

Promoting Positive Behavioral Support: In Retrospect of Establishing Emotional and Behavioral Support Team (EBST) for Students with Disabilities in Taipei City

Jui-Jung Tseng¹, Li-Yu Hung², Shu-Wan Cheng¹, Hui-Hsin Yao¹

Abstract : *In 2003, Taipei founded the first Emotional and Behavioral Support Team for students with disabilities (EBST), which has been working under the guideline of Positive Behavioral Support (PBS). Through reviewing the developmental process of the EBST in Taipei, the paper aims to examine the challenges facing the implementation of this professional service in Taiwan and the key elements to its current success. Three stages were concluded in the founding process: Emergent stage, from 2004 to 2006, is characterized by trying to build the service model on behaviorism; foundational stage; from 2007-2009, is mainly to constructing the standardized working procedures and the training of the team members; developmental stage, from 2010, is to develop on the base of the existent foundation and gradually to build multifarious prevention services of the three-tier intervention. Based on the three-stage developmental periods within the past 13 years, the key elements of EBST's existence are included : the policy and authority support of inclusive education, the collaboration between Taipei government and university scholars to construct new service models and the new professional roles, the development of the standardized behavioral profession as well as dual training model, and then building a collaborative team culture encouraging self-growth.*

INTRODUCTION

Since the Special Education Act (1997) was passed which asserted the principle of the “Least Restrictive Environment” (LRE), special education has enabled formerly isolated students to become integrated into mainstream classrooms. Students with autism and/or emotional and behavioral disorder (EBD) are also included in need of special education services. The admission of these two types of students into the mainstream education marks a milestone in Taiwan. In keeping up with this educational trend, in the 1990s, the Taipei City Government established classes to provide services to students with autism and serious emotional disabilities (Taipei Bureau of Education, 2008) through the on-site consultation and promotion of the itinerant teachers, providing teachers with demonstrative teaching skills and enhancing the general school staff's awareness of students' needs.

1 Taipei City East Special Education Resources Center, Taipei City, Taiwan

2 Department of Special Education, National Taiwan Normal University, Taiwan

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However, in the process in which students were integrated with their peers in a classroom setting, challenging behavioral problems became a major obstacle to achieving inclusion objectives. Since 2003, the itinerary model has transformed into the Emotional and Behavioral Support Team (EBST), and is geared toward coping with behavioral problems and making use of Positive Behavior Support (PBS) techniques to assist in the successful integration of special needs students.

This essay first analyzes the supportive contexts of the establishment of EBST in Taipei City, and then introduces the challenges faced by EBST and developed features in its various stages. Finally, this essay identifies the main characteristics and analyzes the system elements. Hopefully, the experimental PBS model in Taiwan can be used as a reference for further developing a district-wide PBS model in other Asian society.

SUPPORTIVE CONTEXTS OF EBST IN TAIPEI

1. The decree of inclusive education in Taiwan resulted in the changes in the school environment

As mainstreaming integration and the LRE had become introduced into Taiwan, in 2007, The Special Education Act, following the principle of the LRE, demanded that community schools should set up resource classrooms and, self-contained special classes for community which made and a other continuum special education of other placements with original other placement. This legislation also protected all categories of students with disabilities, and guarantees them with at all students should be provided with a free and appropriate public education. Before this legislation, most students with disabilities in Taiwan, especially students with severe disabilities, were placed isolated environments, such as segregated special schools or institutions, some of which were even sponsored by non-profit or religious organizations.

Affected by the imperial examination system, traditional Chinese communities regard the elite competition as the highest educational value for education. The demand of the LRE gradually transformed the classified, isolated, and dichroic educational setting into multiple inclusive educational settings that contain individualized differences based on students' learning needs. When such various special needs students entered into regular classes and community schools, most regular teachers had limited knowledge about how to teach or interact with those special needs students,

and then the ensuing impact was apparent. The most common obstacle faced was as the accompanying emotional and behavioral problems due to student maladjustment. For example, Tsai's (2002) has research on the present executive conditions of the inclusive education policy surveying elementary schools in Taipei, indicated that the parents of non-disabled students in inclusive classrooms have a higher acceptance rate of special needs students with disabilities with who exhibit fewer behavioral and emotional problems than children with more severe issues. Otherwise, they become more worried. Hsu and Chan (2008) also found that teachers often hold a better attitude towards students whose academic difficulties stem from learning disabilities and hearing impairments with academic difficulties compared with than those whose emotional and behavioral problems are caused by with autism or ADHD, who have emotional and behavioral problems. In addition, the statistics of EBST team's findings demonstrated certainly show that the most referred students were those with autism and EBDs.(Tsay, Cheng, Liao, Chiue, 2007).

Obviously, the right for free and appropriate public education, which was guaranteed by Special Education Act, conflicted with resist from the poor readiness of traditional education. Therefore, new knowledge and services were urgently necessary to cope with the resultant pressures.

2. The cooperation between scholars and educational administration

Although the traditional public sector tends to be more conservative and rarely adopts new experimental methods, since the 1990s, the Taipei City Government has, under the pressure of public opinion to improve the aforementioned problems, tried to implement a series of experimental actions to help regular education students with autism and EBD.

It was the first case in which the itinerary model, which provides direct teaching services to autistic and EBD students, was implemented. However, as the number autistic and EBD students increased, the itinerary model was not able to support every school, and was deemed ineffective in coping with behavioral problems due to the lack of behavioral treatment profession and the ignorance of the environmental contexts in which students lived. Additionally, the special education section was established in each school in Taipei, directive intervention provided by local special education teachers is better than done by itinerant teachers.

After consulting scholars Prof. Li-yu Hung, Cheng-feng Chang, and Hsien-chuan Shih, officials of Bureau of Education (BOE) decided to reform the itinerary model. This framework of the new team would be

based on Positive Behavior Support (PBS) and focuses on working with local special education teacher in the school system, which expands the special education resources from school to district. The support service focused on enhancing school competence to accommodate the challenges of students' emotional or behavioral problems and working out to prevent problems from taking place.

3. The development of behavior science publishing in Taiwan contributes to educational training

More and more publications, case studies, and empirical research in the domain of special education about FBA or PBS techniques reported since 2000s in Taiwan maybe played a role as encouraging the development of experimental practices. Prior to 2013, the special teacher-training regimen in Taiwan just required courses in behavior modification(BM) (The Ministry of Education, 1993), and, courses in applied behavioral analysis(ABA) or positive behavior support were often listed as optional course of graduate program. As a result, special education teachers were not familiar with conducting functional behavior assessments (FBAs) or functional analyses.

Due to the lack in behavioral scientific knowledge at that time, the educational circle paid more attention to determining the best ways to handle the behavioral problems of special needs students. In the 1990s, some NPOs published Chinese books about FBAs and behavioral problem treatment. For instance, in 1995, First Social Welfare Foundation published *Functional Analysis and Treatment of Behavioral Problem*. During the same year, Pro. Hsien-chuan Shih's *The Treatment of Serious Behavioral Problems* was also published, which introduced the behavioral problem treatment techniques and applied practical working experience related to behavior problem treatment in United States. Nevertheless, those books were only issued by academic institutions or NPOs themselves, and were not made available broadly in Taiwan during that time.

In 1999, National Changhua University of Education Pro. Hui-feng Lin, and the following year, National Taiwan Normal University Pro. Cheng-feng Chang wrote articles introducing the intervention effect of the FBAs on mental retardation and autism-related behavioral problems, which aroused the interest of both academics and practitioners in this emerging field. In 2001, National Kaohsiung Normal University Pro. Wern-ing Niew published the article titled "Intervention for Disabled Students with Challenging Behaviors," which served as the first Chinese textbook from

which special education teachers could learn about PBS, which consequently facilitated educational training in this field.

THE DEVELOPMENT STAGES OF EBST

Established in 2004, the development of EBST is considered to be classified into three stages: emergent, foundational and developmental stages. The Emergent Period (2004-2006) is characterized by trying to build the service model on behaviorism. The Foundational Period (2007-2009) is characterized by constructing the standardized working procedures and the training of the team members, and the Developmental Period (2010-), which is to develop on the base of the existent foundation and gradually to build multifarious prevention services of the three-tier intervention. The developmental background, team profiles, major challenges, and priorities are described below:

1. The Emergent Period (2004-2006)

● Background :

Under the principle of the LRE, in the late 1990s, Taipei City established resource classrooms in all junior high and elementary schools, offering “zero-rejection” special education services, which welcomed an increased number of students into inclusive settings (Taipei City Department of Education, 2008).

In 2000, Taipei BOE cooperated with the First Social Welfare Foundation and Hsien-chuan Shih to conduct a trial run on the non-aversive Behavioral Approach Project. Afterwards, it was deemed necessary to expand the service citywide to provide services to a greater number of special needs students. In 2003, Pro. Li-yu Hung, Pro. Cheng-feng Chang and Pro. Hsien-chuan Shih proposed the establishment of a behaviorism professional citywide model for special need students with emotional/ behavioral problems in public community schools, i.e. EBST, in the spirit of promoting positive behavior support, and to provide tertiary individualized behavioral support to special needs students referred by schools. This newly experimental service displaced with original itinerary model.

The BOE accepting the suggestions of these scholars, expanded more full-time behavior support teachers, and re-structured their duties shifting from direct intervention to the analysis of behavioral function and working out a functional-based intervention in the school. With the trust of the BOE, the scholars supervisor assisted in planning program of

professional training, establishing an effective supervision system, and collaborating on the crisis cases. With more and more approval from schools, this model has been authorized as the support services in the continuum of special education services.

- **Members** : Two expert supervisors and 10-12 behavior support teachers participated, and monthly supervision of the program was conducted by experts.
- **Employment model**: Teachers with at least five years of experience were hired, each of who participated in a 40-hour training program which consisted of lectures and case practice. Two-thirds of them were transferred from the original group of itinerant teachers and the remaining one-third were senior special education teachers who were exchanged with other substitute teachers provided by the authorities of service agencies.
- **Case loading** : From the beginning of the program, the student-teacher ratio increased from 3.67:1 to 8.54:1, with an average of 6.29:1 (see Fig. 1).
- **Developmental Features** :
 - (1) **Develop Individualized Behavioral Support** : Assist schools in executing a functional behavior assessment (FBA) and a system evaluation, developing a positive, non-aversive behavior intervention plan (BIP), and acting as coordinators in the promotion of strategies to be carried out.
 - (2) **Actively survey the adaptive results of students with autism and EBD** : Because the scholars predicted that students with autism and EBD likely belong to the high-risk group, the EBST conducted a general survey of the new students with autism and EBD at the beginning of each year to better assess their adaptive conditions, to provide consultation services, and to encourage schools to refer them to receive individualized behavioral support.
- **Challenges** :

First, during this period, the support teachers were found to be inflexible and impatient when it came to following the procedures for developing a behavioral intervention plan based on the results of the FBA. Some provided intervention recommendations that were based on personal experience without first conducting an FBA, and consequently, these teachers tended to feel frustrated when their BIP quality was called into question by supervisors. Second, some support

teachers transferred from the itinerary model struggled to become acclimated to the new role. They were not accustomed to spending more time consulting with school staff and less time directly instructing students. In their consultation sessions, they were sometimes more inclined to give subjective suggestions rather than to attempt to understand the environment in which the student lived as well as the outcomes of FBA. As the number of cases rapidly increased, the teachers' struggles to adjust to the new working arrangements, combined with an increase in their workload, may have compelled some of the original itinerary teachers to leave the team.

Furthermore, the stability of the hiring method used to recruit teachers was inadequate. Some schools refused to exchange teachers after the substitute teachers provided two years of service. This is because the professional quality of the temporary exchange manpower was not the same as the original senior special education teachers. Therefore, some of the behavioral support teachers were asked to leave the team due to opposition from the school.

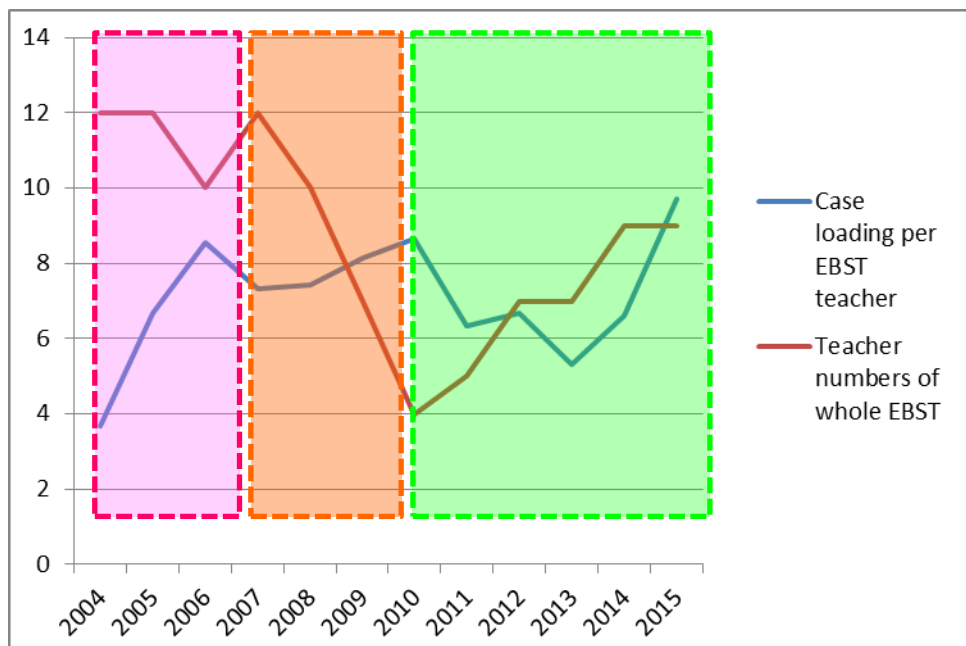


Figure 1. The relationship between case loading and number of teachers 2004-2015

2. The Foundational Period (2007-2009)

● Background :

Due to the inconsistencies in working procedures among

different behavioral support teachers, there was an urgent necessity to develop standardized working procedures to ensure the quality of the individualized behavioral support services.

Furthermore, whenever substitute teachers return to their original school, new behavioral support teachers must be recruited as soon as possible. Thus, in efforts to save time and money, it is necessary to develop standardized on-the-job training to ensure that new hires can adequately apply professional behavioral support techniques, which align with professional standards.

Finally, the increase in intensive supervision played an important role in the growing number of cases and the recruitment of new teachers. Consequently, scholars and experts attempted to train excellent supervisors who could respond to the frequent and pressing needs of behavioral support teachers.

- **Members** : Two expert supervisors and two or three internal supervisors were in charge of seven to twelve behavioral support teachers and provided monthly group supervision, bi-weekly group supervision, and immediate individual supervision. New teachers were obligated to accept at least one session of supervision per week.
- **Employment model** : Only one-third of the behavioral support teachers came from the original itinerary model, and the other two-thirds were brought in from schools after the training and assessment were conducted.
- **Case loading** : The student-teacher ratio increased from 7.34 to 8.15, with an average of 7.63.
- **Development features** :
 - (1) **Building standardized operating procedures for individualized behavioral support under an intensive supervision system**: During this period, the standardized working manual was edited so that the case services could be outlined and checked for whether or not they met professional standards. The standardized operating procedures described important steps, such as intake, assessment, and termination procedures. It also contained administrative guidelines that outlined procedures relating to data provisions, file recording, and storage to ensure adherence to professional and ethical principles. Before making an important decision, behavioral support teachers were obligated to hold discussions with their supervisors, and together, teachers

and supervisors determined whether an FBA or an intervention plan was appropriate.

- (2) **Developing standardized on-the-job training model:** As opposed to the short-term program on the emergent stage, the on-job-training tutoring model required that the trainee complete practice sessions under the direction of senior behavioral support teachers, pass a qualification examination after 12 weeks, and perform an independent FBA on a case. A committee was held responsible for recruiting and supporting new tutors.
- (3) **Developing and promoting preventive services :** The fact that school staff continued to have insufficient knowledge of students with autism and emotional disabilities resulted in inappropriate environmental and teaching arrangements, which caused behavioral problems in these students when efforts were made to acclimate them to an inclusive educational setting. The EBST attempted to compile promotional publications and give promotional speeches to spread information on behavioral problem preventive strategies in attempts to facilitate positive interactions among schools, special needs students, and parents.

● **Challenges :**

The standardization of the operating procedures, as well as the increased frequency of supervision has the potential to ensure the stability of the quality of service provided. However, in Taiwan's school culture, teachers prefer to have full control over his or her own students and classes. Teachers do not often take the initiative to meet with or learn from other teachers, and are not used to being under somebody else's supervision. Compared with the previous stage, the EBST's high demand for standardization of the operating techniques, training criteria, and frequent supervision inevitably made the behavioral support teachers feel judged.

As the number of cases continues to steadily increase, schools continue to struggle with teacher retention. On average, new recruits taught for a little as one year and as long as three years. Unfortunately, because some parents filed a lawsuit against a support teacher in 2007, the turnover rate resulting from burnout was even higher (See Figure 1). The number of teachers was at its lowest at the end of 2008. The stability of human resources has become the biggest challenge to the sustainability of the EBST.

3. Developmental period (2010-)

- **Background :**

As aforementioned, experienced teachers may resist the follow standardized operating procedures and supervision system, thus it could be risky if the only source of manpower comes from experienced teachers that have been recruited from other schools. We also noticed that team teachers lacked experience in handling the appeal process. In the democratic and free society of Taiwan, the parents usually take their citizenship rights seriously and expect to participate in the educational service process. We learned from the litigation that took place in 2007 that we should foster the cooperation between administrative and professional supervisors in order to enhance the possibility of complying with administrative procedures and dealing with interpersonal disputes or complaints in order to lawfully protect employees and to prevent appeal.

Although the EBST was still in the process of reconstruction, an important change in the law of Taiwan posed a new challenge. In 2013, an amendment called the Enforcement Rules of the Special Education Act was passed that requires schools to provide special needs students with emotional or behavioral problems an Individualized Functional Behavior Plan (IFBP) (Ministry of Education, 2013). School staff gradually become aware of the importance of behavioral management, and urgently need on-the-job training with regards to the development of IFBP's. A leading theory on why the number of referrals rose so rapidly suggest that because schools do not know how to conduct an FBA or design an intervention plan, cases were too often referred.

- **Members :** Two expert supervisors, one internal supervisor, and the behavior support teachers increased from four in 2010 to 10 in 2012. The expert supervisors provided group supervision every two months to the internal supervisors, who in turn provided biweekly group supervisions and immediate individual supervision. The new recruits should continue to receive one individual session of supervision weekly.

- **Employment model :**

- (1) The short-term program for serving teachers : A three-month training program was held in 2010, and the trainees who passed

the examination were interviewed and informed of their future roles, and expectations. After a six-month tutor-practice period, they were exchanged from the original school. In case that the behavioral support teacher had worked over two years, the authorities intervened to formally hire them and help supplement the shortage of teachers at the original school.

- (2) The long-term program for young teachers: In 2011, we recruited four new teachers. These young teachers were chosen to receive intensive tutor training. The first stage lasted six months, and included training in curriculum design, classroom management, diagnosis and assessment, administrative management, and basic training in how to handle challenging behavior. The second stage, which included training in the science of behavior support knowledge and practice, lasted between 10-15 months. After nearly two years of training teachers in long-term development, most became independent behavioral support teachers.

- **Case loading :** The case load consisted of an 8.65:1 students to teacher ratio in 2009, but decreased to 5.32 after new recruitments participated in the program. Since the new law was announced in 2012, the ratio quickly increased to 9.72 within a year and a half. The average student to teacher ratio is 7.22 (Figure 1).

- **Developmental features :**

- (1) **The dual human resource cultivation model controls risks:** As was previously stated, two different cultivation models were implemented during this period, one in which new teachers were recruited, and the other in which potential new teachers were chosen for long-term training. Besides these dual channels, some key changes are addressed in both models:

- A. In the interview that takes place prior to hiring a teacher, we carefully communicate the ideas, expectations, and work requirements to the trainees to make sure they understand the work expectations and that they agree to be supervised;
- B. The administrative authorities integrate relevant resources and negotiate with the original school so that excellent substitute teachers can be formally hired to prevent a loss of manpower in the future.

- (2) **Behavioral support teachers actively cooperate and communicate with administrative personnel:** By holding

regular meetings, professional support teachers and administrative personnel will periodically review the potential second-tier cases, and possibly third-tier cases. The administrative personnel can provide support to the EBST, such as decree interpretation, and offer suggestions about appeal process. On the other hand, behavioral support teachers can assist in dealing with high-risk cases and can offer prevention advice after administrative personnel visit the school.

- (3) **Develop individualized behavioral support triaged system and consultation model for waiting list:** In response to the fast growing number of cases that were referred after the new legislation was introduced, the EBST developed a triaged system to screen cases so that the cases could be prioritized and placed on a waiting list. Lower-risk cases could be put on a waiting list while the cases with better support systems could first be provided with consultation services, after which the emergent cases would receive more intensive third-tier services (TERC, 2015). This triaged system distributes the pressures of large caseloads and empowers the school staff to deal with general behavioral problems.
- (4) **Develop short-term IFBP universal teacher training program:** Following the change in the law, in response to the fact that the majority of existing teachers were insufficiently prepared for the IFBP requirement, the expert supervisors advise the EBST to develop a simplified FBA procedure and training program. Through an 8-hour condensed course, the teachers received directions on how to develop IFBP programs. With the support of the administrative authorities, this is now a mandatory course for all special education teachers in Taipei City, 70% of who have already completed it. It has been proven that this program can indeed help teachers have the confidence needed to develop IFBP and to accept further training in emotional and behavioral intervention. (Tseng, Hung, Liao, & Tuan, 2013).
- (5) **Continue to develop new types of preventive service:** The prevention model that was constructed was based on the survey of high-risk students with emotional and behavioral problems, and then actively followed them to determine whether these students received adequate special education services, give consultation

advice, even suggest referral. EBST continued to try new promotional service such as free-download videos. We focused on the secondary and universal levels to build a more complete three-tier prevention framework and forge a closer tie among the three tiers (Yao, Tseng, & Hung, 2015; Cheng, Tseng, & Hung, 2015) °

CONCLUSION

1. *Developmental Process From Tertiary to Universal*

The EBST in Taipei was the first model that delivered positive behavior support (PBS) for students with disabilities in Taiwan as the inclusion trend in special education emerged as a result of the amendments made by the Special Education Act. EBST has attempted to implement PBS techniques in Taipei schools, to advocate the values of an inclusive education, to prevent student frustration, and to support all students with disabilities systematically. The characteristics of each stage involved in the development of the EBST are listed in Table 1.

Table 1. The Major Characteristics of the Three Stages of the EBST in Taipei

	2004-2006 Emergent Period	2007-2009 Foundational Period	2010- Developmental Period
Background	<ul style="list-style-type: none"> • The decree of an inclusive education in Taiwan • An increase in behavioral problems • Promoted by cooperation among scholars, the NPO, and the government 	<ul style="list-style-type: none"> • Lack of consistent working procedures • The loss of members • Growing number of cases resulting in more intensive supervision 	<ul style="list-style-type: none"> • The loss of teachers due to work-related pressures • Standardization and supervision system • Rapid growth of cases has necessitated the requirement of IFBP since 2013
Member Profile	<ul style="list-style-type: none"> • 2/3 transformed itinerant teachers • 1/3 new behavioral support teachers • Expert supervision 	<ul style="list-style-type: none"> • 2/3 transformed itinerant teachers • 1/3 new behavioral support teachers • Expert supervision , Group supervision & Individual tutor 	<ul style="list-style-type: none"> • All qualified behavioral support teachers • Expert supervision , Group supervision & Individual tutor
Training Model	Short-term program for serving teachers	Tutoring program for serving teachers	Tutoring program for serving teachers & a program supporting young teacher cultivation and long-term career teachers
Developmental Features	<ul style="list-style-type: none"> • Providing individualized behavioral support • Creating a 	<ul style="list-style-type: none"> • Developing standardized procedures for individualized 	<ul style="list-style-type: none"> • The dual human resource cultivation model controlled the risks of stability

	preventive adaptive survey of autistic students	behavioral support under an intensive supervision system <ul style="list-style-type: none"> • Developing a standardized on-the-job training model • Providing preventive promotional services 	<ul style="list-style-type: none"> • Enhance the cooperation between administration and staff • Develop triaged system and consultation model for waiting list • IFBP short-term programs for school teachers • Continue to develop new types of preventive services
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The top-down process of the EBST model, emerged from tertiary and then extend to universal of PBS three-tier framework, which is an orbit among those three stages. First, individual behavior support was the original kind of EBST services. Then, EBST implemented the preventive survey of adjustment of autistic and EBD students in Taipei City to screen high-risks disable students and offer consultation services or deliver support service earlier.

Not only limited on the reactively problem solving, the EBST but also focused on the secondary and universal levels to build a more complete three-tier prevention framework and build a closer tie among the three tiers. One aspect is that BSTs help administrators routinely review the second-tier students, offer prevention advices for the high-risk students, and discover potential tertiary cases. On the other hand, administrators help BSTs know more administrative rules or procedures, and know how to deal with appeal process to prevent lawsuits.

Moreover, actively promoting preventive services with more variety of methods, such as training workshops, publication and videos, as well as the universal teacher training programs are provided to school staff. Those universal level services broadly spread knowledge of appropriate teaching and interactive strategies about students with disabilities.

2. Multiple Supportive Elements on Various System Levels

In mention of EBST's supportive system, it is that multiple key elements of all system levels bring out the existence of EBST in Taipei until now. The system concept of the "nested structure" that Urie Brofenbrenner theorized in 1979, which influenced the core features of PBS, posits that some of the elements of PBS are associated with external factors, while others are inherent to the organization. A schematic diagram applied in EBST that would describes the concepts above is depicted in Figure 2.

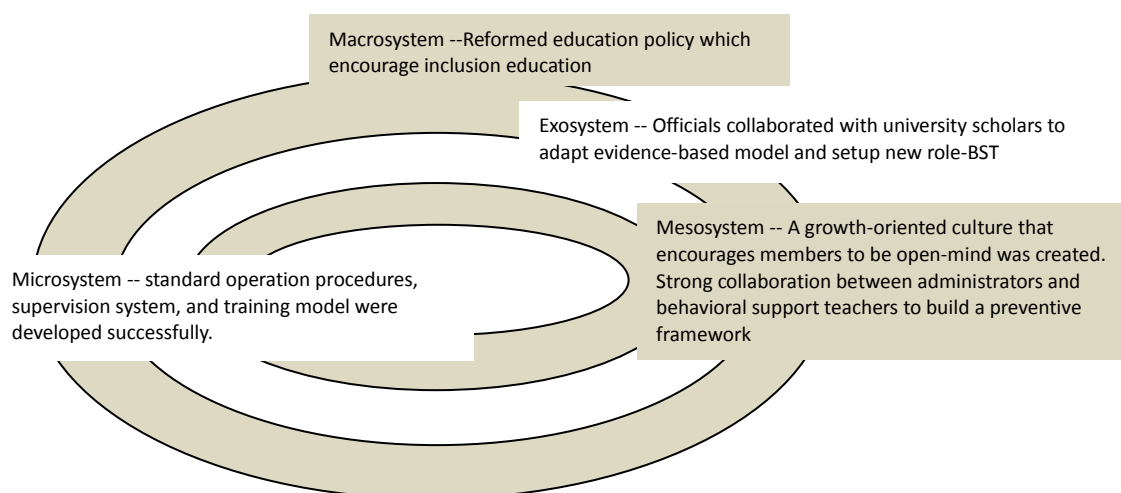


Figure 2. Key elements of the Nested-Structure Model of the EBST

Initially, the factor of the macrosystem level plays a role as the critical push button, which legislation ensured that education policy reform encourages inclusion, tolerates individual differences, and, to some extent, diminishes the degree of emphasis on value of competition-based education. This milestone facilitated to create services in coping with practical conflict about inclusion. Whenever the legislation in special education has amended and then followed by the changed ecology environment, the existing services have to be renewed, e.g. transferring from itinerant model to individualized PBS caused by Special Education Act amending since 1997, or developing a IFBP training program due to the new requirement since 2013.

Second, the point of the exosystem is that the Taipei BOE collaborated with university scholars, participated in innovating evidenced-based practice, and established more flexible rules compared to the existing restrictive regulations to allow a new role, behavior support teacher (BST) to run as an alternative type of instruction. Actually, the close cooperation between officials and scholars not only establishes a model of service, but has become a partnership to work together for achieving the goal of inclusive education until now.

However, only upon that the effects and efficacy of the provided behavioral services could be verified, the existence of EBST would be valuable. As a result, at the microsystem-level, the standard operating procedures involved in the implementation of FBA and the development of BIP, the supervision system and dual training model were established successfully, which become the core elements to contribute current stable EBST's outcomes.

Finally, in the mesosystem level, the organization of the EBST fostered a collaborative culture that encouraged members to be open-minded and to pursue their

own paths towards professional growth. In addition, the administration staff and behavioral support teachers trusted each other, collaborated closely, and utilized their professional knowledge to prevent or deal with problems. Such positive culture in the organization would moderate working loading and pressure of behavior support teachers as well as facilitate EBST regulate itself continuously.

Looking into the future, the flexibility of Taipei City's EBST would enable them to develop innovative strategies needed to cope with trending changes in the demands of special education legislation. EBST become more stable and sensible with the needs of students, school, and society. The established working model is expected to be duplicated in other cities and to empower school to accommodate disabled students with emotional and behavioral problems.

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