 9:00 A.M.

Carl Binder (Binder Riha Associates)

Everybody Needs Fluency

Based on a book by the same title soon-to-be published by Sopris West, this fast-paced, interactive session describes why FLUENT performance should be the goal of every important educational program in any skill domain. Drawing from research background, Precision Teaching experience in schools, and a wealth of real world examples and in-session exercises, Dr. Binder makes plain why educators and parents should demand programs and procedures designed to develop fluency. He explains how fluency supports retention and maintenance of skills, endurance or resistance to distraction, and application or transfer. This session provides a compelling reason for adopting Precision Teaching — enabling students to achieve truly useful, FLUENT performance rather than the merely accurate but fragile performance produced by conventional accuracy-based instruction.

Friday 9:00 A.M.

Alison L. Moors (Fabrizio/Moors Consulting)
Michael A. Fabrizio (Fabrizio/Moors Consulting & University of Washington)

Integrating Speech Language Pathology and Precision Teaching to Improve Intervention Services to Children with Autism

Intervention services to children with disabilities may be significantly enhanced through the thoughtful collaboration of service providers from different disciplines. The current paper will present two case studies in which Speech Language Pathologists and Behavior Analysts specializing in Precision Teaching worked collaboratively to improve the language development of two children with autism. The subject matter expertise available from Speech Pathology, combined with the measurement and data-based decision expertise available through Precision Teaching proved an effective combination for enhancing the services these children received. Charted

performance data along with videotaped examples will be used throughout to illustrate the points discussed within the presentation.

Friday 10:00 A.M.

Abigail B. Calkin (Calkin Learning Center)

Inner Behavior—What We Know about Thoughts, Feelings, & Urges

For over 35 years, Precision Teachers have studied, researched, and changed inner behavior. We now know we can change thoughts, feeling, and urges. The address will show some specific techniques, present individual charts, list information we have learned, and show future directions.

Friday 10:00 A.M.

Clay Starlin (University of Oregon)

Sensing a Difference: A Proposal for Defining Educationally Significant Change

In educational research circles the distinction between “educationally significant change” and “statistically significant change” is often debated. This session will propose a definition of “educationally significant change” related to the magnitudes that our senses can detect without instrumentation. Demonstrations and audience participation will be used to illustrate the proposal.

Friday 11:00 A.M.

Elizabeth Haughton (Haughton Learning Center)

Decoding from A to Z: What are the critical fluency outcomes for decoding words?

Learning the code of the English language is essential for fluent automatic reading. It is extremely important for all reading teachers to know the steps and the level of performance necessary to retain and apply decoding skills.

Friday 11:00 A.M.

Claudia McDade (Jacksonville State University)
Scott Beckett (Jacksonville State University)
John Brown (Jacksonville State University)

How to build learning: You just need the right tools

Presenters from Jacksonville State University, Jacksonville, Alabama will demonstrate/share Precision learning tools for success in college and beyond, in areas of reading, writing, and quantifying. Special emphasis will be placed on JSU's summer studies program, ExSEL 200. Presenters will share Charts and learning strategies with attendees.

Friday 1 P.M.

Ian Spence (Ben Bronz Academy)

Susan Sharp (Ben Bronz Academy)

Accelerating progress in remedial reading through fluency exercises

This session will present a research-verified practice of repeated readings and demonstrate how it can be effectively integrated into reading programs. Participants will learn how to create and implement reading fluency exercises, create and track graphic representations of progress, and learn how the fluency intervention can be automated through the Cyber Slate Internet-Based program. Participants will also review the progress of students in three different remedial reading programs, and examine several different types of remedial readers and their specific patterns of progress.

Friday 1 P.M.

Richard M. Kubina Jr. (The Pennsylvania State University-University Park)

Barbara Heckard (Southeast Elementary)

Mary Garrett (Lebanon Middle School)

Yvette Line-Kohler (Lebanon School District)

Ken Travis (Southeast Elementary & Henry Houck)

Christine Kelly (Southeast Elementary)

How Precision Teaching can work for you in a public school

The Lebanon School District has been using Precision Teaching in various elementary and middle school classrooms with dramatic results. This panel discussion will provide information, video, and discussion of Precision Teaching data and outcomes by a principal, assistant principle, school psychologist, classroom teacher, guidance counselor, and university professor.

Friday 2 P.M.

Ian Spence (Ben Bronz Academy)

Students of Ben Bronz Academy

Using the Chart to build Self-Advocacy Skills at Ben Bronz Academy.

Fluency in basic skills, and Self-awareness are two important aspects of the program at Ben Bronz Academy, a private school for learning disabled students in West Hartford. All students improve their abilities in keyboarding, arithmetic facts, and decoding through one-minute timings in exercises that have been selected for effective growth. They monitor their progress through studying Standard Celeration Charts. The students also keep at least one chart of a personal growth pinpoint, selected in consultation with their advisor. We share charts at weekly Student Assemblies, and other chart shares. We also use the charts to explain our progress at the Pupil Personnel meetings with our School District, parents, and faculty. The charts are our most concrete and immediate evidence of progress.

Friday 2 P.M.

Alison L. Moors (Fabrizio/Moors Consulting)

Sara J. Pahl (Fabrizio/Moors Consulting)

Kristin Schirmer (Fabrizio/Moors Consulting)

Teaching and Measuring Daily Living and Recreational Skills for Children with Autism

In the past 25 years, much attention has been paid to home programming utilizing the science of Applied Behavior Analysis for teaching children with autism. Moreover, the addition of a Precision Teaching measurement system to home programming is beginning to gain momentum. Even though these programs typically target academic, language, and social skills; clinicians and educators must consider a broader range of skills to teach in order to help integrate students into their every-day family life. This presentation will focus on teaching and measuring functional daily living skills in the areas of self-help and leisure activities using the Standard Celeration Chart. Charted performance data along with videotaped examples will be used throughout to illustrate the points discussed within the presentation.

Friday 3 P.M.

Jill Scarbro (University of North Texas)

Discussant Elizabeth Haughton (Haughton Learning Center)

Component skills for independent living

The Big 6 has shown to increase independent living skills. However, for students with more severe physical disabilities a closer inspection of gross and fine motor skills is needed, especially with regards to instructional materials and sequence.

Friday 3 P.M.

Michael A. Fabrizio (Morningside Academy Public School Improvement Project and University of Washington)

Kris Kenna (Penn Manor School District)

Monica Scarborough (Penn Manor School District)

Rhonda Schoonover (Penn Manor School District)

Lisa Rothweller (Penn Manor School District)

Precision Teaching in the Public Schools: The Morningside Model of Generative Reading Instruction in the Penn Manor School District

This presentation will present the results of three years of collaboration between Morningside Academy and the Penn Manor School District in central Pennsylvania. The presentation will include complete descriptions of critical program components of the Morningside Model of Generative Reading Instruction as applied within the Penn Manor School District (e.g., phonological coding instruction and timed practice, use of Direct Instruction, and Precision Teaching), videotaped examples of each component, and student performance outcomes data from both general and special education students.

Saturday 9 A.M. • Part 2: 9:50 A.M.

Ogden Lindsley (University of Kansas)

Learning Stream Starts, Channels, and Stages

I chose the term “Learning Channels” in 1974 to describe the fluid throughputs of the different practice forms that we used in our one-minute timings. I imagined a moving river channel in choosing the term. I hoped it would break up the rigid stimulus-response, input-output mindset, which Skinner had tried to break up in 1935 with his term “reflex.” His effort failed. “Learning Channels” were not long used as throughputs. My own students began to talk and write about “input channel” and “output channel” as two channels rather than one as I had defined a See-Say channel.

Eric Haughton’s 1980 channel matrix article used the term “channel” both ways. His two-dimensional input-output matrix beautifully showed the richness of 64 possible channels we could use. His thinking helped us expand our number of channel possibilities, but it inadvertently locked in two-stage, in-out, stimulus-response channel practice. Some even think “See” is Teacher behavior and “Say” is learner behavior. Wrong! The entire channel is learner behavior. As the years went by our best practice sessions outgrew the simple two-stage in-out channel idea. We yoked channels as in Elizabeth Haughton’s famous See-SayDo. We added stages as in my Slide-See-Say for SAFMED practice making it a three stage channel. In our ABA charting workshop we increased participant learning by requiring Point-See-Say (Lindsley, 1994). Free-operant learning streams must always start with learner behavior,

In 1997 in West Hartford at our 13th International Precision Teaching Conference I urged us to yoke channels and shared examples of their power. My urging failed, as few of us yoked channels thereafter. In 2000 at the annual ABA conference I shared the idea of calling our practices “learning streams.” Since then I have further developed the term and tried it out with many teachers. In this presentation I share examples of “Learning Streams” along with their “Starts,” “Channels,” and “Stages.” A standard way of describing them in text form and an easy way of diagramming them using only keyboard characters are also shared.

Saturday 9 A.M. • Part 2: 9:50 A.M.

Ian Spence (Ben Bronz Academy)
Michelle Fahey (Ben Bronz Academy)
Several Students from Ben Bronz Academy

Fluency in keyboarding, a component in composition

This session describes the keyboarding fluency program and writing process that has been developed at Ben Bronz Academy over the past twelve years involving more than 100

students. The Academy enrolls Learning disabled students of average or above-average intelligence, Grades 3 to 12. More than two-thirds of the students are dyslexic. Their writing skills at admission average less than Grade 3, and only three of the students had prior typing skills. All of the students learned touch-typing, and 90 of the 100 mastered this skill at a speed of 35 words per minute with fewer than two errors. 80 of the 100 increased their writing ability by 3 to 6 years in a two-year reporting period.

“Hands-on” literally describes the way Session Participants will learn our technique for teaching touch-typing. Our students require an average of 25 minutes instruction when they begin learning the keyboard. From then on, they have no formal courses in typing during the day, but they acquire the skill through many hours of practice and one-minute timings, guided by our CyberSlate computer programs which automatically move students through levels of skill mastery. Their fingers are kept on the correct keys by our patented Finger Guides. Students are scheduled for practice time twice per day during school hours, as well as having typing practice for homework. Through the Internet, teachers can instantly check their Standard Celeration Charts to see how well the students are practicing at home. Monitoring this activity takes about five minutes per student per week.

Participants will also learn our structured writing process, through which our students learn to brainstorm, cluster, type an outline, then construct their paper directly on the computer. Through a layered editing process, they rewrite and correct their product until they decide it is ready for grading. In this process they involve the Computer, fellow students, and the teacher as helpers. On the Computer, they use the spell-checker to catch spelling errors. They also run Criti-Writer, an accessory which grades them on the basis of several items, and suggests ways to improve their grade. They use fellow students as “out-loud readers”, who simply read what the writer has written, but by doing so, help the writer to catch grammar clashes, or incorrect words that the writer selected while spell-checking. Since the writer has already edited his work a few times before approaching the teacher, their time can be taken up with more subtle changes.

Saturday, 9 A.M.

Michael A. Fabrizio (Fabrizio/Moors Consulting & University of Washington)

Alison L. Moors (Fabrizio/Moors Consulting)

Developing Requisite Language Components Skills for Reading Comprehension in Children with Autism

Learning to read is essential in today’s society. Children with autism, while usually quite adept at learning the rules required for basic decoding, often lack the necessary language component skills to ensure they understand what they decode. Therefore, it is common for children with autism to engage in

decoding of text, but be unable to further their reading proficiency because of missing or weak language component skills. This presentation will present a component/composite analysis of important language preskills for reading comprehension along with skill descriptions, recommended frequency aims, sample performance data, and videotape examples of children with autism working to improve each skill.

Saturday, 9:50 A.M.

Paul R. Malanga (University of South Dakota)

William J. Sweeney (University of South Dakota)

Establishing Fluency-Based Self-Correction Learning Centers

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 educators in making ongoing instructional modifications to maximize student achievement. Given the diversity of today's classrooms and increasing expectations placed on teachers, time commitments may make accommodations for students with special needs difficult. One-minute fluency-based timings using self-correction procedures are a means of addressing these difficulties through the use of effective, labor saving instructional and evaluation approaches.

Saturday, 11 A.M.

Kent Johnson (Morningside Academy)

Building Bridges from Basic Skills to Inquiry and Project Based Learning with Precision Teaching

I will describe a new program at Morningside Academy, a Progressive Education Program for middle school students who perform well above average on tests of cognitive potential, perform average to above average on tests of basic skills achievement, and need systematic direct instruction and coaching in the more complex repertoires that define successful middle school, high school, and college learners in the information age. Some would call these learners gifted LD and ADD. The key repertoires they need to directly learn and practice include reasoning, inquiry, research, teamwork, presentation and report writing, as well as textbook use, note-taking, studying, core knowledge mastery, performing one's best, self-monitoring their own behavior, and taking responsibility for learning. I will show our task analyses of these repertoires.

The program begins with an intensive month of foundations fluency building, individually tailored to their deficits in reading, writing, math and reasoning skills. I will describe our Diagnostic, Prescriptive Precision Teaching Approach for foundations fluency clean up. Following the intensive month of foundations fluency, students will focus upon the next layer of more flexible repertoires required for school success: Reasoning, inquiry, research, teamwork, presentation and report

writing, as well as textbook use, note-taking, studying, core knowledge mastery, performing one's best, self-monitoring their own behavior, and taking responsibility for learning. I will describe the use of Precision Teaching throughout this second layer of curriculum, especially noting how to decide when and where Precision Teaching is needed. Finally, I will describe how we will use Precision Teaching in the third layer of learning: Our 4 fully integrated core content courses, which include The History of Everything, Literature, Natural and Social Science, and Mathematics, complete with core knowledge mastery and student initiated projects that focus on aspects of what is being mastered.

Saturday, 11 A.M. • Part 2: 1 P.M.

Carl Binder (Binder Riha Associates)

Elizabeth Haughton (Haughton Learning Center)

Using Learning Channels and the Learning Channel Matrix

This session will describe the origins of learning channels as a language for pinpointing behavior, as well as some of the diagnostic and curriculum design options that learning channels make possible. Discussion will cover the advantages of making learning channels a prominent part of teaching and curriculum development practice, and introduce basic learning channel design tools. It will include a variety of examples in work with both children's education and adult professional training programs.

Saturday, 11 A.M.

Charles Merbitz (Illinois Institute of Technology)

Jennifer Zinke (Illinois Institute of Technology)

Benjamin Pyykkonen (Illinois Institute of Technology)

Nancy Hansen (AimStar Learning Services)

SAFMEDS and www.AimChart.net: Student responses

Introductory graduate Rehabilitation Counseling courses taught with SAFMEDS (Graf, 1995; Merbitz & Hansen, 2000) used the AimChart (successor to SeeChange, Merbitz, 2001) website. The courses used a PSI-like structure (Keller, 1968) that provided immediate feedback and multiple performance opportunities. Students practiced SAFMEDS and other instructional activities at home, entered the data on the website, and reviewed progress on computer generated Change Charts. In-class performances were taken for grades; better performances received more points, with no ceiling on the number of points students could earn. Each in-class performance was observed by the instructor or teaching assistant and the student. Home vs. in-class performance reliability was assessed by correlation and by comparison of the frequencies and patterns of responding. Individual and grouped Charts of current student performances are shown. The affective responses evoked by an open-ended interview and 6 month and 1 year follow-up data from previous students (Zinke and Merbitz, 2002) are discussed in comparison to that of current students.

Saturday, 1 P.M.

John W. Eshleman (Optimal Learning Systems)

A Half-Century of Programmed Instruction: Computer-based Precision Teaching Advances in the past 15 Years

After reviewing the historical antecedents to modern computer-based instruction, this paper gives an overview of some of the advances in computer-based instruction specific to Precision Teaching that have come about over the past 15 years. The historical antecedents to computer-based instruction include (1) the origins and history of Programmed Instruction, which essentially began with the work of B.F. Skinner in the early 1950s; (2) the origins and history of teaching machines, which began with the work of Sidney Pressey in the 1930s, and then restarted again in the 1950s with B.F. Skinner and his associates, and (3) the general history of computers as they were applied to instructional purposes in the 1960s. The brief overview of the origins and history will be displayed on modified yearly Standard Celeration Charts.

Saturday, 1 P.M.

Stephen A. Graf (Youngstown State University)

Basketball and Standard Celeration Charts

Explore the richness and excitement of Standard Celeration Charting through the chart collection of a basketball parent with three daughters in various stages of 10-year basketball careers. The author also continues to refine his own shooting skill with daily three-point drills and shares the progress on timings, daily, weekly, monthly and yearly charts. Aspects of chart reporting include Celeration, Course, Bounce, Turns, Outliers, and Learning Pictures.

Saturday, 2 P.M.

Richael Barger-Anderson (Slippery Rock University)

Discussant Richard M. Kubina Jr. (The Pennsylvania State University-University Park)

Impact on Fluency: Endurance and the Use of Repeated Readings

This quantitative single subject research design study examines the impact that two repeated readings techniques (1) Repeated readings and whole passage and (2) repeated readings and academic sprinting, will have on the reading fluency and endurance of fifth and sixth grade students previously identified with a specific learning disability in the academic area of reading. Whole passage intervals are one minute in length. Academic sprinting episodes are ten seconds in length. Precision teaching was utilized as a method of daily data collection.

Saturday, 2 P.M.

Clay Starlin (University of Oregon)

Fluency-Based Standards

Standards and accountability is arguably the most prominent theme in education today. Within this theme is the concept of aligning standards, assessment and instruction. However, the foundational component in this alignment is standards and the pivotal element within each standard is the definition of mastery. This session will discuss the preferred terminology to use in discussing standards, share fluency based standards in basic skills and content knowledge areas and give participants practice in writing precise fluency based standards.

Saturday, 2 P.M.

Michael A. Fabrizio (Fabrizio/Moors Consulting & University of Washington)

Alison L. Moors (Fabrizio/Moors Consulting)

It's Not an "Either-Or" Situation: Combining a Verbal Behavior Analysis of Language and Precision Teaching in Services to Children with Autism and Related Disabilities

Over the past several years, there has been much interest in the application of instructional techniques derived from Precision Teaching and Skinner's (1957) behavior analysis of language. While each of these interest areas represents significant advancement in clinical service delivery to children with autism and related disabilities, service providers and consumers often perceive them as separate and distinct. This distinction is an arbitrary one from both theoretical and pragmatic standpoints. The current paper will discuss this distinction as well as present numerous examples of skills identified through a verbal behavior analysis of language and taught to mastery through techniques derived from Precision Teaching. Both charted performance data and videotaped examples will be used to exemplify points addressed within the presentation.

Saturday, 2 P.M.

Abigail B. Calkin (Calkin Learning Center)

Changing Thoughts, Feelings, & Urges

This abbreviated workshop is a short learning session to teach people to observe, count, and change the inner behaviors of thoughts, feelings, and urges. It covers the highlights of the techniques developed and used by Lindsley, Duncan, Calkin, Starlin, Kubina, and others. Precision Teachers have used these techniques with people as young as three and a half, as old as nursing home residents.

Saturday, 3 P.M.

Ken Kerr (The Saplings Model of Education, Kildare, Republic of Ireland)

Invited Address

Saturday, 3 P.M.

Michael A. Fabrizio (Fabrizio/Moors Consulting & University of Washington)

Alison L. Moors (Fabrizio/Moors Consulting)

Teaching Advanced Language Skills to Children with Autism and Related Disabilities

Much has been added in terms of improving the quality of intervention children with autism receive through the addition of techniques derived from Precision Teaching and a verbal behavior analysis of language. Beyond facility in basic verbal operants, however, children with autism of all levels often require explicit instruction in more advanced language skills. The current presentation will outline important advanced language skills for children with autism to more fully develop their speaking repertoires. Charted performance data and videotaped examples of children engaged in timed practice with each of these skills will be shown to illustrate each skill discussed. Throughout the presentation, we will emphasize the benefits garnered by placing skills derived through a verbal behavior analysis into a fluency-based instructional arrangement.

Saturday, 3 P.M.

Richard M. Kubina Jr. (The Pennsylvania State University-University Park)

What my Penn State students have taught me using Precision Teaching in public schools

Teaching SPLED 409, Curriculum for Students with Special Needs, Penn State Students also take a concurrent practicum. In the practicum the Penn State students apply Precision Teaching and Direct Instruction to help elementary aged students learn to read and do math better. This presentation will share data and findings about learning from over 300 individually charted projects.

Saturday 3 P.M.

Elizabeth Haughton (Haughton Learning Center)

Learn about RAN (Rapid Automatic naming): A key component of reading fluency!

We can teach most students to decode words from the simple level to the multi-syllable level. The challenge that still remains for many of these students is reading context fluently. This skill is essential for gaining and sustaining reading comprehension.



Directions To:

Pennsylvania Training and Technical Assistance Network
Harrisburg Office (formerly known as CISC)

6340 Flank Drive - Suite 600 - Harrisburg, PA 17112-2793
800-360-7282 toll free in PA only - 717-541-4960 - Fax: 717-541-4968

From the North:

1. Via Route 22/322 South to I-81 North
2. Take I-81 N to Exit #72 (old #26A)
3. Follow steps 6-11 below.

From the Northeast:

1. Via Route I-81 South, Exit #72 (old #26A)
2. Turn left onto Mountain Road
3. Follow steps 6-11 below.

From the York Area:

1. Via Route I-83 North across river.
2. Proceed to the I-83/I-81 junction. Stay in right lane.
3. Follow steps 4-11 below.

From the Pennsylvania Turnpike (I-76) (Eastbound or Westbound):

1. Take Exit 19, take Route I-283 North
2. After about 2 miles, follow signs for I-83/I-83 North (toward Allentown)
3. Take I-83N until you reach the split for I-81. (I-83 ends)
4. Take I - 81 North
5. Drive approx. 2 miles to Paxtonia Exit #72 (old #26A)
6. As you exit, you will be on Mountain Road
7. Get into left lane and go to the next traffic light.
8. Turn Left at traffic light onto Allentown Blvd./ Rt. 22 (Toyota Dealer on immediate left)
9. Go to second traffic light, turn Left onto Shannon Road (Gateway Corporate Center Entrance)
10. At stop sign turn left onto Flank Drive.
11. Turn into first parking lot on right.
12. The building is red buff brick, L-shaped, in front of you.



Directions to Best Western Inn Hershey

(Conference rate and shuttle service available)

Route 422 & Sipe Avenue - PO Box 364, Hershey,
Pennsylvania, United States, 17033
717-533-5665 Toll Free Reservation 1-800-334-7234
Fax: 717-533-5675

From New York City: Take Route 80 West (over the George Washington Bridge) to 287 South to 78 West. 78 West then becomes Interstate 81 South. Take Exit 80 off Interstate 81 onto 743 South. In the center of Hershey, turn right on 422 and travel 2 miles to the Best Western Inn Hershey on the right.

From Philadelphia: Take Exit 20 off the turnpike to Route 72 North to 322 West. Turn right at the Hershey Medical Center onto University Drive, go to the next traffic light, and turn left onto Route 422 West. The Best Western Inn Hershey is one block further on the right.

From Pittsburgh via the Turnpike: Take Exit 19 off the turnpike to Route 283 North to Route 322 East to Route 422 East. The Best Western Inn Hershey is on the left.

From Baltimore: Take Route 83 North to 322 East to 422 East. The Best Western Inn Hershey is on the left.

2002 International Precision Teaching Conference

REGISTRATION FORM

Mail form and payment to: Rick Kubina, Ph.D., Conference Coordinator
231 CEDAR Building, University Park, PA 16802-3109

For additional information: 814-863-2400 (voice) • 814-863-1002 (fax) • rmk11@psu.edu (email)

- ☐ I *only* wish to register for the conference.
- ☐ I *only* wish to become a member of the Standard Celeration Society.
- ☐ I wish to become a member of the society AND register for this conference.

REGISTRANT'S INFORMATION

Name (LAST, FIRST)

Email

Address 1

Work Phone (Please include area code.)

Address 2

Home Phone (Please include area code.)

City, State, Postal/Zip Code

Work FAX (Please include area code.)

BADGE INFORMATION

Please PRINT your name as you'd like it to appear on your badge.

Please PRINT your affiliation.

METHOD OF PAYMENT

- Make checks or money orders payable to the **Standard Celeration Society**.
- To pay online with a credit card, visit the following site: <http://www.paypal.com>
Open an account and choose the **Send Money** option.
Send money to rmk11@psu.edu

Society Membership dues:

Student **\$25** yearly membership includes two issues of the *Journal of Precision Teaching and Celeration* and a copy of the Standard Celeration newsletter.

Regular **\$50** yearly membership includes two issues of the *Journal of Precision Teaching and Celeration* and a copy of the Standard Celeration newsletter.

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.

Institutional **\$90** yearly membership includes two issues of the *Journal of Precision Teaching and Celeration*, and a copy of the Standard Celeration newsletter.

Conference Registration

Type	One-day	Full conference (two days)	Late rate (after October 25, 2002)	
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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