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February 2013

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Recommended Citation

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RESEARCH BRIEFS

February 2013

Georgia Southern College of Education

Including Students with Severe Disabilities in School-wide Positive Behavioral Interventions and Supports: Perceptions of State Coordinators

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Abstract

The purpose of this study was to determine how the needs of students with disabilities are addressed by state coordinators of school-wide positive behavioral interventions and supports (PBIS) during professional development activities on positive behavioral strategies, school-wide systems, and school-wide commitment to the PBIS approach. Particular attention was given to how the needs of students with severe disabilities were addressed throughout training opportunities. Although the majority of state coordinators believed that students with severe disabilities can participate at least partially in school-wide PBIS programs, they indicated that this belief was not reflected in their state's PBIS initial professional development activities.

Practical Application

Traditionally, school-wide PBIS has been considered a whole school initiative that includes every student in the school. However, practice has not reflected this theoretical approach. Implications of this research were to highlight how schools could implement a system of support to address the needs of all students through providing effective professional development.

Citation

Landers, E., Courtade, G., & Ryndak, D. (2012). Including students with severe disabilities in school-wide positive behavioral interventions and supports: Perceptions of state coordinators. *Research & Practice for Persons with Severe Disabilities*, 37(1), 1-8)

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