

Center for Behavioral Education and Research (CBER) Newsletter

Edition 1.4
October 21, 2009

CBER News Feed

Upcoming events

Wednesday, October 28: CBER Research Collaborative from 8:30 – 10:30AM in Room 304A Student Union

Friday, November 13: 5th Annual Forum on Positive Behavior Support at the Four Points by Sheraton in Norwood, MA. The theme is "PBS: Research to Practice," and Dr. Tim Lewis (University of Missouri) and Dr. Brandi Simonsen (UConn) will be keynote presenters. Go to www.mayinstitute.org for information.

Monday, November 16: CBER Brown-bag: Round three. 9AM. Location TBD.

News

Lisa Sanetti ran the Hartford marathon on Saturday, October 10th! She finished the race in 4 hours, 35 minutes and raised \$1,000 for the American Cancer Society. Go, Lisa! Congratulations!

More than 1200 state and district leaders attended the National Leadership Forum on Positive Behavioral Interventions and Supports in Rosemont, IL. Alexa Posney, newly confirmed Assistant Secretary of the Office of Special Education and Rehabilitation, Renee Bradley, PBIS Project Officer, and George Sugai were keynote presenters.

CBER Research Scientists to Present at the 40th Annual NERA Conference this Week

CBER RS' Michael Faggella-Luby and Mike Coyne will be among the presenters at the Northeastern Educational Research Association (NERA) conference this week in Rocky Hill. Michael Faggella-Luby will be participating in a symposium titled, "Assessment Research Working Together Across Departments". Mike Coyne is presenting with emeritus UConn faculty member Stan Shaw during an in-conference professional development session on the topic of grant writing.

Teaching Tip from George:

Meet your students at the classroom door with a positive greeting, compliment, and simple getting-started direction to reduce the amount of time and disruption in getting a lesson started

Allday, R. A., & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis, 40*, 317-320.

Hot off the Press! Recent Abstract of Interest: Reading

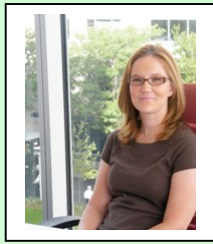
Children who have severe speech and physical impairments often have difficulty acquiring literacy skills. One critical area of literacy instruction involves promoting word identification through the development of decoding strategies that can be implemented by students independently. This study investigated teaching four students who have cerebral palsy and dysarthric speech to internalize the three-step decoding strategy found in the Nonverbal Reading Approach, as demonstrated by motoric indicators (individualized motor movements that parallel the decoding steps). Results indicate that students are able to learn the three-step decoding strategy with the addition of a motoric indicator to identify words in isolation, as well as to apply the strategy independently upon encountering unknown words in connected text.

Swinehart-Jones, D., & Wolff Heller, K. (2009). Teaching students with severe speech and physical impairments a decoding strategy using internal speech and motoric indicators. *The Journal of Special Education, 43*, 131-144.

Did You Know?

Council for Exception Children often sponsor web seminars, or "webinars," that bring current, expert information from the special education field to busy professionals in convenient, interactive sessions. Webinars are 1 hour and 45 minutes long and require only a speakerphone, computer, and high-speed internet connection. The next webinar begins on October 22 and runs through November 5 as is titled, "Response to Intervention: Three Part Series". The series includes an Introduction to RTI (Oct 22), Implementation of RTI at the School Level (Oct 29) and Considerations when using RTI in Diverse Schools (Nov 5).

Catching up with former CBER GA, Amy Briesch



1. What did you do while involved with CBER?

During my time at UConn, both prior to and concurrent with CBER, my primary research involvement was related to the development of DBR (with Sandy Chafouleas). However, I also valued opportunities to work with new colleagues in Special Education. Through CBER, for example, I worked on a project related to evidence-based practices in classroom management (with Brandi, George, Sarah Fairbanks, and Diane Myers), and participated in/assisted with SW-PBS trainings and evaluations.

2. What have you been up to since leaving CBER? Last year I completed my pre-doctoral internship with the Heartland Area Education Agency. Working in Iowa allowed me to fully experience what life is like beyond testing, and to see first-hand examples of what can RTI look like outside of a textbook. I am currently working as an Assistant Professor in the Department of Counseling and Applied Educational Psychology at Northeastern University.

3. What tips do you have for current CBER GAs? Be sure to take advantage of the opportunities to learn from, and work with, other professors and graduate students within the Center. There exists a unique, facilitated opportunity to engage in interdisciplinary work and learn how different disciplines may approach similar problems.

Getting to Know CBER Research Scientist, Lisa Sanetti



1. What projects will occupy most of your time this year? I collaborated with Sandy Chafouleas on two projects last year. One study evaluated 4 different forms of teacher self-report of their treatment integrity when implementing a simple behavioral intervention for a student. The second evaluated the effectiveness of a group contingency intervention to increase appropriate and decrease inappropriate behaviors demonstrated by middle-school students. After a lot of hard and excellent work by CBER GAs, who consulted with teachers to collect the data, we are finally able to analyze it to see whether our hypotheses were supported. I can't wait to see what the data have to say! For one of the new projects I am starting, I am collaborating with a colleague at Melmark New England to develop a survey of (a) academics who conduct treatment outcome research in the field of education to learn more about why they do or do not assess and/or report treatment integrity data in their articles and (b) members of editorial boards of major school psychology journals to learn more about how they view the importance of treatment integrity data when they review treatment outcome manuscripts.

2. What do you enjoy most about your involvement with CBER? I enjoy having the opportunity to meet and work with colleagues and graduate students who have a similar passion for improving students' education by conducting applied research.

3. What was the greatest reward you reaped upon running the marathon? I think the greatest reward was realizing that you can balance work, family, AND a hobby, if you really work at it. In my case, it took really good planning skills, a supportive partner, and flexibility with regard to when I accomplished everything on the "to do" list, but it can be done!

Message from the Editor

Thanks to all who made the last CBER brown-bag a success! Once again, I've received a lot of positive feedback regarding the content and format of the session, particularly from GAs. The content and format of the brown-bags continue to adapt to suggestions made by CBER community members. Please let Lindsay know if you have feedback from prior meetings or suggestions for future events. Thanks!

Center for Behavioral Education and Research
249 Glenbrook Road, Unit 2064C
Storrs, Connecticut 06269-2064
Phone: (860) 486-3813 Fax: (860) 486-0210
www.CBER.org

