



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

Form D-5
(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.

5. DROPS TO GROUND

Definition: Student drops when asked to do something or go somewhere.

Communicative Function –

Under the *Communicative Function* the team has selected, find the more specific description which applies and record on the **Behavior Analysis Worksheet – Form D**

- | | |
|--|--|
| <p><input type="checkbox"/> Escape</p> <ul style="list-style-type: none"><input type="checkbox"/> Wants to avoid work<input type="checkbox"/> Wants to avoid people<input type="checkbox"/> Wants to avoid destinations<input type="checkbox"/> Other _____ <p><input type="checkbox"/> Sensory</p> <ul style="list-style-type: none"><input type="checkbox"/> Seeks deep tissue input by rolling or laying on ground<input type="checkbox"/> Wants to avoid a sensory element in the environment<input type="checkbox"/> Other _____ | <p><input type="checkbox"/> Attention</p> <ul style="list-style-type: none"><input type="checkbox"/> Seeks negative attention from an adult<input type="checkbox"/> Seeks attention from peers, e.g., by being “class clown”<input type="checkbox"/> Other _____ <p><input type="checkbox"/> Tangible</p> <ul style="list-style-type: none"><input type="checkbox"/> Wants access to desired object<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:

- ☐ Let the teacher know that he or she needs more time, help, support, etc.
- ☐ 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.
- ☐ Ask for help from an adult or peer.
- ☐ Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
- ☐ Other _____



**The student
will...**

Attention When wanting to get the attention of others, student will:

- ☐ Request counseling time.
- ☐ Ask to talk to an adult.
- ☐ Use office pass.
- ☐ Ask to be a leader or helper.
- ☐ Ask to pass out papers.
- ☐ Ask to work with a peer.
- ☐ Request time to entertain peers.
- ☐ Other _____

Sensory When feeling the need to avoid sensory elements in the environment, student will:

- ☐ Let the teacher know what is overwhelming or overstimulating.
- ☐ Move his or her chair away from the sensory element.
- ☐ Stand up and walk to the opposite side of the room.
- ☐ Choose a deep pressure activity, such as wearing a weighted backpack.
- ☐ Other _____

Tangible When wanting access to desired object, student will:

- ☐ Ask teacher.
- ☐ Refer to his or her visual schedule to know when it is time for 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, 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 If student must complete assignments before moving on, consider the following suggestions:

- ☐ Shorten work or allow separate location for student to finish.
- ☐ Set up another time when student can finish or continue first activity.
- ☐ Give warning before transition.
- ☐ Provide choice of 2 activities.
- ☐ Ask student to be a helper by carrying important items to the next activity.
- ☐ Other _____

Attention ☐ Have student be line leader or give responsibility, such as turning out lights.
☐ Have student pass out materials for activity.
☐ Pair with positive or preferred peer.
☐ Provide opportunities to entertain others (with presentations, jokes, etc.).
☐ Other _____

Sensory ☐ Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational therapist).
☐ Have student put all of the chairs up on desks for class when leaving.
☐ Check out specific sensory aspects of the next location or activity and create plan to minimize overstimulation.

- If cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set location.
- For assemblies, create special seat at back and have student enter last.
- If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag, or cushion.
- If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.

☐ Other _____

Tangible ☐ Write students' names on the board with the times that they will have access to preferred item.
☐ Consider having the student be the last in rotation. Provide another fun activity during the wait.
☐ Other _____

**The teacher
will...**

