

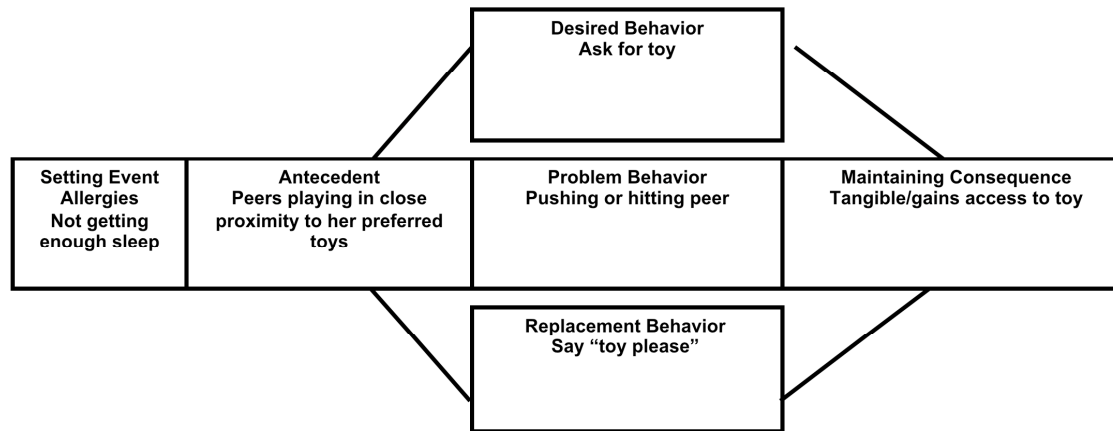
The Competing Behavior Diagram

- Four (4) examples are provided of problem behaviors, each serving a different function for individual, using Competing Behavior Diagram (CBD) framework
 - Get/obtain access to preferred.... tangible (e.g., toy, item, object, preferred edible)
 - Get/obtain access to preferred.... attention from adults/peers
 - Escape/avoid/delay non-preferred....tasks, activities, demands (requests), tangibles, attention
 - Get/obtain preferred OR escape/avoid non preferred.... internal stimulation/physiological sensations

Get/obtain access to preferred... toy, item, object (tangible)

- The slide that follows illustrates gaining access to a toy, as the maintaining consequence for the problem behavior of pushing or hitting a peer.
- There is also a one-page .pdf document in the module activities called “Julie—Competing Behavior Diagram” that matches the slide that follows.

Competing Behavior Diagram



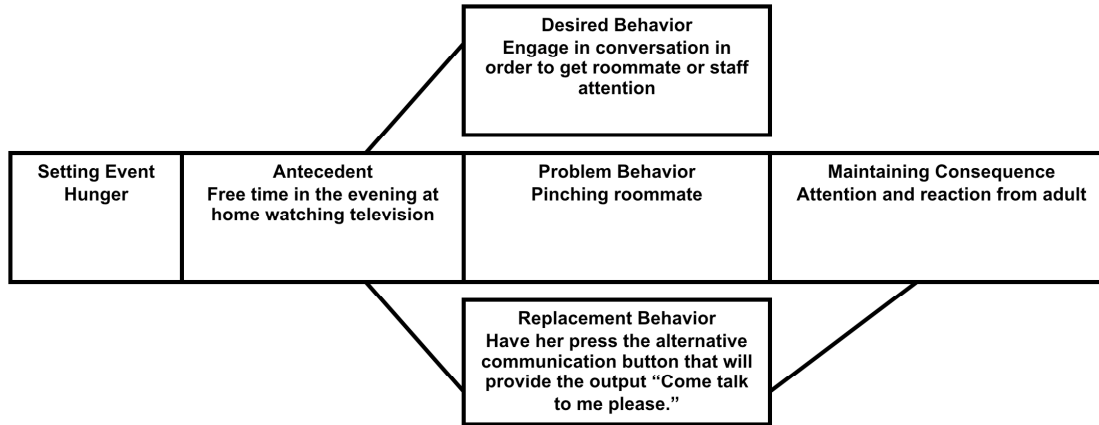
Setting Event Interventions	Antecedent Interventions	Teaching Interventions	Consequence Interventions
<p>Parents will monitor seasonal allergies and provide medicine as directed by her doctor.</p> <p>Attempt to maintain standard bedtime routine and consistent time going to bed.</p>	<p>Have play activities set up with enough toys for each child to have one.</p> <p>Have multiples of the same toy.</p> <p>Have the classroom setup so number of children per area is designated.</p>	<p>Prompt her to say "toy please" when she wants a toy.</p> <p>Work with her on an age-appropriate social skills curriculum.</p>	<p>Praise her for using the phrase "toy please". Reinforce the other children when they give up the toy that she has asked for.</p> <p>If she exhibits pushing or hitting her peers, she is not allowed to have the toy. Redirect her to another area to play in.</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.

Get/obtain access to preferred.... attention from adults/peers

- The next slide illustrates gaining access to attention—in the form of a reaction from the adult
- The problem behavior that is maintained by access to adult attention is pinching the focus individual's roommate

Competing Behavior Diagram

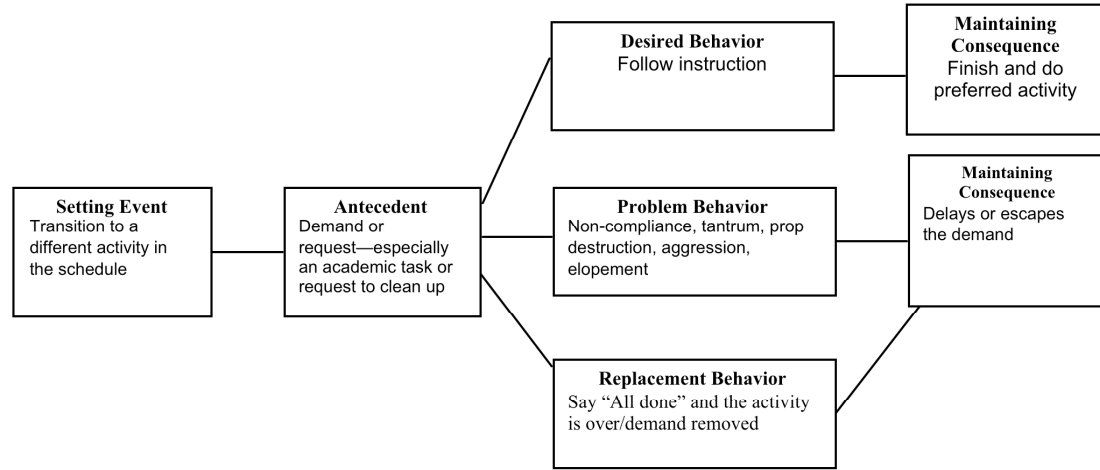


Setting Event Interventions	Antecedent Interventions	Teaching Interventions	Consequence Interventions
<p>Offer her a healthy snack two hours before dinnertime/after she gets home from work.</p>	<p>Limit the length of the television watching time by engaging her in other activities (e.g. playing a game with her roommates).</p> <p>Ask her to sit in the recliner an arm's length away from her roommate.</p>	<p>Prompt her to press the alternative communication button that has been programmed to output "Come talk to me please."</p> <p>Work with her on an age-appropriate social skills curriculum.</p>	<p>Praise her for using the communication device. Provide her with ample attention for two minutes after she has pressed it.</p> <p>If she exhibits pushing her roommate, do not respond verbally. Talk to her roommate about if she would like to engage in an activity with you.</p>

Escape/avoid/delay non-preferred...tasks, activities, demands (requests), tangibles, attention

- The next slide illustrates delaying or escaping a demand/ request from an adult
- There are multiple problem behaviors that all function in the same manner to delay or escape demands/ requests. They are non-compliance, tantrums, property destruction, aggression, and elopement.
- There is also a 2-page .pdf document in the module activities called “Katrina’s Hypothesis & PBS Planning Tool (Competing Behavior Diagram)” that provides another ex. of escape-maintained behavior. Review the first page (CBD) and then brainstorm possible function-based interventions—and see how your responses compare to page 2 of the .pdf file

Competing Behavior Diagram



List the intervention strategies that are logically linked to the hypothesis statement above

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
<p>Transition warnings will be given when the end of an activity is soon approaching. For example, "In two minutes you're going to be finished with (preferred activity)."</p> <p>Play and have fun! 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 "Time to go to the next activity, okay?"</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 him know what is going to happen. For example, "As soon as you color this page, you can go play with cars."</p>	<p>He 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 though doesn't use it consistently. This will allow him to more appropriately get out of the task.</p> <p>If Child chooses an activity that is not a choice at the time, teachers can say "Not yet. We're doing ____."</p> <p>Discuss what "sharing with your friends" means during circle time and small group activities.</p>	<p>It is important that Child not be allowed to get out of the task unless he has used the appropriate phrase "all done" or a similar appropriate phrase.</p> <p>If problem behavior occurs, team members should follow through with the instruction or not allow him to engage in the next activity until he has followed the demand.</p> <p>Praise all appropriate social interactions with peers and adults and any other good behavior or absence of problem behavior.</p>

A Problem with Non-Compliance

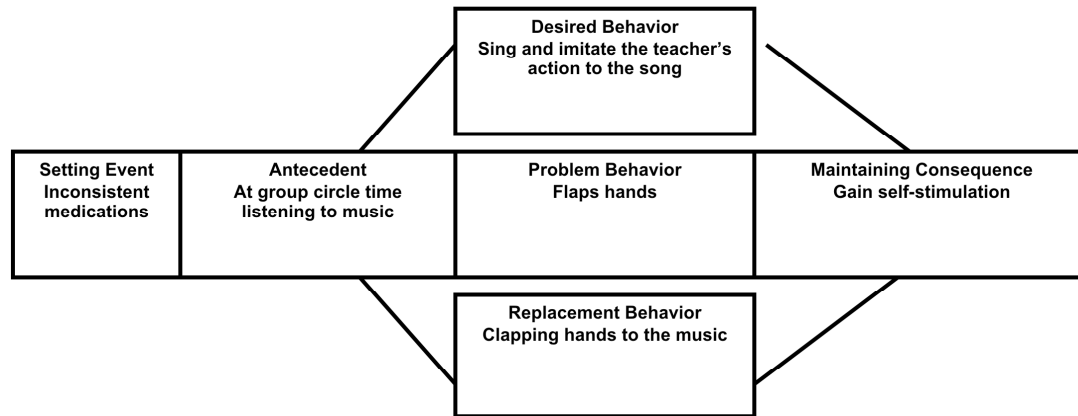
- One thing to be alert to when developing CBDs for problem behaviors that function to escape/ avoid/ delay responding to requests (or demands) is that “compliance” is NOT a suitable Replacement Behavior
- Too often we see “Compliance” listed as a Replacement Behavior in CBDs for escape/avoidance-maintained problem behavior
- Why is “compliance” not an appropriate Replacement Behavior in this situation?
- What should a Replacement Behavior do, when the function of the problem behavior is to escape/ avoid/ delay? What are some possible appropriate Replacement Behaviors in such a situation?

Get obtain access to preferred OR escape/avoid non-preferred....

internal stimulation/physiological sensations

- The next slide illustrates gaining access to preferred self-stimulation (physiological sensations)
- Problem behavior can occasionally function either to get/ obtain (OR to escape/avoid) internal stimulation. If the physiological sensations are experienced by the individual as “preferred” or pleasurable, then problem behavior can serve to try to gain access to such sensations; e.g., excessive masturbation
- However, if the physiological sensations are experienced by the individual as “not preferred” or painful, then problem behaviors can serve to try to escape/avoid such sensations; e.g., hitting oneself in the head to try to make pain go away.

Competing Behavior Diagram

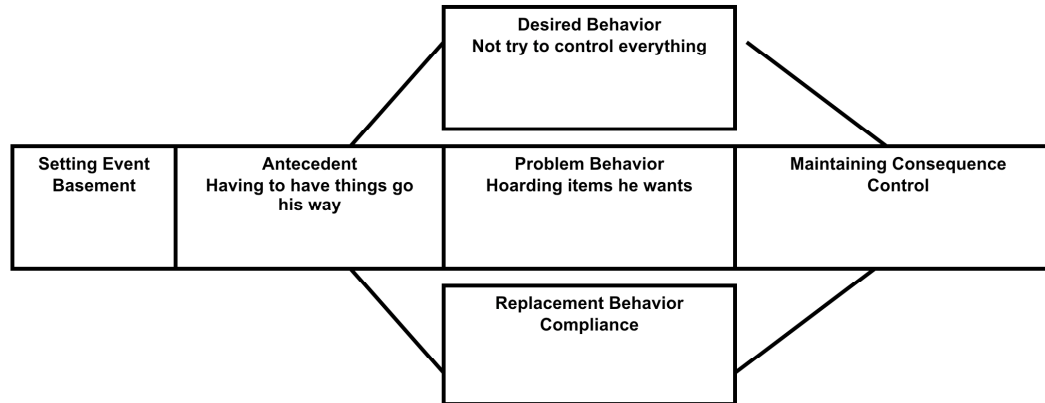


Setting Event Interventions	Antecedent Interventions	Teaching Interventions	Consequence Interventions
<p>Have a communication log between home and school to discuss what medications were given before arriving to school.</p>	<p>Have her sit next to a teacher so she can be actively engaged and prompted if needed.</p> <p>Intersperse book reading and music activities at circle time.</p>	<p>Prompt her and the other children to clap during</p> <p>Work with her on an age-appropriate social skills curriculum.</p>	<p>Praise her for clapping her hands when the music plays. Allow her to pick the next song played, which the team has identified as a preferred activity.</p> <p>If she exhibits hand flapping, prompt her hands down without verbal attention to the behavior.</p>

The Problem of “Control” As a Function

- Next slide indicates “Needing to have things go his way” as the Antecedent (fast trigger) for “Hoarding items he wants,” which is hypothesized to be maintained by “Control”. Any potential problems with this example?
- What does “control” really mean, as a function for this problem behavior? How might control be re-conceptualized, in terms of getting/obtaining or escaping/avoiding?
- What does the individual either get/obtain or escape/avoid/delay, when they use problem behaviors to “control” a situation or a person?
- How might the following CBD be revised to address the problem of “control” as a function?

Competing Behavior Diagram (bad)



Setting Event Interventions	Antecedent Interventions	Teaching Interventions	Consequence Interventions
Basement is the setting, but he has to spend time there.	Alter the activities that he does if he is being inappropriate.	He needs to comply with adult requests and not always have to have control over everything.	Praise him when he gives up control. If he exhibits hoarding items or other inappropriate behavior, he does not get to do fun activities.

A Final Problem to Consider

- Why is there a problem if you create a single CBD with *multiple functions* (Maintaining Consequences) that are listed for the *same* behavior (or class of similar behaviors)?
- Why do we need to develop CBDs that are specific to each function of a problem behavior (or class of similar behaviors)?