



**Ventura County**  
Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

**Form D-16**  
(Team use only)

**PURPOSE:** Forms D-1 through D-20 are used by the team to select a Replacement Behavior and strategies specific to the behavior of concern.

**INSTRUCTIONS:** This document is to be used after interventions from the **Behavior Interventions – Universal Strategies** list have been attempted and a behavior analysis has been conducted using the **Behavior Analysis Worksheet – Form D**. Once a Communicative Function has been selected by the team, additional behavior interventions can be determined. For common strategies listed by function, refer to the checklist titled, **Behavior Interventions – Strategies Organized by Communicative Function**. For behavior-specific strategies, as well as recommended Replacement Behaviors, use this document as a foundation for considering appropriate interventions.

The team must select a Replacement Behavior (see examples in the “Replacement Behavior” section) and choose at least two strategies: one from the “Strategies for Teaching or Increasing Positive Replacement Behaviors” section and one from the “Tiered Intervention Strategies” section.

**16. STEALING**

Definition: Taking something that belongs to someone else—either illegally or without the owner’s permission.  
Presenting another’s work as one’s own.

**Communicative Function:** In the following boxes, check the Communicative Function, as determined on the **Behavior Analysis Worksheet—Form D**, and indicate the more specific description.

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> Escape    | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Seeks attention from adults or peers <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Sensory   | <input type="checkbox"/> Seeks sensory input from the item (manipulative or toy) <input type="checkbox"/> Other _____                           |
| <input type="checkbox"/> Tangible  | <input type="checkbox"/> Socially inappropriate attempt to obtain a desired object <input type="checkbox"/> Student is hungry (wants food item) |
|                                    | <input type="checkbox"/> Student wants to keep an item that he or she is not supposed to have   |
|                                    | <input type="checkbox"/> Other _____  |

**Replacement Behavior**

Choose one **Replacement Behavior** from the list below. The **Replacement Behavior** serves the same Communicative Function (obtains the same outcome) as the behavior of concern and is a skill that *may need to be systematically taught and/or reinforced* (see the strategies box following this checklist).

To monitor the progress of the Replacement Behavior, note the baseline, assessment/progress monitoring tool(s), frequency of measurement, and long-range goal (LRG) in Section 3 of **Intervention Plan – Form B**.

Escape      ☐ Other \_\_\_\_\_

- Attention**      **When seeking adult or peer attention, student will:**
- ☐ Ask to be leader, share a story, tell a joke, etc.
  - ☐ Ask teacher or adult for assistance.
  - ☐ Use appropriate words to ask another student to play.
  - ☐ Ask in an appropriate way to be included in an activity.



**The student will...**

- ☐ If feeling excluded from a group, scan the area for someone who is alone and engage that person.
- ☐ Other \_\_\_\_\_

#### Sensory

When seeking sensory input from an item, student will:

- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
- ☐ Let the teacher know he or she is feeling restless and ask for alternatives.
- ☐ Other \_\_\_\_\_

#### Tangible

When trying to obtain or keep a desired item that does not belong to him or her, student will:

- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
- ☐ Let the teacher know of desire and ask for assistance in mediating.
- ☐ Ask for a plan to earn the item back if returned appropriately.
- ☐ Other \_\_\_\_\_



### Strategies for Teaching or Increasing Positive Replacement Behaviors

- ▶ If the student already uses the Replacement Behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
  - Develop and implement contract with student to reinforce skill.
  - Reinforce for attempts to use the skill.
  - Reinforce for increased use of the skill.
  - Prompt to use more often.
- ▶ If the student does not demonstrate the Replacement Behavior, refer to the following list of suggestions for systematically instructing the Replacement Behavior.
  - Teach, model, practice, and reinforce the Replacement Behavior in the school setting (class, cafeteria, playground, etc.) with the individual student on a regular basis (e.g., daily or weekly) or as a whole class lesson followed by practice within the whole group.
  - Create a network of support through an integrated school and community approach, such as the Student Assistance Program, to address self-management, social skills, a new skill, and/or an underlying need. Support networks include (but are not limited to) the following:
    - weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the Replacement Behavior
    - small group facilitation, per district protocol, implemented by an appropriately trained person (teacher, counselor, speech-language pathologist, school nurse, occupational therapist, school psychologist, school administrator, paraeducator, etc.)
    - individual counseling provided by an appropriately qualified professional who addresses acquisition of desired skills
  - Model and practice desired skills by using programs such as Peer Helping, Peer Leaders, or Mentoring.
  - Expand learning opportunities through forums such as After School programs or clubs where desired skills can be practiced.

Note the chosen strategy in Section 4 of **Intervention Plan–Form B**. Also indicate person responsible, group size, setting, frequency, duration, intervention tier level, and review date.

## Tiered Intervention Strategies

In addition to teaching the Replacement Behavior, the team will also select a Tiered Intervention Strategy to assist in reducing the behavior of concern. Possible strategies are listed below. Note the strategy and all relevant information in Section 4 of **Intervention Plan – Form B**.

**Escape** ☐ Other \_\_\_\_\_

**Attention** ☐ Encourage student to engage other children in play or joint activities appropriately.  
☐ Encourage student to quietly seek adult intervention if needed.  
☐ Other \_\_\_\_\_

**Sensory** ☐ Allow student to bring own item to school which meet s the sensory need.  
☐ Provide limited access to desired items at appropriate times.  
☐ Encourage other students to keep items put away.  
☐ Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).  
☐ Other \_\_\_\_\_

**Tangible** ☐ "Check in" items to be sure that everyone has turned theirs in.  
☐ Encourage him/her to speak up about his/her needs and reward for his/her honesty.  
☐ Keep the items that student is not suppose to have out of reach and sight.  
☐ Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.  
☐ Other \_\_\_\_\_



**The teacher  
will...**