



JACKSON PUBLIC SCHOOL DISTRICT

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

Form C-12
(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.

12. PHYSICAL AGGRESSION

Definition: Any instance of hitting, kicking, scratching, or pinching of adults or other students; instigating fights; or sexually provocative touching.

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 to avoid a non-preferred demand or task Wants to protest a non-preferred demand or task
 Other _____

Attention Wants attention Displaying control or domination over others.
 Attempt at social interaction Other _____

Sensory Seeks sensory stimulation through physical contact (especially children with autism)
 Other _____

Tangible Attempts to obtain an item that another person has 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 wanting to avoid or escape a task, student will:**
- Use *break card*—a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
 - Express need by using appropriate words, cards, pictures, or signals, and participate in establishing an acceptable solution.
 - Other _____



The student will...

When wanting to avoid or escape a task, student will:

- Select feelings from *Feelings* chart.
- Select problem-solving strategy from chart.
- Use "I feel..." statement to express feelings.

Attention When seeking attention from peers or adults, student will:

- Ask peer to play.
- Show *Play* card.
- Ask teacher for help.
- Ask to be leader.
- Other _____

Sensory When feeling need for stimulation through hitting, kicking, scratching, etc., student will:

- Go to his or her pillow or bean bag.
- Other _____

Tangible When wanting a specific toy or item that another child has, student will:

- Request a turn by using appropriate words, cards, pictures, or signals.
- 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, paraprofessional, etc.)*
 - *individual counseling provided by an appropriately qualified professional who addresses acquisition of desired skills*
 - *Model and practice desired skills.*
 - *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**
- Reduce activities that might be threatening.
 - Reduce emphasis on perfection.
 - Other _____

- Attention**
- Reward, support and assist attempts to get peer's attention.
 - Reinforce productivity vs. accuracy.
 - Other _____

- Sensory**
- As appropriate, provide non-human item (pillow, bean bag, etc.) for student to hit, kick, or scratch in a non-disruptive way when necessary.
 - Prompt student to hit or kick pillow or bean bag if he or she appears to be agitated, unfocused, etc.
 - Provide deep-tissue sensory input (rolling, pulling, "high fives," etc.).
 - Provide vestibular input (spinning, etc.).
 - Reduce or remove sources of overstimulation.
 - Other _____

- Tangible**
- Make desired items more readily available if appropriate.
 - Ensure that student gets item when appropriately requested or acknowledge appropriate request and reward ability to delay
 - Other _____

**The
teacher
will...**

