

Center for Behavioral Education and Research ([CBER](#)) Newsletter

Edition 1.2
September 23, 2009

Upcoming events

- Thursday, October 8: CBER GA Meeting at 9AM in Room 131 CUE
- Monday, October 19: CBER Brown-Bag Discussion at 9AM (Location TBD)
- Wednesday, October 28: CBER Research Collaborative from 8:30 – 10:30AM in Room 304A Student Union

News

- Sandy Chafouleas recently acted as guest editor for a special issue on direct behavior ratings (DBR) in *Assessment for Effective Intervention*. Check out the issue: <http://www.directbehaviorratings.com/news/issue.html> !
- A new study for Project IVI is being launched! See description in the article below.

Announcements

- RS': If the current vita posted to your faculty page is out of date, consider posting an updated one. It will help us add citations to the website of your most recently published work.
- GAs: SharePoint is changing format soon. Please disregard previous email to review and comment on the CBER GA SharePoint until further notice.

Reminders

- RS': If you have resource links to add to the website, please forward to Lindsay for posting.
- GAs: Please apply for direct deposit (if you have not already done so) ASAP. You can apply by clicking the following link: http://www.payroll.uconn.edu/resources/direct_deposit.html.

New Project IVI Study to be Launched

The CBER Early Literacy Team is just about to launch a new Project IVI study (Intensifying Vocabulary Instruction & Intervention in Kindergarten). They will be collaborating with schools in Windham, East Hartford, West Hartford, and Ashford on this study. They will be working throughout the year with classroom teachers to implement Tier 1 vocabulary instruction for all students and working with school-based interventionists to provide small-group Tier 2 vocabulary intervention to those students who are identified as at risk. Mike Coyne will be leading the study along with methodological support from Betsy McCoach. CBER GAs Sharon Ware, Ashley Capozzoli, Josh Wilson, and Melissa Eastwood will be coordinating schools sites as well as supporting data collection and implementation. CBER Postdoctoral Fellow, Breda O'Keefe, will also be investigating the response of English learners to the vocabulary instruction and intervention.

CBER GAs to Meet Monthly

The first CBER GA meeting held on Thursday, September 10 was a huge success with near perfect attendance! Formal introductions were made among members. Also, a brief overview of CBER was presented, as well as synopses of many of CBER's current projects. It was decided at the orientation meeting that the CBER GAs will meet monthly to discuss topics related to research being done with CBER RS' and/or for the purpose of graduate study and coursework, as well as work published in relevant field journals. Lindsay will also hear the questions and concerns of current GAs and report these to CBER RS' monthly at the Monday CBER meeting after each GA meeting. The next CBER GA meeting is on October 8.



Fall officially began Tuesday, September 22. Welcome, fall!



In the News

The Boston Globe reported that on Monday, September 21, a panel comprised of members of The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) introduced a first draft of new national standards for English-language arts and mathematics to promote college- and career-readiness. The Globe writes, "The NGA Center and CCSSO are encouraging those interested in the standards to provide feedback, which must be supported by research and evidence, by October 21 at www.corestandards.org."

Check out the full article on the Globe's website for further detail:

http://www.boston.com/news/education/k_12/articles/2009/09/22/new_us_education_standards_proposed/

Meet New CBER GA, Josh Wilson



Josh's role with CBER includes working on Project IVI with Mike Coyne.

Josh is interested in researching writing, writing development, and writing interventions for LD.

Before coming to UConn, Josh earned his M.S. in special education with a concentration in learning disabilities from Southern Connecticut.

Fun fact! Prior to being a CBERite, Josh spent 8 years teaching in both public school and private school settings.

Did You Know?

You can follow LDOnline on Twitter? Recent tweets offer advice with helping parents set up playdates for their children, access library resources, and curb frequent absenteeism. Click:

<http://twitter.com/ldonline>

The Journal of Applied Behavior Analysis (JABA) publishes a list of their **25 Most Popular Articles?** To check it out, click:

<http://seab.envmed.rochester.edu/jaba/toc/stats/jaba25MostPop-2Apr09.html>

Hot off the Press! Brief Review of a Relevant Journal Article

A group from Vanderbilt University recently published a research brief in *School Psychology Review* evaluating the reliability of school-wide positive behavior support plans using a rating scale (that was also assessed for reliability). Participants included 617 teachers from elementary, middle and high school settings in Tennessee. Select teachers became part of their school's PBS team and underwent a year-long training in PBS. Then, they drafted a PBS plan for their school that they presented to their institution's faculty. At the close of the presentation, faculty anonymously completed the rating scale to assess social validity of the plan proposed by the team. After implementing PBS in their classroom, participating teachers were asked to assess their treatment integrity. Results indicate there was a significant, positive relation between social validity and treatment integrity when examining data at the school-site level. Furthermore, the Primary Intervention Rating Scale demonstrated high internal consistency and utility.

Citation: (Email Lindsay for a full-text PDF of this article)

Lane, K.L., Kalberg, J.R., Bruhn, A.L., Driscoll, S.A., Wehby, J.H., & Elliot, S.N. (2009). Assessing social validity of school-wide positive behavior support plans: Evidence for the reliability and structure of the Primary Intervention Rating Scale, *School Psychology Review*, 38, 135-144.

From the Editor: Thank you to all who contributed to the success of the year's first brown-bag event! Many, many thanks to Sandy, Dan and Steve for presenting, Natalie and Mike for conceiving the new brown-bag format and encouraging an expanded audience, Meg for organizing the logistics, and George for facilitating the agenda and discussion. I've received a lot of positive feedback, particularly from students who were first-time brown-bagers! They look forward to the next event. -Lindsay

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