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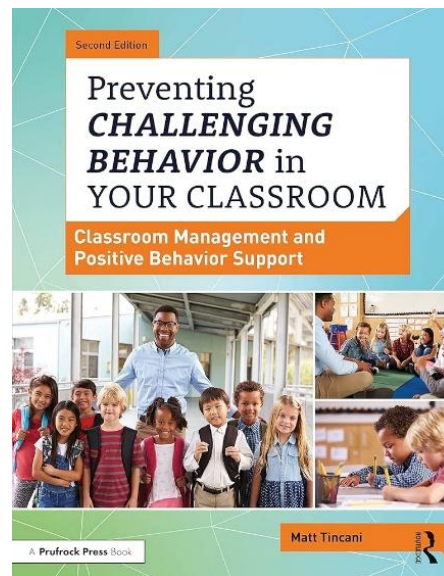
Tincani, M. (2022). *Preventing challenging behavior in your classroom: Classroom management and positive behavior support.* Routledge.

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Given the rise in challenging student behaviors, Matt Tincani's *Preventing Challenging Behavior in Your Classroom* provides timely and critical insights for educators. This text begins with a short introduction stating that at some point in every teacher's career, they will encounter a student who displays problem behaviors. These behaviors can create a distracting environment, which ultimately leads to the other students being unable to learn. Tincani wrote this book as a way to provide general educators with recommendations on how to utilize Positive Behavior Supports (PBS) to combat these challenging behaviors while enhancing student learning. Tincani states, "Educators across the country are embracing PBS as their primary means for student discipline [thus] a working knowledge of PBS is essential for classroom teachers to fully meet their students' learning, behavioral, and social needs" (p. 13).



The contents of this book are presented in a clear and organized way. Tincani provides key definitions in the margins, which allows the reader to easily understand all the acronyms mentioned. The text is complemented by well-chosen visuals that enhance clarity and deepen the reader's understanding of key concepts. Tincani incorporates activities throughout the book, which allow educators to reflect on the information being discussed and actively think about how to use these strategies in their own classroom. The book is organized into 10 chapters, which expand on the foundational principles of PBS and provide strategies for implementation.

Chapter 1 provides educators with the necessary background information they will need to fully understand PBS. The chapter begins with Tincani discussing the

history of Positive Behavior Supports (PBS). The author highlights how the term “PBS” did not enter the field of education until the 1990s. At this time, educators were encouraged to move away from punishment-based discipline and instead utilize positive behavior supports as a way to manage challenging student behaviors. It is at this point that Tincani highlights the difference between PBS and PBIS (Positive Behavioral Supports and Interventions). He states that “PBS originated in response to the use of aversive intervention strategies for people with disabilities [whereas] the term PBIS was later introduced to describe the application of PBS systems at the school-wide level” (p. 9). Next, Tincani delves into the critical features of PBS, outlined in Figure 1. From there, Tincani spends the remainder of the chapter describing the PBS Triangle. The bottom of the triangle (often referred to as tier one) is composed of the primary prevention procedures that prevent students “who display low-level challenging behaviors from needing more intensive support” (p. 10). The middle of the triangle (commonly known as tier two) targets students who have some behavioral needs and therefore could benefit from targeted interventions. The top of the triangle (tier three) focuses on students with serious challenging behaviors and often require special education services or intensive behavioral interventions. Tincani wraps up the chapter by sharing that the six critical features of PBS as well as the PBS triangle have been implemented in thousands of schools across the United States.

Figure 1
Six Critical Features of PBS

SIX CRITICAL FEATURES OF PBS	
01	COMPREHENSIVE LIFESTYLE CHANGE / QUALITY OF LIFE
02	LIFESPAN PERSPECTIVE
03	STAKEHOLDER PARTICIPATION
04	SOCIAL VALIDITY
05	SYSTEMS CHANGE / MULTICOMPONENT INTERVENTION
06	FLEXIBILITY WITH SCIENTIFIC PRACTICES AND MULTIPLE THEORETICAL PERSPECTIVES

Source: Author.

In Chapter 2, the author discusses how educators can implement a culturally responsive PBS into their classrooms. Tincani states, “Culture is critical to effective classroom management [because] all teachers come to the classroom with their own unique cultural identities [and] they must recognize how their own cultural perspectives impact their expectations of students” (p. 19). The key to implementing a culturally responsive PBS into classrooms and schools is to analyze the data and ensure there is not any disproportionality due to race, ethnicity, or gender. The third chapter further expands on how teachers’ perceptions of students can impact the culture of their classroom as well as how they manage their students’ behaviors. Tincani addresses these perceptions by highlighting five common myths surrounding classroom management and provides concrete evidence throughout the chapter to dispel these myths and encourage educators to think about student behavior in a different way.

Once we enter the fourth chapter, Tincani begins to provide concrete strategies for educators. This chapter focuses on the foundation of effective management

and classroom organization. Here, Tincani recommends few key guidelines that have been shown to prevent challenging behaviors. When developing their classroom schedule, educators should alternate demanding and preferred activities, break up longer activities (even if these activities are preferred), and offer the students choices when possible. After creating the ideal schedule, Tincani recommends that educators prominently display the class schedule. The teacher should review the schedule at the beginning of each day. This is a great time to highlight any changes in the daily schedule, so that students can mentally prepare for what their day will look like.

The final recommendation that Tincani makes in Chapter 4 is to be explicit when organizing the physical space of the classroom. There should be clearly defined instructional areas within the classroom, and student materials should be easy to access. Educators should always consider traffic patterns when determining how the physical space will be arranged. In Chapter 5, the author continues to provide educators with strategies for preventing challenging behavior in the classroom. Tincani firmly believes that active student responding is a tier-one classroom management strategy that all educators should utilize. He defines active student responding as a student producing “a detectable response to ongoing instruction such as saying, writing, or typing an answer” (p. 66). This can be done by using response cards, choral responding, guided notes, or technology.

The sixth chapter is one that preservice teachers and novice teachers should focus on, as it contains a discussion of classroom-wide behavior support. The chapter begins by defining reinforcement as “any event following a behavior that increases the likelihood that the behavior will occur again” (p. 82). Tincani goes on to discuss the difference between positive reinforcement and negative reinforcement. This is vital information for educators to have, as there are times when we are inadvertently causing challenging behavior to occur more often. After providing educators with a brief understanding of the three-term contingency of behavior, Tincani goes on to provide research-based strategies that have been shown to have a positive influence on student behavior.

The first strategy is contingent praise and attention. Educators need to provide students with specific behavioral praise immediately after they display the target behavior. This has been shown to increase positive behaviors and decrease challenging behaviors as students only receive attention when they engage in the target behavior. The second strategy is error correction. It is expected that students will make mistakes, and educators need to know how to correct these errors successfully. When correcting student errors, it is important to respond immediately and model the correct behavior. Another strategy mentioned by Tincani is creating and posting between three and five positively stated classroom rules. Students should be involved in the creation of these rules, as it encourages student buy-in. The remainder of the chapter is focused on the different group contingencies or reinforcement systems educators can implement in their classrooms.

Tincani explains in Chapter 7 what educators should do when the tier one classroom management strategies are not working. This is where educators begin to shift to tier two and three of the PBS triangle. Tincani emphasizes how there is

always a reason for challenging behaviors and those reasons can be determined through the use of a Functional Behavioral Assessment. This assessment determines the student's motivating operation, the antecedent (the stimulus that triggers the challenging behavior), the actual behavior, and the consequence (positive or negative reinforcement) provided by the teacher. It is important to note that in the remainder of this chapter, Tincani provides the steps that educators should follow when they want to conduct an FBA.

Chapter 8 deals with how to utilize the information from the Functional Behavior Assessment to develop an appropriate behavior intervention. Tincani discusses how interventions can be developed to remove or neutralize the motivating operation, change the antecedent, teach alternative behaviors, and even address the consequences used by the educator. In Chapter 9, Tincani discusses how once these interventions are implemented, educators need to use data to evaluate their success. There are six different data collection strategies that educators can use depending on the challenging behavior displayed by the student. No matter what data collection strategy is used, educators should graph this information to assess visually whether the intervention is having a positive impact on the student's challenging behavior. If the intervention is not successful, then the educator should make changes accordingly. The final chapter provides educators with an Evidence-Based Classroom Management Inventory, which allows one to evaluate their use of the PBS strategies discussed.

Preventing Challenging Behavior in Your Classroom contains invaluable strategies for preservice educators, novice educators, and even veteran educators who want to implement evidence-based classroom management strategies. Over the course of 224 pages, Tincani seeks to provide readers with a historical overview of PBS, to debunk the various myths surrounding classroom management, to introduce culturally responsive versions of PBS, to describe tier-one management strategies, and to guide the implementation of tier-two and tier-three interventions. Although this comprehensive approach shows Tincani's desire to produce an all-encompassing resource, his treatment of these critical topics feels hurried rather than comprehensive. This critique does not diminish the value of the content presented; it merely encourages Tincani to provide readers with a deeper understanding of certain PBS concepts.

Tincani devotes a mere 14 pages to this culturally responsive PBS, which is undoubtedly not enough. Educators need to be aware of how their own biases can subtly affect their relationships with students, including how they may contribute to uneven patterns of behavior-specific praise or error corrections among particular groups. Without recognizing these dynamics, educators may unintentionally reinforce patterns of inequitable discipline among minority students. For more about this topic, I recommend reading *Supporting Underserved Students: How to Make PBIS Culturally and Linguistically Responsive* by Sharroky Hollie and Daniel Russell Jr.

With such an expansion, Tincani's text might offer specific strategies for implementing PBS in a school that lacks a cohesive school-wide behavior management plan. Educators need to understand that they can implement PBS into their own classroom even if the school utilizes a different behavior

management system. Tincani could also provide information on what elements of PBS would make the most impact in that educator's classroom. This expansion would also allow for more guidance on how educators can respond when the MTSS (Multi-Tiered Systems of Supports) process is not functioning properly. There are educators across the United States who are attempting to collect behavior data, as well as implement strategic interventions on their own due to the ineffectiveness of the MTSS process. As a valuable resource for novice and veteran educators, Tincani's text has the potential to become a staple in teacher preparation programs with this additional content.

Reference

Hollie, S., & Russell, D. Jr. (2022). *Supporting underserved students: How to make PBIS culturally and linguistically responsive*. Solution Tree Press.

About the Reviewer

Brianne McGee is a doctoral student in the Department of Theory and Practice in Teacher Education (TPTE) at the University of Tennessee, where her studies are focused on Elementary Education. She previously earned an M.Ed. in curriculum & instruction with a concentration in special education at the University of Virginia as well as an M.Ed. in language and literacy from the Harvard Graduate School of Education. Before pursuing her doctorate, she spent 10 years teaching 2nd and 3rd grades in Texas, South Carolina, and Nebraska. Her current research centers on the better preparation of pre-service teachers in managing the wide range of behaviors present in today's inclusive classrooms.



About the Book Author

Matt Tincani, PhD, is a professor in the Department of Teaching and Learning at Temple University. His research and writing are focused on the application of behavioral principles to improve language, academic, social, and play skills of learners with autism spectrum disorders and other disabilities, with a particular interest in Skinner's analysis of verbal behavior. He currently serves on the editorial boards of the *Journal of Positive Behavior Interventions*, the *Journal of Special Education Technology*, and *Focus on Autism and Other Developmental Disabilities*, and as consulting editor to *Education and Training in Developmental Disabilities*.

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