



Jackson Public School District
 Response to Instruction and Intervention (RtI²)
Behavior Interventions – Specific Strategies and Replacement Behaviors

Form C-1
(Team use only)

PURPOSE: Forms C-1 through C-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 C**. 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.

1. ATTENDANCE
 Definition: Poor attendance. “Ditching” classes.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Behavior Analysis Worksheet – Form C**, and indicate the more specific description.

<input type="checkbox"/> Escape	<input type="checkbox"/> Wants to avoid work	<input type="checkbox"/> Wants to avoid individuals or groups of people
	<input type="checkbox"/> Wants to avoid social situations	<input type="checkbox"/> Hates to get up
	<input type="checkbox"/> Wants to avoid problems on bus or on walk to school	<input type="checkbox"/> Other _____
<input type="checkbox"/> Attention	<input type="checkbox"/> Seeks attention from peers	<input type="checkbox"/> Wants to avoid attention from staff
	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Sensory	<input type="checkbox"/> Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)	
	<input type="checkbox"/> Feels overloaded by environmental or work demands	
	<input type="checkbox"/> Feels overwhelmed	<input type="checkbox"/> Feels hungry
	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Tangible	<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 **RtI² Intervention Plan – Form 7**.

Escape When feeling wary about situations at school or on the way to school, student will:

- Ask for help.
- Let the teacher know about a specific concern.
- Request time with teacher or counselor.
- Seek out a trusted friend.
- Work with teacher and family to develop other transportation options.
- Other _____



The student will...

Attention When needing assurance or attention, student will:

- Request counseling time.
- Ask to work with a peer.
- Request opportunity to lead lesson, state opinion, help others, etc.
- Other _____

When seeking to avoid attention, student will:

- Ask for acceptable alternatives to class, setting, or responsibilities.
- Request counseling time to work on coping strategies.
- Other _____

Sensory When preparing for next day's activities, student will:

- Ready materials for closure and next day.
- Let the teacher know about elements contributing to feelings of being overwhelmed.
- Other _____

When feeling hungry, student will:

- Ask teacher for access to available food items.
- Plan to bring acceptable food items to school on another day.

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 RtI² Intervention Plan – Form 7. 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 **RtI² Intervention Plan – Form 7**.

- Escape**
- Reward for reduced or lack of absences.
 - Arrange with peer or relative to call in morning.
 - Develop a contract for attendance.
 - Refer for school/district attendance review
 - Speak to parents about better transportation.
 - Develop acceptable alternative to transportation.
 - Speak to bus driver about issues on bus.
 - Pair with a peer for walking to school or taking bus.
 - Other _____

**The teacher
will...**



- Attention**
- Give lots of attention to those in attendance when student is present.
 - Connect family with cultural community center to validate school participation.
 - Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunch-time or end-of-school parties).
 - Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
 - Display chart comparing school-wide attendance year to year.
 - Support student in making friends (e.g., pair for activities, encourage peers to mentor).
 - Interact in a welcoming manner.
 - Other _____

- Sensory**
- Organize assignments and class activities in ways that are less overwhelming.
 - Sit with student daily or weekly to help with organization and planning.
 - Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
 - 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 _____