



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

Form C-3
 (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.

3. DIFFICULTY ORGANIZING AND CARING FOR MATERIALS
 Definition: Student does not bring, store, or care for materials such as books, papers, writing instruments

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 task perceived to be too difficult <input type="checkbox"/> Lacks skills to organize	<input type="checkbox"/> Resists making time to organize <input type="checkbox"/> Other _____
<input type="checkbox"/> Attention	<input type="checkbox"/> Wants others to take care of him or her <input type="checkbox"/> Other _____	<input type="checkbox"/> Cry for help (“I need someone to pay attention!”)
<input type="checkbox"/> Sensory	<input type="checkbox"/> Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.) <input type="checkbox"/> Other _____	
<input type="checkbox"/> Tangible	<input type="checkbox"/> Wants items others have	<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 frustrated or trying to avoid a task, student will:**
- Let the teacher know his or her concerns or feelings.
 - Ask for choice of an alternate activity.
 - Ask for assistance.
 - Use a daily or weekly “opt-out” card (a pass for an activity or task).
 - Other _____

- When lacking organization skills or willingness to get organized, student will:**
- Use a checklist as a reminder to bring required materials.
 - Ask peer for help organizing.



The student will...

- Ask teacher for extra set of materials.
- Use "help" flag or a similar signal.
- Other _____

Attention When seeking attention from others, student will:

- Raise hand.
- Ask only one student for help.
- Approach teacher's desk.
- Offer to share materials with others.
- Ask for leadership opportunity.
- Other _____

Sensory When having sensory difficulty with certain materials (pens, pencils, paper, etc.), student will:

- Let teacher know.
- Ask to use an alternate type.
- Bring alternate materials.
- Other _____

Tangible When desiring a different item, student will:

- Let teacher know.
- Ask teacher to call home or write parents a note.
- Talk to parents/guardians.
- 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 **When student lacks organization skills or willingness to get organized,**

- Give student time to put away materials each day.
- Draw direct connections between being organized and the student's life (e.g., college requirements, job responsibilities).
- Provide extra set of materials that student can access during school and return at end of period.
- Provide checklist of materials to bring each morning.
- Assign peer to help with organizing materials.
- Assign peer to help with organizing daily activities or homework.
- Other _____

When student is frustrated or trying to avoid a task,

- Assist student in organizing materials prior to activity.
- Provide necessary materials.
- Other _____

- ### Attention
- Give specific positive feedback for bringing materials or being organized.
 - Allow student to share materials with others.
 - Avoid giving attention when student is not organized.
 - Give extra responsibilities or privileges when student comes prepared for class.
 - Other _____

- ### Sensory
- Provide preferred materials (pens, pencils, pencil adapters, type of paper, etc.).
 - Other _____

- ### Tangible
- Give opportunity to earn desired materials (pens, notebooks, etc.).
 - Communicate with parents/guardians about supplying desired materials.
 - Other _____

**The teacher
will...**

