



Ventura County
 Response to Instruction and Intervention (RtI²)
Behavior Interventions – Specific Strategies and Replacement Behaviors

Form D-17
(Team use only)

PURPOSE: Forms D-1 through D-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 D**. 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.

17. TALKING OUT/BACK/INAPPROPRIATE COMMENTS
 Definition: Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Behavior Analysis Worksheet – Form D**, and indicate the more specific description.

<input type="checkbox"/> Escape	<input type="checkbox"/> Wants to avoid a demand or non-desired activity <input type="checkbox"/> Other _____	<input type="checkbox"/> Sensory	<input type="checkbox"/> Difficulty due to ADHD <input type="checkbox"/> Difficulty due to Tourette Syndrome <input type="checkbox"/> Has difficulty with waiting <input type="checkbox"/> Other _____
<input type="checkbox"/> Attention	<input type="checkbox"/> “Showing-off” for peers <input type="checkbox"/> Wants to get the teacher’s attention <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 B**.

- Escape** When wanting to avoid a task, student will:
- Use appropriate words, cards, pictures, or signals to let the teacher know and participate in finding a mutually acceptable solution.
 - Politely suggest an appropriate alternative for participating in the activity.
 - Other _____



The student will...

- Attention** When seeking attention, student will:
- Raise hand or use pre-determined “secret signal” to gain teacher’s attention
 - Use a card to indicate desire to speak. (Require increasing intervals of delay.)
 - Ask for time to speak with a person privately if there are problems.

- Ask for a problem-solving session with an adult mediator if there are issues with another student.
- Request opportunity to be line leader, supply person, office runner, etc.
- Other _____

Sensory When having difficulty with waiting, student will:

- Use a written or pictorial system to record ideas, questions, or comments he or she would like to make.
- Explain disability to group leader beforehand, and ask for assistance and support.
- Count silently to ten.
- Put head on desk and breathe deeply.
- 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, paraeducator, 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 B**. 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 B**.

- Escape**
- If requested inappropriately, ask to rephrase more appropriately.
 - If request is rephrased appropriately, acknowledge and attempt to mediate (e.g., provide alternatives, other means of participating, other ways to complete work).
 - Remind student of classroom rule for speaking respectfully and remind of rewards/consequences.
 - Ignore (if possible and not too disruptive) and praise others for appropriateness.
 - Ask another student to model an appropriate way of disagreeing.
 - Other _____



- Attention**
- Provide activities that require talking or reporting back to large group.
 - Ignore talking back and talking out of turn if not too disruptive.
 - Remind student of classroom rule for speaking respectfully and remind of rewards and consequences.
 - Reward others not talking out.
 - Give student visible means of requesting attention, such as note or sticky note on desk, flag, or pre-determined "secret signal."
 - Do not respond to blurted remarks.
 - Reinforce students who are using appropriate behavior.
 - Acknowledge student who is talking out, but remind to raise hand or use other system for getting attention.
 - Other _____

- Sensory**
- Provide opportunities to talk, be noisy, and express self in an appropriate place (e.g., quiet space, empty room).
 - Teach student to wait.
 - Reward gradual improvements in using appropriate means.
 - Allow to state remarks quietly to an elbow partner if not disruptive to whole group.
 - Allow to jot down questions or comments on paper or dry-erase board.
 - Allow to stand up at seat if having difficulty with waiting.
 - Other _____

- Tangible**
- Other _____