

Book Review: Positive Behavioral Supports for the Classroom

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Abstract

Positive Behavioral Supports for the Classroom is edited by Brenda Kay Scheuermann and Judy Ann Hall. Scheuermann is a professor in the Special Education department of Texas State University. Hall is the other editor. She is also an educator. The book was published first in 2008, second in 2012, and third in 2016 by PEARSON. The book has 338 pages. The ISBNs of the book for different versions are; Loose Leaf Version ISBN 10: 0-13-380481-X, ISBN 13: 978-0-13-380481-2, E-text ISBN 10: 0-13-395883-3, ISBN 13: 978-0-13-395883-6.

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Problem behaviors that occur in the classroom environment are one of the most important issues that almost all educators have to overcome. By using positive behavior interventions and supports, the frequency of appropriate behaviors can be increased while problem behaviors can be reduced (George, 2018). There are many studies proving the effectiveness of positive behavioral interventions and techniques (Arslan & Burke, 2021; Feuerborn et al., 2018; Gagnon et al., 2018; Gage et al., 2018; Kennedy & King, 2019). Every teacher should know these interventions and techniques. In addition, it is necessary to know the causes of problem behaviors.

With positive behavioral support strategies, student behaviors can be handled on a school or classroom scale, as well as individually (Gage et al., 2018; Öğülmüş & Vuran, 2016). Individual interventions are more prominent in the design of prevention and behavior interventions in the classroom environment of teachers. Teachers' knowledge of how to plan and implement effective responses to behavior problems in the classroom environment ensures that learning environments are more efficient and prevents unnecessary time losses. Teachers have to know some theoretical knowledge in behavior management. Determining which intervention method will be used in which problem behavior can only be achieved by gaining certain information.

Review of the Book

The book is divided into 4 main sections. PART I, Foundations of Behavior Management and Positive Behavior Interventions (Chapter 1, 2) and Supports, PART II Creating a Proactive Learning Environment (Chapter 3, 4, 5, 6), PART III Assessment and Monitoring (Chapter 7, 8) and PART IV Targeted and Tertiary-Level Interventions and Supports (Chapter 9, 10, 11, 12).

Chapter 1 Introduction to Behavior Management and Positive Behavior Interventions and Supports explain; the common types of school-based challenging behaviors, teachers' function in students' classroom behaviors, the diversity found in today's classrooms and explain the implications of this diversity for behavior management, traditional disciplinary methods and the concerns associated with those methods, positive behavior interventions and supports, response to intervention and how this concept relates to positive behavior interventions and supports and the nine Behavior Assumptions that form the foundation for managing behavior in school settings.

Chapter 2 Theoretical Models to Explain Challenging Behavior Through Universal-Level Supports and Interventions explain; the major theories of behavior and the research base and usefulness of each theory for teachers, the basic assumptions and principles of the behavioral model, applied behavior analysis (ABA) and the

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relationship between ABA and positive behavior interventions and supports, antecedent, skill deficit, and consequence explanations for inappropriate behavior.

Chapter 3 Preventing Challenging Behavior Through Schoolwide Positive Behavior Interventions and Supports explain; schoolwide positive behavioral interventions and supports (SW-PBIS), including the rationale for schoolwide PBIS and its philosophy, the critical attributes of SW-PBIS systems, research support for SW-PBIS, examples of the essential features of SW-PBIS, including universal and targeted levels, the steps for planning and implementing an SW-PBIS program, the assessment and monitoring methods for universal and targeted levels.

Chapter 4 Preventing Challenging Behavior Through Rules and Procedures explain; a rationale for having clear rules and procedures for your classroom, rules and procedures for your classroom, examples of types of reminders, teaching rules and procedures, strategies for accommodating the diverse learning needs of students with severe disabilities when teaching and implementing rules and procedures, strategies for communicating with families regarding classroom management.

Chapter 5 Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization explain; the importance of careful attention to scheduling, climate, and organization as an essential component in preventing classroom behavior management problems, research that relates to scheduling, climate, and organization, the steps for developing your schedule and strategies for creating effective schedules, ideas for creating a classroom climate that is positive and conducive to learning, organizing your classroom in order to address scheduling needs and climate.

Chapter 6 Preventing Challenging Behavior Through High-Quality Instruction explain; the learning characteristics of successful students and students with learning and behavioral difficulties, defining and sequencing the stages of learning, the instructional arrangements and activities that are recommended for students with learning and behavioral disabilities, using the acronym SCORE CHAMPS to develop teaching practices that encourage higher levels of appropriate behavior and learning, the types of instructional activities that typically occur in classrooms, as well as common problems encountered and solutions for each

Chapter 7 Preventing Challenging Behavior Through Behavioral Monitoring explain; the strategies for collecting six types of data: event, interval, time sampling, duration, latency, and permanent products, collecting data to monitor target behaviors and replacement behaviors, converting the raw data when necessary, constructing a graph to provide a visual display of the data, interpreting the data and make intervention decisions founded on the data.

Chapter 8 Determining the Reasons for Challenging Behavior Through Functional Assessment explain; functional behavioral assessment (FBA) and the legal requirements for FBA, distinguishing between functional analysis and functional assessment, indirect and direct assessment methods of data collection to help identify when, where, and why challenging behavior occurs, using the results of FBA to develop behavioral intervention plans (BIPs), the potential problems with and cautions regarding FBA.

Chapter 9 Providing Support Through Social Skills Instruction explain; the types of socialization problems and strategies for remediating each type of problem, social skills interventions for universal-level and targeted and/or tertiary levels of schoolwide positive behavioral interventions and supports (PBIS), criteria for choosing a social skills curriculum, facilitating the generalization of social skills.

Chapter 10 Preventing Challenging Behavior Through Reinforcement: Introduction to Reinforcement explain; reinforcement terminology and give examples of positive reinforcement, primary reinforcer, secondary reinforcer, pairing, negative reinforcement, reinforcement schedules, and thinning, providing rationales for using reinforcement and for rebuttals of those who argue against the use of reinforcement in school, using reinforcement, the steps used in problem solving when reinforcement contingencies fail to produce the desired outcomes.

Chapter 11 Preventing Challenging Behavior Through Specific Reinforcement Applications explain; defining the Premack Principle, developing and implementing token systems, developing and implementing contracts, stimulus control and establishing it, three types of group reinforcement systems and give examples of applications for each, five types of self-management techniques.

Chapter 12 Managing Challenging Behaviors by Using Behavior Reductive Interventions explain; defining nonpunishment and punishment techniques, IDEA'S disciplinary provisions and zero-tolerance policies, zero tolerance and describe the problems that arise when zero-tolerance policies are applied, the guidelines for judicious and ethical use of behavior reductive interventions, the hierarchy of behavior reductive strategies: a. Differential reinforcement b. Extinction c. Response cost d. Time-out e. Presentation of aversive stimuli, implementing each strategy correctly and ethically, and explain which strategies conform to a PBIS philosophy and which do not.

Conclusion

Every teacher may encounter some undesirable situations, events or problem behaviors from time to time in the classroom environment. This book contains the necessary knowledge and experience to be prepared to overcome them and to know what to do. It is expected that this book, which contains practical information and example situations that can be applied easily, will contribute to the classroom management of special educators and other field teachers and graduate students. The pattern of the book, which combines theory and practice, is enriched with evidence-based interventions. In addition, the fact that experiences on preventing problem behaviors in the classroom environment are included in the book will also prevent unnecessary loss of time and energy, as it will facilitate the work of teachers in preventing problem behaviors before they occur..

Compliance with Ethical Standards

Ethical Standards

All study procedures involving human participants followed institutional and/or national research committee ethical standards and the 1964 Helsinki declaration and its later amendments or comparable ethical standards. This study did not require Ethics Board approval because it does not involve human or animal subjects.

Author Contributions

The authors developed the concept for this manuscript, carried out the literature review, wrote the manuscript, and proofread it.



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