



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

Form D-3
 (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.

3. DIFFICULTY ORGANIZING AND CARING FOR MATERIALS
 Definition: Student does not bring, store, or care for materials such as books, papers, writing instruments

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 task perceived to be too difficult <input type="checkbox"/> Lacks skills to organize	<input type="checkbox"/> Resists making time to organize <input type="checkbox"/> Other _____
<input type="checkbox"/> Attention	<input type="checkbox"/> Wants others to take care of him or her <input type="checkbox"/> Other _____	<input type="checkbox"/> Cry for help (“I need someone to pay attention!”)
<input type="checkbox"/> Sensory	<input type="checkbox"/> Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.) <input type="checkbox"/> Other _____	
<input type="checkbox"/> Tangible	<input type="checkbox"/> Wants items others have	<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 the teacher know his or her concerns or feelings.
 - Ask for choice of an alternate activity.
 - Ask for assistance.
 - Use a daily or weekly “opt-out” card (a pass for an activity or task).
 - Other _____



The student will...

- When lacking organization skills or willingness to get organized, student will:**
- Use a checklist as a reminder to bring required materials.
 - Ask peer for help organizing.

- Ask teacher for extra set of materials.
- Use "help" flag or a similar signal.
- Other _____

Attention When seeking attention from others, student will:

- Raise hand.
- Ask only one student for help.
- Approach teacher's desk.
- Offer to share materials with others.
- Ask for leadership opportunity.
- Other _____

Sensory When having sensory difficulty with certain materials (pens, pencils, paper, etc.), student will:

- Let teacher know.
- Ask to use an alternate type.
- Bring alternate materials.
- Other _____

Tangible When desiring a different item, student will:

- Let teacher know.
- Ask teacher to call home or write parents a note.
- Talk to parents/guardians.
- 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 When student lacks organization skills or willingness to get organized,

- Give student time to put away materials each day.
- Draw direct connections between being organized and the student's life (e.g., college requirements, job responsibilities).
- Provide extra set of materials that student can access during school and return at end of period.
- Provide checklist of materials to bring each morning.
- Assign peer to help with organizing materials.
- Assign peer to help with organizing daily activities or homework.
- Other _____

When student is frustrated or trying to avoid a task,

- Assist student in organizing materials prior to activity.
- Provide necessary materials.
- Other _____

The teacher
will...



Attention Give specific positive feedback for bringing materials or being organized.
 Allow student to share materials with others.
 Avoid giving attention when student is not organized.
 Give extra responsibilities or privileges when student comes prepared for class.
 Other _____

Sensory Provide preferred materials (pens, pencils, pencil adapters, type of paper, etc.).
 Other _____

Tangible Give opportunity to earn desired materials (pens, notebooks, etc.).
 Communicate with parents/guardians about supplying desired materials.
 Other _____