



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Newsletter

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2005

Association for
Positive Behavior
Support

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APBS Conference

Conference information and registration is available at www.apbs.org

APBS Board Elections:

All members of APBS are asked to vote in elections for the APBS Board. Each candidate was asked to provide brief biographical information relevant to APBS; these self-statements are below. Please review the information provided on each candidate and then complete the ballot form and return it to APBS. You may vote for up to four candidates.

Jacki L. Anderson

Dr. Jacki Anderson's commitment to respectful, positive, inclusive services for individuals with disabilities has been evident throughout the three decades she has been in this field as a teacher, trainer, researcher, and facilitator of systems change. She has 30 years experience conducting inservice training and has taught for twenty-four years in Special Education teacher training programs at the University of Wisconsin, San Francisco State University, and California State University East Bay (Hayward). Jacki's areas of specialization include Positive Behavior Support (PBS), Inclusive Education, and Personnel Training. She has pursued these interests via publications and research, training, and model demonstration projects. Jacki was Coordinator of the

California Research Institute on the Integration of Students with Severe Disabilities (CRI); Director of a series of personnel training projects addressing Integration, Community Intensive Instruction, and Inclusion; and as Training Coordinator for the Rehabilitation, Research and Training Center on PBS—a six University consortium dedicated to developing and disseminating practical technologies for supporting individuals with behavioral challenges in inclusive school, work, and community environments—she coordinated the development of a comprehensive inservice training model to establish interagency state level PBS training teams. Jacki is Vice President of TASH and serves on a variety of national, state, and local committees and advisory boards.

Dr. Anderson is a founding board member of APBS, currently serving as Vice President. She is running for a second term on the board to provide continuity & to further APBS efforts to promote PBS practices for ALL individuals in need of support.

Glen Dunlap

Glen Dunlap has been committed to the development and promotion of Positive Behavior Support (PBS) for more than 20 years. As a professor at the University of South Florida, Glen served as Director of the Research and Training Center on Positive Behavior Support and as an investigator on other research and training projects concerning PBS with families, in schools, and

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in early intervention. He has authored many articles on PBS and is a co-editor of 3 books on the topic. Glen was a founding editor of the *Journal of Positive Behavior Interventions*, and has served a leading role in organizing each of the previous APBS conferences, as well as the upcoming APBS conference in Reno (where, incidentally, Glen now resides). Glen has been a member of the APBS executive committee since 2003. He currently serves as the treasurer of APBS and has worked diligently to ensure the financial health of the organization. Glen is firmly committed to increasing the growth and stability of APBS and expanding its value for families, educators, practitioners, policy makers, and all individuals affected by challenges of behavioral adaptation.

Lucille Eber

I would be honored to serve as a board member of the Association for Positive Behavior Support (APBS). Currently I am coordinating a statewide technical assistance and evaluation project to improve school and community options and outcomes for students with or at risk of emotional/behavioral disabilities and their families and to develop school-wide discipline systems for all students. This technical assistance project emphasizes Interagency Wraparound and Positive Behavioral Interventions and Supports (PBIS). I have provided training and technical assistance to school districts, mental health agencies, and state departments involved in implementing systems of care, wraparound through schools and communities, and positive behavioral interventions and supports. I believe these goals fit with the overall mission of APBS and would be pleased to be able to make my contribution to the Association by serving as a board member.

Don Kincaid

I have been involved in the field of positive behavior support since its beginnings as “nonaversive, community-referenced behavior management” in the 1980s. I have applied PBS at the community, school, and agency level with adults, school children, and preschoolers. Currently, I am providing training, technical assistance, services, information dissemination, and research in PBS. I have been pleased to see the growth of PBS practice and prac-

tioners over the past 15 years. The development of multiple research projects, federally- and state-funded grants, hundreds of books and articles and the *Journal of Positive Behavior Interventions* are witness to the expanding impact of PBS. Perhaps there is no clearer evidence for the impact of PBS than in the exciting and expanding Association for Positive Behavior Support. I was very proud to be one of the first members of the organization and to see its growth over the past few years. I believe that a strong and inclusive association can provide professional growth opportunities, a forum for dissemination of knowledge, and, most importantly, a vehicle for systems change and policy development that directly impacts the behavioral services and supports that individuals and their families receive. I am very proud to be nominated for the APBS Executive Board of Directors and would consider it an honor to collaborate with the other members of the Board and to represent the concerns and needs of the APBS membership.

Sharon Lohrmann

It is an honor to be considered for a position on the APBS board. For the past 15 years I have had a diverse array of experiences that includes adult services, early intervention, school age supports, and family supports. Much of this work has focused on helping practitioners translate research into everyday practices. In my current position at the Elizabeth M. Boggs Center on Developmental Disabilities, at UCEDD, I serve as project director for our state PBS initiative and a co-investigator for a National Institute of Health grant that uses collaborative research practices with families. For me, the interaction of direct service and research is pivotal to the development of practices that are culturally and contextual responsive. It is this reason that I am interested in serving on the APBS board. I believe APBS is in the unique position of propelling PBS forward by facilitating responsive conversations among practitioners, families, policy makers, and researchers. As an APBS member since its inception, I understand how important it is for APBS to take a leadership role in the advancement of PBS in order to result in the sustainable adoption of practice. If elected, my priorities as a board member will be to (1) represent the needs, concerns, and interests of the APBS community; (2) advance awareness of practices that encourage the adoption and sustainability of

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PBS; and (3) encourage dialogue among different stakeholder groups and organizations.

Amy McCart

I would greatly enjoy the opportunity to serve on the APBS Board. Currently, my work at the University of Kansas includes implementation of school-wide PBS in several urban schools through the National Technical Assistance Center on PBS. Additionally, I have had the opportunity to support families with young children with challenging behavior through the National Center for Evidence Based Practice: Young Children with Challenging Behavior. Through this work, we provide training and technical assistance to parents of young children facing many challenges. More recently, I have had the opportunity to work with a wonderful team on the Kansas Institute for Positive Behavior Support, applying systems-wide change to agencies supporting persons with developmental disabilities. Through this work, I coordinate ongoing family training in PBS and overall agency support. Lastly, I have worked for over 15 years providing individual behavior support to young children and individuals with challenging behavior. If provided the opportunity to serve on the board I would continue to work to provide information on PBS to parents, teachers, and service providers that is approachable and accessible. I fully support the mission of APBS and would greatly like the opportunity to support its ongoing efforts.

Margaret Moore

I would like to be considered for the APBS Board in order to contribute to conversations about statewide planning and continuity and access to Positive Behavior Support across the lifespan (both school-wide and community-based individual support). In addition to this interest, I also have a strong history of promoting the values of PBS as an advocate, a teacher, and a professor with a firm belief that one large benefit of PBS approaches are the diversity of perspectives considered in the development of interventions. I have an equal interest in both school-wide and community-based PBS arenas and serve on the membership and website committees of the APBS. I am also interested and involved in the development of effective curricula in PBS and have worked on the development of a curriculum for direct service providers as well as the development of online modules addressing person-directed planning and PBS. I feel that my voice and perspective would broaden the work of the Asso-

ciation, and I appreciate your consideration for the APBS Board.

Terrance Scott

I have been involved with the research and training of PBS in school systems for the past 10 years, having been involved in over 150 state and regional PBS training activities. These experiences have provided me with the opportunity to work with a diverse group of parents, teachers, and students and to continue to examine how the PBS approach can become

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Timothy Knoster
The Association of Positive Behavior Support
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institutionalized in our schools. The Association for Positive Behavior Support plays a critical role in both the continued development of a technology of PBS and in its sustained practice on a larger scale. The role of the executive board is to provide leadership in promoting PBS within and beyond our membership. I believe that the futures of both this organization and PBS as a practice are based on our ability to clearly express our ideas and disseminate our research to engage a widening audience of professionals and laypersons. As a member of the Executive Board I would advocate for more visibility of PBS to recruit interested persons from a range of backgrounds and interest areas. I believe that a process of extending invitations to open discussion of key scientific and philosophical questions from among a range of professionals and viewpoints is a necessary ingredient for furthering the credibility of PBS as an empirically and socially valid approach.

BALLOT

Vote for no more than 4 candidates

*Deadline for ballots to be submitted:
Feb 10, 2006*

- _____ Jacki L. Anderson
 _____ Glen Dunlap
 _____ Lucille Eber
 _____ Don Kincaid
 _____ Sharon Lohrmann
 _____ Amy McCart
 _____ Margaret Moore
 _____ Terrence Scott
 _____ Bernie Travnikar

Ballots must be postmarked no later than
February 10, 2006

& Mailed to:

Timothy Knoster

The Association of Positive Behavior Support

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Bernie Travnikar

In the late 60s and early 70s I worked in a state-run mental institution in which horror stories unfolded daily; “treatment” consisted of medication and intimidation—in those years “hydro therapy” (ice cold sheet wraps) and electric shock were daily events at the hospital. Both patients and staff members were dehumanized as a result of participation in the horrific charade. Although I was a low-level employee in those days, with little real opportunity to influence practice, my resolve was to change what I could, when I could. Fortunately for me, and hopefully for care recipients, students, and families, I was afforded many opportunities to demonstrate that there is, in fact, “another way.” In the late 70s and early 80s, “PBS” was not a part of common parlance—but the idea of it was emerging in many places. It was my goal to assure that Oakland County, Michigan, would be one of those places. As a teacher, a clinic supervisor, a special education administrator, and a university professor, my goal was to demonstrate that scientific behavioral practice and genuine humanism are, in fact, compatible. Further, it was my goal to help care givers of all kinds come to terms with the reality that the behavior we change first is always our own—making the conscious move a from reliance on punitive consequences to reliance on teaching.

In more recent years, I have derived utmost gratification from serving on the boards of various service and advocacy organizations—the Michigan Association for Children with Emotional Disorders, Bridges4Kids (Chair), and the Macomb Oakland Regional Center (Chair), among others. Given the chance to serve on the APBS board, I will strive to contribute to the fruition of a dream of solid science aligned with genuine social justice.

APBS Newsletter

Please consider contributing to the APBS Newsletter. The newsletter should be a mechanism for sharing perspectives on PBS. Please consider submitting:



- Innovative Applications
- Member Perspectives
- Training Events & Workshops
- Resources and Materials
- Success Stories

If you would like to submit to the newsletter, please contact:

Cindy Anderson, (541) 346-2671

or via email canders@uoregon.edu