



Functional analysis of problem behavior: A practical assessment guide (Educating persons with diverse abilities)

By Robert E. O'Neill

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Useful as a valuable first step toward designing nonaversive and educative programs to eliminate some serious behavior problems in persons with severe disabilities, this practical guide presents strategies and information for carrying out three types of functional analysis: interviews, direct observation, and systematic manipulations.

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Editorial Review

About the Author

Dr. Robert E. O'Neill (M.A., Ph.D., University of California, Santa Barbara) is the chairperson of the Department of Special Education at the University of Utah. A Board Certified Behavior Analyst (BCBA), he previously served as the coordinator of the Program in Severe Disabilities and the Program in Mild/Moderate Disabilities in the department, and teaches in both areas. He also teaches in the department's master's and doctoral programs. Dr. O'Neill's recent work has focused on strategies for supporting persons exhibiting severe problem behaviors in a variety of community settings. His current work is concerned with the areas of functional assessment, teaching communication skills as alternatives to problem behaviors, school-wide behavioral support, and gender issues in emotional/behavioral disorders. He has published numerous articles, books, and book chapters and has presented at state, national, and international conferences. His work has appeared in, among other journals, the *Journal of Applied Behavior Analysis*, *Exceptional Children*, *Research and Practice in Severe Disabilities*, *Education and Treatment of Children*, *Journal of Developmental and Physical Disabilities*, and the *Journal of Positive Behavioral Interventions*.

Rob Horner, Ph.D., is Professor of Special Education at the University of Oregon. His research has focused on behavior analysis, instructional strategies for learners with severe disabilities, and systems change. He has worked for the past 18 years with George Sugai in development and implementation of school-wide positive behavior support (SWPBS), which is being implemented by more than 19,000 schools nationally. Research, evaluation and technical assistance outcomes from this effort indicate that investing in the development of a positive social culture is associated with improved behavioral and academic gains for students.

Richard W. Albin, Ph.D., is a Senior Research Associate/Associate Professor in the Department of Special Education and Clinical Sciences at the University of Oregon, where his teaching has included courses in programming and instruction, behavior and classroom management, grant writing, quantitative research methods, and single case research design. He has over thirty years of experience in research, program and model development, personnel preparation, and technical assistance related to people with intellectual and developmental disabilities (I/DD) of all ages. Since 1986, Dr. Albin has directed, coordinated, and collaborated in numerous federal and state funded projects. For fifteen years he was a Principal Researcher, Site Coordinator, and National Trainer for the Rehabilitation Research and Training Center on Positive Behavior Support. He has conducted and published research related to positive behavioral interventions and support, general case instructional procedures for learners with I/DD, and person-centered planning, and has collaborated in the development of training materials and provision of in-service training in positive behavior support. He is an associate editor for the *Journal of Positive Behavior Interventions*.

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