



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

Form D-14
(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.

14. RUNS AWAY/LEAVES CLASS WITHOUT PERMISSION
 Definition: Student runs out of classroom or playground area. Student leaves class without permission.

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.

Escape Wants to avoid a new task Wants to avoid a situation Wants to avoid people
 Wants to avoid work Other _____

Attention Seeking attention from teacher Other _____

Sensory Is overstimulated Needs large motor activity such as running or walking
 Doesn't like some sensory aspect of current or upcoming task or activity Other _____

Tangible Wants to get food or other item available on campus 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 escape an activity in the classroom, student will:**

- Use appropriate words to express need.
- Ask for help.
- Let the teacher know.
- Put head down quietly on the desk.
- Ask to complete work at home.
- Ask to take a walk (with a hall pass) and return.
- Do task differently (e.g., orally, with pictures, as a PowerPoint).



The student will...

- Ask to work with a peer.
- Use a study carrel.
- Other _____

Attention

When needing attention, student will:

- Ask teacher.
- Raise his or her hand.
- Ask to be a leader for the next activity.
- Other _____

Sensory

When feeling overstimulated, student will:

- Use appropriate words to let teacher know.
- Use "quiet area" card.
- Request use of head phones.
- Ask to use or go to the quiet area.
- Go to the tent in the classroom and stay there until a five minute timer rings (small children only).
- Ask to use a study carrel.
- Other _____

When needing large motor activity, student will:

- Ask to take a walk to an approved location.
- Ask to stand while working.
- Stand and stretch arms.
- Ask for "whole class" desk aerobics.

When seeking to avoid some sensory aspect of the environment, student will:

- Let teacher know.
- Tell a trusted friend who will inform the teacher.
- Talk to teacher about acceptable alternative methods of participating in the task.

Tangible

- 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 | <input type="checkbox"/> Give daily reinforcement for attendance.
<input type="checkbox"/> Reinforce student as he or she is getting work done and participating in activities.
<input type="checkbox"/> Reinforce for attendance at end of each day.
<input type="checkbox"/> Give points for attendance which can be cashed in for “early-out” or “free time.”
<input type="checkbox"/> Other _____ |
| Attention | <input type="checkbox"/> Provide lots of attention to all students for staying with group.
<input type="checkbox"/> Do not run after student if not necessary for safety.
<input type="checkbox"/> Provide fun activity for students who are with the group.
<input type="checkbox"/> Remind student of next turn to be in leadership role.
<input type="checkbox"/> Give attention for staying with group.
<input type="checkbox"/> Other _____ |
| Sensory | <input type="checkbox"/> Other _____ |
| Tangible | <input type="checkbox"/> Provide food items sought.
<input type="checkbox"/> Allow students to purchase needed food item and return/bring to class.
<input type="checkbox"/> Other _____ |

The teacher will...

