



**JACKSON PUBLIC SCHOOL DISTRICT**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form C-5  
 (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.

**5. DROPS TO GROUND**  
 Definition: Student drops when asked to do something or go somewhere.

**Communicative Function –**  
 Under the *Communicative Function* the team has selected, find the more specific description which applies and record on the **Behavior Analysis Worksheet – Form C**

<input type="checkbox"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid work <input type="checkbox"/> Wants to avoid people <input type="checkbox"/> Wants to avoid destinations <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Seeks negative attention from an adult <input type="checkbox"/> Seeks attention from peers, e.g., by being “class clown” <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Seeks deep tissue input by rolling or laying on ground <input type="checkbox"/> Wants to avoid a sensory element in the environment <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Tangible</b>	<input type="checkbox"/> Wants access to desired object <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:**
- Let the teacher know that he or she needs more time, help, support, etc.
  - 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 help from an adult or peer.
  - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When wanting to get the attention of others, student will:

- Request counseling time.
- Ask to talk to an adult.
- Use office pass.
- Ask to be a leader or helper.
- Ask to pass out papers.
- Ask to work with a peer.
- Request time to entertain peers.
- Other \_\_\_\_\_

**Sensory** When feeling the need to avoid sensory elements in the environment, student will:

- Let the teacher know what is overwhelming or overstimulating.
- Move his or her chair away from the sensory element.
- Stand up and walk to the opposite side of the room.
- Choose a deep pressure activity, such as wearing a weighted backpack.
- Other \_\_\_\_\_

**Tangible** When wanting access to desired object, student will:

- Ask teacher.
- Refer to his or her visual schedule to know when it is time for 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** If student must complete assignments before moving on, consider the following suggestions:

- Shorten work or allow separate location for student to finish.
- Set up another time when student can finish or continue first activity.
- Give warning before transition.
- Provide choice of 2 activities.
- Ask student to be a helper by carrying important items to the next activity.
- Other \_\_\_\_\_

- Attention**
- Have student be line leader or give responsibility, such as turning out lights.
  - Have student pass out materials for activity.
  - Pair with positive or preferred peer.
  - Provide opportunities to entertain others (with presentations, jokes, etc.).
  - Other \_\_\_\_\_

- Sensory**
- Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational therapist).
  - Have student put all of the chairs up on desks for class when leaving.
  - Check out specific sensory aspects of the next location or activity and create plan to minimize overstimulation.
    - If cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set location.
    - For assemblies, create special seat at back and have student enter last.
    - If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag, or cushion.
    - If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.
  - Other \_\_\_\_\_

- Tangible**
- Write students' names on the board with the times that they will have access to preferred item.
  - Consider having the student be the last in rotation. Provide another fun activity during the wait.
  - Other \_\_\_\_\_

**The teacher will...**

