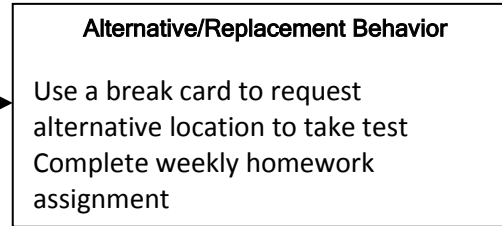
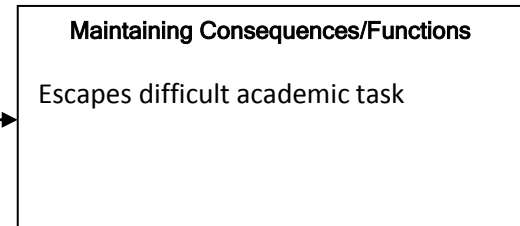
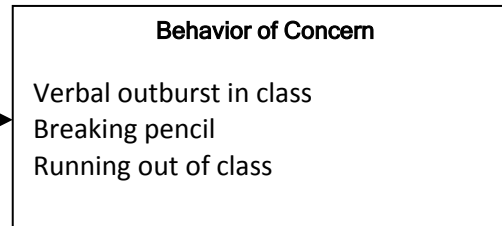
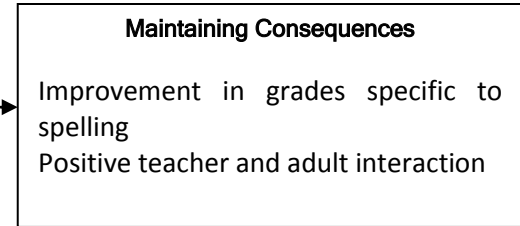
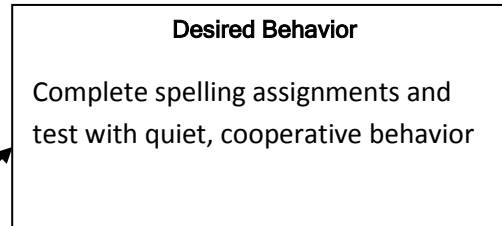
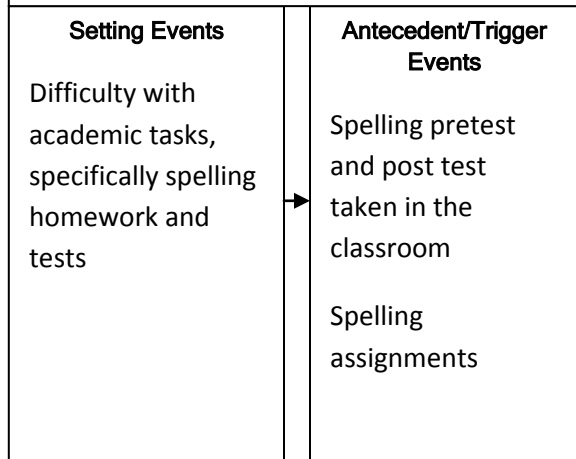




Functional Behavioral Assessment (FBA) Competing Behavior Pathway Example

Student John Smith **ID #** 907652
Date of Birth 12/11/2006 **School** Clay
Grade 1st **Date** 12/11/2012

Routine/Activity: Spelling-independent work time



Possible Intervention Strategies

Prevent		Teach	Reinforce
<p style="text-align: center;"><u>Setting Event Strategies</u></p> <p>Assess the student's spelling skills Provide additional instruction in spelling using A/B student Allow student to access alternate setting to complete spelling test a Adapt the test and homework assignments to student's functional level.</p>	<p style="text-align: center;"><u>Antecedent Strategies</u></p> <p>Define expectations Use pre-corrects Use break cards to go to alternate setting Develop a homework routine utilizing a variety of learning modalities</p>	<p style="text-align: center;"><u>Behavior</u></p> <p>Teach expectations Teach student how to calmly and quietly request a break Teach student the homework routine and expectations and communicate the routine to parents</p>	<p style="text-align: center;"><u>Consequence Strategies</u></p> <p>Reward expectations Emphasize connection between actions and grades Give positive attention when student is calm and cooperative</p>

Adapted from O'Neill, Horner, Albin, Storey and Newton (1997)