

## FACT SHEET:

### What is Positive Behavior Support?

School-wide Positive Behavior Support (PBS) is systemic and individualized strategies and interventions for achieving social and learning success in the school setting. Academic achievement and behavioral competence are the result of school personnel and families working together to provide a continuum of support for all learners. PBS is founded on the following principles:

- Social and behavioral competence and character are learned in the home, school, and community.
- Prevention is more effective than reaction.
- Teaching positive behavior is more effective than assuming students already have these skills.
- Teaching positive behavior is more effective than punishing *negative* behavior.
- Effective instruction incorporates research-validated methods that are designed and delivered with a high degree of fidelity over time and across settings.
- Instructional and behavioral decisions are based on data (quality of program implementation and student behavior patterns).
- Systemic change produces long-term sustainability and is best undertaken at the local level by members of the school and community.

### Proactive Approach to School-Wide Discipline

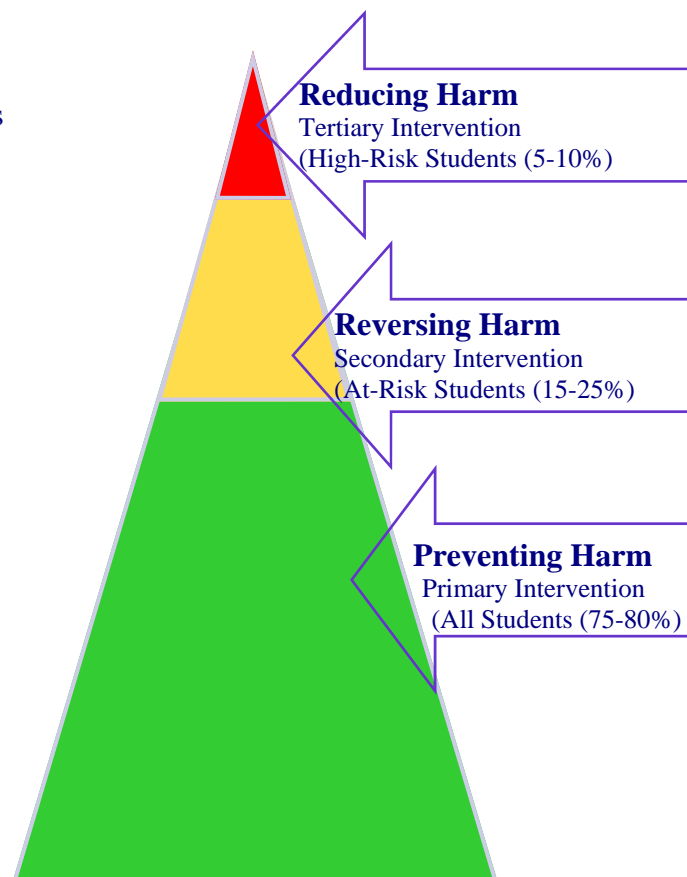
Schools that implement school-wide systems of positive behavior support focus on taking a team-based systematic approach to teaching appropriate behavior to all students in the school. PBS links directly with other scientifically-based practices and statewide initiatives that focus on improving academic and behavior outcomes for all students. Implementing PBS requires:

- Establishing whole school rules and behavioral expectations.
- Promoting a set of positive values and behaviors about how we treat each other.
- Recognizing and rewarding students and adults.
- Using objective data to adjust the program and giving feedback to school personnel and others.
- Active administrative leadership and involvement.
- Training and supporting staff, students, and families over multiple years.

### Purpose Statement

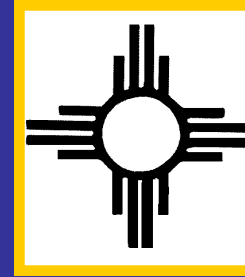
In New Mexico, the mission of PBS is to help schools develop, implement, and maintain systems that create a positive climate that is conducive to learning for all students and maximizes school safety. There are 61 schools from 28 New Mexico school districts that are currently implementing PBS. For more information call, Dana at HPREC.

Continuum of PBS



High Plains REC #3

Spring, 2004



High Plains REC #3

Regional Education Cooperative for Colfax, Harding, & Union Counties

## Message from Executive Director...R. Stephen Aguirre

Under "No Child Left Behind" (NCLB), one of the critical components is that school improvements plans, programs, professional development, and curricula must be based on scientifically-based research. Due to the ever expanding array of publishers who report that their curricula, programs, and services are based on scientific research, the challenge of sorting through and determining quality curricula and programs can be daunting. So, what is meant by "scientifically-based research"? The following six questions will provide guidelines to evaluate research to ensure that it is based on sound scientific practices and research design, as well as being in compliance with NCLB mandates.

### 1. Do Research Conclusions Align with the Problem Studied ?

The first question to ask is whether the researchers' conclusions align with the problem they said they were studying. Some researchers collect data or study a problem in ways that do not allow them to answer their research questions. So check the researchers' conclusions against their introductions and methods to make sure that they are consistent.

### 2. Are Data Analyses Rigorous?

An important element of the NCLB's definition of scientifically-based research focuses on the quality of the researchers' data analyses. It must be stringent enough to adequately test the researchers' hypotheses and justify the conclusions. One problem that appears frequently is the use of analytic tools, such as standardized test results, for purposes other than what they have been designed for. To ensure a sound research design, it is important to determine if similar studies, by the same or different researchers, yield consistent results.

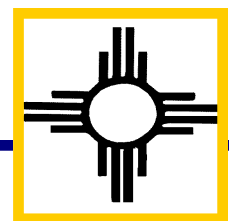
### 3. Did Researchers Use Systematic Methods?

Researchers must be methodical and organized, taking steps in logical order so that all factors remain constant except for the one the researchers are studying. A good indicator of this measure is the use of controls. Under NCLB, research designs must

### Inside this issue:

Upcoming Professional Development Activities	2
APPLAUSE!	3
A HUGE Thank You!!	3
Transition To Teaching	4
Schedule of Events Calendar	4
What is DIBELS All About?	5
Golden Apple Winner	6
Sensory Integration & Learning	7
<i>In Loving Memory of Mr. Souter</i>	7
Fact Sheet: What is Positive Behavior Support?	8

Article continues on page 6



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## Upcoming Professional Development Activities

### Writing Effective I.E.P.'s

**Presenter:** Dana Stoltz Gray

**Date:** April 22, 2004 2:00—4:00

**Audience:** K-12

**Workshop Description:** To be held at International Bank in Raton. Workshop will address writing effective and legal present levels of performance & IEP goals & objectives.

### "Dibbling" in Brain-Compatible Strategies...Creating an Environment Where All Students Are Successful

**Presenters:** Dana Stoltz Gray

Elizabeth Nixon-Petersen

**Dates:** May 6, 2004 for 2nd Grade Teachers

May 17, 2004 for 3rd Grade Teachers

**Workshop Description:** These workshops will provide participants with a foundation on using DIBELS data to guide instruction, creating brain compatible classrooms that assist children in learning to read, focusing instructional efforts on methods that support the brain in working efficiently & effectively, and incorporating strategies based on evidence of specific learning needs. Don't miss these exciting, hands-on workshops!

### Administrator's Academy

**Presenter:** Mel Morgan

**Date:** May 19, 2004 8:30—3:30

**Audience:** Superintendents & Principals

**Workshop Description:** To be held at International Bank in Raton. Focus on using data to make administrative decisions, annual yearly progress reports and teacher evaluations.

### Second Step Needs Assessment

*Coming Soon!!*

High Plains REC is planning professional development to train educators on providing and using the Second Step Curriculum. The research-validated *Second Step* program teaches social and emotional skills for violence prevention. The program includes research-based, teacher friendly curricula. Specifically, the program is designed for K-8 students and teaches students empathy, impulse control, anger management, and problem solving. Visit

[www.committeeforchildren.org](http://www.committeeforchildren.org) for more information. To assist HPREC in scheduling a Second Step training to meet district and school needs, a "Needs Assessment" has been sent to all districts. Once returned, HPREC will use the information to schedule Second Step trainings. All schools involved in the training will receive a Second Step curriculum! You will not want to miss this workshop!

### Quality Education for All: Putting the Pieces Together *July 19-22, 2004*

**Workshop Description:** To be held at Tamaya Resort, Santa Ana Pueblo. Summer institute for school-based teams (K-12) to learn about, design, and implement a "Best Practices" model to meet the unique needs of each school and the diverse students that they serve. Registration brochures will be sent to all schools May 1, 2004. Sponsored by New Mexico Public Education Department (Title 1) and Regional Education Cooperatives. Don't wait...register early!!

~ To register for these workshop/trainings call HPREC at 505-445-7090 ~  
All Saturday Series Classes will be held from 8:30 - 3:30 p.m.

**Space Limited ~ Register Today!**

## Sensory Integration and Learning

By Marti Lockwood, Occupational Therapist

As an Occupational Therapist, I am often asked why a specific child cannot attend; why a child has difficulty sitting in a chair like everyone else in the class; why a child cannot work with his/her peers in a small group without arguing or getting upset; why a child has to touch everyone or walks a wide circle around a peer in order not to touch or be touched; why a child has difficulty with a change of activity and *has* to finish before transitioning to another. These questions are not simple to answer. However, in many cases, the underlying cause may be *Sensory Integration Dysfunction*.

*Sensory Integration* is the organization of sensation for use. Sensory information enters our brains through peripheral nerves at every moment of every day. Sensory information comes from our sight, smell, hearing, taste and touch. It is detected in virtually every part of our bodies.

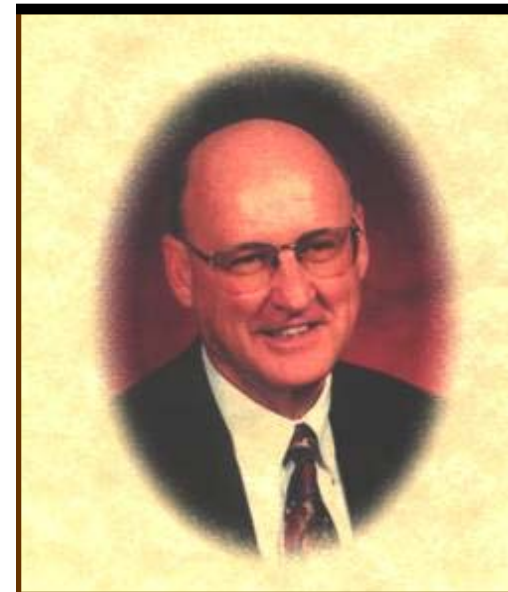
When this sensory information enters our brains at a brain stem level, it is organized and re-organized in order for us to be able to attend to important things and discard or ignore the things that are not important. If this process is done effectively, the outcome is a purposeful, goal-directed response. However, if the sensory information entering our brains is not organized effectively (the cause can be varied), then the outcome response is very different.

*Sensory Integration Dysfunction (SID)* is the term used to identify those children for whom the organization of sensory information either does not occur or occurs in a disorganized manner. We see the

result of this every day in the classroom. These children often have difficulty coping with everyday things like tying their shoes, transitioning from one task to another, attending to and following directions, mastering play equipment on the playground, remaining on a given task until it is complete. They tend to take in sensory information into their nervous systems but the organizations is so poor that it is impossible to have an outcome that is purposeful or one that is well directed. Instead, the response is often scattered, non-purposeful and disorganized.

There are different approaches to the clinical treatment of SID and just as many effective ways to help the children who have been diagnosed with SID when they are in school. The teachers that I have worked with over the years have become very skilled in utilizing the techniques that I have shared with them to help children develop Sensory Integration (SI). One of the best resources for these techniques is your school's Occupational Therapist and Physical Therapist. In addition, there are many Speech Language Pathologists who have seen the positive effect that sensory activities have on articulation and the development of language skills.

Sensory Integration is essential to the development of reading, writing, and math skills. Teachers play a critical role in this development. The strategies that your school therapy staff can give you may be invaluable in helping these children develop SI. By independently using the strategies that they are taught, these children learn to regulate the organization of sensory information for themselves and achieve a purposeful, goal-directed outcome or response.



### In Loving Memory Of Mr. Richard Souter

Superintendent, Mosquero Municipal Schools

1935 — 2004

I am not a teacher; only a fellow traveler, of whom you asked the way. I pointed ahead—ahead of myself as well as of you. *George Bernard Shaw (1856-1950)*

include “appropriate controls, with a preference for random –assignment experiments.” What this suggests is that participants in the study should, preferably, be randomly assigned into either a treatment group which receives the new program teaching method or a control group. Without a control group, it is not possible to detect whether the differences between the “before and after” measures are due to the treatment or other factors.

**4. Were Researchers Objective?**

Districts must be aware that much of education research is paid for by publishers, software companies, or other business that have a financial stake in the results. This does not mean the research is automatically suspect. If the researchers can’t conduct their research without bias, there is a greater reason to suspect the objectivity of their results. NCLB requires review by outside parties, either through publication in an academic journal or through a similar peer-review process. It is common that the most reputable journals have the most demanding review process.

**5. Do Observations Use Reliable Measurements?**

NCLB states that measurement and observation methods used by researchers must assure that they make observations the same way. The best way to be certain that research meets this requirement is to make sure that the authors defined their terms carefully and use reliable, verifiable measurements.

**6. Are Results Valid?**

NCLB states that researchers’ methods and observations must yield data that are not only consistent and accurate, but really measure what they report to measure. Do the results seem supportable based on the methods the researchers used? Keep your research review on track by making sure that the authors are addressing an issue that fits your district’s needs. Carefully define your district’s goals when you review research studies.

I hope that this information will be helpful for administrators, teachers, and board members in addressing the requirements for NCLB. For the next several years. It is my sincere hope that the requirements from NCLB will improve student achievement and reduce the achievement gap for all students.

**Congratulations to Denise Phillips...Golden Apple Award Winner 2004**



Springer Elementary Special Education teacher Denise Phillips recently received a Golden Apple Award for excellence in teaching. 381 New Mexico teachers received nominations this year and only eight Golden Apples were awarded. Teachers who receive nominations for the award complete an application describing their teaching methods, professional development experiences, community involvement, and other aspects of their teaching philosophy. Finalists receive a full-day visit from the award selection committee. The Golden Apple Award includes a cash stipend of \$4,000 to be used by the teacher for professional development, plus a computer system donated by Intel Corporation. As a Golden Apple winner, Ms. Phillips will become a part of the Golden Apple Academy of Fellows, which meets three times each year for professional development.

Springer Elementary principal, Libby Thomas, says Ms. Phillips plays a major role in the success of Springer’s students. “She brings a sense of professionalism and genuine care to each child she works with,” says Ms. Thomas. Ms. Phillips maintains she is part of a “good team” in the school system, including teachers, school staff, and parents. “It takes everybody to help a child succeed,” she says. “I’m just a tiny part in the child’s education. I’m not a major part...it takes a whole group to make these children successful.”



**Everyone at the High Plains REC is very proud to have an educator of such high quality as Denise working with New Mexico’s kids. Great job Denise!!**

**APPLAUSE!**

I would like to recognize the building principals at Clayton Municipal Schools. They have worked so hard to be sure everything is in place to keep our students on track for AYP. Even though we all know meeting this requirement is impossible, our staff, especially the principals, are working so hard to achieve results.  
~Jack Wiley, Superintendent  
Clayton Municipal Schools

A big “thank you” goes to Ms. Elayne Parkinson for her help and assistance with technology issues at Springer Municipal Schools. Elayne has gone above and beyond to help our district in this area. Thank You!!  
~Ms. Zita Lopez, Superintendent  
Springer Municipal Schools

I would like to thank the entire staff at Mosquero Municipal Schools and the School Board for the hard work and extra time and effort they put in while I was out on Medical Leave. I also want to express my “Thanks” to Mr. Steve Aguirre for helping this district during that time, as he is always willing to help out our district and myself—at any time! He never seems to run out of energy and our cooperative is blessed to have such an administrator in charge. Another sincere “Thanks” goes out to our teachers who are participating in the Reading Program and again for Dr. Dana Gray, who has worked with our district while I was out.  
~Richard Souter  
Superintendent  
Mosquero Municipal Schools

**A Huge Thank You**

**The High Plains REC would like to extend a huge “Thank You!!” to everyone who was involved with our recent evaluation with MGT America. We appreciate each of you!!**



You Are Cordially Invited to a Reception for  
**Charlie Hayes**  
Assistant Secretary for Rural Education  
New Mexico Public Education Department  
  
Wednesday, May 12, 2004  
Noon to 1 pm  
  
High Plains REC Office  
144 South 1st Street  
Raton, New Mexico 87740



**Did You Know?**

Over **1,200** participants have been involved in trainings, workshops, and conferences sponsored by High Plains Regional Education Cooperative during the 2003-2004 school year.

## Transition to Teaching Project

The Transition to Teaching Project provides support for educational aides, substitute teachers, and mid-career professionals to obtain a degree in education. The ultimate goal is to ensure that there are highly qualified teachers in every classroom in northeastern New Mexico.

The Transition to Teaching Project will recruit 70 educational aides, substitute teachers, and mid-career professionals to enroll in college/university education programs that will lead to teacher licensure. Participants will receive on-going academic support with a TTT advisor and a teacher mentor. Participants will develop a web-based portfolio which is aligned to three-tier licensure.

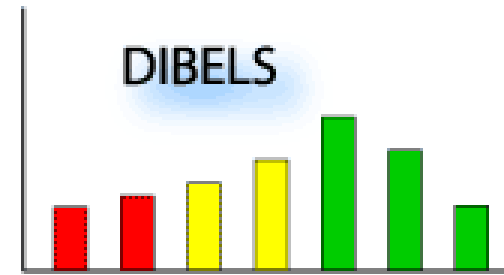
Schools participating in this project are Springer, Cimarron, Raton, Clayton, and Mosquero. If you are a paraprofessional in these schools or a mid-career professional and want to teach, please contact the HPREC for more information: 445-7090.

## April 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 PBS Training	2 PBS Training	3 On Cloud Nine Math
4	5	6	7	8	9	10
11	12	13 Region 3 IDEA Meeting	14 PBS Training	15 PBS Training	16 PBS Training	17
18	19	20	21	22 Writing Effective IEP Goals Objectives	23 Raton Sharon Gatti Carson	24
25	26 MMS Sharon Gatti Carson	27 Roy Sharon Gatti Carson	28 Alvis Sharon Gatti Carson	29 Sp Ed Quarterly Meeting	30 Sp Ed Quarterly Meeting	

## May 2004

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 Springer Reading Workshop	6 Dibbling in Brain Compatible Strategies	7	8
9	10	11 Christi Reveles at Columbian	12 Charlie Hayes Reception	13	14	15
16	17 Dibbling in Brain Compatible Strategies	18 HPREC Board Meeting	19 Admin Academy	20	21	22
23/30	24/31	25	26	27	28	29



### What is DIBELS All About? By Dana Stoltz Gray

The vision of No Child Left Behind and Reading First is that students are proficient, fluent readers by the end of third grade. We now have the research and knowledge in terms of curriculum and instruction to meet this challenge and ensure that students in schools across New Mexico and the nation become established readers. Given this, many questions still remain, including “Is each student in our schools on track for reading success?”, “How do we identify students that may be at-risk for reading difficulties before they fall behind?”, and “Once these students are identified and an intervention is in place, how do we know that the students are making enough progress to become proficient readers?”. The answer to these questions is what the Dynamic Indicators of Basic Early Literacy Skills or DIBELS is all about.

DIBELS are a set of individually administered measures of early literacy development. They are designed to assess all students’ progress (kindergarten through third grade) in literacy development in a standardized, time efficient way. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development. DIBELS measures can be used for screening and progress monitoring. In addition, they readily lend themselves to error analysis to identify specific skill deficits. Although many assessments of reading are available, DIBELS measures have unique features that set them apart from other traditional reading tests. These features include:

- A) DIBELS are short-duration fluency measures that are easy to administer, interpret, and explain. Thus, in a very short time, we have powerful data that identifies which students are on track for reading success and which students are at-risk for reading difficulties. Although easy to administer, educators must be trained

- (a two-day training is recommended) in the administration, scoring, and interpretation of DIBELS.
- B) All students are assessed or screened at the beginning, middle, and end of the academic year using grade-appropriate DIBELS measures. This screening process provides educators with specific information regarding which students have met the established benchmarks, as well as identifying those students that are at “some risk” and seriously “at risk” for reading difficulties. Once having identified students in these latter two groups, educators can provide appropriate interventions and efficiently monitor student progress. In fact, DIBELS are so sensitive to student growth that for the most at-risk students, it is recommended to monitor progress on a weekly basis to ensure that the intervention is being effective.
- C) DIBELS provides educators with specific information on student achievement that is instructionally relevant and directly linked to the 5 Big Ideas of Early Literacy (i.e., phonological awareness, phonics, fluency, vocabulary, and comprehension).
- D) Each measure has an empirically validated benchmark score for each grade. Students who meet the established benchmark are identified as being on-track to becoming a proficient reader. In contrast, students performing significantly below the benchmark are at great risk for reading difficulties. It is not sufficient for students to simply meet a goal; they must meet the goal by a specified time period to ensure reading proficiency.
- E) DIBELS measures are very economical and can be downloaded for free through the DIBELS official website. In addition, the inexpensive DIBELS Data System provides educators with tables and graphs that clearly depict student achievement and will guide educational decision-making at the student, grade, school, and district levels. DIBELS measures can also be purchased through Sopris West and a handheld version is available by contacting Wireless Generation.

In summary, when we collect and use the DIBELS measures and data that it provides, we have the power and information to ensure that the literacy program in our school is effective, each student in our school has the skills to become a lifetime reader, and we are in fact leaving no children behind. For more information on DIBELS, visit the DIBELS website (<http://dibels.uoregon.edu>) or call High Plains Regional Education Cooperative at 505-445-7090.