Competing Pathways Worksheet: Individual Student FBA

Student Name: _____   **I.D.#:** _____   **Date Completed:** _____

Is thi 11 *vior a:*

☐ **Performance Deficit**

☐ **Skill Deficit**

10

Information based on multiple sources as appropriate:
(see page 2 for specifics)
☐ Observation of Student
☐ Student interview
☐ Parent/Guardian interview
☐ Student's record review
☐ Teacher/Related Services Provider:
☐ Other relevant Information

7

8

Desired Behavior
(Describe, in concrete/observable terms, what the student should be doing)

Reinforcing Consequence(s) for Desired Behavior
(Based on student's preferences for reinforcement)

Hypothesis Statement
(Competing Behavior Pathway)

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Setting Event
(Condition(s) under which behavior usually occurs)

Trigger/Antecedent
(What happens prior to the problem behavior)

Problem Behavior(s) w Baseline Data
(Concrete/observable terms; baseline frequency, duration, intensity and/or latency, across settings, people and times of day)

Maintaining Consequence
(Probable consequences that serve to maintain the behavior)

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Function
(Why the student engages in the behaviors that impede learning)

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9

Student Strengths and Preferences for Reinforcement:	Alternative Acceptable Behaviors/Skills to be Taught

Behavioral Intervention Plan Required ☐ Yes ☐ No
Safety Plan Required ☐ Yes ☐ No

Hypothesis statement: *Describe problem behavior in concrete terms and provide baseline measure, including frequency, duration, and intensity/latency across activities, settings, people, and times of day, as well as the global or specific hypothesis as to why the problem behavior occurs. Fill in blanks below to complete an accurate statement for this student.*

When (setting event) and (antecedent), (student) does (problem behavior for how long, how many times, at what intensity) to get / avoid _____.

Brainstorm possible elements of behavior support; select strategies that are contextually appropriate for final plan, and list them below. Provide 1 or more strategies for each section. Multiple stakeholders should be included in providing these supports. *Remember to reference the corresponding sections of the FBA to ensure alignment.*

1. Setting Event Strategies	2. Antecedent Strategies Behavior	3. Teaching Strategies	4. Consequence Strategies
Prevent or neutralize setting event/s	Prevent problem behavior	Teach alternative behavior or other supporting behaviors for change.	Reinforce use of desired or alternative behavior

	Prompt alternative behavior		Response to problem behavior that minimizes reinforcement (i.e. extinction)