Behavior Basics: Quick Behavior Analysis and Implementation of Interventions for Classroom Teachers

Author
Shanon S. Taylor, Assistant Professor of Special Education, University of Nevada, Reno

Purpose
The purpose of this paper is to describe the process of implementing a quick behavioral analysis for the purpose of attempting a basic intervention. In doing so, the author hopes to provide general education teachers, who have not been trained in behavioral assessment, with the means to choose the appropriate interventions when behavioral problems occur in their classrooms.

The Article
Taylor begins this article by briefly explaining the principles of behaviorism. She urges teachers to realize that all behavior has function related to the needs of the student, and that problem behaviors do not simply occur for ‘no reason.’ She then reviews the connection between stimulus, behavior and consequence and reveals that through analyzing these aspects of a behavior, its function can be quickly determined. After guiding the reader toward identifying the function of a given behavior, Taylor describes how teachers can go about choosing an intervention that is appropriate for the function of the behavior. Interventions should be aimed at replacing the problem behavior with a more positive or acceptable one. Fictional vignettes are used throughout the article to provide the reader with a sense of how a quick behavior analysis can actually be applied in the classroom.

What this Means for the Field
By having a basic knowledge of the theoretical principles behind a quick behavior analysis, and an understanding of the process of implementing them, general education teachers can plan effective interventions and facilitate the academic and social success of students in their classes that may be exhibiting disruptive behaviors. Furthermore, by understanding and employing quick behavior analyses, the classroom teacher can feel more involved and valued in the process of formal and intensive assessments, when these are necessary. In general, Taylor’s description of a quick behavior analysis can allow general education teachers to collaborate more effectively with special education teachers and behavior specialists.

Citation

Contact
Dr. Shanon Taylor: shanon@unr.edu; 775-682-7864 or visit www.unr.edu/education