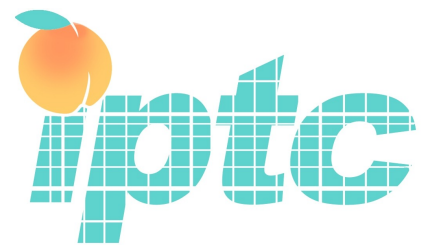


Precision Teaching:

It's About Time!

The 17th International Precision Teaching Conference



Program and Registration

The Annual Precision Teaching Conference:

- Illustrates how Precision Teaching helps schools meet the outcomes envisioned by the No Child Left Behind Act
- Focuses on accountability, measurement, assessment, empowerment, curriculum, and instructional methods
- Addresses the needs of teachers, parents, practitioners, administrators, and consultants
- Highlights best practices in general education, special education, autism, and psychology
- Offers a variety of sessions in a variety of formats for beginner, intermediate, and advanced precision teachers

The Conference Emphasizes:

- Curriculum and Instruction
- Accountability
- Effective, science-based practices (evidence-based learning)
- The use and effectiveness of Precision Teaching, standard celeration charting, and fluency
- Engaging Learning Activities
- Progress Monitoring, Measurement, and Assessment
- Special Populations
- The efficacy of Precision Teaching in many areas, such as technology, sports, self-management, thoughts, and emotions
- How Successful Programs and Centers are Operated
- Nationally and internationally renowned speakers
- *Informal personal consultation with the world's leading Precision Teachers*

As a set of unique methods and procedures to measure behavior and facilitate decision making, Precision Teachers have made many important discoveries about learning. Founded in the 1960s by Ogden Lindsley, Precision Teachers continue to make applied and experimental contributions to the educational and psychological literature. The 17th annual conference demonstrates the wide utility of Precision Teaching and illustrates how Precision Teaching continues to grow and expand.

Precision Teaching Conference 2004

November 18-20
Thursday-Saturday
Lisle/Naperville Hilton
Lisle, IL

Offering:

Breakout Sessions
Workshops
Keynote Speakers
Poster Exhibits/Booths
Bookstore
Program Showcases
Roundtable Discussions
Symposia
Social Events

CEUs for BCBAs and
BCABAs
CPDUs for Teachers

Registration Discount
Deadline
 September 15, 2004

Conference Schedule

Wednesday Night, November 17, 2004

Early Check-in and Registration 6:00 pm - 8:00 pm

Thursday, November 18, 2004

7:00-8:00 Registration				
8:15-8:30 Welcoming Remarks: Steering Committee of the 17th International Precision Teaching Conference				
Room A	Room B	Room C	Room D	Room E
	8:30-9:30 Workshop 1 Precision Teaching 101: Why do PT? Making it Work for Classroom and Resource Teachers <i>Elayne Nickolaou</i> PT principles & methods, Introductory	8:30-11:45 Workshop 2 Relational Frame Theory and Early Intensive Behavior Intervention <i>John McElwee</i> Autism/DD, Advanced	8:30-9:30 Paper Implementing PT Consultation <i>Carl Binder</i>	8:30-11:30 Symposium Computer-based Charting: Several Needs, Several Options <i>Ian Spence, Stuart Harder, Matt Israel, Norman Peladeau, Charles Merbitz, Scott Born, Intermediate-Advanced</i>
9:30-9:45 Beverage Break				
11:45-1:00 Lunch: Speaker, Richard Kubina, "A Literature Review of Behavioral Fluency: Effects, affects, and other Observations"				
	9:45-2:00 Workshop 3 Precision Teaching 201: Charting - An Introduction to the Standard Celeration Chart <i>Ali Moors</i> PT principles & methods, Introductory	1:15-4:30 Workshop 5 Multiple Facets of Speaking Fluency <i>John McElwee, Clay Starlin</i> Primary/Secondary Ed., Autism/DD Intermediate	1:15-4:30 Workshop 6 Using the Hierarchy of Interventions to Address Deceleration or Maintaining Celeration Data <i>Rick Kubina</i> Primary/Secondary Ed., Autism/DD, PT Principles & Methods Intermediate-Advanced	1:15-2:05 Showcase How to Build Learning: You just need the Right Tools <i>C. McDade, J. Brown, S. Beckett, C. Gladen, C. Williams, C. Peppers-Owen</i> PT in College Settings, Learning Centers
3:00-3:15 Beverage Break				
4:30-5:45 Posters Booths Bookstore	2:00-5:15 Workshop 4 Precision Teaching 301: Decisions - Making Data-based Decisions Using the Standard Celeration Chart <i>Michael Fabrizio</i> PT principles & methods, Intermediate	Workshop 5 continued	Workshop 6 continued	2:45-4:15 Symposium Riverside Indian School: A Morningside Model of Educational Excellence <i>Kent Johnson, Sue Casson, Abigail Calkin</i> Primary/Secondary Ed., Direct Instruction, SAFMEDS, Introductory
				5:30-6:30 Business Meeting Standard Celeration Society
7:00-?? Conference Reception, Room TBA: Stop by if you're staying over tonight				

Friday, November 19, 2004

7:30-8:30 Registration					
Room A	Room B	Room C	Room D	Room E	
Posters Booths Bookstore Open All Day	8:30-10:00 Paper Charts and Time: Crucial Variables in Remediation <i>Ian Spence, Susan Sharp</i> Private & Public Schools, Learning Disabilities, Intermediate	8:30-9:20 Paper A Day in the Life of a Precision First Grade <i>Elizabeth Haughton</i> Elementary Ed., All Levels	8:30-11:45 Workshop 7 Developing Fluent Language Skills for Children with Autism, Part I: Beginning Language Skills <i>Ali Moors</i> Autism/DD, Direct Instruction, PT Principles & Methods, Intermediate	8:30-11:45 Workshop 8 Establishing Student-Directed Fluency-Based Learning Centers <i>Paul Malanga</i> Introductory	
		9:30-10:00 Paper Teachers Trained in PT: Does it make a Difference? <i>Sandy McLeod, Mark Koorland</i>			
	10:00-10:15 Beverage Break				
	10:15-10:40 Showcase Privatizing a University-based PT Center: Moving to the Private Sector Center for Advanced Learning <i>Kimberly Nix Berens, Nicholas Berens</i> Learning Center, All Levels	10:15-10:40 Paper Effectiveness of PT within an Academic Summer Program <i>Ali Moors, Susan Malmquist</i> Primary/Secondary Ed., Curriculum-based Measurement	Workshop 7 continued	Workshop 8 continued	
	10:45-11:10 Showcase AimStar Precision Learning Center/Services <i>Elayne Nickolaou, George Vinci, Doreen Veitez, Charles Merbitz, Nancy Merbitz</i> Learning Center, All Levels	10:45-11:35 Paper Multiple Practices: the History, measurement, & Effects of Multiple Timings in PT <i>Michael Fabrizio</i> Primary/Secondary Ed., Intermediate			
11:15-11:40 Showcase Getting Started in a small Public School Setting School Union #44, Wales, Maine <i>Will Burrows</i> Primary Ed., All Levels					
11:45-1:00 Lunch: Speakers, Elizabeth Haughton and Carl Binder, "As Long as We're Among Friends: It's the Measurement, Stupid!"					

1:15-1:40 Paper Multi-channel & Single Channel Approaches to Instruction <i>Kimberly Nix Berens, Nicholas Berens</i> Primary/Secondary Ed., PT Principles & Methods, Advanced	1:15-2:45 Symposium Adult Issues: Life and Death <i>M. Neely, S. Casson, A. Calkin, B. Merbitz, K. Johnson</i> Intermediate	1:15-4:45 Workshop 9 Strategies and Results for Elementary Education Students with and without Autism Attending Oakstone Academy <i>Rebecca Morrison, Rick Kubina</i> Primary Regular Ed., Autism, PT Principles & Methods, Introductory-Intermediate	1:15-4:45 Workshop 10 Systematic Assessment of Foundation Skills in Reading: Phonics, Passage Reading, Automatic Naming, and Phonemic Awareness <i>Elizabeth Haughton</i> Reading Instruction, Elementary Ed. All Levels
1:45-2:35 Paper Sensing a Difference: A Proposal for Defining Educationally Significant Change <i>Beth Swatsky, Clay Starlin</i> Primary/Secondary Ed., Intermediate	2:45-3:00 Beverage Break		
3:00-3:25 Paper Teaching Pre-attending Skills <i>Ali Moors</i> Autism/DD, Introductory	3:00-3:50 Roundtable Charts on the Computer: Yes, No, or Sometimes? Host: <i>Chuck Merbitz</i>	Workshop 9 continued	Workshop 10 continued
3:30-3:55 Paper Acquisition of Language Skills with an Augmentative Device <i>Kelly Ferris</i> Autism/DD, Intermediate		*Room F*	
4:00-4:25 Paper Shaping Fluent Performance: An Evaluation of 2 Methods for Building Frequency in Academic Skills <i>Kendra Brooks, et al.</i> Primary/Secondary Ed., Learning Centers Intermediate	4:00-4:25 Showcase Fabrizio/Moors Consulting <i>Michael Fabrizio, Ali Moors</i> Autism, Home-Based Therapy, PT Consultation & Staff Training All Levels	3:00-3:50 Showcase Classroom Materials for Daily Practice <i>Peggy Anderson</i> Primary/Secondary Ed., Home Schooling, Learning Centers	4:00-4:50 Roundtable Getting Started: How you Began with PT, Experiences, and Supports Needed Host: <i>Janet Dolan</i> Starting PT Programs, Introductory-Intermediate
5:00-6:30 Dinner: Keynote Speakers, Abigail Calkin and John Eshleman "Charting the History and Future of Precision Teaching"			
6:30-7:30 Chart Parenting OR Who's your Mama/Who's your Daddy? (Get help making a chart to present at Chart share)			
7:30 Chart Share Your Hosts: Malcolm Neely and John Eshleman			

Saturday, November 20, 2004

8:00-8:30 Registration					
8:30-9:30 Keynote and Recognition Award: Ogden Lindsley					
Room A	Room B	Room C	Room D	Room E	
Posters Booths Bookstore Open All Day	9:30-9:45 Beverage Break				
	9:45-10:35 Roundtable Behavior Change and Celeration Comparison: Lessons Learned from the Last Chapters of the Chart Manual Host: <i>John Eshleman</i> PT Principles/Methods, Advanced	9:45-11:15 Symposium Fluency and Celeration: Aiming for True Mastery <i>Elizabeth Haughton, Carl Binder, Kent Johnson, Michael Fabrizio</i> PT Principles/Methods Intermediate-Advanced	9:45-11:15 Workshop 11 Change Your Inners: Be Happy! Live Well! <i>Abigail Calkin</i> Inner Behavior, All Levels	9:45-10:10 Paper In College: On Course with PT, of Course! <i>Claudia McDade, John Brown, Scott Beckett, Courtney Peppers, Connie Williams</i> PT in College Settings, Learning Centers Introductory	
	11:15-12:45 Lunch: Speakers, Michael Fabrizio and Ali Moors "Precision Teaching and Us: Lessons Learned"				
	1:00-1:25 Showcase Judge Rotenberg Center <i>Matt Israel</i> Private School, Disabilities, Severe Behavior Problems, All Levels	1:00-2:30 Symposium PT: Sports & Health-Related Behaviors <i>Steve Graf, Paul Malanga</i> Introductory-Intermediate	1:00-1:25 Paper Measuring progress in Mental Health Treatment Using the Aim <i>Jennifer Zinke</i> Clinical, Intermediate	1:00-4:15 Workshop 12 Developing Fluent Language Skills for Children with Autism, Part II: Intermediate and Advanced Language Skills <i>Ali Moors</i> Autism/DD, Direct Instruction, PT Concepts & Methods, Intermediate	
	1:30-1:55 Showcase Ben Bronz Academy <i>Ian Spence, Aileen Stans-Spence</i> Private School, All Levels		1:30-1:55 Paper Depression and Fluency of Negative Thinking <i>D.J. Moran</i> Clinical, Intermediate		
	2:00-2:25 Showcase Morningside Academy and Affiliated Consultants <i>Kent Johnson, Sue Casson, Abi Calkin</i> Private School, Programs for American Indian Schools, All Levels		2:00-4:15 Workshop 13 The Standard Celeration Chart: Charting with Microsoft Excel Templates <i>Stuart Harder</i> PT Principles & Methods, Computer-Mediated PT, Intermediate		
	2:30-2:45 Beverage Break				
2:45-4:15 Symposium Effects of Fluency-based Instruction on Older Learners with Autism <i>Donna Sloan, et al.</i> Autism/DD, Adult Ed., Vocational Training Intermediate	2:45-3:35 Roundtable Zero to 60 in a Public School Setting: What works & What Doesn't? Host: <i>Will Burrows</i> Public Ed., PT Programs	Workshop 13 continued		Workshop 12 continued	
4:30-4:45 Concluding Remarks: IPTC 17 Steering Committee					
6:30-?? PARTY!!					

Workshop Information

Workshop 1: Precision Teaching 101: Why do PT? Making it work for Classroom and Resource Teachers \$20

This workshop is designed for beginners and those with no experience with precision teaching and is yoked with Workshop 3 and Workshop 4 as an all-day offering for beginners. Attendance at these workshops will also prepare beginners to attend other sessions during the conference. All attendees will receive a timer. PT Principles & Methods. Introductory Level.

Workshop 2: Relational Frame Theory and Early Intensive Behavior Intervention For Autistic Spectrum Disorder \$115

John McElwee

Relational Frame Theory (RFT) is a modern behavior analytic account of verbal behavior and cognition. RFT is driving the rapid development of effective interventions for people with autistic spectrum disorder (and is also at the core of several innovative methods of clinical behavior analysis and psychotherapy for clients with other needs, although those latter applications of RFT will not be a focus of this workshop). This workshop will introduce participants to the conceptual and procedural tools of RFT, and the implications for Early Intensive Behavioral Intervention (EIBI). A review of existing curricula employed during EIBI for overlap with RFT will be presented with an emphasis on the Assessment of Basic Language and Learner Skills (Partington & Sundberg, 1998). The implications of RFT for performance standards for skills, instructional protocols and curricula development will be shown. Examples of the value of Precision Teaching tools will be highlighted throughout the workshop. Autism/DD. Advanced Level.

Workshop 3: Precision Teaching 201: Charting - An Introduction to the Standard Celeration Chart \$60

Ali Moors, Amy King, Kelly Ferris, Shane Isley, Heidi Calverly, Michael Fabrizio

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. Coordinated with Workshops 1 and 4 as an all day offering for beginners. Includes extensive provided materials. PT Principles & Methods. Introductory Level.

Workshop 4: Precision Teaching 301: Decisions - Making Data-based Decisions Using the Standard Celeration Chart \$60

Michael Fabrizio, Kelly J. Ferris, Sara Pahl

Participants will learn how to make decisions using data they collect and display on the Standard Celeration Chart. The workshop will cover decision making at two different levels: (1) decision making during timed practice sessions and (2) decision making across days of practice. We will present numerous examples of actual student performance data across a range of skills to illustrate the conditions under which various data-based decisions may be appropriate and inappropriate. We will focus heavily on analyzing four main factors when making decisions—performance frequency, performance celeration, bounce, and effort. In addition to learning how to use charted data to make decisions, we will also discuss and show examples of how we measure our own decision-making within the context of providing remedial intervention services to children. Coordinated with Workshops 1 and 3 as an all day offering for beginners. Autism/DD, PT Principles & Methods. Intermediate Level.

Workshop 5: Multiple Facets of Speaking Fluency \$115

John McElwee and Clay Starlin

Speaking is central to human communication and social interactions. This workshop is designed to look at the multiple facets of speaking fluency and develop the thesis that "speaking fluency" can provide a guideline for educational placement and predicting Estimated Performance Standards (EPS) across a wide range of language and learning skills. The following areas will be explored in relation to speaking fluency: speaking aims & aim setting criteria, dialogue conversation, social behavior, comprehension/thinking skills; applications will be discussed for English Language Learners (ELL), and persons with disabilities (emphasis on ASD). Simulation activities will be used to provide participants practice in: pinpointing, recording, displaying (charting)/interpreting and suggesting interventions for various situations where speaking is an integral part of performance (e.g. social interactions, demonstrating comprehension) Participants will learn to select high probability interventions for improving listening/speaking behavior.

Primary/Secondary Ed., Autism/DD. Intermediate Level.

Workshop 6: Using the Hierarchy of Interventions to Address Deceleration or Maintaining Celeration Data \$125

Rick Kubina

When charting behavior in academic and therapeutic settings behavior can accelerate, maintain, or decelerate. If the goal of a program involves learning, patterns of maintaining or deceleration impede progress. Many Precision Teachers use decision rules with the Standard Celeration Chart to determine when to make a change in intervention; this session describes a hierarchy of interventions teachers and practitioners can use to help learners accelerate in their performances. Workshop attendees will also receive decision rules and Standard Celeration Charted data examples showing how the hierarchy of interventions assists learning.

Primary/Secondary Ed., Autism/DD, PT Principles & Methods. Intermediate-Advanced Levels.

Workshop 7: Developing Fluent Language Skills for Children with Autism, Part I: Beginning Language Skills \$100

Ali Moors, Holly Almon-Morris, Sara Pahl, Lesley Lucas-Pahl, Kristin Schirmer, Krista Zambolin

This workshop will focus on using the techniques of fluency-based instruction to teach beginning language skills to children with autism. The highlighted skills serve as the necessary foundations for success within the more advanced skills of tacting, intraverbal, and autoclitic responding. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability, and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including sample videos. Autism/DD, Direct Instruction, PT Principles & Methods. Intermediate Level.

Workshop Information, continued

Workshop 8: Establishing Student-Directed Fluency-Based Learning Centers \$115

Paul Malanga

Student-directed fluency-based learning centers within the classroom are particularly important given the diversity of today's classrooms and increasing expectations placed on teachers. A student-directed fluency-based learning center provides students with daily practice opportunities and a level of control over their learning not frequently experienced. Fluency-based activities can be particularly useful in closing the education gap for students at risk for educational failure. 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. The center described here uses self-correction procedures as a means of monitoring daily student progress and directly addresses teacher concerns regarding class size, diversity, and assessment demands, particularly as related to the No Child Left Behind (NCLB) legislation. Participants will be provided examples of student folders and necessary materials for establishing fluency-based centers.

Attendance cap: 25
Introductory Level.

Workshop 9: PT Strategies and Results for Elementary Education Students with and without Autism Attending Oakstone Academy \$125

Rebecca Morrison and Rick Kubina

The Oakstone Academy (<http://www.ccfde.org/>) offers a full range of educational services for students with and without autism. For example the Full day Kindergarten is an inclusive class that builds on skills taught in preschool. The Kindergarten curriculum includes activities in literacy, math, social studies, handwriting, science, art, music, sensory, movement, and practical living. The 1st through 4th grade classes are also inclusive and continue to promote educational and social growth. Precision Teaching techniques, Standard Celeration charting, and efficient practice strategies are included in daily lessons. This workshop will show how Precision Teaching is used at Oakstone for students with and without autism. Practice strategies, achievement results, and learning opportunities will be presented. Primary Regular Ed., Autism, PT Principles & Methods. Introductory-Intermediate Levels.

Workshop 10: Systematic Assessment of Foundation Skills in Reading: Phonics, Passage Reading, Rapid Automatic Naming, and Phonemic Awareness \$170

Elizabeth Haughton

Participants will (a) explain the benefits of fluent performance in foundation skills; (b) list foundation skills pinpoints with fluent performance levels for Phonemic Awareness, Rapid Automatic Naming, Phonics, Passage Reading, and Comprehension; and (c) develop an implementation plan for foundation skill assessment in their current setting. Participants will choose between a Curriculum Manual in Phonemic Awareness or Rapid Automatic Naming.

Limited to 10 people.

Reading Instruction, Elementary Ed. All Levels.

Workshop 11: Change Your Inners: Be Happy! Live Well! \$75

Abigail Calkin

This workshop reviews what inner behavior is and presents techniques on how to change urges (e.g. smoking, eating), thoughts (e.g. positive and negative thoughts about job, partner), and feelings (e.g. good and bad feelings about self). It includes how to count inner behavior and how to set goals when changing. The techniques have been used successfully with children, adults, and senior citizens to change self-perceptions and other inner behaviors. Participants will receive a workshop notebook and a manual.

Inner Behavior. All Levels.

Workshop 12: Developing Fluent Language Skills for Children with Autism, Part II: Intermediate and Advanced Language Skills \$100

Ali Moors, Holly Almon-Morris, Sara Pahl, Lesley Lucas-Pahl, Kristin Schirmer, Krista Zambolin

This workshop will focus on using the techniques of fluency-based instruction to teach intermediate and advanced language skills to children with autism. Once children have gained facility with basic languages skills, such as rudimentary tacting and question answering, they still have much to learn to acquire sufficient verbal repertoires to allow them to maximally benefit from most instruction. We will present skill descriptions, scope and sequence charts showing component/composite relationships between skills, suggested skill frequency aims, descriptions of the critical and variable attributes relevant to the instructional stimuli used for each skill, and methods for empirically validating critical instructional outcomes such as skill retention, endurance, stability, and application. Throughout the workshop, we will use actual student performance data and videotaped examples to illustrate each of the key skills discussed. All participants will receive copies of our workshop handouts along with a CD-ROM containing all workshop materials, including sample videos.

Autism/DD, Direct Instruction, PT Concepts & Methods. Intermediate-Advanced Levels.

Workshop 13: The Standard Celeration Chart: Charting with Microsoft Excel Templates \$75

Stuart Harder

The Standard Celeration Chart (SCC) is the principle chart format for the graphical display and interpretation of learner behavior/outcomes used in the Precision Teaching community. This workshop will provide instruction on the use and application of the SCC Excel "Daily Count per Minute" template to participants. This workshop is intended for anyone interested in learning to use the SCC Excel Templates. A basic understanding of the paper SCC protocols and of Excel is helpful, but is not essential.

Note: Participants may bring laptop computers to install the templates from CD ROMS at the beginning of the workshop and to create charts during the workshop. Participants who are not able to bring laptop computers are encouraged to partner with participants who are so equipped.

PT Principles & Methods, Computer-Mediated PT. Intermediate Level.

Name Badge Information (Print Clearly)

Badge Name _____

Position/Title _____

Affiliation _____

Address _____

City _____

State _____ Zip _____

Telephone _____ Cell _____

E-Mail _____

Registration Fees (check boxes and circle fees)

- | | Member | Nonmember |
|--|-----------|-----------|
| <input type="checkbox"/> Conference Registration
November 18-20, 2004 | \$230 | \$280 |
| <input type="checkbox"/> Early Bird Discount
(Postmarked by September 15, 2004) | \$200 | \$250 |
| <input type="checkbox"/> Student/Retiree Registration | \$125 | |
| <input type="checkbox"/> Registration for parent of a
child who is educationally challenged | \$150 | |
| <input type="checkbox"/> Workshop(s) #(s) _____ | Fee _____ | |
| <input type="checkbox"/> I will attend the Friday Night Banquet | | \$25 |

I am not currently a member of the Standard Celeration Society and would like to join and register as a member. Yearly membership includes two issues of the Journal of Precision Teaching and Celeration and a copy of the Standard Celeration newsletter.

- Student: \$25
- Regular: \$50
- Sustaining \$100 (includes one extra copy of each issue of the journal)

Total fees _____

Special Needs

Please indicate services needed:

- Sign Language
- Assistance due to visual impairments
- Wheelchair accessibility
- Vegetarian meals
- Other: _____

Method of payment

Register on-line at:
<http://www.aimchart.com/iptc/registration/registration.html>
 You may register on-line with or without paying on-line. On-line payment requires a credit card.

- Check enclosed, payable to the Standard Celeration Society
- Purchase order enclosed
- Or fax this completed form to:
630-972-1513 (purchase order only)

Mail this completed form and/or fees to:
 AimStar Precision Learning Center
 372 Aaron Lane
 Bolingbrook, IL 60440

Conference Registration Fees

The conference registration fee includes the 3 day conference, 6 beverage breaks, 3 lunches, and Chart Share Friday evening. Workshop fees include materials and instruction. Workshops offer extensive training, practice, and materials. A receipt for fees will be available at the conference. *** A limited number of scholarships are available for parents of children who are educationally challenged, as well as for volunteers.

Registration Deadline

Registration deadline by mail, fax, or online is November 1, 2004 postmark. The deadline for the early registration discount is September 15, 2004 (postmark, fax, or online). Onsite registration is available with payment by check or with cash only. Credit cards will not be accepted onsite.

***You may want to copy this page for yourself before mailing

Refund/Cancellation Policy

If cancellations are made in writing at least 10 days prior to the scheduled conference, registration fees will be refunded less a \$25 processing fee. However, no refunds will be made for cancellations received within 10 days of the conference.

Questions

If you have registration questions:

Call Elayne and George 630-972-1513

If you have questions about sessions:

Call Chuck and Nancy 630-545-2795

(cmerbitz@csopp.edu)

Or Doreen 815-280-2610/815-237-9821

(dvieitez@jjc.edu)

Lodging

Hilton Lisle/Naperville

3003 Corporate West Drive, Lisle, IL 60532

Lodging is the responsibility of the individual registrant. Please make reservations early to ensure a room at the conference discount. The conference rate is \$79.00 per night, single or double. When calling, mention that you are attending the Precision Teaching Conference.

For reservations, call 630-505-0900 or

800-552-2599 or go to

www.lislenaperville.hilton.com

Directions

The Hilton Lisle/Naperville is located 27 miles from downtown Chicago, 19 miles from O'Hare Airport, and 3 miles from Chicago Metra train Station. The hotel is just off I-88 at the Naperville Road exit in Chicago's western suburbs. Visit www.lislenaperville.hilton.com for additional information.

From O'Hare International

Take 294 South to 88 West. Exit Naperville Road heading north. Go east on Warrenville Road. The hotel is located on the south side of the street at the first stop light.

Bus Service, typical minimum charge is USD 18.00

Limousine, typical minimum charge is USD 18.00

Super Shuttle, typical minimum charge is USD 20.00

Taxi, typical minimum charge is USD 48.00

From Midway Airport

Take Cicero Avenue north to I-55 South to 355 North. Take 355 North to I-88 West and exit at Naperville Road. Go north on Naperville Road to Warrenville Road and go east.

The hotel is on the south side of the road at the first intersection.

Limousine, typical minimum charge is USD 37.00

Taxi, typical minimum charge is USD 60.00

CEU/CPDU Information

CEUs for Board Certified Behavior Analysts

(BCBAs) and for Board Certified Associate

Behavior Analysts (BCABAs) are available for

sessions and workshops. All levels of presentation (introductory - advanced) are available for credit.

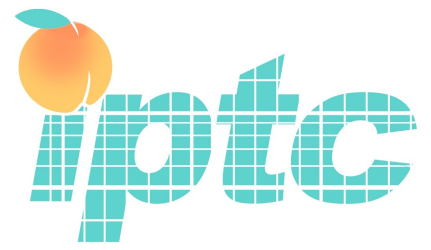
One CEU will be earned for each 50 minutes of instruction attended. BCBA and BCABA credits require a \$10.00 fee per credit. Payment is due at the conference. After submitting these fees, you will receive a certificate as evidence of your attendance.

CPDUs for teachers are available for all sessions and workshops. One unit of credit will be earned for every one hour of session or workshop that you attend.

When you arrive, you will find the necessary evidence of completion and evaluation forms in your conference packet. You will need to complete these forms and submit them to the appropriate person in order to receive credit for attendance. In addition, you may be asked to sign in and out of sessions. Further information and additional forms will be available at the registration desk.

Precision Teaching:

It's About Time!



The 17th International Precision Teaching Conference

November 18-20, 2004

Thursday-Saturday

Hilton Lisle/Naperville

Lisle, IL

PROGRAM AND REGISTRATION ENCLOSED

AimStar Precision Learning Center

372 Aaron Lane

Bolingbrook, IL 60440