

## References

1. Durand, V., & Crimmins, D. (1988). Identifying the variable maintaining self-injurious behaviors. *Journal of Autism and Developmental Disorders*, 18, 99-117.
2. Ingram, K., Lewis-Palmer, T., & Sugai, G. (2005). Function-based intervention planning. Comparing the effectiveness of FBA function-based and non-function-based intervention plans. *Journal of Positive Behavior Interventions*, 7(4), 224-236.
3. Iwata, B. A., & Worsdell, A. S. (2005). Implications of functional analysis methodology for the design of intervention programs. *Exceptionality*, 13(1), 25-34.
4. Lewis, T., & Sugai, G. (1996). Descriptive and experimental analysis of teacher and peer attention and the use of assessment-based intervention to improve pro-social behavior. *Journal of Behavioral Education*, 6, 7-24.
5. Skinner, J. N., Veerkamp, M. B., Kamps, D. M., & Andra, P. R. (2009). Teacher and peer participation in functional analysis and intervention for a first grade student with attention deficit hyperactivity disorder. *Education and Treatment of Children*, 32(2), 243-266.
6. Stichter, J. P., Shellady, S., Sealander, K. A., & Eigenberger, M. E. (2000). Teaching what we do know: Preservice training and functional behavior assessment. *Preventing School Failure*, 44(4), 142-145.
7. Umbreit, J., Ferro, J., Liaupsin, C., & Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.