Behaviors in Educational Settings

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Message from the Guest Editors

Behavioral analysis has demonstrated as a scientifically sound and clinically effective approach to advance evaluation, intervention, or treatment for learners with challenging behaviors or unique learning difficulties in the educational system for decades. This Special Issue welcomes original research, reviews of the disciplines, conceptual and theoretical work, applied research, translational research, program development, or curriculum developments that are rooted in behavioral analysis in the contexts of any educational setting. Areas of interests include, but are not limited to, applied and translational behavior analysis, behavioral therapy, behavioral consultation, experimental behavioral analysis, clinical behavioral analysis, behavioral training, behavioral intervention, professional training, and incidental teaching based on the behavioral analysis approach. In light of these premises, this Special Issue aims at advancing the literature on behavioral analysis in education from diverse perspectives. We, therefore, welcome theoretical and/or empirical contributions that broaden knowledge on the topic.

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