

CES NEWSLETTER

February 2023



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The Benefits of a Cooperative Contract Approach: Ensuring Compliance with Every Purchase

In the world of procurement and sales, businesses are constantly seeking ways to streamline their processes, reduce costs, and ensure compliance with regulations. One approach that has gained popularity, particularly in recent years, is the cooperative contract approach to selling. With CES, this innovative method not only simplifies procurement but also places a strong emphasis on compliance checking for each purchase. So, let's explore the benefits of using a cooperative contract approach, with a special focus on the advantages of compliance checking.

What is a Cooperative Contract Approach?

Before diving into the benefits, let's understand what a cooperative contract approach entails. In essence, it involves a group of public agencies, such as government entities or educational institutions, joining forces to make collective purchases. These cooperative purchasing agreements are established to leverage the combined buying power of the participating organizations, resulting in more favorable terms and prices from suppliers.

Streamlined Procurement Process

One of the primary benefits of a cooperative contract approach is the streamlining of the

procurement process. Instead of each organization independently soliciting bids, negotiating contracts, and managing suppliers, they can collaborate under a single, pre-negotiated contract. This significantly reduces administrative burdens and accelerates the procurement timeline.

Cost Savings

Cooperative contracts often lead to cost savings for participating organizations. Suppliers are more willing to offer competitive pricing and favorable terms when dealing with a larger pool of buyers. As a result, organizations can secure goods and services at lower prices than they might achieve individually. These cost savings can be particularly beneficial in times of budget constraints.

Quality Assurance

Ensuring that every purchase complies with regulations and quality standards is crucial. This is where CES' compliance checking aspect of the cooperative contract approach shines. Cooperative contracts are structured to include rigorous compliance measures. The cooperative entity is responsible for overseeing and verifying that suppliers adhere to all applicable regulations and



standards. While every cooperative should, not all do.

Consistency and Accountability

With CES' compliance checking built into the cooperative contract framework, organizations can achieve greater consistency in their purchasing processes. Every supplier is held accountable for meeting the established compliance criteria. This consistency not only reduces the risk of regulatory violations but also enhances transparency and accountability in the procurement process.

Expertise and Resources

CES has specialized staff and resources dedicated to contract management and compliance monitoring. This expertise is invaluable in ensuring that suppliers deliver on their promises and meet regulatory requirements. Organizations that participate in CES' contracts can benefit from the shared resources and knowledge available.

Risk Mitigation

By conducting compliance checks on each purchase, the CES approach helps mitigate risks associated with non-compliance. Whether it's

ensuring adherence to environmental regulations, labor laws, or quality standards, organizations can have greater confidence in their supplier relationships, reducing the potential for legal and reputational risks.

Conclusion

The cooperative contract approach to selling offers a host of benefits, with CES' compliance checking being a standout advantage. By joining forces with other organizations, public entities and qualified nonprofits can streamline procurement, save costs, and enjoy the assurance that every purchase complies with regulations and quality standards. This approach not only enhances efficiency but also fosters a culture of accountability and risk mitigation. As organizations continue to seek innovative ways to optimize their operations, the cooperative contract approach proves to be a valuable strategy for modern procurement.

by Jared Bomani

Order Corner

ALL "Traditional" and "Direct Purchase" purchase orders and associated quotes must be uploaded via the appropriate contract tab in the Bluebook. This can only be done by someone in the member organization having a registered login for "full access."

The upload process is demonstrated by a video at <https://youtu.be/gGmtHODlrZc>.

For any needed assistance, please contact your regional CES manager:

Paul Benoit
Northern Services Manager
Regions 1-5
paul@ces.org
575-562-2922

Jim Barentine
Southern Services Manager
Regions 6-8 + Magdalena, Quemado, & Socorro
jim@ces.org
575-646-5965

If you are in communication with a vendor who may be interested in becoming "a CES vendor" through receipt of a contract, please refer them to this video, where they will learn how to participate in the competitive CES RFP process: <https://youtu.be/jobvWlSoAQ4>



Job Opportunities

Ancillary Openings:

- Ancillary Teacher – Region 4
- Certified Orientation Mobility Specialist – Regions 2, 4
- Certified Orientation Mobility Specialist/TVI – Regions 4, 6
- Diagnostician – Region 4
- Diagnostician – Bilingual – Region 7
- Occupational Therapist – Regions 2, 4, 7, 8
- Physical Therapist – Regions 1, 2, 4
- Psychologist – Region 4
- Recreational Therapist – Region 4
- Registered Nurse – Region 4
- School Psychologist – Regions 1, 3, 4, 6
- Social Worker – Regions 1, 2, 4
- Speech/Language Pathologist – Regions 2, 4, 7, 8
- Teacher for the Visually Impaired – Region 1

Other CES Openings:

- IT Specialist
- Purchasing Specialist
- Professional Services Staff

Watch for CES job postings on www.indeed.com.

Procurement News

- 1) **Contract Expirations: 2021 Job Order Contracting:**
2021-06 Painting & Stucco, 2021-07 Landscaping, 2021-08 Fencing, 2021-08 Fencing, 2021-09 Mechanical-Electrical-Plumbing, 2021-10 General Construction, 2021-11 Roofing, 2021-12 Paving & Site Work
- 2) **Name Changes/Change of Ownership: 2021-13-C1112-ALL** Follet School Solutions, Inc. → Follet Content Solutions, Inc. has been updated in the Bluebook
- 3) **New Contract Awards: AEPA**

RFP	Awardee	Contract Number
2024-01/AEPA 024A- Natural and Synthetic Surfaces: Category 1-Synthetic Turf	Act Global Americas Inc. AstroTurf Corporation FieldTurf USA Inc. Global Maven Enterprises, LLC Hellas Construction, Inc. Robert Cohen Co. LLC Shaw Contract Flooring Services, Inc. The Motz Group LLC	2024-01-AA111-ALL 2024-01-AA112-ALL 2024-01-AA113-ALL 2024-01-AA114-357 2024-01-AA115-ALL 2024-01-AA116-24578 2024-01-AA117-ALL 2024-01-AA118-ALL
2024-01/AEPA 024A- Natural and Synthetic Surfaces: Category 2-Natural Turf	Act Global Americas Inc. AstroTurf Corporation Global Maven Enterprises, LLC	2024-01-AA121-ALL 2024-01-AA122-ALL 2024-01-AA123-ALL



	Hellas Construction, Inc. Robert Cohen Co. LLC	2024-01-AA124-ALL 2024-01-AA125-24578
2024-01/AEPA 024A- Natural and Synthetic Surfaces: Category 3-Running Track/Tennis/ Athletic Courts	Act Global Americas Inc. AstroTurf Corporation FieldTurf USA Inc. Global Maven Enterprises, LLC Hellas Construction, Inc. Robert Cohen Co. LLC Sports Surfaces	2024-01-AA131-ALL 2024-01-AA132-ALL 2024-01-AA133-ALL 2024-01-AA134-ALL 2024-01-AA135-ALL 2024-01-AA136-24578 2024-01-AA137-ALL
2024-01/AEPA 024A- Natural and Synthetic Surfaces: Category 4-Synthetic Turf for Playground/Pet/Commercial/ Landscaping	Act Global Americas Inc. AstroTurf Corporation FieldTurf USA Inc. Global Maven Enterprises, LLC Hellas Construction, Inc. Robert Cohen Co. LLC Shaw Contract Flooring Services, Inc	2024-01-AA141-ALL 2024-01-AA142-ALL 2024-01-AA143-ALL 2024-01-AA144-357 2024-01-AA145-ALL 2024-01-AA146-24578 2024-01-AA147-ALL
2024-01/AEPA 024B Electric Vehicle Charging	Electric Vehicle Charging Electric Vehicle Charging	2024-01-AB111-ALL 2024-01-AB112-ALL
2024-01/AEPA 024C Digital Resources and Instructional Materials	Barnes & Noble Booksellers, Inc. Bluum USA, Inc. Complete Book and Media Supply Inc. EEP-EES Holdings, LLC Flinn Scientific Inc. Mackin Book Company dba Mackin Educational Rethink Autism Inc. SchoolsPLP Super Duper Inc The OrganWise Guys Inc	2024-01-AC111-ALL 2024-01-AC112-ALL 2024-01-AC113-ALL 2024-01-AC114-ALL 2024-01-AC115-ALL 2024-01-AC116-ALL 2024-01-AC117-ALL 2024-01-AC118-ALL 2024-01-AC119-ALL 2024-01-AC1110-ALL
2024-01/AEPA 024D Computerized Maintenance Management System	Brightly Facilities Management Express	2024-01-AD111-ALL 2024-01-AD112-ALL
2024-01/AEPA 024E Computerized Maintenance Management System	Lawn & Groundskeeping Equipment, Supplies & Service	2024-01-AE111-ALL
2024-01/AEPA 024F Digital Display Solutions	DAKTRONICS	2024-01-AF111-ALL
2024-01/AEPA 024G Vehicles – Cars, SUVs, Light Duty Trucks/Vans, Emergency, Fuel, Hybrid, Electric	Chalmers Ford Marc Anthony Chevrolet MCLL, Inc (Melloy Chevrolet) MFLL, Inc (Melloy Ford) MJLL, Inc (Melloy Chrysler, JEEP, Dodge and Ram) PFVT Motors, LLC (Ford) Schmelz Countryside VW	2024-01-AG111-ALL 2024-01-AG112-ALL 2024-01-AG113-ALL 2024-01-AG114-ALL 2024-01-AG115-ALL 2024-01-AG116-ALL 2024-01-AG117-ALL
2024-01/AEPA 024H Audio Visual Integration	Audio Enhancement	2024-01-AH111-ALL

4) Current & Upcoming Solicitations:

RFP #	RFP Description	Release	Due	Award
2024-15 (2020-27) <i>(exp. 3/2/2024)</i>	School & Activity Buses	1/12/24	2/9/24	2/23/24
2024-16 new category	Public Safety – Products, Services, and Related	1/12/24	2/9/24	2/23/24
2024-17 new category	Utilities – Products, Services, and Related	1/12/24	2/9/24	2/23/24



Calendar of Events

- 2/1 TAP – From School-Wide to the Individual Student: Implementing Positive Behavior Interventions and Supports in Any Setting
- 2/1-3 NMSBA Board Institute
- 2/2 NMSSA Meeting
- 2/2 Groundhog Day
- 2/6 TAP – Evidence Based Instructional Practices: Prompting
- 2/7 35th Annual Municipal Day
- 2/8 TAP – Section 504
- 2/13 TAP – Research-based Approaches to Prevent Bullying Part 1
- 2/14 TAP – Designing Successful Functional Behavior Assessments and Behavior Intervention Plans
- 2/14 Valentines Day
- 2/15 TAP – Facilitating and Developing Compliant IEPs Two-Day Intensive IEP Training: Day 1
- 2/16 TAP – Facilitating and Developing Compliant IEPs Two-Day Intensive IEP Training: Day 2
- 2/19 CES Closed - Holiday
- 2/19 Presidents' Day
- 2/21 TAP – Educator Resources for Individuals with ASD and Other Needs: Sensory Self-Regulation Supports Part 1
- 2/22 TAP – The Gifted IEP
- 2/27 TAP – Special Education Discipline Rules and Behavioral Interventions to Prevent the Need for Discipline
- 2/28 TAP – Review Existing Evaluation Data (REED) and Reevaluation Processes
- 2/28 3/2 Ed Rising Conference
- 2/29 LEAP Day
- 2/29 TAP – Educator Resources for Individuals with ASD and Other Needs: Sensory Self-Regulation Supports Part 2

February 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		



Construction Corner

JOB ORDER CONTRACTING QUICK GUIDE TRADITIONAL PURCHASE

There are two JOC platforms to select from based on the needs of the member. The two platforms are Gordian or RSMeans.

Gordian services include; Point of contact and provides direct oversight, joint scope meeting on site with member and vendor to develop/understand the scope of work, set up project in Gordian platform and work with vendor to create the detailed cost proposal, review the detailed cost proposal for scope of work and contract compliance, vendor or Gordian sends detailed cost proposal to member, member reviews the detailed cost proposal and issues PO to CES, member uploads the detailed cost proposal and member PO into the CES silo through the bluebook, CES reviews for contract compliance, 6% Gordian fee and CES 1.25% fee included in vendor adjustment factor, paid by the vendor.

RSMeans is a “vendor driven platform”. No direct oversight, member coordinates joint scope meeting with vendor, vendor sets up project in platform and creates the detailed cost proposal, vendor submits the detailed cost proposal to member, member reviews the detailed cost proposal and issues a PO to CES, member uploads detailed cost proposal and member PO into the CES silo through the bluebook, CES reviews for contract compliance, CES 1.25% fee included in vendor adjustment factor, paid by the vendor.

PLATFORM COMPARISONS

ITEM	GORDIAN	RSMEANS
Oversight Through Purchase Order	Yes	No
Joint Scope Meeting Coordination & Attendance	Yes	No
Scope of Work Compliance Review	Yes	No
Cost Proposal Review prior to Member Receiving	Yes	No
Provide Detailed Cost Proposal	Yes	Yes
Cost Proposal Contract Compliance Review	Yes	Yes

For more information, please contact John King, CES Procurement & Member Analyst; jking@ces.org or 505.344.5470 ext. 150



Do You Have the Tools When Implementing the Discipline Rules? (Part 1 of 4)

February 2024

By Cindy Soo Hoo, TAP Consultant

If you are familiar with the previous articles pertaining to student conduct, you are aware of the concerns expressed by many educators across the country regarding student behavior. While managing student behavior was a challenge prior to the Covid-19 pandemic, it has only become more exacerbated since students experienced instruction and learning through a virtual and/or hybrid model. Many students were introduced to and were expected to respond to different ways of teaching and learning. These methods of instruction proved ineffective for a large number of students and resulted in a marked increase in student misconduct.

As a result of the increased incidents of student misconduct, the New Mexico Public Education Department (NM PED) provided the following guidance:

- ❖ "When the school year begins, it is reasonable to expect that students may display new behaviors. Remember to view those behaviors as a symptom of decreases in students' regulatory skills after a prolonged period away from school. Many students and educators, especially those who did not return to school in the Spring of 2021, will also likely be re-entering school and may have experienced some degree of trauma."

At the same time, students' health and safety are paramount. School teams must determine the extent to which intentional, sustained, or prolonged violations of health and safety requirements must be addressed strictly by discipline procedures, the school's

behavior support team, or the student's Individualized Educational Program (IEP) team."

- ❖ With this in mind, the New Mexico Public Education Department (PED) recommends that schools review their plans for responding to student misbehavior and their tiered systems of behavioral support to integrate COVID-19-related health and safety expectations to determine what changes, if any, are required to address student noncompliance with those requirements. As part of this review, schools should determine criteria for when student noncompliance will result in an intervention, identify which existing interventions may need to be modified given Covid-19 health and safety concerns, and develop interventions to address behaviors specific to promoting a safe and healthy reopening."

➤ Source: [Staff Use of Restraint and Seclusion Techniques with Student, July 2021](#)

While this guidance was issued more than two years ago, educators can attest to the fact that violations involving the student code of conduct continue to be areas of concern even as the throes of the pandemic have subsided. Today, two very distinct and separate philosophies of addressing student misconduct exist.

The NM PED and other entities have linked some of the misconduct to trauma experienced by students. This trauma has been defined in the NM PED guidance to include abuse, neglect, homelessness, domestic or community violence. It is believed these experiences may affect brain and behavioral development. As a result, the NM PED has asked school districts to avoid suspending or expelling students for behaviors that are linked to



trauma. Instead, school districts are encouraged to institute restorative practices. The goals of restorative practices are to hold a student accountable for their actions while addressing the trauma the student has experienced. Students atone for their misconduct in a climate that is safe and positive.

Critics of this philosophy do not feel the consequences for students are strong enough to reverse the disturbing trend. As a result, many school districts across the country are returning to a more traditional approach when addressing student misconduct. These traditional approaches include suspension and expulsion of students for violent behavior and in earlier grades than previously involved.

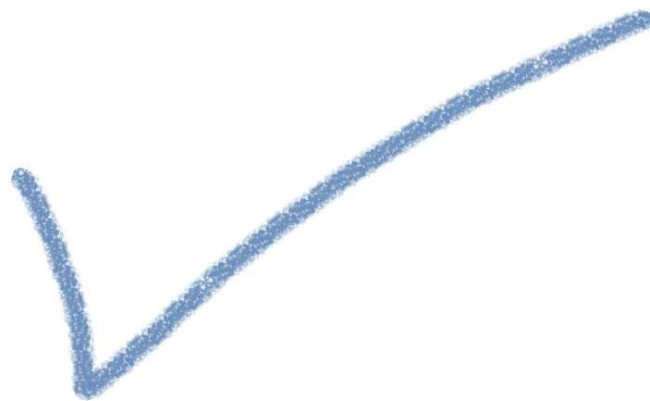
Determining appropriate consequences is no easy task for school administrators. First and foremost is the need to keep campuses safe. Statistics show that students with disabilities are suspended or expelled at a much higher rate than other students. According to the U.S. Department of Education, Office for Civil Rights, (released in June 2021) students with disabilities served under the Individuals with Disabilities Education Act (IDEA) represented 13.2% of total student enrollment but received 20.5% of one or more in-school suspensions and 24.5% of one or more out-of-school suspensions. Due to the high number of suspensions involving students with disabilities, proponents of restorative practices fear a return to zero tolerance if districts return to a more traditional approach. Balancing restorative practices with more traditional approaches is difficult to navigate while ensuring campuses are safe environments that are conducive to learning.

Students who are found eligible as gifted follow the same disciplinary process as any other student provided there is not a suspicion of a disability at the time of the behavioral violation. While these students would fall under the same discipline umbrella as a student in regular education, students with disabilities are not immune from the discipline process. It is important to note that additional protections and considerations may apply. These protections would also include students who are not yet eligible for whom there is a suspicion of a disability as well as students with a disability under other laws such as Section 504 of the Rehabilitation Act. Considerations would include whether the disciplinary removal would constitute a change of placement. Arriving at that determination requires an analysis of various factors that will be explored in subsequent articles.

Stay tuned for parts two through four that will discuss:

- A change of placement
- In-School Suspension (ISS)
- A pattern of removals
- The "10-Day Rule"
- Special Circumstances
- An Interim Alternative Educational Setting (IAES) and
- When a student with a disability is required to receive services

The information included herein is not intended to provide legal advice. Should you need legal advice or guidance on any issue involving special education, please contact the appropriate person for your district.



Teacher Toolbox

Teacher Toolbox



By Margaret Wood, Speech-Language Pathologist
and TAP Consultant
mwood@ces.org

February 2024

Essential ASD Support Strategies:

Increase Classroom Communication and Positive Behaviors for ALL Students

The Individuals with Disabilities Education Act (IDEA) is a federal law that governs special education services, which includes 13 disability categories, one of which is autism (also known as autism spectrum disorder or "ASD"). IDEA defines autism as: *"a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences"*. A more relatable definition explains autism as a developmental disorder that impacts the way a person perceives and communicates, often resulting in challenges with social interactions and processing environmental information, which we gather through our senses. Although there are common overall characteristics, no two individuals with autism are exactly alike, which is why it is referred to as a "spectrum" since each person with ASD is impacted in different ways and degrees of intensity.

Despite this wide spectrum, we have learned that most individuals with ASD experience the following difficulties to some extent with varying levels of severity:

- **IMPAIRED COMMUNICATION AND SOCIAL INTERACTIONS:** May experience difficulties with verbal and nonverbal comprehension, conversation skills, and understanding the subtleties of language (e.g. jokes, sarcasm, idioms, etc.).
- **REPETITIVE BEHAVIORS:** May engage in repetitive body movements, such as

rocking back and forth or flapping their hands (or less obvious behaviors such as chewing on pencils or getting "stuck" (perseverating) on thoughts or topics.

- **RESTRICTIVE INTERESTS AND DIFFICULTY WITH CHANGE:** May have very specific, fixated, or atypical interests (e.g. vacuum cleaners or periodic table elements) and may display anxiety when routines are disrupted.
- **SENSORY SENSITIVITIES:** May be unusually sensitive to certain aspects of the classroom environment (e.g., humming of fluorescent lighting, the smell of dry-erase markers, or the sound of a pencil scratching on a paper).

We also know that most students with autism have unique learning styles:

- Students with autism are visual learners and need the opportunity to see information to interpret its meaning.
- Students with autism are literal learners and need expectations, instructions, and feedback to be explicitly stated.
- Students with autism need consistency and predictability, so they need well-structured, predictable classrooms and schedules.

We can support these students by incorporating their strengths and accommodating their needs when planning for instruction to maximize their potential and help them make valuable contributions to class discussions and activities. Consider integrating a combination of the following evidence-based strategies into your classroom and watch your students (with and without autism) thrive!

1. **PRIMING** is an intervention that helps prepare children for an upcoming activity or event. Many students with autism become anxious when they do not know the schedule or upcoming activities. Some repeatedly ask, "What's next?" while others experience high levels of anxiety throughout the day. Priming provides structure and predictability for students across the spectrum. This may include exposure to academic course material or tasks before instruction, which allows students to become familiar with the material, reduce stress, and ensure that key concepts are understood in greater depth. Priming is not teaching, correcting, or testing. Priming sessions should be relaxed, encouraging and short for maximum effectiveness.

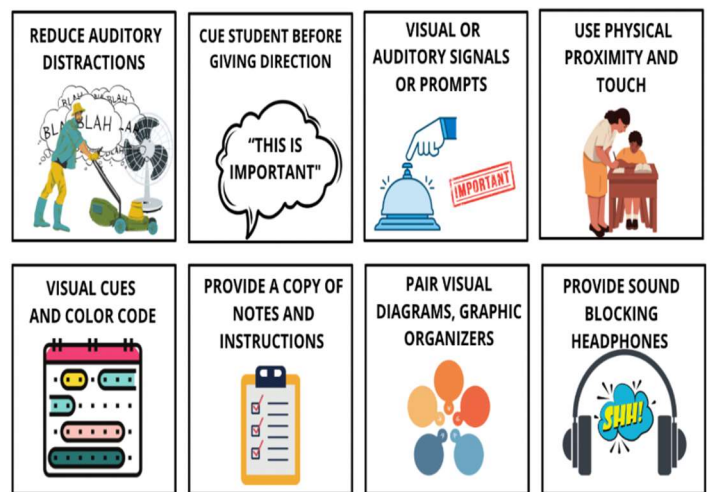
Priming strategies may include:

- Showing a visual schedule or list of activities in a task
- Providing an agenda or list of potential questions the day before a class discussion
- Reminding a student, "Remember that we have one more minute of self-selection and when the timer beeps, we will line up to go to music."
- Practicing with new art supplies
- Explaining which concepts are most important before teaching a lesson
- Viewing a work sample/showing a finished product

2. **ACADEMIC MODIFICATIONS** are any adaptations to the content or format of an assignment to meet the specific needs of a student (as documented on their Individualized Education Plan), which allow students with disabilities to complete the same tests and assignments as their nondisabled peers, but with changes in timing, formatting, setting, scheduling, response, and/or presentation. A student's accommodation needs vary from year to year (and setting to setting), so they should be regularly discussed, adjusted, and enforced as frequently as needed.

Academic Modifications may include:

- Breaking classwork or homework assignments down into smaller components
- Providing test questions in a different format (e.g. multiple choice instead of open-ended, bullet lists instead of essays, etc.)
- Offer read-aloud instructions for tests
- Use of speech to text or word prediction software
- Sentence starters
- Editing checklist



<https://ot4adhd.com/2023/01/03/classroom-accommodations-for-adhd-what-every-teacher-needs-to-know/>

3. **HOME BASE** is a designated place where a student can go to regain control during times of high anxiety or stress, which can help a student cope with a particularly challenging situation without distracting other classmates. It is not an escape from schoolwork, but instead a sensory-neutral environment that is positive, calm, and reassuring that allows the student to "re-group" and carry on, as opposed to escalating to a level of crisis. Try some of the following home base suggestions:

- Have a place in your room where a student can take a break.
- If your classroom isn't an option, work with the student's instructional team to find another location (e.g. nurse's office, library, resource room, etc.).

- Students may need to be explicitly taught when to access home base, and how to access home base (e.g. communicating their need).
- Develop a plan for how a student will return to classroom activities.



<https://mvacteam.blogspot.com/2017/05/regulation-rendezvous-preferential.html>



https://www.reddit.com/r/autism/comments/wajkdi/spent_the_afternoon_turning_a_corner_of_my/?rdt=64326



4. **VISUAL SUPPORTS** are visual items (e.g., photographs, drawings, objects, written words, lists, etc.) to communicate with a person who has difficulty understanding or using language. Visual materials that illustrate important information help to provide structure and routine, encourage independence, build confidence, improve understanding, and avoid frustration and anxiety. Visual supports can range from labels that identify the contents of a drawer or indicate where homework should be placed, to charts that help students track their progress toward completion of a particular assignment. Visuals help students attend to the most important information in each context throughout the day. Here are some additional examples of visual supports:

- Label the contents of drawers and cabinets.

- Illustrate classroom “rules”, routines, and social expectations.
- Display a daily/weekly agenda in an area of the classroom that is highly visible.
- Provide students with an individualized schedule (wall or desk mounted or a portable printed schedule taped inside their agenda or binder).
- Use graphic organizers as an alternative to typed notes or outlines.





Classroom Arrival Rules		
	Hang up backpack	<input type="checkbox"/>
	Put lunch away in cubby	<input type="checkbox"/>
	Turn in homework	<input type="checkbox"/>
	Start math worksheet	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<https://m.myboardmaker.com/Activity/336569>

FIRST	THEN
 Eat lunch	 Playground

<https://greenmtnadaptive.org/train-trainer-instructing-individuals-autistic-spectrum/>

Getting the Teacher's Attention

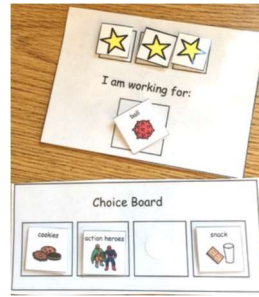
	Wait for the teacher to finish speaking.
	Raise your hand without waving.
	Get attention by using the expression, "Excuse me."
	Wait for the teacher to call on you.

<https://www.myboardmaker.com/Activity/65557>

5. **REINFORCEMENT** is rewarding students for behaving in ways that are productive and expected in each context, which increases the likelihood that a student will behave in the same way again. Would you show up for work if you never received a paycheck? Kids need encouragement to understand which behaviors are “positive” (expected).

Reinforcement is not bribery! Consider the following reinforcement tips:

- Offering verbal praise for desirable behaviors, especially those behaviors that are challenging for the student, such as talking with peers or not interrupting.
- Consider other reinforcers that might be valuable for the student, such as a homework pass or additional computer lab time.
- Reinforcement should be paired with specific feedback, so the student knows which behavior you are reinforcing (e.g. "Great job listening to the members in your group" or "I like how you used your graphic organizer during the lecture"). Genuine praise goes a LONG way!



<https://theautismhelper.com/keeping-age-appropriate/>

As Ignacio Estrada once said, "If a child cannot learn the way we teach, maybe we should teach the way they learn." Try incorporating the above essential strategies into YOUR classroom and watch your students not just survive... but THRIVE!

For more helpful strategies to support your students with autism and other needs, access the complementary [Technical Assistance Program \(TAP\)](#), [Hot Topic On Demand Library Pre-recorded Webinars](#) at www.cestap.org or register for the next live-virtual Autism Toolbox Series workshop: [ASD Toolbox: Sensory Self-Regulation in the Educational Setting](#) (PART 1 - [2/21/24](#) and PART 2 - [2/29/24](#)) at www.ces.org.



SOCIAL REINFORCERS

- Smile
- Paying Attention When the Student is Talking
- Verbal Praise
- Eye Contact
- Head Nod
- Pat on the Back
- Clapping
- Handshake
- High Five
- Note or Phone Call Home

References

- <https://csesa.fpg.unc.edu/professionals/understanding-autism>
- <https://researchautism.org/product/an-educators-guide-to-asd-level-1-supports/>
- <https://researchautism.org/educators/teachers-corner/#asd>



<https://www.teacherspayteachers.com/Product/Reading-Street-51-At-The-Beach-Vocabulary-PowerPoint-9111417>



The Reading Room: Tips and Tricks

The Importance of Vocabulary: Part 2

We are continuing this month with vocabulary in The Reading Room, and we will be focusing on the **Three Tiers of Vocabulary**. These tiers were developed as a way to maximize instructional potential because as teachers, we simply don't have time to explicitly teach all the words that our students need to know. We want to pick words to teach explicitly that will give our students more bang for their buck.

The **First Tier** consists of the most basic words like dog, run, swim, or look. These occur most often in oral conversation. Children are exposed to them frequently from a very early age. They rarely require instructional attention.

The **Second Tier** contains words that are of high utility and are found across a variety of domains. Examples of these words would be contradict, circumstances, precede, or retrospect. These words are found mostly in written text and are found infrequently in conversation, which means that students are less likely to learn these words independently compared with Tier One words.

"These words are likely to appear frequently in a wide variety of texts and in the written and oral language of mature language users."

Bringing Words to Life, by Isabel Beck

The **Third Tier** are words that have a low frequency and usage and are often limited to specific topics and domains. These words would be words like filibuster, pantheon, or epidermis. These words are learned when a particular need arises, such as introducing filibuster during a unit about the U.S. Congress.

So, how do we choose the right words to teach?

The first thing that we need to remember is that the order of word learning is NOT developmental.

Developmental means that a person must go through specific stages like crawling, walking, and running. The sequence of learning the meanings of words is not part of human development. We learn words from our environments and through our experiences. There is no organized system.

So, how do we know if words are Tier One, Two, or Three?

The "Tiers of Words" idea is NOT an exact science, and the lines can be crossed. Thinking of categorizing vocabulary words in tiers is just a starting point and a way of selecting the right word for instruction. Therefore, if teachers need to teach Tier Two words, what qualifies?

Relax, there are suggested criteria for Tier Two.

- Importance and utility: words that frequently appear across a variety of domains and are characteristic of written text
- Conceptual understanding: words for which students understand the general concept but provide precision and specificity in describing the concept
- Instructional potential: words are more than one-dimensional and offer a variety of contexts and uses to explore

Remember, when teaching vocabulary, there are a few things to consider.

Ideally, teachers would be aware of the words on all the lists and would design instructional activities to include words from across the lists when possible. Teachers should be given the freedom to make decisions about how to deal with words that students are expected to "learn" in a given time period. Some words can be introduced or reviewed quickly and not given focused attention. Some words represent concepts that need to be developed as part of knowledge about the topic within a specific content domain. For sustained

vocabulary development, teachers should choose words that will provide students with the most leverage - Tier Two words. Tier two should be the focus of the instructional attention.

And what do we do when we need to teach beyond Tier Two?

There is nothing specific about how words are identified for attention in school subjects. Some words are obvious choices. Teachers should use their best judgment based on an understanding of their students' needs in selecting words to teach. Tier Two words are not the only words that are important for students to know, but they are the ones that can be worked with in a variety of ways so that students have opportunities to build representations of them and of their connections to other words and concepts. There may be several unfamiliar words that do not meet the criteria for Tier Two words but nevertheless require attention if students are to understand a particular text.

What if there are not enough words to choose for vocabulary instruction?

If a text does not seem to offer much for vocabulary development and the words are all familiar to the students, teachers can select words whose concepts fit in with the story even though the words do not appear. This principle can apply to selecting words from texts for students across all grade levels.

- If the word in the text describes the character as a "loner," introduce the words hermit, isolated, or solitary. If there is a "problem," present dilemma or conflict.
- If a character is "hard-working," consider diligent and conscientious.

What if the words are not considered on grade level?

The key to this concern is understanding that no formula exists for selecting age-appropriate vocabulary despite lists identifying "grade-level words." There is no basis for determining which words students should be learning at different grade levels.

- Example: coincidence is an "eighth-grade word" according to a frequency index. That only means that most students do not know the word until eighth grade. It does not mean that third-grade students cannot learn the word or should not be taught it.

What are the things to consider when choosing vocabulary words to teach?

- How generally useful is the word?
- Is it a word that students are likely to meet often in other texts?
- Will it be of use to students in describing their own experiences?
- How does the word relate to other words or ideas that students know or have been learning?
- Does it directly relate to some topic of study in the classroom?
- Or might it add a dimension to ideas that have been developed?
- What does the word contribute to a text or situation?
- What role does the wordplay in communicating the meaning of the context in which it is used?

We hope that this article will give you some guidelines and ideas to think about how to approach what words to choose to spend time on, teaching explicitly. We can't do it all and need to be strategic in our planning. Try to choose words that will give your students vocabulary access to other similar words so that their vocabulary development grows and grows!

Resources & Activities

Bringing Words to Life, by Isabel Beck

Vocabulary.com

<https://youtu.be/PDuk7hDNWgU?si=71TqLz5hkbotohKb>

<https://www.readingrockets.org/topics/vocabulary/articles/choosing-words-teach>

<https://www.vocabulary.com/lists/>

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Understanding Anxiety and Behavior Four Target Areas to Support Regulation in Neurodiversity

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By Rene Rohrer, CES, TAP Consultant

As educators, we are responsible for the safety and care of the students in our charge. Across the school day and across settings we observe and are required to manage the manifestation of behaviors that may vary in underlying source and severity.

The two high incidence disabilities that often include characteristics of both externalizing and internalizing problem behaviors that make navigating academic and social situations difficult are Autism and ED. Many manifestations derive from diagnosed disorders, such as ADHD or ODD. Recent conversations around Autism and behavior include PDA or pathological demand avoidance, although it is not a recognized disorder or diagnosis within the DSM-5. In the 1980's, Newson coined the term, pathological demand avoidance, to describe children on the spectrum who demonstrated "an obsessive resistance to everyday demands, an extreme need for control, and an apparently poor sense of social identity, pride, or shame". (Simonoff et. al, JAACAP, 47:8, 921-929, 2008),

There is often an emphasis on the diagnosis or the disability, while regardless, the behavior often presents similarly. Statistically, there is a high probability that there is a co-occurring or comorbidity across the areas of neurodiversity, resulting in students having multiple factors contributing to their lagging skills in executive functioning and specifically self-regulation. In one study exploring the concept of pathological demand avoidance, ten-fourteen-year-olds with autism were assessed for other child psychiatric disorders. The study found that 70% of the participants had at least one comorbid disorder and 41% had two or more, with the most common being social anxiety disorder, attention-deficit/hyperactivity, and oppositional defiant

disorder. (Simonoff et. al, JAACAP, 47:8, 921-929, 2008).

The probability of a comorbid disorder can often mean that there is a high correlation to diagnosis within neurodiversity and anxiety, resulting in many externalizing and internalizing behaviors. "In her seminal work, Newson argued that avoidance was driven by the child's need to reduce anxiety and distress triggered by real or anticipated demands. The wider research literature on ASD (autism spectrum disorders) suggests that anxiety is indeed often a driver of avoidance in ASD." (Simonoff et. al, JAACAP, 47:8, 921-929, 2008).

Regardless of the diagnosis or disorder, the behavior manifests often in an avoidance and/or refusal to meet demands or expected behaviors. Much of the current research in neuroscience and neurodiversity has made connections to those behaviors and difficulty with emotional regulation and executive functioning. Being able to approach the student with an understanding of the likelihood that anxiety is very much present and directly affecting their response to stimuli or perceived demands, can help educators proactively support students who struggle.

What neuroscience research also shows is the importance of regulation and "felt safety" to be ready to learn. "Basically, when humans feel safe, their nervous systems support the homeostatic functions of health, growth, and restoration, while they simultaneously become accessible to others without feeling or expressing threat and vulnerability" (Porges SW (2022) Retrieved Jan. 2024 from <https://www.frontiersin.org/articles>). Current discussions around PDA indicate that a part of feeling safe is having autonomy or perceived autonomy. Oftentimes the demand in each



situation, whether academic or social, can be perceived as a threat to safety and therefore contribute to dysregulation.

What we also know is that the autonomic response can disconnect us from our being able to access our prefrontal cortex. Executive functioning is not fully developed until after adolescence, and skills such as self-regulation, conflict resolution, problem solving, and self-management are going to need to be supported, modeled, taught, and reinforced. With this insight in mind, as educators we can come to understand the behavior as a manifestation of anxiety, emotional dysregulation, and lagging executive functioning skills. This can be a crucial step in framing responses and informing interventions and the strategies to be implemented. We can focus on the following four areas to support all students that are struggling to meet expected behaviors in the classroom.

1. Understanding Demand

Demand can come in many forms. A demand can be to interact socially with peers in a small group, to join peers at recess, to sit at a table, to complete a task, or any situation that places an expectation on a student to act. The level of risk involved in a demand, perceived or actual, can affect the likelihood that the student will engage pro-socially. Understanding how to manage risk and alter demand based on student needs can set the student and teacher up for success. It is important to understand what individual students may perceive as the risk involved in a demand and whether they consider it a high demand, a low demand, or a threat. Altering the demand based on what we know about their perceptions and current skills and needs can help us meet the student where they are and take them where they need to be.

2. Creating Felt Safety

Beyond being able to alter the demand, there are other things we can do to build a sense of "felt" safety. For a student to be prepared to learn, there must be a sense of "felt" safety devoid of perceived threat. Two highly effective things we can do as educators to support that "felt" safety are providing consistency and predictability across the day and

being intentional with our language and communication. We provide consistency and predictability through teaching expectations, using consistent procedures and routines, using schedules and instructional tools with visual supports, and being consistent and predictable in our reactions. We can also support that feeling of safety by being intentional and aware of how and what we communicate. The body language we use, our tone, our voice level, and the words we use, can all help prevent a behavior and support de-escalation. A fantastic way to approach language with students that need a perceived level of autonomy as a part of their perceived safety, is to use declarative language. Rather than giving a demand or directive, instead notice and declare. For example, instead of "Get your backpack," you could notice that the student still might need something before going home.

Check this book out on declarative language: Declarative Language Handbook: Using a Thoughtful Language Style to Help Kids with Social Learning Challenges Feel Competent, Connected, and Understood by Linda K. Murphy.

3. Need for Autonomy

Many students may perceive losing their autonomy or control in a situation as a threat to their safety, resulting in an autonomic response. This may feel like the student wants control and is acting in ways to gain control. It may feel very much to them like they are out of control, but it is a perceived threat triggering the amygdala and resulting in dysregulation and the flight, fight, or freeze response. Using choice and declarative language and "disguising" demands are all excellent strategies to support that student with trusting you and their surroundings.

[Check out these resources for more ideas:](#)

Strewing Demands -
<https://youtu.be/ySjyg4B8dTA>

PDA for Teaching Professionals:
<https://www.pdasociety.org.uk/wp-content/uploads/2021/10/PDA-for-teaching-professionals.pdf>



4. Modeling, Teaching, and Reinforcing SEL skills

Another terrific way to help students trust not only you and their surroundings, but also to learn to trust themselves is by modeling, teaching, and reinforcing social emotional skills. When a student learns the skills needed for social and academic situations, they can meet the demands and expectations. Consider incorporating the modeling, teaching, and reinforcing of social emotional skills across the school day.

For more information on teaching SEL visit casel.org

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www.nmasbo.org 505-923-3283

The graphic features a teal and orange color scheme. It includes the New Mexico State Seal, the New Mexico Public Education Department logo, and several hexagonal images showing scenic views of Albuquerque, including the Sandia Mountains, a large resort building, and a swimming pool. Navigation arrows are present on the left and right sides of the main image area.



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