

Eduardo Campos Intervention Analysis

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EDSP 5710: Functional Behavior Assessment and Behavioral Interventions

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Overview of the Student

Eduardo Campos is a 3rd grade student at Gordon Elementary School in Athens, Ohio. He has two very supportive parents and a supportive older brother. At home, Eduardo enjoys playing basketball with his brother, Jose. He also enjoys playing games, watching television, and being outside. He enjoys the water center, sand center, blocks, and games at school. He can follow one-step directions, attend to an independent task already mastered for up to ten minutes, and attend to small group and whole group instruction for up to five minutes without prompts. He can complete routines embedded within the school day, such as unpacking his backpack at the beginning of the school day, completing bathroom procedures, and navigating the school building. He has a good relationship with the paraprofessional in his self-contained classroom, Mr. Parks, and frequently responds well to his self-contained classroom teacher, Ms. Davis.

Eduardo received a medical diagnosis of Autism when he was in preschool, which led to his school eligibility. Ever since his diagnosis, he has had an IEP for his academic and functional skills, behavior, and speech. He communicates his wants or needs in short phrases, as well as using PECS. He is currently learning how to use an iPad with Proloque to help him communicate. Eduardo spends most of his day in his self-contained classroom, except lunch, recess, and specials, which are all in inclusive settings. There are 8 students in his self-contained classroom and 24 in his specials classes. He often needs accommodations or support when doing activities such as writing, tracing, cutting, zippering, buttoning, and tying. He has been given adult support, modified materials, and preferred reinforcement, but these things have only helped inconsistently.

It has been observed that when Eduardo is faced with a fine motor task that feels challenging for him, he demonstrates unsafe behaviors towards peers and adults by biting,

hitting, kicking, pushing, and throwing objects. These behaviors have been observed in a variety of settings, including his self-contained classroom, cafeteria, specials, and recess. These behaviors happen most frequently, though, in his self-contained classroom during small-group and independent work time. This impacts his learning because he doesn't complete his activities. He is frequently removed from the classroom, or the rest of the class leaves the room, leaving his work unfinished. Also, it is not a safe environment for his peers and teachers.

Overview of the Intervention

Eduardo's intervention team decided to conduct a Functional Behavior Assessment (FBA) to determine the function (meaning behind the behavior) and come up with a Behavior Intervention Plan (BIP) to help reduce the target behavior. The target behavior is the behavior that we would like to see Eduardo improve. After collecting data on his behaviors, the intervention team came up with the following hypotheses about his target behavior: "When expected to do a task that requires fine motor skills, Eduardo uses unsafe actions towards others to avoid doing the task. This is more likely to occur if Eduardo did not sleep well the night before".

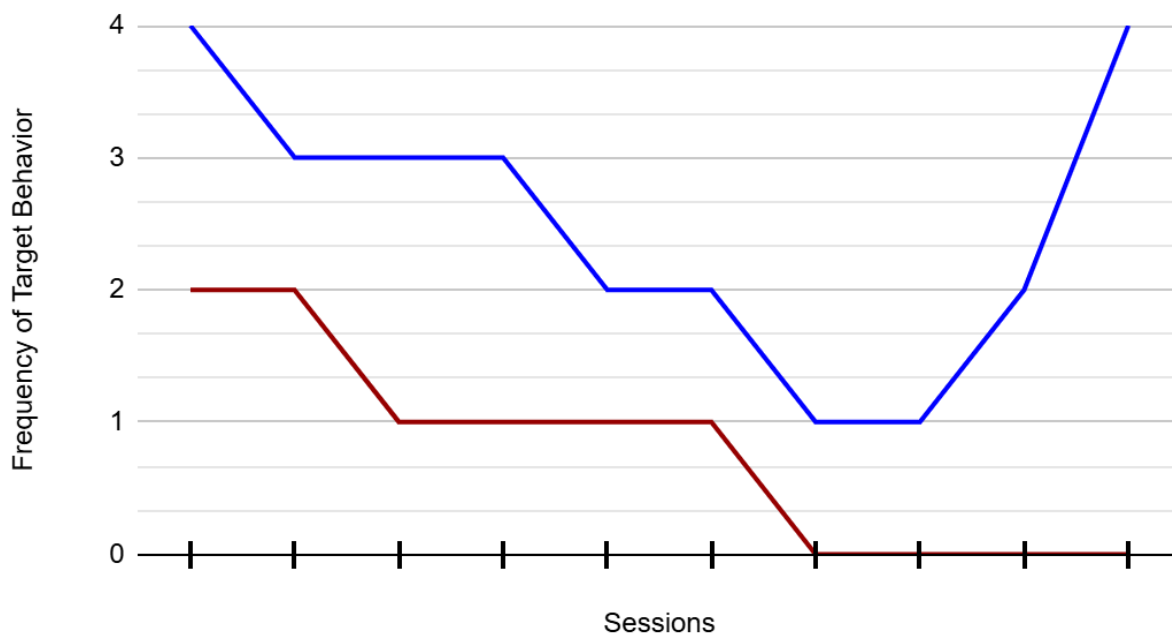
As part of the BIP, the team developed five mini lesson plans to teach Eduardo the alternative and replacement behaviors that we would like to see him do. The alternative behavior was to use the calm-down area to work on self-regulation instead of being unsafe towards others. He was taught how to identify his emotions using a mirror and emotion chart, take deep breaths to calm his mind and body, and use a fidget to calm himself. The replacement behavior was to use the calm-down strategies taught to him and then use a cue card to ask an adult for help. The lessons included listening to a social story about the calm down area, watching videos of children using the calm down area, watching videos of children using the cue card at their table,

observing the teacher modeling the replacement behavior, and practicing the replacement behavior himself with feedback from his teacher.

Data on the intervention were collected using event recording, otherwise known as frequency recording. Frequency recording is used when the goal is to increase or decrease the number of times a behavior occurs, when the behavior has a clear start and end, it occurs briefly, and the behavior can be counted. Eduardo's self-contained classroom teacher, paraprofessional, specials' teachers, and teachers on lunch and recess duty all collected data for 6 weeks. Eduardo was observed in his self-contained classroom, cafeteria, specials, and the playground.

Analysis of the Data

Frequency of Eduardo's Target Behavior Daily



Before the interventions started, Eduardo was engaging in his target behavior on an average of 2.5 times per day during the 10 school days that he was observed. When he was given a fine motor task, he participated in unsafe behaviors towards peers and adults to avoid doing the

activity. After the interventions began, his target behavior quickly decreased. Through the five mini-lessons, Eduardo learned calming strategies and how to use a cue card to ask for help with fine motor activities that felt challenging to him. When he was observed for 10 days after the intervention began, he was only engaging in his target behavior for an average of 0.8 times per day, or in other words, less than one time per day. Compared to Eduardo's baseline data, after the interventions took place, his target behavior was cut by 67%.

Since Eduardo's target behaviors have been decreased and his replacement behaviors are increasing, Eduardo has been able to successfully complete more fine motor tasks, not miss as much class time, and his peers and teachers have not been physically harmed as often. This has been beneficial for Eduardo, his classmates, and his teachers. His parents have also reported that at home he has been using the calming strategies, and showing less aggressive behavior (such as throwing objects, hitting, pushing, etc).

Plan for Support

Since this intervention for Eduardo has been successful, his team plans to continue using it. Eduardo demonstrates safer behaviors around his peers and can complete his tasks instead of avoiding them. The cue card has been a helpful tool for Eduardo to receive help on his fine motor tasks instead of avoiding the task altogether. He receives more instructional time, more independent work time, and more time with his peers. Since the intervention has proven to be successful, the team will meet with Eduardo's family soon and demonstrate how to use the cue card. His family will receive a cue card to use at home for when Eduardo is faced with a fine motor challenge and is unable to communicate using simple words or using his communication device.

The hope is that eventually Eduardo will be able to raise his hand and then use his words or his iPad with Proloque to ask for help. That way, he can use the same strategies across a greater variety of settings, instead of just at school, where his cue card is kept. This will help with generalization and maintenance of the skills that he has already learned. We want him to be able to use the calm down strategies and find a way to ask for help, instead of hurting others and avoiding tasks. He will be faced with many fine motor challenges throughout his life, so it is important that he continues to use coping strategies and ask for help when needed. Overall, Eduardo's intervention has shown success and all of his teachers are very proud of him for the work that he has put in.

References

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