



JACKSON PUBLIC SCHOOL DISTRICT
Response to Instruction and Intervention (RtI²)
Behavior Interventions Specific Strategies and Replacement Behaviors

Form C-15
(Team use only)

PURPOSE: Forms C-1 through C-20 are used by the team to select a Replacement Behavior and strategies specific to the behavior of concern.



- Attention** **When seeking attention from peers or adults, student will:**
 Use words, cards, pictures, or signals to express need.
 Engage other students.
 Request to lead a group, help a peer, or have some other responsibility.
 Other _____
- Sensory** **When feeling the need to spit, student will:**
 Take a drink.
 Spit into a tissue.
 Ask for a chewy item.
 Spit into trash can.
 Swallow when prompted.
 Other _____
- Tangible:** **When wanting a specific toy or item that another child has, student will:**
 Use words, cards, pictures, or signals to ask for item.
 Ask teacher to help mediate.
 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*

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 7**.

Escape

Teach student to recognize internal feelings of frustration and remove self from situation.

At beginning of lesson or period, remind student of rewards being earned for not spitting, and then reward student each time he or she appropriately requests escape. **3BT 6t23**

Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.

Other 308m8t23

Attention

Encourage student to use apm 0 Tc()JTETBT0.849 0 1 224.21 40.849 0 1 28.8ETBT0.849 0 1 224.21 40.849 0 1 323.46m 0.167c(t

