

ABSTRACT

THE IMPORTANCE OF FUNCTION IN TREATMENT SELECTION FOR CHILDREN WITH MINOR BEHAVIOR PROBLEMS

One of the challenges facing researchers and practitioners alike has been determining the most practical, yet effective assessment methods for producing desired treatment outcomes. Although functional assessment and analysis procedures have shown considerable value within the field of applied behavior analysis, concerns regarding time and efficacy have hindered their consistent use within school settings. This study assessed the comparative treatment utility of function-based interventions with nonfunction-based interventions for high incidence, low severity behavior problems in four typically developing children. Results via an ABAC research design indicated that interventions based upon a functional behavior assessment were more effective and efficient at reducing off-task behaviors than an intervention which attempted to create a new function for appropriate behavior across all four participants. Social validity measures also indicated the functional intervention to be more effective, efficient, and easier to implement.

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