



## **Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings, Pearson eText with Loose-Leaf Version -- Access Card Package (4th Edition)**

*By Lynette K. Chandler, Carol M. Dahlquist*

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**This title is only available as a loose-leaf version with Pearson eText.**

This comprehensive, practical book provides guidelines, strategies, and procedures for preventing and addressing challenging behavior in school settings. The authors take theoretical and often technical information and present it in an easily understood, applicable manner. The functional assessment and intervention model described in the book is a positive and proactive, team-based approach that has been used to prevent and remediate challenging behavior in school, community, and home settings. Readers learn how to conduct behavior assessment that helps them identify the variables that set the occasion for challenging behavior to occur, and that supports challenging behavior after it has occurred. Assessment information is then used to identify the function of challenging behavior and to develop positive interventions that address it, and that teach and support appropriate behaviors to replace challenging behavior.

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## **Editorial Review**

From the Back Cover

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This new edition features:

- **NEW! To enhance affordability and portability** this exciting new assessment text is available as a Pearson eText. With the eText students can easily take and share notes, highlight, and search for key concepts.
- **NEW! A new section addresses classroom management strategies** to prevent challenging behavior and promote appropriate behavior. (Ch. 2)
- **NEW! An expanded focus on strategies to prevent the development or occurrence of challenging behavior.**
- **NEW! Additional strategies to address the various functions of challenging behavior**, plus descriptions of recent research to support those strategies
- **NEW! A new section on effective instructional strategies.**
- **NEW! An overview of the multi-tiered Response to Intervention (RtI) framework.**
- **NEW! Expanded information on Positive Behavior Support and school wide applications.**

About the Author

**Lynette Chandler** is a professor and Program Coordinator for Special Education in the Department of Special and Early Education at Northern Illinois University. Lynette has over thirty years of experience working with individuals with disabilities and challenging behaviors in school and community settings. Her areas of expertise are applied behavior analysis and early childhood special education. She has numerous publications in professional journals, books chapters, on-line webinars, and presentations in the areas of Response to Intervention, Functional Assessment and Positive Behavior Interventions, social skills, early childhood transitions, and early literacy. Lynette is a past president of the International Division for Early Childhood of the Council for Exceptional Children and she provides consultation to schools and community-based programs regarding functional assessment and positive behavior interventions, early literacy, and Response to Intervention.

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