



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

**Form D-18**  
(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.

**18. THROWING OBJECTS**

Definition: Any instance of throwing objects, whether aimed at people or not

**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.

- |   |  |
|---|--|
| <p><input type="checkbox"/> <b>Escape</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Wants to avoid certain people</li><li><input type="checkbox"/> Wants to avoid certain tasks</li><li><input type="checkbox"/> Wants to avoid certain environments</li><li><input type="checkbox"/> Wants to protest or get back at someone</li><li><input type="checkbox"/> Other _____</li></ul> | <p><input type="checkbox"/> <b>Sensory</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Enjoys proprioceptive or large muscle input from throwing motion</li><li><input type="checkbox"/> Enjoys sound as items hit</li><li><input type="checkbox"/> Other _____</li></ul> |
| <p><input type="checkbox"/> <b>Attention</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Wants someone to pay attention to him or her</li><li><input type="checkbox"/> Other _____</li></ul>   | <p><input type="checkbox"/> <b>Tangible</b></p> <p><input type="checkbox"/> Other _____</p>  |

**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 the need to escape, student will:

- ☐ Use *break card*—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Speak politely to teacher about ideas for alternate ways to participate and complete the work.
- ☐ Other \_\_\_\_\_



**The student will...**

**When wanting to protest or get back at someone, student will:**

- ☐ Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- ☐ Write down "I feel..." statements.
- ☐ Other \_\_\_\_\_

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

- ☐ Ask to be leader, read story out loud, help others, etc.
- ☐ Count to ten if needing to wait.
- ☐ Will write ideas or questions on paper or dry-erase board.
- ☐ Other \_\_\_\_\_

**Sensory When feeling the need to throw, student will:**

- ☐ Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, playing Nerf target games, etc.).
- ☐ 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**    ☐ Encourage student to speak to teacher if feeling the need to escape something in the environment.  
☐ Reward when student engages in non-preferred activities and in other appropriate behaviors.  
☐ Limit access to items which can be thrown.  
☐ Other \_\_\_\_\_
- Attention**    ☐ Model and practice appropriate strategies for getting attention.  
☐ Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).  
☐ Other \_\_\_\_\_
- Sensory**    ☐ Provide appropriate games and activities that include throwing.  
☐ Incorporate active games into the curriculum as appropriate.  
☐ Play music as appropriate to meet need for auditory input.  
☐ Other \_\_\_\_\_
- Tangible**    ☐ Other \_\_\_\_\_

The teacher  
will...

