

DECIDING HOW TO INTERVENE

GOAL

Choose interventions that will help your child get what he wants without relying on challenging behavior and develop a plan for supporting his development of important skills.

BACKGROUND

Remember that behavior is usually communication. Your child might be telling you "I want that item, activity or attention" or "I don't want to do what you asked me to" or "I have a sensory need that's not being met."

Your BCBA has a wealth of knowledge and will recommend interventions, but there is often more than one way to get to the outcome everyone wants to achieve. Developing a plan together improves the effectiveness of the plan because as the parent, you will need to do some of the work in the plan. Let's make sure it fits your family.

COMPETING BEHAVIOR PATHWAY

One of the best ways to begin to develop an intervention plan is to work through the competing behavior pathway.

This tool helps us think about the context within which the behavior commonly occurs and what we can do to support your child in making better choices.

Begin by looking at the context of the existing challenging behavior then identify:

- Replacement behavior that gets your child what he wants
- Setting event accommodations
- Antecedent interventions
- Ultimate desired behavior
- Consequence interventions

Let's look at how this works.

DEVELOPING A PLAN

REPLACEMENT BEHAVIOR

Choose a replacement behavior that gets your child the same thing that the challenging behavior gets him. This might not be the behavior you ultimately want him to engage in . You will work on developing a plan to teach that behavior later. First, he must find a better way to get the thing he wants or escape from the thing he wants to avoid.

DESIRED BEHAVIOR

This is the ultimate behavior you want him to engage in when the common antecedents come up. You need to identify this behavior so you can think about how to support him in engaging in it.

SETTING EVENT ACCOMMODATIONS

When common setting events come up, what can you do to make him less likely to engage in the challenging behavior? How can you make some adjustments to the things that most often trigger challenging behavior when the common setting events come up?

ANTECEDENT INTERVENTIONS

What can you do before challenging behavior occurs to make him more likely to engage in your desired behavior? What tools can you give him? What skills can you teach him? Antecedent interventions reduce the impact of common antecedents and provide support. Which ones will you use?

CONSEQUENCE (REINFORCEMENT) INTERVENTIONS

Consequence interventions provide reinforcement for engaging in the desired behavior. Will you use social reinforcers such as praise, high-fives, or thumbs up or does your child respond better to something more tangible?

COMPLETING THE COMPETING BEHAVIOR PATHWAY

Go through the competing behavior pathway one step at a time, keeping in mind why your child engages in the challenging behavior. Decide on the replacement behavior, desired behavior, setting event accommodations, antecedent interventions and consequence (reinforcement) interventions.

Setting Event	Antecedent	Challenging Behavior	Consequence

Replacement Behavior

Setting Event Accommodations	Antecedent Interventions	Desired Behavior	Consequence Interventions

IMPORTANT CONSIDERATIONS

Follow this process with your BCBA to identify effective interventions that fit your unique family.

Interventions may change over time as your child and family changes or as you and your BCBA learn more about your child's behavior. Stay flexible and adjust to these changes but don't be afraid to ask for help or support from your BCBA.

If you find an intervention doesn't fit with your family's values or lifestyle, do some problem solving with your BCBA. Don't give up!

Revisit the competing behavior pathway to see if there are other interventions that might fit your family better. Consistently using the strategies in the plan is important so those interventions must be right for your child and your family.

WHAT QUESTIONS OR CONCERNS DO YOU HAVE?





DEVELOPING A PLAN

Behavior is communication. Figure out what your child is communicating and help him find a better way to get what he wants or needs.

Images are of models for demonstration purposes and do not depict children with autism.