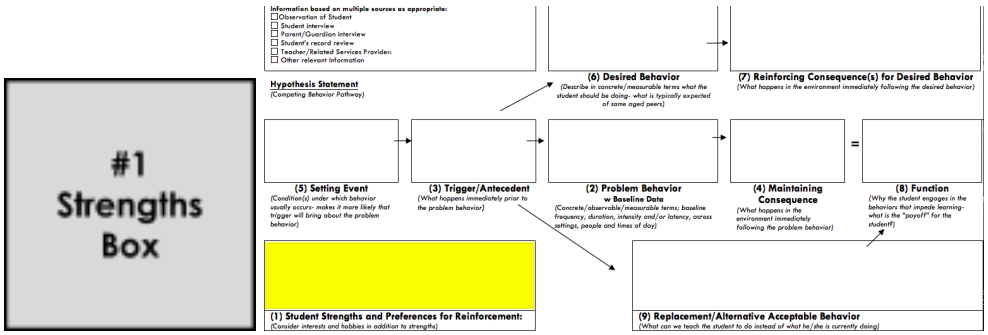
Guiding Questions to Support Completion of the Competing Behavior Pathway

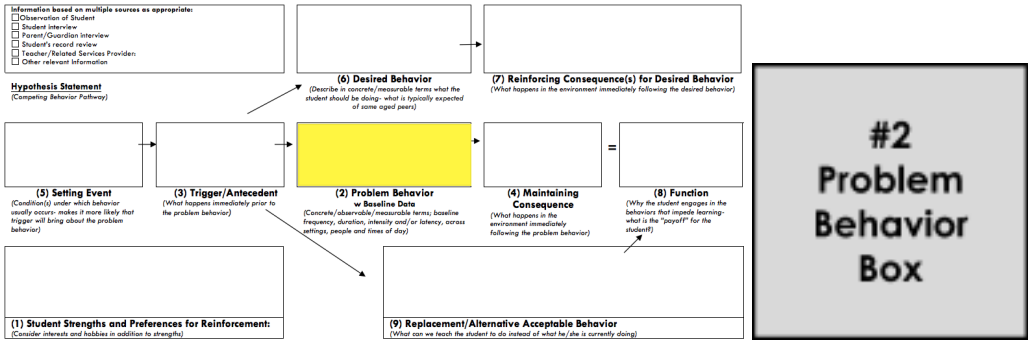


Sample Questions Associated with the Strengths Box #1:

1. What strengths come to mind when you think of (name student)? What is he/she good at? In what area(s) does he/she excel?
    a. You can be thinking in terms of school, home, and community.
    b. Also consider strengths in terms of both academic and social/emotional/behavioral.
2. What strengths do you think (name student) might say that he/she has?
3. What strengths do you think that siblings, teachers, other family or friends might say?
4. In addition to strengths, what are some interests or hobbies that (name student) has?

a. What does he/she like to do with spare time?
b. What do he/she do for enjoyment or with friends?

*Consider responses to this box that can be included in the overall Behavior Intervention Plan as a *motivator* for the student. If a student enjoys playing on the computer, we may include computer time as part of a *reinforcer* for the *replacement behavior*.

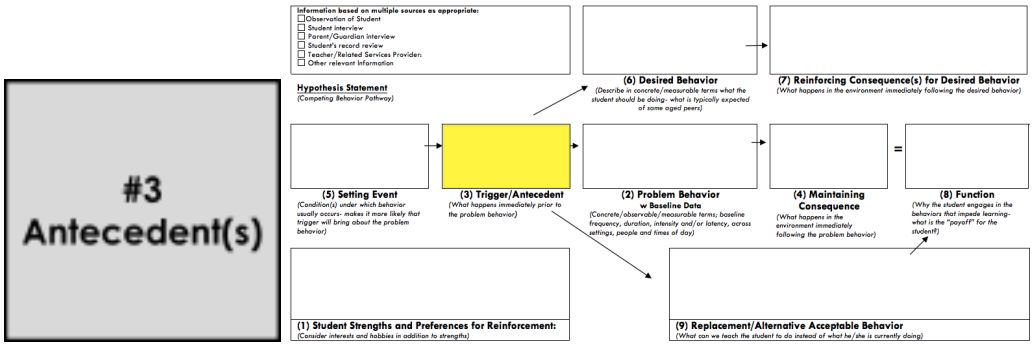


Sample Questions Associated with the Problem Behavior Box #2:

1. List ***one*** problem behavior that is displayed by the student.

a. This behavior should be measurable, definable, observable, and could be counted (if necessary) by 3 different people in the exact same way.

2. Make sure there is only 1 behavior in this box for ease and strength of Behavior Intervention Plan development.
3. If there are multiple behaviors displayed by a student narrow down to the one the teacher deems is the most urgent to change immediately. There will be room to focus on more after this one begins to improve.



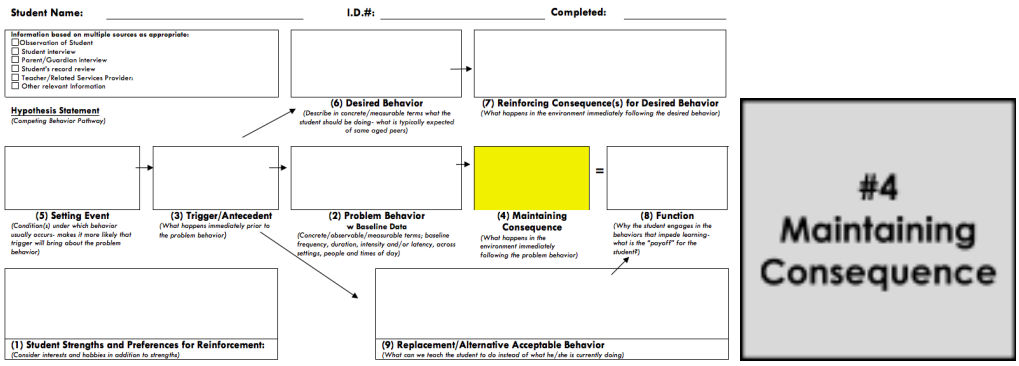
Sample Questions Associated with the Antecedent(s) Box #3:

1. If you were to observe as a fly on the wall, the 30 seconds to 1 minute ***before*** the problem behavior occurs, what would you see/experience in the environment?

a. It can be behavior observed by the teacher, other adults in the room, students, the environment itself (i.e. sounds, movement, etc.), tasks requested, etc.

2. What happens directly ***before*** the problem occurs. It's the trigger that kicks the problem behavior into action.

3. If I could pay you 1 million dollars right now to make the problem behavior come about for this student, what would you do?
4. If you were watching a movie where the problem behavior was the main event, what would be in the scene ***before*** that?

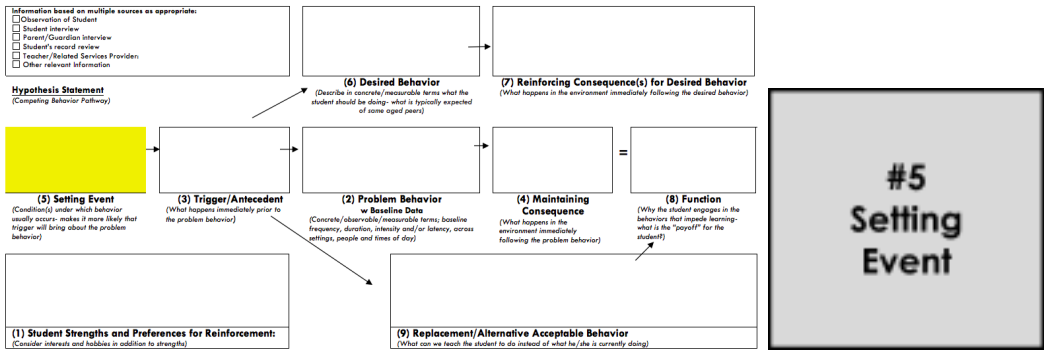


Sample Questions Associated with the Maintaining Consequence Box #4:

1. The **Maintaining Consequence** is technically the same thing as the Function (Box #8). For the purposes of learning, exploring, and helping support our ability to better identify the function we are separating out the *maintaining consequence* and the *function* boxes. For Box #4 we are asking facilitators and others to consider what you would *see, hear, observe, feel, etc.* in the environment after the *problem behavior* **t**akes place.
2. If you were to observe as a fly on the wall, the 30 seconds to 1 minute ***after*** the problem behavior occurs, what would you see/experience in the environment?

a. One may observe the teacher displaying behavior, other adults in the room, students, or things in the environment itself (i.e. sounds, movement, etc.), tasks requested, etc.

2. If you were watching a movie where the problem behavior was the main event, what would be in the scene directly ***after*** that?
3. This is something that takes place after the problem behavior that supports the student in choosing the problem behavior.



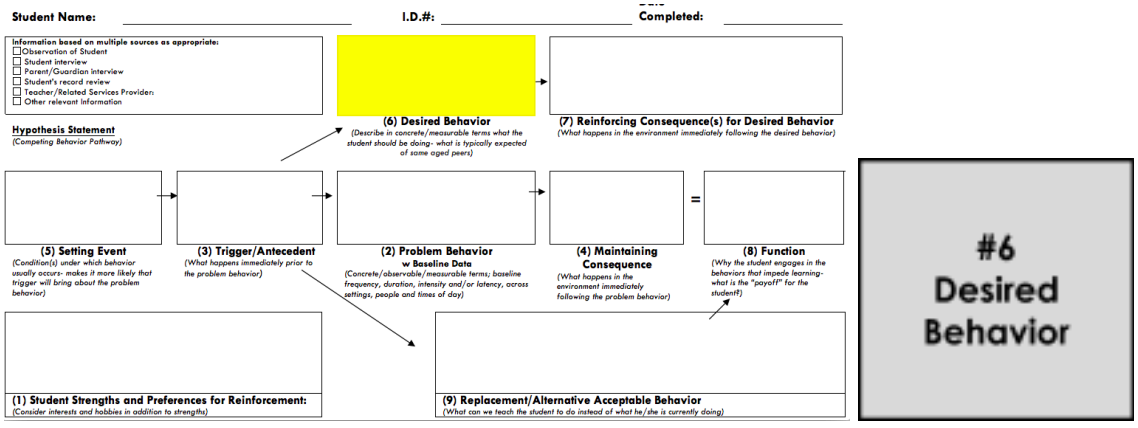
Sample Questions Associated with the Setting Event Box #5:

1. What are the circumstances (if any) that make it more likely that when confronted by the trigger(s) / antecedent(s) the student will engage in the problem behavior?

a. These events or situations are a "set up" to increase the chances of the problem behavior occurring (although it's not absolute).

b. For example, as an adult we may be more likely to be set off at work by our triggers if a) we didn't sleep well the night before, b) we are late getting to work, c) our child or loved one is having a crisis, d) there is snow outside and you have to scrape of your car and dig out before the day begins.

2. These circumstances are periodically occurring events and are not things that are permanent. They fluctuate and could potentially be eliminated or neutralized through an effective Behavior Intervention Plan.

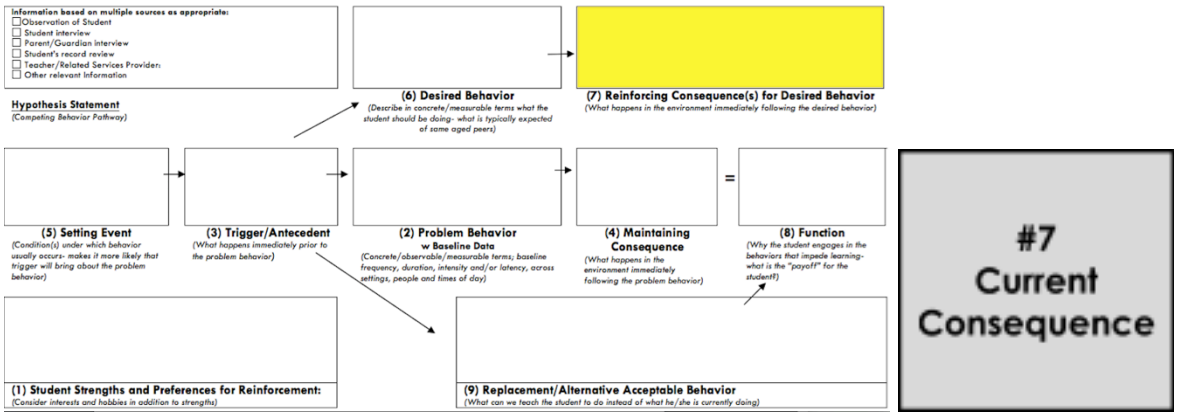


Sample Questions Associated with the Desired Behavior Box #6:

1. When the identified trigger(s)/antecedent(s) occur in a classroom for other typical same-aged peers, what is the response?
2. What could we assume that other students would be doing in response to the trigger that we would consider to be positive/appropriate behavior?

a. If the trigger is "starting long division math problems", what do other typical same-aged peers do when being asked to start long division math problems… they probably "start the requested task".

2. This is typically the general behavior we want to see that it positive and supports academic and social success from our youth.



Sample Questions Associated with Current Consequence/Reinforcing Consequence Box #7:

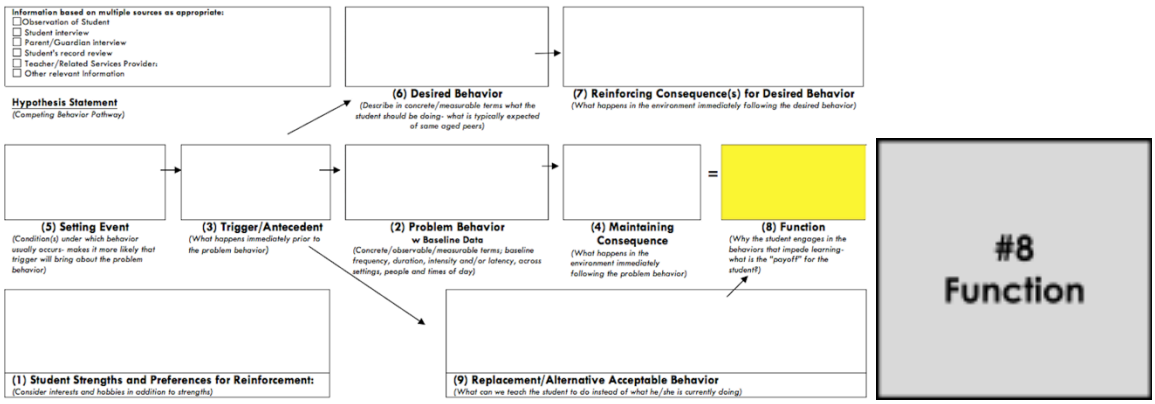
1. When other typical same-aged peers engage in the identified desired behavior from box #6, what would the typical response in the environment be? What is the reinforcing consequence (thing that comes after)?

a. What does the teacher do?

b. What do the other students do?

c. What does the classroom environment look like?

2. This will often include things like verbal praise from teacher, non-verbal acknowledgement to the student, use of the token economy (bee bucks), etc.



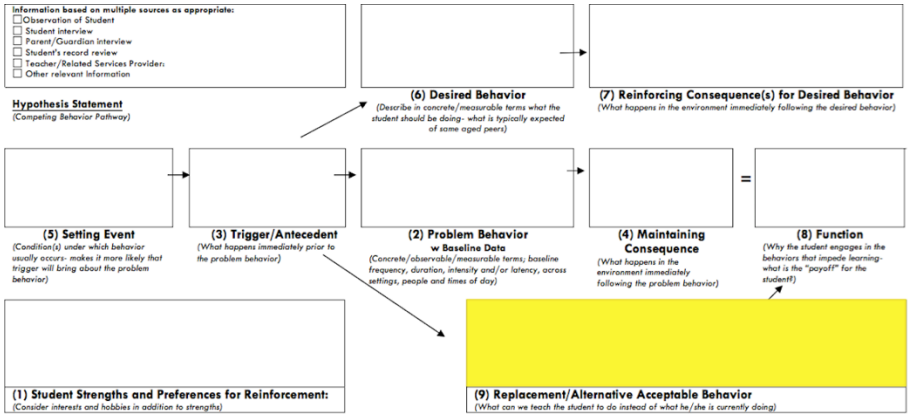
Sample Questions Associated with the Function Box #8:

1. What is the "payoff" to the student for choosing the problem behavior?
2. What does he/she get out of choosing the problem behavior? What is in it for him/her?
3. The choice always begins with "to avoid" or "to obtain" something. This is the only start to the function.
4. Often staffs are stuck deciding between work avoidance and adult attention.

a. Consider things like "would the behavior still occur if the student got to spend the whole day in the teacher's lounge hanging out with teachers? Or, "would the problem behavior still occur if the student was told he/she does not need to do work any more at school ever?

b. These can help to start to narrow down the function.

i. If a student is sent to the office as part of Box #4, does the student ***ever*** end up doing this work? This can help as well.



Sample Questions Associated with the Replacement Behavior Box #9:

1. What is a behavior that we can ***teach the student*** to do instead of what he/she is currently doing to still cause the maintaining consequence to occur and the function to be met?
2. What behavior can be taught to the student to do that will cause the same response to take place in the environment?

a. Remember it needs to happen as fast as the current situation does, and it needs to meet the need of the function as powerfully as the current situation does (it needs to be able to compete with what is currently happening).

So, for example, if a student is shouting out to **obtain adult attention**, being taught to write their thoughts down in a notebook will not get their function met as fast or as intensely as shouting out will, so they will continue to choose shouting out as a behavior to get their needs met.