



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

# Newsletter

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Association for  
Positive Behavior  
Support

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## Pinellas School Buses Benefit From Positive Behavior Support

*(Reprinted with permission from Positive Outlook, the newsletter of Florida's Positive Behavior Support Project)*

When Pinellas County Schools in central Florida (St. Petersburg/Clearwater) implemented School Choice this year, the average time students traveled on a school bus increased to 51 minutes per day, and many students were required to switch buses during their route. The six Pinellas County schools that are participating in School-wide PBS felt that the bus ride was an extension of their school day and should also be included in their school-wide plan. Therefore, the schools' comprehensive school-wide plans included training their bus drivers and students so that behavioral expectations and rules were taught and acknowledged on the bus just as they are in the school.

Due to the success of these six schools and an increase in bus referrals over the past 3 years, Pinellas County Schools decided to take action and implement PBS across all 900 buses in their school system during the 2003–2004 school year. With bus safety as one of the top priorities, district representatives determined that all students could benefit from PBS whether they were attending one of the six participating schools or not. Together with the assistance of Florida's PBS Project, Pinellas County Schools' Transportation Department and Safe and Drug Free Schools took action to reduce problem behavior and increase bus safety.

These two departments took several steps to making change on the Pinellas school

buses. Some steps included: attending the First Annual PBS International Conference, piloting ideas on select buses, attending trainings and classes on PBS, and participating as an active team member with a school team that attended the school-wide training. These steps led to the development of countywide bus expectations and rules as indicated on the matrix [see p. 2] to build awareness of what is expected on the bus for both the students and responsible adults. Posters were designed with this matrix; taught throughout the district; and posted on buses, at schools, and in the bus driver lounges.

In addition to the posters, 60,000 "Safety Cards" were developed to increase the positive momentum across the buses. Bus drivers distributed these cards to students during the first few weeks of school to be used as a token system on the buses. Students were taught the expectations and rules and also provided a tangible summary of what was expected of them on the buses. Drivers were trained to sign the cards, and administrators supported the process by allowing students to redeem the Safety Cards at their school for a reward or to be used as a positive note home. Therefore, all students could learn how to behave appropriately on the bus and receive positive feedback on their performance whether they

*(continues on p. 2)*

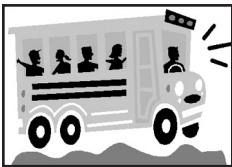
(continued from p. 1)

were attending a participating School-wide PBS school or not. Early reports indicate that bus referrals have been significantly less than the previous year!

Although the first year of implementation is not yet complete, we congratulate Pinellas County Schools for making a commitment to Positive Behavior Support. We also commend their Transportation Department and Safe and Drug Free Schools who provided their time, energy, and funds to make this happen across the district. We will keep you posted as to the progress of this initiative and look forward to training more schools this summer!

<b>Matrix</b>	
<b>Expectations</b>	<b>Rules</b> (How character is demonstrated on a school bus.)
<b>Be respectful</b>	Show courtesy to driver and others Speak quietly to your neighbor Keep floor and seat clean and undamaged
<b>Be responsible</b>	Walk on and off the bus Sit and stay in assigned seat Keep feet, hands, and objects to self and inside the bus Listen and follow directions Follow the law—voices off at railroad tracks Wear seat belt, if available
<b>Be honest</b>	Tell the truth
<b>Be self-motivated</b>	Be at the bus stop on time Promote a safe ride to and from school for yourself and everyone

**Safety Card**



**Your ride is all about**  
**SAFETY**

**S**it and stay in assigned seat  
**A**ct responsibly and respectfully  
**F**eet, hands and objects to self & inside the bus  
**E**mergency and railroad tracks—voices off  
**T**alk quietly to your neighbor  
**Y**our driver is the leader

Hunter, Lewis & Hodges, Revised 10/03  
 Safe & Drug Free Schools & Transportation  
 Pinellas County Schools, Florida

## Positive Behavior Support at West Virginia University

*Cynthia M. Anderson*

Positive behavior support is closely related to applied behavior analysis. In fact, it previously has been argued that positive behavior support is “good applied behavior analysis” (Anderson & Freeman, 2000). The behavior analysis program at West Virginia University provides training in positive behavior support. The focus of this program is to produce doctoral-level professionals who are fluent in behavior analysis—research, conceptual issues, and applied practice.

The behavior analysis program was established in 1976. The goal of the program is to produce a psychologist who can function effectively in either an academic or applied setting and who can use the principles and findings of the science of

behavior to produce meaningful changes in human behavior. The program admits two to five students each year; this small number allows the faculty to work intensively with students and to ensure that they are receiving in-depth and comprehensive training in behavior analysis. All students are expected to be actively involved in a research lab during their time at WVU, and students are encouraged to work in more than one lab. Faculty work closely with graduate students on research projects, and each lab is structured to facilitate student learning.

Students interested in applied behavior analysis are trained in conceptual issues relevant to the field, research skills,

and practitioner-skills. Courses cover a variety of conceptual and technical issues directly relevant to applied behavior analysis, including, but not limited to, the importance of functional assessment and functionally derived interventions, identification and use of person-centered values when conducting research and applied practice, ecological validity, and inclusion/normalization.

Students conduct applied research on issues that long have been recognized as critical within the field of positive behavior support, such as ecological validity, intervention utility, measurement of indicators of “quality of life,” and generalization and maintenance of intervention effects. Current projects include evaluating the intervention utility and ecological validity of different methods of functional assessment, developing and evaluating a method of functional assessment for use with typically developing children, conducting school-wide positive behavior support in rural areas, determining variables that affect the efficacy of escape-extinction in the treatment of pediatric feeding disorders, and developing a method for training parents to implement interventions to treat pediatric feeding disorders.

Students also are trained in the practice of behavior analysis through participation in applied practicum experiences. Currently there are several practicum opportunities focusing directly on positive behavior support, including (a) school-wide positive behavior support, (b) community-based interventions for childhood behavior problems, (c) Feeding and Swallowing Clinic, and (d) Assessment and Intervention Clinic for autism spectrum disorders. In addition to these placements, practicum placements may be pursued in the areas of organizational behavior management, pediatric medicine, and neurodevelopmental disorders. Students spend approximately 20 hours per week on a practicum, and activities in which they are involved include conducting functional assessments; assisting families in developing interventions; conducting person-centered planning or other team meetings; working with other professionals to complete comprehensive assessments and intervention plans; and working with educators to develop and implement positive behavior support in schools at the individual, classroom, setting-specific, and school-wide levels.

The behavior analysis program trains students in research, theory, and applications of behavior principles. Students develop skills in the experimental analysis of behavior and are provided with a strong methodological and conceptual background for developing and implementing behavioral technology. Students may specialize in the experimental analysis of behavior (i.e., “basic research”) or applied behavior analysis

(e.g., positive behavior support, organizational behavior management); however, they are expected to be familiar with both basic and applied behavior analysis.

Program faculty members believe that individuals working in positive behavior support (applied behavior analysis) benefit from exposure to the experimental analysis of behavior and the conceptual basis of behavior analysis in several ways. First, the technology of applied behavior analysis is derived from the experimental analysis of behavior; although it certainly is possible to implement behavioral technology without an understanding of the basis of that technology, familiarity with it should allow someone to adapt and generalize techniques as different situations arise. Second, fluency with the conceptual basis of behavior analysis ensures that applied behavior analysts have more than “a bag of tricks.” For example, an individual might be able to conduct different methods of functional assessment with little training in behavior analysis, but interpreting the results of the assessment or using the results to develop an efficacious intervention requires an understanding of determinism and environment–behavior relations.

In recent years, there has been a proliferation of programs offering the master’s degree in behavior analysis (and most often, applied behavior analysis). Individuals receiving a degree from these programs typically are trained as practitioners, and they have experience working with one or a small number of populations (e.g., children with autism). Certainly, there is a need for practitioners trained at the master’s level; however, it is critical that the field continue to produce individuals at the doctoral level who are trained in the science of behavior analysis. As described here, doctoral-level behavior analysts are trained not just in behavioral technology but also in the conceptual basis for this technology and in the design and conduct of research. If the field of behavior analysis, inclusive of positive behavior support, is to continue to advance, we will need to demonstrate the efficacy and generality of our conceptual basis and technology through empirical means. It is the goal of the doctoral program in behavior analysis at West Virginia University to train behavior analysts to work efficiently in a variety of settings and, if they choose to focus on applied behavior analysis, to use the science and technology of behavior analysis to affect meaningful and durable change in the lives of those with whom they work.

### **Reference**

Anderson, C. M., & Freeman, K. A. (2000). Positive behavior support: Expanding the application of applied behavior analysis. *Behavior Analyst, 23*(1), 85–94.

## Training Materials Bring PBS to Early Educators

The Center on the Social and Emotional Foundations for Early Learning has been funded by Head Start and Child Care to provide information, training materials, and support to professionals and agencies that offer training and technical assistance to early education programs. Products have been developed to provide guidelines for a continuum of prevention and intervention approaches to meet the needs of young children who may be at risk or have social and emotional delays or challenging behavior. The Center has conceptualized a "teaching pyramid" that resembles the triangle used by school-wide PBS programs. The teaching pyramid has at the foundation the universal strategies of developing positive relationships and employing classroom preventive practices. At the secondary intervention level, the teaching pyramid focuses on the instruction of social and emotional skills. The top level of the pyramid calls for indi-

vidualized, intensive interventions (i.e., PBS). In an effort to assist early educators in understanding and learning strategies at each of these levels, the Center has developed training modules that provide a full day of training materials (facilitator's guide, participant inventory of practices, Powerpoint presentations, activities, and video) on the following topics:

**Module 1:** Classroom Preventive Practices

**Module 2:** Social-Emotional Teaching Strategies

**Module 3a:** Individualized Intensive Interventions:  
Determining the Meaning of Challenging Behavior

**Module 3b:** Individualized Intensive Interventions:  
Developing a Behavior Support Plan

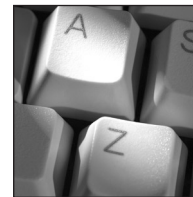
**Module 4:** Leadership Strategies

These modules are available for purchase on the Center's Web site ([www.csefel.uiuc.edu](http://www.csefel.uiuc.edu)) for \$18.00.

### APBS Newsletter

We want you to contribute to the *APBS Newsletter*. We would like the newsletter to be a mechanism for sharing thoughtful perspectives related to PBS. If you would like to submit to the newsletter, please contact the editor,

**Lise Fox**, PhD, 813/974-6100 or [fox@fmhi.usf.edu](mailto:fox@fmhi.usf.edu).



## Announcing . . .



*The Second International Conference on*

## Positive Behavior Support

March 10–12, 2005

*The Expanding World of PBS: Science, Values, & Vision*

### For more information contact:

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[tknoster@bloomu.edu](mailto:tknoster@bloomu.edu)

<http://www.apbs.org>



Sponsored By: The Association for Positive Behavior Support and The OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) with co-sponsorship from the OSEP Center on Evidence-based Practice: Young Children with Challenging Behavior.



### Marriott Waterside Tampa, Florida

- ✓ Featuring over 50 exciting presentations on methods, aspects, issues and research in Positive Behavior Support.
- ✓ Will include skill-building workshops on school-wide positive behavior support, measuring outcomes, applications in schools, early intervention, among other topics.