Behavior Management

Principles and Practices of Positive Behavioral Interventions and Supports
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Principles and Practices of Positive Behavioral Interventions and Supports

FOURTH EDITION

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Tennessee Tech University, late of
This book is dedicated to the memory of my dear friend and colleague Dr. David Dean Richey, who sadly left this earth much too soon, but who in his time here made a lasting and significant impact on the lives of so many; to my wife Karen for her ongoing support; and to my children Ben, Alli, and John who inspire me.

JJW
About the Authors

**John J. Wheeler, Ph.D.**, is currently Professor of Special Education at East Tennessee State University. Dr. Wheeler has served in many roles during his 35-year career including service as a special education teacher, professor, researcher, associate dean, and dean. His career has focused on the provision of technical assistance, program development, and research in the delivery of positive behavioral interventions and supports to children with autism spectrum disorder and other developmental disabilities in rural and underserved areas.

**David Dean Richey, Ph.D. (1943–2014). Dr. Richey** received his Ph.D. in 1974 from the University of North Carolina–Chapel Hill and had many professional roles while at Tennessee Tech University, including Professor, Associate Dean, and Interim Dean of the College of Education. He worked tirelessly for the care and well-being of young children with special needs and their families, specifically in his pivotal role in the establishment of Tennessee’s Early Intervention System in the Upper Cumberland region of Tennessee. Dr. Richey was a devoted husband to his wife Linda; father to Patrick, Amy, Amanda, Hicham, Adam, and Gervan; and active grandfather to Noor, Lena, and Kaja. He was also a compassionate advocate for families and children, a mentor to countless students, a scholar, and a prolific gardener.
Welcome to the fourth edition of Behavior Management: Principles and Practices of Positive Behavioral Interventions and Supports. I am delighted that you have selected this text, as it represents a new and revised edition designed to assist in the preparation of undergraduate and graduate students in positive behavioral interventions and supports (PBIS). The content of this text is intended to provide an overview of both the principles that undergird PBIS as a philosophy of practice and the practical applications of PBIS as a proactive approach in promoting optimal behavior across schoolwide, classroom, and individual levels.

There has been significant progress in the development of PBIS since its inception in 1997. The reauthorization of IDEA in 2004 clearly mandated the use of PBIS as an evidence-based practice aimed at proactively addressing challenging behavior in students with disabilities. This progress can be measured in the growing number of professionals and schools using PBIS across primary, secondary, and tertiary levels. In fact, the National Technical Assistance Center on Positive Behavioral Interventions and Supports (2017) reports that 23,363 schools nationally are implementing PBIS. A central focus of this text is the application of this evidence-based practice with learners of all ages and abilities across learning environments. PBIS has been demonstrated to be a viable technology for improving the quality of educational experience for all persons within the school community. It is our hope that this text will help meet your professional development needs in the area of PBIS.

NEW TO THIS EDITION

A new edition implies new content, and we have made it our goal to better address the needs of readers through the addition of new material based in the research literature to reflect current practices in the field of PBIS. Teachers and school administrators continue to express that one of their greatest concerns is how to proactively address the behavior of students both in terms of prevention and also when students need extensive tertiary support for more severe behavioral challenges. This ongoing need, coupled with the increasing levels of performance evaluation required of teachers, speaks to the need for professionals to better understand how PBIS can be fully used to provide behavioral and educational supports to all learners.

In this edition, you will find:

- Student vignettes throughout the text that will provide applied illustrations of how PBIS can be employed across the continuum of age(s) and abilities and at primary, secondary, and tertiary levels
- Information about response to intervention (RtI) and how RtI and PBIS can complement one another in the delivery of behavioral and educational supports to learners
PREFACE

- Expanded focus on prevention of challenging behavior through effective instructional strategies
- Examination of the applications of PBIS within classrooms, including practical strategies for how to collect functional behavior assessment (FBA) data within classroom settings and how to teach replacement behaviors
- An increased emphasis on evaluating student performance, including student progress monitoring and the application of single-case designs in the classroom as a tool for monitoring student performance
- Practical applications for developing behavior support plans (BSPs)
- Explanation of the role of reinforcement across schoolwide, classroom, and tertiary levels of PBIS
- An expanded emphasis on schoolwide PBIS and how it can be applied towards preventing and minimizing challenging behavior
- Recognition of the importance of self-determination and how PBIS can be a tool for promoting self-determination and improving the quality of life for all students
- Updated information and references on PBIS and how this evolving evidence-based practice can be applied across multiple tiers with all learners as a proactive means of promoting meaningful educational and behavioral outcomes

These changes within the text are aimed at providing you with up-to-date and relevant material on PBIS and the application of these principles within educational settings.

ACKNOWLEDGMENTS

This edition represents a departure from our previous work in that I flew this mission solo, but I was inspired along the way by my creative memory of Dr. Richey’s vast influence in my life as a friend and colleague. I would like to sincerely thank all of our colleagues at Pearson who have provided us with continued support and direction on this project. A special thank you to Kevin Davis, editor, who has provided me with guidance and leadership throughout this creative process; Janelle Rogers, program manager, for helping me shepherd the project to completion. I would also like to thank the reviewers who shared their expertise in providing us with guidance in the development of the text: Paulette Walter, Ph.D., University of North Texas at Dallas; Grace Francis, George Mason University; and Kelly Kathleen Metz, University of Southern Mississippi.

And, finally, my heartfelt thanks to my family, for their continued love and support and encouragement that made the completion of this text possible.
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