



## Functional Behavioral Assessment (FBA) Competing Behavior Pathway Instructions

<b>Student</b>	<b>ID #</b>		
<b>Date of Birth</b>	<b>School</b>		
<b>Grade</b>	<b>Date</b>		
<b>Routine/Activity:</b>		<b>Desired Behavior</b>	<b>Maintaining Consequences</b>
<b>Setting Events</b>	<b>Antecedent/Trigger Events</b>	<i>General positive behavior expected of all students.</i>	<i>General outcome of desired behavior.</i>
<i>What events, conditions, or activities make the behavior of concern worse?</i>	<i>What typically happens before the behavior of concern is observed?</i>	<b>Behavior of Concern</b>	<b>Maintaining Consequences/Function</b>
		<i>What behavior are you targeting to change?</i>	<i>What is the student gaining or avoiding by the behavior?</i>
		<b>Alternative/Replacement Behavior</b>	
		<i>Functionally equivalent behavior you wish to teach and support as an alternative to behavior of concern when desired behavior is not yet attainable .</i>	
<b>Possible Intervention Strategies</b>			
<b>Prevent</b>		<b>Teach Behavior</b>	<b>Reinforce</b>
<b><u>Setting Event Strategies</u></b>	<b><u>Antecedent Strategies</u></b>	<b><u>Behavior</u></b>	<b><u>Consequence Strategies</u></b>
<i>Neutralize or eliminate setting events. Alter or modify the environment, task, or instruction.</i>	<i>Manipulate antecedent to prevent behavior of concern and prompt alternative or desired behavior.</i>	<i>Explicitly teach alternative and desired behaviors, academic and social skills.</i>	<i>Alternative consequences to reinforce alternative and desired behavior and extinguish behavior of concern. May include response to behavior of concern and corrective feedback.</i>

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