

JACKSON PUBLIC SCHOOL DISTRICT
 Response to Instruction and Intervention (RtI²)
Behavior Interventions – Specific Strategies and Replacement Behaviors

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.

11. OUT OF SEAT
 Definition: Getting out of seat, leaving desk, or leaving group.

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.

Escape Wants space, a break, to get away from person or situation
 Is avoiding task perceived as too difficult, not interesting, or irrelevant
 Other _____

Attention Wants attention Other _____

Sensory Wants something more stimulating to do Needs distance from others
 Needs to use restroom Needs to stretch muscles Other _____

Tangible Wants an item or food 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 7**.

Escape When feeling the need to escape, student will:

- Use *break card*—a card that allows the student to take a break for a certain amount time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Ask for help.
- Put a sign or sticky note on desk to indicate the need for assistance.
- Put head down.



The student will...

- Request shortened or alternative assignment.
- Other _____

Attention When seeking attention, student will:

- Raise hand.
- Use "help" card.
- Let teacher know he or she would like to be leader.
- Ask only one peer for help.
- Other _____

Sensory When experiencing sensory needs, student will:

- Request access to predetermined activity or item.
- Let teacher know by using appropriate words, signs, cards, or signals.
- Use one of a limited number of bathroom passes, "stretch" cards, etc.
- Other _____

Tangible When desiring a particular item or food, student will:

- Use checklist to gather all needed supplies prior to lesson.
- Let teacher know if hungry.
- Use card, sign, or signal to indicate need.
- Be able to increase *wait* times for desired items.
- Keep acceptable items in desk.
- 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 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 **Intervention Plan – Form 7**.

- Escape**
- Schedule short activities.
 - Prevent lag time between activities.
 - Reduce competitiveness.
 - Provide high-interest tasks.
 - Other _____

- Attention**
- Publicly acknowledge increasing time in seat.
 - Interact frequently.
 - Other _____

- Sensory**
- Allow to sit on edge of group if sensitive to crowds.
 - Provide carrel to offer separation from others.
 - Allow student to carry item to another location.
 - Consider age and expectations.
 - Other _____

- Tangible**
- Establish specific times for access to preferred items.
 - Allow limited access or remind of upcoming access when food is requested
 - Provide checklist for gathering required materials (by subject).
 - Provide *wait* card.
 - Other _____



**The teacher
will...**