President’s Message

Heather Peshak George

This has been a historic year for the Association for Positive Behavior Support (APBS). For starters, we now have over 1,200 APBS members representing 20 countries and have 25 established APBS Networks worldwide. Moreover, we had our largest conference ever: more than 1,550 participants attended the 2016 APBS Conference in San Francisco! If you were unable to attend, please refer to the Members’ Section on our website (www.apbs.org) for recorded sessions, handouts, and photos. Thank you to all of the volunteers, presenters, and support staff who made San Francisco 2016 a fantastic event!

While participants were riding the famous trolley cars, visiting wine country, or attending one of our pre-conference workshops, our APBS Board of Directors were busy planning for our 2016–2017 activities. At this two-day board meeting, we welcomed newly elected board member Jessica Swain-Bradway from Midwest PBIS. Board members also voted on the APBS Executive Committee. I am pleased to announce that the Executive Committee from the previous two years was re-elected to serve a third year (2016–2017) in their current positions: President Heather Peshak George, Vice President Brandi Simonsen, Treasurer Bob Putnam, and Secretary Steve Goodman. A special thank you is owed to Lori Newcomer for her six years of Board service. Lori was chair of the former Membership Committee, served on the newly formed Network Development Committee, and was a member of our Integrated Systems Ad Hoc Workgroup. Thank you, Lori!

The Board is already working hard to bring to fruition many of the ideas and wishes you have shared with us. Examples of changes you can expect to see include an increase in elected seats on the Board—we will expand from 15 elected seats to 18 across the next three years (now is the time to submit nominations for the upcoming election cycle; see http://www.apbs.org/apbs-nominations.html for more information)—and an increase in the number of volunteers in conference, workgroup, and committee activities. We are also planning for our 2017 international conference in Denver, Colorado. I am honored to work with such a dedicated, energetic, and visionary group of people who serve on the Board. We welcome new members to join our activities and help continue to spread the word on PBS. Thank you again for your passion, commitment, and vision for positive behavior support and the association.

APBS Recognizes

Nanette Perrin
APBS Coordinator of BCBA Continuing Education Credits

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 is pleased to recognize Nanette Perrin for her (continued on next page)
extraordinary volunteer service as APBS Coordinator of BCBA Continuing Education Credits associated with both the APBS annual conference and our ongoing webinars. For the past several years, Nan has invested a significant amount of time and effort in both reviewing conference and webinar proposals to determine whether each meets various criteria to award BCBA CEUs and processing the necessary paperwork associated with the award of CEUs earned by participants. The award of CEUs is an important feature of professional development offered through APBS, and Nan’s exemplary efforts in this regard are greatly appreciated.

Thank you, Nan, for your outstanding volunteer service in support of APBS!

Five Questions

Ashley MacSuga-Gage

University of Florida

Q1. Would you tell us a bit about yourself?

I am an assistant professor of special education at the University of Florida, Gainesville, where I serve as the Special Education Program area leader within the School of Special Education, School Psychology, and Early Childhood Studies. I also teach undergraduate students about classroom management and am a technical assistance specialist for four counties within north-central Florida as a part of the University of South Florida’s Positive Behavioral Interventions and Supports (PBIS) Project. My research focuses on the identification of teachers who are in need of support related to classroom/behavior management and on utilizing a Multi-Tiered System of Support (MTSS) framework to create professional development opportunities. I am an active member and/or leader of several professional organizations supporting the behavioral needs of students and their teachers, including APBS and the Council for Children with Behavioral Disorders (CCBD), a subdivision of the Council for Exceptional Children (CEC). I would describe my professional career as focusing on helping adults meet the emotional and behavioral needs of kids in whatever their authentic context is and on helping to design effective instruction/learning opportunities for persons supporting the positive behavior of others.

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

My experience with PBS started at the entry level as a classroom teacher: I began using PBS strategies within my self-contained special education classroom at P.S. 84 in Brooklyn, New York, after learning a small amount about them during my undergraduate and MA training. Within my first two months of teaching, my principal came and asked me why I “wasn’t yelling at the kids all the time?” Stunned by the question, I explained that I was using something called PBS and shared the specifics of what that looked like within my classroom. The principal liked the idea of “PBS” and directed me to present on the concept to all of the teachers within my school, many of whom were tenured long-term educators! I agreed and quickly emailed Rob Horner and George Sugai to see if they had a PowerPoint presentation or other materials to share. Both promptly responded with attached materials and directions to the OSEP National Technical Assistance (TA) Center for PBIS (www.pbis.org). After I shared that information with my fellow teachers, I helped several colleagues to implement PBS within their own classroom contexts. PBS worked for me in my classroom and for my colleagues.

This early experience taught me two important lessons: (1) PBS works for a wide variety of individuals and (2) one of the best ways to share PBS is through personal connections. Through the connection I made during my undergraduate work (a guest lecturer Dr. Sugai provided during one of my courses), I learned about PBS, and thanks to that email connection with Dr. Sugai and Dr. Horner, I learned about the TA center. Subsequent connections led me to my doctoral program with a leading woman in our field, Dr. Brandi Simonsen, and on to eventual connections with APBS, FLPBIS, and more. I have been able to build my own network while becoming part of existing networks, and those connections have allowed me to expand my own work, engage in new opportunities, and share PBS with more individuals than I ever thought possible.

While at the University of Connecticut, I had the opportunity to become a part of the APBS Student Network. My initial work focused on volunteering during the annual conference and serving on the APBS Training and Education Committee (TEC), a volunteer role I have continued post-graduation into my professional career. As a member of the Student Network I met individuals from universities around the country engaged in classroom management research.

Currently, I am the APBS network consultant. My role as consultant grew out of APBS’s need and desire to support groups affiliated with the organization. Over the past three years, I have had the honor of learning about PBS communities of practice around the nation and world who are associated with APBS through network affiliation. It has been my privilege to help facilitate connections among leaders and groups, with organizations, and across contexts. APBS networks are loosely coupled communities of practice based in a particular location (i.e., state, region, or internationally) or focusing on a specific theme (e.g., school-wide training or students) who choose to formalize their association with APBS through the network.

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(Five Questions, continued from page 2)

These groups engage in a wide variety of activities related to the development and dissemination of PBS knowledge, skills, and practices. Many networks fit into existing organizations/work while others focus on new ideas. APBS provides each network with various opportunities for support to facilitate their unique work and vision as well as a forum to connect with others engaging in similar important work. I view my work with the networks as an opportunity to pay forward the generous support I have received and as an extension of the APBS mission: establishing connections to share the science and practice of PBS with all who are interested.

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

As an educator, PBS has empowered me by providing me with principles that I can apply across all contexts of my professional practice. By being a part of the larger community of professionals focusing on PBS, I have been able to form connections that have provided me with the ability to work smarter, not harder. For example, recently I worked with colleagues at the universities of Louisville and Virginia to collectively organize our common research on effective classroom management strategies for teachers into presentations providing free and low-cost resources that teachers and administrators can access and apply. Also, I have worked to align the courses I teach at the University of Florida with class-wide PBS (CWPBS) practices and am collaborating with our pre-service teacher intern supervisors to design feedback frameworks that align with course content related to these practices in order to provide professional development support in a tiered (i.e., MTSS) context. My colleagues and I are also developing mentoring frameworks to allow our graduates’ access to information and support during their first years of teaching. Paralleling this work at the university level, my colleague Dr. Gage and I have partnered with a local school foundation to provide similar support and training within an MTSS framework to the entire staff of a K–5 elementary school. My work with the FLPBIS project is informed by—and informs all of—the efforts I am engaging in as we work to develop and refine a Classroom Coaching Guide (CCG)—a resource supporting the application of problem solving to support individual in-service teachers struggling with classroom management [see Note for URL]. My participation in the work is augmented and enhanced by being a part of several different PBS-related and APBS-linked networks. I am currently a member of the FLAPBS Network and previously was a member of the APBS Student and NEPBIS networks.

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

Soon all APBS members will be able to create their own member profile pages that will include photos, contact information, links to areas of interest related to PBS, and more. Also, all of our APBS networks (see http://www.apbs.org/network-preview.html) can be found on our website, but we are in the process of launching social media pages for each network. These pages will function like Facebook group pages, allowing network administrators to add APBS members to their regional, state/international, and thematic groups, where they will have the ability to share information and resources, engage in real-time discussions, and more. I want to highlight the amazing resources that are available on the FLPBIS Project website [see Note for URL]. All resources are free of charge and support individuals implementing PBIS within K–12 contexts. Dear to my heart are the resources dedicated to supporting classroom management within the online CCG, which contains a wealth of information and resources persons who are coaching and supporting teachers can use immediately. Readers can access these materials by going to the project website [see Note for URL], selecting the “Resources” tab, and then selecting “classroom” from the drop-down menu.

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

I would like to charge our readers to find a way to “pay it forward.” APBS members have different interests, implementation contexts, and experiences, but we all share the common thread that PBS has touched and improved our professional practice and/or lives. Find a way to connect with and join others who are engaging in your work within your local, regional, or contextually specific area. To find out if there is an APBS network in your area or context/content of interest, please use the APBS Network Finder [see http://www.apbs.org/network-preview.html]. If you are interested in starting your own network, please visit our site to download the Network Petition detailing how to become a network and the application for doing so. Be on the lookout for our network presenters at the annual conference: Each year the conference includes a lunch session dedicated to sharing updates on all APBS networks while also profiling an individual network. Also, a structured networking session allows all existing networks to showcase their work, discuss common concerns, share ideas, and connect. Finally, the poster session and other peer-reviewed sessions throughout the conference focus on sharing networks’ work. Throughout the year APBS offers existing networks opportunities to connect online through newly developed network profile pages and through free network webinars.

Note. For CCG resources please visit the FLPBIS Project website: http://flpbs.fmhi.usf.edu
**SWPBS Netherlands Network**

Anita Blonk, Emilie van Leeuwen, and Trees Das

A group of five organizations have been implementing School-wide Positive Behavior Support (SWPBS) in the Netherlands since 2009. These organizations share a drive and passion to build positive school climates for Dutch children, teachers, and parents. Each organization is represented in a leadership team called the SWPBS Team NL. Three organizations are structured as centers that focus on developing and spreading support and knowledge building concerning SWPBS across the Netherlands. In August 2015, Dr. Heather George worked with the SWPBS Team NL in defining our shared goals. We developed 5-year, 3-year, and 1-year goals involving (1) visibility and dissemination, (2) coaching and technical assistance, (3) evaluation, (4) professional development and training, and (5) funding.

In the Netherlands we have approximately 8,000 schools (serving 50–2,500 students), with approximately 350 schools implementing PBIS. Working together in the Dutch SWPBS network, along with field partners, will enable us to improve and monitor the quality of implementation of SWPBS in the Netherlands and to translate state-of-the-art knowledge to daily practice at a greater scale and with more ease. Creating a Dutch SWPBS network is an opportunity to take SWPBS in the Netherlands to the next level. If you would like additional information about our network and plans for the future, please contact us: Anita Blonk (a.blonk@windesheim.nl), Emilie van Leeuwen (e.vanleeuwen@piresearch.nl), or Trees Das (t.das@fontys.nl)

**PBIS Film Festival at APBS**

Shanna Hirsch, Robin Ennis, and Ashley MacSuga-Gage

The PBIS Film Festival premiered at the 2010 APBS Conference in St. Louis. Its purpose is to provide (a) schools with a forum to share their homegrown PBIS videos and (b) conference participants the opportunity to learn how schools are using film to support their SWPBS initiatives. Example topics include how to raise awareness of the school-wide PBIS expectations (e.g., being respectful), routines (e.g., using the bathroom), and school engagement (e.g., PBIS kick-off videos), or how to target areas for improvement (e.g., tardy behaviors).

Since 2010, the festival has shown approximately 300 unique PBIS videos. Each video is reviewed prior to the festival, and coordinators evaluate videos to determine whether they (a) incorporate core PBIS values and (b) adhere to video production standards. The top 20 to 25 films that adhere to the principles are selected for screening at the festival. Each film is then recognized as being the best in a category (e.g., hallway, playground, high school). Additionally, five to six of the best films are nominated for Film of the Year, which is then selected by audience vote during the festival.

The 2016 Film Festival received 60 exceptional videos, submitted by both U.S. and international schools. Twenty films were screened in San Francisco to a packed house. The conference participants laughed and clapped as we screened some of the best films of the year. This year two films tied as Film of the Year. The first comes from the Young Men’s Leadership Academy in San Antonio, Texas. YMLA PBIS ([https://vimeo.com/152984146](https://vimeo.com/152984146)) includes a variety of students and stakeholders. It provides clear expectations in an upbeat and fun manner. The second film comes from Franklin High School in Franklin, Wisconsin. The video FHS Saber Pride Lip Dub ([https://vimeo.com/156895038](https://vimeo.com/156895038)) is a beginning-of-the-year kick-off video that engages the entire school along with community members (e.g., the town mayor). For additional PBIS films, check out this site ([http://www.pbisvideos.com](http://www.pbisvideos.com)).

APBS will host the film festival at the 2017 APBS Conference in Denver. For more information, go to [https://new.apbs.org/conference/film-festival](https://new.apbs.org/conference/film-festival). If you are considering submitting a film to the 2017 festival, we encourage you to check out Kennedy and Swain-Bradway’s (2012) article, which highlights the use of film in schools. Please make sure that you seek proper permissions prior to posting films online.

**Reference**


**Call for Nominations**

**APBS Board of Directors**

Nominations for the APBS Board of Directors are now being accepted. Board members engage in important work related to developing the capacity of the APBS to serve its mission and membership. To that end, we encourage you to consider running for the board of APBS. To learn more, go to [http://www.apbs.org/apbs-nominations.html](http://www.apbs.org/apbs-nominations.html)