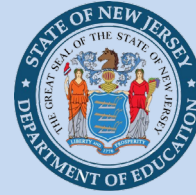




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Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

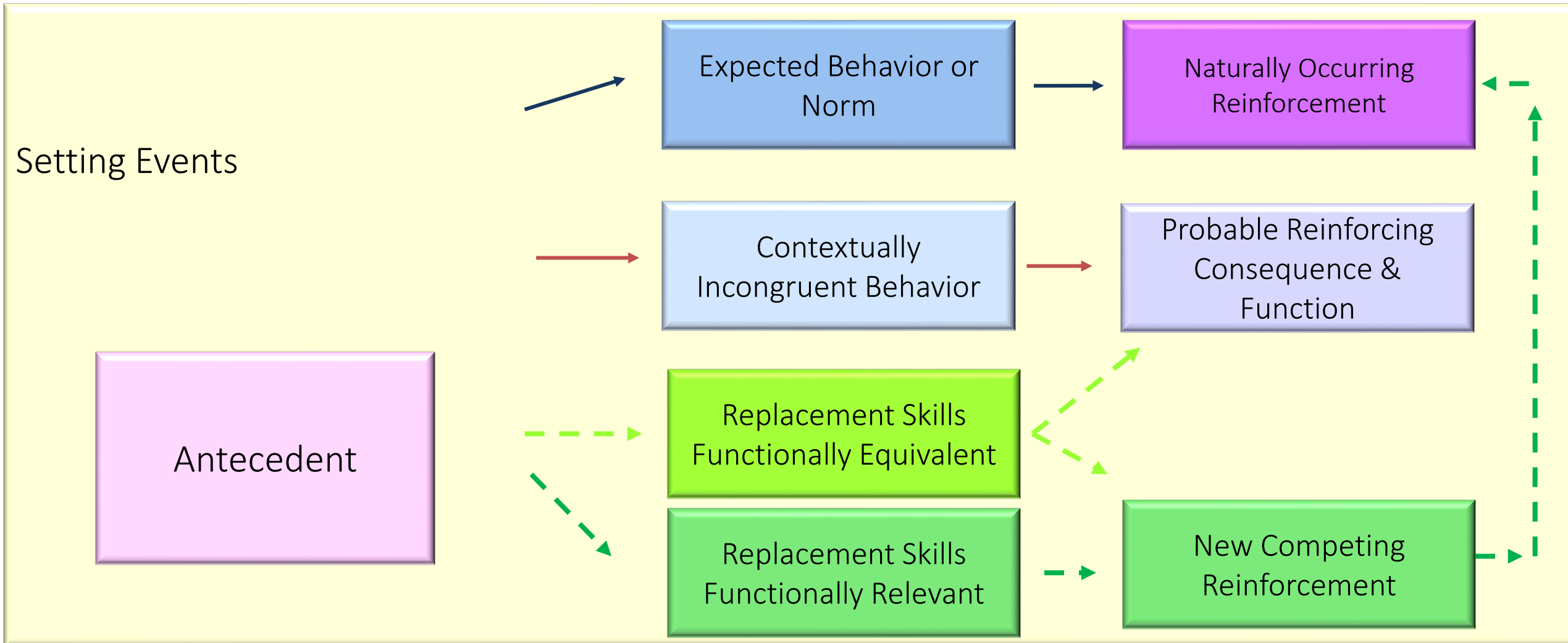
Funded by IDEA Part B 2026-2027

Competing Pathway Adapted from O'Neill et al 1990; 2015

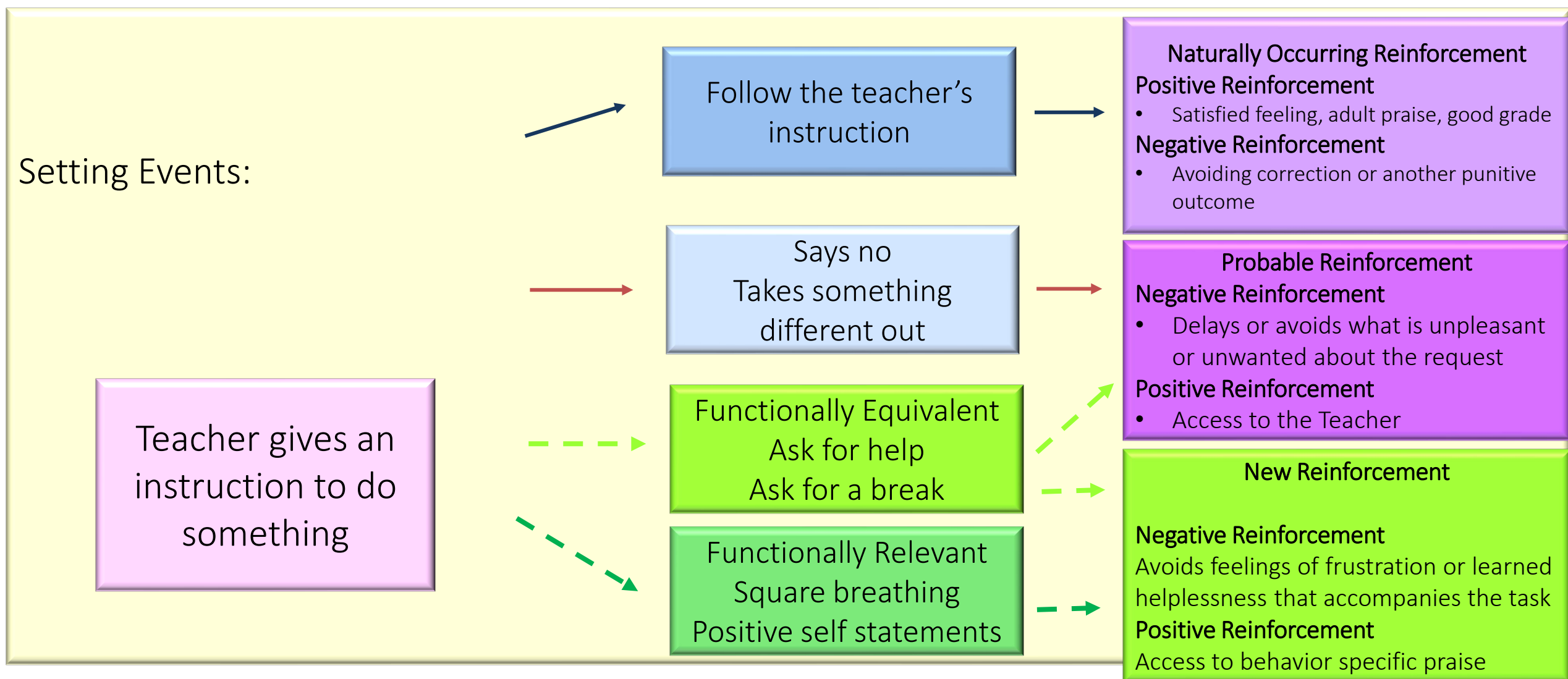
O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015).
Functional assessment and program development for problem behavior: A
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www.pbsisnj.org

Competing Pathway Model



Competing Pathway Model



Conceptualizing the Intervention

Setting Events

- Low Self-Efficacy
- Trauma (ACE)
- History of conflict with teachers
- History of struggling academically

Antecedent

*Challenging work
Non-Preferred Work
Teacher directives*

Behavior

- *Does not follow adult directions*
- *Does not engage with work*
- *Refuses using words and actions*

Consequence

- *Negative Reinforcement:
Delays or avoids engaging with tasks*
- *Positive Reinforcement: 1:1 engagement with adults*

Setting Event Intervention

Increase Positive Adult Contact:

- Daily check-in mentor
- Positive greeting at the door
- Mid class contact
- End of class feedback

Antecedent Intervention

- **Differentiate work**
 - Chunk tasks
 - Adjust difficulty
 - Instructional choice
- **Precorrection** (proactive review of expectations)

Skill Instruction

Equivalent Skills:

- Ask for help

Relevant Skills:

- Self monitor
- Reframe to positive statements
- Scheduling time to talk

Consequence

Reinforcing Responses

- Behavior Specific Praise
- Daily and Weekly Incentive
- Positive home contacts

Extinguishing Responses

- Teachable Moments
- TLC Redirection
- Reflective Conversation

Setting Events:

Expected Behavior:

Naturally Occurring Reinforcement

Positive Reinforcement:

Negative Reinforcement:

Behavior(s) of Concern:

Probable Reinforcement & Function

Negative Reinforcement:

Positive Reinforcement:

Antecedent(s):

Functionally Equivalent Skill

Functionally Relevant Skill

New Reinforcement

Negative Reinforcement:

Positive Reinforcement:

Setting Events

Antecedents:

Behavior:

Consequence (Reinforcement):

Setting Event Intervention

Antecedent
Intervention:

Skill Instruction:

Equivalent Skills:

Relevant Skills:

Consequence:

Reinforcing Responses

Extinguishing Responses