



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

**Form D-2**  
*(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.

**2. BITING**

Definition: Biting with teeth of self, others, or objects

**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"/> Wants to avoid work                      | <input type="checkbox"/> Wants to avoid groups of people | <input type="checkbox"/> Wants to avoid situations |
|   | <input type="checkbox"/> Other _____                              |  |  |
| <input type="checkbox"/> <b>Attention</b> | <input type="checkbox"/> Attempts to play or socialize with peers | <input type="checkbox"/> Seeks attention from an adult   |  |
|   | <input type="checkbox"/> Other _____                              |  |  |
| <input type="checkbox"/> <b>Sensory</b>   | <input type="checkbox"/> Seeks deep pressure                      | <input type="checkbox"/> Seeks taste                     | <input type="checkbox"/> Seeks oral sensory input  |
|   | <input type="checkbox"/> Other _____                              |  |  |
| <input type="checkbox"/> <b>Tangible</b>  | <input type="checkbox"/> Wants an item another person has         | <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 new 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, measurement tool, frequency of measurement, and long-range goal (LRG) in Section 3 of **Intervention Plan – Form B**.

- Escape**    **When feeling the need to escape, student will:**
- ☐ Express need using appropriate words, cards, pictures, or signals.
  - ☐ Ask for a break.
  - ☐ Ask for a different peer or setting.
  - ☐ Use arm gestures to express need for personal space.
  - ☐ Other \_\_\_\_\_



**The student will...**

**Attention** When desiring the attention of others, student will:

- ☐ Ask for opportunity to share his or her work with the class.
- ☐ Ask to work or play with a peer.
- ☐ Raise hand.
- ☐ Other \_\_\_\_\_

**Sensory** When seeking deep pressure or oral sensory input, student will:

- ☐ Use agreed-upon card, picture, or signal to request appropriate item.
- ☐ Request food or other item for oral input (crunchy, sweet, or sour food, plastic straw, etc.).
- ☐ Use predetermined deep tissue activity (stress ball, hand massage, etc.).
- ☐ Use appropriate words to express need.
- ☐ Request whole class or individual stretch break.
- ☐ Other \_\_\_\_\_

**Tangible** When desiring an item from another person, student will:

- ☐ Ask for it politely.
- ☐ Let teacher know.
- ☐ Select another activity until 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, and then 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**
- ☐ Change proximity to other people or reduce number of peers in group.
  - ☐ Provide designated break area.
  - ☐ Change level of task.
  - ☐ Change number of demands.
  - ☐ Reward socially appropriate behavior demonstrated by others.
  - ☐ Work with parents to develop a consistent response to biting which will not result in escape.
  - ☐ Require task completion after intervention.
  - ☐ Other \_\_\_\_\_
- Attention**
- ☐ Supervise play to prompt appropriate social interactions.
  - ☐ Praise students who demonstrate appropriate social interactions.
  - ☐ Structure social interaction to help student get involved in preferred activity or play with preferred peer.
  - ☐ Other \_\_\_\_\_
- Sensory**
- ☐ Speak to parents/guardians about recommended food items that meet school guidelines.
  - ☐ Provide acceptable food items or chewy toy for oral sensory input.
  - ☐ Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
  - ☐ Change or modify meal, nutrition, snack, or eating schedule.
  - ☐ Teach student to recognize need and use appropriate communication to request oral sensory object or food.
  - ☐ Other \_\_\_\_\_
- Tangible**
- ☐ Communicate with parents/guardians about supplying desired items.
  - ☐ Provide access to desired item when appropriate.
  - ☐ Structure turn-taking by using a visual schedule or timer.
  - ☐ Articulate process for sharing.
  - ☐ Other \_\_\_\_\_

The teacher  
will...

