

**Education: Positive Behavioral Supports**

**Resource:** *Positive Behavioral Supports: Creating Meaningful Life Options for People with ASD*. Carr, Edward G., & Pratt, Cathy L., Fourth Edition, (2007). Autism Advocate, pp. 36-43. Available at [http://www.autism-society.org/site/DocServer/Carr\\_Pratt\\_article.pdf?docID=7681](http://www.autism-society.org/site/DocServer/Carr_Pratt_article.pdf?docID=7681)

**Reaction Questions:**

1. In your view, what is meant by “positive behavioral supports”? Give some examples of PBS.
2. From your experience, what implications do you see for PBS in your school/community/home partnerships?
3. What advantages and/or barriers do you perceive to PBS in your school/district/community?
4. How might PBS contribute to your state’s performance plan indicators?
5. From your perspective, what does meaningful life with ASD look like? How can PBS assist?
6. Why is it important that intervention plans be designed that are user-friendly and sensitive to the values, time constraints and personal characteristics of all members of the family system?
7. Why are vision, skills, incentives, and resources critical to the effectiveness of any intervention plan?
8. In your view, why must the approach integrate scientific knowledge from multiple disciplines? What do the various disciplines contribute?
9. Is a school-wide PBS model important to implementing PBS in your classroom and if so how?

**Application Questions:**

1. What strategies and supports can be used to support families in fostering socially appropriate behaviors?

2. How can you make your child's/student's academic tasks relevant to their home/community settings?
3. How might the district or state ensure teachers, related service personnel, and families have access to resources that are needed?
4. How might functional skills be embedded into an academic system?
5. What processes/practices can we put into place to promote getting all the team members on the same page with regards to a shared vision, skills, incentives, and resources critical to the effectiveness of any intervention plan?
6. "Natural situations" are key to an effective intervention plan. What strategies can be used to get all stakeholders to participate?
7. What type of training or professional development might be necessary to assist educational personnel and families in understanding, assessing, and addressing PBS?
8. In what ways can the school/district reach out to the community, on behalf of the family, to help make a meaningful contribution to integrating individuals with autism into the community?

**The following stakeholders worked together within the IDEA Partnership and the Autism Community of Practice to create this dialogue starter:**

Role: General Education Administrator  
Location: Illinois

Role: National Technical Assistance Provider  
Location: Maryland

Role: State Department of Education  
Location: Minnesota

Role: Special Education Administrator  
Location: New Jersey

Role: State Technical Assistance Provider  
Location: Ohio

Role: Person on the Spectrum/Parent/Related Service Personnel  
Location: Wisconsin



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