



ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

# Newsletter

Volume 2, No. 2

2005

## Association for Positive Behavior Support

### BOARD OF DIRECTORS

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## Election Time: Expanding the APBS Board of Directors

The following APBS members have been nominated by the general membership of APBS to stand for election for four open seats on the Board of Directors (each for 3-year terms). Newly elected Board members will join the eight Board members currently serving APBS. As such, review these nominees' statements and vote for *no more than four* candidates. Please be sure to print and sign your name as indicated at the bottom of the ballot (signatures will be used to verify current membership). Submit the election ballot to Tim Knoster, Executive Director, PO Box 328, Bloomsburg, PA 17815. Ballots must be received by no later than February 11, 2005.

### Nominees' Statements

#### *Linda Bambara – Pennsylvania*

I am a professor of special education at Lehigh University and executive director of Lehigh Support for Community Living, a university-based program that provides community living supports for adults with developmental disabilities. I am a teacher, consultant, and researcher, and my particular area of expertise is designing individualized PBS for adults and children with severe disabilities. As a long-time advocate, I have served on several national PBS advisory committees and on Pennsylvania's Positive Approaches Committee, which was instrumental in changing state regulations on the use of restrictive interventions in community agencies. My research has focused on choice and self-determination strategies to help adults with severe disabilities speak out and do more for themselves. More recently, my interests have focused on understanding the systemic issues that affect the long-term adoption of PBS in school settings and the supports needed by team members to sustain their commitment to people with challenging behaviors. Furthermore,

I serve on five editorial boards of professional journals, I am the past editor-in-chief of *Research and Practice in Severe Disabilities* (formerly *JASH*), and I have co-authored or co-edited several books on PBS for individuals with severe disabilities.

#### *Randall DePry – Colorado*

Over the past decade, PBS has been the operating principle for how I organize my professional teaching, research, and service activities. During that time, I have been privileged to serve with many talented people on a variety of national, state, and local PBS-related boards and committees. Currently, I serve on the APBS Standards Working Group, the State Leadership Team for the Colorado Schoolwide PBS Initiative, and the Training and Evaluation subcommittees. I believe that these activities and experiences have provided me with the background and leadership skills to serve effectively on the APBS Board of Directors. If elected, my priorities as a Board member would include (a) ongoing collaboration with advocates, families, and educators to increase awareness of PBS as the preferred method for supporting persons with challenging behavior; (b) collaboration with APBS members and other professionals to influence public policy and professional practice; and (c) increased capacity and sustainability of APBS as a professional organization.

#### *Pam Hunt – California*

It would be an honor to serve as a member of the APBS Board of Directors. The development of positive, supportive, and inclusive education environments has been the central theme of my teaching, research, and work with families and education teams. As a professor in the department of special education at San Francisco State University, I have worked with my colleagues to design course content and extensive fieldwork experiences that provide our students with the knowledge, skills, and values they need to imple-

ment positive, respectful, and effective educational services; work effectively with families; and advocate for inclusive education and positive behavior supports. My research has focused on the inclusion of students with significant disabilities and the creation of school communities in which all students are valued members. In recent years we have been investigating a collaborative teaming model in which general and special educators and parents share their expertise to develop and implement positive, effective academic, behavioral, and social supports for students with disabilities and students at risk in inclusive classrooms. I have advocated for inclusive practices and positive behavioral interventions through my work with education teams and families in local school districts. Finally, I co-authored with Joyce Eckrom from the California Department of Education the original draft of California's positive behavioral intervention regulations for special education students. The final version was adopted by the California Board of Education and was included in the Education Code in 1993.

***Allen McConnachie – Washington***

I am interested in pursuing several interests by becoming a Board member of APBS. In particular, I wish to continue to expand my knowledge base of PBS practice through association with leaders in the field. I also am looking to APBS to provide a springboard to rejuvenate the Washington State PBS Training Team, as well as to promote policy development in state government developmental disability agencies across the United States. My work since leaving SUNY–Stony Brook has been focused primarily on applying PBS in community settings with families and with adults in supported living and vocational settings. My training efforts have been aimed at front-line staff and program managers and trainers who support people with challenging behaviors. I also am deeply involved in providing PBS to persons with developmental disabilities and mental health disorders. These are areas that seem to be underrepresented in the published material on PBS. If elected, I believe I will bring a valuable perspective and some unique experience to APBS.

***Bobbie Vaughn – Florida***

For the past 13 years, I have committed my professional career to the application of PBS in home, school, and community set-

tings. I directed a grant that focused on underrepresented families and the implementation of PBS through parent education and in-home support. I also have conducted research projects in partnership with families who have children with challenging behaviors through the Rehabilitation Research and Training Center on Positive Behavior Support. My most recent professional endeavor is a model demonstration grant that creates family and school partnerships for PBS, with an emphasis on helping schools create more opportunities for family involvement in the behavior support process. PBS is integral to all my professional activities, and participating as a Board member of the APBS provides a venue for advancing knowledge and implementation of PBS at a national level. I also view my participation on the Board as a means for furthering the dissolution of barriers that prevent children, adolescents, and adults with challenging behaviors from accessing their desired living and learning environments and enhancing their quality of life according to their personal preferences.

***Jennifer Zarcone – New York***

I would like to be considered for the APBS Board of Directors because I have a background in both applied behavior analysis (ABA) and PBS. I believe closer links between PBS and ABA are needed to create a strong community of professionals who support children and adults and who work together to improve the quality of peoples' lives. If I am elected to the Board, I can provide a positive example of someone who values both PBS and ABA and actively collaborates with professionals across many research and technical assistance settings. In addition to my background in behavior support and my work on statewide PBS as co-director of the Kansas Institute for Positive Behavior Support, I have been working with medical professionals at the University of Kansas, Department of Psychiatry to better understand the role that physiology and genetics play in relation to problem behavior. Bio-behavioral assessment is an important area that has not been well studied. My background in investigating the interaction between the environment and physiological factors associated with problem behavior will make a valuable contribution to APBS. For these reasons, I believe my experience fits well with the mission and vision of APBS, and I believe I would be a good addition to the Board.

**Detach Here**

Please vote for **no more than four candidates**. Place an **"x"** next to the person's name to endorse a particular candidate. Return all completed ballots to: Tim Knoster, Executive Director, PO Box 328, Bloomsburg, PA 17815. All ballots must be received by February 11, 2005.

- \_\_\_\_\_ Linda Bambara
- \_\_\_\_\_ Randall DePry
- \_\_\_\_\_ Pam Hunt

- \_\_\_\_\_ Allen McConnachie
- \_\_\_\_\_ Bobbie Vaughn
- \_\_\_\_\_ Jennifer Zarcone

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(Please print your name)

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(Please sign your name)

## Data-Based Decision Making Using Office Discipline Referral Data From the School-Wide Information System (SWIS™)

Anne W. Todd, Nadia K. Sampson, & Rob Horner  
*University of Oregon*

*This article is part of a series on technology and PBS.*

The emergence of schoolwide positive behavior support over the past 15 years has emphasized the value of efficient and valid methods for gathering, reporting, and using data for decision making. Fueled in part by need and in part by the availability of new technology, access to data about student behavior has become not only crucial but also contagious in schools across the United States, Canada, Norway, and New Zealand. With the emergence of data-based decision making came a shift in the type of information needed and the way in which that information was summarized. Traditionally, data about student problem behavior was summarized and sent to district, state, or federal offices for use in broad evaluation reports. With the availability of computer technology in local schools, the summary and use of data for day-to-day decision making has increased. One such computer application is the School-Wide Information System (SWIS).

SWIS™ is a Web-based information system used to improve behavior support in elementary, middle, and high schools. The purpose of SWIS is to provide school personnel with accurate, timely, and practical information for making decisions about discipline systems. SWIS was developed to be an efficient, reliable, and confidential strategy for managing office-discipline referral information. School personnel enter discipline referral information through a protected, Web-based computer application. SWIS provides summaries of this information for use in the design of positive behavior supports for individual students, groups of students, or the whole student body. It can be used for (a) internal decision making as schools improve their discipline practices, (b) behavior support plan design with individual students and their families, (c) reporting to district, state, and federal agencies about school outcomes, and (d) collecting aggregated data across schools. SWIS has three elements: a Web-based computer application system, data entry, and a reporting format for effective decision making with office discipline referral data.

SWIS is a coherent and flexible system for gathering problem behavior information. Problem behavior categories used in a school must be mutually exclusive (one problem behavior cannot fit more than one category) and exhaustive (all problem behaviors must fit into a category). Problem behavior data are

entered by local school personnel daily or weekly. Office discipline referrals are summarized to produce five basic reports that schoolwide positive behavior support teams can use for decision making. These include *how often* problems are occurring, *what* the problems are, *where* the problems are occurring, *when* the problems are occurring, and *who* is contributing to the problems? The information is instantly available in tables or bar graphs (histograms). Confidentiality is protected through the use of school-specific passwords and high-quality data protection procedures. See the SWIS Web site ([www.swis.org](http://www.swis.org)) for a demonstration of the program and for details about confidentiality and security of data.

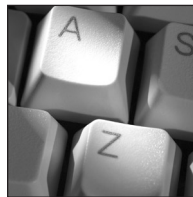
Schools gain access to SWIS through a SWIS™ Facilitator (see the Web site for a complete list of facilitators in your state). SWIS Facilitators have completed formal training and are able to work with schools to (a) complete a readiness review to determine if a school is prepared to use SWIS, (b) train staff to enter and retrieve SWIS data, and (c) use SWIS data for decision making. Schools using SWIS sign a licensing agreement with the University of Oregon that includes an annual fee of \$200 per school per academic year. More information and support can be found online at [www.swis.org](http://www.swis.org) or by e-mail ([support@swis.org](mailto:support@swis.org)).

### **Current SWIS Status**

- 2,676 schools are using SWIS.
- 855 school accounts have been added since August 31, 2003.
- SWIS is used in 39 U.S. states and territories, 2 Canadian provinces, 3 Norway provinces, and 1 New Zealand province.
- SWIS users include 1,102 elementary schools, 435 middle schools, 122 high schools, and 17 other types of schools.
- 1,857,506 total discipline referrals have been made since 1996.
- 120,706 school staff members have used SWIS.
- 425,469 students have been entered into SWIS.

## 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. Please consider the submission of the following:



- Innovative Applications
- Member Perspectives
- Success Stories
- Resources and Materials
- Training Events & Workshops

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).

## Promote Membership in APBS

One of the best ways to promote membership in APBS is to encourage a friend or colleague to join. Try these strategies to build our membership:

- Share this issue of the journal and newsletter with a friend (enclose a membership form from our Web site).
- Add APBS membership forms to your handout packets for workshops and conference presentations.
- In your presentations, add a slide promoting APBS; it is the only organization dedicated to positive behavior support.
- Give a copy of this newsletter to colleagues and highlight the conference announcement; suggest they join and save the date in their calendars.

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

## 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:

Tim Knoster at 570-389-4081  
[tknoster@bloomu.edu](mailto:tknoster@bloomu.edu)  
<http://www.apbs.org>



**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.



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.