



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

Form C-16
 (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.

16. STEALING
 Definition: Taking something that belongs to someone else—either illegally or without the owner’s permission.
 Presenting another’s work as one’s own.

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 Other _____

Attention Seeks attention from adults or peers Other _____

Sensory Seeks sensory input from the item (manipulative or toy) Other _____

Tangible Socially inappropriate attempt to obtain a desired object Student is hungry (wants food item)
 Student wants to keep an item that he or she is not supposed to have
 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 Other _____

- Attention** **When seeking adult or peer attention, student will:**
- Ask to be leader, share a story, tell a joke, etc.
 - Ask teacher or adult for assistance.
 - Use appropriate words to ask another student to play.
 - Ask in an appropriate way to be included in an activity.



The student will...

- If feeling excluded from a group, scan the area for someone who is alone and engage that person.
- Other _____

Sensory

When seeking sensory input from an item, student will:

- Ask the person if he or she can borrow it for an agreed upon period of time.
- Let the teacher know he or she is feeling restless and ask for alternatives.
- Other _____

Tangible

When trying to obtain or keep a desired item that does not belong to him or her, student will:

- Ask the person if he or she can borrow it for an agreed upon period of time.
- Let the teacher know of desire and ask for assistance in mediating.
- Ask for a plan to earn the item back if returned appropriately.
- 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 Other _____

Attention Encourage student to engage other children in play or joint activities appropriately.
 Encourage student to quietly seek adult intervention if needed.
 Other _____

Sensory Allow student to bring own item to school which meet s the sensory need.
 Provide limited access to desired items at appropriate times.
 Encourage other students to keep items put away.
 Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).
 Other _____

Tangible "Check in" items to be sure that everyone has turned theirs in.
 Encourage him/her to speak up about his/her needs and reward for his/her honesty.
 Keep the items that student is not supposed to have out of reach and sight.
 Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.
 Other _____



**The teacher
will...**