

## JACKSON PUBLIC SCHOOL DISTRICT

Response to Instruction and Intervention (Rtl2)

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 is 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 strategies: one from the for Teaching or Increasing Positive Replacement Intervention section.

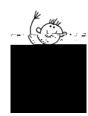
section) and choose at least two section and one from the

2. BITING

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

Communicative Function: In the following states in the following states 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 it Request food or other item for oral input (crunchy, sweet, or sour Use predetermined deep tissue activity (stress ball, hand massag Use appropriate words to express need. Request whole class or individual stretch break. Other	em. food, plastic straw, etc.).
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	
encour De	student already uses the Replacement Behavior, but uses it inconsiste traged or reinforced in the following ways: evelop and implement contract with student to reinforce skill. einforce for attempts to use	ntiy or inappropriately, the skill will need to be

## **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 ()]Tst

