



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

Form D-6
(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.

6. INAPPROPRIATE INTERACTIONS WITH PEERS AND/OR ADULTS

Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

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"/> Avoids social contact situations | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Attempts to socialize | <input type="checkbox"/> Inappropriate play attempt | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Needs physical input (hugging, pushing, “smacking” people, etc.) | | <input type="checkbox"/> Avoids overwhelming sensory situations |
| | <input type="checkbox"/> Neurological, e.g., Tourette Syndrome | | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants an item that another student has | <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 uncomfortable in a social situation, student will:

- ☐ Let teacher know.
- ☐ Excuse himself.
- ☐ Walk away.
- ☐ Ask for library pass.
- ☐ Seek out a trusted friend.
- ☐ Negotiate an alternate setting.
- ☐ Other _____



The student will...

Attention When wanting to greet a friend or join a conversation or social group, student will:

- ☐ Use appropriate words.
- ☐ Use *Stop & Think* strategy and ask self, “What are you going to do?”

- ☐ Use *Mind Gap Map* strategy.
- ☐ Initiate an activity asking peers to join.
- ☐ Select a structured activity (such as school club) during unstructured time.
- ☐ Use a "cool" conversation starter.
- ☐ Make a plan for social activities.
- ☐ Maintain appropriate space.
- ☐ Other _____

Sensory If seeking tactile input or avoiding overwhelming sensory situations, student will:

- ☐ Shake hands to greet.
- ☐ Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- ☐ Request a less-stimulating space (e.g., back of the line, table alone).
- ☐ Give "high fives," etc.
- ☐ Other _____

Tangible When wanting to obtain an item from another person, student will:

- ☐ Ask politely.
- ☐ Let teacher know so that teacher can help mediate.
- ☐ Ask parents if student can earn the item.
- ☐ Negotiate with peer.
- ☐ Use established self-monitoring tool to wait 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 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**
- ☐ Allow to work alone, if appropriate
 - ☐ Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
 - ☐ Provide a limited number of “escapes” from social contact situations per day or per week.
 - ☐ When student requests escape, acknowledge as soon as possible and respond or mediate.
 - ☐ Reduce the number of people in group.
 - ☐ Allow student to choose social group with which to work.
 - ☐ Other _____

**The teacher
will...**



- Attention**
- ☐ Include unit on social greetings, proxemics, etc., as part of overall curriculum.
 - ☐ Pair with a peer of high social status.
 - ☐ Provide frequent feedback on positive behavior.
 - ☐ Intentionally pair students.
 - ☐ Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
 - ☐ Other _____

- Sensory**
- ☐ Arrange workspace so there is appropriate adult supervision at all times.
 - ☐ Provide sensory input prior to social situations (e.g., jumping, rolling, or “crashing” on soft items).
 - ☐ Arrange student’s furniture to discourage inappropriate touching.
 - ☐ Allow scheduled stretch breaks.
 - ☐ Provide immediate relief when student indicates need for sensory input.
 - ☐ Remind of appropriate and inappropriate hugs.
 - ☐ Encourage peers to acknowledge appropriate interactions.
 - ☐ Other _____

- Tangible**
- ☐ Consider seating and proximity of desired objects.
 - ☐ Use a visual schedule to let students know when their turn will come.
 - ☐ Develop self-monitoring tool to assist student in waiting for turn.
 - ☐ Review “sharing” rules with class.
 - ☐ Other _____