



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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Association for Positive Behavior Support

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President's Message

Heather Peshak George

We hope that you had an opportunity to attend the 2016 APBS Conference in San Francisco. If you did not have a chance to attend the conference or a particular session, please refer to the "Members' Section" on our website (www.apbs.org) for recorded sessions, handouts, and photos of this fantastic event. Mark your calendar for the **14th International Conference on Positive Behavior Support in Denver, Colorado, on March 1-4, 2017!** The Call for Papers will be available starting in June 2016.

I am pleased to announce the results of our recent election for the APBS Board of Directors (2016-2019). There were several worthy candidates competing for five available seats. Four of those seats were filled by incumbent board members **Marla Dewhirst, Steve Goodman, Kent McIntosh, and Bob Putnam**, and one new member was added: **Jessica Swain-Bradway**. Congratulations to our newly elected board members and thank you to all of our APBS members who cast their vote in 2015.

The Board of Directors has been working hard to bring many of the ideas you have shared with us to our three committees: **Training and Education, Network Development, and Dissemination**. One of the areas that all committees have been working on is the growth of networks and the development of PBS internationally. APBS has four established international networks (Australia, Canada, Hong Kong, and The Netherlands) and 23 statewide, regional, or thematic networks. To support all of our networks, the APBS Board has designated additional funds for expanding current resources; personnel (e.g., mentors, administrative assistance); web-based support (e.g., social

networking, webinars); financial support (e.g., stipends, seed funds, discounts); and conference programming (e.g., targeted tracks, structured meeting times). This issue of the *APBS Newsletter* highlights a number of PBS activities occurring internationally.

APBS Recognizes

Michael Lombardo

Director, Interagency Facilitation & PBIS Program Director, Placer County Office of Education, Auburn, California

The ability of APBS to promote positive behavior support is largely dependent on the voluntary efforts of its members. Therefore, we devote a feature column in the *APBS Newsletter* to recognizing our outstanding volunteer members. Based on recommendations from our operating committees, we acknowledge members who have made extraordinary voluntary contributions to APBS.

The **Training and Education Committee** nominated Michael Lombardo for recognition as an APBS member volunteer who has made significant contributions to our organization. An active member of APBS since 2012, Michael serves as the primary contact for our APBS California Network. Recently, Michael provided extraordinary effort and outreach throughout the California Network to recruit volunteers for our 13th International Conference on PBS. Both the number and quality of our conference volunteers this past year positively impacted the success of our conference



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in San Francisco, and we are pleased to acknowledge Michael's recruitment efforts in support of APBS. Thank you, Michael, for your outstanding volunteer service in support of APBS and our annual conference!

Five Questions

Sui Lin Goei, PhD
Amsterdam, Netherlands



Q1. Would you tell us a bit about yourself?

I am a registered health care psychologist in the Netherlands specializing in the assessment of LD and EBD. For 15 years I worked as a school psychologist at a Montessori secondary school, and I have combined this work with teaching at VU University Amsterdam. At VU University I coordinated the post-doctoral trajectories for remedial teachers and the professional Masters of Special Educational Needs (M SEN) program. During that time I also was part of the national team that developed the Dutch Masterplan Dyslexia in which we applied RtI 2 models.

Currently, I have two joint academic positions and divide my working time between the VU University Amsterdam and Windesheim University of Applied Sciences in Zwolle. At VU University I lead a team of school psychologists focusing on training school professionals and clinical psychologists for inclusive education. At Windesheim University I am a professor and lead a research program titled Educational Needs in Inclusive Learning Environments. In both universities PBS is one of our research foci; in Amsterdam we target designing behavioral interventions for Tiers II and III and in Zwolle our aim is to research the systemic implementation of PBS within networks of schools both in the Netherlands and throughout Europe. This work is in collaboration with our Windesheim Expertise Centre PBS, which provides technical assistance for our schools.

Q2. What can you share with our readers about your experiences with PBS?

I coordinated two national projects on school-based behavioral problems and a European Comenius Long Life Learning project called *EUROPBS* from 2010 to 2013. Several schools strategically located in Europe (Finland, Hungary, Portugal, and Turkey) participated in this unique project that focused on developing classroom interventions for students who experience behavioral problems. As a professor I am responsible for the M SEN teacher training program curriculum at Windesheim University, into which we have infused the results from these three projects. Also, M SEN student teachers can complete their final-year project within the domain of PBS and do a

small PBS-focused intervention study in their own school. My research team at Windesheim University is currently wrapping up our data collection to answer the question "What are the essential ingredients of PBS in the Netherlands?" This is critical since there are now more than 250 primary schools and 50 secondary schools implementing PBS. In addition, we have reported on the Dutch implementation of PBS at our own national PBS conference (this year will be our 7th annual conference with over 350 participants) and at past APBS conferences held in San Diego, Chicago, and Boston.

Together with countries like Finland, Germany, and Cyprus, we aim to get more EU funding for our initiative and are busy writing proposals for Erasmus funding. I have also had the pleasure of co-organizing annual cross-Atlantic educational field trips to APBS conferences and PBIS schools located in several cities (San Diego, Chicago, New York/Boston) for school leaders and teachers. Over the last few years a growing number of teachers have taken advantage of this opportunity, raising their cross-cultural awareness of positive behavior support.

Q3. How has PBS influenced your work, thinking, or quality of life?

My first experience with PBS was the APBS conference in Jacksonville. I was just appointed as a professor and was looking for inspiration and ideas for how to build my research program. I tagged along with two of my fellow researchers, who talked me into going to this conference. Skepticism is my second nature and it took me a while to get a grasp of the concepts and the building blocks of PBS, though I remember I was quite taken by Dean Fixsen's workshop on implementation science. So, for me, it was the systemic and systematic nature of PBS that has influenced and intensified my clinical, practical, and research lens as we support everyday practices in schools.

The second profound encounter with PBS was my meeting with Tim Lewis at the APBS conference in St. Louis. In 2010, I received a grant for two national PBS projects and the European PBS project. I was so surprised we got the grants, and now our team had to develop the PBS model not only for our schools but also for five secondary schools throughout Europe! We invited Tim Lewis to serve as our keynote speaker at the kick-off conference for these projects. Everybody was impressed by his statement: "Educators cannot make students learn or behave; educators can create environments to increase the likelihood students learn and behave. Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity." This has been a guiding principle for my PBS work in the Netherlands and throughout Europe.

Q4. What resources would you recommend to our readers that might enhance their practice or understanding of PBS?

The Netherlands, Germany, Norway, Denmark, Finland, Iceland, the UK, Ireland, Turkey, Spain, Cyprus, and France are

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implementing the PBS framework in their settings. This collection of nation states reflects the European situation to date. Research literature and resources are mainly written in the native languages of each country and developed for their own audience, though researchers such as Mari-Anne Sorlie and Terje Ogden in Norway have written some excellent research articles on PBS in Norway under the acronym N-PALS. We have developed a number of technical reports as deliverables of our EUROPBS project, and they have been written in Dutch, English, Hungarian, Portuguese, Finnish, and Turkish. Please drop me an email (sl.goei@windesheim.nl) if you wish to obtain them, since we are relocating our website. At the moment we are writing a chapter on the EUROPBS project and highlighting PBS implementation throughout Europe in an edited book tentatively titled *School-wide Positive Behavior Interventions and Supports: Analysing European Research, Applications, and Practices* (Goei & De Pry, Eds.).

Q5. In closing, what else would you like to share with our readers related to your experience, study, or practice of PBS?

It is a desire for a society as a whole that education accepts, recognizes, and appreciates diversity. This aim is reflected in terms of adaptive, responsive, or inclusive education. Many EU member states have the implementation of inclusive education high on their agendas. The core assumption of this policy is for children with SEN to be educated alongside neurotypical children in mainstream schools, as opposed to special schools catering specifically for those with special needs. In most EU member states there is still some form of special provision; however, the trend is toward gradually reducing the number of special schools and increasing the number of children with SEN in mainstream education.

Instead of framing students as having SEN, we in Europe need to rethink and reframe their educational and instructional needs as additional support needs within an inclusive learning environment that increases the likelihood that all students can learn and behave. This jargon is still a relative stranger in most Dutch and European schools, and I would like to thank and applaud the American PBS community for bringing us this common language that hopefully will develop into a transcultural language throughout the world. *Translanguaging* is described as “the ability of multilingual speakers to shuttle between languages and to treat the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401). It is my wish that within the PBS community we can shuttle between the many PBS languages spoken in the U.S. and Europe and form an integrated repertoire in our aim to support each student we serve.

Reference

Canagarajah, A. S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401–417.

Hong Kong PBS Network: Work and Progress

Dianna Yip

The Hong Kong PBS (HK-PBS) Network was established in June 2013. Our team consists of a Board Certified Behavior Analyst (BCBA); therapists; mainstream schoolteachers; representatives from our partnering charitable organization, the Distinctive Learning Society; and Dr. Kenneth Sin, the director of the Centre for Special Educational Needs and Inclusive Education (CSENIE) at the Hong Kong Institute of Education. Over the past couple of years, our primary focus has been to introduce PBS to the local community and nearby region and empower teachers and parents through training.

With the support of various charitable organizations, our network has provided regular talks for the general public. For instance, positive behavior support has become a regular topic at the annual HK Autism Conference. We also participated in a radio show production in March 2014, in which a full episode was dedicated to providing information about PBS. Through these activities, more schools and parents are now interested in learning how PBS can empower them to better support individuals with special needs in our community.

Our network has been invited to provide training for educators and parents in Hong Kong and southern China regularly. Since our network was established, we have provided introductory training for hundreds of teachers, therapists, and parents in Hong Kong, Guangzhou, Shenzhen, and Macau and in universities and local organizations. The most recent and exciting project was our partnership with a local school for children with special needs. We provided an eight-session parent training on universal support strategies for parents with children with moderate to severe disabilities in October 2015. The anecdotal reports from the parents were very positive. We will be sharing these results with others schools in Hong Kong and hope we can expand this project in the near future.

In the coming year, the HK-PBS network will continue to focus on the promotion of PBS. We will also aim to create more partnerships with local schools to empower parents and teachers to use PBS at home and at school.

The Implementation of PBS in Taiwan

Li-Yu Hung

In 2001, the term *positive behavior support* (PBS) was introduced by Dr. Wenyin Niew in her textbook, *How to Manage Behavioral Problems of Individual With Disabilities: Positive Behavior Support Approach*. Since then, there have been three efforts in Taiwan to work toward adopting a PBS approach:

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(1) individual-level work with students with disabilities; (2) targeted group work with students with behavioral problems; and (3) a three-tiered guidance model called WISER (Whole school Individualized intervention, System collaboration, Evaluation and Resource integration) for school-based guidance and counseling services.

Special education is the first education field in Taiwan to respond to students' behavioral problems by using a positive, preventive, and data-driven approach. In 1991, the first workshop on functional assessment in Taiwan was introduced by Dr. Robert O'Neill of the University of Oregon. The first credit course on applied behavioral analysis (ABA) was offered in the graduate program at National Taiwan Normal University in 1995. Soon after, several studies on ABA and function-based intervention were conducted by scholars and graduate students in Taiwan. These provided more evidence for using the aforementioned approach to behavioral problems. The more comprehensive PBS model was introduced in the early 2000s, and an itinerant behavioral support team was established in Taipei in 2003. The team applied the PBS approach to support students with disabilities in inclusive education settings. Shortly afterward similar approaches to PBS were adopted by special educators in other Taiwanese educational districts.

Efforts to adopt and implement positive approaches to discipline were initiated in 2003. The Taiwan Ministry of Education's *Regulation of Positive Discipline* was intended to guide teachers in their response to problem behaviors in schools. It emphasizes the use of positive discipline methods and discourages the use of aversive forms of punishment. However, one shortcoming in the regulation is that reactive approaches to discipline—rather than preventative approaches—are promoted.

A watershed event for the adoption of PBS in Taiwan occurred in 2012 when the legislative branch of Taiwan's government passed the amended *Practical Rules of Special Education Act*. In this Act, a functional assessment-based intervention is required when students with disabilities engage in behavioral problems in school settings. In addition, ABA was added to required coursework for special education teacher training. At this point in time, the professional association of special education in Taiwan (i.e., the Special Education Association of the Republic of China) assigned me to lead a group to establish practical guidelines for special educators in using PBS in public schools throughout Taiwan. Following the development of these PBS guidelines, we initiated a study with 20 schools that are implementing the guidelines in their schools with students with disabilities. When the results have been gathered and analyzed, if they document positive outcomes for students and are viewed as acceptable and feasible by participating special educators, we plan to publish the guidelines and provide a standardized protocol of PBS training for special educators in Taiwan.

The last emergent effort related to the adoption of PBS in Taiwan is the WISER model. Although it has some elements that are similar to the three-tiered approach of school-wide PBS

(SWPBS), the model does not pay close enough attention to the use of evidence-based practices for the prevention of problem behavior and for the collection of school-wide data that can inform data-based decision-making. Although the adoption of PBS with students with disabilities in inclusive educational settings in Taiwan is off to a good start, the adoption of a SWPBS approach that includes primary and secondary prevention practices and addresses the behavioral and academic support needs of all students in Taiwanese schools is still in process.

PBIS Implementation in Australia

Jill Schofield and Mary Mooney

PBIS Australia is a group of educationalists from universities, schools, and other agency sectors across Australia. It was established in 2013 in response to the increasing numbers of Australian schools and systems implementing PBIS and research in New South Wales and other states. Each state and territory is represented. In 2014, PBIS Australia successfully petitioned to be recognized as a network of APBS.

Over 2,000 Australian schools in all states and territories are implementing PBIS systems. They include pre-schools (3–5 year olds), primary schools (5–12 year olds), and high schools (12–18 year olds). PBIS in Australia is referred to variously as positive behavior for learning (PBL), positive behavior supports (PBS) and school wide positive behavior supports (SWPBS). Many of our states and territories now have state-wide support for implementing PBIS. Australia implements the same essential features of PBIS in our local context. For instance, Australian schools make their behavioral expectations meaningful and culturally significant by connecting them to their community and values. As an example, one school has developed the following school expectations: "Safe, Respectful, Learners." This is based on the cultural history of the school community, which prominently features a river that is of significance to the students. Biame, the creator of the river and teacher of the ancestors, stood out as being the link to their learning expectations. When walking along the river, significant landmarks stand out that have relevance and connections to the students and the behaviors desired by the school and its community.

The purpose of PBIS Australia is to improve the access to and scope of PBIS implementation across Australia. This cooperative approach encourages innovation and sharing of information and resources across and between university and school sectors and promotes well-being in schools. In addition, PBIS Australia works nationally and internationally to provide advocacy for PBIS research and implementation. PBIS Australia is currently preparing to launch a website, and planning is underway to host an international conference in 2017. The conference will specifically encourage both researchers and school implementers to attend and present.