



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

Form C-2
 (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 Intervention 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.

2. BITING
 Definition: Biting with teeth of self, others, or objects

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 work Wants to avoid groups of people Wants to avoid situations
 Other _____

Attention Attempts to play or socialize with peers Seeks attention from an adult
 Other _____

Sensory Seeks deep pressure Seeks taste Seeks oral sensory input
 Other _____

Tangible Wants an item 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 new 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, measurement tool, 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:**
- Express need using appropriate words, cards, pictures, or signals.
 - Ask for a break.
 - Ask for a different peer or setting.
 - Use arm gestures to express need for personal space.
 - Other _____



The student will...

Attention When desiring the attention of others, student will:

- Ask for opportunity to share his or her work with the class.
- Ask to work or play with a peer.
- Raise hand.
- Other _____

Sensory When seeking deep pressure or oral sensory input, student will:

- Use agreed-upon card, picture, or signal to request appropriate item.
- Request food or other item for oral input (crunchy, sweet, or sour food, plastic straw, etc.).
- Use predetermined deep tissue activity (stress ball, hand massage, etc.).
- Use appropriate words to express need.
- Request whole class or individual stretch break.
- Other _____

Tangible When desiring an item from another person, student will:

- Ask for it politely.
- Let teacher know.
- Select another activity until it is his or her turn.
- 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, and then 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**
- Change proximity to other people or reduce number of peers in group.
 - Provide designated break area.
 - Change level of task.
 - Change number of demands.
 - Reward socially appropriate behavior demonstrated by others.
 - Work with parents to develop a consistent response to biting which will not result in escape.
 - Require task completion after intervention.
 - Other _____



The teacher will...

- Attention**
- Supervise play to prompt appropriate social interactions.
 - Praise students who demonstrate appropriate social interactions.
 - Structure social interaction to help student get involved in preferred activity or play with preferred peer.
 - Other _____

- Sensory**
- Speak to parents/guardians about recommended food items that meet school guidelines.
 - Provide acceptable food items or chewy toy for oral sensory input.
 - Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
 - Change or modify meal, nutrition, snack, or eating schedule.
 - Teach student to recognize need and use appropriate communication to request oral sensory object or food.
 - Other _____

- Tangible**
- Communicate with parents/guardians about supplying desired items.
 - Provide access to desired item when appropriate.
 - Structure turn-taking by using a visual schedule or timer.
 - Articulate process for sharing.
 - Other _____