

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.

20. WITHDRAWN
 Definition: Student refuses to talk or engage in classroom discussions or activities. Student appears to be a “loner.”

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 non-preferred activity <input type="checkbox"/> Wants to avoid public speaking	<input type="checkbox"/> Wants to avoid people <input type="checkbox"/> Other _____	<input type="checkbox"/> Wants to avoid interactions
<input type="checkbox"/> Attention	<input type="checkbox"/> Wants to avoid attention from adults or peers <input type="checkbox"/> Other _____		
<input type="checkbox"/> Sensory	<input type="checkbox"/> Feels nervous <input type="checkbox"/> Feels anxious <input type="checkbox"/> Feels overwhelmed <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 trying to avoid a task, people, social interactions, or oral sharing, student will:**
- Privately let teacher know of concerns.
 - 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.
 - Ask for choice of alternate activity.
 - Ask for help from an adult.
 - Use a daily or weekly “opt out” card when wanting to avoid an activity or task.



The student will...

- Ask to work alone.
- Ask to share in a one-to-one setting.
- Other _____

Attention When wanting to avoid attention, student will:

- Ask to sit at back of room.
- Ask to share work one-on-one.
- Ask to work alone.
- Other _____

Sensory When nervous, anxious, or overwhelmed, student will:

- Let teacher know which variables in the environment are causing student to withdraw.
- Select a calming activity.
- Select an alternate activity.
- Use deep breathing to calm self.
- Use positive self-talk.
- 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 by using programs such as Peer Helping, Peer Leaders, or Mentoring.*
 - *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 competition.
 - Allow student to choose activities within subject to reduce stress.
 - Provide lessons at student's ability level.
 - Allow student to work alone when appropriate.
 - Allow student to attempt something new in private before doing it in front of peers.
 - Allow student to opt-out of oral presentations or to co-present.
 - Allow student to move seat away from non-desired persons.
 - Allow student to leave class and go to agreed upon location after assignment is completed.
 - Provide a quiet, reasonably private area where student can work.
 - Provide counseling.
 - Other _____

- Attention** **If avoiding attention**
- Allow student to avoid attention if on-task.
 - Encourage student to share publically in short intervals in which he or she can experience success.
 - Encourage student to work with one or two trusted peers to increase ability to work with others.
 - Other _____

- Sensory**
- Resolve source of anxiety (fear of speaking, fear of feeling "stupid," misunderstanding of instructions, etc.).
 - Teach calming activities.
 - Teach positive, self-talk strategies.
 - Provide checklist of strategies to reduce feelings of being overwhelmed.
 - Other _____

- Tangible** Other _____