



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

Form D-15
(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.

15. SPITTING

Definition: Spitting of saliva or food items.

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"/> Attempts to avoid non-preferred people or activities | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants attention from adults or peers | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Enjoys sensation of spitting | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Attempts to inappropriately obtain a desired food item from another person | <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 wanting to avoid a task, student will:**
- ☐ Use appropriate words, cards, pictures, or signals to communicate displeasure, anger, frustration, etc. and participate in establishing acceptable solutions.
 - ☐ Go to quiet area when recognizing escalation of feelings.
 - ☐ Use signs, etc. to let the teacher know, and participate in acceptable solutions.
 - ☐ Use break card.
 - ☐ Other _____



The student will...

- Attention** When seeking attention from peers or adults, student will:
- ☐ Use words, cards, pictures, or signals to express need.
 - ☐ Engage other students.
 - ☐ Request to lead a group, help a peer, or have some other responsibility.
 - ☐ Other _____
- Sensory** When feeling the need to spit, student will:
- ☐ Take a drink.
 - ☐ Spit into a tissue.
 - ☐ Ask for a chewy item.
 - ☐ Spit into trash can.
 - ☐ Swallow when prompted.
 - ☐ Other _____
- Tangible:** When wanting a specific toy or item that another child has, student will:
- ☐ Use words, cards, pictures, or signals to ask for item.
 - ☐ Ask teacher to help mediate.
 - ☐ 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 recognize internal feelings of frustration and remove self from situation.
 - ☐ At beginning of lesson or period, remind student of rewards being earned for not spitting, and then reward student each time he or she appropriately requests escape.
 - ☐ Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
 - ☐ Other _____
- Attention**
- ☐ Encourage student to use appropriate communication to request attention.
 - ☐ Remind student of rewards for requesting attention appropriately.
 - ☐ Encourage student to get attention by helping others, leading group, etc.
 - ☐ Change groupings so that student can “shine” in his or her group.
 - ☐ Other _____
- Sensory**
- ☐ Allow free access to water fountain for all students.
 - ☐ Allow students to have water bottles at desks.
 - ☐ Provide appropriate items for oral stimulation (gum, chewy candies, etc.).
 - ☐ Provide tissues.
 - ☐ Teach student to use tissue.
 - ☐ Make students aware of social implications of spitting.
 - ☐ Remind student to take a drink if desired.
 - ☐ Schedule regular drink breaks.
 - ☐ Allow student to go to restroom to spit in sink or toilet.
 - ☐ Remind student to use oral stimulator items.
 - ☐ Provide visual cue to swallow.
 - ☐ Other _____
- Tangible**
- ☐ Provide small, healthy snacks for students to access if hungry.
 - ☐ Allow students to bring acceptable snacks to eat according to classroom rules.
 - ☐ Other _____

