
**Competing Behavior Model: Diagram Summary Statement and Competing Behavior Model & Paths**

**Keep in mind:**
- **Irrelevant** (strategies make the problem behavior unnecessary.)
- **Ineffective** (strategies that make sure the problem behavior does not obtain the reinforcing event.)
- **Inefficient** (strategies that ensure that replacement behaviors yield faster and better reinforcing events than the problem behavior.)

| List Strategies that Make the Problem Behavior * Irrelevant, Ineffective, & Inefficient |
|---|---|---|---|
| Setting Event Strategies | Predictor/Antecedent Strategies | Teaching Replacement Behavior | Consequence Strategies |

### Competing Behavior Model: Diagram Summary Statement and Competing Behavior Model & Paths

**EXAMPLE**

- **Setting Event**
  - When hungry or when medication has been missed (and/or)

- **Antecedent/Predictor/Immediate Trigger**
  - When given a difficult task to complete independently

- **Behavior Considered to be a problem**
  - Student will demonstrate off-task behavior (as operationally defined)

- **Maintaining Consequence**
  - Student will request a break ("Can I have a 5 min. break?")
  - Or
  - Student will request assistance ("I need some help").

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**List Strategies that Make the Problem Behavior * Irrelevant, Ineffective, & Inefficient**

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Predictor/Antecedent Strategies</th>
<th>Teaching Replacement Behavior</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide student with a snack upon arrival into the classroom.</td>
<td>Provide clear instructions. Teacher monitors student's engagement and stays in close proximity. Teacher provides choice of tasks and partners. Teacher adjusts difficult of task and uses a 90% mastered and 10%</td>
<td>Teach student to request a break (goal is to limit to 1 break per task but provide 3 breaks per task to start.) Teach student to ask for help. Teach decision making to determine when help is needed and how to self-monitor the use of the decision making chart.</td>
<td>Provide a 5 minute break when asked. (Thin schedule of reinforcement in phases) Provide assistance when the student request it. Reinforce use of Decision-making process and self-monitoring.</td>
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<tr>
<td>Develop system of communication with parents about medication. Review strategies for behavior regulation. (Teach new strategies for behavior regulation when medication has been missed.)</td>
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<td>Determine if parent can bring medication or if dose cannot be given until next scheduled time.</td>
<td>Challenging ratio of all independent work given. Provide and teach use of visual strategy/support/template for difficult work.</td>
<td>Redirect Off-task behavior within 30 seconds and remind student of choices and alternative behaviors (request a break, ask for help, use decision making chart.).</td>
<td></td>
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