



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Newsletter

Volume 12, No. 3

2014

Association for
Positive Behavior
Support

BOARD OF DIRECTORS

EXECUTIVE MEMBERS

Heather Peshak George
President

Lori Newcomer
Vice President

Bob Putnam
Treasurer

Steve Goodman
Secretary

FULL BOARD MEMBERS

Cynthia Anderson
Susan Barrett

Kimberli Breen
Marla Dewhirst
Kelley Gordham
Donald Kincaid

Joe Lucyshyn
Gene A. McConnachie
Kent McIntosh
Satish Moorthy
Brandi Simonsen

EX-OFFICIO MEMBERS

Tim Knoster-Executive
Director
Kate Dooley
Mark Durand
Lee Kern
Rachel Freeman
Jill Schofield

WEBSITE
www.apbs.org

President's Message

Heather Peshak George

The APBS Board established the concept of networks as loosely coupled communities of practice dedicated to the mission of advancing the science and dissemination of PBS. Networks include state-wide, regional, international, and topical areas of interest. To find an APBS network of interest, visit our website (www.apbs.org) and utilize the "Network Finder." To support our networks, the APBS Board has designated additional funds for resources (e.g., FAQs, newsletters), personnel (e.g., mentors, administrative assistance), web-based support (e.g., social networking, webinars), financial support (e.g., stipends, seed funds, discounts), and/or conference programming (e.g., targeted tracks, structured meeting times).

A great opportunity to engage in "networking" is to attend our annual conference. The planning for the **APBS 12th International Conference in Boston on March 11–14, 2015**, is in full swing. The conference will feature more than 150 oral presentations, posters, and pre-conference and skill-building workshops highlighting empirical findings, assessment, interventions, support methods, and current topics related to PBS. Another great way to get involved is to participate as a member of an APBS workgroup and/or run for election for the APBS Board. Voting for our next Board election opens October 1 of this year. We have set a new record: 17 candidates are running for 5 seats. Please cast your votes!

This issue of the *APBS Newsletter* focuses on international applications of PBS. Articles include a summary of efforts to date from our APBS International Workgroup, an article on PBS implementation in Turkey, and a review of recent activities for promoting PBS in Asia.

From Local to Global

Satish Moorthy

APBS has seen more interest, participation, and contributions from international community members, advocates, researchers, practitioners, and policymakers in the field of positive behavior support (PBS). As a membership-driven association dedicated to creating an open forum through our annual conference, our website, and this newsletter, APBS has been committed to expanding our vision to include applications of the science of PBS in diverse communities—not only in the United States but across the globe. Through our annual APBS conference we have hosted special international sessions to enable APBS members and conference attendees to share research and experiences, learn new strategies for implementation, and connect with like-minded people from around the world who dedicate themselves to improving the life outcomes for people of all ages and walks of life.

At each of our annual conferences, APBS members and participants come from regions as far away as South and East Asia, Europe, and the Middle East. We sincerely thank those individuals who are able to join us at the conference in person. Their presentations on applications

(continued on next page)

APBS International Conference on Positive Behavior Support:

Future Conference Dates

2015 Boston (March 12–14)

2016 San Francisco (March 24–26)

2017 Denver (March 2–4)

(From *Local to Global*, continued from page 1)

of PBS in their communities have enriched our experience as advocates and practitioners. Because many of our international APBS members are not able to travel to our annual conference, we would like to acknowledge the 19 countries represented through our membership internationally over the past year, in alphabetical order: Australia, Canada, China, Denmark, Germany, Guam, India, Ireland, Japan, Morocco, New Zealand, Norway, Qatar, South Korea, Saudi Arabia, Taiwan, the Netherlands, United Arab Emirates, and the United Kingdom.

Three years ago, the APBS Board created an International Workgroup with a primary focus of enhancing the benefits for and offerings to our international colleagues. Housed in the APBS Dissemination Committee, the International Workgroup has as its mission serving as a multicultural lens for the science, values, and vision of PBS. This mission also reflects the goals of our Membership Committee with a commitment to enhanced responsiveness to our growing global membership. This work also aligns well with that of the Training and Education Committee and our commitment to creating meaningful opportunities through shared learning experiences such as webinars, conferences, and our growing community of APBS Networks.

APBS is committed to ensuring that international communities and members have an increasing number of avenues to participate in the expanding world of PBS. International members can access the work supported by APBS through our annual conference, our website, our publications (*APBS Newsletter* and the *Journal of Positive Behavior Interventions*), and accompanying webinars presented by leading experts in the field. The APBS Board has also appointed international ex-officio board members to provide direct input and feedback on enhancing the organization's support for international constituencies. International APBS members are encouraged to connect with regional colleagues in the field of PBS to form an APBS Network. These regional and topical communities have been extremely successful in the United States in supporting cross-sharing of expertise and resources. With APBS Networks up and running in Canada and Hong Kong, we are excited to report on the upcoming formation of new APBS Networks in Europe, Asia, and Australia. APBS will continue to extend its reach across borders and constituencies to fulfill the promise of creating a truly global community of practice.

PBS in Istanbul: Planting the Seeds for Future Growth

Margreet van Oudheusden
Windesheim University of Applied Sciences,
The Netherlands

Lale Hazar
Istek Belde School, Istanbul, Turkey

Istanbul is situated at a crossroad of cultures, where East meets West. Part of this Turkish city is in Europe, part is in Asia. Former trade routes have passed through Istanbul for thousands

of years and left their traces; this is a city where history is literally at your feet. In this rich cultural setting, some small PBS seeds were planted several years ago in the fertile soil of the Istek Belde School. Located on the Asian side of the river ISTKA Bosphorus, the school was a partner of the PBS Europe project. In this article, we will update our readers on PBS implementation efforts in Istanbul (see Hazar, 2013) and report on current plans for the future.

Belde School as a Partner of the PBS Europe Project

The European School Network (ESN), in cooperation with the Dutch teacher-training institutes of VU University Amsterdam and Windesheim University of Applied Sciences, initiated PBS Europe in January 2010. Belde School was one of the five participating ESN secondary schools (PBS Europe, 2013a; see also www.europbs.com).

Turkish Context

PBS is intended as a problem-solving framework that can be culturally contextualized (PBS Europe, 2013b); therefore, it is important to touch on some aspects of the Turkish context: the culture, the economy, and the educational system. People in Turkey are warm-hearted and hospitable; when you enter the lives of Turkish people you instantly become “part of the family.” Pride and identity are important in Turkish culture, which is reflected in the value of collective achievement in the family (Turan, Erbas, Ozkan & Kurkuoglu, 2009). Economically, Turkey is booming, although many see it as a fragile growth. At present, urbanization is still very strong. The population of Istanbul is estimated at 18 million inhabitants and growing. Since the Turkish economy demands a well-trained workforce, emphasis is placed on high-quality education. By law, Turkish schools are non-religious and everyone has the right to a basic education (Ministry of Education, Republic of Turkey, 2005). Students in secondary schools in Turkey are under a lot of pressure because of the centralized university entrance exams and the small number of spaces available in Turkish universities. Only 55% of applicants entered the university in 2010 (Higher Education Council Student Selection and Placement Center [ÖSYM], 2006). This carries the risk of striving for perfectionism and a single-minded focus on academic achievements.

Characteristics of the Belde School

Istek Belde School is a private school run by the Istek Foundation, located in Üsküdar District on the Asian side of Istanbul. It covers Grades K–12 and has an approximate total of 700 students, of which more than 300 are attending high school. The average class size is 24 students. The mean age for teachers is 40 years and teacher turnover is considered high (PBS Europe, 2013a).

At the beginning of the PBS process in early 2011, the school's teachers were interviewed to find out what the behavioral issues were in their classrooms. Teachers mentioned tardiness, fighting, bullying, disruptive behavior in the classroom, disrespect, vandalism, and a lack of boundaries. Tardiness specifically was considered a major problem: data collected over

(PBS in Istanbul, continued from page 2)

6 months showed that 447 students had been late, and the numbers of office referrals and suspensions were high (Hazar & Cimen, 2011). In spring 2011 the American PBS concept was culturally adapted to the European and Turkish context. PBS is considered a framework, not a method, and a metaphor that is used for it is building a house. Every house needs a strong foundation on which the structure rests and a roof to keep the house dry and protect it from the sun. Walls are needed to support the roof and protect the inhabitants from the elements. However, what the house looks like is up to the architect, who is guided by the needs and wishes of the future owners.

In Belde School a PBS core team was formed and trained in the principles of PBS by a PBS coach. Right from the start, parents and students were actively involved in the PBS process. They formed their own PBS team and helped to build the foundation of the PBS “house” by discussing their values and behavioral expectations. Students also helped to design systems for rewards and consequences. They received training in appropriate behavior and expectations based on three values determined by the faculty, staff, students, and parents in several alternative team meetings. In return, the PBS student core team taught expected behaviors to younger students and newcomers. Student and teacher core teams plan and organize orientation days for training students in the common areas of the school and demonstrating expected behaviors at the beginning of each academic year. Depending on collected data, these orientation trainings are repeated when needed.

The environment was adapted to promote positive behavior, and the values and expectations were posted in the school. Once the teaching staff had been trained the project officially kicked off. Data on disciplinary measures; teacher, student, and parent satisfaction; and implementation fidelity were collected regularly to monitor progress and results. After the first two years of implementation the Strengths and Difficulties Questionnaire (Goodman, 1997) was used to select students who were eligible for Tier 2 interventions. The Check-In/Check-Out procedure was used for at-risk students.

Trainings and workshops on behavior and function-based support were held for the teachers to help them deal with students who were highly disruptive in class. In different courses and levels, 13 students were observed and functional behavioral assessment (FBA) data were collected. The teachers of those courses were exposed to peer observation for the first time and attended “reflection” meetings afterwards to determine where the problems lay. This was a new approach in the school; previously, teachers would send disruptive students to the principal’s office, and the students consequently ended up receiving penalties from the disciplinary committee. Gradually, teachers started seeking the cause of a disruptive behavior. Analyzing and assessing the needs of those students made a difference in their lesson planning, classroom management, and attitudes in class.

Pitfalls in the Process

Educational leadership is considered a major factor for success in implementing PBS in schools (PBS Europe, 2013c). In Belde

School, management changes almost year-to-year and teacher turnover is very high, due to large workloads and an increased risk of burnout (Goei & Kleinen, 2009). As a result, every year the PBS core team had to invest time and energy to introduce the new teachers and administrators to PBS. Turkish teachers are quite autonomous in their classroom, so some teachers were hesitant to comply with the school-wide PBS policy. These factors put pressure on the PBS process in the school. It was difficult to overcome teachers’ resistance; however, as best practices and data are shared, eventually the school will have a more positive climate that will enhance the learning environment.

Results

Based on the data on absenteeism, the result of PBS implementation was very positive. The numbers of absent students dropped dramatically in two years’ time. Students reported a more positive school climate, and they seemed to like going to school again. The *Self-Assessment Survey* (SAS; Sugai, Horner, & Todd, 2003) was completed yearly by teachers and used for planning and evaluation (Sugai et al., 2010). Results showed that PBS was implemented steadily and with fidelity in two years’ time. There is room for improvement, however, in areas such as effective classroom management techniques, active supervision, and more practice with FBA.

In PBS Europe, the participating schools had to disseminate the project results to other schools. With the consent of the Ministry of Education in Üsküdar District of Istanbul, six schools were selected to start implementing PBS. In November 2013, representatives of these schools were trained in the principles of PBS by trainers from Windesheim University and the PBS core team. The core team members then were assigned to a specific school and supported the school in the early phases of PBS implementation. In April 2014 another training session took place. These schools now form a network in which they will collaborate and support one another to implement PBS in their schools, guided by the Belde School PBS team members.

In April 2014, the first Turkish PBS Conference took place in Belde School (<http://www.istek.k12.tr/en/odge>). All of the Istanbul schools were invited, and roughly 200 people from many different schools in Istanbul and throughout Turkey attended. In plenary keynote lectures and hands-on workshops, participants became acquainted with the principles of PBS.

One day later, the Minister of Education in Istanbul welcomed a group of people representing international PBS organizations (PBS Europe and OSEP) and Belde School with traditional tea, biscuits, and presents. An important question asked during that meeting: “How can we support the implementation of PBS in the rest of Istanbul—and in the long run, the whole country—in a sustainable and lasting way?” The Minister supported the principles of PBS and suggested that PBS leaders write a proposal for Istanbul Development Agency (ISTKA) funds to disseminate the PBS system in more schools in Istanbul.

The plan is to implement PBS in Turkey step by step. First, two other school districts in Istanbul will be involved in PBS. The schools will form networks of support to help each other in their implementation efforts, and research will be con-

(continued on next page)

(PBS in Istanbul, continued from page 3)

ducted to monitor the implementation process. Currently, the proposal for the ISTKA fund is in preparation. We hope that more PBS seeds are planted in the coming years so that more and more Turkish students can grow into successful learners.

References

- Goei, S. L., & Kleijnen, R. (2009). *Literatuurstudie Onderwijsraad "Omgang met zorgleerlingen met gedragsproblemen"* [Literature education: "Handling the care of pupils with behavioral problems" (Final report)]. Zwolle, The Netherlands: Readership Care Education and Cooperation Within the Chain, Windesheim University of Applied Sciences.
- Goodman, R. (1997) The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38, 581–586
- Hazar, L. (2013). Positive behavior support in Turkey. *APBS Newsletter*, 11(4), 2–3.
- Hazar, A. L., & Cimen, S. (2011, May 9–11). *Istek Belde Schools—Positive behavior support*. Presentation at the EUROPBS team conference, Budapest, Hungary.
- Ministry of Education, Republic of Turkey. (2005). *Basic education in Turkey: Background report* (Prepared for the Organization for Economic Cooperation and Development (OECD). Ankara: Author.
- Higher Education Council Student Selection and Placement Center (ÖSYM). (2006). *Selection and placement of students in higher education institutions in Turkey*. Ankara: Author. Retrieved January 8, 2011, from <http://www.osym.gov.tr/dosya/1-56877/h/aboutosym.pdf>
- PBS Europe. (2013a). *European landscape—PBS Europe* (Report PBS EUROPE- 50996-LLP-1- 2010-NL-COMENIUS-CMP). Amsterdam, The Netherlands: University of Amsterdam, Onderwijscentrum VU.
- PBS Europe. (2013b). *General PBS Europe concept* (Report PBS EUROPE-50996-LLP-1-2010- NL-COMENIUS-CMP). Amsterdam: University of Amsterdam, Onderwijscentrum VU.
- PBS Europe. (2013c). *PBS Europe: Handbook for implementation* (Report PBS EUROPE- 50996 LLP 12010 NL COMENIUS CMP). Amsterdam: University of Amsterdam, Onderwijscentrum VU.
- Sugai, G., Horner, R. H., Algozzine, R., Barrett, S., Lewis, T., Anderson, C., . . . Simonsen, B. (2010). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Eugene, OR: University of Oregon.
- Turan, Y., Erbas, D., Ozkan, S. Y., & Kurkuoglu, B. U. (2009). Turkish special education teachers' reported use of positive and reductive interventions for problem behaviors: An examination of the variables associated with use. *Journal of Positive Behavior Interventions*, 12, 211–221.
- Sugai, G., Horner, R., & Todd, A. (2003). *EBS self-assessment survey (v 2.0)*. Eugene, OR: University of Oregon, Educational and Community Supports.

Activities Related to Promoting PBS in Asia

Joseph Lucyshyn

Dr. Kenichi Ohkubo, who has been actively promoting PBS in Japan for the past several years, moved this past year from the Hokkaido University of Education in Asahikawa, Japan, to Kio University in Nara, Japan. In collaboration with the Tokushima Prefectural Education Board, Dr. Ohkubo is currently planning to implement a school-wide PBS project in the public schools in Tokushima Prefecture on Shikoku Island. He also has been conducting staff training in functional assessment and positive behavior support for welfare service workers who support adults with autism and severe problem behavior in group-home settings in Osaka and Wakayama prefectures.

International Workgroup members focused on Asia recently have initiated an effort to promote PBS in Taiwan. Dr. Hank Bohanon of Loyola University in Chicago is spearheading this effort. Dr. Bohanon has established contact with Dr. Li-Yu Hung, a professor in the Department of Special Education, National Taiwan Normal University, in Taipei, Taiwan. Dr. Hung has reported that PBS has been implemented in public schools in Taipei at an individual level to good effect, and she has expressed an interest in participating in the effort to promote PBS in Taiwan. Dr. Bohanon plans to meet with Dr. Hung during his next trip to Taipei, and workgroup members focused on Taiwan plan to meet on a regular basis starting in the fall to advance this initiative.

The Professional Development and Community Engagement (PDCE) Office of the Faculty of Education at the University of British Columbia (UBC), in coordination with the Department of Educational and Counseling Psychology and Special Education, has launched two courses on positive behavior support for 36 students from China who have come to UBC to study this summer. The courses are EPSE 432, *Classroom Management*, which focuses on universal level PBS, and EPSE 433, *Introduction to Assessment and Positive Behaviour Support*, which focuses on tertiary level PBS (i.e., functional assessment and multicomponent PBS plan design). The courses are being taught by APBS International Workgroup members Parbinder Bains, MEd, and Preetinder Narang, MEd, with Bella Chan, MEd, providing translation services as needed. The course instructors and translator report that the students, half of whom plan to pursue a career in education in China, find the PBS approach, particularly tertiary FA-based PBS plan design, to be very logical and practical. Those students planning a career in education expressed an interest in using PBS methods in their future classrooms in China.

Newsletter Content Sought

We are looking for content for upcoming issues. Please consider submitting: **Innovative Applications, Member Perspectives, Network News, Resources & Materials**, and/or **Success**

Stories. *If you're interested in contributing to the newsletter, please contact:* Randall L. De Pry, APBS Newsletter Editor, via email (rdepry@pdx.edu) for additional information.