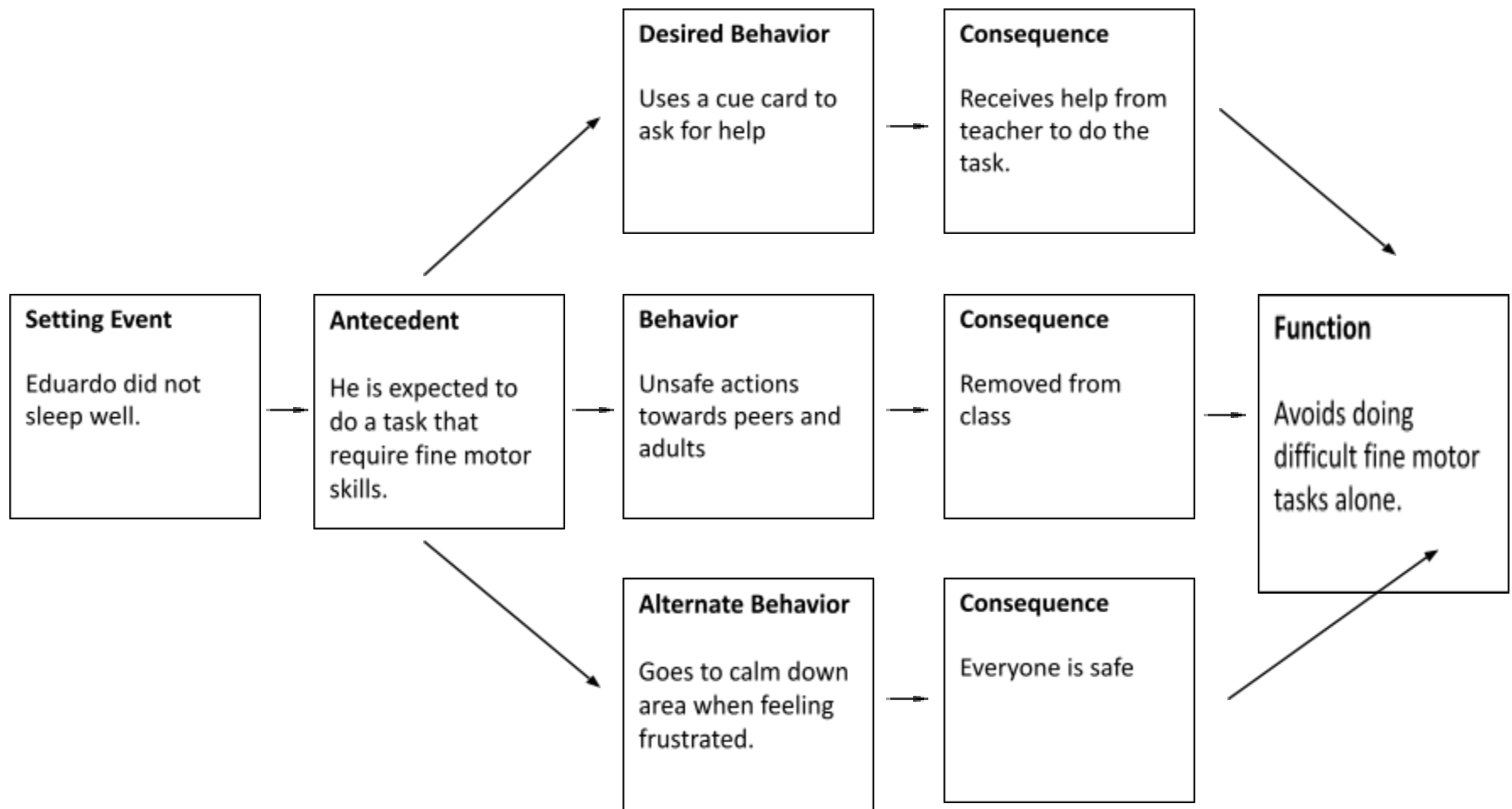


Competing Behavior Pathway



Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
<i>How can the context be changed?</i>	<i>How can the behavior be prevented?</i>	<i>What can be done to teach replacement behaviors?</i>	<i>What will be done after the target behavior occurs? What will be done after the alternate/desired replacement behavior occurs?</i>
<p>Eduardo struggles to fall asleep and stay asleep at night. He has to take a medication to help him. It is important that he takes the medication consistently to help him. Discuss with parents the importance of a consistent sleep routine.</p> <p>His parents will be asked to send in a note if he did not sleep well the night before.</p> <p>If Eduardo is tired, he can rest in the calm down area in his self-contained classroom.</p>	<p>Eduardo could receive one-on-one help from his paraprofessional, Mr. Parks.</p> <p>Eduardo could be given tools to help him complete fine motor tasks easier (tripod pencil grip, larger manipulatives for math, etc).</p> <p>Eduardo could receive OT services (if he qualifies) or be given other activities to help build his fine motor skills.</p>	<p>Eduardo will be taught to go to the calm-down area when he is beginning to feel frustrated.</p> <p>He will learn self-regulating skills such as identifying his emotions, deep breathing exercises, and using a fidget.</p> <p>Once he has learned these strategies, he can use them at his table and at other settings.</p> <p>Then he will use a cue card to ask for help.</p>	<p>When the target behavior occurs, Eduardo will receive help from his teacher or paraprofessional so that he does not have to do the fine motor task alone.</p> <p>Teacher will provide periodic feedback to Eduardo when she sees him using the calm-down area, using self-regulation strategies, asking for help, and/or staying on task.</p>