



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

Form C-9  
 (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.

**9. NON-COMPLIANCE WITH REQUESTS FROM TEACHERS AND OTHER ADULTS**  
 Definition: Refusing to comply with requests of teachers or other adults in authority.

**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, activities, or people       Wants to avoid situations which may be embarrassing  
 Other \_\_\_\_\_

**Attention**       Wants attention from teacher       Wants attention from peer  
 Feels angry, sad, or frustrated about something else       Other \_\_\_\_\_

**Sensory**       Wants to maintain something in the environment which is present in the current activity  
 Wants to avoid something in the environment of the upcoming activity  
 Feels overloaded by environmental or work demands  
 Other \_\_\_\_\_

**Tangible**       Wants to keep something the teacher is asking him or her to return  
 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:**
- Request teacher’s help.
  - Request to work on an alternate assignment or choose a different book or different materials.
  - Ask to be in a different group.



**The student will...**

- Let teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
- Request to move to private area.
- Request to talk to appropriate adult about feelings of embarrassment.
- Other \_\_\_\_\_

**Attention**      **When wanting attention from the teacher or a peer, student will:**

- Ask to be teacher's helper.
- Ask to show off completed work.
- Ask to work with specific peer.

**When feeling angry, sad, or frustrated about something else, student will:**

- Request to talk about feelings with an adult.
- Write out feelings.
- Other \_\_\_\_\_

**Sensory**      **When trying to maintain or avoid elements in the sensory environment, student will:**

- Use words, cards, pictures, or signals to let the teacher know.
- Other \_\_\_\_\_

**Tangible**      **When possessing an item that he or she does not want to return when asked, student will:**

- Negotiate a plan with teacher to get item back at a more appropriate time.
- Develop a plan to earn the item.
- Refer to a visual schedule to know when 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 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**
- Teach student to identify feelings (embarrassment, fear, etc.).
  - Give student specific expectations for assignment.
  - Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
  - Allow student not to participate, which will result in loss of reward or lower grade in participation.
  - Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).
  - Tell student the assignment and then walk away to allow processing time and reduce power conflict.
  - Provide appropriate time-away area in or adjacent to classroom.
  - Other \_\_\_\_\_



**The  
teacher  
will...**

- Attention**
- Seat close to you for frequent positive feedback if on task.
  - Seat next to positive role models.
  - Allow students who have finished their work to share or show what they have done
  - Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
  - Ignore student when non-compliant.
  - Give lots of attention when student is compliant.
  - Provide counseling time.
  - Acknowledge student's feelings when angry.
  - Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
  - Address source of anger if possible.
  - Other \_\_\_\_\_

- Sensory**
- Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
  - Work with student to identify what is uncomfortable in a setting and develop a plan to address that specifically.
  - Allow younger students to bring a preferred item with them during transition.
  - Assist student in developing a prioritized checklist for work.
  - Other \_\_\_\_\_

- Tangible**
- Give early warning for time to return tangible item.
  - Delay privileges until item is returned.
  - Reward other students for turning in item.
  - Control access to the tangible item.
  - Other \_\_\_\_\_