



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

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Association for Positive Behavior Support

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President's Message

Don Kincaid

It seems like only a few months ago that we were celebrating the tenth anniversary of APBS at our annual conference in San Diego. Now, we are preparing for our 2014 conference in downtown Chicago on March 5–8, 2014. We can't guarantee the beautiful weather we had last year, but we can guarantee an impressive list of speakers and presentations. This year's keynote address is titled "Advancing Education Effectiveness: Connecting School Mental Health and School-wide Positive Behavior Support" by Lucille Eber and Susan Barrett. This presentation provides a unique opportunity to learn how school-wide PBIS efforts can expand to be more inclusive of school mental health efforts underway throughout the nation.

In addition to this keynote we have 32 invited presentations from noted PBS authorities, such as Catherine Bradshaw, Glen Dunlap, Lucille Eber, Rob Horner, Tim Knoster, Kathleen Lane, Sharon Lohrmann, Kent McIntosh, Satish Moorthy, Terry Scott, George Sugai, and Heather Peshak-George. The 32 invited presentations will cover a wide range of topics, including classroom management, the definition of PBS, the impact of ABA on PBS, preventing seclusion and restraints, sustainability, coaching, problem-solving, scaling-up evidence-based practices, mental health, international applications, and multi-tiered support systems.

Finally, the number of excellent proposals for posters and presentations continues to increase each conference. More than 150 presentations were selected for this conference. Many of the proposals that could not be accommodated as a presentation are going to be available during our poster session. Just like some of you, I got to experience the pain of rejection for a presentation! However, I am determined to submit a better and clearer proposal next year and will use this year to learn as much as I can from

our excellent slate of presenters. Come and join us at the conference in March.

International Applications of PBS

This issue features an article from Kenichi Ohkubo from Japan and two articles highlighting work from EuroPBS that were submitted by Lale Hazar from Turkey and Sui Lin Goei from The Netherlands. Future issues will include articles that provide additional examples of PBS implementation across the globe.

I would like to express a special "thank you" to Joe Lucyshyn and Satish Moorthy for their assistance in gathering articles for this issue of the *APBS Newsletter* and for their work promoting PBS internationally.

Positive Behavior Support in Japan

Ken-ichi Ohkubo, PhD
Hokkaido University of Education

This article was translated by Yoshiko Beauchesne.

In Japan, Positive Behavior Support has started to gain attention as an effective intervention strategy, especially for individuals who have developmental disabilities. At this time, only researchers and experts in this field pay attention to this method. However, slowly but surely over the past 10 years, emphasis has moved toward enhancing the quality of life of people with disabilities, building behavior support plans that are based on functional assessment results, and considering the contextual fit of behavior supports.

For example, *Functional Assessment and Program Development for Problem Behavior* (O'Neill, Horner, Albin, Storey, & Sprague, 1996)

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(Positive Behavior Support in Japan, continued from page 1)

has been translated into Japanese and read by professionals and parents in the field of education and social welfare. Over the past 10 years, books about PBS have been written by Japanese authors, such as *Analyzing Problem Behaviors for Child Support* (Fujiwara, Hirasawa, & Yamane, 2005) and *Analyzing Problem Behaviors for Teachers* (Fujiwara & Hirasawa, 2011).

Once, when I went to the United States and mentioned that Japanese schools also struggle with problems in students' behavior, a colleague remarked, "I didn't expect schools in Japan to have this problem. I thought that all Japanese people were polite. That's surprising!" However, the fact is that schools in Japan also face problems with students' behavior. Problem behaviors are present not only in the field of special education but also in a wider context. These problems include violence and bullying by students at school and the use of corporal punishment by teachers, the latter being a problem with adult, rather than student, behavior.

Response to Intervention (RtI) and School-wide PBS has drawn increasing attention among educators. I have currently completed the translation of *Building Positive Behavior Support Systems in Schools* (Crone & Horner, 2003) with Fumiyuki Noro, Mami Mitachi, and Miyuki Noguchi. The book is now in the process of being published. The publication of this book may bring a promising outlook into the field of education in Japan, with its emphasis on the importance of building individualized behavior support plans based on functional assessment results and of ensuring that behavior supports are proactive within a wider school-wide PBS system.

Another area in which PBS may be increasingly helpful is centered on the family. PBS may provide parents of children and youth with developmental disabilities with the skills necessary to enhance the quality of life and development of these children while also minimizing abuse. With this goal in mind, I have been working with my colleagues Mami Mitachi and Tsutomu Kamiyama to translate *Parenting with Positive Behavior Support* (Hieneman, Childs, & Sergay, 2006). The book will be published within a few months.

Currently, there is no academic association designated for PBS in Japan. However, over the past 10 years an increasing number of research papers and periodical reviews on PBS have been presented in scholarly journals published by related associations, including the Japanese Association for Behavior Analysis and the Japanese Association of Special Education. As a result, awareness of studies published in the *Journal of Positive Behavior Interventions* (JPBI) has increased. In addition, for the past seven years, Kei Ogasawara and Noriko Hirasawa have hosted PBS symposiums in the field of education and social welfare through the Japanese Association of Special Education, and in doing so have further increased public awareness.

In August 2013, I invited Dr. Joseph Lucyshyn of the University of British Columbia to Japan. We held three two-hour lectures and one six-hour workshop on PBS with families of children with developmental disabilities at four sites in Hokkaido. In total, 200 teachers and staff in the education and social welfare fields, as well as parents, attended. According to surveys

conducted at the sites, most of the participants found PBS to be relevant to their lives in terms of the meeting of needs, application, and effectiveness. The participants found that the lectures and workshops were fruitful. Also, the lectures and workshop were provided with a translator, Yoshiko Beauchesne, who possesses a BCaBA. Written translations of the PowerPoint slideshow and other documents also were found to be helpful.

Application of PBS in Japan is in its early stages, but it is steadily growing. Japan has already had a long understanding and knowledge of behavior analysis. With an integration of the insights provided by PBS into this existing foundation, an emphasis on context, person-centered values, and quality of life has become a focus. Like a young child, the growth of PBS will flourish in Japan as possibilities and circumstances meet.

References

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Positive Behavior Support in Turkey

Lale Hazar

EUROPBS Coordinator, Istek Belde School

Positive Behavior Support in Europe mainly addresses the needs of secondary school teachers who deal with students who display a range of emotional and behavioral problems. If not addressed at an early age, behavioral problems may cause learning problems, which may in turn affect these students' academic achievements and life skills, often resulting in failure and frustration. If children who have specific learning difficulties are identified and helped at an early age, failures that often lead to emotional and behavioral problems can be avoided.

To address problems at schools, the European School Network (ESN), in cooperation with Amsterdam-Vrije University, initiated a PBS project in 2010. Istek Belde Schools/Istanbul-Turkey is a member of ESN and took part in the project, beginning in January 2010 by submitting an application with four other countries to the European Union. By November 2010 EuroPBS had been initiated; since then, Istek Belde, the only school in Turkey to participate, has been piloting PBS with our target groups.

It has been an important aim in Turkish education to enrich and improve students' social and emotional skills in order to raise their academic achievement to high standards.

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(Positive Behavior Support in Turkey, continued from page 2)

Our education system provides guidance regarding the academic curriculum; however, it does not offer guidance in regards to the social behaviors expected of a student. Each teacher treats students in varying ways, according to his or her own personal traits and rules; hence, there is often a disconnect between the behavior expected by the teachers and the behavior of the students. As a result, the academic success of these students decreases when there are behavioral problems.

Our education system assumes that students learn appropriate behavior from their families and teachers. There is, however, diversity in students' personal profiles. This is true for the teachers as well, who come from many different cultural backgrounds, hold varying beliefs, and fall into many different age ranges. Inconsistency among teachers may lead students to display undesired behaviors.

Creating a positive school climate as part of school mental health policy depends on strong interaction and communication among students, teachers, staff, and parents, as well as on collaborative teamwork and pro-active attitudes. At Istek Belde, our main goal in creating a positive school climate is to raise individuals who are socially and culturally aware, emotionally and socially skilled, successful, happy, and content. Our goal is that they have positive attitudes and life skills they will be able to use throughout their lives. We believe that a change in the school discipline system will create an environment that promotes, teaches, and acknowledges appropriate behavior, thus reducing problem behaviors in students and increasing quality time spent in the classroom. In order to improve academic performance, social behavior performance, and social and life skills, Istek Belde has been implementing the Positive Behavior Support approach for the last three years.

Instead of using traditional punishments, we are making positive interactions between the child and his or her environment a priority by investing in a sustainable, long-term development of students in a positive, respectful environment.

It is the school's responsibility to provide the necessary environment to teach appropriate behavior. School Wide Positive Behavior Support (SWPBS) creates an environment in which appropriate student behavior is observable and learned. The school determines its own values and writes out expectations regarding student behavior according to those values. At Belde, teachers, students, staff, and parents have concluded that "Respect," "Responsibility," and "Fairness" are their values. These values and related expectations and consequences are stated clearly in common areas of the school as well as in classrooms. This system, which we call "Rewards and Consequences," is well known by all members of the school. In brief, the appropriate behaviors expected in the classrooms, corridors, schoolyard, and dining hall are determined mutually by the parents, students, and teachers. The students are expected to behave accordingly, after the appropriate behaviors have been taught to them. Students are praised when they behave in an appropriate manner, but they face the consequences determined beforehand if they misbehave.

PBS is a systematic approach that teaches educators how to establish positive behavior and give positive feedback to students. This flexible approach involves continually collecting data about the school and—through an examination of the data—we are able to evaluate the program, enhance it, and provide leadership. At Istek Belde, we have successfully accomplished establishment of a PBS program and completed our third year. We have also seen the positive impact on our students. PBS now provides Istek Belde with a sustainable behavior education program that is appropriate to the school, systematic, applicable, and data based, thus supporting school policy and the social and academic improvement of students.

Some of the important outcomes of the use of PBS at Istek Belde are as follows:

- Primary, secondary, and high school teachers are provided the information and strategies they need to assess the emotional and psychological problems of their students, as well as learning disorders;
- Educators can intervene appropriately in the classroom setting before the appearance of behavioral and emotional problems that may lead to failure, frustration, and depression;
- Social competence of students, a very important factor for success in society, has been enhanced;
- School safety and school mental health connections have been improved;
- Problem behavior is being reduced at an early age, and
- Students are more self-aware, socially and emotionally better skilled, and will be a valued asset to their society.

As one of the main outcomes of EuroPBS project, Istek Belde School is planning to disseminate information on implementing PBS by collaborating with educational faculties of universities and local government offices. In the 2013–2014 academic year, Istek Belde is disseminating the EuroPBS approach in seven public schools in one of the districts of Istanbul. Our school has supported a four-day "PBS Training" seminar for the counselors of these seven public schools. The seminar was held in November 2013. Instructors from Gazi University in Ankara and Yeditepe University in Istanbul were invited to this seminar, which was led by Windesheim University (Netherlands) in collaboration with Istek Belde School.

Did You Know?

The Association for Positive Behavior Support (APBS) has members in the following countries: Australia, Canada, China, Denmark, Germany, Guam, Japan, Morocco, New Zealand, South Korea, Saudi Arabia, Taiwan, Netherlands, United Arab Emirates, the United Kingdom, and the United States.

PBS Europe: An Overview

Sui Lin Goei

VU University Amsterdam & Windesheim University of Applied Sciences, the Netherlands

The PBS Europe project (see Note) addresses the needs of teachers in five European secondary schools in coping with challenging behavioural issues in everyday school life. These issues can negatively influence teacher–student interactions, classroom climate, and the learning environment. Teachers often feel unprepared, lack confidence, and feel incompetent in trying to manage challenging behaviour, which in turn can affect teachers' self-efficacy. Teachers of all participating partners have indicated a need for interventions, tools, and support in dealing with challenging behavioural problems of students—both individually and in the group—and, if possible, preventing this behaviour. The PBS Europe project provides an innovative solution to address the needs of teachers, by transferring a proven U.S. concept, Positive Behavior Support (PBS), and adapting it to the European setting.

The project encompasses three main activities:

1. **School development:** development of the European PBS concept and implementation in the partner schools,
2. Development of a **PBS Handbook and Training Tool Kit** for inservice training, and
3. **Research activities:** Are teacher needs being fulfilled and does educator efficacy grow in regards to dealing with behavioural problems?

Five pilot schools have successfully started the PBS implementation process, and it has had an impact on school organization, classroom climate, teacher–student relationships, how teachers view behavioural problems, and the design of interventions. All schools use explicit behavioural expectations based on agreed-upon values and rules to establish a safe and predictable learning environment in which students, staff, and other stakeholders can learn and achieve. Based on the results, experiences, and observations of these five pilot schools, a general PBS Europe concept has developed that describes in detail the U.S. PBS concepts, the way the PBS Europe concept was developed, and the European modifications to the concept.

The *PBS Europe Handbook for Implementation: A Training Toolkit with PBS Materials*, a four-day inservice training program, and a DVD were developed. These are the main products of the PBS Europe project and can be found on our website (www.europbs.com). Results from studies of teachers' sense of self-efficacy revealed that participating Turkish and Hungarian teachers tended to report a higher sense of self-efficacy. Even though teachers were faced with challenges during the project, they reported positive changes took place in their schools. Teachers noted that PBS contributed to their development as an educator. Pilot implementation of a specific intervention in the Portuguese school indicated that the intervention appears

to be effective, based on the pre- and post-behavioral data as well as the opinions of students, teachers, and parents. Students displayed less problem behavior and more pro-social behaviours. Students and parents reported that the support was helpful and effective.

This multi-country partnership has benefited from the project in terms of (a) collaboration on PBS school development trajectories and (b) development of a European version of the U.S. PBS concept by building the foundation of a European PBS Network, which will continue to collaborate and share experiences after the project period.

Note

This project has been funded with the support of the European Commission (Project 509966-LLP-1-2010-NL-COMENIUS-CMP)

Newsletter News

We are looking for content for upcoming issues. Please consider submitting:

- Innovative Applications
- Member Perspectives
- Network News
- Resources & Materials
- Success Stories

Our next issue will focus on **APBS Networks**. If you're interested in contributing to the newsletter, please contact: Randall De Pry, APBS Newsletter Editor, via email (rdepry@pdx.edu) for additional information.

MARK YOUR CALENDARS

Start planning now for the
APBS 11th International Conference

on Positive Behavior Support:

The Expanding World of PBS:

Science, Values, and Vision

March 6–8, 2014

Chicago, Illinois

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