

## The Competing Behaviors Model for Developing Support Plans

Polk Co. Positive Behavior Support  
Workshop  
March 31, 2006

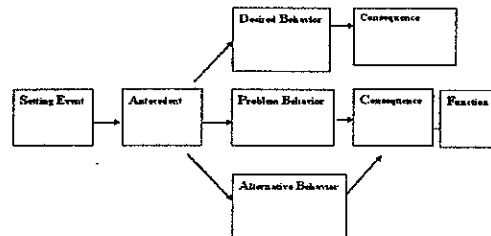
## Use "Competing Behavior Analysis" to build elements of behavior support plan

- Competing Behavior Analysis
  - Begin with FA hypothesis statement
  - Define "desired behavior"
  - Define "alternative behavior"
- Given Competing Paths Identify:
  - How to make problem behavior irrelevant
    - Manipulate setting events and antecedents
  - How to make problem behavior inefficient
    - Manipulate teaching of new skills
  - How to make problem behavior ineffective
    - Manipulate consequences

## Competing Behaviors

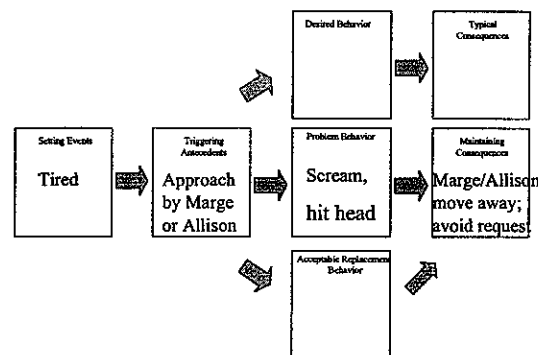
- Desired behavior - "what do I want the person to do?"
  - typically, has a maintaining consequence that is different than consequence for problem behavior
  - may be a "long-term goal"
- Alternative behavior - "what is an acceptable alternative I can live with?"
  - must produce the same consequence as problem behavior (or "close enough")
  - may be a short-term solution

BEHAVIOR SUPPORT PLAN, COMPETING BEHAVIOR PATHWAY



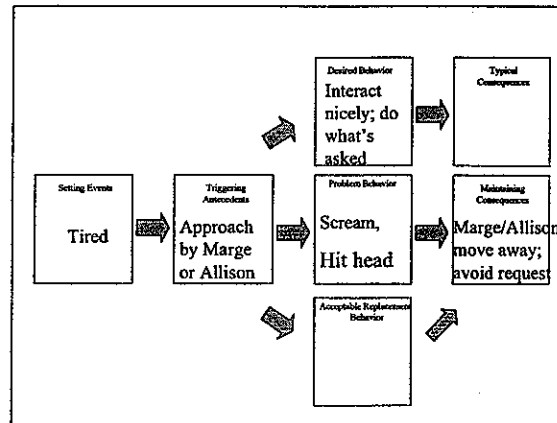
## Place Hypothesis Statement in Competing Pathways Model

- Use information from interviews and observations to summarize:
  - Problem behavior
  - Antecedent Triggers
  - Maintaining Consequences
  - Setting Events



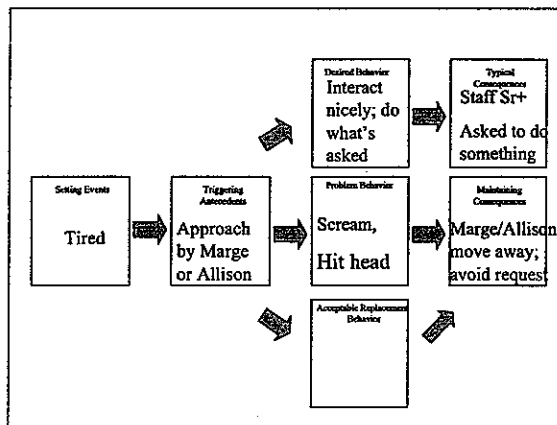
## Identify the “Desired Behavior”

- The desired behavior is the behavior you want the person to perform in the stimulus condition.
- Examples
  - Given household task --> quietly do task
  - Given request to get up --> get up
  - Given taunt from peer --> turn and walk away
  - Given peer social initiation --> ?????



## Define the Consequence Typically Associated with Desired Behavior

- What generally follows performance of the desired behavior
  - Ignored?
  - Praised?
  - Access to new activity?
  - Access to social contact?
  - Error correction?
- Consider the typical consequence from the perspective of the focus person



## Identify an acceptable “replacement” behavior

- An acceptable replacement behavior:
  - Is an appropriate alternative behavior
  - Serves the same function as the problem behavior
    - Results in obtaining the same consequence (or very similar) as the problem behavior
    - The replacement behavior is a member of the same response class as the problem behavior
  - Is as, or more efficient than, the problem behavior
    - Physical effort, schedule of reinforcement, delay of reinforcement, quality of reinforcement
  - Is socially acceptable and acceptable to support providers

## Which of the Following are Appropriate Replacement Behaviors

- Jason swears and is verbally abusive when asked to do difficult tasks. The inappropriate verbal behavior is maintained by avoiding or escaping the tasks.
- Possible Replacement Behaviors:
  - More rewards for doing tasks
  - Asking for a break from tasks
  - Asking to do something other than the tasks
  - Requesting adult attention
  - Asking to have soda after tasks are done

### Which of the Following are Appropriate Replacement Behaviors

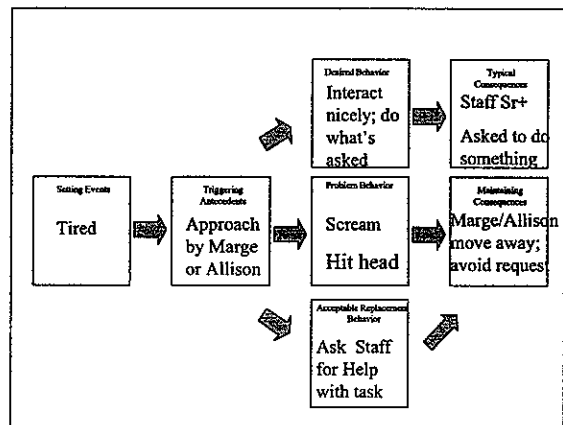
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  - More rewards for doing tasks
  - Asking for a break from tasks
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  - Asking to have soda after tasks are done

### Which of the Following are Acceptable Replacement Behaviors

- Leslie has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by getting staff attention.
- Which is an acceptable Replacement Behavior
  - Hang out in her room and be ignored
  - Sign "please" to ask staff to interact with her
  - Take completed work up to show the staff
  - Move to sit by another resident in her home
  - Engage in self-stimulatory behavior (e.g., rocking)

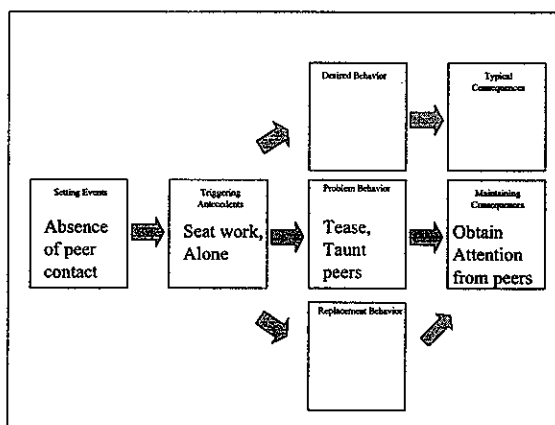
### Which of the Following are Acceptable Replacement Behaviors

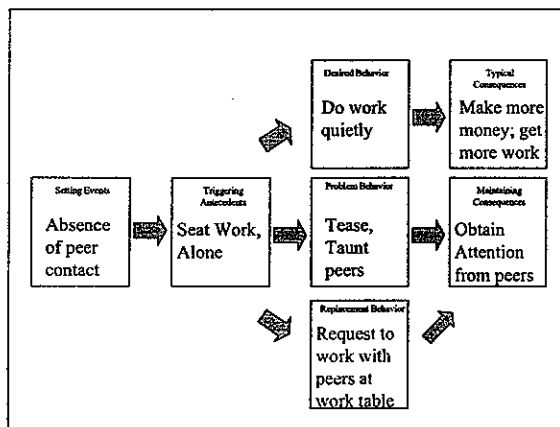
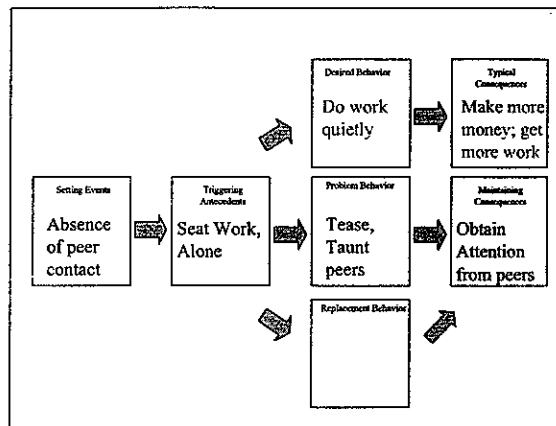
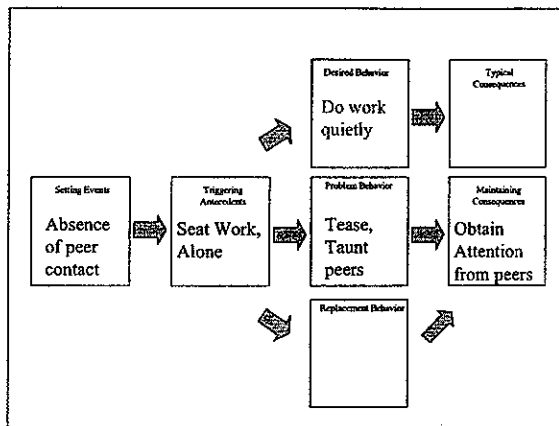
- Leslie has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by getting staff attention.
- Which is an acceptable Replacement Behavior
  - Hang out in her room and be ignored
  - sign "please" to ask staff to interact with her
  - take completed work up to show the teacher
  - move to sit by another student
  - engage in self-stimulatory behavior (e.g., rocking)



### Mitch

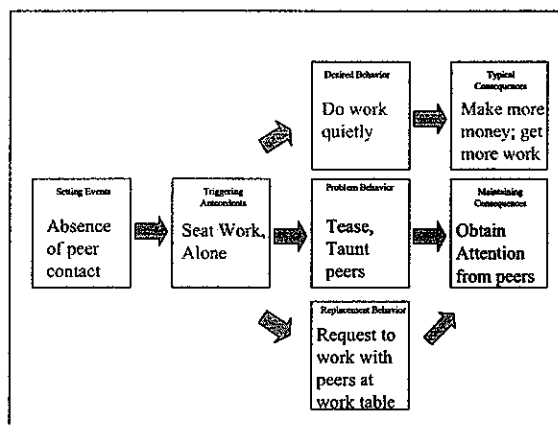
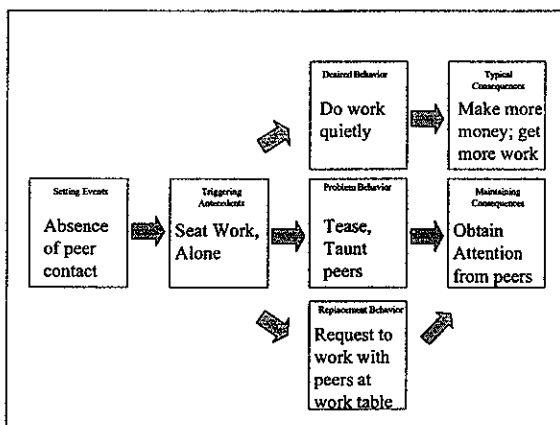
- 28 years old, mild/moderate intellectual disability, highly verbal, good sense of humor; works in a benchwork workshop
- **Problem behaviors:** Taunts other workers, uses teasing voice tone, sets off verbal and physical battles
- **Context:** When working alone and not getting peer interaction or attention.
- **Maintaining Function:** Obtain peer attention
- **Setting Events:** Extended time without peer contact (Mondays, after holidays, vacations).

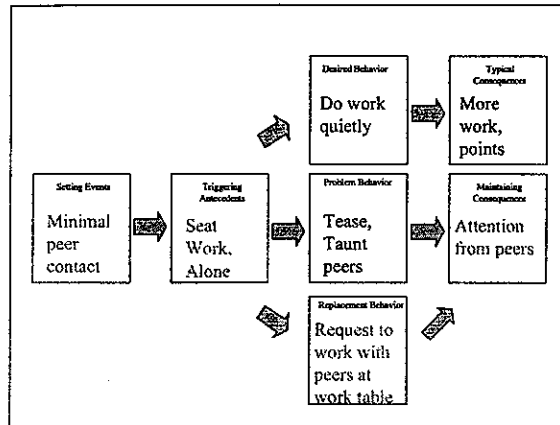
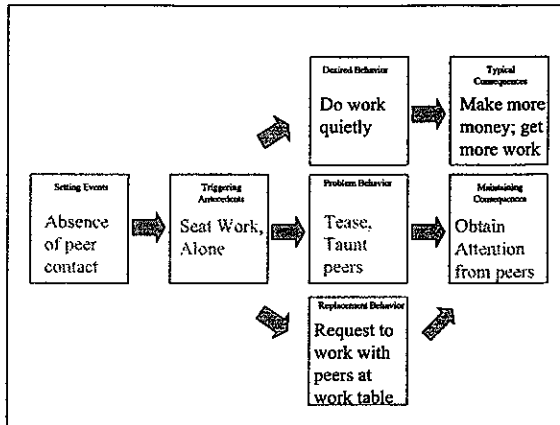




### Consider the relative efficiency of competing behaviors

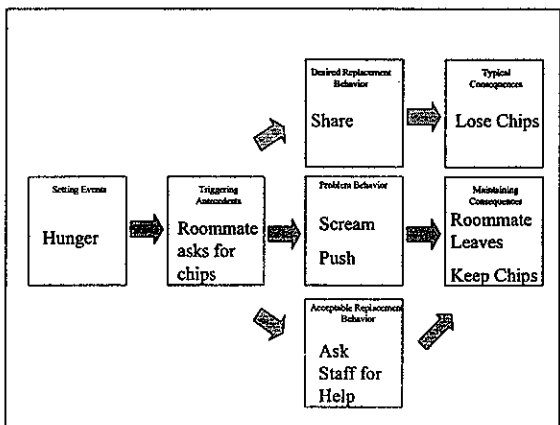
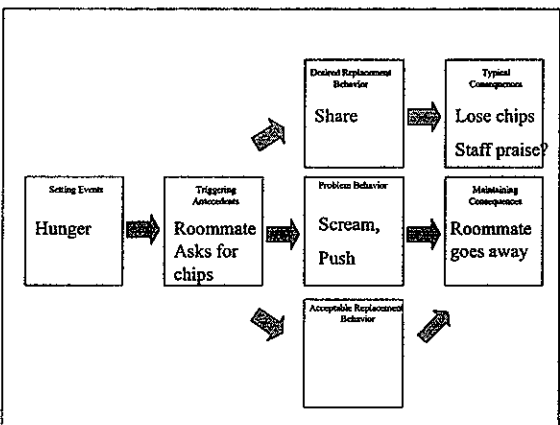
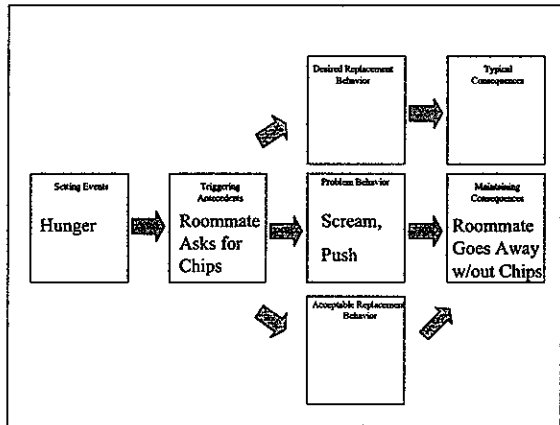
- Compare the magnitude of competing reinforcers for:
  - (a) desired behavior,
  - (b) problem behavior,
  - (c) replacement behavior.
- Compare schedules and quality of reinforcement
- Compare physical effort, timeliness of reinforcement
- Which competing paths is likely to dominate over time?
- How to make preferred paths more likely?

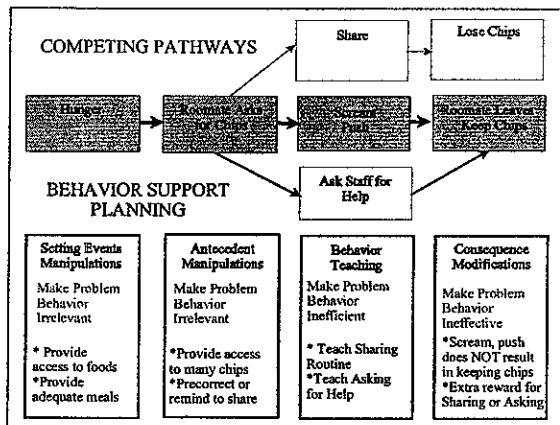
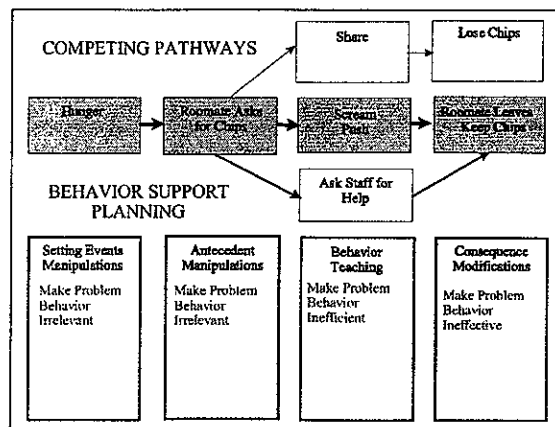
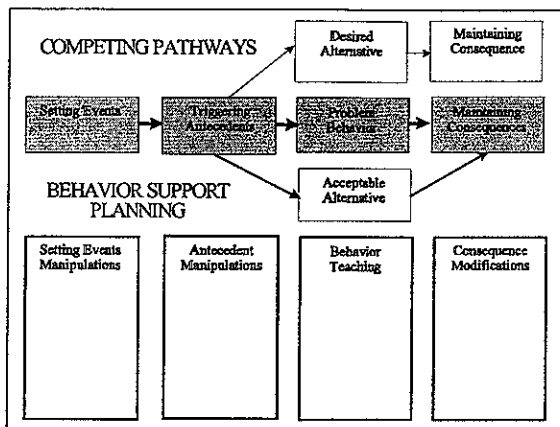




**Use Competing Behavior Analysis to Identify Support Procedures**

- What Setting Event and Antecedent changes can you make so the problem behavior is irrelevant?
- What Teaching would result in skills that made the problem behavior inefficient?
- What Consequences could be changed to make the problem behavior ineffective, and preferred behaviors more effective?



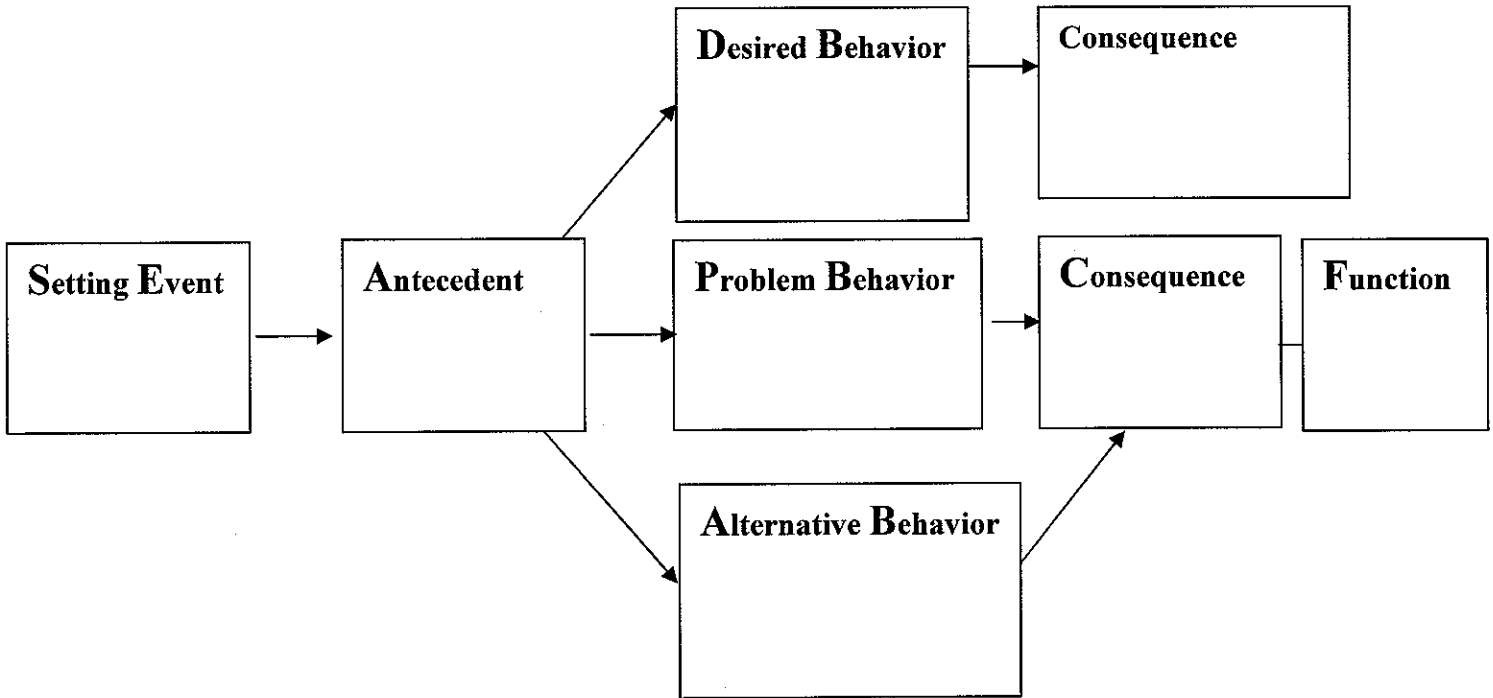


## Activity

- Competing behavior analysis and support plan development
- Review the FACTS for Residential Support and complete a competing behavior analysis or
- Using a person you know, complete a competing behavior analysis

Name: \_\_\_\_\_

**BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY**



*(Make problem behavior irrelevant)*

*(Make problem behavior inefficient)*

*(Make problem behavior ineffective)*

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies