



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

Form D-19
(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.

19. VERBAL AGGRESSION

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

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 | <input type="checkbox"/> Wants to avoid of groups of people | <input type="checkbox"/> Wants to avoid "down" time |
| | <input type="checkbox"/> Wants to avoid frustrating situations | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to appear "cool" to peers | <input type="checkbox"/> Seeks attention from an adult | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Likes sound or pitch of voice | <input type="checkbox"/> Talks for self-stimulation | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Inappropriate attempt to obtain a desired object through threats or intimidation | | |
| | <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 work, people, or situations, 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.
 - ☐ Go to a pre-determined quiet area when recognizing escalation of feelings.
 - ☐ Use acceptable ways to communicate displeasure, anger, or frustration.
 - ☐ Let the teacher know by using a card, sign, note, or signal.
 - ☐ Request change of group.
 - ☐ Request to work alone.
 - ☐ Other _____



The student will...

When wanting to avoid "lag" time, student will:

- ☐ Write, draw, or read.
- ☐ Select a "free-time" activity.
- ☐ Other _____

Attention When wanting to be "cool," student will:

- ☐ Work with a peer of choice.
- ☐ Request to help others.
- ☐ Ask to help a peer, lead a lesson, etc.
- ☐ Other _____

When wanting attention from an adult, student will:

- ☐ Let the teacher know that he or she wants to share his or her work.
- ☐ Raise hand.
- ☐ Approach the teacher's desk quietly.
- ☐ Show "help" card.
- ☐ Other _____

Sensory When feeling the need for "verbal vocalization," student will:

- ☐ Ask to sing or rap for group.
- ☐ Ask to step outside to vocalize.
- ☐ Other _____

Tangible When wanting a particular item that someone else has, student will:

- ☐ Ask for it politely.
- ☐ Ask teacher to help mediate.
- ☐ Use a self-monitoring checklist to help with "wait time."
- ☐ 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

- ☐ Prevent lag time between activities.
- ☐ Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- ☐ Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
- ☐ Teach student to recognize internal feelings of frustration and to remove self.
- ☐ Provide quiet area when student recognizes escalation of aggressive feelings.
- ☐ Give acceptable choices for completing work.
- ☐ Allow some work to be finished at home if requested appropriately.
- ☐ Other _____



**The teacher
will...**

Attention

- ☐ Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to peers.
- ☐ Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
- ☐ Separate student from person who is primary focus for aggression.
- ☐ Avoid arguing with student.
- ☐ Avoid embarrassing student in front of others.
- ☐ Try various groupings for student success.
- ☐ Pair with a peer.
- ☐ Other _____

Sensory

- ☐ Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
- ☐ Other _____

Tangible

- ☐ Encourage peers to share when student appropriately requests an item.
- ☐ Provide frequent access to desired object.
- ☐ Put objects away.
- ☐ Encourage other students to seek adult help if intimidated.
- ☐ Develop a schedule for use of item.
- ☐ Other _____