Competing Pathway: Corey

This document provides an example scenario for participants to use to develop a competing pathway.

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Version: 1.0

Date: November 2017


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

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

Use the information above to develop a competing pathway for Corey.
Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the Individuals with Disabilities Education Act (IDEA) through the Michigan Department of Education.