Definitions of the Competing Behavior Pathway Components

**Student Strengths:** Description of behavioral strengths
i.e. ignores inappropriate behavior of peers, displays positive interactions with staff, accepts responsibility for actions, etc.

1. **Problem Behavior(s):** Describe exactly what the student does or does not do (frequency, duration, and intensity).
i.e. During math class, three times a week, when given a directive to complete math assignments, student yells at teacher and refuses to follow directions.

2. **Trigger/Antecedent:** Describe the relevant event(s) that typically precede the problem behavior.
i.e. When given a directive to read aloud, when provoked by peers, when unable to complete assignments, etc.

3. **Maintaining Consequence:** Describe what is actually happening to reinforce/maintain the consequence.
i.e. students are laughing, teacher stops the lesson, class is disrupted, etc.

4. **Setting Event:** Describe the setting in which the behavior(s) most often occur (physical setting, time of day, persons involved).
i.e. in math class, during 3rd period, with teacher “X”, etc.

5. **Desired Behavior:** Describe the behaviors that are expected in this setting for all students.
i.e. using appropriate language when talking to others, coming to class prepared, respecting the property of others, etc.

6. **Current Consequence:** Describe the events that typically follow or result from the problem behavior(s)
i.e. time out, loss of privilege, removed from the classroom, added work assignments, staying after school, etc.

7. **Replacement Behavior:** Describe which new behavior(s) will be taught to replace the inappropriate problem behavior(s).
i.e. student will seek out an adult to discuss frustration instead of yelling at teacher, student will write down questions on a piece of paper instead of yelling questions out in class, etc.

8. **Function:** The hypothesized purpose that the behavior serves—what is the payoff for the student?
i.e. escape/avoidance, gaining attention, expression of anger, seeking power/control, intimidation, sensory stimulation, relief of fear/anxiety