



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-19  
*(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.

**19. VERBAL AGGRESSION**

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

**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 of groups of people       Wants to avoid “down” time  
 Wants to avoid frustrating situations       Other \_\_\_\_\_
- Attention**       Wants to appear “cool” to peers       Seeks attention from an adult  
 Other \_\_\_\_\_
- Sensory**       Likes sound or pitch of voice       Talks for self-stimulation  
 Other \_\_\_\_\_
- Tangible**       Inappropriate attempt to obtain a desired object through threats or intimidation  
 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 work, people, or situations, student will:**
- 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.
  - Go to a pre-determined quiet area when recognizing escalation of feelings.
  - Use acceptable ways to communicate displeasure, anger, or frustration.
  - Let the teacher know by using a card, sign, note, or signal.
  - Request change of group.
  - Request to work alone.
  - Other \_\_\_\_\_



**The student will...**

When wanting to avoid "lag" time, student will:

- Write, draw, or read.
- Select a "free-time" activity.
- Other \_\_\_\_\_

Attention When wanting to be "cool," student will:

- Work with a peer of choice.
- Request to help others.
- Ask to help a peer, lead a lesson, etc.
- Other \_\_\_\_\_

When wanting attention from an adult, student will:

- Let the teacher know that he or she wants to share his or her work.
- Raise hand.
- Approach the teacher's desk quietly.
- Show "help" card.
- Other \_\_\_\_\_

Sensory When feeling the need for "verbal vocalization," student will:

- Ask to sing or rap for group.
- Ask to step outside to vocalize.
- Other \_\_\_\_\_

Tangible When wanting a particular item that someone else has, student will:

- Ask for it politely.
- Ask teacher to help mediate.
- Use a self-monitoring checklist to help with "wait time."
- 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

- Prevent lag time between activities.
- Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
- Teach student to recognize internal feelings of frustration and to remove self.
- Provide quiet area when student recognizes escalation of aggressive feelings.
- Give acceptable choices for completing work.
- Allow some work to be finished at home if requested appropriately.
- Other \_\_\_\_\_



**The teacher  
will...**

### Attention

- Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to peers.
- Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
- Separate student from person who is primary focus for aggression.
- Avoid arguing with student.
- Avoid embarrassing student in front of others.
- Try various groupings for student success.
- Pair with a peer.
- Other \_\_\_\_\_

### Sensory

- Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
- Other \_\_\_\_\_

### Tangible

- Encourage peers to share when student appropriately requests an item.
- Provide frequent access to desired object.
- Put objects away.
- Encourage other students to seek adult help if intimidated.
- Develop a schedule for use of item.
- Other \_\_\_\_\_