



# JACKSON PUBLIC SCHOOL DISTRICT

Response to Instruction and Intervention (RtI<sup>2</sup>)

## Behavior Interventions – Specific Strategies and Replacement Behaviors

Form C-13  
(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.

### 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 C**, and indicate the more specific description.

- Escape**
  - Avoidance of new task
  - Avoidance of leaving a current preferred activity
  - Avoidance of change
  - Wary of new environment
  - Wary of factor in transitional environment (e.g., hallway)
  - Other \_\_\_\_\_
- Attention**
  - Enjoys peer interaction during transition and wants to prolong
  - Other \_\_\_\_\_
  - Wants to prolong attention from specific adult or peer in the previous setting
- Sensory**
  - Avoidance of some sensory aspect of next task
  - Difficulty shifting attention
  - Doesn't like being in a crowd
  - Loses track of time and purpose
  - Other \_\_\_\_\_
- Tangible**
  - Wants to keep playing with or using item in current environment (ie., toy ,computer)
  - 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 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, 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

- 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 \_\_\_\_\_