



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

Form C-8  
*(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.

**8. MINOR FINE MOTOR ANNOYANCES**  
 Definition: Any mildly disruptive, in-seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, skin picking, nail biting, etc.

**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"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid non-preferred activity	<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Feels restless	<input type="checkbox"/> Feels anxious
	<input type="checkbox"/> Feels uncomfortable or nervous		<input type="checkbox"/> Feels bored	<input type="checkbox"/> Feels overwhelmed
	<input type="checkbox"/> Other _____		<input type="checkbox"/> Attempts to increase alertness	
			<input type="checkbox"/> Other _____	<i>(May be a symptom of Tourette Syndrome, ADHD, or autism)</i>
 <input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Wants attention from teacher	<input type="checkbox"/> <b>Tangible</b>	<input type="checkbox"/> Other _____	
	<input type="checkbox"/> Wants attention from peers			
	<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 teacher know his or her 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 assistance.
  - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When wanting attention, student will:

- Ask to tell a joke or read a story.
- Request leadership role (passing out papers, etc).
- Other \_\_\_\_\_

**Sensory** When feeling uncomfortable, nervous, or trying to increase alertness, student will:

- Let teacher know.
- Select a calming activity, such as one that provides tapping, drumming, etc.
- Select an alternative activity.
- List steps needed to complete task and check with peer or teacher.
- Select an activity to increase alertness.
- Ask for opportunity to explain to class the cause of symptoms (e.g., Tourette Syndrome, ADHD, autism, 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**
- Give opportunity to change seat to location that will not impact others.
  - Give movement breaks after acceptable intervals of time, (e.g., 10 or 20 minutes).
  - Teach relaxation/stress reduction techniques.
  - Teach student to doodle or take notes.
  - Provide selection of activities for student to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretch in back of the room).
  - Other \_\_\_\_\_

- Attention**
- Give special tokens or praise for increments of time when target behavior does not occur.
  - Other \_\_\_\_\_

- Sensory**
- Teach strategies to adjust alertness level.
  - Allow student to stand up to do work.
  - Provide opportunity for vigorous exercise before task which requires long periods of sitting/attending.
  - Replace pencil with item that makes less noise.
  - Provide fidget items (squeeze balls, etc.) to keep hands busy.
  - If behavior stems from Tourette Syndrome, consult parents and medical/mental health professionals for ideas of triggers.
  - Place "quiet" card on student's desk when behavior begins.
  - Other \_\_\_\_\_

- Tangible**
- Other \_\_\_\_\_

**The teacher  
will...**

