APBS Board Update

Steve Goodman and Rose Iovannone

In this issue of the APBS newsletter, you will notice that it is time to get ready to vote for APBS board members. The Call for Nominations is closed and voting opens in early October. We have fifteen strong candidates running for six open seats. Please review their bios in this issue and get ready to cast your votes in the Fall.

The Call for Papers is now open for the APBS 15th International Conference in San Diego, CA on March 28–31, 2018. The deadline to get proposals in is September 8, 2017. If you are new to submitting conference proposals, we encourage you to use the conference resources on the Call for Papers’ website that can help you prepare a high quality proposal. For more information, please refer to https://new.apbs.org/conference.

We are very excited to announce that Dr. Anthony Biglan will be the keynote presenter for the conference on March 29, 2018. Dr. Biglan is the author of The Nurture Effect: How the Science of Human Behavior can Improve our Lives and Our World and has been conducting research on preventing child and adolescent problem behavior for the past 30 years. New to the conference this year will be the addition of a second keynote, Dr. Dennis Reid, on March 30. Dr. Reid has over 30 years of research focused on improving the quality of life for persons with intellectual and developmental disabilities. We hope that you will have an opportunity to attend the conference and experience our keynote presenters as well as the other informative sessions and workshops.

APBS membership continues to grow and we currently have more than 1400 members! And although the nomination for board members has closed, there are ample opportunities for members to become more involved with APBS by becoming a volunteer. If you are interested in getting more involved in APBS, please contact us.

Voting Process

You must be a current member of APBS to vote. You are encouraged to vote electronically via the website or by mail. If you elect to vote via paper ballot, use the copy of the ballot provided below. Please be sure to include your name and your member identification (ID) number if you choose to mail in your ballot. Ballots must be received by 4:00 p.m. EST on Monday, December 4, 2017.

The online system will open on Wednesday, October 4, 2017 at 12 pm EST. To place your vote online, visit our website and click on the APBS Elections link on the home page. The online system will close promptly at 4:00 p.m. EST on December 4, 2017.

Board Nominees

Kelsey Morris

I have had the privilege of working in both K–12 and higher education. I believe my professional experiences are demonstrative of a desire to train, teach, and transform education and educators at all levels. As an administrator, I led Tier I implementation efforts and the establishment of a multi-tiered system of support across two different schools. During my time in higher education, I have worked to establish classroom management courses for beginning teachers to implement effective and efficient classroom systems founded upon behavioral principles, evidence-based practices, and PBS systems. Moreover, I have coordinated networks of trainers on data-based decision making with both outcome (SWIS, CICO-SWIS, I-SWIS) and fidelity data (PBIS Assessment, Tiered Fidelity Inventory, etc.). I believe in engaged scholarship and working with educators and schools to support evidence-based practices and authentic research that informs practitioners. As a researcher, I worked with others to implement and scale-up school-wide positive behavioral interventions and supports at the district level through PBS trainings for school teams, guidance to a cadre of district-level PBS coaches, and technical assistance across schools. Additionally, through presentations and publications, I have worked to spread the knowledge of data-based decision making for disproportionality in discipline. The common thread woven throughout my diverse experiences in the field is PBS. I believe that my professional background, skills would be an asset to the APBS network. The experiences I have acquired have provided me a solid foundation on which I stand and reach out to others to disseminate the knowledge of PBS.

Allison Bruhn

As a former middle school science teacher, I served on my school’s PBIS team and delivered multiple
Tier 2 and Tier 3 interventions. To extend my knowledge base and build on my teaching experience, I attended Vanderbilt University where I earned my PhD in special education and gained a wealth of experience working with schools across the state to design, implement, and evaluate PBIS plans tailored to their local needs. Now, at the University of Iowa as an associate professor, I have spent the last several years working with schools on Tier 2 interventions and associated data-based decision-making. I am interested in serving on the APBS board for several reasons. First, I am committed to the mission of APBS of improving the lives of students with challenging behavior and the professionals and parents who serve them. Relatively, over the last 10 years, I have benefited greatly from the professional opportunities provided through the APBS Conference. From hearing experts in the field present the latest research to dedicated practitioners describing what has worked in their schools, it has been invaluable learning, learning, and talking with these professionals. Thus, I am hoping to become more involved with the organization and have an opportunity to give back. Finally, I am interested in improving and modernizing dissemination efforts to continue bridging the “research to practice” gap so that PBIS research and practice are maximally accessible.

Shiralee Poed

G’day from Australia, and thanks for taking the time to read my nomination paragraph. I’m Dr Shiralee Poed, a Senior Lecturer at the University of Melbourne. My interest in PBS started in 2004 while I worked with the Queensland Department of Education and Training. My immensely talented team members introduced SWPBS to Queensland schools, and I walked that journey with them as the scale up of SWPBS grew. After relocating to Victoria in 2011, I led the review of SWPBS in Catholic schools. After an agreement was made between the Victorian Department of Education and the University of Melbourne, I went on to lead the implementation of SWPBS at a state-wide level from November 2013 until November 2015. I continue to play a significant role in training and advocacy for SWPBS both in Victoria, and across Australia through my work as a Steering Committee Member of the Australian Network of APBS. I am also managing several research grants related to SWPBS work here in Victoria through my position at the University of Melbourne, and I coordinate postgraduate teacher training titled Promoting Positive Behaviour. I would love to take on the role of general member with APBS. It would provide me with an opportunity to collaborate with the leading thinkers in PBS, and I feel I could make a strong contribution to the training and education committee. Needing very little sleep, I would have no issues attending all virtual meetings despite the time zone difference.

Celeste Rossetto Dickey

I would be honored to be a member of the APBS Board in continuing their mission. I have been an APBS member and have attended APBS Conferences for many years. I have appreciated the Conferences, The Journal of Positive Behavior Interventions, and the APBS website. I would like to serve the organization, and I think my experience would be an asset to the Board. In 2000, a small group of us met over coffee to support the PBIS coaching and training in Oregon. The group expanded and became the Northwest PBIS Network. I served on the Northwest PBIS Network Board for three years, and I also served as President of the Board. The Northwest PBIS continues to grow and provide PBIS leadership in Oregon and Washington. From 2013–2016, I worked at the Placer County Office of Education in California as a Training Team member and PBIS Coordinator. We provided professional development to schools and districts in Northern California. Our team supported the California Coalition, which is led by Mike Lombardo, Rebecca Mendiola and Barb Kelly. I moved back to Oregon as I retired in 2016, and I am now working half time with the UO PBIS Applications Training Team. In my role now, I am primarily developing and leading webinars on our various applications. I have the experience necessary to be a Board member, time to serve and I am dedicated to the mission of APBS as we work to support all students to be successful.

Dale Lynn Cusumano

It is not luck but it feels as such when the opportunity to serve on the board of APBS whose mission and vision aligns with the driving force of my own passion presents itself! From a realistic viewpoint, one might suggest my passion to move effective practices for individuals and systems that support their use into daily routines has been rewarded in a way that the discomfort often we encounter in “messy” work is interpreted instead as progress. My experiential learning began in graduate school where I earned my doctorate in school psychology from the University of South Florida (USF). My learning continued as my applied work spanned the cascade of K–12 and post-secondary education system as an itinerant school psychologist in Florida and North Carolina, district (PBIS and RtI) leader, university visiting professor (USF), project coordinator for the Team-Initiated Problem Solving Grant, and as a Senior Implementation Specialist at the National Implementation Network at UNC Chapel Hill. These opportunities have and continue to provide “take aways” and learning. Most importantly, these experiences have reinforced the value of keeping an eye on the goal and your feet firmly planted on the ground. I would be honored and very excited to take on the responsibility of serving on the APBS Board of Directors for a three year term during which time collaborative thinking can drive APBS as a network that supports development of systems and practices that foster optimal outcomes for each and every individual with whom we interact.

Rachel Freeman

The Association for Positive Behavior Support Board (APBS) of Directors has been working on expanding the diversity of membership in many different ways. APBS has been reaching out across the world. We have a growing number of international members and APBS networks representing different countries. To expand diversity within APBS, we are creating more opportunities for people from different cultural viewpoints and work experiences to join us. As an Executive Director on the APBS Board, I have been working with our colleagues to increase this diversity. I have been participating in the APBS IDD Ad Hoc Committee as an ex-officio member. This committee is working on increasing opportunities for professionals who support children and adults with disabilities in community settings. Over the years, my professional experience has included implementing PBS across systems including education, mental health, early childhood and disability services. I have appreciated the work of our PBIS colleagues who are actively reaching out to community systems and I believe this is an important area of work in PBS. If elected to the Board of Directors, I will continue contributing to the both diversity and expansion our membership base and increasing website, conference, and other membership resources for our community.

Rose Iovannone

I have been an enthusiastic APBS Board member for the last three years. My board member role started as a co-chair of the Training and Education Committee, specifically focusing on the annual APBS conference. This past year, I have been the vice-president. Being part of the board has confirmed my perspectives on the impressive work that is accomplished and the impact it has on our field. I am very excited about the opportunity to continue serving on the board and making contributions to APBS. I believe I bring to the board years of experience of providing training and technical assistance to state departments of education, school districts, child welfare agencies, and
Matt Bush
During my time at Southport Middle School, I have proven my dedication to the school, staff, and the students of Perry Township. As a Student Advisor, I helped implement a schoolwide and classroom behavior matrix to help provide consistent and alternative strategies to deal with behavioral issues. In the past five years, we have seen our student referrals decrease dramatically, which, in turn, has increased instructional time. I have also led our school’s PBIS team to help create and promote a safe environment in our school that is conducive to learning. I make a constant effort to work with teachers to help students succeed within their classroom, while at the same time maintaining the school’s expectations.

Serving on the Board of Directors would not only allow me to gain information to use within my township, but to also support other schools who are beginning to grow within PBIS. I feel that I could help bring a new lens to APBS and also help communicate through the use of various social media outlets.

Michael Lombardo
It is with great appreciation that I am being considered for the APBS Board. I bring a unique set of experiences to this nomination having worked across multiple disciplines throughout agencies serving children, youth and families in California.

Currently as the Executive Director of Prevention Supports and Services for Placer County Office of Education, I am responsible for the integration of school based mental health programs, prevention services, student attendance, wraparound and foster youth services. In addition to this role I Direct the Implementation of Positive Behavioral Intervention and Supports (PBIS) programs in Northern California and Co-Lead for the California PBIS Coalition (CPC) a network of state-wide regional trainers. The CPC works closely with the National Technical Assistance Center on PBIS and has become a leader in developing School-wide PBIS in over 2,500 schools across the state. I am honored to get to do this work with Regional Leads. I have developed a continuum of support for our districts and schools that includes developing a statewide PBIS website, coordinating coalition technical assistance, coordinating the California PBIS Recognition System and supporting the more than 2,500 schools implementing PBIS in California. Leading the California PBIS effort has been an ideal opportunity to leverage my involvement in several state mental health projects and truancy projects and the integration of mental health, community supports and PBIS in our schools.

Steven A. Rufe
In today’s data and accountability focused educational world, implementing research-based practices within the field is a vital practice of any educational institution. To help achieve this goal, bridging the gap between researcher and practitioner must be a major focus of any professional association. As a practitioner in the field of education today, I bring a unique set of skills to APBS that would allow educators to have a meaningful and impactful connection to the association. Moreover, with extensive experience in PBIS implementation within a school and district setting and training as PBIS coach, I bring a fresh perspective to the Board of Directors. With a specific focus in mind, my goal would be to contribute to the multidisciplinary nature of the organization to further the causes of APBS throughout the international research community. Professionally, I have experience as a fifth and sixth grade teacher, a Dean of Students, and presently as a Student Support Coordinator. Having earned a M.A. from Columbia University’s Teachers College in International Educational Development, my professional studies recently involved working to earn a M.Ed. degree in Educational Leadership, which will be conferred in June 2017. Finally, in regards to professional organizations, I have experience as a student advisory committee member for the Council for Exceptional Children and as an Executive Committee member of the Board of Directors for a Non-Government Organization working at the United Nations called the Partnership for Global Justice, which works to educate, advocate, and participate for a more just world.

Scott W. Ross
My professional career has centered on efficient and effective educational systems change. This focus was influenced early on by my own classroom experience teaching kids with severe problem behavior, where I quickly learned the challenges of public education and the supports necessary for the success of all students. Since that time I have worked diligently to advance the cause of Positive Behavioral Support, particularly through my work in Bullying Prevention and a Multi-Tiered System of Supports. Currently I direct the Office of Learning Supports (OLS) for the Colorado Department of Education, which is responsible for advancing a Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Bullying Prevention in Colorado. For the last three years I have also served on the APBS board of directors as the Training and Education Co-Chair and the Network Development Co-Chair. Some of my favorite accomplishments over that period included an 115% increase in webinar attendance, the procurement of AV support at the annual conference, getting the Governor of Colorado to provide opening remarks at the Denver Conference, and making substantial growth in our national and international APBS networks. Altogether, I feel my experience has taught me a great deal about how to move systems forward. I have a unique set of skills that can continue to assist the association as it progresses in new areas of professional development, coordination, funding, and visibility. Thank you for your consideration.

Satish Moorthy
My interest in continued Board membership is rooted in a practical appreciation of APBS policy and advocacy goals. A current APBS Board member with a public policy and clinical social work background, I serve as a Behavior Specialist at New York City PBIS. I support schoolwide-PBS in over 200 public schools in NYC, integrating evidence-based practice with complementary supports including mental health, preventive discipline, and culturally responsive instruction. I serve as the APBS Liaison to the Northeast PBIS Network Advisory Group representing 10 northeastern states.

Before joining schoolwide-PBS, I was a community-based social worker providing mental health trauma support for students with disabilities and their families in NYC after the events of September 11, 2001. Prior to that, I coordinated the University of Chicago Human Rights Program, leading a university campaign raising awareness of global labor practices that exploit youth workers. More recently, in 2015, I served on the NYC Mayor’s Office of Criminal Justice Task Force on School Climate and Culture making recommendations to improve supports and outcomes for all students in our city public school system.
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As a current co-chair of the APBS Network Development Committee and co-leader of the International Workgroup, I am excited that APBS is focused on being more responsive to membership both locally and internationally. My experiences in urban schools and international human rights make me acutely aware of the need to include the culturally diverse voices of our primary stakeholders (individuals, families, and communities) in our Association’s practice. Every day, PBS is reaching more and more communities in the US and internationally. I would be honored to continue to serve on the Board of this visionary and evolving global organization.

Scott Silverman
All school districts have a goal of educating their students to prepare them for a useful and productive adult life. There are many challenges PBIS can help to overcome in both large and small school settings. As a board member who is an Assistant Principal and Licensed Therapist, I feel I can become an integral part of developing practices that are successful in tackling behavioral and academic challenges that need further intervention.

I come from a school that has raised our graduation rate 13%, boosted our attendance by 11 percent and decreased suspensions by 50% since implementing PBIS 4 years ago. Our dedicated staff has mastered a system wide PBIS framework that has become a standard of excellence both within and outside our school. I would like to share this system and continue to research effective practices that contribute to the academic and social-emotional well-being of students.

I am interested in serving on the APBS Board to give those working directly in schools a voice. My doctoral studies in academia and applied knowledge working in a large inner city high school add a fresh perspective. We are recognized for our PBIS work by the NYC-DOE as a pilot model PBIS School. We continuously showcase PBIS to city schools, visiting state schools, and schools visiting us from out of the country. We have also presented on PBIS systems using the google platform to the NYS Education department, as well as the NE conference and National conference in Chicago.

Normand St-Georges
My name is Normand St-Georges and I live in Ottawa, Ontario, in the beautiful country of Canada. I have been involved with PBS for the last twelve years. Five as a School Board PBIS Coordinator in the province of Ontario and seven as a provincial PBIS Coordinator as well as a research professional for the province of Quebec with the TÉLUQ University in Quebec city. I am presently involved in program development, based on PBS core features, aimed at improving services to youth aged 2 to 25 in different settings (schools, residential programs, integration programs for youth leaving residential settings, pre-school age children and first nations services). These projects are done in collaboration with the TÉLUQ University and a non-profit organization in Montreal, Quebec (Boscoville). I am also one of the founding members of the Canadian APBS Network (PBIS-SCP-Canada) and we are working at disseminating information and connecting individuals and organizations throughout Canada on PBS. I would be honored to be part of the Association for Positive Behavior Support’s Board of Directors. Since all my professional activities involve development, research, training and implementation of Positive Behavior Support features, I think I can contribute to the advancement of the APBS mission. I am therefore asking for your support in becoming a part of the wonderful team of the Association for Positive Behavior Support. Thank you and have a wonderful day!

Tara Davis
To serve on the Association of Positive Behavior Supports (APBS) Board of Directors for a 3-year term and represent the mission and goals of APBS would be an honor. All of my professional work is centered on the PBIS framework and I am a strong proponent of APBS as our professional organization. Throughout the past decade, I’ve always valued the research publications, policy development efforts, professional development, and innovative practices conducted by the association. I would be honored to serve in this position and assist in continuing the fantastic work that has been done in this organization and help APBS continue to grow in meaningfulness and membership. For the past two years, I’ve been a volunteer on the APBS Training and Education Committee, which has provided me with the opportunity to understand the organization and logistics of planning the APBS conference. My professional work has focused on coaching leaders, schools, districts, and states in developing the infrastructure needed to implement and sustain PBIS. As a member of the Georgia PBIS Team, I have gained specific experience in working with Georgia legislators and policy advisers on school climate issues. Through this hands-on work I have seen how transformative PBIS is for students, families, teachers, administrators, schools, and districts. I look forward to expanding my role in APBS and improving outcomes for our students as a devoted Board of Directors member.