



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

Form D-20
(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.

20. WITHDRAWN

Definition: Student refuses to talk or engage in classroom discussions or activities. Student appears to be a “loner.”

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 non-preferred activity | <input type="checkbox"/> Wants to avoid people | <input type="checkbox"/> Wants to avoid interactions |
| | <input type="checkbox"/> Wants to avoid public speaking | <input type="checkbox"/> Other _____ | |
| <input type="checkbox"/> Attention | <input type="checkbox"/> Wants to avoid attention from adults or peers | | |
| | <input type="checkbox"/> Other _____ | | |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Feels nervous | <input type="checkbox"/> Feels anxious | <input type="checkbox"/> Feels overwhelmed |
| | <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 trying to avoid a task, people, social interactions, or oral sharing, student will:

- ☐ Privately let teacher know of 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 help from an adult.
- ☐ Use a daily or weekly “opt out” card when wanting to avoid an activity or task.



The student
will...

- ☐ Ask to work alone.
- ☐ Ask to share in a one-to-one setting.
- ☐ Other _____

Attention When wanting to avoid attention, student will:

- ☐ Ask to sit at back of room.
- ☐ Ask to share work one-on-one.
- ☐ Ask to work alone.
- ☐ Other _____

Sensory When nervous, anxious, or overwhelmed, student will:

- ☐ Let teacher know which variables in the environment are causing student to withdraw.
- ☐ Select a calming activity.
- ☐ Select an alternate activity.
- ☐ Use deep breathing to calm self.
- ☐ Use positive self-talk.
- ☐ 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**
- ☐ Reduce competition.
 - ☐ Allow student to choose activities within subject to reduce stress.
 - ☐ Provide lessons at student's ability level.
 - ☐ Allow student to work alone when appropriate.
 - ☐ Allow student to attempt something new in private before doing it in front of peers.
 - ☐ Allow student to opt-out of oral presentations or to co-present.
 - ☐ Allow student to move seat away from non-desired persons.
 - ☐ Allow student to leave class and go to agreed upon location after assignment is completed.
 - ☐ Provide a quiet, reasonably private area where student can work.
 - ☐ Provide counseling.
 - ☐ Other _____
- Attention** **If avoiding attention**
- ☐ Allow student to avoid attention if on-task.
 - ☐ Encourage student to share publically in short intervals in which he or she can experience success.
 - ☐ Encourage student to work with one or two trusted peers to increase ability to work with others.
 - ☐ Other _____
- Sensory**
- ☐ Resolve source of anxiety (fear of speaking, fear of feeling "stupid," misunderstanding of instructions, etc.).
 - ☐ Teach calming activities.
 - ☐ Teach positive, self-talk strategies.
 - ☐ Provide checklist of strategies to reduce feelings of being overwhelmed.
 - ☐ Other _____
- Tangible**
- ☐ Other _____