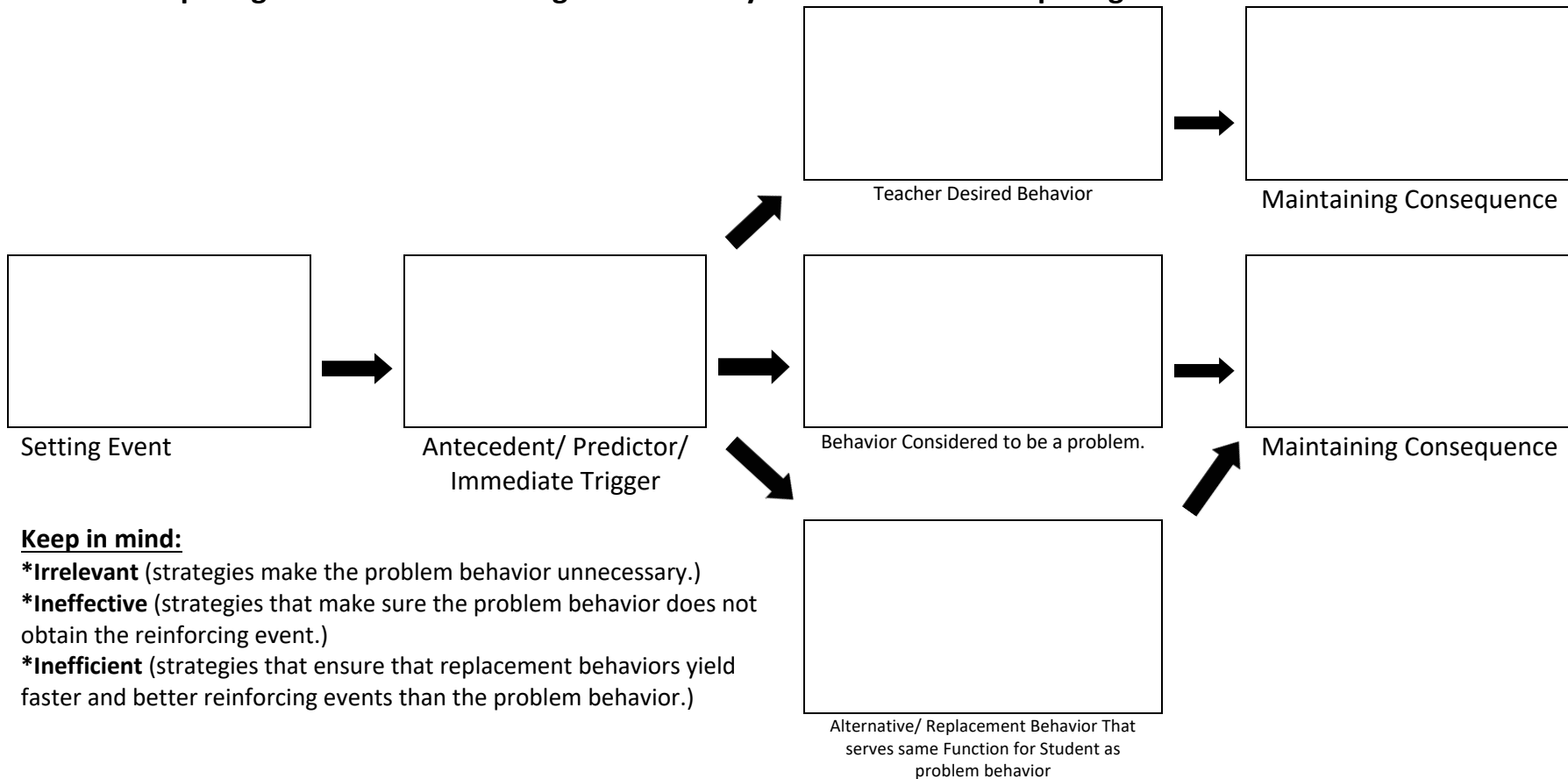


From O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3rd ed.). Cengage Learning.

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



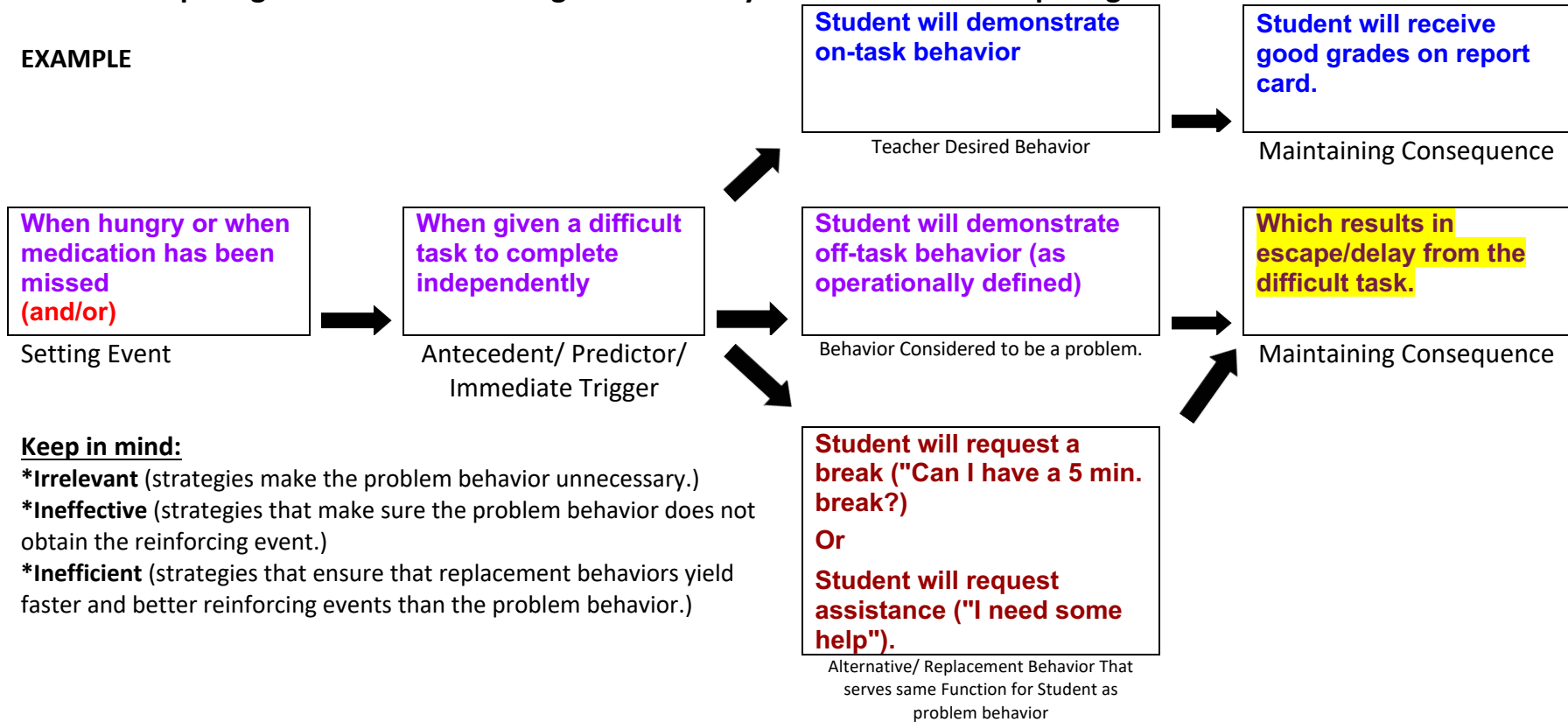
Keep in mind:

- ***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

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



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

Setting Event Strategies	Predictor/Antecedent Strategies	Teaching Replacement Behavior	Consequence Strategies
<p>Provide student with a snack upon arrival into the classroom.</p> <p>Develop system of communication with parents about medication.</p> <p>Review strategies for behavior regulation. (Teach new strategies for behavior regulation when medication has been missed.)</p>	<p>Provide clear instructions.</p> <p>Teacher monitors student's engagement and stays in close proximity.</p> <p>Teacher provides choice of tasks and partners.</p> <p>Teacher adjusts difficulty of task and uses a 90% mastered and 10%</p>	<p>Teach student to request a break (goal is to limit to 1 break per task but provide 3 breaks per task to start.)</p> <p>Teach student to ask for help.</p> <p>Teach decision making to determine when help is needed and how to self-monitor the use of the decision making chart.</p>	<p>Provide a 5 minute break when asked. (Thin schedule of reinforcement in phases)</p> <p>Provide assistance when the student request it.</p> <p>Reinforce use of Decision-making process and self-monitoring.</p>

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<p>Determine if parent can bring medication or if dose cannot be given until next scheduled time.</p>	<p>challenging ratio of all independent work given.</p> <p>Provide and teach use of visual strategy/support/template for difficult work.</p>		<p>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.)</p>
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