

Conducting School-Based Functional Behavioral Assessments, Second Edition: A Practitioner's Guide (Guilford Practical Intervention in the Schools)

By Mark W. Steege, T. Steuart Watson

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Explaining the "whats," "whys," and "how-tos" of functional behavioral assessment, this practical and engaging book is packed with real-world tools and examples. Effective procedures are presented for evaluating challenging behavior in K–12 students, organizing assessment data, and using the results to craft individualized behavior support plans. The authors draw on extensive school-based experience to provide sample reports, decision trees, and reproducible checklists and forms—all in a large-size format with lay-flat binding to facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials.

This book is in The Guilford Practical Intervention in the Schools Series.

New to This Edition
*Revised throughout to reflect significant advances in the field.
*Provides an updated conceptual model for understanding behavior.
*Three new chapters cover brief functional analysis, behavior-analytic problem solving, and direct behavioral consultation.
*Fully updated coverage of legal issues under IDEIA.
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Editorial Review

Review

"We are in the process of redesigning our Functional Behavioral Assessment graduate course to incorporate *Conducting School-Based Functional Behavioral Assessments, Second Edition*, in conjunction with Crone, Horner, and Hawken's *Responding to Problem Behavior in Schools, Second Edition*. Our learners will use these texts and supplemental case studies to find solutions to problem behaviors in K-12 students."--Alan W. Brue, PhD, NCSP, Harold Abel School of Social and Behavioral Sciences, Capella University

"This book is a 'must read' for practitioners responsible for conducting and evaluating functional behavior assessments in schools. Readers are provided with a practical, step-by-step guide for each stage of the functional behavior assessment process, from teacher interviews to intervention development. The book also includes a systematic method for evaluating the integrity of a functional behavior assessment. The addition of a chapter on brief functional analyses provides a substantial expansion from the prior edition."--Brad A. Dufrene, PhD, Department of Psychology, University of Southern Mississippi

"I have assigned the first edition of this text in my graduate courses for the past 4 years. Students have commented on how helpful it is for learning FBA procedures and applying them in their field sites. Alumni also report returning to the book when they are practicing in the field. I am eager to share the updated second edition with my students."--Jessica Blom-Hoffman, PhD, Department of Counseling and Applied Educational Psychology, Northeastern University

"This comprehensive guide for school psychologists and behavior analysts addresses a wide range of critical topics. The authors' commitment to sharing strategies for brief as well as more intensive approaches is critical to school settings that may lack resources and personnel for conducting FBAs. I really appreciate the wealth of information in this book."--Don Kincaid, EdD, Florida Positive Behavior Support Project, University of South Florida

"Steege and Watson successfully meet their goal of helping school-based practitioners conduct FBAs that are both legally defensible and grounded in best practices. The authors clearly and concisely explain the principles of functional behavioral assessment, the research base supporting its use in the school setting, and practitioners' obligations under IDEA. The inclusion of numerous case examples, sample reports, and practical tools makes this second edition a valuable resource for current practitioners and students alike."--Marie C. McGrath, PhD, Department of Graduate Psychology, Immaculata University

"I like this book and plan to use it in my Positive Behavior Support class. It offers comprehensive, A-to-Z coverage of FBA and its role in providing function-based supports to students whose behavior impedes their responsiveness to educational interventions. It is written in a colorful, lighthearted style, with lots of examples and useful forms. I recommend this book to anyone who teaches preservice classes on FBA or provides ongoing professional development to master's-level classroom teachers."--Wayne Sailor, PhD, Department of Special Education and Associate Director, Beach Center on Disability, University of Kansas

About the Author

Mark W. Steege, PhD, is Professor of School Psychology at the University of Southern Maine. Dr. Steege completed his graduate training in school psychology at the University of Iowa in 1986. He is a licensed psychologist, nationally certified school psychologist, and board-certified behavior analyst. He has written numerous original research articles, book chapters, and two books on functional behavioral assessment. Dr. Steege has served several terms as a member of the editorial boards of the *Journal of Applied Behavior Analysis* and *School Psychology Review* and is presently associate editor of the *Journal of Evidence-Based Practices for School*s. His primary research interests are the application of applied behavior analysis in the assessment and treatment of interfering behaviors with persons with developmental disabilities.

T. Steuart Watson, PhD, is Professor and Chair of the Department of Educational Psychology at Miami University in Oxford, Ohio. Dr. Watson graduated from the University of Nebraska-Lincoln in 1991, with a doctorate in school psychology and a minor in applied behavior analysis. He was awarded the Lightner Witmer Award from Division 16 of the American Psychological Association for outstanding research contributions by a young scholar. Dr. Watson is coeditor of the *Journal of Evidence-Based Practices for Schools*. He has written numerous articles, books, and book chapters. His research focuses on evaluating the effects of external reinforcers on motivation, direct behavioral consultation, improving the effectiveness and efficiency of behavioral interventions, promoting treatment integrity, functional assessment methodologies, and investigating the effects of olfactory stimuli on learning.

Users Review

From reader reviews:

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Now a day people who Living in the era exactly where everything reachable by connect with the internet and the resources inside it can be true or not need people to be aware of each data they get. How individuals to be smart in acquiring any information nowadays? Of course the correct answer is reading a book. Studying a book can help folks out of this uncertainty Information mainly this Conducting School-Based Functional Behavioral Assessments, Second Edition: A Practitioner's Guide (Guilford Practical Intervention in the Schools) book because this book offers you rich details and knowledge. Of course the knowledge in this book hundred per-cent guarantees there is no doubt in it everbody knows.

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