



Ventura County
 Response to Instruction and Intervention (RtI²)
Behavior Interventions – Specific Strategies and Replacement Behaviors

Form D-6
(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 Intervention 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.

6. INAPPROPRIATE INTERACTIONS WITH PEERS AND/OR ADULTS
 Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

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.

Escape Avoids social contact situations Other _____

Attention Attempts to socialize Inappropriate play attempt Other _____

Sensory Needs physical input (hugging, pushing, “smacking” people, etc.) Avoids overwhelming sensory situations
 Neurological, e.g., Tourette Syndrome Other _____

Tangible Wants an item that another student has 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 When feeling uncomfortable in a social situation, student will:

- Let teacher know.
- Excuse himself.
- Walk away.
- Ask for library pass.
- Seek out a trusted friend.
- Negotiate an alternate setting.
- Other _____



The student will...

Attention When wanting to greet a friend or join a conversation or social group, student will:

- Use appropriate words.
- Use *Stop & Think* strategy and ask self, “What are you going to do?”

- Use *Mind Gap Map* strategy.
- Initiate an activity asking peers to join.
- Select a structured activity (such as school club) during unstructured time.
- Use a "cool" conversation starter.
- Make a plan for social activities.
- Maintain appropriate space.
- Other _____

Sensory If seeking tactile input or avoiding overwhelming sensory situations, student will:

- Shake hands to greet.
- Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- Request a less-stimulating space (e.g., back of the line, table alone).
- Give "high fives," etc.
- Other _____

Tangible When wanting to obtain an item from another person, student will:

- Ask politely.
- Let teacher know so that teacher can help mediate.
- Ask parents if student can earn the item.
- Negotiate with peer.
- Use established self-monitoring tool to wait for turn.
- 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**
- Allow to work alone, if appropriate
 - Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
 - Provide a limited number of “escapes” from social contact situations per day or per week.
 - When student requests escape, acknowledge as soon as possible and respond or mediate.
 - Reduce the number of people in group.
 - Allow student to choose social group with which to work.
 - Other _____



**The teacher
will...**

- Attention**
- Include unit on social greetings, proxemics, etc., as part of overall curriculum.
 - Pair with a peer of high social status.
 - Provide frequent feedback on positive behavior.
 - Intentionally pair students.
 - Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
 - Other _____

- Sensory**
- Arrange workspace so there is appropriate adult supervision at all times.
 - Provide sensory input prior to social situations (e.g., jumping, rolling, or “crashing” on soft items).
 - Arrange student’s furniture to discourage inappropriate touching.
 - Allow scheduled stretch breaks.
 - Provide immediate relief when student indicates need for sensory input.
 - Remind of appropriate and inappropriate hugs.
 - Encourage peers to acknowledge appropriate interactions.
 - Other _____

- Tangible**
- Consider seating and proximity of desired objects.
 - Use a visual schedule to let students know when their turn will come.
 - Develop self-monitoring tool to assist student in waiting for turn.
 - Review “sharing” rules with class.
 - Other _____