

**Session 3**

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EDSPE 520Y

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**Our agenda this evening...**

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- o Welcome
- o Review functional assessment data collection assignments
- o Writing summary statements
- o Competing pathways model
- o Writing behavioral objectives for replacement skills

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**Writing Summary Statements**

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**Critical components of summary statements:**

- Explicit statement of:
  - Setting events
  - Any cue that reliably and immediately precede the problem behavior
  - The nature of the reinforcement the problem behavior produces
- One to two sentences
- Write one summary statement for each problem behavior
- Write one summary statement for each function the problem behavior appears to serve

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**An example:**

*While at school and home, John is most likely to defecate in his clothing if he has been given a laxative has recently eaten, and after feeling pressure within his bowels. He likely has accidents because of the relief from bowel pressure the accidents provide and because of the amount of adult attention that he receives as a result of having the accident.*

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**An example:**

*While at school, John is most likely to shift his attention and then misbehave during group instruction activities when he has not been given teacher attention. He shifts his attention and then misbehaves to increase the rate of feedback (both positive and negative feedback) he receives from his teacher or other adult in the room.*

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**An example (1 summary statement per function):**

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Based on the relevant interview and observation data, we offer the following summary statements regarding John's problem behavior:

- a. While at school, John is most likely to hit when he is in a situation where he does not have the necessary prerequisite skills to participate and wishes to have the activity change so that he can participate.
- b. At home, John tends to hit during therapy time when he has been engaged with his therapists on work activities for longer than 15 minutes. He hits in these situations to change the task and engage with the therapist in an activity of his choosing.

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**An example (1 summary statement per function):**

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- c. While at school, John tends to scream to leave a situation or needs help getting something he needs for comfort such as dry clothes.
- d. While at home, John tends to scream when unsupervised to have someone help him choose what he might like to do.

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**Summary Statement Assignment Rubric**  
 This assignment is worth 5 points.

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**Assignment Features Possible**

- Turned in on time (1)
- Assignment is word processed (1)
- One summary statement per problem behavior (1)
- Summary statements include conditions under which problem behavior is likely to occur and consequences that maintain the problem behavior (1)
- Summary statement flow logically from functional assessment data gathered and Competing Pathways Model (1)

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# Generating Competing Pathways Models

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- ## Building a competing pathways model
- o Diagram the contingency you discovered through the functional assessment data that maintains the problem behavior.
  - o Select alternative responses that will produce the same consequences as the problem behavior.

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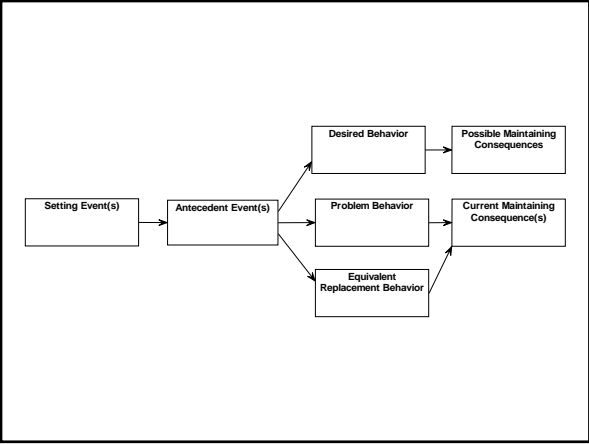
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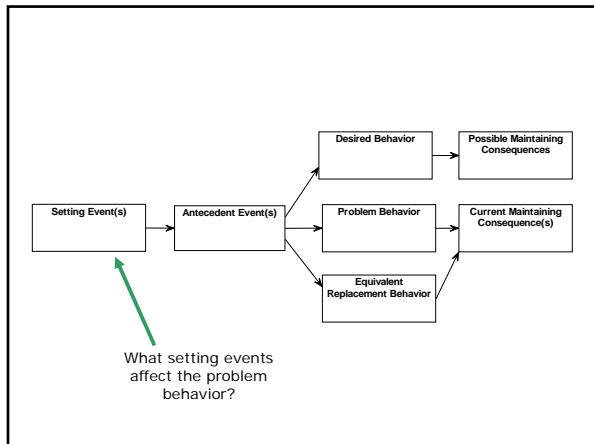
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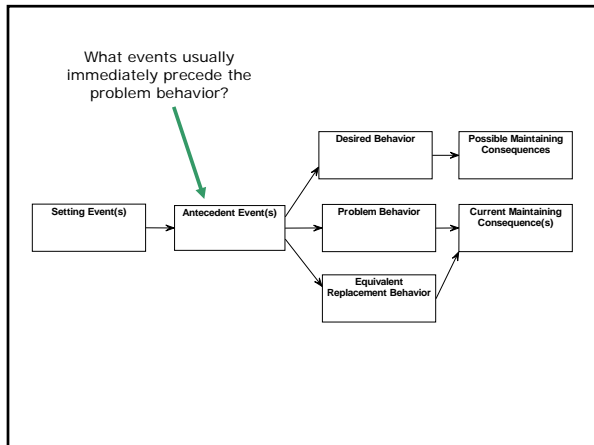
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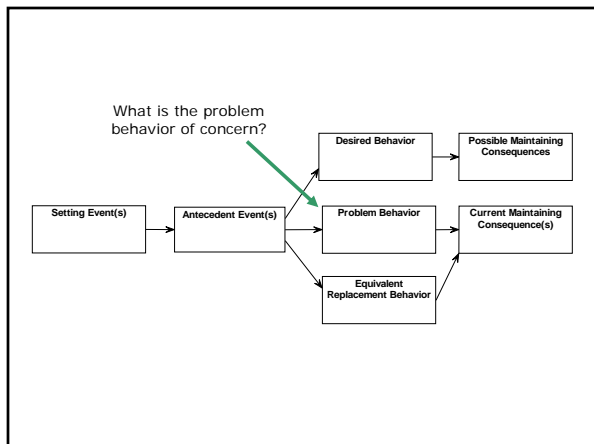
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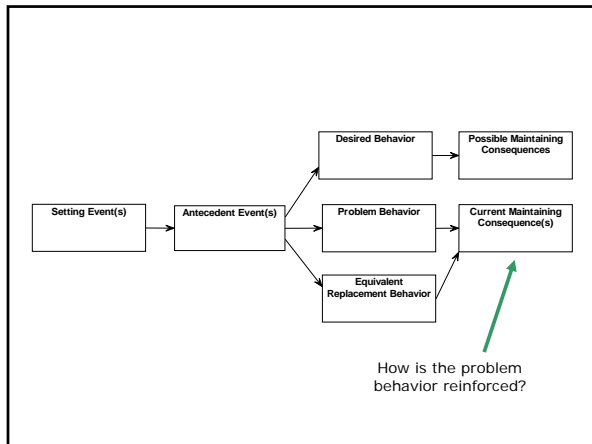
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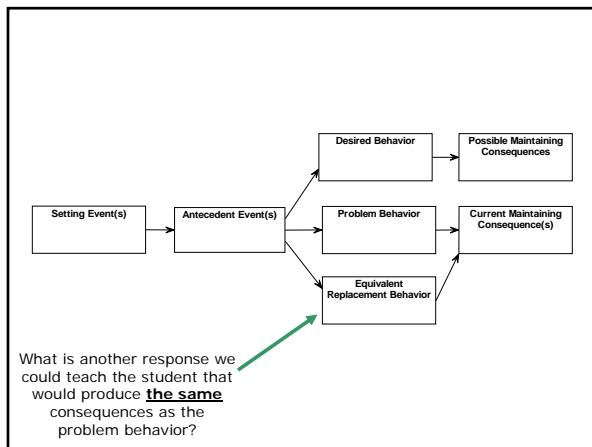
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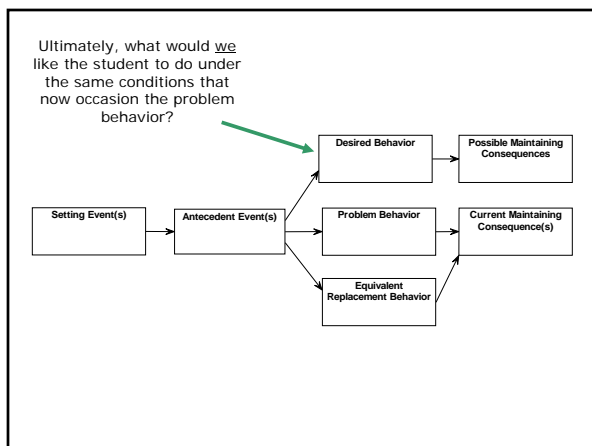
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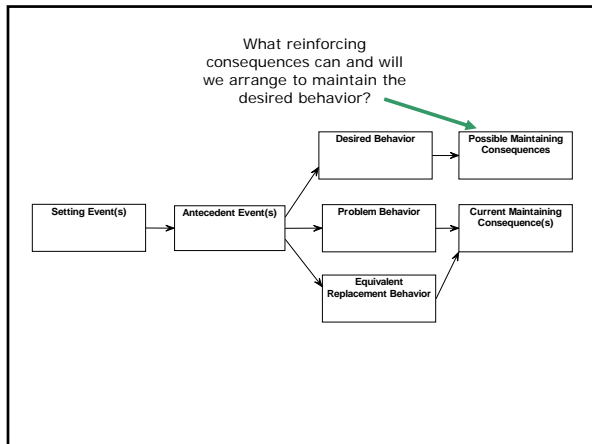
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### Selecting an alternative response to replace the problem behavior

- o The replacement response must:
  - Produce the same consequences as the problem behavior (functionally equivalent)
  - Be within the students' ability to do now (within the repertoire)
  - Be physically easier than the problem behavior (more efficient)
  - Be highly noticeable to those around the student (more efficient)

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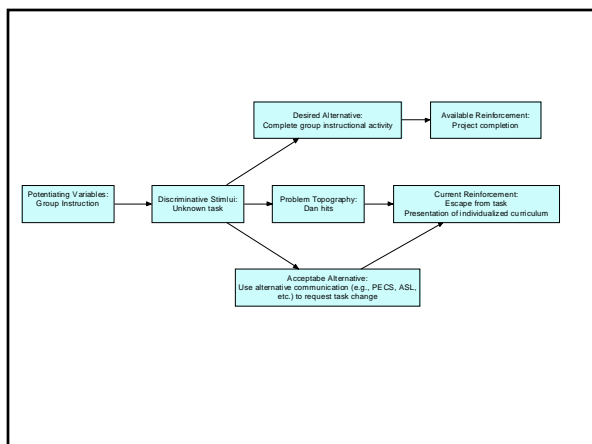
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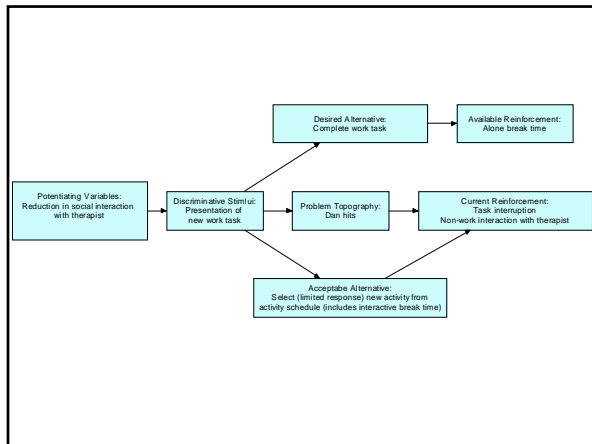
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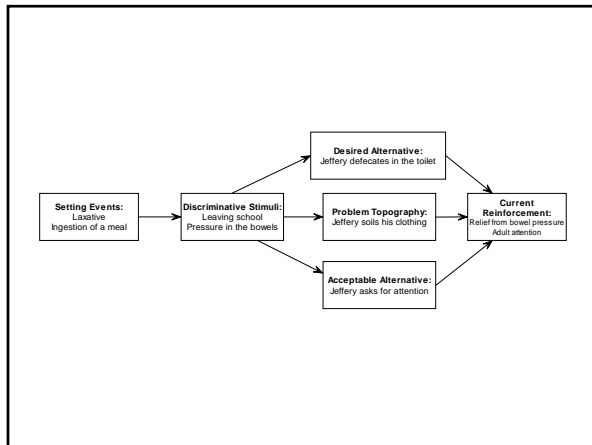
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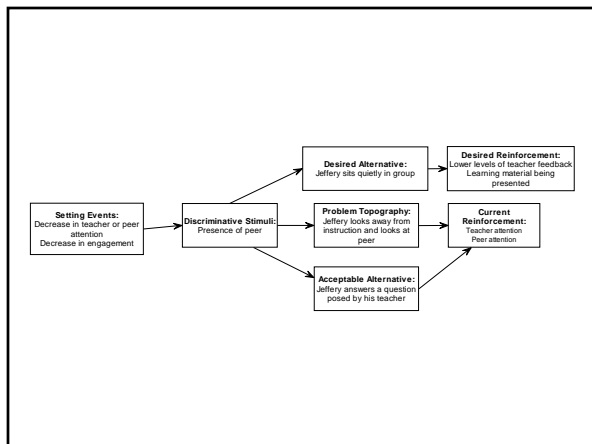
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**Competing Pathways Assignment Rubric**  
 This assignment is worth 10 points.

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**Assignment Features Possible**

Turned in on time (2)

Uses a computer-generated flowchart format (1)

Labels setting events, discriminative stimuli, problem topography, current reinforcement, desired alternative, available reinforcement, and acceptable alternative topography (1)

Contains complete descriptions of setting events, discriminative stimuli, problem topography, current reinforcement, desired alternative, available reinforcement, and acceptable alternative topography (2)

Acceptable alternative topography will likely access current reinforcement (1)

Acceptable alternative topography is less effortful than problem topography (1)

Contents of Competing Pathways Model flow logically from functional assessment data gathered (2)

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**Writing behavioral objectives for replacement skills**

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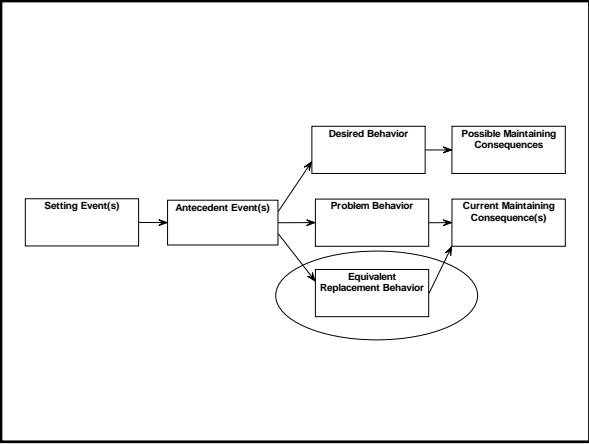
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**Selecting an alternative response to replace the problem behavior**

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  - Produce the same consequences as the problem behavior (functionally equivalent)
  - Be within the students' ability to do now (within the repertoire)
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**Characteristics of a quality instructional objective:**

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- Specifies conditions under which performance will occur
  - People
  - Materials
- Specifies response the student will emit
  - Dead Man's Test
- Specifies mastery criteria
  - Actual dimension of behavior
  - Functional level of performance

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**Behavioral Objective Assignment Rubric**  
 This assignment is worth 10 points

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**Assignment Features Possible**

Turned in on time (1)

Assignment is word processed (1)

Objective targets a replacement skill that is functionally equivalent to the problem topography (2)

Objective contains a clear description of the conditions under which the student will demonstrate the replacement skill (1)

Objective clearly describes mastery criteria for the skill (1)

Mastery criteria reflect an actual dimension of behavior (2)

Targeted replacement skill passes the "Dead Man's Test." (2)

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**Assignments**  
(due at next meeting)

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- generate a competing pathways model diagram for **both** the behavior you wish to decrease and the skill with which you wish to replace it
- write a summary statement about the behavior you wish to reduce
- write at least one behavioral objective that seeks to increase a replacement response for the behavior you wish to decrease
- continue baseline data collection on the behavior you wish to decrease
- begin collecting baseline data on the replacement skill
- prepare one graph of the data you have collected thus far for the behavior you wish to decrease and a separate graph of the baseline data for the replacement skill (you will begin presenting these data to the class next week)
- prepare an overhead transparency of the data for both graphs (two transparencies total) for presentation next week

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**Readings to complete before Session 4**

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- Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., Lovaas, O.I. (1988). [The right to effective behavioral treatment](#). *Journal of Applied Behavior Analysis*, 21(4), 381-384. 📖
- Association for Behavior Analysis (1990). [Position statement on students' right to effective education](#). Available online. 📖
- Chapter 4 from O'Neil
- CECP website: [Part III: Creating Positive Behavioral Intervention Plans and Supports](#) 📖

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