The efficacy of positive behavioral interventions and supports on the behavioral functioning of students with intellectual disabilities in inclusive classroom settings

FR Baiju Thomas
Research Scholar, Ramakrishna Mission Vivekananda Educational and Research Institute, Faculty of Disability Management and Special Education, Vidyalaya Campus, SRKV Post, Coimbatore, Tamil Nadu, India

Corresponding Author: **FR Baiju Thomas**

Abstract

This study analyzes the efficacy of positive behavioral interventions and supports (PBIS) on the behavioral functioning of students with intellectual disabilities (SwIDs) in inclusive classroom settings. The PBIS setting initial teachers can use to confirm young children's social and expressive progress and prevent and discourse perplexing behavior. SwID who frequently take in in problematic behaviors are scarce for a diversity of unwanted life outcomes. School-wide PBIS is an evidence-based method of school-wide reinforcement and corrective processes that is contingent on a problem-solving ideal from a systems perspective. PBIS emphasizes creating enhancements in the school or classroom setting to make sure SwIDs will effectively encounter social, behavioral, and educational values in their lives. The PBIS framework highlights strong ethnically rightful social behavior, educational and school atmosphere results for all students in an inclusive classroom setting. The study looks into PBIS effects on student ups and downs in behavioral functioning over the progress of a school day. PBIS is a structure-inclusive method to avoiding and enhancing badly-behaved behaviors in classrooms and schools. The PBIS context receives that effective student operative in all atmospheres require a fixed of behavioral skills that need lessons, strengthening, and run through, fair similar to thoughtful, intention, or learning. Equivalent to educational programs, school-wide PBIS brings a beneficial approach to evade school violence, liquid and drug use, and troublesome behaviors. The goals of PBIS were to support schools to deliver effective academic facilities, behavioral supports, and social-behavioral skills education to all students in an inclusive classroom setting. The PBIS framework motivates teachers and learners to build up an accessible academic learning atmosphere to increase positive effects to be relevant to declines in problem behaviors, upsurges in academics, attendance, and enhance school well-being for all in fostering active, responsible, and educated persons in inclusive classroom settings.

Keywords: PBIS, Behavioral Functioning, SwIDs, Inclusive Education and Effectiveness

Introduction

As modern days' society developments at an extraordinary haste, one would presume the arena of education to reflect these ups and downs and return academic results that are further extensive than constantly formerly. Yet, this is distant from the circumstance. Nowadays society has been an eyewitness to a sustained presence of student behavioral difficulties connected with a countrywide absence of development in educational presentation to own past demonstration and in contrast with other world countries. Advanced individual student behavior support is related to form atmospheres or school environments that are present, effective, applicable, long-lasting, accessible, & reasonable for all students (Zins & Ponti, 1990) [60]. A lot of schools have taken on a three-tiered model of PBIS as a way in which to lessen the happening of a series of challenging behaviors and to endorse positive learning results (Walker *et al*., 1996) [52]. School-wide PBIS is an evidence-based avoidance model used to decrease perplexing behavior and endorse safe and fine learning settings in schools (Sugai & Horner, 2002; McCurdy, Mannella, & Eldridge, 2003) [49, 41]. Outcomes of an investigation of the obstacles and educators to the effective execution of school-wide PBIS designate that staff buy-in is one of the prime obstacles for school level execution (Kincaid, Childs, Blase, & Wallace, 2007) [31]. The lasting challenge is the approach and carrying out of well-organized systems that practice school diverse settings that carefully escape problematic behavior and offer a series of desires to contest the resilient point of behavioral conventions, such as multitier systems of endure (MTSS; Lewis, Jones, Horner, & Sugai, 2010) [37]. Recent research has tied upon in what way to execute PBIS in culturally accessible approaches (Bal, Kozleski, Schrader, Rodriguez, & Pelton, 2014; Greflund, McIntosh, Mercer, & May, 2014) [3, 18] to enhanced outcome of distraction in discipline outcomes that happen in schools these days.

School guidance counselors are composed to make sure that these programs are executed in approaches that contest of distraction. While literatures occurs on culturally hurried to reply PBIS (Fallon, O'Keeffe, & Sugai, 2012) [50] and the school counselor's role in PBIS (Goodman-Scott, 2014), there does not occur examination reviewing the school guidance counselor role executing culturally receptive PBIS programs, despite their role as diverse capable supporters for student equity. Yet, strategies of use specify that exclusionary discipline is used principally for nonaggressive behavior, such as impudence, and does not assist to put off forthcoming events (Massar *et al.*, 2015). In the inclusive classroom, SwIDs face further important behavioral matters are often reinforced by a paraprofessional. The support delivered can be tremendously valued, but can also have a straight influence on behavior. In the inclusive classroom, educators mark behavior as one of the top important matters they face. Utilizing PBIS performs emphases on associate all students based on their level of need and proposes both classroom and school-wide stages of support. Forming an atmosphere where the program certainly supports students who require moving is also significant in the inclusive classroom settings.

Problem Behaviors in SwIDs
The SwID have an extensive variety of needs (Kaiser AP, McIntyre LL.2010), and most display behavioral problems. About 7-15% of SwID have severely perplexing behavioral problems (Emerson E, Kiernan C, Alborz A, Reeves D, Mason H, Swarbrick R, *et al.*, 2001) [13]. The nature and severity of these behavioral problems differ with the grade of ID (Myrbakk E, von Tetzchner S., 2008) [42] In SwID, the social setting in which they live and interrelate also forms their behavior (Lakhan R., 2009). Partaking a child with ID is demanding for families (Natasha CJ, Radojichikj DD,2013) and the child's behavioral problems can generate extra pressure and obstruction for parents and caregivers (Hastings RP,2002) [21]. Moreover, behavioral problems also obstruct the child's education in several settings, comprising at school and the household. The SwIDs display deficits in adaptive behavior. Therefore, exercise them to overawed the restrictions in adaptive behavior is the prime goal of any individual at work with SwIDs. A small number of them also have badly behaved behavioral posturing trials to the educator. A badly behaved or a perplexing behavior in the individual delays with his obtaining new skills, or reinforcement deep-rooted skills or it delays in somebody else's undertakings. The SwIDs often have some formulae of behavioral conditions that may noticeable as stereotypies, problematic or troublesome behavior, violent behaviors in the direction of other persons, behaviors that lead to damage of the self or others, and demolition of possessions (Lowe *et al.*, 2007; Smith & Matson, 2010a) [10, 48]. Manifold formulas of stimulating behavior in a similar person were common (Lowe *et al.*, 2007) [10]. In several studies, the occurrence of behavioral problems in this populace has not been establish to be greater than that set up in PwIDs alone (Deb & Joyce, 1999; Espie *et al.*, 2003) [14]. Great rates of violent and stubborn behaviors have been stated as a feature of psychopathology in PwIDs (Kishore *et al.*, 2005) [32]. In common terms, they contain hyperactivity, petulance, and violent behavior (Smith & Matson, 2010a,b) [48]. These lead to problems for the individual and are frequently challenging for those who labor with and look after them. Performing behavior modification in an inclusion classroom discourses

behavior matters for SwIDs. Educators with special-needs learners in their classroom embrace all students to the same behavioral potentials while adapting behavioral reformation to discourse explicit needs. So the present-day study mostly emphasizes the behavioral reformation methods that can be valuable for the common educators in an inclusive classroom setting. Negative behavioral problems are a mutual incidence in SwID, and frequently have a damaging result on the effect of the child and the others. Numerous approaches sustain the inclusion of SwIDs in the common education classroom (Harrower & Dunlap, 2001) [20]. The SwDs may not return completely from the general classroom understandings. To be effective in an inclusive classroom settings intellectually disabled students require to establish classroom behaviors that are dependable with the educator's pressures and potentials and that endorse socialization with peers (Kauffman, Lioyd, & McGee, 1989) [28]. Suitable societal and behavioral skills will consent SwIDs to entirely participate in the societal and behavioral skills will approve to wholly incorporate SwIDs into the societal stuff of the course, the school, and the community. Inappropriately owed to features both interior and exterior to the inclusive classroom, intellectually disabled students might display behaviors that inhibit their knowledge and socialization and interrupt the learning setting (Alberto & Troutman, 1990) [1]. Negative behavior can act as an obstacle to the lessons of contented understanding for all students in the education setting, which marks the educational results for all students (Wexler, 1992) [57]. Behavioral difficulties are frequently measured through straight observation by family members or waged caregivers, which may be discovered through a complete medical history (Kerr, 2002). Besides, school performs can essentially display a role in the progress of disruptive behavior and the prospective for school violence (Christle, Nelson, & Jolivette, 2003) [35]. Functional analysis may be beneficial to explain the situations under which problem behaviors may increase, or the purpose of that behavior (Kerr, 2002). In addition to this several instruments have been examined and legitimate for use by caregivers and specialists at work with PwIDs, for example, the Aberrant Behavior Checklist in grown-ups (Kerr, 2002). Any educator can appear to the influence that negative behavior has on the sum and excellence of teaching taking place in the classroom, which influences the educational result for all learners (Kagan & Kagan, 2009; Scott & Barrett, 2003; Wexler, 1992) [57]. As an outcome, educators may require to involve a multiplicity of methods to upsurge appropriate and decreasing inappropriate social and behavior skills. Thus the IE program should highlighting on initiation and conserving PBIS on the behavioral functioning of SwIDs in Inclusive Classroom Settings.

Positive Behavioral Interventions and Supports (PBIS) for SwIDs
PBIS is a method to form the social beliefs and the behavioral supports required for all children in a school to undertake both social and academic success (Sugai & Horner, 2002) [49]. As students' unfitting behaviors have disintegrated, it has needed educators to modify their teaching ways and means to address these tasks, supporting a positive classroom to make sure learning is taking place (Walker, 1993) [55]. PBIS is a context for growing advanced school settings and student behaviors (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Simonsen *et al.*, 2012) [7, 46]. In the interim it underlining on

comrade all students, the wide involvement is often intended to avoid problematic behaviors across the school by developing and initial school-wide behavior promises (Lohrmann *et al*., 2008; Horner & Sugai, 2015) [39, 15]. The framework brings a practical system for endorsing students' success in schools by fetching a multitier variety of endures with evidence-based behavior participation for all students (Fallon, O'Keeffe, Gage, & Sugai, 2015) [15]. Following, PBIS covers an emphasis on four key elements: outcomes carry out, systems and statistics use (Horner, Sugai, Todd, & Lewis-Palmer, 2005) [19]. Student grades are at the foundation of any PBIS context, covering behavior and educational achievement for students within safe school environments. PBIS is an educational program lead that has great prospects in facilitating schools approve positive behavior and involved students. Compact within the values of functional behavior investigation, PBIS contains the proposal of a tiered system of sustain to modification and enhance behavior between students (Sugai & Horner, 2006) [53]. Amongst the three levels of PBIS, the worldwide involvement has shaped the far-reaching influence on school settings and students as it needs an important amount of staff and goals for all student inhabitants (Lohrmann, Forman, Martin, & Palmieri, 2008) [39]. On the prime level (Tier 1) is the formation of deterrent systems of upkeep, including the setting up of school-wide prospects and inspecting student behavioral facts. The secondary level (Tier 2) comprises the use of methodical and serious behavior approaches for at hazard students, whereas the tertiary level (Tier 3) integrates wraparound interferences for youth and relations in disaster. By all stages of execution, PBIS takes in the use of evidence-based behavioral performs and planned and unceasing data-based decision making exclusive schools (Sugai & Horner, 2006) [53]. The PBIS framework is a "positive, system-level technique that maintains schools too effectively and proficiently repairs student behavior" (Simonsen *et al*., 2008) [47]. As this is a plan, it can be a model for individual schools by taking them to select particular outcomes, displays, carry out, and systems that are important for their population. Present randomized, disciplined studies of PBIS execution in elementary schools recognized the enhanced use of PBIS carry out were linked to viewpoints of safety and reading assessment results (Horner *et al*., 2009). Besides, schools that undertook particular school-wide exercises were more positive and welcoming than schools that fixed not (Bradshaw, Koth, Thornton, & Leaf, 2009) [8]. At a similar time, the global victory of the PBIS framework has come into question with the sustained problem of distraction and observed absence of ethnic significance. This qualitative study speaks teacher awareness of using PBIS as positive behavioral functioning among SwIDs in Inclusive classroom settings.

The Key Features of PBIS

Positive behaviors frequently go without gesture, acclaim, or yield. PBIS ponders the whole school setting and prospects for positive behaviors, social ethics, and pleasure of children. PBIS is a procedure of forming practical, school-wide systems that emphasize on avoiding unsuitable behaviors and distinguishing suitable behaviors. Schools that partake in the PBIS procedure pursue to form and endure encouraging school environments by essential, teaching, and strengthening a worldwide fixed of behavioral prospects. The key features of PBIS, containing an emphasis on positive social/ expressive skill development and strengthening for

representing uninterestingly behaviors, are allied with suggested methods to encounter the academic and social/expressive needs of all emerging teenagers, comprising those with expressive and behavioral tasks (Carter, Lane, Pierson, & Glaeser, 2006; U. S. Department of Education, 2016; Wagner & Davis, 2006) [33, 54]. However a majority of the schools that have executed PBIS all over the country are at the basic level, there is encouraging indication that PBIS execution can also enhance student results at the high school level (Bohanon, 2015; Bohanon & Wu, 2014; Bradshaw, Pas, Debnam, & Johnson, 2015; Flannery *et al*., 2014; Flannery, Guest, & Horner, 2010; Freeman *et al*., 2016; Lane, Wehby, Robertson, & Rogers, 2007) [5, 6, 9, 10, 59, 34]. Despite this developing effort, there is a need for examples of how to execute the PBIS multitier plan in the high school setting, covering how to approve social ethics that are linked and increasingly appropriate to the exclusive needs of SwIDs, how to incorporate the progressive errands of the progress from school to occupation, and how to discourse the trials of execution in the secondary school atmosphere. This study and the greater writings designate that a PBIS execution should have the succeeding key features:

- All schools should shape effective systems for handling discipline.
- A variety of behavior provision system must be formed
- Evidence-based performs should be used
- A resilient school supervision system should be erected
- Practice of a multi-tier ideal of service supply
- Conformity of execution should be examined
- Appropriate suitability or ethnically receptiveness should be recognized
- As long as a respectable excellence of life series for the children
- All participants' participation should be preserved
- A team-oriented method to groundwork and execution of interventions and processes.
- A resilient set of behavioral potentials and goals.
- The constant use of data collection and data investigation to enable team and staff decision making.
- Straight, clear teaching of suitable student behavior in the settings where that behavior is predictable.
- A consistent work to reinforce positive student behavior.
- All schools involved in PBIS often screen their progress.

Effective Behavioral Support

Effective Behavioral Support (EBS) is a systems method to refining the competence of schools to launch and undertake the use of real performs for all students. EBS is a group based procedure for systemic problem defining and progress; it is not a vital or boards. The fundamental aim of EBS is to raise the school's competence to discourse efficiently and accurately the behavioral support necessities of all students and educators. The EBS method is started on setting up of a functional school-wide structure of behavior support. EBS is a proposal of a behaviorally-based structure method to improve the capability of schools, family, and societies to propose real atmospheres that improve lifestyle results for all children by forming problem behavior rarer operative, well-organized, and appropriate and favored behavior more valuable. An encouraging method to this problem is the EBS model, which is a system of workout, applied support, and assessment of school discipline and atmosphere. EBS is a manifold system, a whole-school method to talking the problems demonstrated by disorderly students and handling

challenging formulas of student behaviors in inclusive classroom settings.

Applied Behavior Analysis (ABA)

Significantly, all students obtain suitable academic facilities so that they can grasp their prospective as persons and as associates of the broader community. There has been an enduring upsurge in the amount of students appropriate for special education facilities under the description of SwIDs. This upsurge has prepared the education of SwIDs within inclusive classroom settings a main concern for educators and parents. SwIDs are enabled to real evidence-based interferences carried out in the least restrictive environment potential, and if possible in inclusive classroom settings. ABA brings an evidence-based plan for talking about the needs of SwIDs within inclusive classroom settings. ABA and inclusive performs are not only well-suited frameworks; however also influential approaches of hopeful academic progress for SwIDs. In schools, ABA has been used to guide an extensive diversity of effective academic performs in both regular and special education platforms. ABA has constantly been operative in assisting individuals with autism in realizing significant and non-trivial development (NAC Standards Report, 2009). Interventions created on the principles of ABA have been progressive (Hundert, 2009) to initiate situations that support SwIDs as full associates of the schools they appear in. ABA is one of many methods that require to be measured in preparation academic stages. ABA is unique of the three divisions of the discipline of behavior inspection, the other two being the untested consideration of behavior and behaviorism, or the viewpoint of behavior (Cooper, Heron, & Heward, 2007) [12]. As a discipline, ABA can be termed as a logical method to understanding behavior of societal concern. ABA is the arena that relates these ideologies to problems of social significance by method of experiential demo (Baer, Wolf, & Risley, 1968). Inclusive performs are highest enabled when additional supports and facilities are well scheduled, person concentrated, and indication based. The arena of ABA delivers an influential basis of interference strategy, nursing, and exercise to assure that SwIDs obtain extreme advantage from their academic participation in a wide choice of settings, containing the inclusive classroom settings.

Functional Behavioral Assessment and Intervention with SwIDs

FBA can be well-defined as a collection of approaches for getting evidence about antecedents, behaviors, and consequences to regulate the function of behavior, formerly the function of behavior is firm this fact is used to plan involvements to decrease problematic behaviors and to enable positive behavior (Witt, Daly &Noell, 2000) [58]. The submission of functional behavioral assessment (FBA) measures for the determinations of emerging interventions for SwIDs has established substantial courtesy ever since the 1997 agreement of the Persons with Disabilities Education Act (IDEA). To obey the legislature, school areas during the nation were required to create FBA processes and recognize or prepare persons who could means FBAs and recommends behavioral support strategies established on those assessments. More, for students operational at the level requiring FBA and a behavioral sustain strategy; we can undertake that associating with the household would enhance the probability of positive results (Scott & Eber, 2003) [45].

As in any complete assessment procedure, FBA should comprise manifold approaches of evidence composed from various sources (Neilsen & Mcevoy, 2004) [43]. More current studies also deliver experiential support that school-based teams can manner FBAs and progress involvements with investigator support (Kern, Gallagher, Starosta, Hickman, & George, 2006) [30]. Launching procedures in exhausting the FBA practice and emerging positive involvements within the framework of specific schools and areas would benefit to close by the investigation to training gap and deliver children and educators with facts covering the most operative, evidence-based performs obtainable. FBA framework is effectively practiced to promote instant enhancement in the problematic behaviors of SwIDs and to identify the efficacy, competence, and significance of the FBA framework in an inclusive classroom setting.

Conclusion

The constant execution and advanced adaptations of PBIS in inclusive schools is significant and should be fortified, reinforced, and evaluated as a model for enhancing school results and the progress of SwIDs into an independent life. PBIS framework support teachers to distinguish the importance of classroom managing and precautionary school self-control to make the best use of student achievement. It has developed the fundamental instrument to discourse behavior in school settings. These methods are planned to lessen the destructive sound effects of more traditional performs whereas absolutely supporting classroom community, preferred behavior, and enhancing the total school nation. The PBIS resourcefulness has been recognized to be a practical replacement for adjournments and exclusions. Every inclusive educator can reveal upon present performs and execute more humanistic behavioral supports. By taking on the aforesaid approaches and regarding the behavioral multiplicity within the classroom we create to sustain the whole learner. Linking and handling all students with self-esteem, reverence, and love will enhance to be the most operative behavioral sustain for inclusive educators agree to all SwIDs to emphasis on learning. PBIS approaches are serious to provided that all SwIDs with the best learning in inclusive classroom settings.

References

1. Alberto PA, Troutman AC. Applied behavior analysis for teachers. Columbus, OH: Merrill. Bambara, L., Warren, S., & Komisar, S.(1988). The Individualized Curriculum Sequencing Model: Effects on skill acquisition and generalization. Journal of the Association for Persons with Sev, 1990.
2. Ardoin SP, Witt JC, Connell JE, Koenig JL. Application of a three-tiered response to intervention model for instructional planning, decision making, and the identification of children in need of services. Journal of Psychoeducational Assessment. 2005; 23(4):362-380.
3. Bal A, Kozleski EB, Schrader EM, Rodriguez EM, Pelton S. Systemic transformation from the ground–up: Using learning lab to design culturally responsive schoolwide positive behavioral supports. Remedial and Special Education. 2014; 35(6):327-339.
4. Barrett S. Environment and statecraft: The strategy of environmental treaty-making: The strategy of environmental treaty-making. OUP Oxford, 2003.
5. Bohanon FJ, Mrazek AA, Shabana MT, Mims S,

Radhakrishnan GL, Kramer GC, *et al*. Heart rate variability analysis is more sensitive at identifying neonatal sepsis than conventional vital signs. The American Journal of Surgery. 2015; 210(4):661-667.

6. Bohanon H, Wu MJ. Developing buy-in for positive behavior support in secondary settings. Preventing School Failure: Alternative Education for Children and Youth. 2014; 58(4):223-229.

7. Bradshaw CP, Koth CW, Bevans KB, Ialongo N, Leaf PJ. The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. School Psychology Quarterly. 2008; 23(4):462.

8. Bradshaw CP, Koth CW, Thornton LA, Leaf PJ. Altering school climate through school-wide positive behavioral interventions and supports: Findings from a group-randomized effectiveness trial. Prevention science. 2009; 10(2):100.

9. Bradshaw CP, Pas ET, Debnam KJ, Lindstrom Johnson S. A focus on implementation of Positive Behavioral Interventions and Supports (PBIS) in high schools: Associations with bullying and other indicators of school disorder. School Psychology Review. 2015; 44(4):480-498.

10. Brown M, Lowe DG. Automatic panoramic image stitching using invariant features. International journal of computer vision. 2007; 74(1):59-73.

11. Chase JM, Kraft NJ, Smith KG, Vellend M, Inouye BD. Using null models to disentangle variation in community dissimilarity from variation in α-diversity. Ecosphere. 2011; 2(2):1-11.

12. Cooper JO, Heron TE, Heward WL. Applied behavior analysis, 2007.

13. Emerson E, Kiernan C, Alborz A, Reeves D, Mason H, Swarbrick R, *et al*. The prevalence of challenging behaviors: A total population study. Research in developmental disabilities. 2001; 22(1):77-93.

14. Espie CA, Watkins J, Curtice L, Espie A, Duncan R, Ryan JA, *et al*. Psychopathology in people with epilepsy and intellectual disability; an investigation of potential explanatory variables. Journal of Neurology, Neurosurgery & Psychiatry. 2003; 74(11):1485-1492.

15. Fallon LM, O'keeffe BV, Gage NA, Sugai G. Brief report: Assessing attitudes toward culturally and contextually relevant schoolwide positive behavior support strategies. Behavioral Disorders. 2015; 40(4):251-260.

16. Flannery KB, Fenning P, Kato MM, McIntosh K. Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. School Psychology Quarterly. 2014; 29(2):111.

17. Goodman-Scott E, Carlisle R. School counselors' roles in creating and implementing social stories to serve students with autism spectrum disorder. Professional School Counseling. 2014; 18(1):2156759X0001800108.

18. Greflund S, McIntosh K, Mercer SH, May SL. Examining disproportionality in school discipline for Aboriginal students in schools implementing PBIS. Canadian Journal of School Psychology. 2014; 29(3):213-235.

19. Horner RH, Sugai G, Todd AW, Lewis-Palmer T. School-wide positive behavior support. Individualized supports for students with problem behaviors: Designing positive behavior plans. 2005; 359:390.

20. Harrower JK, Dunlap G. Including children with autism in general education classrooms: A review of effective strategies. Behavior modification. 2001; 25(5):762-784.

21. Hastings RP, Brown T. Behavior problems of children with autism, parental self-efficacy, and mental health. American journal on mental retardation. 2002; 107(3):222-232.

22. Horner RH, Sugai G. School-wide PBIS: An example of applied behavior analysis implemented at a scale of social importance. Behavior Analysis in Practice. 2015; 8(1):80-85.

23. Horner RH, Sugai G, Anderson CM. Examining the evidence base for school-wide positive behavior support. Focus on exceptional children, 2010, 42(8).

24. Hundert J, van Delft S. Teaching children with autism spectrum disorders to answer inferential "why" questions. Focus on Autism and Other Developmental Disabilities. 2009; 24(2):67-76.

25. Hutley S, Director AE. NAC, 2009.

26. Jovanova NC, Radojichikj DD. Наташа Чичевска-Јованова Даниела Димитрова-Радојичиќ Институт за дефектологија, Филозофски факултет, Скопје. Современото Воспитание И Образование-Состојби, Предизвици И Перспективи–зборник на трудови.

27. Kaiser AP, McIntyre LL. Introduction to special section on evidence-based practices for persons with intellectual and developmental disabilities. American Journal on Intellectual and Developmental Disabilities. 2010; 115(5):357-363.

28. Kauffman JM, Lloyd JW, McGee KA. Adaptive and maladaptive behavior: Teachers' attitudes and their technical assistance needs. The Journal of Special Education. 1989; 23(2):185-200.

29. Kerr F. After Aquinas: versions of thomism. John Wiley & Sons, 2008.

30. Kern L, Gallagher P, Starosta K, Hickman W, George M. Longitudinal outcomes of functional behavioral assessment-based intervention. Journal of Positive Behavior Interventions. 2006; 8(2):67-78.

31. Kincaid D, Childs K, Blasé KA, Wallace F. Identifying barriers and facilitators in implementing schoolwide positive behavior support. Journal of Positive Behavior Interventions. 2007; 9(3):174-184.

32. Kishore GK, Pande S, Podile AR. Chitin-supplemented foliar application of Serratia marcescens GPS 5 improves control of late leaf spot disease of groundnut by activating defence-related enzymes. Journal of Phytopathology. 2005; 153(3):169-173.

33. Lane KL, Carter EW, Pierson MR, Glaeser BC. Academic, social, and behavioral characteristics of high school students with emotional disturbances or learning disabilities. Journal of emotional and behavioral disorders. 2006; 14(2):108-117.

34. Lane KL, Wehby JH, Robertson EJ, Rogers LA. How do different types of high school students respond to schoolwide positive behavior support programs? Characteristics and responsiveness of teacher-identified students. Journal of Emotional and Behavioral Disorders. 2007; 15(1):3-20.

35. Leone PE, Christle CA, Nelson CM, Skiba R, Frey A, Jolivette K. School failure, race, and disability: Promoting positive outcomes, decreasing vulnerability

for involvement with the juvenile delinquency system. EDJJ: The National Center on Education, Disability, and Juvenile Justice, 2003, 1-46.

36. Lewis TJ, McIntosh K, Simonsen B, Mitchell BS, Hatton HL. Schoolwide systems of positive behavior support: Implications for students at risk and with emotional/behavioral disorders. AERA Open. 2017; 3(2):2332858417711428.

37. Lewis TJ, Jones SE, Horner RH, Sugai G. School-wide positive behavior support and students with emotional/behavioral disorders: Implications for prevention, identification and intervention. Exceptionality. 2010; 18(2):82-93.

38. Lohrmann S, Martin SD, Patil S. External and internal coaches' perspectives about overcoming barriers to universal interventions. Journal of positive behavior interventions. 2013; 15(1):26-38.

39. Lohrmann S, Forman S, Martin S, Palmieri M. Understanding school personnel's resistance to adopting schoolwide positive behavior support at a universal level of intervention. Journal of Positive Behavior Interventions. 2008; 10(4):256-269.

40. Massar SA, Lim J, Sasmita K, Chee MW. Rewards boost sustained attention through higher effort: A value-based decision making approach. Biological Psychology. 2016; 120:21-27.

41. McCurdy BL, Mannella MC, Eldridge N. Positive behavior support in urban schools: Can we prevent the escalation of antisocial behavior?. Journal of Positive Behavior Interventions. 2003; 5(3):158-170.

42. Myrbakk E, Von Tetzchner S. The prevalence of behavior problems among people with intellectual disability living in community settings. Journal of Mental Health Research in Intellectual Disabilities. 2008; 1(3):205-222.

43. Neilsen SL, Mcevoy MA. Functional behavioral assessment in early education settings. Journal of Early Intervention. 2004; 26(2):115-131.

44. Rojahn J, Rowe EW, Sharber AC, Hastings R, Matson JL, Didden R, *et al*. The Behavior Problems Inventory-Short Form for individuals with intellectual disabilities: Part I: development and provisional clinical reference data. Journal of Intellectual Disability Research. 2012; 56(5):527-545.

45. Scott TM, Eber L. Functional assessment and wraparound as systemic school processes: Primary, secondary, and tertiary systems examples. Journal of Positive Behavior Interventions. 2003; 5(3):131-143.

46. Simonsen B, Eber L, Black AC, Sugai G, Lewandowski H, Sims B, Myers D. Illinois statewide positive behavioral interventions and supports: Evolution and impact on student outcomes across years. Journal of Positive Behavior Interventions. 2012; 14(1):5-16.

47. Simonsen B, Fairbanks S, Briesch A, Myers D, Sugai G. Evidence-based practices in classroom management: Considerations for research to practice. Education and treatment of children, 2008, 351-380.

48. Smith KR, Matson JL. Social skills: Differences among adults with intellectual disabilities, co-morbid autism spectrum disorders and epilepsy. Research in developmental disabilities. 2010; 31(6):1366-1372.

49. Sugai G, Horner RH. Introduction to the special series on positive behavior support in schools, 2002.

50. Sugai G, O'Keeffe BV, Fallon LM. A contextual consideration of culture and school-wide positive behavior support. Journal of Positive Behavior Interventions. 2012; 14(4):197-208.

51. Sugai G, Horner RH. Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. Exceptionality. 2009; 17(4):223-237.

52. Walker A. (Ed.). The new generational contract: intergenerational relations, old age and welfare. Psychology Press, 1996.

53. Sugai G, Horner RR. A promising approach for expanding and sustaining school-wide positive behavior support. School psychology review. 2006; 35(2):245-259.

54. Wagner M, Davis M. How are we preparing students with emotional disturbances for the transition to young adulthood? Findings from the National Longitudinal Transition Study-2. Journal of Emotional and behavioral disorders. 2006; 14(2):86-98.

55. Walker RB. Inside/outside: international relations as political theory. Cambridge University Press, 1993.

56. Welchons LW, McIntyre LL. The transition to kindergarten for children with and without disabilities: An investigation of parent and teacher concerns and involvement. Topics in Early Childhood Special Education. 2015; 35(1):52-62.

57. Wexler DB. Putting mental health into mental health law. Law and Human Behavior. 1992; 16(1):27-38.

58. Witt JC, EJ Daly. Ill, & Noell GH. Functional assessments: A step-by-step guide to solving academic and behavior problems. Longmont, CO: Sopris West, 2000.

59. Wu J, Zhang C, Xue T, Freeman B, Tenenbaum J. Learning a probabilistic latent space of object shapes via 3d generative-adversarial modeling. In Advances in neural information processing systems, 2016, 82-90.

60. Zins JE, Ponti CR. Best practices in school-based consultation. Best practices in school psychology-II, 1990, 673-694.

61. Zurkowski JK, Kelly PS, Griswold DE. Discipline and IDEA 1997: Instituting a new balance. Intervention in School and Clinic. 1998; 34(1):3-9.