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REVIEW

The Teacher's Guide to Behavioral Intervention:

Intervention Strategies for Behavior Problems in the Education Environment

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The first two sections of this book are extremely brief. Chapter I is a page and one third of introduction. Mrs. Wunderlich gives a brief background of the techniques she used to identify behaviors targeted in this book and some rationale for developing the manual. Chapter II is directions for using the manual, if the Behaviors Disorder Identification Scale has been administered. The bulk of the manual is contained in Chapters III and IV.

110 different behaviors are listed in the manual. In Chapter III, they are divided into twelve major categories, such as learning, interpersonal relationships, academic performance, etc. The writer has been provided specific goals and objectives that can be used in IEPs for each of the twelve categories. There are one or more goals for each behavior. Following each goal is a series of objectives that can be implemented to reach the goal. The objectives range from a minimum of four to a maximum of 30. The goals and objectives are written in a manner that makes them very appropriate for IEPs.

Chapter IV takes the same 110 behaviors and lists a series of classroom interventions appropriate for each behavior. The behaviors are organized into twelve broad categories. The first four are the ones that are used as criteria to determine eligibility for severe behavior handicapped or emotionally disturbed services. Those four are:

1. An inability to learn which cannot be explained by intellectual, sensory or health factors.
2. An inability to build and maintain satisfactory interpersonal relationships with peers and tutors.
3. Inappropriate types of fears or behaviors under normal circumstances.
4. A general pervasive mood of unhappiness or depression.

The other eight categories range from a tendency to develop physical symptoms or fears associated with personal or school problems, and concerns related to academic performance.

Each behavior has several interventions listed, usually ten being the minimal number, with some categories having as many as 50 or 60 classroom interventions suggested. Most of the interventions are written in a positive manner, with some task analysis associated with them. However, the interventions do not provide intense remediation appropriate for severely acting out students.

In the appendix, the author has a number of pages which classroom teachers should find helpful. There is one page which gives general suggestions for preventing behavior problems, and another listing

typical methods of modifying academic tasks. There are also such things as a reinforcer menu, examples of contracts and methods of keeping track of classroom points. There is also a suggested parent communication form and a student conference report. Lastly, there is a list of suggested reinforcers for elementary age student and a list of reinforcers identified by secondary age students.

This book is practical, well organized, and user friendly. A special education teacher should find it extremely helpful in writing goals and objectives for behavior problems. There are many interventions listed, which should also prove helpful to regular classroom teachers. Many teachers might find the book worth the \$28 cost, simply to have access to the practical information available in the appendix, ranging from the suggestions for prevention for behavior problems through lists of reinforcers identified by students.

Reviewer:

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