

Dear Mr. Campos and Mrs. Campos,

I hope that you are both doing well! I know that we have been in communication over the last 6 weeks about Eduardo's progress, but I wanted to write you a letter to give you all of the details in writing in case you want to refer back to this letter at another point in time. You are also free to share this letter with Eduardo's doctors if you think that it would be beneficial. Last time I wrote to you, we were beginning the process of writing a Functional Behavior Assessment. As you might remember, a Functional Behavior Assessment is an assessment used to find the root cause of a behavior so that we can understand what Eduardo is trying to communicate to us. The assessment also helps us figure out what changes can be made from his teachers and environment, and what skills we need to teach Eduardo to be successful. Through observation, we were able to collect data and analyse it to create a definition of his target behavior (the behavior that we do not want him engaging in) and the function (the purpose of him doing the target behavior). From this, we were able to create a Behavior Intervention Plan (BIP).

The target behavior that we identified during his observations before the interventions took place was: "When expected to do a task that requires fine motor skills, Eduardo uses unsafe actions towards others to avoid doing the task (such as hitting, biting, pushing, or kicking peers or adults). This is more likely to occur if Eduardo did not sleep well the night before". Knowing this information, we then created a Behavior Intervention Plan, which is a plan to help his teachers at school make changes to their instruction and his learning environment as needed, decrease his interfering behaviors, teach him replacement behaviors, and strengthen his existing skills.

His teacher in his self-contained classroom taught Eduardo a series of five mini-lessons to teach Eduardo the alternative and replacement behaviors that we would like to see him do. The alternative behaviors are behaviors that are acceptable and quick to teach him. The replacement behaviors are the behaviors that we ultimately want to see Eduardo doing, which is being able to keep everyone safe and complete his activities. 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. If he is not regulated, it is too difficult for him to respond appropriately and ask for help. 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.

I am happy to share that Eduardo has shown great progress with his Behavior Intervention Plan! Since teaching him the five mini-lessons and implementing his interventions, his physical aggression towards others (doing unsafe actions towards peers and adults) has greatly decreased, and he can complete more fine motor tasks with adult help, instead of avoiding them. His team used frequency recording over 10 days to collect data on the success of his

interventions. Frequency recording, which is sometimes referred to as event recording, is when an adult keeps track of how many times their target behavior (the unwanted behavior) takes place. For Eduardo, we collected data of his target behavior during full school days for 10 days. His self-contained classroom teacher, paraprofessional, specials' teachers, and the teachers on recess and lunch duty all helped track his behaviors. We have continued his interventions for 6 weeks total, but the 10 days after his interventions began are helpful to look at to see the difference in his behavior.

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 complete more fine motor tasks, not miss as much class time, and his peers and teachers have not been physically harmed as often.

As you have communicated with me already, Eduardo has been using his self-regulation skills at home and that has resulted in less tantrums. We would like to meet with you in-person to give you a copy of his "HELP" cue card that he uses at school. We are hoping that it could also be used at home. Even though it's not the same as school, where he doesn't need to worry about disturbing others by verbally saying something, we think that the cue card could be beneficial for when he doesn't feel like talking. 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 (or if he's at home just using his words and not raising his hand). 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.

We are so proud of Eduardo! He has worked really hard to get to where he is today. We appreciate your willingness to share information with us, have open communication, and believe in your son. Without the barrier of getting frustrated by challenging fine motor tasks, Eduardo will be able to learn more at school and hopefully enjoy school more, too. If you have any questions, please do not hesitate to contact the school. We will call you soon to set up a time to give you the cue card and demonstrate how we use it at school.

Thank you,
Mrs. Fields