



Ventura County
Response to Instruction and Intervention (RtI²)
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.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Escape | <input type="checkbox"/> Wants to avoid non-preferred activities or people | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher <input type="checkbox"/> Wants attention from peers | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Seeks pleasure <input type="checkbox"/> Seeks reduction of stress <input type="checkbox"/> Feels bored | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <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 **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...**

