



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

Form D-9
(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.

9. NON-COMPLIANCE WITH REQUESTS FROM TEACHERS AND OTHER ADULTS

Definition: Refusing to comply with requests of teachers or other adults in authority.

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 work, activities, or people
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Wants to avoid situations which may be embarrassing |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from teacher
<input type="checkbox"/> Feels angry, sad, or frustrated about something else | <input type="checkbox"/> Wants attention from peer
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Wants to maintain something in the environment which is present in the current activity
<input type="checkbox"/> Wants to avoid something in the environment of the upcoming activity
<input type="checkbox"/> Feels overloaded by environmental or work demands
<input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep something the teacher is asking him or her to return
<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 feeling the need to escape, student will:
- ☐ Request teacher's help.
 - ☐ Request to work on an alternate assignment or choose a different book or different materials.
 - ☐ Ask to be in a different group.



The student will...

- ☐ Let teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
- ☐ Request to move to private area.
- ☐ Request to talk to appropriate adult about feelings of embarrassment.
- ☐ Other _____

Attention When wanting attention from the teacher or a peer, student will:

- ☐ Ask to be teacher's helper.
- ☐ Ask to show off completed work.
- ☐ Ask to work with specific peer.

When feeling angry, sad, or frustrated about something else, student will:

- ☐ Request to talk about feelings with an adult.
- ☐ Write out feelings.
- ☐ Other _____

Sensory When trying to maintain or avoid elements in the sensory environment, student will:

- ☐ Use words, cards, pictures, or signals to let the teacher know.
- ☐ Other _____

Tangible When possessing an item that he or she does not want to return when asked, student will:

- ☐ Negotiate a plan with teacher to get item back at a more appropriate time.
- ☐ Develop a plan to earn the item.
- ☐ Refer to a visual schedule to know when it is his or her 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**
- ☐ Teach student to identify feelings (embarrassment, fear, etc.).
 - ☐ Give student specific expectations for assignment.
 - ☐ Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
 - ☐ Allow student not to participate, which will result in loss of reward or lower grade in participation.
 - ☐ Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).
 - ☐ Tell student the assignment and then walk away to allow processing time and reduce power conflict.
 - ☐ Provide appropriate time-away area in or adjacent to classroom.
 - ☐ Other _____
- Attention**
- ☐ Seat close to you for frequent positive feedback if on task.
 - ☐ Seat next to positive role models.
 - ☐ Allow students who have finished their work to share or show what they have done
 - ☐ Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
 - ☐ Ignore student when non-compliant.
 - ☐ Give lots of attention when student is compliant.
 - ☐ Provide counseling time.
 - ☐ Acknowledge student's feelings when angry.
 - ☐ Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
 - ☐ Address source of anger if possible.
 - ☐ Other _____
- Sensory**
- ☐ Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
 - ☐ Work with student to identify what is uncomfortable in a setting and develop a plan to address that specifically.
 - ☐ Allow younger students to bring a preferred item with them during transition.
 - ☐ Assist student in developing a prioritized checklist for work.
 - ☐ Other _____
- Tangible**
- ☐ Give early warning for time to return tangible item.
 - ☐ Delay privileges until item is returned.
 - ☐ Reward other students for turning in item.
 - ☐ Control access to the tangible item.
 - ☐ Other _____

The teacher
will...

