

## Competing Pathways Summary Instructions

1. What does the **problem behavior** look like?
2. What typically happens before the problem behavior is observed? (**Predictors**)  
Examples: difficult task demand; teacher reprimand; teasing by peer.
3. What typically happens immediately after the problem behavior is observed (**maintaining consequences**)?  
Examples: escape/avoid a task or peer attention; obtain a desired item or teacher or peer attention.
4. What events, conditions, or activities (**setting events**) make the problem behavior worse?  
Examples: lack of sleep; medication; conflict with peer
5. What would you like the student to do (**desired alternative behavior**) instead of engaging in the problem behavior? Remember the “Dead Person Rule.” Don’t list behavior that any dead person could do – e.g., stay still, be quiet, etc. because they are not socially relevant behaviors.  
Examples: turn in all work; follow directions.
6. If the student engages in the desired alternative behavior, what usually happens (**typical consequences**)?  
Examples: earns passing grade; remains in class; assigned more work
7. What other behaviors (**acceptable alternative or replacement behavior**) could the student perform that could produce the same outcomes or maintaining consequences as the problem behavior?  
Examples: raise hand before talking; try a problem before asking for help.
8. **Select Intervention Strategies.** Identify strategies for each of the four components (setting events, predictors, teaching, and reward/consequences) of the competing pathways summary.

Hint: Laminate this page for your ready use in writing Behavior Plans.

Adapted from Anne Todd, University of Oregon