

Kestner, K. M., Peterson, S. M., Eldridge, R. R., & Peterson, L. D. (2018). Considerations of baseline classroom conditions in conducting functional behavior assessments in school settings. *Behavior Analysis in Practice, 12*(2), 452–465.  
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Throughout the courses that I took at the University of British Columbia (UBC), I have gained in-depth knowledge about Applied Behaviour Analysis (ABA) and many teaching strategies that can be used in the classroom environment. I have always wanted to provide the best education services for my students by using effective coaching tactics. As a teacher, the most practical way to provide an exemplary teaching service to children is using functional behaviour assessment to gain background knowledge of children with their challenging behaviour. A teacher can deliver educational services when they know where their students are at the beginning of the term and gradually build the students' educational plans. Most teachers and behaviour analysts working with disabled students and children use functional behaviour assessment to examine their baseline. Although functional behaviour assessment is necessary, professionals should be aware of school and classroom variables that may impact the student, before effectively setting individualized educational goals.

Fundamentally, teachers should manage their classroom as classroom leaders, and it is important that the teacher observes their baseline classroom practice to recognize the support and intervention they need. For these reasons, awareness of classroom conditions in conducting functional behaviour assessments in classroom settings should be the first and foremost step. Kestner et al. (2018) pointed out that Board Certified Behaviour Analysts (BCBA) should consider four variables in conducting classroom assessments. Before the intervention, consultants should consider the rates of active student responding,

appropriateness of the curriculum, feedback and reinforcement, and adequate instructions and transitions. I also believe that these elements should also be what teachers need to be aware of to improve their students' academic and social skills.

When a classroom teacher knows how to design the curriculum to encourage their students' participation in their classroom activities, I assume that the teacher is demonstrating leadership to their students, so that the students can collaboratively work with the teacher. It is essential that teachers know how to provide behaviour-specific praise for students and to enhance their students' positive behaviours. I often give short praise and general verbal praise to students, such as 'Good job,' 'Great,' and 'Excellent.' Since I worked as a private behaviour interventionist in the Korean town area in Burnaby, I have learned so much about how behaviour-specific praise (e.g., "Nice asking the question!," "Great showing me ready hands," etc.) reinforces the children to improve their appropriate behaviour and build rapport with clients. Thus, it was an excellent experience for me to change my perspective to a behaviour interventionist during my Master's program and use practical ABA tactics as a teacher in a classroom in the future.

This article resonated with me as it illustrates several methods that effectively teach and intervene students in school settings, and is helpful to guide teachers and BCBAs unfamiliar with providing instruction in the school-based system. Therefore, this article will be an important guideline for understanding classroom instruction with active student response, interaction with students, and effective coaching and praising students to enhance their appropriate behaviour.