

Positive Behavior Support: Critical Articles on Improving Practice for Individuals with Severe Disabilities



TABLE OF CONTENTS

Preface	vii
Part I. Foundations of Positive Behavior Support	
<hr/>	
Introduction	1
<i>Glen Dunlap</i>	
Toward a Technology of “Nonaversive” Behavioral Support	3
<i>Robert H. Horner, Glen Dunlap, Robert L. Koegel, Edward G. Carr, Wayne Sailor, Jacki Anderson, Richard W. Albin, and Robert E. O’Neill</i>	
Science and Practice in Behavioral Interventions: Meaningful Outcomes, Research Validity, and Usable Knowledge	11
<i>Luanna H. Meyer and Ian M. Evans</i>	
Self-Determination for Individuals with the Most Severe Disabilities: Moving Beyond Chimera	22
<i>Fredda Brown, Carole F. Gothelf, Doug Guess, and Donna H. Lehr</i>	
A Moral Framework for Analyzing the Controversy Over Aversive Behavioral Interventions for People with Severe Mental Retardation	32
<i>George H. S. Singer, Bernard Gert, and Robert L. Koegel</i>	
Positive Behavior Support: Evolution of an Applied Science	45
<i>Edward G. Carr, Glen Dunlap, Robert H. Horner, Robert L. Koegel, Ann. P. Turnbull, Wayne Sailor, Jacki L. Anderson, Richard W. Albin, Lynn Kern Koegel, and Lise Fox</i>	
Are You a Behaviorist or a Bonder? Smashing Artificial Dichotomies and Entering Into a Dialogue of Shared Knowledge and Multiple Perspectives	59
<i>Linda M. Bambara</i>	
Strengthening the Focus on Problem Contexts	63
<i>Martha E. Snell</i>	
PBS as a Service Delivery System	67
<i>David P. Wacker and Wendy K. Berg</i>	
Part II. Assessment: Functional Assessment, Person-Centered Planning, and Meaningful Outcomes	
<hr/>	
Introduction	71
<i>Linda M. Bambara</i>	

Conducting a Functional Assessment of Problem Behavior in Applied Settings	72
<i>David B. Lennox and Raymond G. Miltenberger</i>	
Practical Application of Functional Behavioral Assessment in Schools	81
<i>Timothy P. Knoster</i>	
Using Functional Behavioral Assessment to Develop Effective Intervention Plans: Practical Classroom Applications	92
<i>Terrance M. Scott and C. Michael Nelson</i>	
Reinforcer Assessment I: Using Problem Behavior to Select Reinforcers	102
<i>V. Mark Durand, Daniel B. Crimmins, Marie Caulfield, and Jill Taylor</i>	
The McGill Action Planning System (MAPS): A Strategy for Building the Vision	116
<i>Terri Vandercook, Jennifer York and Marsha Forest</i>	
Application of a Lifestyle Development Process for Persons with Severe Intellectual Disabilities: A Case Study Report	127
<i>Paul Malette, Pat Mirenda, Tracy Kandborg, Peter Jones, Tia Bunz, and Sally Rogow</i>	
User-Friendly Measures of Meaningful Outcomes: Evaluating Behavioral Interventions	140
<i>Luanna Meyer and Rachel Janney</i>	
 Part III. Assessment-Based Interventions	
Introduction	149
<i>Ilene S. Schwartz</i>	
Family-Centered, Assessment-Based Intervention to Improve Behavior During an Early Morning Routine	150
<i>Shelley Clarke, Glen Dunlap, and Bobbie Vaughn</i>	
Reduction of Severe Problem Behavior in Community Employment Using an Hypothesis-Driven Multicomponent Intervention Approach	157
<i>Duane C. Kemp and Edward G. Carr</i>	
Reducing Aggression in Children with Autism Toward Infant or Toddler Siblings	176
<i>Lynn Kern Koegel, Dara Stiebel, and Robert L. Koegel</i>	
Treating Sleep Terrors in Children with Autism	184
<i>V. Mark Durand</i>	
Building an Ecology of Support: A Case Study of One Young Woman with Severe Problem Behaviors Living in the Community	191
<i>Joseph M. Lucyshyn, Deborah Olson, and Robert H. Horner</i>	
A Demonstration of Behavioral Support for Young Children	206
<i>Glen Dunlap and Lise Fox</i>	

Comprehensive Multisituational Intervention for Problem Behavior in the Community: Long-Term Maintenance and Social Validation	217
<i>Edward G. Carr, Len Levin, Gene McConnachie, Jane I. Carlson, Duane C. Kemp, Christopher E. Smith, and Darlene Magito McLaughlin</i>	
Using Multiple Measures to Evaluate Positive Behavior Support: A Case Example	238
<i>Shelley Clarke, Jonathan Worcester, Glen Dunlap, Marcey Murray, and Kathy Bradley-Klug</i>	
 Part IV. Families and Family Support	
<hr/>	
Introduction	253
<i>Glen Dunlap</i>	
Using Family Context to Inform Intervention Planning for the Treatment of a Child with Autism	254
<i>Doug R. Moes and William D. Frea</i>	
Culturally Diverse Families Participating in Behavior Therapy Parent Education Programs for Children with Developmental Disabilities	261
<i>Grace Santarelli, Robert L. Koegel, J. Manuel Casas, and Lynn Kern Koegel</i>	
Parent-Professional Partnership in Behavioral Support: A Case Study of Community-Based Intervention	265
<i>Bobbie J. Vaughn, Glen Dunlap, Lise Fox, Shelley Clarke, and Millie Bucy</i>	
Parent-Professional Partnership in Behavioral Support: A Quantitative Analysis of One Family's Experience	277
<i>Lise Fox, Bobbie J. Vaughn, Glen Dunlap, and Millie Bucy</i>	
The Evolution of Applied Behavior Analysis into Positive Behavior Support	287
<i>Edward G. Carr</i>	
Encouraging a New Applied Science: A Commentary On Two Papers Addressing Parent-Professional Partnerships in Behavioral Support	289
<i>Robert H. Horner</i>	
It Is Just a Matter of Priorities: A Response to Vaughn et al. and Fox et al.	292
<i>Ilene S. Schwartz</i>	
Participating Action Research Meets the Emic, the Etic, and Program Evaluation: A Response to Vaughn et al. and Fox et al.	294
<i>George H. Singer</i>	
Parent-Professional Partnerships, the Critical Ingredient: A Response to Vaughn et al. and Fox et al.	297
<i>Martha E. Snell</i>	
In Quest of Meaningful Perspectives and Outcomes: A Response to Five Commentaries	300
<i>Glen Dunlap, Lise Fox, Bobbie J. Vaughn, Millie Bucy, and Shelley Clarke</i>	

Part V. Capacity Building

Introduction	303
<i>Ilene S. Schwartz</i>	
More Than Techniques: Team Members' Perspectives on Implementing Positive Supports for Adults with Severe Challenging Behaviors	304
<i>Linda M. Bambara, Ophelia Gomez, Freya Koger, Sharon Lohrmann-O'Rourke, and Yan Ping Xin</i>	
Essential Elements of Inservice Training in Positive Behavior Support	320
<i>Glen Dunlap, Meme Hieneman, Tim Knoster, Lise Fox, Jacki Anderson, and Richard W. Albin</i>	
Factors Affecting the Outcomes of Community-Based Behavioral Support:	
I. Identification and Description of Factor Categories	331
<i>Meme Hieneman and Glen Dunlap</i>	
Positive Behavior Support as a Model for Promoting Educational Inclusion	341
<i>Karen L. Weigle</i>	

Part VI. Extended Applications: Focus on Systems Change

Introduction	355
<i>Linda M. Bambara</i>	
Applying Positive Behavior Support and Functional Behavioral Assessment in Schools	356
<i>George Sugai, Robert H. Horner, Glen Dunlap, Meme Heineman, Timothy J. Lewis, C. Michael Nelson, Terrance Scott, Carl Liaupsin, Wayne Sailor, Ann P. Turnbull, H. Rutherford Turnbull III, Donna Wickham, Brennan Wilcox, and Michael Ruef</i>	
A Schoolwide Example of Positive Behavioral Support	369
<i>Terrance M. Scott</i>	
Urban Applications of Schoolwide Positive Behavior Support: Critical Issues and Lessons Learned	376
<i>Jared S. Warren, Hank M. Edmonson, Peter Griggs, Stephen R. Lassen, Amy McCart, Ann Turnbull, and Wayne Sailor</i>	
Positive Behavior Support: A Proactive Strategy for Minimizing Behavior Problems in Urban Multicultural Youth	388
<i>Cheryl A. Utey, Elizabeth Kozleski, Anne Smith, and Ingrid L. Draper</i>	
Young Children with Challenging Behavior: Issues and Considerations for Behavior Support	400
<i>Lise Fox, Glen Dunlap, and Diane Powell</i>	