



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

Form D-10  
 (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 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.

**10. OFF TASK**

Definition: Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks of which he or she is capable.

**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"/> <b>Escape</b>	<input type="checkbox"/> Avoids task perceived as too difficult or too easy <input type="checkbox"/> Avoids task perceived as not interesting or relevant	<input type="checkbox"/> Avoids task perceived as too embarrassing <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Wants reassurance <input type="checkbox"/> Wants physical or social contact <input type="checkbox"/> Other _____	
<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Feels overloaded with environmental demands <input type="checkbox"/> Focuses on irrelevant environmental stimuli	<input type="checkbox"/> Feels restless <input type="checkbox"/> Experiences low level of alertness <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Tangible</b>	<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 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



**The student will...**

- Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- Other \_\_\_\_\_

**Attention** When needing assurance or attention to complete task, student will:

- Raise hand
- Express need by using appropriate words, cards, pictures, or signals.
- Ask only one student for help
- Approach teacher's desk to ask for help.
- Other \_\_\_\_\_

**Sensory** When having difficulty focusing on or completing tasks due to low level of alertness, student will:

- Take deep breaths.
- Stand and stretch limbs.
- Ask to get a drink of water.
- Ask to take a quick walk to an approved location.
- Ask to carry a heavy load, e.g., books, to a specified location.
- Other \_\_\_\_\_

When having difficulty focusing on or completing tasks due to overstimulation, student will:

- Ask to use appropriate quiet work space or "private" office.
- Ask to use headphones
- Ask to use wiggle cushion.
- Ask to use cardboard desk partition.
- 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**
- Provide a checklist linking acquired skills with mandatory assessment requirements.
  - Assess task difficulty in relation to ability.
  - Have student set own time limits based on student contract.
  - Remove competition.
  - Require student to finish uncompleted work at lunch or after school.
  - Other \_\_\_\_\_

- Attention**
- Utilize small group instruction to give student more individual attention.
  - Allow student to share completed work with class or partner.
  - Establish signals to request assistance.
  - Give student extra responsibilities or privileges as work production increases.
  - Assist student with complete assignments.
  - Other \_\_\_\_\_

- Sensory**
- Divide assignments into parts and check off as completed.
  - Reduce auditory and visual distractions.
  - Create a quiet area to reduce environmental distractions.
  - Change schedule to promote success – (e.g., schedule preferred subject after non-preferred).
  - Train student to keep only necessary materials on desk.
  - Provide carrel or divider to offer separation from others.
  - Other \_\_\_\_\_

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



**The teacher  
will...**