Using Brief Experimental Analysis to Intensify Tier 3 Reading Interventions

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A goal of multi-tiered systems of support is to provide evidence-driven practices. This paper describes the theoretical and empirical support for using brief experimental analysis (BEA), a promising approach to matching interventions to students’ needs.

Learning Disabilities Research and Practice

Many students fail to meet basic academic standards. Teachers need strategies for developing interventions and supports above and beyond regular classroom programs to help them. Experts recommend making several changes to the structure and format of instruction, however more information is needed about strategies that are individualized (i.e., matched to student need), not just intensified. One promising approach to matching student need to interventions is brief experimental analysis (BEA). This article describes the theoretical and empirical support for BEA, provides a model for conducting a BEA, presents an example of its use, and discusses implications for future research and practice.