What is the Competing Behavior Model?

- A way to conceptualize information gathered through the functional behavior assessment process.
- Organizes information collected in the functional behavior assessment into a visual format.

Why Should Teachers Use The Competing Behavior Model?

- Helps to easily identify needed skills to teach and other interventions for children on the spectrum.
- The skills and strategies that are identified through this process have an increased likelihood of being effective.

How Does the Competing Behavior Model Work?

- Behavior, regardless of whether being viewed as positive or negative can result in the same effect on the environment.
- Once you determine the effect the behavior is having on the environment, you can identify a more acceptable form of behavior that will result in the same effect.

The Competing Behavior Model Works Because We....

- Select an alternative behavior(s) to teach that will REPLACE the problem behavior (i.e., serve the same function).
  - to gain something
  - to escape/avoid something

Many Behavior Plans

- Focus on increasing desired behavior that adults choose independent of the results of the FBA.
- Use powerful rewards to increase desired behavior. These rewards often do not produce the same reinforcing effect as the problem behavior.
- May result in behavior change in some situations, but usually no behavior change when child is in a similar situation that has resulted in that problem behavior being reinforced in the past.
Choosing the Alternative Behavior

- The alternative behavior must be functionally equivalent with the problem behavior.
- Must be more efficient in producing the desired maintaining consequence than the problem behavior it is replacing.
- Must be within the skill attainment range for the student.
- Must be in the individual's repertoire or easily taught.
Strategies Should Be Developed for Each Point along the Competing Behavior Model

- Setting event strategies to eliminate or neutralize effects of setting events.
- Antecedent strategies to make triggering antecedents ineffective, so they no longer serve as triggers.
- Reduce the likelihood that the problem behavior produces the desired outcome or make the maintaining consequence less reinforcing.