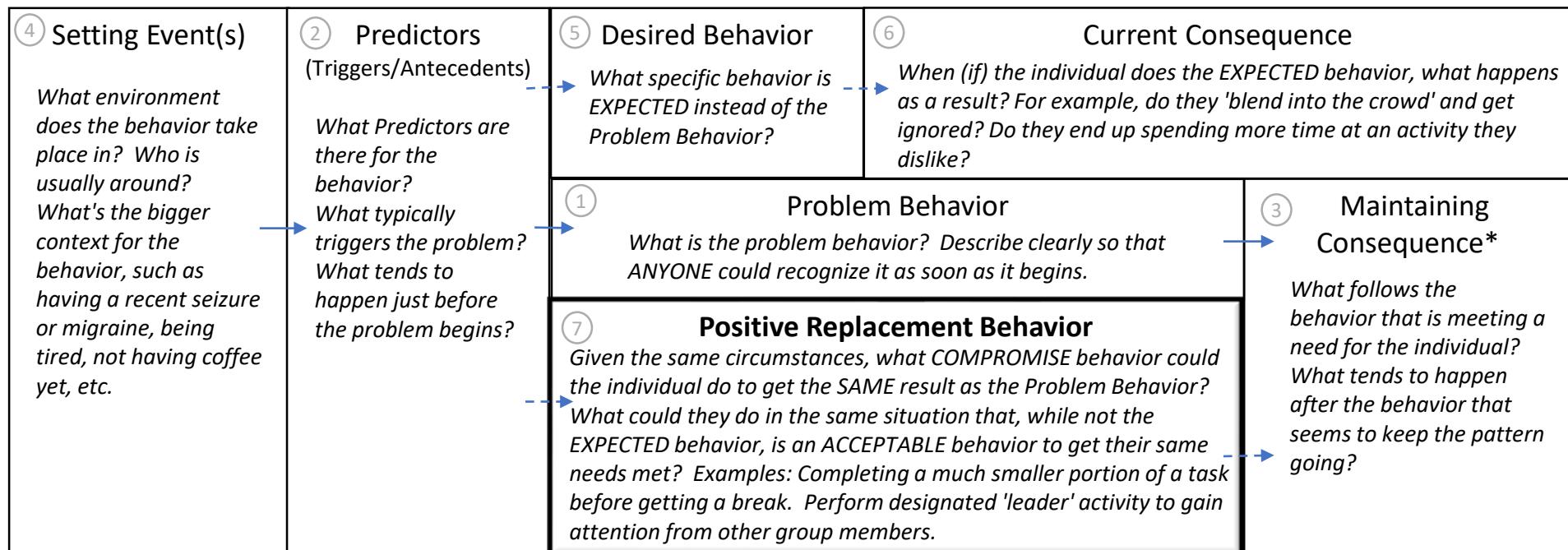


# Developing a Positive Behavior Support Plan

## Competing Behavior Pathway



\*The Function of the Problem Behavior appears to be:

- **Sensory/Automatic** - physical stimulation, happens when stressed, even when alone
- **Escape/Avoid** - looks like ignoring or "fight or flight", happens when demands are too easy, scary, difficult, overwhelming, or boring
- **Attention/Social** - directed toward others, draws attention to self
- **Tangible** - acquire an item or engage in a preferred activity

## Action Plan

Make problem behavior irrelevant

Make problem behavior inefficient

Make problem behavior ineffective

Setting Event Strategies	Antecedent Strategies	Teaching/Instructional Strategies	Consequence Strategies
<i>How can you change the environment or the situation so that the problem behavior no longer fits the circumstances? Example: Don't issue demands until individual has finished first cup of coffee.</i>	<i>How can you change how other people, or stimuli, interact with the individual so that the problem behavior no longer fits? Examples: Allow to put in earbuds five minutes before ending bell sounds to reduce aversiveness of sound. Staff will state individual's name and await eye contact before issuing directive.</i>	<i>What new skills could the individual learn to get their needs met faster and more frequently? Example: Teach individual to say "I'm angry and need a break," then remove self from situation.</i>	<i>How can supports respond to behavior differently? Examples: Coach all staff in contact with individual to make no response when individual swears at staff or makes verbal threats. Coach same staff to frequently give clear and specific praise when individual is doing solitary activity or interacting calmly with others.</i>