



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

Form D-4
(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.

4. DISHONESTY

Definition: Not telling the truth to adults or peers.

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 consequences for inappropriate behavior. | <input type="checkbox"/> Other _____ |
| | <input type="checkbox"/> Wants to hide a particular problem to avoid embarrassment | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to get someone else in trouble | <input type="checkbox"/> Seeks attention by bragging or trying to look “cool” |
| | <input type="checkbox"/> Seeks attention by “gossiping” | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep an item that he or she is not supposed to have (toy, food, etc.) | |
| | <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 the consequences of behaviors, student will:

- ☐ Talk it over with an adult.
- ☐ Request counseling time.
- ☐ Other _____

Attention When wanting to get someone in trouble, student will:

- ☐ Talk it over with an adult to explore better options.
- ☐ Other _____



The student will...

When wanting to use gossip to gain attention, student will:

- ☐ Use interesting conversation starters to engage a peer.
- ☐ Tell interesting stories that are flattering to peers.
- ☐ Tell interesting stories about self.
- ☐ Other _____

Sensory ☐ Other _____

Tangible When wanting to keep an item that he or she is not supposed to have, student will:

- ☐ Ask to keep it five minutes longer.
- ☐ Ask to have it later.
- ☐ Ask to have it first tomorrow.
- ☐ 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, and then 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**
- ☐ Keep behavior chart and give reward for good "truth-telling" behavior.
 - ☐ Provide positive reinforcement for truthful acts.
 - ☐ Give fair consequences and then an opportunity for a fresh start after an incident.
 - ☐ If student tells you that he or she is afraid to face the consequences of telling the truth, explain the consequences in greater detail and remind student that he or she will get a fresh start once the consequence has been "paid."
 - ☐ Agree to negotiate the consequences if student talks to you.
 - ☐ Reinforce others who tell the truth in difficult situations.
 - ☐ Model/discuss honesty.
 - ☐ Other _____

**The teacher
will...**



- Attention**
- ☐ Encourage other students to ignore gossip.
 - ☐ Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others.
 - ☐ Increase amount of attention/praise for honesty.
 - ☐ Other _____

- Sensory**
- ☐ Other _____

- Tangible**
- ☐ Keep out of reach or sight the items that student is not supposed to have.
 - ☐ Acknowledge appropriate requests for items.
 - ☐ Use a "check in" system to be sure that everyone has turned in their items.
 - ☐ If student asks appropriately for an allowable item, let student keep the item for a set amount of time.
 - ☐ Use a visual schedule to let students know when their turn will come.
 - ☐ Encourage student to speak up about his or her needs and reward student for honesty.
 - ☐ Surprise student with other acceptable desired items if truthful about this one.
 - ☐ Other _____