

## Association for Positive Behavior Support

### Definition

Evidence-based practice in Positive Behavior Support is defined as the integration of rigorous science-based knowledge with applied expertise driven by stakeholder preferences, values, and goals within natural communities of support.

Key Words	Policy/Practice Definitions
Integration	<ul style="list-style-type: none"> <li>• Explicitly linking research published in peer-reviewed journals to effective practice. This includes:                             <ul style="list-style-type: none"> <li>○ Research based assessment tools, interventions strategies, and comprehensive support models or approaches</li> <li>○ Research based concepts and decision-rules that guide the design of unique strategies that match the needs of specific consumers and settings.</li> </ul> </li> <li>• In complex systems, knowledge and practice from different but complementary fields may be necessary to solve applied problems</li> <li>• At a high level of integration, consilience may be achieved; that is, a synthesis or unity of knowledge that is relatively seamlessly instantiated in practice (e.g., SWPBS; Positive Family Intervention).</li> </ul>
Rigorous Science-based Knowledge	<ul style="list-style-type: none"> <li>• Rigorous science based knowledge includes knowledge developed from high quality research across a variety of established research methods including single case methods, quasi-experimental and experimental group design methods, correlational research methods, and qualitative research methods</li> <li>• Defined by Odom et al.'s (2004)</li> </ul>

	<p>Quality Indicators for Research in Special Education and Guidelines for Evidence-Based Practices with added PBS Quality Indicators.</p>
<p>Applied Expertise</p>	<ul style="list-style-type: none"> <li>• Applied expertise includes several qualities and competencies:             <ul style="list-style-type: none"> <li>○ Technical expertise in conducting or facilitating relevant assessments (e.g., FBA, SWPBS Implementers Checklist), developing assessment-based interventions (e.g., PBS plan, SWPBS universal support systems), and effectively supporting a high level of implementation fidelity of interventions by consumers.</li> <li>○ Clinical or professional judgment in regard to working in partnership with key stakeholders to advance evidence-based practices in natural settings, customizing interventions to settings so that they possess a good contextual fit, and collaborating with allied professionals whose expertise may be necessary to achieve behavioral and quality of life outcomes.</li> <li>○ Conducting activities from an empowerment model in which knowledge and skills are “given away” so that stakeholders are able to use the knowledge and skills in an effective, adapted, and generative way without the continual need for external technical assistance</li> </ul> </li> </ul>
<p>Stakeholder Preferences, Values, and Goals</p>	<ul style="list-style-type: none"> <li>• Includes consumer and other stakeholder preferences that are strength based and promote valued</li> </ul>

	<p>outcomes.</p> <ul style="list-style-type: none"> <li>• Highlights the importance of person-centered values, collaboration and partnership.</li> <li>• For families of diverse linguistic and cultural backgrounds, includes an effort to build partnerships, conduct assessment, design interventions and provide implementation support in a manner that is culturally responsive and sensitive</li> </ul>
<p>Natural Communities of Support</p>	<ul style="list-style-type: none"> <li>• Highlights the focus of PBS on ecological validity; that is, the practical application and translation of science-based knowledge to natural agents of change in natural settings under natural conditions (e.g., teacher and administrators in school' parents and family members at home and in the community).</li> <li>• Requires that interventions possess a good contextual fit with the stakeholders and settings in which they will be implemented.</li> <li>• In settings in which PBS is implemented a core outcome is that the focus person is more fully and successfully included as a full member of that setting, whether it is in the home, school, or community.</li> <li>• Includes a focus on building sustainable interventions that natural agents of change can continue to use and adapt across time with a minimum of additional technical assistance and support.</li> </ul>