
Functional Assessment And Program Development For Problem Behavior

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Functional Assessment and Program Development for Problem Behavior

A Practical Handbook *Wadsworth Publishing Company*

This new edition of the authors guide to functional assessment procedures includes a variety of strategies for assessing problem behavior situations, and presents a systematic approach for designing behavioral support programs based on those assessments. Professionals and students alike will appreciate the way the authors help readers learn to conduct functional assessments and develop their own intervention programs.

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Functional Assessment for Challenging Behaviors *Springer Science & Business Media*

As the cornerstone of applied behavior analysis, functional assessment is supported by a burgeoning literature that focuses on identification of and interventions for aggressive, self-injurious, and other challenging behaviors. Although the number of research studies continues to grow, full-length volumes on using functional assessment to address these behaviors remain few and far between. Comprehensive in coverage, Functional Assessment for Challenging Behaviors expands the knowledge base by providing information on all aspects of its topic. This unique volume addresses basic questions in salient detail, from types and rates of challenging behaviors to populations that warrant functional assessment. In addition, it examines typical assessment techniques, including interview, scaling, experimental, and in vivo methods. The use of functional assessment in treatment planning – and in combination with other interventions – is covered in depth. An especially timely chapter identifies key ethical and legal concerns in working with challenging behavior populations. Coverage includes: The history of behavior analysis and functional assessment. The nature, prevalence, and characteristics of challenging behaviors. Interview and observation methods in functional assessment and analysis. Experimental functional analysis for challenging

behaviors. Treatment methods commonly used with functional assessment. Using functional assessment in treatment planning. Functional Assessment for Challenging Behaviors is an essential resource for researchers, scientist-practitioners, and graduate students in clinical child and school psychology, pediatric psychiatry and medicine, social work, rehabilitation, and developmental psychology.

Functional Behavioral Assessment and Function-based Intervention

An Effective, Practical Approach *Pearson*

Written by leading authorities in the field, this book presents a complete system for conducting functional behavioral assessments, developing effective interventions, and implementing and monitoring those interventions. It provides a decision-model and detailed explanation of how to develop interventions that are linked directly to the function of the behavior. This text also translates evidence-based practices into concrete steps and activities, and covers topics in the natural order in which key tasks are performed. Functional Behavioral Assessment and Function-Based Intervention uses a consistent format in each chapter that includes expected outcomes, a summary of key steps and activities, and exercises designed to improve mastery, as well as including numerous examples to illustrate important concepts and methods.

Functional Assessment

Strategies to Prevent and Remediate Challenging Behavior in School Settings *Pearson Higher Ed*

Note: This is the loose-leaf version of Functional Assessment and does not include access to the Pearson eText. To order the Pearson eText packaged with the loose-leaf version, use ISBN 0133570851. 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.

Severe Behavior Problems

A Functional Communication Training Approach *Guilford Press*

Problem behaviors often compound the already difficult task of improving the lives of persons with severe disabilities. This important volume, representing the culmination of more than a decade of clinical research, presents the first complete description of the procedures used in Functional Communication Training--a positive approach for reducing severe behavior problems. The procedures described in this book have been validated by numerous empirical studies for use with children, adolescents, and adults who display behaviors as diverse as aggression, self-injury, tantrums, and bizarre, psychotic speech.

Functional Communication Training involves teaching students how to communicate those basic wants and needs that they have previously sought to have fulfilled via their problem behavior. They are taught to replace their challenging behavior with learned communication skills. This book provides the practitioner with step-by-step instructions for implementing this effective approach. A variety of assessment strategies are reviewed and described to assist in determining appropriate interventions. The Motivation Assessment Scale--one device designed to assess the function of problem behavior--is outlined in detail and is accompanied with guidelines for its administration and interpretation. Communication training is then detailed and illustrated using speech, sign language, and augmentative systems as examples. Numerous case examples throughout illuminate both the assessment and intervention strategies. Providing clear direction for ameliorating complex behavior problems, this book will be valued by psychologists, behavior analysts, special educators, and speech and language therapists. It can be used as a text for advanced undergraduate courses on behavior management in psychology and special education, and also serves as supplementary reading for courses on behavior modification or mental retardation/developmental disabilities.

Functional Behavioral Assessment, Diagnosis, and Treatment

A Complete System for Education and Mental Health Settings

This practical book, written for clinician-educators and high-level students, creates a function-based behavioral diagnostic classification system - the first of its kind - as well as treatment protocols that fit such a diagnostic system. Heavily "practitioner-oriented," the book will address the full range of behaviors - aggression, self-injury, stereotypic behavior (repetitive body movements), tantrums, and noncompliance - with real life and hypothetical cases to help clinicians think through the variety of diagnostic and behavioral treatment options.

Functional Assessment for Adults with Disabilities *National Academies Press*

The U.S. Social Security Administration (SSA) provides disability benefits through the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. To receive SSDI or SSI disability benefits, an individual must meet the statutory definition of disability, which is "the inability to engage in any substantial gainful activity [SGA] by reason of any medically determinable physical or mental impairment which can be expected to result in death or which has lasted or can be expected to last for a continuous period of not less than 12 months." SSA uses a five-step sequential process to determine whether an adult applicant meets this definition. Functional Assessment for Adults with Disabilities examines ways to collect information about an individual's physical and mental (cognitive and noncognitive) functional abilities relevant to work requirements. This report discusses the types of information that support findings of limitations in functional abilities relevant to work requirements, and provides findings and conclusions regarding the collection of information and assessment of functional abilities relevant to work requirements.

Multidimensional Functional Assessment of Older Adults

The Duke Older Americans Resources and Services Procedures *Psychology Press*

Reliable, easily administered, and objective ways of assessing the

well-being of the elderly and their use of, and need for, services are rare. The author of this study provides current information on the Multidimensional Functional Assessment of Older Adults (MFAQ) -- the most widely used questionnaire of its type. This volume discusses ways in which the procedure has been used and can be used by clinicians, program evaluators and planners. The book also examines OARS (Older Americans Resources and Services Program) MFAQ and how it permits assessment of the level of functioning in five areas: social, economic, mental health, physical health and self-care. Readers will find detailed and updated information on administration, hand and computer-based scoring, as well as use of the questionnaire.

Functional Assessment and Program Development for Problem Behavior, [ECH Master]

A Practical Handbook

Wetland and Stream Rapid Assessments

Development, Validation, and Application *Academic Press*

Wetland and Stream Rapid Assessments: Development, Validation, and Application describes the scientific and environmental policy background for rapid wetland and stream assessments, how such assessment methods are developed and statistically verified, and how they can be used in environmental decision-making—including wetland and stream permitting. In addition, it provides several case studies of method development and use in various parts of the world. Readers will find guidance on developing and testing such methods, along with examples of how these methods have been used in various programs across North America. Rapid wetland and stream functional assessments are becoming frequently used methods in federal, state and local environmental permitting programs in North America. Many governments are interested in developing new methods or improving existing methods for their own jurisdictions. This book provides an ideal guide to these initiatives. Offers guidance for the use and evaluation of rapid assessments to developers and users of these methods, as well as students of wetland and stream quality. Contains contributions from sources who are successful in academia, industry and government, bringing credibility and relevance to the content. Includes a statistically-based approach to testing the validity of the rapid method, which is very important to the usefulness and defensibility of assessment methods.

Functional Analysis of Problem Behavior

A Practical Assessment Guide *Wadsworth Publishing Company*

Handbook of Positive Behavior Support *Springer Science & Business Media*

A revolution in working with difficult students began during the 1980s, with a dramatic shift away from dependence on simply punishing bad behavior to reinforcing desired, positive behaviors of children in the classroom. With its foundation in applied behavior analysis (ABA), positive behavior support (PBS) is a social ecology approach that continues to play an increasingly integral role in public education as well as mental health and social services nationwide. The Handbook of Positive Behavior Support gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful, dynamic knowledge base - theory, research, and applications. Within its chapters, leading experts, including the primary developers and researchers of PBS: (1) Review the origins,

history, and ethical foundations of positive behavior support. (2) Report on applications of PBS in early childhood and family contexts, from Head Start to foster care to mental health settings to autism treatment programs. (3) Examine school-based PBS used to benefit all students regardless of ability or conduct. (4) Relate schoolwide PBS to wraparound mental health services and the RTI (response to intervention) movement. (5) Provide data and discussion on a variety of topics salient to PBS, including parenting issues, personnel training, high school use, poorly functioning schools, and more. This volume is an essential resource for school-based practitioners as well as clinicians and researchers in clinical child, school, and educational psychology.

Functional Assessment and Remediation of TOTs

Functional Analysis of Problem Behavior

From Effective Assessment to Effective Support *Cengage Learning*

Contains several articles by experts in the fields of special education and psychology. Each article explores the issues, theories, and practices of assessing problem behavior and determining how to use this information. Together, the articles of this text present current advances in the use of functional assessment technology: taking the techniques and strategies of traditional functional analysis and using this information to construct clinical interventions. Three sections focus on the following topics: how functional assessment can be used to intervene effectively and change problem behavior, common procedures for using functional assessment in the preschool and school classroom, and new directions and trends in the field of functional assessment. A thorough and well-researched base of knowledge on problem behavior is provided, and the student learns the many ways in which this behavior may be diagnosed, intervened, and ideally changed.

Functional Assessment and Program Development for Problem Behavior + Coursemate

Functional Behavioral Assessment

A Three-tiered Prevention Model *Sswaa Workshop*

In schools, functional behavioral assessment (FBA) is traditionally applied to special education contexts. This book describes how FBA can improve the behavior of all students using a three-tiered prevention model. It includes forms and case examples to help school social workers maintain their role as important contributors to student outcomes.

Teaching Students with Emotional and Behavioral Disabilities *Plural Publishing*

Teaching Students with Emotional and Behavioral Disabilities provides a comprehensive resource for preservice and in-service educators to teach and support academic, social, and behavioral development. The text focuses on implementation of evidence-based interventions, strategies, and practices. Dedicated chapters address quality service delivery models including individual, classroom, and school-wide supports. In addition, academic intervention chapters concentrate on reading, mathematics, writing, and study skills. Finally, the book includes step-by-step directions for conducting Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), and monitoring student progress. The book will serve as a valuable reference for educators supporting students with challenging behaviors. Key Features: *Case studies written by

PreK-12 practitioners based on their experiences supporting students with emotional and behavioral disorders *Numerous worksheets and examples to support implementation of evidence-based practices *Accessible and consistent format across all chapters *Pedagogical aids reinforce understanding: chapter objectives, key terms, chapter summaries, discussion questions, and lists of additional resources and readings Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

Building Positive Behavior Support Systems in Schools

Functional Behavioral Assessment *Guilford Press*

This indispensable volume presents an up-to-date conceptual model and practical tools for meeting the challenges of severe problem behavior in elementary and middle-school settings. The focus is on developing and implementing team-based support plans for the 1-5% of students who require intensive, individualized behavioral assessment and intervention. Outlined are field-tested procedures that enable the practitioner to evaluate student needs using functional behavioral assessment; transform assessment results into practical, function-based interventions; develop school-wide systems that support the assessment and intervention process; establish clear roles for leaders and members of behavior support teams; and work collaboratively with administrators, teachers, students, and parents. A much-needed resource and text, the book features illustrative case examples, figures, and charts. Also included are reproducible assessment instruments, parent and teacher forms, sample meeting agendas, and other useful materials. Note: A less intensive, prevention-oriented intervention for students with moderate problem behavior is presented in the complementary volume, Responding to Problem Behavior in Schools.

Functional Communication Training for Problem Behavior *Guilford Publications*

Children and adolescents with moderate and severe disabilities often have communication challenges that lead them to use problem behavior to convey their desires. This is the most comprehensive contemporary volume on functional communication training (FCT)--the individualized instructional approach that teaches a child socially acceptable communicative alternatives to aggression, tantrums, self-injury, and other unconventional behaviors. The expert authors provide accessible, empirically based guidelines for implementing FCT, and tips for overcoming obstacles. Grounded in the principles of applied behavior analysis, the book includes detailed strategies for developing a support plan, together with illustrative case examples.

School function assessment

SFA : user's manual

Practitioner's Guide to Functional Behavioral Assessment

Process, Purpose, Planning, and Prevention *Springer*

This practical guide introduces functional behavioral assessment as a critical tool in planning interventions to reduce disruptive and other problematic behaviors. The book offers proven methods and strategies as a four-stage protocol in an easy-to-follow format with checklists, Q&A sections, applications, and an extended case example including an assessment report and intervention plan. Step-by-step instructions are delivered in an

accessible teaching style, making all phases of assessment equally manageable. And although functional behavioral assessment is typically associated with schoolchildren, this material is also useful for working with adults in residential and community settings. The Guide gives readers: The basics of functional behavioral assessment. Guidance in preparing for conducting a functional behavioral assessment. An overview of assessment methods: formal and informal measures, interview, and observation. A framework for translating assessment data into an appropriate intervention plan. In-depth understanding of the role of prevention in behavioral intervention. A kit of questionnaires, worksheets, and other ready-to-use resources. Practitioner's Guide to Functional Behavioral Assessment is an essential resource for clinicians and related professionals as well as researchers and graduate students in school and clinical child psychology; behavior therapy; assessment, testing and evaluation; special education; and educational psychology.

Behavioral Interventions in Schools

Evidence-Based Positive Strategies *Division 16: Applying Psychology*

This book shows psychologists and other mental health providers how to assess and treat emotional and behavioral problems in classrooms, including those arising from autism diagnoses.

The Assessment of Functional Living Skills

Vocational Skills Protocol

Functional Scheme

Levels 0-48 Months

Assessment applicable to any individual who functions at a level between 0 and 48 months.

Functional Assessment in Rehabilitation Medicine

Encyclopedia of Autism Spectrum Disorders

Behavior Modification

Principles and Procedures

Wetlands

Characteristics and Boundaries *National Academies Press*

"Wetlands" has become a hot word in the current environmental debate. But what does it signify? In 1991, proposed changes in the legal definitions of wetlands stirred controversy and focused attention on the scientific and economic aspects of their management. This volume explores how to define wetlands. The committee--whose members were drawn from academia, government, business, and the environmental community--builds a rational, scientific basis for delineating wetlands in the landscape and offers recommendations for further action. Wetlands also discusses the diverse hydrological and ecological functions of wetlands, and makes recommendations concerning so-called controversial areas such as permafrost wetlands, riparian ecosystems, irregularly flooded sites, and agricultural wetlands. It presents criteria for identifying wetlands and explores the problems of applying those criteria when there are seasonal changes in water levels. This comprehensive and practical volume will be of interest to environmental scientists and advocates, hydrologists, policymakers, regulators, faculty,

researchers, and students of environmental studies.

Functional Assessment of Wetlands

Towards Evaluation of Ecosystem Services *Elsevier*

Wetlands perform functions that deliver benefits to society, often referred to as ecosystem services. These ecosystem services include water supply, flood regulation, water purification, climate regulation, biodiversity, agriculture (e.g. grazing land), and amenity. A functional approach to wetland assessment enables a holistic view to be taken of the wide range of services wetlands can provide. The functional assessment procedures (FAPs) in this volume translate best available scientific knowledge into reasonable predictions of how component parts of wetlands function in different landscape contexts. They can be used to indicate the potential and priorities for management options in such areas as flood control, pollution reduction and biodiversity conservation. Functional assessment enables the user to predict the functioning of a wetland area without the need for comprehensive and expensive empirical research. The FAPs therefore provide a methodology that can be used by both experts and non-experts to assess wetland functioning relatively rapidly. The volume includes an electronic version of the FAPs on CD which automates aspects of the assessment once the initial recording stage is completed. It is anticipated that the FAPs will be used by a range of individuals or organisations concerned with wetland management who wish to gain a better understanding of the processes, functions, services or benefits and potential of the wetlands for which they have responsibility. Provides a systematic methodology to evaluate how wetlands function. Allows non-experts to assess wetland functioning rapidly and cost-effectively. Automates aspects of the functional assessment through the accompanying CD-ROM.

Anxiety Disorders

Theory, Research and Clinical Perspectives *Cambridge University Press*

Anxiety disorders are amongst the most common of all mental health problems. Research in this field has exploded over recent years, yielding a wealth of new information in domains ranging from neurobiology to cultural anthropology to evidence-based treatment of specific disorders. This book offers a variety of perspectives on new developments and important controversies relevant to the theory, research, and clinical treatment of this class of disorders. Clinicians will find reviews of state-of-the-art treatments for panic disorder, social anxiety disorder, phobias, obsessive-compulsive disorder, generalized anxiety disorder, and post-traumatic stress disorder, as well as controversies over diagnostic and treatment issues. Researchers will find in-depth consideration of important selected topics, including genetics, neuroimaging, animal models, contemporary psychoanalytic theory, and the impact of stressors. This book illustrates the enormous advances that have occurred in anxiety research and describes the evolving multi-disciplinary efforts that will shape the future of the field.

Prevent-teach-reinforce

The School-based Model of Individualized Positive Behavior Support

Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support, Second Edition is an easy-to-use practical guide to the research-proven Prevent-Teach-Reinforce (PTR) model. This book helps K-8 educators solve

serious behavior challenges by guiding school-based teams through the five-step PTR process: 1) teaming and goal-setting, 2) data collection, 3) functional behavioral assessment, 4) creation of a behavior intervention plan, and 5) progress-monitoring and data-based decision making. This edition has been updated to include the latest research supporting PTR; increased emphasis on the PTR facilitator's role, collaboration, and the teacher's observations; new information on multi-tiered systems of support (MTSS) and evidence-based classroom strategies; and more detailed guidance on every PTR step. Useful forms are provided as chapter appendices and downloadable materials. Book appendices describe specific Prevent, Teach, and Reinforce strategies in depth and present rich case studies illustrating PTR in action. ;

Counseling Skills for Teachers *Simon and Schuster*

By necessity, today's teachers do much more than deliver instruction. In the classroom, on the playground, or even in the parking lot, teachers are often called upon to respond quickly and appropriately to students' social and emotional needs, drawing from instinct more than anything else. In this second edition of the bestselling *Counseling Skills for Teachers*, Jeffrey and Ellen Kottler expertly guide preservice and inservice teachers to be effective helpers in the context of today's most common challenges, highlighting issues related to homelessness, grief and loss, and bullying and harassment. The book also discusses: - Responding to a range of behaviors in formal and informal school settings - Building a culture of tolerance and respect in the classroom - Motivating disengaged students - Communicating effectively with counseling professionals and parents With an entirely new chapter on "Counseling Yourself," the book offers teachers surefire techniques for taking better care of themselves and the students in their schools.

POSITIVE BEHAVIOR SUPPORTS IN CLASSROOMS AND SCHOOLS

Effective and Practical Strategies for Teachers and Other Service Providers (2nd Ed.) *Charles C Thomas Publisher*

This unique book will provide teachers and other service providers the knowledge and skills for positive behavior supports in school settings, thereby improving the academic and social skills of their students. It is written in an informational format that teachers and other service providers can immediately put to use. The text is generic across age levels K-12, and focuses on the positive behavior supports in school settings. Each chapter begins with Key Written Questions, followed by Window to the World case studies, Discussion Questions, and suggestions for classroom and school activities. Additionally, an overview of positive behavior supports is examined, which includes measuring behavior, functional assessment and analysis, reinforcement, punishment, classroom structure, preventative procedures and Interventions, cooperative learning and peer tutoring. The self-management strategies, social skills instruction, and school-wide positive behavior supports are vital points that will prove valuable for training purposes. This "how to teach" book is written for teachers and other direct service providers in a non-technical manner with specific real-world examples.

The Social Validity Manual

A Guide to Subjective Evaluation of Behavior Interventions *Academic Press*

Applied Behavior Analysis is the science of applying experimentally derived principles of behavior to improve socially

significant behavior. The research and application of ABA contributes to a wide range of practical areas, including AIDS prevention, education, gerontology, language acquisition and parenting, and ABA-based interventions have gained particular popularity in the last 20 years related to teaching students with autism spectrum disorders. Social Validity, a concept used in such behavioral intervention research, focuses on whether the goals of treatment, the intervention techniques used and the outcomes achieved are acceptable, relevant, and useful to the individual in treatment. Judgments are made (often via clinical trials) about the effects of the intervention based on statistical significance and magnitude of effect. Essentially, social validity alerts us as to whether or not the ABA-based intervention has had a palpable impact and actually helped people in ways that are evident in everyday life. This clinical research volume offers a detailed evaluation of the extant findings on Social Validity, as well as discussion of newly emerging factors which reemphasize the need for well-developed methods of examining SV. Basic conceptualizations, measurement, research findings, applications, ethics, and future implications are discussed in full, and novel recommendations relating back to clinical treatment are provided. The volume will give readers a firm understanding of the general concept of SV, help them become familiar with the research methods and findings, and teach them how to establish and evaluate the Social Validity of individual interventions and treatment programs. Consolidates literature broadly distributed across journals and book chapters into single source Provides discussion of SV in greater depth and breadth than is found in other sources, which generally just focus on general conceptualization and broad research findings Describes how concept of SV can be influential in numerous areas of clinical practice

Knowing What Students Know

The Science and Design of Educational Assessment *National Academies Press*

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and

examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, *Knowing What Students Know* will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

The Functional Emotional Assessment Scale (FEAS) for Infancy and Early Childhood

Clinical and Research Applications *Interdisciplinary Council on*

A systematic, in-depth approach to assessing emotional functioning during infancy and early childhood. It enables clinicians, educators, and caregivers to assess the child's functional, emotional, developmental level and create a treatment plan based on the child's individual profile and measure his or her progress. The FEAS not only delineates the emotional functioning of the infant and child, but also captures the richness of the interactions between the child and his or her caregivers.

Essential for Living

The Assessment and Record of Progress [ARP] Manual

Eager to Learn

Educating Our Preschoolers *National Academies Press*

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's

early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.