



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

Form D-13
(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.

13. RESISTS TRANSITIONS BETWEEN CLASSES/ACTIVITIES

Definition: Student shows misbehavior when asked to stop one task and begin another or going from one setting to another.

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"/> Avoidance of new task <input type="checkbox"/> Avoidance of leaving a current preferred activity <input type="checkbox"/> Avoidance of change
<input type="checkbox"/> Wary of new environment <input type="checkbox"/> Wary of factor in transitional environment (e.g., hallway)
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Enjoys peer interaction during transition and wants to prolong <input type="checkbox"/> Other _____
<input type="checkbox"/> Wants to prolong attention from specific adult or peer in the previous setting |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Avoidance of some sensory aspect of next task <input type="checkbox"/> Difficulty shifting attention
<input type="checkbox"/> Doesn't like being in a crowd <input type="checkbox"/> Loses track of time and purpose
<input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Tangible | <input type="checkbox"/> Wants to keep playing with or using item in current environment (ie., toy ,computer)
<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 transitions, student will:**
- ☐ Let teacher know of concerns.
 - ☐ Negotiate more time with current activity or a later time.
 - ☐ Other _____



The student will...

Attention When seeking time with peers or adults, student will:

- ☐ Talk to friends about more appropriate times to interact.
- ☐ Ask to be a leader when at the next activity.
- ☐ Request limited time with peers or adults at beginning of new activity.
- ☐ Other _____

Sensory When preparing for transition, student will:

- ☐ Monitor when end of task is near.
- ☐ Prepare materials for closure and change.
- ☐ Ask for a peer escort.
- ☐ Ask to go early (or later).
- ☐ Use prearranged support.
- ☐ Use a stopwatch to remind self of timeframe.
- ☐ Use a checklist of classes.
- ☐ Other _____

Tangible When reluctant to give up an item, student will:

- ☐ Use a schedule to determine next turn.
- ☐ Negotiate with teacher for more time with the item at a more appropriate 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

- ☐ Make sure the next task is at the instructional level of the student.
- ☐ Provide schedule.
- ☐ Provide schedule which shows activities for class.
- ☐ Change order of activities (preferred following not preferred).
- ☐ Schedule with time on board or at student desk, countdown clock on student's desk.
- ☐ Use transitional objects to carry to next activity.
- ☐ Provide safe, familiar environments with clear boundaries.
- ☐ Provide support during transition, e.g., escort.
- ☐ Other _____

The teacher
will...



Attention

- ☐ Provide opportunities for peer or adult interactions in the next environment.
- ☐ Allow extra peer or adult time on subsequent day for timely transition.
- ☐ Other _____

Sensory

- ☐ Change unpleasant sensory aspect of the next task.
- ☐ Provide students specific directions to indicate a task is ending, i.e., write your last sentence...pencils down...close books and hands on desk.
- ☐ Clearly mark spots for student to stand while waiting.
- ☐ Allow to leave early or late.
- ☐ Provide stopwatch to remind of timeframe.
- ☐ Assist students in putting away items before requesting transition.
- ☐ Adjust line-up area to be less noisy or crowded.
- ☐ Other _____

Tangible

- Have students put all items away in advance of transition time.
- ☐ Other _____