



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

Form C-18
 (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.

18. THROWING OBJECTS
 Definition: Any instance of throwing objects, whether aimed at people or not

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 certain people <input type="checkbox"/> Wants to avoid certain tasks <input type="checkbox"/> Wants to avoid certain environments <input type="checkbox"/> Wants to protest or get back at someone <input type="checkbox"/> Other _____	<input type="checkbox"/> Sensory	<input type="checkbox"/> Enjoys proprioceptive or large muscle input from throwing motion <input type="checkbox"/> Enjoys sound as items hit <input type="checkbox"/> Other _____
<input type="checkbox"/> Attention	<input type="checkbox"/> Wants someone to pay attention to him or her <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 **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 of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Speak politely to teacher about ideas for alternate ways to participate and complete the work.
- Other _____



The student will...

When wanting to protest or get back at someone, student will:

- Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- Write down "I feel..." statements.
- Other _____

Attention When seeking attention, student will:

- Ask to be leader, read story out loud, help others, etc.
- Count to ten if needing to wait.
- Will write ideas or questions on paper or dry-erase board.
- Other _____

Sensory When feeling the need to throw, student will:

- Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, playing Nerf target games, etc.).
- Other _____

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, 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**
- Encourage student to speak to teacher if feeling the need to escape something in the environment.
 - Reward when student engages in non-preferred activities and in other appropriate behaviors.
 - Limit access to items which can be thrown.
 - Other _____
- Attention**
- Model and practice appropriate strategies for getting attention.
 - Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).
 - Other _____
- Sensory**
- Provide appropriate games and activities that include throwing.
 - Incorporate active games into the curriculum as appropriate.
 - Play music as appropriate to meet need for auditory input.
 - Other _____
- Tangible**
- Other _____



The teacher will...