

## Book Review

**Title:** *Behavioral Support, 2<sup>nd</sup> Edition*

**Series:** *Teachers' Guides to Inclusive Practices*

**Editors:** Rachel Janney and Martha E. Snell

**Publisher:** Baltimore, MD: Paul H. Brookes, 2008

**Paperback, ISBN:** 1-55766-911-2, 192 pages

**Cost:** \$26.95 USD

**Reviewer:** Mary Shaughnessy

*Behavioral Support, 2<sup>nd</sup> Edition*, is the latest in a series of books in the “Teachers’ Guides to Inclusive Practices” series. Rachel Janney and Martha E. Snell’s affordable guidebook provides educators with realistic and concise ways to implement effective behavioral support, both in the classroom and throughout the entire school.

The book starts with an explanation of the rationale for and the success behind the strategy of “positive behavior support” (PBS). It goes on to include information on how teachers can run school wide or universal interventions; how they can also do selected interventions with specific learners who are exhibiting risky behaviors; and how staff may need to intervene in more specialized ways with students who require intensive, one-to-one help.

*Behavioral Support* includes ready-to-use strategies, and includes many helpful worksheets. One such worksheet outlines sample behavior expectations for different areas of the school, such as hallways, cafeterias, and assemblies. Implementing these tips should help students to improve their communication skills and their self-control skills. Staff can also encourage at-risk students to form better relationships with their peers and teachers by following the authors’ suggestions on how to involve students in the community lives of their schools.

There are only five chapters in this easy-to-read text. These chapters use case studies from real students and real teachers, from the composite “Mountain View Elementary” school. Particularly helpful are the “Student Snapshots,” which give the reader a look at the possible predictors of problem behaviors as well as at the confusion that can arise when classroom expectations are inconsistent.

The book concludes with a lengthy reference list, perhaps useful if one wishes to do further study in the area of behavioral support. The authors also provide appendices with blank forms and resources on behavioral support, so that educators can put the suggested templates to use straight away in their own classrooms.

Janney and Snell use simple language and utilize real-life examples, making their new book a perfect one for teachers and support staff who are beginning to work with students with challenging behaviors. Since the authors urge the creation of school wide support teams, it should also prove to be a good reference book for principals and administrators.

**Mary Shaughnessy** is an Instructor and Faculty Liaison at the Faculty of Education at Queen's University, in Kingston, Ontario. She is currently working towards her Ed.D. from Athabasca University in Alberta. She may be contacted at:  
[mary.shaughnessy@queensu.ca](mailto:mary.shaughnessy@queensu.ca).