

Research Highlights

Topic: Positive Behavior Support

Ruef, M. B., Turnbull, A. P., Turnbull, H. R., & Poston, D. (1999). Perspectives of five stakeholder groups: Challenging behavior of individuals with mental retardation and/or autism. *Journal of Positive Behavior Interventions*, 1(1), 43-58.

BOTTOM LINE

Based on interviews with 59 participants divided into five diverse groups (administrators and policymakers, family members, friends, teachers and practitioners, and individuals with disabilities and challenging behavior and/or autism), five issues were identified. No one stakeholder group had a good understanding of the issues the other groups considered important. It became obvious that not enough understanding has occurred between and among the groups.

KEY FINDINGS

- All five stakeholder groups called for elimination of aversive procedures in behavioral interventions.
- Increasing quality of life for individuals with challenging behavior is now considered of equal importance with focusing on behavior alone, and *quality of life* has emerged as an issue worthy of further study.
- Although mentioned by every group, fewer lines were spoken relative to *values* than to any other issue.
- The need to assist *support persons* was a theme repeated strongly among every stakeholder group.
- A large gap exists between comments by all stakeholder groups made about *useful information*.
- Administrators and policymakers lacked concrete suggestions on *best practice* solutions and provided little detail regarding behavioral support.

KEY FINDINGS

cont.

- In contrast to the lack of input by administrators and the limited range of solutions offered by most teachers, evidence of the range of proactive strategies available was given by families, friends, and individuals with disabilities.
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RELATED PUBLICATIONS

Bellamy, G. T., Newton, J. S., LeBaron, N., & Horner, R. H. (1990). Quality of life and lifestyle outcomes: A challenge for residential programs. In R. L. Schalock (Ed.), *Quality of life: Perspectives and issues* (pp. 127-137). Washington, DC: American Association on Mental Retardation.

Carnine, D. (1997). Bridging the research-to-practice gap. *Exceptional Children*, 63(4), 513-522.

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