

Student, Setting, and Behavior Description

JA is a 10-year-old male student in the 3rd grade. He is known for his creativity and friendly attitude, often engaging positively with his peers and teachers. JA has a strong passion for drawing, especially creating his own comic books. His love for art is one of his greatest strengths, and he has a natural talent for creating very imaginative stories in his comic books with very detailed illustrations. While JA's social and creative skills are impressive, his tendency to become distracted in class poses a challenge to his academic progress.

The target behavior I am focusing on is JA's frequent distraction during lessons, where he shifts his attention away from the task at hand to doodling or sketching. This behavior interrupts his ability to stay focused on the content being taught, causing him to fall behind on assignments and miss key instructional material. As a result, JA's academic learning suffers, as he struggles to catch up and fully engage with the lessons. By addressing this distraction, the goal is to help JA stay more focused on his work and ensure he is able to keep up with his peers in terms of academic progress.

Summary of Observation and Behavior Analysis

During the observation, I noticed a recurring pattern of behavior where JA became distracted during the lesson. For example, when the teacher asked students to open their math books to page 505, JA immediately began sketching on the page. This behavior continued when the teacher played an accompanying math video, as JA began getting distracted by items in his desk and missed the information presented in the video. At times, JA was reminded by the teacher to follow along with the class, which led to brief moments of focus where he would participate, but this was often followed by JA "checking out" again, either doodling or engaging in unrelated activities like playing "air-guitar." These distractions caused JA to miss key directions and fall

behind in his work, leading him to later copy answers without fully engaging in the learning process.

Based on my analysis of the ABC notes, I believe that the function of JA's behavior is to avoid or escape from tasks he finds less engaging or difficult. The antecedents, such as the teacher's request to open the math book or play a video, seem to prompt JA's distraction. His behavior of drawing, checking out, or playing with desk items appears to serve as a means of self-regulation, possibly to avoid frustration with tasks that he may not find interesting or motivating. The consequence of these behaviors—being reminded to stay on task or falling behind—does not seem to provide sufficient reinforcement for JA to remain engaged. Instead, he may seek out activities like sketching that are intrinsically rewarding for him. Therefore, the behavior likely functions as an escape or avoidance mechanism from less stimulating academic tasks, leading to a cycle of disengagement that negatively impacts his learning.

Description of Intervention, Implementation, and Results

To help JA stay engaged with his classwork while also incorporating his love for drawing, the intervention provides him with a blank comic template each time he completes a worksheet along with the class. This approach uses a reinforcement system, where JA is rewarded with an activity he enjoys (drawing comics) for completing academic tasks. The reasoning behind this intervention is to increase JA's motivation by linking his academic tasks to a preferred activity, helping to create a structured balance between work and creativity. By offering the comic strips as an incentive rather than a distraction, the goal is to encourage JA to stay focused on his work while still allowing space for his artistic interests.

The intervention is being implemented by both the teacher and myself on a daily basis. Each time JA successfully completes a worksheet along with the class, he is given a blank comic template to use during free time. The frequency of this reinforcement depends on how often JA completes his assigned work without distraction. The primary

goal is to increase his engagement with class activities while reducing instances of zoning out or drawing during instructional time. Ideally, JA will begin to associate completing his work with a positive outcome, leading to improved focus and participation in class.

After one week of implementation, the results have been moderately successful. On some days, JA is highly motivated to complete his work in order to earn his comic strip, showing noticeable improvement in his focus and engagement. However, on other days, he still struggles with distraction, often zoning out during instruction. This inconsistency suggests that while the intervention is effective in some situations, additional strategies may be needed to maintain motivation on lower-engagement days. Moving forward, we may consider adjusting the reinforcement schedule, offering additional small incentives for focus during instructional time, or incorporating brief breaks to help JA reset his attention before beginning a task.