



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

Form C-2
 (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.

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 C**. 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 _____ section) and choose at least two strategies: one from the _____ for Teaching or Increasing Positive Replacement Intervention section and one from the _____ section.

2. BITING
 Definition: Biting with teeth of self, others, or objects

Communicative Function: In the following _____ **Behavior Analysis Worksheet – Form C**, and indicate the more specific description.

Escape Wants



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

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 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 ()Tdt

