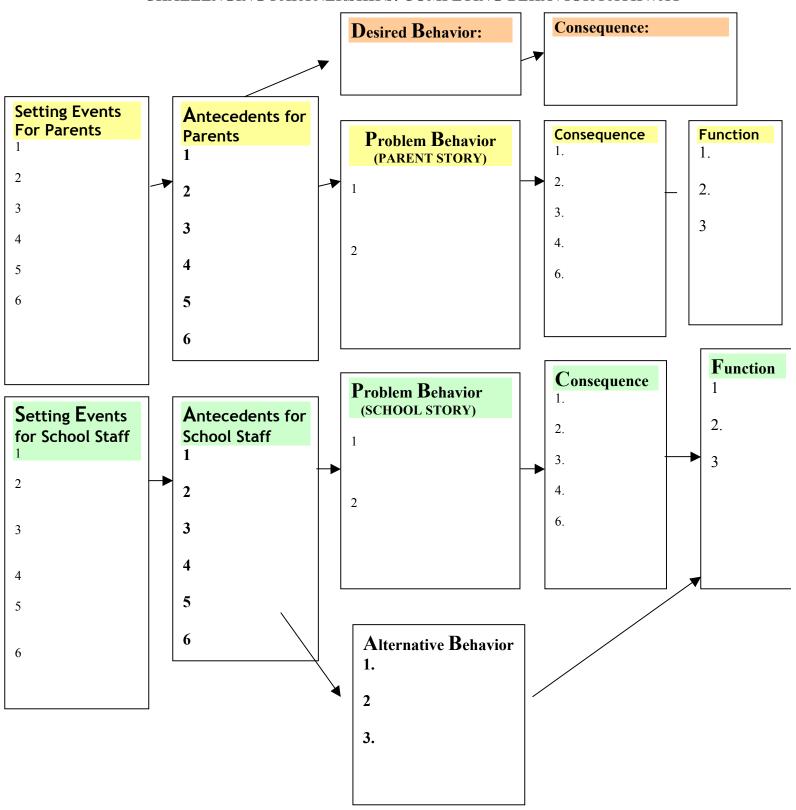
<b>Student Name:</b>	
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## CHALLENGING PARTNERSHIPS: COMPETING BEHAVIOR PATHWAY



(Make problem behavior irrelevant) (Make problem behavior inefficient) (Make problem behavior

(Make problem beha Setting Event Strategies	vior irrelevant) (1	Make problem behavior inefficient) (M	ake problem behavior ineffective)
Setting Event Strategies	Antecedent Strategies	Make problem behavior inefficient) (Make Behavior Teaching Strategies	Consequence Strategies

<b>Setting Event Strategies</b>	Antecedent Strategies	<b>Behavior Teaching Strategies</b>	<b>Consequence Strategies</b>

			<b>Evaluation Decision</b>
			□ Monitor
T. I.	Person	By	□ Modify
Tasks	Responsible	When	Discontinue
Prevention: Make problem behavior irrelevant (environmental redesign)			
Teaching: Make problem behavior inefficient (teach new skills)			_
Extinction: Make problem behavior ineffective (minimize reward for problem behavior)			
Reinforcement: Make desired behavior more rewarding.			
Punishment: Socially appropriate, aversive event delivered contingent upon problem behavior (only used if needed)			
Safety: Ensure safety of all (what to do in dangerous situations) (if needed)			

<sup>\*</sup>If emergency behavior management procedures are necessary, attach safety plan as separate sheet.

## BEHAVIOR SUPPORT PLAN: EVALUATE PLAN

<b>Behavioral Goal</b> (Use s	pecific, observable, measu	rable descriptions of goal)	
What is the short-term	behavioral goal?		
		Ex	spected date:
What is the long-term l	oenaviorai goai <i>:</i>		
		Ex	spected date:
Evaluation Procedures			
Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented?			
Is Plan Making a Difference?			

Plan review date: