

Competing Pathway: Corey

This document provides an example scenario for participants to use to develop a competing pathway. Example from Hirsch, S.E., Bruhn, A.L., Wills Lloyd, J. & Katsiyannis, A. (2017). FBAs and BIPs: Avoiding and Addressing Four Common Challenges Related to Fidelity. *Teaching Exceptional Children*, 49, 369-379.

Corey Scenario

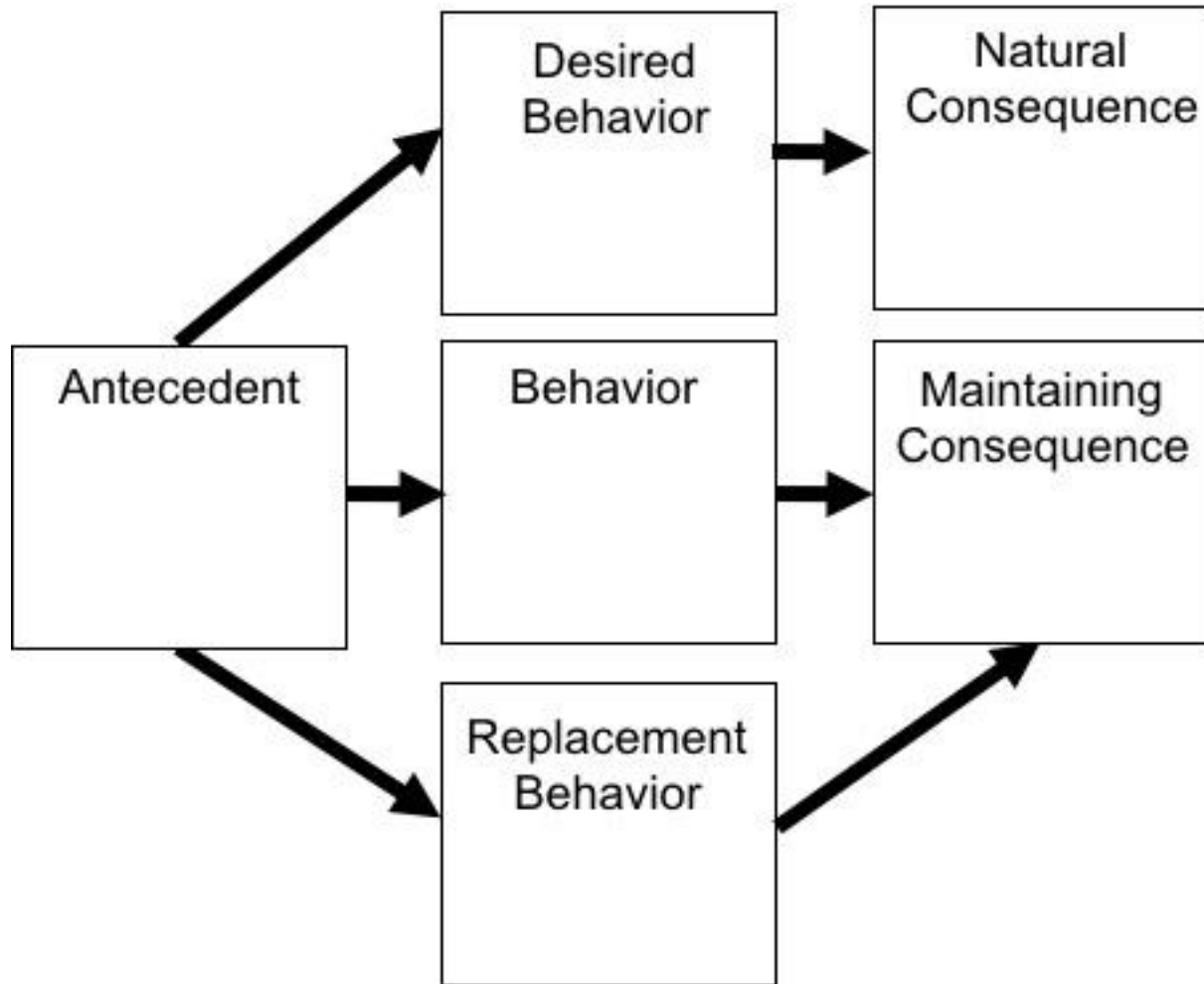
During observations in the reading block, both small group and independent work, Corey engaged in a high rate of yelling out when asked to do something or when working independently and consequently received teacher and peer attention. During the teacher interviews, Mr. Wilson commented, “I comfort Corey and explain it is okay” and “When Corey engages in challenging behaviors, we talk through the problem.”

Routine: Reading block – small group and independent work

Setting Event	Antecedent/Trigger	Behavior	Consequence/Outcome	Function
Most likely:	When: When asked to work or when working independently	Student does: Corey yells out	And as a result: The teacher pulls Corey aside and talks through the problem.	Get/Avoid The function of Corey's behavior is to get teacher attention.

Use the information above to develop a competing pathway for Corey.

Image 1: Example of a competing pathway



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