

Research Highlights

Topic: Positive Behavior Support

Frankland, H.C., Edmonson, H., & Turnbull, A. P. (2001). Positive behavioral support: Family, school, and community partnerships. *Beyond Behavior, 10*(4) 7-9.

BOTTOM LINE

Students with behaviors that impede both their learning in school and their adjustment in the community may be helped to do much better through positive behavior support (PBS). This case study of a 13-year old middle school student illustrates how the universal, group, and individualized support he had received through schoolwide PBS over 3 years was further enhanced with support from a Group Action Planning partnership with family, school, and community members in the student's action planning group.

TIPS

- Implement Group Action Planning (GAP) when PBS in the student's school does not fully address his or her needs and seek to develop a plan that is strengths-based which includes goals for both the short and the long term.
- Include teachers, professionals, and a student's relatives and friends in the GAP group established for his or her benefit.
- Follow-up with the student after the GAP meeting to discuss proposed goals and progress to ensure success of the plan.

KEY FINDINGS

- PBS is an effective tool for youth with behavior that impedes their learning. The four levels of PBS support, with progressive intensity, are:
 - ◆ universal support – schoolwide guidelines for staff and students.
 - ◆ group support – teaching positive behaviors to small groups of students.
 - ◆ individualized support – functional behavior assessment (FBA) and individualized interventions for students with significant impeding behavior.
 - ◆ family, school, and community partnerships – group action planning.

KEY FINDINGS

cont.

- Group Action Planning involves action groups that
 - ◆ actively invite people from the family, school, and community, who participate in a give-and-take approach.
 - ◆ create connectedness and caring among all GAP members.
 - ◆ foster imaginative and dynamic problem solving and have great expectations of outcomes.
 - ◆ continuously affirm and celebrate the progress that happens.
- The GAP process provides supports to students with impeding behaviors in a comprehensive and coordinated manner and is typically made up of a cohesive group including the student, family members, professionals, and friends.

METHOD

- Case study of a 13-year old middle school youth who had been the recipient of PBS for three years on three levels: universal, group and individualized support, and whose need for PBS beyond the school setting and across multiple environments inspired a GAP process for him.
- PBS was administered on the fourth level of support by a partnership of family, school and community coming together as an action group, for the benefit of the student.

RELATED PUBLICATIONS

- Carr, E.G., Horner, R.H., Turnbull, A.P., Marquis, J.G., Magito-McLaughlin, D., McAtee, M.L., Smith, C.E., Ryan, K.A., Ruef, M.B., & Doolabh, A. (1999). *Positive behavior support as an approach for dealing with problem behavior in people with developmental disabilities: A research synthesis*. Washington, DC: American Association on Mental Retardation.
- Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A.P., Turnbull, H.R., Wickham, D., Ruef, M., & Wilcox, B.L. (2000). Applying positive behavioral support and functional assessment in schools. *Journal of Positive Behavior Interventions*, 2, 131-143.
- Turnbull, A.P., & Turnbull, H.R. (1999). Comprehensive lifestyle support for adults with challenging behavior: From rhetoric to reality. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(4), 373-394.

RELATED
PUBLICATIONS
cont.

Turnbull, H. R., Turnbull, A.P., & Wilcox, B. L. (2002). Family interests and positive behavior support: Opportunities under Individuals with Disabilities Education Act. In J. Lucyshyn, G. Dunlap, & R. Albin, (Eds.), *Families and positive behavior support: Addressing problem behavior in family contexts* (pp. 349-370). Baltimore, MD: Paul H. Brookes.

Turnbull, A.P., & Turnbull, H.R. (1996). Group Action Planning as a strategy for providing comprehensive family support. In L.K. Loegel, R.L. Koegel, & G. Dunlap (Eds.), *Community, school, family, and social inclusion through positive behavioral support: Including people with difficult behavior in the community* (pp. 99-114). Baltimore: Paul H. Brookes.

Turnbull, A.P., Blue-Banning, M.J., Anderson, E.L., Seaton, K.A., Turnbull, H.R., & Dinas, P.A. (1996). Enhancing self-determination through Group Action Planning: A holistic perspective. In D.J. Sands & M.L. Wehmeyer (Eds.), *Self-determining across the lifespan: Theory and practice* (pp. 237-257). Baltimore: Paul H. Brookes.

This research was conducted in collaboration with the Beach Center on Disability. It was funded by the Rehabilitation Research and Training Center on Families of Children with Disabilities of the National Institute on Disability Rehabilitation and Research (H133B980050) and private endowments. For more information, contact the Beach Center on Disability at 1200 Sunnyside Avenue, 3111 Haworth Hall, The University of Kansas, Lawrence, KS 66045-7534. Phone: 785-864-7600. Email: Beachcenter@ku.edu. Website: www.beachcenter.org.

Permission granted to reproduce and distribute this research brief.
Please credit the Beach Center on Disability.