

# PBS Newsletter

Volume 1, No. 2

2003

## Association for Positive Behavior Support

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This issue of your newsletter is devoted to the business of developing the governing structure of APBS. Please take the time to carefully review the nominee statements and submit a ballot. Future issues of the newsletter will provide articles about features and issues in PBS, APBS organizational news, and member perspectives. We encourage the submission of articles, essays, and announcements for potential publication in the newsletter. Submissions may be e-mailed to **Lise Fox, newsletter editor**, at [fox@fmhi.usf.edu](mailto:fox@fmhi.usf.edu).

### Election Time: Expanding the APBS Board of Directors

The following individuals have been nominated to stand for election by the general membership of APBS for four vacant seats on the Board of Directors (each for 3-year terms). Newly elected board members will join the existent four board members currently serving APBS. As such, please review these nominees' statements and vote for no more than four individuals. Also, please be sure to both print and sign your name at the bottom of your ballot (signatures will be used exclusively for membership verification purposes). Please be sure to complete and then submit the election ballot to Tim Knoster (Executive Director of APBS), PO Box 328, Bloomsburg, PA. 17815. In order to be counted, a completed election ballot must be received no later than February 6, 2004.

#### Statements of Nominees

##### *Cynthia Anderson — West Virginia*

The large attendance at the PBS conference last spring and the development of APBS provides

evidence of what most of us already knew to be true: the growing impact of PBS on many different areas, including (but not limited to) the fields of behavior analysis and education, and on the lives of many individuals. PBS no longer is viewed as a fad or a fringe element but increasingly as "best practice" and the "way of the future." The goal now should be to ensure that PBS continues to grow in breadth and scope—demonstrating the value and utility of this approach with varying populations and in multiple settings while also maintaining a strong scientific and conceptual base. I believe that if PBS is to continue setting the standard for best practices and evidenced based interventions that two issues must be pursued: research and training. With regard to research, the empirical basis for PBS is large and continues to grow, but more research is needed to demonstrate durability and generality of interventions over time. Further, researchers must develop and disseminate creative research methods for evaluating the effectiveness of complex multicomponent interventions in the real world. In addition, we must focus on developing strategies for measuring more nebulous variables such as "quality of life." What is needed as well is a mechanism to ensure that future generations are trained in PBS. To this end, I believe that APBS should support existing programs that provide training programs in PBS and should identify and pursue strategies for embedding PBS in existing training programs in areas such as behavior analysis, education, special education, and interdisciplinary studies.

##### *Fredda Brown — New York*

It would be an honor to serve on the board of APBS. My professional and personal goals and interests fit with its mission—to help individu-

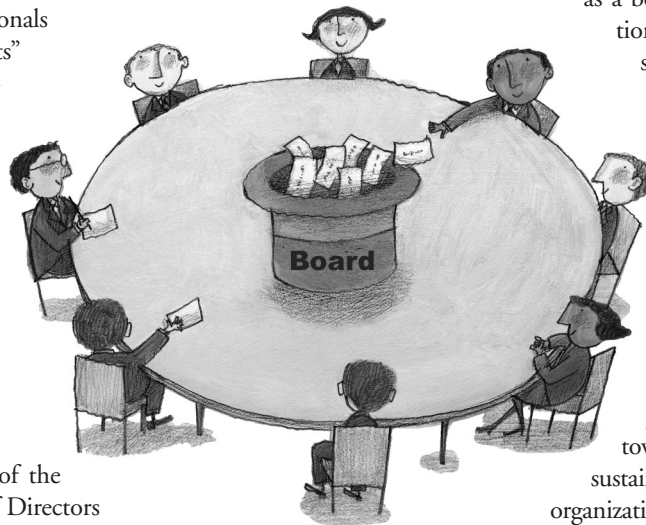
als improve their quality of life and reduce problem behaviors by advancing the development and use of PBS. As a professor of special education at Queens College, City University of New York, my goal is to create in my students the knowledge, skills, and values necessary to take responsibility for, advocate for, and promote environments that support the use of strategies that are positive, dignified, and effective in addressing the learning and behavioral needs of their students. I have spent many years advocating for the use of such strategies, and have done so in a variety of ways. I have disseminated the use of PBS through my publications, in my role as editor of *Research and Practice for Persons with Severe Disabilities* (formerly JASH), through my past editorial work as an associate editor of the *Journal of Positive Behavior Interventions*, and through my consultations to schools and families. I have also been active in fighting against the use of punishment strategies, especially focusing on the use of contingent electric shock and various forms of nonemergency restraints. My current research explores why some professionals have had “personal paradigm shifts” in their perceptions and practices—that is, why do some professionals who once used punishment strategies now embrace the use of positive behavior supports, while others remain dependent on the use of more restrictive strategies?

**Christine Carr —  
North Carolina**

I am interested in serving as one of the members of the Executive Board of Directors of APBS because I truly believe in the core principals and teaching of positive behavior support. Not only do I believe it works, but I actively incorporate positive behavior support in all of my work with students in my school system. It is very difficult for staff and students to cope with some of the demands of today’s society, and positive behavior support is an initiative that is practical and doable for all involved. Many of the students with whom I work have not had many financial opportunities and have not been told a lot of positive things in the past. Now that I have been using PBS consistently, I have experienced incredible and positive changes in not only academics, but behavior as well. As a recently appointed PBS trainer for the state of North Carolina, I have assisted the Warren County School District in implementing a district-wide PBS initiative. The PBS school with which I am working is Warren County Middle School. This school is seeing incredible results and looks forward to spreading the good news with others who are interested (in the region and beyond). I feel this initiative is much needed and, as such, would like to share my enthusiasm with others around the world.

**Randall L. De Pry - Colorado**

Positive behavioral support is the operating principle for how I organize my professional teaching, research, and service. My training at the University of Oregon (Behavioral Disorders/Effective Behavioral Support) prepared me to research and apply evidenced-based practices (behavioral, educational, social) across systems (school and community) to increase prosocial behaviors through ongoing positive behavioral support. In my current position at the University of Colorado at Colorado Springs I teach courses that prepare preservice teachers to incorporate PBS into their teaching and research activities. In addition, I conduct research and provide training and support to school-based teams around the state that are implementing PBS in their schools. I’m an active member of the State Leadership Team for the Colorado Behavior Initiative. I have held a number of leadership positions at the local, state, and national levels and look forward to contributing to APBS. My priorities as a board member include (a) articulation and dissemination of APBS mission and vision to a wide range of audiences; (b) collaboration with advocates, families, and other professionals to increase the application of PBS as the preferred method for working with children, youth, and adults with challenging behaviors; (c) to work with board members and other professional organizations to influence public policy and practice; and (d) to work toward increasing the capacity and sustainability of APBS as a professional organization.



**Rachel Freeman – Kansas**

Dr. Rachel Freeman (University of Kansas) was a developer of PBS in the early stages of her career. She has established an outstanding trajectory of evidence-based, new knowledge production as well as research-to-practice products of major importance to PBS training. She is presently engaged in development of an on-line training program to produce certificated personnel who will be eligible for Medicaid cost reimbursement—a major breakthrough in the policy arena.

**Tim Lewis – Missouri**

Dr. Tim Lewis has been involved in special education for more than 20 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. Dr. Lewis completed his doctoral degree in 1990 at the University of Oregon. At present, he is chair of the Early Childhood and Elementary Education Department, director of Special Education Programs, and an asso-

ciate professor in special education at the University of Missouri. Dr. Lewis also serves as project coordinator for one of the five partner universities affiliated with the OSEP Center on Positive Behavioral Intervention and Support and directs federally funded model/demonstration projects examining school-wide PBS at the elementary school level. His research and teaching focus on social and behavioral challenges. His specialty areas include social skills instruction, functional assessment, and proactive school-wide discipline systems. In this capacity he teaches classes; conducts applied, school-based research; consults with schools; participates in professional committees and advisory groups; serves on doctoral and master's degree committees; and presents at local, state, national, and international conferences. Dr. Lewis has been involved with developing school-wide systems of behavioral support for more than 10 years. He has worked directly with school teams throughout Missouri and Oregon, trained approximately 1,000 people to develop PBS systems, and was the principal investigator of a pilot project targeting early childhood and elementary school PBS teams funded by the Missouri State Department of Education.

**Carl Smith — Iowa**

I am honored in being nominated for the Board of Directors of the Association for Positive Behavior Support. I believe the potential work of APBS is consistent with the work that I have been involved with for a number of years. Currently I am co-director (along with Marion Panyan) for the Iowa Behavioral Alliance, a 5-year statewide effort in Iowa that includes work in the areas of children's mental health, school drop-out prevention, and support for a number of schools that are implementing comprehensive systems of positive behavior support. This work builds on my professional "roots" in the field of behavior disorders. One of the primary interest areas for me throughout my professional career has been how we best assert our advocacy efforts on behalf of students with significant social, emotion-

al, and behavioral needs. I have been active in leadership roles in organizations such as the Council for Children with Behavioral Disorders and, most recently, the CHADD organization (Children and Adults with Attention Deficit/Hyperactivity Disorder). I would hope to bring to APBS the experience I have gained through my work in these other organizations to effectively advocate for creating and maintaining supportive and teaching environments for all children, youth and their families.

**Bernie Travnikar — Michigan**

Thirty years ago, I was nothing short of prideful regarding my skills in the area of "behavior management." Having become severely addicted to increasing and decreasing rates of behavior, I looked upon the lives of students who were experiencing behavior challenges in much the same way that a sculptor might look upon a block of marble. It took well over a decade for me to come to the realization that although the rates of observable behaviors were routinely changing in predetermined directions (predetermined by "service providers"), the quality of life of the individuals receiving "treatment" all too often remained unchanged. Clearly, applied behavior analysis was an essential element in the change process, but it was not in and of itself adequate. Over time, admittedly too much time, I have come to regard a number of issues as being critical to the practice of promoting change in the lives of others. Real choice and active participation on the part of the individual of concern has to be the starting point. Environments that provide not just "direction" but also respect must be the context in which we practice our craft. The only real evidence of professional competence is that those we serve become less dependent on caregivers, and experience greater interdependence at home, at school, and in the community. Given the chance to serve as a board member, I will strive to ensure that both the skills and values of those involved in supported behavior change are developed broadly and cultivated deeply.

**Detach Here**

Please vote for no more than four candidates. Simply place an "x" next to the person's name to endorse a particular candidate. Return completed ballots by February 6, 2004 to: **Tim Knoster (Executive Director of APBS) at PO Box 328, Bloomsburg, PA 17837.**

\_\_\_\_\_ Cynthia Anderson

\_\_\_\_\_ Fredda Brown

\_\_\_\_\_ Christine Carr

\_\_\_\_\_ Randall L. De Pry

\_\_\_\_\_ Rachel Freeman

\_\_\_\_\_ Tim Lewis

\_\_\_\_\_ Carl Smith

\_\_\_\_\_ Bernie Travnikar

(Please print your name)

(Please sign your name)

## Website Help Needed

APBS is looking for members who are interested in working together to further develop content and expand the APBS website. If interested, *please contact* **Tim Knoster** (Executive Director)

## Promote Membership in APBS

One of the best ways to promote membership in an organization is to encourage a friend or colleague to join. APBS. In your contact with a colleague, friend, or family member you may wish to share the following goals and activities of the organization:

- Serve as an international forum for individuals interested in PBS
- Host a conference every 2 years
- Support and promote the *Journal of Positive Behavior Interventions*
- Publish a quarterly newsletter
- Manage and link websites on PBS practices, systems, and examples
- Engage in policy development regarding the provision of behavior support
- Establish a directory of members to facilitate interaction among individuals interested in positive behavior support practices
- Work to establish national standards that define competency in the application of positive behavior support
- Encourage the training of professionals skilled in PBS practices through the development of training materials and the embedding of PBS content in relevant professional certificate and degree programs
- Promote access to state-of-the-art books and literature pertaining to PBS

For more information on the organization and to download a membership form, see our web page:

[www.apbs.org](http://www.apbs.org)

### Attention JPBI Subscribers

If you already have a paid subscription to the *Journal of Positive Behavior Interventions* and have joined APBS, you may transfer your subscription to another PRO-ED journal. If you have not already done this through the Association, please contact PRO-ED. See the insert at the back of this issue of the journal for a list of the journals and a description of each.

*Please contact PRO-ED  
Customer Service at  
1-800/897-3202.  
Ask for Lee Anne*

