



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

Form D-1
(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.

1. ATTENDANCE

Definition: Poor attendance. “Ditching” classes.

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.

- | | | |
|---|---|---|
| ☐ Escape | ☐ Wants to avoid work
☐ Wants to avoid social situations
☐ Wants to avoid problems on bus or on walk to school | ☐ Wants to avoid individuals or groups of people
☐ Hates to get up
☐ Other _____ |
| ☐ Attention | ☐ Seeks attention from peers
☐ Other _____ | ☐ Wants to avoid attention from staff |
| ☐ Sensory | ☐ Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)
☐ Feels overloaded by environmental or work demands
☐ Feels overwhelmed ☐ Feels hungry ☐ Other _____ | |
| ☐ Tangible | ☐ 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 feeling wary about situations at school or on the way to school, student will:

- ☐ Ask for help.
- ☐ Let the teacher know about a specific concern.
- ☐ Request time with teacher or counselor.
- ☐ Seek out a trusted friend.
- ☐ Work with teacher and family to develop other transportation options.
- ☐ Other _____



The student
will...

Attention When needing assurance or attention, student will:

- ☐ Request counseling time.
- ☐ Ask to work with a peer.
- ☐ Request opportunity to lead lesson, state opinion, help others, etc.
- ☐ Other _____

When seeking to avoid attention, student will:

- ☐ Ask for acceptable alternatives to class, setting, or responsibilities.
- ☐ Request counseling time to work on coping strategies.
- ☐ Other _____

Sensory When preparing for next day's activities, student will:

- ☐ Ready materials for closure and next day.
- ☐ Let the teacher know about elements contributing to feelings of being overwhelmed.
- ☐ Other _____

When feeling hungry, student will:

- ☐ Ask teacher for access to available food items.
- ☐ Plan to bring acceptable food items to school on another day.

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

- ☐ Reward for reduced or lack of absences.
- ☐ Arrange with peer or relative to call in morning.
- ☐ Develop a contract for attendance.
- ☐ Refer to School Attendance Review Committee (SARC).
- ☐ Speak to parents about better transportation.
- ☐ Develop acceptable alternative to transportation.
- ☐ Speak to bus driver about issues on bus.
- ☐ Pair with a peer for walking to school or taking bus.
- ☐ Other _____

The teacher
will...



Attention

- ☐ Give lots of attention to those in attendance when student is present.
- ☐ Connect family with cultural community center to validate school participation.
- ☐ Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunch-time or end-of-school parties).
- ☐ Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
- ☐ Display chart comparing school-wide attendance year to year.
- ☐ Support student in making friends (e.g., pair for activities, encourage peers to mentor).
- ☐ Interact in a welcoming manner.
- ☐ Other _____

Sensory

- ☐ Organize assignments and class activities in ways that are less overwhelming.
- ☐ Sit with student daily or weekly to help with organization and planning.
- ☐ Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
- ☐ Other _____

Tangible

- ☐ Provide small, healthy snacks for students to access if hungry.
- ☐ Allow students to bring acceptable snacks to eat according to classroom rules.
- ☐ Other _____