



# Behavior Support, Third Edition (Teachers' Guides)

By Linda M. Bambara Ed.D., Rachel Janney Ph.D., Martha E. Snell Ph.D.

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**Behavior Support, Third Edition (Teachers' Guides)** By Linda M. Bambara Ed.D., Rachel Janney Ph.D., Martha E. Snell Ph.D.

The revised and expanded edition of a popular book trusted in classrooms across the country, *Behavior Support* is **your guide to implementing effective positive behavior support (PBS)**—both in the classroom and across an entire school. You'll get explicit, research-based strategies for implementing the three tiers of PBS:

1. universal, school-wide interventions;
2. selected interventions with students exhibiting risk behaviors; and
3. specialized interventions with students who need intensive, individualized help.

Packed with **updated strategies on hot topics, redesigned forms, and the newest research on multitiered systems of support**, this new edition will help you support positive changes in your students' behavior—so you can keep the focus on *learning*. (Ideal for both in-service teacher training and college and university courses!)

## RESEARCH-BASED STRATEGIES FOR HELPING STUDENTS:

- Stop challenging behavior before it starts
- Improve communication, social, and self-control skills
- Form positive, respectful relationships with classmates, teachers, and other community members
- Take a more active part in their school, classroom, and community

**WHAT'S NEW:** More research and strategies on key topics, including **bullying prevention, safe and responsive school climates, functional assessment, and individual student interventions**. You'll also get more explicit step-by-step instructions, new case examples, tips on sustaining PBS in your school,

redesigned forms that are practical and easy to use, and focusing questions for each chapter that highlight key takeaways.

This revised and expanded edition is your guide to implementing effective positive behavior support. Includes more on bullying prevention, safe and responsive school climates, and functional behavior analysis.

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## **Editorial Review**

### Review

“A great resource for teachers and colleagues who are invested in effectively educating students with learning and behavior problems in inclusive settings.”

(Tim Knoster, Ed.D.)

### About the Author

**Linda M. Bambara, Ed.D.**, is a professor and program director of special education at Lehigh University, where she also directed two university field-based programs serving adults and transition-age youth with developmental disabilities and autism to participate in inclusive community settings. She has been involved with individuals with disabilities for more than 35 years as a teacher, teacher trainer, advocate, researcher, and director of research and training projects. As a productive author, she has published numerous books, chapters, and articles, including three additional books on positive behavior support. She has served on national boards of professional organizations such as TASH, the Association for Positive Behavior Support, and the editorial boards of six journals. She is former Editor-In-Chief of *Research and Practice for Persons with Severe Disabilities*.

**Rachel Janney, Ph.D.**, is an independent scholar and consultant who has worked with and on behalf of children and adults with disabilities in a number of capacities, including special education teacher, educational and behavioral consultant, technical assistance provider, teacher educator, researcher, and author. For a number of years, she was a professor in the School of Teacher Education and Leadership at Radford University in Virginia, where she taught courses and supervised student teachers in the special education program, specializing in the inclusion of students with extensive learning and behavior support needs. Dr. Janney received her master's degree from Syracuse University and her doctorate from the University of Nebraska—Lincoln.

**Martha E. Snell, Ph.D.**, Professor Emeritus, Special Education, Curry School of Education, University of Virginia, 405 Emmet Street, Charlottesville Virginia 22904

Dr. Martha Snell is a Professor Emeritus of Special Education at the Curry School of Education, University of Virginia where she directed the teacher preparation program in severe disabilities for 30 years. With others, she has authored a number of books on teaching methods and the definition of intellectual disability and has been an active member of TASH and the American Association for Individuals with Intellectual and Developmental Disabilities. She directed both federal and state grants directed toward the preparation of teachers and research with individuals having intellectual disability and autism and their teachers; more recently her research has concerned Head Start classrooms and young children at risk. Her research topics

have encompassed the inclusion of students with disabilities in general education classrooms, effective teaching strategies, communication intervention, and positive behavior support for problem behavior.

**Raquel M. Burns, M.Ed.**, is a doctoral student at Lehigh University. She worked with Linda Bambara for 4 years as a lead program coordinator for one of Lehigh's field-based programs, where she coordinated supports for adults with developmental and intellectual disabilities in community settings in the areas of choice making, community integration, relationships and social network building, daily living skills, and self-determination. She also supervised the field training experiences of master's students specializing in special education in the areas of systematic data collection, social integration and long-term natural supports and relationships, and positive behavior supports in community settings. Ms. Burns currently works as Assistant Director for a nonprofit community supports program for individuals with disabilities.

**Dolly Singley, M.Ed.**, is a doctoral student at Lehigh University. Ms. Singley worked closely with Linda Bambara for 7 years as a project coordinator for one of Lehigh's field-based programs, working with transition-age youth and adults with developmental and intellectual disabilities to provide them with meaningful inclusive community experiences, such as employment and postsecondary education. As project coordinator, she trained master-level students in special education on how to design and implement community-based instruction, positive behavior supports in community settings, and social skills instruction in natural environments. Ms. Singley currently works as a disability support specialist at Cedar Crest College.

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