

FBA Mini Lesson Plans

April Fields

Ohio University

EDSP 5710: Functional Behavior Assessment

Dr. Feeney

4/18/25

Class Information				
Teacher: April Fields	Student(s): Eduardo Campos	Materials: Calm Down Area in Classroom, social story, picture cards	Lesson Topic: Calm Down Area	Learning Objective: Understand the reasons to go to the calm down area.
Evaluation Criteria: Eduardo will put the four steps for using the calm down area in order from first to last.				

Lesson Components		
	Teacher Actions	Student Actions
B e h a v i o r a l n s t r u c t i	<p>Teacher will introduce a social story to Eduardo called <i>The Calm Down Area</i> that the teacher created with real pictures of their calm down area.</p> <p>“This is a book called <i>The Calm Down Area</i>. We have a calm down area in our classroom and this book is going to teach you what it is supposed to be used for.”</p> <p>Teacher reads each page:</p> <p>Page 1: “The calm down area is a space in the classroom that is used when your body is feeling big feelings that feel like they are too much to handle and it’s too hard to do your school work.” (page shows picture of calm down area in the classroom)</p> <p>“Have you ever felt like you have big feelings and you can’t do your work?”</p> <p>Page 2: “During the day we feel all kinds of feelings. Sometimes we feel happy, excited, mad, sad, or frustrated. All of these feelings are okay to have.” (page shows different</p>	<p>Eduardo will listen to the story being read.</p> <p>Eduardo will answer with a head nod/shake or verbally answer.</p> <p>Eduardo will point at the different emotions when the teacher asks him to.</p>

<p>o emotion faces) “Eduardo, which one looks happy? Which one n looks excited? Which one looks mad? Which one looks sad?” Page 3: “When we feel feelings that do not feel so good- like mad, sad, and frustrated, we need to work on calming our bodies down so that we are treating other people kindly and so that we are able to learn” (show picture of child feeling mad and turning away from their work) Page 4: “When we feel like this, we need to find a way to calm down. This includes taking deep breaths, using a sensory tool, and sometimes taking ourselves to the calm down area so that we can have space from other people.” (page shows an emoji of taking a deep breath and a glitter bottle) “Eduardo, let’s practice taking a deep breath together.” Teacher breaths with Eduardo. Page 5: “When we get to the calm down area it can help to follow these steps. 1. Look in the mirror. 2. Find the picture of the emotion you feel. 3. Pick a calm down tool (sensory bottle, fidget, etc). 4. Take deep breaths.” (page shows pictures of each step) Page 6: “Once you feel calm and ready to go back to work, you can go back to your table” (page shows kid smiling) “Now that we’ve read the story, we are going to review what we learned.” Teacher puts out 4 picture cards from the book (a mirror, an emotion chart, a calm down tool, and deep breaths). “Which step should we do first when we get to the calm down area?” Teacher gives feedback to Eduardo. “Which step should we do second when we get to the calm down area?” Teacher gives feedback to Eduardo.</p>	<p>Eduardo practices deep breath with teacher.</p> <p>Eduardo will point to the card that matches each step that the teacher asks for.</p>
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<p>“Which step should we do third when we get to the calm down area?” Teacher gives feedback. “And which step should we do fourth when we get to the calm down area?” Teacher gives feedback. “Tomorrow we will review the steps and practice”. “How does this plan sound to you?”</p>	<p>Eduardo responds verbally or by using his communication device.</p>
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Class Information				
<p>Teacher: April Fields</p>	<p>Student(s): Eduardo Campos</p>	<p>Materials: Calm Down Area, video showing steps</p>	<p>Lesson Topic: Calm Down Area</p>	<p>Learning Objective: Eduardo will understand how to use the calm down area and practice it</p>
<p>Evaluation Criteria: Eduardo will identify the right and wrong actions that the students did in the videos.</p>				

Lesson Components			
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<p>I</p> <p>I</p> <p>n</p> <p>s</p> <p>t</p> <p>r</p> <p>u</p> <p>c</p> <p>t</p> <p>i</p> <p>o</p> <p>n</p>	<p>“Yesterday we read a book about the calm down area and talked about the reason to use it”.</p> <p>“Today we are going to watch two short videos. One of the videos the child is using the calm down area appropriately, or the right way. The other video the child is not using it the right way. Watch them closely because afterwards I want you to tell me which one is right and which one is wrong”.</p> <p>Teacher puts on the videos, one at a time.</p> <p>“Now that you’ve watched the videos, can you tell me which video the child was using the calm down area the right way? Video 1 or video 2?”</p> <p>Teacher responds to Eduardo’s answer.</p> <p>“What was the child in video 2 doing that was not right?”</p> <p>Teacher listens and gives feedback.</p> <p>“What was the child doing in video 1 that was right?”</p> <p>Teacher gives feedback.</p> <p>“Now we are going to practice. I want you to sit at your regular spot at the table. I want you to pretend that you are frustrated and take yourself to the calm down area to look in the mirror, find your emotion, take a fidget, and take some deep breaths”.</p> <p>Teacher leads Eduardo to the table and gives him a cue to start. Teacher gives Eduardo the chance to go to the calm down area and do the steps.</p> <p>Teacher gives feedback as needed throughout Eduardo practicing.</p> <p>Afterwards, the teacher asks “How does your body feel now that you’ve done the four steps in the calm down area?”</p> <p>Teacher responds to Eduardo’s answer.</p> <p>“Tomorrow we will learn how to use a cue card to ask for help after your body is calm”.</p>	<p>Eduardo watches the two videos.</p> <p>Eduardo answers the teacher.</p> <p>Eduardo uses his communication device or simple phrases to explain what was right and wrong in the videos.</p> <p>Eduardo goes to his spot at the table.</p> <p>Eduardo gets up and goes to calm down area. He follows the four steps to the best of his ability.</p> <p>Eduardo listens to teacher feedback and makes changes as needed.</p> <p>Eduardo will answer how his body feels.</p>
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Class Information				
Teacher: April Fields	Student(s): Eduardo Campos	Materials: Calm down area, cue card	Lesson Topic: Cue card introduction	Learning Objective: Eduardo will review the steps of using the calm down area and be introduced to the cue card
Evaluation Criteria: Eduardo will be able to tell the teacher the reason for the cue card- to get help and/or get a teacher.				

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<p>t</p> <p>i</p> <p>o</p> <p>n</p>	<p>“Yesterday we watched two videos of children using the calm down area. The video where the child went to the calm down area and destroyed materials was not the right way to use it.</p> <p>The child who went to the calm down area, looked in the mirror, picked an emotion picture, chose a fidget, and took deep breaths, used the calm down area correctly. Do you remember what the purpose of the calm down area is?”</p> <p>Teacher gives feedback to Eduardo’s response, prompting for more information if needed.</p> <p>“Today we are going to practice using the calm down area again, but this time we are also going to learn how to use a cue card to ask for help afterwards. When we have big feelings it’s often because we need help. To get help though, we need to have our bodies in control and calm first.”</p> <p>“I’m going to model how to use the calm down area and the cue card first, and then it will be your turn to try”.</p> <p>Teacher models sitting at the desk, looking frustrated, moving to calm down area to look in the mirror, find emotion picture, get fidget, take deep breaths.</p> <p>“Now that my body feels calm, I am going to go back to my seat”.</p> <p>Teacher moves back to the table.</p> <p>“My body is calm and in control. I need help from an adult so I am going to hold up my cue card that says HELP”.</p> <p>Teacher holds up cue card.</p> <p>“Now a teacher will come over and I can tell them that I need help with a task, such as zipping my coat or writing”.</p> <p>“The teacher can give me a tool to help me such as a pencil grip, or they can show me how to do it”.</p> <p>“Does the cue card make sense to you, Eduardo?”</p> <p>Teacher responds to Eduardo.</p>	<p>Eduardo answers question about the purpose of the calm down area.</p> <p>Eduardo watches teacher modelling how to use the calm down area and use the cue card.</p> <p>Eduardo answers teacher using a head nod/shake, words, or communication device.</p>
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<p>“Now I would like for you to try Eduardo. You will start at the table, move to the calm down area, and then move back to the table to use the cue card”.</p> <p>Teacher gives Eduardo the chance to go through the motions. Teacher will give feedback as he does the different steps. When Eduardo holds up the cue card, the teacher will respond and come to the table.</p> <p>“You held up the cue card, and now I am here”.</p> <p>“How did it feel to go to the calm down area and use the cue card?”</p> <p>Teacher responds to Eduardo and gives feedback on his efforts for the day.</p> <p>“What is the purpose of the cue card?”</p> <p>Teacher gives feedback.</p> <p>“Tomorrow we will practice again, but instead of using the calm down area, we will work on calming down at your seat”.</p>	<p>Eduardo will go to the calm down area and then back to his seat to use the cue card.</p> <p>Eduardo will listen to feedback and make changes as needed.</p> <p>Eduardo responds about how it felt to use the calm down area and use the cue card.</p> <p>Eduardo answers the purpose of the cue card.</p>
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Class Information				
Teacher: April Fields	Student(s): Eduardo Campos	Materials: Cue card, 3 step picture cards taped to table, fidget	Lesson Topic: Using the cue card at the table	Learning Objective: Learn how to calm down at the table
Evaluation Criteria: Eduardo will use the picture cards to do the 3 steps at his table.				

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<p>a “Now that you have practiced going to the calm down area, using the strategies there, and coming back to your table to use the cue card, we are going to practice how to calm down at your table and then use the cue card. I am going to let you pick one fidget that you enjoy using. This will sit on your desk so if you need it, you can use it. We can switch it out to a new one in a couple of weeks if you want to”.</p> <p>l Teacher shows a few options to Eduardo for him to pick one out. Teacher puts chosen fidget on the table.</p> <p>s “On the table I have 3 pictures to remind of what to do when you frustrated and feel like you can’t do something”</p> <p>r Teacher points to the first picture “This picture is mad or frustrated. You want to do something but you feel like it’s too hard for you to do”.</p> <p>t Teacher points to the second picture “This picture is reminding you to use your fidget at your table and take 3 deep breaths”.</p> <p>o Teacher oints to the third picture “This picture is reminding you to use your cue card to ask for help once your body is in control”.</p> <p>“Sometimes you need to calm down in a more private space, like the calm down area. But sometimes you can just do it at your table. Once you get more used to this you can do these same steps wherever you are at in the school or at home”.</p> <p>“I am going to model to you first. First I am going to act frustrated”</p> <p>Teacher models frustrated face.</p> <p>“Great, now to calm myself down I am going to do three balloon breaths. I will put my hands on my head, raise my hands up as I breathe in, and lower my hands back to my head as I breathe out”</p> <p>Teacher models 3 deep breaths.</p>	<p>Eduardo listens to teacher.</p> <p>Eduardo chooses a fidget.</p> <p>Eduardo looks at picture cards and listens to the teacher.</p> <p>Eduardo watches teacher model frustrated face, use fidet/ take deep breaths, and using cue card.</p>
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	<p>“Now I am going to use my fidget for a moment until my body feels all the way in control”.</p> <p>Teacher models using fidget appropriately.</p> <p>“Now I am going to hold up the cue card”</p> <p>Teacher models holding up cue card.</p> <p>“This is when a teacher would come help me. My body is control and I am ready to receive help”</p> <p>“Now I want you to practice. You will make a frustrated face, then practice 3 deep breaths and use the fidget, and then hold up the cue card”</p> <p>Teacher walks Eduardo through each step.</p> <p>Teacher gives feedback during the process and afterwards.</p> <p>“We are going to practice one more time. This time I am going to go to the other side of the room. When I see your cue card I will come over to you”</p> <p>“Remember- frustrated face, 3 deep breaths and fidget, hold up cue card”</p> <p>Teacher comes to Eduardo when he holds up card and gives feedback on the steps that he did.</p> <p>“Tomorrow we will watch a few videos and practice again”.</p>	<p>Eduardo practices the three steps.</p> <p>Eduardo listens to teacher’s feedback.</p> <p>Eduardo practices the three steps again.</p> <p>Eduardo listens to teacher’s feedback.</p>
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Class Information				
Teacher: April Fields	Student(s): Eduardo Campos	Materials: Cue card, pictures taped to table, fidget, videos	Lesson Topic: Video and application of calm down process	Learning Objective: Eduardo will practice calming down at the table and using his cue card

Evaluation Criteria: Eduardo will follow the picture cards on his table to use the cue card correctly.

Lesson Components		
	Teacher Actions	Student Actions
B	<p>“Today we are going to watch two videos again, but this time it will be about students calming down at their tables. Before we begin, can you point to the pictures on your table that we learned about yesterday and tell me what each one means?”</p> <p>Teacher gives Eduardo feedback.</p> <p>“Now I am going to show you the two videos. Please pay attention to which student follows the steps correctly and which one does not”.</p> <p>Teacher plays two videos (one video the child follows the 3 steps correctly and the other one the student gets out of their seats and starts yelling for help holding the cue card).</p> <p>“Which video did the student follow directions?”</p> <p>Teacher gives feedback to Eduardo’s answer.</p> <p>“In the second video, what should the student have done instead?”</p> <p>Teacher waits for answer and then gives feedback.</p> <p>“Now I am going to give you a task to work on at the table. It might feel too hard for you. I am doing this on purpose because I want you to work on using the steps that we have learned”.</p> <p>Teacher puts a small, broken crayon in front of Eduardo with a piece of paper.</p> <p>“Please draw me a picture of yourself”.</p>	Eduardo points to each picture on his desk and verbally answers or uses his communication device.
e		Eduardo watches the two videos.
h		Eduardo answers which video the student followed directions and answers what the student in the second video should have done instead. Eduardo listens to feedback.
a		Eduardo listens to the teacher explain the directions.
v		Eduardo will try to draw using a small, broken crayon.
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<p>Teacher moves to the other side of the room and watches Eduardo.</p> <p>Teacher will observe to see if Eduardo follows the three picture steps on his table, or not.</p> <p>If Eduardo tries to follow the pictures but gets confused, the teacher will step in and give prompts/feedback to help.</p> <p>If Eduardo follows all steps correctly, the teacher will give positive feedback and come to him when he holds up the cue card. Then the teacher will give help by offering him a marker, a colored pencil with a pencil grip, or an egg-shaped crayon.</p> <p>If Eduardo does not try to follow any steps, the teacher will remind him to use the picture cards on his table.</p> <p>After Eduardo has followed all the directions correctly and completed the task, the teacher will give him praise.</p> <p>“How does it feel to get help when you need it?”</p> <p>“We want to help you learn and grow, and this is the way to do it. Hurting others does not help you or anyone.”</p>	<p>Eduardo will most likely get frustrated that the crayon is too small to use. Eduardo will either follow the steps correctly and get help, try to follow the steps and get some assistance from the teacher (and then get help), or not try and need reminded. Eduardo will complete the steps until he has done it correctly. A break will be given if needed.</p> <p>Eduardo answers using a verbal response or communication device.</p>
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