



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

# Newsletter

Volume 7, No. 3

2009

Association for  
Positive Behavior  
Support

## BOARD OF DIRECTORS

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Lisa Fleisher

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Robert Koegel

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## APBS Board Elections— 2009

APBS Board Elections are upon us. We will be electing five new and/or returning members to serve on the APBS Board of Directors. Please carefully review the statements below and use the attached ballot or our new online system to indicate your preference. Ballots must be received by 4:00 p.m. EST on Wednesday, December 2nd.

### Nominees

#### *Nila Benito*

It's been an honor representing families as an ex-officio APBS Board member over the past 2 years. As an elected Board member, I believe I would be able to make a more significant contribution. I would relish the opportunity to continue to give back as a contributing member of the PBS community and collaborate with others who focus on quality of life for individuals with challenging behavior. As a mother to two teenage boys with autism, I have a unique perspective, one that gives APBS an insider's view in implementing PBS.

I currently serve on the conference, membership, contemporary issues, and family involvement committees. If elected, I will be able to provide uninterrupted support to these important APBS activities and give my all in fulfilling the mission of APBS, including the principle that reciprocity between families and professionals is an essential element of effective PBS. My career is dedicated to inclusion, PBS, and public policy at the Florida Center for Inclusive Communities, University of South Florida. This has allowed me to contribute PBS literature, including a textbook chapter co-authored with Lise Fox and Glen Dunlap: "Early Intervention with Families of Young Children with Autism Spectrum Disorder and Problem Behavior," that

appeared in *Families and PBS: Addressing the Challenge of Problem Behavior in Family Context* (Lucyshyn, Dunlap, & Albin, Eds.), and co-author of a journal article, "Family Involvement in Functional Assessment and PBS," that appeared in *Focus on Autism and Other Developmental Disabilities*. My priorities include improving opportunities for people with challenging behaviors to live, learn, work, and play in the community.

#### *Catherine Bradshaw*

Catherine Bradshaw, PhD, MEd, is a developmental psychologist and prevention researcher. She is an assistant professor in the Department of Mental Health at Johns Hopkins University's Bloomberg School of Public Health and holds a joint appointment in the university's School of Education. She is the associate director of the Center for the Prevention of Youth Violence and co-director of the Center for Prevention and Early Intervention. Her research focuses on the development and prevention of aggressive and disruptive behaviors. She oversees two federally supported randomized trials of positive behavioral interventions and supports (PBIS) that are being conducted in more than 80 schools. Dr. Bradshaw works with the Maryland State Department of Education, Sheppard Pratt Health System, and all 24 Maryland school districts to support the statewide implementation and evaluation of PBIS. She also conducts trainings on PBIS and related evidence-based prevention programs, and disseminates research findings to researchers, practitioners, advocacy groups, and policymakers. She collaborates on several PBIS-related research projects that are funded by the National Institute of Mental Health, Centers for Disease Control and Prevention, and Institute of Education Sciences. As a member of the APBS Board, she will work to

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involve practitioners and researchers from multiple disciplines in APBS, represent the interests of APBS among researchers and practitioners in other disciplines, disseminate research findings related to positive behavior support to researchers and policymakers, and work collaboratively to develop multitiered models of support that integrate school-wide positive behavior support with other evidence-based prevention programs and mental health services.

### ***Rachel Freeman***

It has been an honor to serve as your APBS president this year and to participate as a Board member for the Association. There is a growing momentum within APBS that has been very exciting to watch, and I believe that over the next 3 years APBS will be transitioning into a new phase involving greater financial stability and a more diverse membership base. I believe that my contribution on the APBS Board for a last 3-year term would assist with this transition. As a relatively new organization, the learning curve for APBS has been steep and the road has not always been smooth. Over the last year, however, more of our members have joined committees, formed APBS Networks, and participated in collaborative APBS events. These types of activities will ensure that APBS will become an organization that meets the needs of its members. Board meeting discussions are now focused on how we can give our underrepresented members a voice and what steps are needed to create a true data-based decision-making organization that is sensitive to stakeholder viewpoints. If I am reelected for a last term, I will contribute to the APBS Board by providing historical continuity so that the actions the Association has taken in the last few years will come to fruition. When my term ends, either during this year or in the next 3 years, I will continue to play an active role within APBS because it is a wonderful community with an important mission.

### ***Steve Goodman***

Over the past 28 years of my professional career, I have had the good fortune to participate in the developing PBS field. As a teacher and teacher consultant, I have implemented PBS at an individual level. I experienced the impact that PBS technology has for individuals, families, and the school community. During the mid 1980s, I was privileged to be one of the first PBS trainers in Michigan, learning about a continuum of supports to meet the needs of the individuals within a variety of environments. As principal investigator for a federal behavior and reading grant, I learned about implementing PBS at a schoolwide level and how behavior and reading supports can be integrated for improved student outcomes. Currently, as co-director of Michigan's Integrated Behavior and Learning Support Initiative, I have learned about statewide systems of support as our project has grown from 23 schools to more than 500 across the state. I earned my PhD in applied behavior analysis from Western Michigan University, where I learned the technical aspects of the science of human behavior. I be-

lieve that APBS provides an opportunity to influence policy concerning sustainable PBS efforts that are implemented with fidelity. As a member of APBS I have benefited from a network that shares a common vision to improve schools and communities through PBS policy and practice. It would be an honor to serve on the APBS Board.

### ***Barry McCurdy***

I would be honored to serve as a Board member for the Association for Positive Behavior Support. My work with children and youth, whether in urban inner-city schools or behavioral healthcare settings, has been guided by the vision and mission of this timely and valuable organization. At the Devereux Center for Effective Schools I have had the pleasure of collaborating with a team of researchers dedicated to advancing a community-based action research agenda to address and prevent the increasing prevalence of antisocial behavior among youths. This work, which embraces the core values of PBS, is centered on developing school-wide systems of positive behavior support, promoting behavioral expertise, and designing programs to promote effective parenting practices—all within the context of urban schools and their communities. Our efforts have been greatly enhanced by the existence of the APBS and its capacity for translating what we know to be effective practices with individuals to so that they will work with whole systems. My goals for participating as a member of the APBS Board are to enrich the diversity of discussion at the board level by bringing attention to the needs of urban schools and communities and to provide leadership by (a) representing the interests of provider behavioral health agencies wanting to adopt a PBS approach at both the individual and systems levels and (b) promoting the sustainability of effective PBS practices.

### ***Satish Moorthy***

My interest in APBS Board membership is rooted in a practical appreciation of APBS' policy and research goals. An active APBS member with public policy and clinical social work backgrounds, I serve as the director of the New York City PBIS Project, which currently supports PBS in more than 140 public schools. The diverse needs of New York City's 1,400 public schools and 1.1 million students require effective collaboration among federal, state, city, and community agencies, as well as interdisciplinary partnerships involving public education, mental health, higher education, and family support systems. New York City is moving to scale up PBS implementation in the next few years, and as an implementer I could greatly contribute to the larger dialogue on PBS as represented by the APBS Board and its membership.

I am particularly excited that the APBS Board is focused on defining standards of practice in PBS implementation, and I believe my practical experience would be an asset in this process. My work in urban public schools has made me acutely aware of the importance of adapting PBS to fit multilayered settings of diverse systems, practices, and needs. We have found that PBS is successful when it is sensitive and responsive to its cultural context, and successful support of implementation of

PBS goes hand-in-hand with advocacy for policy change. PBS systems are expanding to reach more and more students, families, and communities in the United States and other countries. I would be honored to serve on the Board of this visionary and evolving global organization.

### ***Lori Newcomer***

As an inaugural member of APBS, I am delighted at the growth of the Association and I am energized by the frontiers that still remain as we expand the field in both research and practice. There is great potential for APBS to increase the capacity for communication across researchers, educators, clinicians, practitioners, families, and other stakeholders. As co-chair of the networking committee, I know there are many opportunities for APBS to build systems that will allow our members to collaborate between conference events. I have been in education for 33 years, currently as a research assistant professor at the University of Missouri, where I pursue a research agenda focused on schoolwide positive behavior support, functional assessment, and effective practices for secondary students with emotional/behavioral disorders. For the past 11 years I have been active in providing technical support to schools, districts, and departments of education on schoolwide systems of PBS and have served as a research collaborator for one of the partner universities affiliated with the OSEP Center on Positive Behavioral Interventions and Supports. I also direct a state-funded project examining Tier 2 and 3 systems of PBS. As a member of the Missouri PBS Leadership Team, I work closely with our state Department of Education to provide technical assistance, long-range planning, and PBS policy development for the state. It would be an honor to serve on the Board and participate in the mission of APBS as we continue to improve the lives of children, families, and professionals.

### ***David A. Rotholz***

It would be an honor to serve on the Board of Directors for APBS, and I believe I can provide an important voice within our APBS membership. As associate director of the Center for Disability Resources (UCEDD) and a clinical associate professor at the University of South Carolina School of Medicine, I have been working collaboratively at a statewide level to expand the knowledge and use of PBS in adult service systems for individuals with disabilities. My 25+ years of experience includes work as a direct support professional, live-in group home staff member, and teacher of children with autism. It also includes consultant to special education programs; clinical direction of a nationally respected treatment program for children with autism; teaching, research, and service provision in university settings; and development and implementation of training curricula for practitioners who support people with intellectual and developmental disabilities.

As APBS continues to expand, the need to reach out to practitioners and researchers who support individuals across the life span will become even more essential. Evidence-based practices demonstrating the effective transition of youth into adulthood and ideas promoting interagency collaboration are

areas of interest for many statewide planning teams. One of my roles on the Board, if elected, will be to represent members of APBS who are working with adults with disabilities and to work collaboratively with fellow Board members to create ways in which our members can discuss issues, share ideas, and make interagency connections across education, human service, and community settings.

### ***Ann G. Sharp***

I am a licensed and certified school psychologist and have served in various capacities within the Memphis City Schools for the past 35 years. I provided diagnostic, counseling, and consultation services as a school psychologist. As a prevention supervisor, I have attended and conducted many staff trainings focused on programs promising positive outcomes for students. In 2005, Memphis City Schools, an urban district comprising approximately 195 schools and 116,000 students, mandated that every school site adopt PBIS. My position as a prevention supervisor who coordinated staff training was converted into that of PBIS coach for approximately 45 schools. I was sent to my first APBS conference in Reno in 2006 and became an APBS member. I found a process that surpassed the effects of any single program I had trained. I started as a PBIS draftee and became a career convert. Conferences in Boston, Chicago, and Jacksonville have encouraged and supported me despite our nontraditional implementation. Hearing the latest research and best practices, talking with people who are passionate about their success and aware of the challenges I am facing has been invaluable. I've poached PowerPoint presentations from many sessions over the years that I would not have had the time or expertise to develop. And as I've taught them, I've learned. The accessibility and advice of APBS Board members has given me much needed direction. APBS provides positive support for implementers. I would be honored to support this organization by serving on the Board so we can help others as you have helped me.

### ***Matt Tincani***

I am excited by the opportunity to serve as a Board member of the Association for Positive Behavior Support. I believe that my leadership in PBS at local, state, and national levels will enable me to perform effectively in this important role. My educational background includes master's and doctoral degrees in special education and applied behavior analysis. For 15 years I have supported people with disabilities in a variety of roles, from teacher and practicing behavior analyst to university professor. I have been heavily involved in PBS at the local, state, and national levels. My duties include serving as president of the Positive Behavior Support SIG of the Association for Behavior Analysis International and leadership team member of Positive Behavior Support-Nevada. I have recently been project director of Family-Focused Positive Behavior Support, a state-funded project to train teams supporting individuals with autism and challenging behavior in southern Nevada.

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As an APBS Board Member, I will advocate vigorously on behalf of the organization's membership, including professionals, consumers, family members, and other stakeholders. Specifically, I will collaborate with the Board and membership to refine the APBS Standards of Practice, an important document that specifies critical skills of PBS practitioners. Similarly, I will promote the inclusion of science-based practices from a variety of perspectives, including behavior analysis, in the work of PBS practitioners. Finally, I will seek to partner with professional organizations beyond APBS that have similar goals of promoting collaboration and expansion of PBS into new and innovative areas.

### NEW THIS YEAR: Two Voting Options

This year, APBS is offering either mail-in or online voting as part of the Board elections. To vote, you must be a member of APBS. To mail in your vote, copy the ballot below—making sure to include either your name or your member ID number. The online system will open on Monday morning, October 5, 2009. To place your vote online, please visit our website ([www.apbs.org](http://www.apbs.org)) and click on the vote button on the home page. The online system will close promptly at 4:00 p.m. EST on Wednesday, December 2, 2009.

## Ballot for APBS Board of Directors

Must be received by 4:00 p.m. EST,  
Wednesday, December 2nd, 2009.

Vote for no more than 5 people.

- Nila Benito
- Catherine Bradshaw
- Rachel Freeman
- Steve Goodman
- Barry McCurdy
- Satish Moorthy
- Lori Newcomer
- David A. Rotholz
- Ann G. Sharp
- Matt Tincani

Submit completed ballot with your name and/or member number to:

**Tim Knoster**  
APBS  
PO Box 328  
Bloomsburg, PA 17815

## Our Collective Pursuit as an Association

Randall L. De Pry

As a member of the Association for Positive Behavior Support (APBS), you have probably dedicated considerable time and effort toward understanding the meaning and numerous applications of PBS in home, community, and school-based environments. However, if you're like me, you've probably spent less time thinking about the word *association*. This word has been defined as a "group with a common interest or pursuit" (see <http://www.thesaurus.reference.com>). Unlike other similar words, such as *council* or *society*, *association* is an inclusive term that seems to invite all who share a similar interest to join in our collective pursuit of understanding and sharing about the science, values, and vision of PBS.

APBS continues to grow in a variety of meaningful ways. Our membership represents all walks of life, including parents and caregivers, students, school-based professionals, community-based professionals, advocates, consumers, and a growing number of members from Europe, Asia, and Australasia. As an association, growth and change brings renewal, new ideas, and the increased capacity to do the work of PBS. Do you know of persons who have an interest in PBS but are not members of our association? If so, take a few minutes today to share with them how your membership in APBS has contributed to your work and interests. For information on membership benefits or to learn how you can increase your involvement in APBS, please go to our website (<http://apbs.org>) or feel free to contact me ([rdepry@uccs.edu](mailto:rdepry@uccs.edu)).

## Contribute to Our Newsletter

Please consider contributing to the APBS Newsletter. The newsletter is 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:

**Carie English**, via phone: (813) 817-4586  
or via email ([carieenglish@yahoo.com](mailto:carieenglish@yahoo.com))