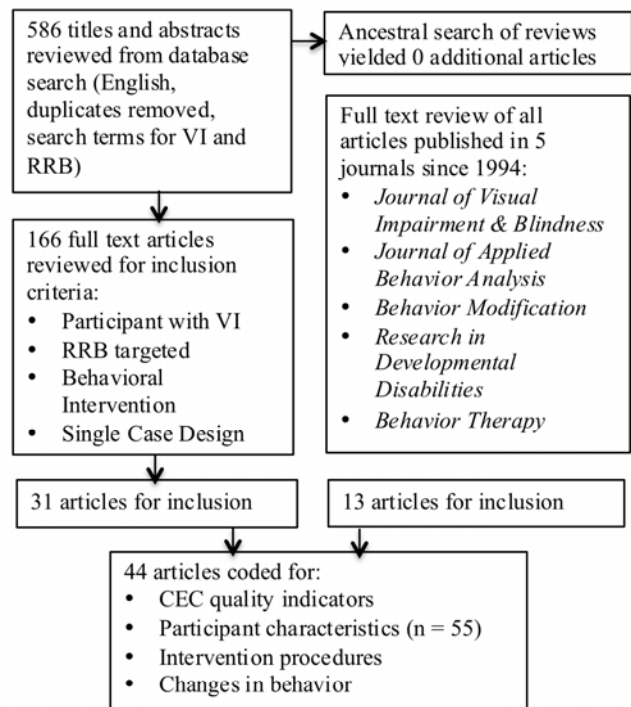


Behavioral Interventions to Reduce Restricted or Repetitive Behavior of Learners with Visual Impairment

Is there sufficient high quality research to a specific behavioral strategy is an *evidence-based practice* for decreasing RRB for students with visual impairment? Specifically, do the research studies that have been published meet the Council for Exceptional Children's (CEC) criteria for high-quality research, and does the body of research meet CEC's criteria for an evidence-based practice across studies (CEC, 2014)?

Multiple theories to explain the presence of stereotyped behavior have been explicated, but have not been definitively and empirically substantiated.

- Compensation for sensory and/or social deprivation (positive reinforcement)
- Regulatory function in response to overstimulation and/or anxiety (negative reinforcement)



Next Steps: Multi-level Modeling to synthesize treatment effects and conduct a component analysis of response to treatment variables

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