



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

Form D-7  
 (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.

**7. INAPPROPRIATE PERSONAL TOUCHING**  
 Definition: Any sexual self-stimulating behavior including touching private parts, putting hands in pants, rocking, “humping” furniture, etc.

**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**       Wants to avoid non-preferred activities or people       Other \_\_\_\_\_

**Attention**       Wants attention from teacher       Wants attention from peers  
 Other \_\_\_\_\_

**Sensory**       Seeks pleasure       Seeks reduction of stress       Feels bored  
 Other \_\_\_\_\_

**Tangible**       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 trying to avoid a non-preferred activity, student will:**
- Use words, signs, pictures, or gestures to appropriately express need and will participate in finding a mutually acceptable solution.
  - Let teacher know his or her concerns.
  - Ask for choice of alternate activity.
  - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
  - Request a supervised walk for a brief period of time.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When desiring attention, student will:

- Ask to tell a joke or read a story.
- Request a leadership role (passing out papers, etc).
- Other \_\_\_\_\_

**Sensory** When feeling the need to inappropriately touch himself or herself, student will:

- Ask to use the restroom.
- Use another relaxation technique.
- Engage in physical activity (e.g., sports).
- Choose a socially appropriate activity from choice board.
- Other \_\_\_\_\_

**Tangible**  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**     Reward for reduced or lack of incidence.  
               Teach appropriate ways to request help.  
               Other \_\_\_\_\_
- Attention**     Teach appropriate ways to touch at school, explaining personal space and privacy.  
               Give frequent attention when student is not engaged in behavior.  
               Ignore mild behaviors.  
               Other \_\_\_\_\_
- Sensory**     Provide opportunity for vigorous exercise or more interesting activities.  
               Provide fidget items to keep hands busy.  
               Teach stress management and relaxation strategies.  
               Discuss socially appropriate behaviors and concepts.  
               Call in school nurse to confer with family or find out health issues (rashes, etc.).  
               If behavior plan specifies, allow student to go to bathroom when requested.  
               Other \_\_\_\_\_
- Tangible**     Other \_\_\_\_\_

The teacher  
will...

