



THE 19TH INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
APRIL 13-16, 2022 | MANCHESTER HYATT, SAN DIEGO, CA

Asia Pacific Strand – Wednesday, April 13, 2022

These sessions will be live streamed in the following Time Zones: Brisbane, New Zealand, Japan, Taiwan
and will be recorded for On Demand viewing later.

10:30 am - 12:00 pm (Brisbane)
12:30 pm - 2:00 pm (New Zealand)
9:30 am - 11:00 am (Japan)
8:30 am - 10:00 am (Taiwan)

Session 1 & 2

Strand: Integration and Alignment

Type: Conceptual

Panel Discussion: PBIS and Systems

During this panel discussion, chaired by Associate Professor Pei-Yu Chen from National Taiwan University of Education, three thought-provoking speakers from Australia, New Zealand and Japan will provide an overview of PBIS systems in their countries. *Pei-Yu Chen, National Taipei University of Education; Sharonne Telfer, Raising Young People in Positive Learning Environments (RYPPE), Greater Perth Area, Western Australia; Leah Vennell, New Zealand Ministry of Education, Palmerston North, New Zealand; Kazuki Niwayama, Osaka Kyoiku University, Osaka, Japan*

◆ BCBA Type 2 Credit □ Beginning SWPBS Sessions

★ This session will be live streamed from the In Person conference in Pacific time and recorded to be housed in the conference platform for On Demand viewing up to 90 days post conference.



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Session 3A

Strand: School-Wide Systems (Tier I)

Type: Conceptual

▣ Perspectives on Behaviour Support in Australian Schools: Opportunities for Positive Behaviour Support

In this presentation, we will discuss the key components of SWPBS, similarities between SWPBS and other common approaches to supporting student learning and behaviour, and ways to further incorporate the principles of SWPBS in schools.

Erin Leif, Monash University, Clayton, Victoria, Australia; Lisa McKay-Brown, University of Melbourne, Victoria, Australia; Phillip Whitefield, University of Sydney, New South Wales, Australia

Session 3B

Strand: Integration and Alignment

Type: Conceptual

PB4L in Aotearoa New Zealand: Regionally lead, Nationally Supported

In NZ, PB4L represents a suite of evidence-based initiatives that work within a multi-tiered system of support. This workshop will unpack the PB4L suite and how it is supported by NZ's Ministry of Education.

Michael Stewart, Louanna Garmonsway, Ministry of Education, Wellington, New Zealand

Session 3C

Strand: Equity

Type: Research

Positive Behavior Support at the Tertiary Level: Practices and Experiences in Kaohsiung

This presentation will describe the principles and practices of implementing positive behavior support at the tertiary level in Kaohsiung city, Taiwan, and discuss implementation barriers and future directions within the framework of implementation science.

Pei-Fang Wu, National Kaohsiung Normal University, Kaohsiung, Taiwan

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Session 4A

Strand: Integration and Alignment
Type: Skill Development

Supporting Return to School After Events That Disrupt Continuity to Education

Events that disrupt the continuity of education can occur at any time. This presentation will examine typologies of school non-attendance, system supports and the implementation of tiered responses after periods of disruption.

Lisa McKay-Brown, University of Melbourne, Victoria, Australia

Session 4B

Strand: School-Wide Systems (Tier I)
Type: Conceptual

How Positive Behaviour for Learning (PB4L) is managed in Aotearoa/New Zealand

We will present on how Positive Behaviour for Learning is managed in New Zealand. The focus of the presentation will be PB4L Schoolwide. We also discuss other initiatives which fall within PB4L in New Zealand.

Rowan Jamieson, Ministry of Education, Hamilton, Waikato, New Zealand; Ansie Nortje, Ministry of Education, Wellington, New Zealand

Session 4C

Strand: School-Wide Systems (Tier I)
Type: Research

Investigating Teachers' Use of Classroom Management Skills That Align with SWPBS Implementations

I will introduce the preliminary study which examined the commonality and difference of teachers' use of classroom management skills between with and without SWPBS implementations. Possibly effective professional development programs will be discussed.

Kanako Otsui, Kindai University, Higashi-Osaka, Osaka, Japan

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Session 5A

Strand: Classroom (Tier II)

Type: Conceptual

Beyond “Train and Hope”: Systems to Support Within-School Professional Learning

Schools can invest in upskilling staff to provide internal PL rather than relying on external experts. Readiness and implementation factors of a multi-component PL model using school-based consultants will be presented, and impact data shared.

Sharonne Telfer, Rypple, Donnybrook, Western Australia; Jennifer Payne, Rypple, Broome, Western Australia

Session 5B

Strand: Classroom (Tier II)

Type: Skill Development

Teaching For Positive Behaviour: Supporting Engagement, Participation and Learning

The way a sapling is nurtured determines how strong it will grow as a tree. This workshop introduces the resource for schools, Teaching for Positive Behaviour, aimed at promoting positive behaviour in the classroom setting.

Tracy Rohan, Richard Busfield, Christchurch, New Zealand

Session 5C

Strand: Integration and Alignment

Type: Skill Development

Open Discussion for PBS Leaders

During this session, State and National leaders of PBS are invited to an open discussion of the enablers and barriers to high fidelity implementation, and sustainable, culturally/ contextually relevant PBS systems and practices in schools.

Shiralee Poed, University of Queensland, St. Lucia, Queensland, Australia

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Session 1 & 2

Strand: Classroom and Tier 2

Type: Conceptual

Panel Discussion: Practices

During this panel discussion, chaired by Marcus Gough from the New Zealand Ministry of Education, four thought-provoking speakers from Australia, New Zealand Taiwan, and Hong Kong will discuss PBIS practices used in their countries.

Marcus Gough and John Taylor, New Zealand Ministry of Education, New Zealand; Lorna Hepburn, Queensland Department of Education, Brisbane, Queensland, Australia; Li-Yu Hung, National Taiwan Normal University, Taipei City, Taiwan; Dianna Hiu Yan Yip, P.L.A.I. Behaviour Consulting, Hong Kong

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Session 3A (Two 30 Minute Presentation)

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Tier 1 in the Classroom: The What and the How

Accurate and consistent implementation of evidence-informed classroom management and instructional practices is essential for academic engagement. Core practices will be presented with examples of school-wide systems and data-based decision-making processes needed to support implementation.

Lorna Hepburn, Queensland Department of Education, Brisbane, Queensland, Australia; Sharonne Telfer, Rypple, Perth, Western Australia

Establishing a Positive Learning Environment: Make Teaching Behaviours a Priority!

Teach behaviours as you would with Math and English, and experience its positive impact on students' learning environment, as well as teachers' experience in behaviour management!

Jassica Chen, Nancy Neo, Weng Rong, Grace Orchard School, Singapore

Session 3B

Strand: School-Wide Systems (Tier I)

Type: Skill Development

De-escalation training for teachers

Discusses the rationale for professional development in the area of de-escalation and responding to agitated, potentially aggressive students - without using physical restraint. Outlines training content and delivery with overview of integration with PB4L practices.

Edwin de Ronde, Paul Prangley, Rhiannon Webb, Ministry of Education, Auckland, New Zealand

Session 3C

Strand: Individualized Student Supports (Tier III)

Type: Skill Development

Implementing Tier-3 Support in Special Education Schools in HK: Challenges and Progress

Using functional approach to behaviour management is gaining more support in HK in recent years. Yet, many teachers don't have previous exposure to such approach. We will share our journey of implementation in this presentation.

Kin-Ming Josen Chan, Ting Ting Cheng, CCC Kei Shun Special School, Hong Kong

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Session 4A (Two 30 Minutes Presentations)

Strand: Classroom (Tier II)

Type: Skill Development

Targeted Tier 2 Social Skills Training in an Elementary School in Taiwan

The procedure, cultural considerations, and challenges of implementing targeted support for the teachers and providing social skills training for the students in an elementary school in Taiwan will be addressed in this presentation.

Lun-Ju Hu, Tsai-Hsing Liu, De-Yin Elementary School; Pei-Yu Chen, National Taipei University of Education, Taipei, Taiwan

Strand: Individualized Student Supports (Tier III)

Type: Research

Tier 3 Intensive Approaches, Interventions and Supports

The presentation will examine Tier 3 supports that can be used in school settings. Data-based decision making, as well as barriers and facilitators to implementation will be explored. Examples from Australian settings will be shared.

Lisa McKay-Brown, University of Melbourne, Victoria, Australia; Tom Tutton, Autism Spectrum Australia, Frenchs Forest, NSW, Australia

Session 4B

Strand: Classroom (Tier II)

Type: Skill Development

Targeted Tier 2 Approaches, Interventions and Supports

In this session, participants will explore how Australian schools are selecting students for Tier 2 support, the research-based interventions provided to these students, strategies to monitor progress, and the systems to sustain implementation with fidelity.

Shiralee Poed, University of Queensland, St. Lucia, Queensland, Australia; Kate de Bruin, Monash University, Clayton, Victoria, Australia

Session 4C

Strand: Home and Community

Type: Skill Development

Toward Trauma-Informed Positive Behaviour Support: From Assessment to Intervention

In this presentation, we will describe the components of trauma-informed practice and discuss ways to integrate the principles of trauma-informed practice into the process of conducting functional behaviour assessments and developing positive behaviour support plans.

Erin Leif, Manisha Abayakoon-Stanborough, Monash University, Clayton, Victoria, Australia; Chelsea Troutman, Specialist Behaviour Support Services, Melbourne, Victoria, Australia

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Session 5A

Strand: IDD

Type: Research

Reducing Restrictive Practices: Challenges and Opportunities for Australian Behaviour Support Practitioners

In this presentation, we will discuss findings of a preliminary survey designed to identify the challenges behaviour support practitioners encounter when reducing the use of restrictive practices during PBS service delivery, and propose potential solutions

Erin Leif, Pearl Subban, Umesh Sharma, Russell Fox, Monash University, Clayton, Victoria, Australia

Session 5B

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Implementation of School-Wide Positive Behavior Support: What We Have Learned In Taiwan

This presentation will share the process how a team initiate the implementation of schoolwide positive behavior support in an elementary school in Taiwan. The initial results and barriers will also be presented.

Shu-Fei Tsai, National University of Tainan, Tainan, Taiwan

Session 5C

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Building Positive Teacher-student Relationships, Belonging and a Culture of Caring in Schools

PB4LSW has the development of positive teacher-student relationships, belonging and building a culture of caring in schools firmly in its sights. The aim of this session is to illuminate teaching practice that contributes to this.

Max Gold, Ministry of Education, Dunedin, Otago, New Zealand

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Session 1 & 2

Strand: School-Wide Systems (Tier I)

Type: Research

Panel Discussion: PBIS and Data

During this panel discussion, chaired by Associate Professor Kanako Otsui from Kindai University, three thought-provoking speakers from Australia, New Zealand, and Taiwan will discuss data collected to support PBIS implementation in their countries. *Kanako Otsui, Kindai University, Higashi-Osaka, Osaka, Japan; Russell Fox, Monash University, Clayton, Victoria, Australia; Edwin de Ronde, New Zealand Ministry of Education, Auckland, New Zealand; Chi-Ching Chuang, University of Taipei, Taiwan*

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Session 3A

Strand: School-Wide Systems (Tier I)

Type: Skill Development

PBiS Data - Translating theory to real-world best practice in schools

PBiS data collection in schools can seem complex. But it doesn't need to be!

Real-world, high fidelity application of;

- * Collecting clean data
- * Assessment Schedules
- * Analyzing Majors/Minors and data-driven solutions

Sarah Spence, Department of Education and Training Victoria, Rowville, Victoria, Australia

Session 3B

Strand: Classroom (Tier II)

Type: Skill Development

FBA Informed Classroom Practice Teams

Data to inform inputs from Classroom Practice Teams can be very effectively gathered using Functional Behaviour Analysis (FBA). This presentation discusses the how and why of a practical and current New Zealand approach to FBA.

Paul Pranglely, Ministry of Education – Learning Support, Tauranga, Bay of Plenty, New Zealand

Session 3C

Strand: Classroom (Tier II)

Type: Skill Development

Using Data to Assist Schools Designing Support for Students with Special Needs

Working with students from different international schools over the years, we have developed a data-driven system to support students to become more independent at school by using a modified CICO and class wide universal support.

Elaine Yee Tak Lee, Dianna Hiu Yan Yip, Karen Law, Jennifer Wan To Chan, P.L.A.I. Behaviour Consulting, Hong Kong

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Session 4A

Strand: Equity

Type: Research

Enhancing Evaluation of Positive Behaviour Support for Students on the Autism Spectrum

The presented study adapted two commonly used school-wide PBS instruments for use within schools that support students on the autism spectrum. Our goal is to enhance evaluation of SWPBS implementation fidelity in these school settings.

Abigail Love, Autism Spectrum Australia, Sydney, NSW, Australia

Session 4B

Note: this session will be live streamed only

Strand: Integration and Alignment

Type: Conceptual

Multi-tiered Systems of Support: an Approach to Effective Service Delivery in Aotearoa

A closer look at the systems and the models of practice that support PB4L within the Aotearoa New Zealand Education system. How Integration of service across all three tiers can enhance effective support.

Leah Vennell, Sarah Harrison, Ministry of Education, Palmerston North, New Zealand

Session 4C

Strand: Home and Community

Type: Research

PBS Provision in Australia: The Good, the Bad & the Ugly

Four pilot studies will be used to describe current PBS practices in Australia by disability service providers. This will be followed by current research and priorities focussed on building PBS systems and a skilled workforce.

Alinka Fisher, Flinders University, Adelaide, SA, Australia

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Session 5A (Two 30 Minute Presentations)

Strand: School-Wide Systems (Tier I)

Type: Research

Readiness, Sustainability and Scale of SWPBS Implementation

In this session, we will share strategies for determining the readiness of schools to adopt PBS, as well as effective practices for sustaining and scaling implementation of PBS in, and across, schools with fidelity.

Shiralee Poed, The University of Queensland, St. Lucia, Queensland, Australia; Russell Fox, Monash University, Clayton, Victoria, Au Jennifer Payne

Strand:

Type:

Session 5B

Strand: School-Wide Systems (Tier I)

Type: Conceptual

Challenges in Schoolwide Data Collection in Taiwan

This presentation pertains to the challenges of and the adaptations for data collection to inform the effects of primary prevention in an elementary school in Taiwan.

Pei-Yu Chen, National Taipei University of Education, Taipei, Taiwan

Session 5C

Strand: School-Wide Systems (Tier I)

Type: Skill Development

Meaningful Data Collection Leading to a Mindset Shift in Behaviour Management

A strategic inclusion of a staff survey question “I spend minimal time managing students’ behaviour issues” provided the impetus to the school’s journey of change in student behaviour management. The presentation shares this journey.

Jassica Chen, Nancy Neo, Weng Rong, Grace Orchard School, Singapore

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Session 1 & 2

Strand: Integration and Alignment

Type: Conceptual

Panel Discussion: Outcomes

During this panel discussion, chaired by Associate Professor Shiralee Poed from the University of Queensland, three thought-provoking speakers from Australia, New Zealand, and Japan will outcomes associated with the implementation of PBIS in their countries.

Shiralee Poed, Brent Hayward, Marcus Gough, Ken'ichi Ohkubo

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Session 3A

Strand: Classroom (Tier II)

Type: Research

Positive Behaviour impact on all learners' well-being and engagement

This paper discusses the research evidence of PBS' impact on all learners' wellbeing and engagement in classroom and non-classroom contexts. Our case study research provided empirical evidence for the efficacy and pedagogical importance of PBS.

Anne Power, Mary Mooney, Western Sydney University, NSW, Australia

Session 3B

Strand: IDD

Type: Conceptual

Strengthening PBS Outcomes in Australian Disability Services Through Network Analysis

This presentation describes the findings of a PBS network analysis. It shows how the structure of a network can be designed to evolve PBS and improve outcomes for people with disability and their service providers.

Brent Hayward, University of Melbourne, Melbourne Graduate School of Education, Parkville, VIC, Australia

Session 3C

Strand: School-Wide Systems (Tier 1)

Type: Skill Building

Huakina Mai: A kaupapa Māori PB4L schoolwide initiative

Huakina Mai is a school-wide framework that is reflective of a sociocultural approach to understanding behaviour and learning. This presentation explores how this framework is implemented, monitored and embedded within a school and community.

Sonja Macfarland, Massey University, Auckland, Auckland Region, New Zealand

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Session 4A

Strand: Equity

Type: Research

Ensuring Inclusive Outcomes for Young People with Disability within Schoolwide PBS

This presentation addresses research and practice on the inclusion of students with disability who are entitled to substantial and extensive supports within schoolwide PBS. The focus is on developing preventive practices accessible to all students.

Julie McMillan, Jane Jarvis, Flinders University, Adelaide, South Australia

Session 4B

Strand: Integration and Alignment

Type: Research

What is PBS to actualize Restorative Approaches in School?

The purpose of this presentation is to discuss restorative approaches in school, especially focusing on children's intervention behavior, how it can be enhanced by PBS.

Yasunari Matsuyama, Hiroshima University, Higashihiroshima, Japan

Session 4C (Two 30 Minutes Presentations)

Strand: School-Wide Systems (Tier I)

Type: Research

Enhancing Sustainability of SWPBS Implementation

Sustained implementation of SWPBS is critical to ensuring students continue to benefit from the framework. This presentation will explore the findings and practical implications drawn from a study of SWPBS sustainability variables conducted in Australia.

Russell Fox, Erin Leif, Umesh Sharma, Monash University, Melbourne, Australia

Strand: Home and Community

Type: Research

Positive Behaviour Support for People with Dementia

I will operationalise PBS delivery for people with dementia, present current PBS research focussed on supporting families, and discuss some unresolved issues in PBS service delivery for this population in an Australian context.

Alinka Fisher, Flinders University, Adelaide, South Australia

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Session 5 – Poster Presentations (5 Minutes Presentations followed by Q&A)

Strand: Equity
Type: Conceptual

Cultural Responsiveness and SWPBS in Australian Schools

This presentation explores the core components of culturally responsive PBS, with a focus on supporting transgender students, the Autistic community, and Aboriginal and Torres Strait Islander students. Areas for future research are highlighted.

Matthew Harrison, Melbourne Graduate School of Education, Victoria, Australia; Sarah Spence, Department of Education and Training Victoria, Melbourne, Victoria, Australia

Strand: School-Wide Systems (Tier I)
Type: Research

Effects of SWPBS Tier 1 Intervention in Multiple Japanese Elementary Schools

We examined the effects of Tier 1 intervention by comparing three intervention schools to one comparison school, using SDQ. The results indicated that SWPBS was effective in reducing emotional symptoms and hyperactivity.

Kanako Otsui, Wataru Noda, Yoshihiro Tanaka, Kazuki Niwayama, Ken'ichi Ohkubo

Strand: Individualized Student Supports (Tier III)
Type: Skill Development

Examination on the Principal's Perception to Behavior Support Plans in Japan

This study examined the principal's perception to promote behavior support plans in Japanese school. Principals answered School-wide Tiered Fidelity Inventory tier 3. I analyzed what items were importance or execute and discussed promoting factors.

Noriko Hirasawa, Gifu University, Japan

Strand: Families and Parent Supports
Type: Research

A study of a self-directed parent-training for children with autism spectrum disorder

This study examined the effect of implementing a self-directed parent-training application on the behaviors of young children with ASD. The results show that the parent-training application was associated with improvement of the children's behaviors.

Tsutomu Kamiyama, National Institute of Special Needs Education, Yokosuka-shi, Kanagawa-ken, Japan; Randall De Pry, Portland State University, Oregon, USA

◆ BCBA Type 2 Credit □ Beginning SWPBS Sessions

★ This session will be live streamed from the In Person conference in Pacific time and recorded to be housed in the conference platform for On Demand viewing up to 90 days post conference.