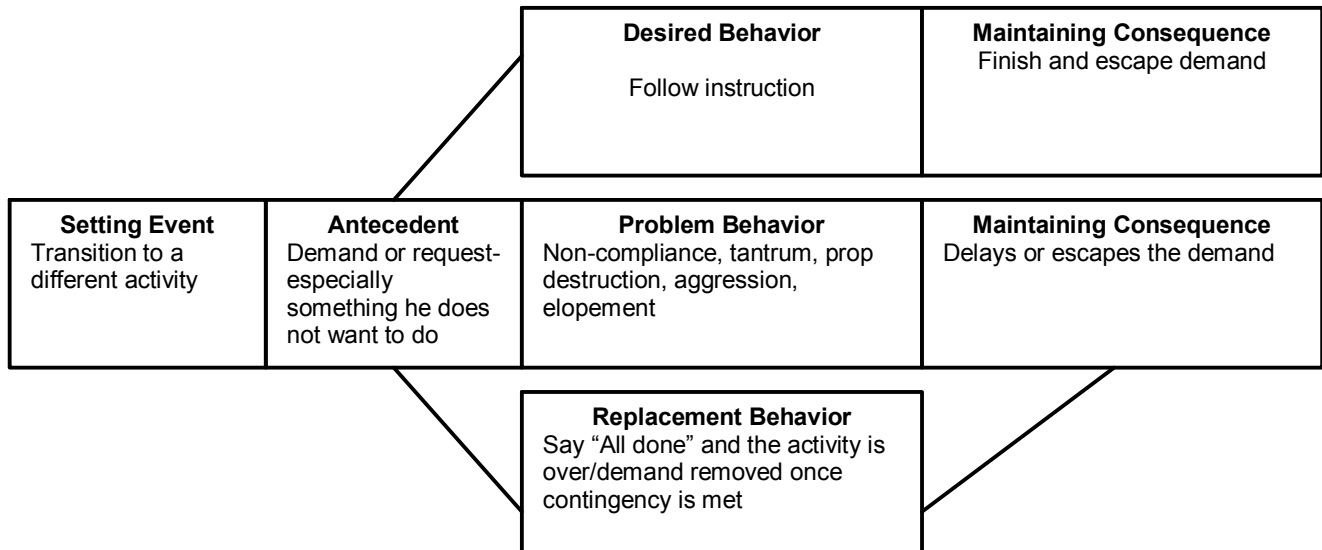


Brant's Competing Behavior Diagram 1

Step 1: Write down the hypothesis statement, the desired behavior and consequence, and a new replacement behavior.



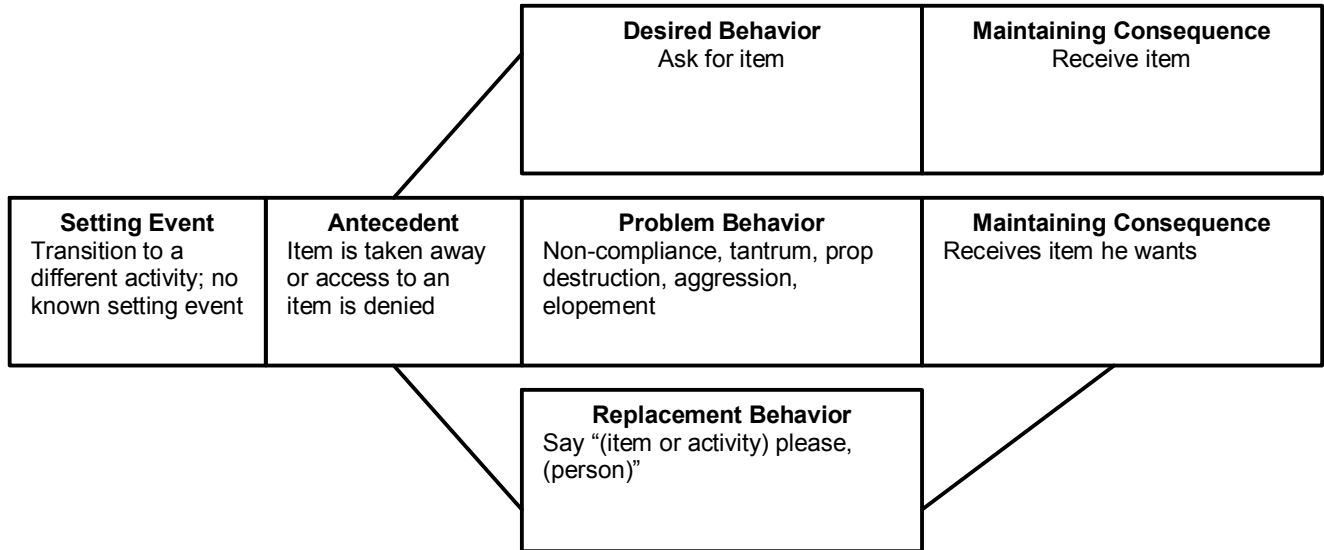
Step 2: As a team, brainstorm interventions that are directly linked to each part of the hypothesis statement.

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
<p>Transition warnings will be given when the end of activity is soon approaching. For example, "Brant", in 2 minutes you're going to be finished with (preferred activity)."</p> <p>Play and have fun with "Brant"! He enjoys people who are fun, yet have consistent expectations of him and consistent ways to handle problem behavior.</p>	<p>Use short concise language, as well as a neutral tone, when giving instructions and phrase as an instruction (rather than a question, etc.). For example, try to avoid saying "'Brant", time to go to the next activity, OK?"</p> <p>Make sure you can follow through with all instructions given. If you can't, give it as a choice.</p> <p>A visual schedule may be helpful to depict the order activities will take place.</p> <p>Build in ways to provide choice throughout the day.</p> <p>Use lots of pre-teaching to let "Brant" know what is going to happen. For example, "As soon as you color this page, you can play with cars."</p>	<p>"Brant" will be prompted and reinforced for saying "All done" when he wishes to be finished with an activity. He already has this phrase in his repertoire and uses it. This will allow "Brant" to more appropriately get out of the task. After "Brant" uses an appropriate phrase, the teacher will use an "as soon as you ____, you can ____" statement.</p> <p>If "Brant" chooses an activity that is not a choice at the time, teachers can say "Not yet. We're doing ____."</p>	<p>It is important that "Brant" not be allowed to get out of the task unless he has used the appropriate phrase "all done" or another appropriate phrase. If problem behavior occurs, team members should follow through with the instruction.</p> <p>If an instruction is not followed, teachers can use 3-step prompting: Step 1 – give instruction Step 2 – model or gesture Step 3 – physical prompt</p> <p>If physical prompting is needed, team members should use particular caution in their handling strategies. Place your forearms or flat hands under his underarms to support "Brant" during prompting to avoid injuries.</p> <p>Praise all appropriate social interactions with peers and adults and any other good behavior or absence of problem behavior.</p> <p>If new problem behaviors arise, team members should be particularly careful not to reinforce those behaviors with attention or escape.</p>

Adapted from O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior.

Brant's Competing Behavior Diagram 2

Step 1: Write down the hypothesis statement, the desired behavior and consequence, and a new replacement behavior.



Step 2: As a team, brainstorm interventions that are directly linked to each part of the hypothesis statement. (See diagram 1 for additional interventions)

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
	Explain why the item or activity is taken away or why access is denied one time or twice, if you feel "Brant" does not understand what is happening. Redirect "Brant" from the item or activity, i.e. change the subject.	"Brant" should use an appropriate phrase for asking for the item or activity. If at all possible. "Brant" should get the item he asks for. This will be faded with time.	Praise "Brant" for anytime he is flexible about giving up an item or activity. "Brant" should not be given the item or activity if he uses non-words, but needs to use appropriate words. Team members can prompt correct words to use. If he engages in problem behavior, follow through with the removal of the item or activity and do not engage in conversation with "Brant" about it.

Adapted from O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior.