



Ventura County Office of Education  
Stanley Mantooth, Superintendent

# Behavior Interventions in a Response to Instruction and Intervention (RtI<sup>2</sup>) Model

- A HANDBOOK -

Includes strategies and replacement  
behaviors for 20 common behavioral challenges

2011

Ventura County Office of Education RtI<sup>2</sup> Task Force  
Curriculum, Instruction and Continuous Improvement and  
Ventura County SELPA

All forms and materials are located at [www.vcoe.org/cici/rti2](http://www.vcoe.org/cici/rti2)

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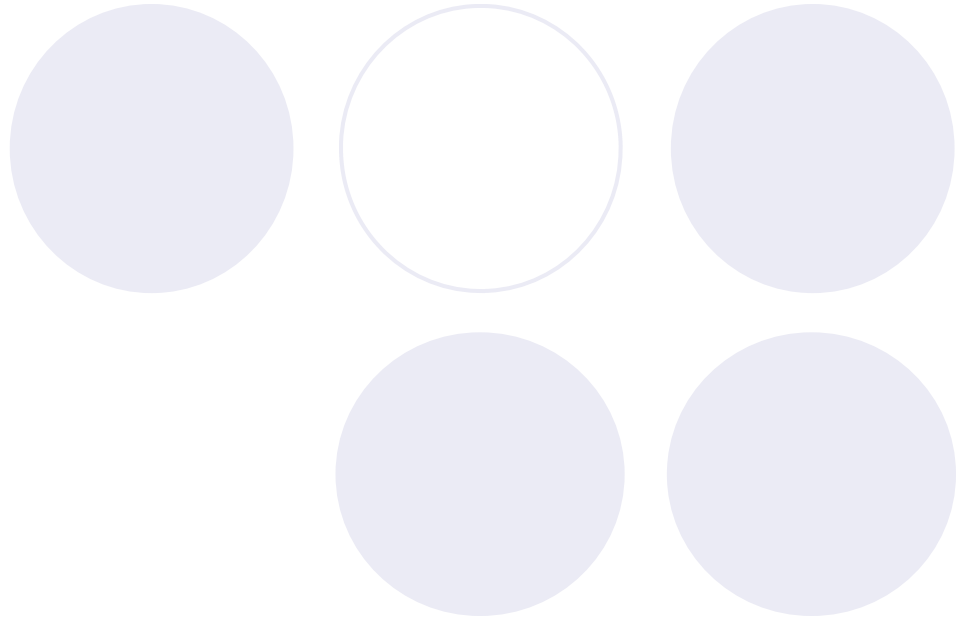
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# INTRODUCTION/ OVERVIEW



## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>) Behavior Interventions – Process Overview

**Purpose:** Similar to planning for tiers of academic interventions, the student presenting with social, emotional or behavioral concerns may benefit from the Intervention Progress Team/Professional Learning Community/Grade Level Department Team (IPT/PLC/GLT) process. Based upon the specific concern, the team will develop strategic interventions ranging from environmental and instructional accommodations to instruction of specific skills that are lacking or need improvement. The team will make decisions pertaining to the student based on the analysis of data to develop the Intervention Plan and coordinate targeted interventions. The team will also decide the tier in which the interventions will occur.

**Tier 1, 2, 3 - Levels of Intensity:** Tier 1 interventions include changes to the instructional setting or interventions that do not require the systematic teaching of new skill(s). Tier 2 or Tier 3 interventions involve the teaching of a new skill(s) or replacement behavior(s), at various levels of intensity that a student would require in order to learn to behave in a socially appropriate manner. When determining whether an intervention is a Tier 2 or Tier 3, the IPT/PLC/GLT considers the intensity (frequency, size of group, specificity of strategies) of required instruction. For example, instruction implemented weekly may be Tier 2 and instruction implemented daily may be Tier 3.

**Selection of Universal Strategies:** There are numerous general strategies that can be used to address challenging behaviors and/or social emotional concerns for the student population. Universal strategies are generally utilized as Tier 1 interventions that become the foundation of support for socially appropriate behaviors for all students. Universal strategies are implemented by teachers or counselors in collaboration with the IPT/PLC/GLT.

To assist in selecting strategies and monitoring progress:

- The team may refer to the **Behavior Interventions – Universal Strategies**. These selected strategies are documented on the **Intervention Plan Form B** and *Tier 1* (✓) is checked.
- On the review date, the teacher or counselor will return to the team with the **Intervention Report Form C** with Section 3: Current Data completed for behavioral frequency.
  - At this time, the team may determine that current interventions are appropriate, as indicated by a reduction in the frequency of the problem behavior, and continue the plan.
  - If there has not been a reduction in the frequency of the behavior, the team may request additional data to plan for more targeted interventions.

Universal strategies may continue to be components of intervention plans for students receiving Tier 2 or Tier 3 instruction, and should be considered by the team in creating a supportive environment for practice of new behavioral skills.

**Selection of Strategies Specific to Communicative Function:** Even with the best efforts of all, a student may continue to exhibit non-desired behaviors or inappropriate social skills. It may be helpful to conduct a brief behavior analysis to identify what the student is trying to communicate with their behavior. Behavior is communication, and a way to meet personal needs. Behavior will continue and intensify in inappropriate ways if the student does not learn more appropriate ways to meet that need. For challenging, intractable behaviors, the first step in planning successful behavioral interventions is to accurately identify the Communicative Function (Escape, Attention, Sensory and Tangible) of the negative behavior.

By accurately identifying what the student needs, the team can determine a more appropriate way for the student to get that need met. This more appropriate behavior is called the Replacement Behavior. It is the appropriate behavior that meets the same need as the problem behavior. In some instances, the team may determine that the student does not demonstrate the socially appropriate behavior at all, and so the student needs to be taught this skill or practice it in a very structured setting.

To assist in identifying Communicative Function:

- The **Behavior Analysis Worksheet Form D** when completed provides more insight into *why* a behavior is occurring. Knowing the reason for a behavior gives us many clues to effectively address the behavior.
- Once the team has selected a Communicative Function, an **Intervention Plan Form B** is developed with the referring teacher or counselor. Refer to the **Behavior Interventions- Strategies Organized by Communicative Function** to plan either Tier 2 or Tier 3 interventions.
- To develop interventions that are specific to the behavior and function, the team may refer to the **Behavior Interventions- Specific Strategies and Replacement Behaviors**.

To assist in determining a Replacement Behavior:

- If the team feels the student is missing a skill or needs to be taught a new way to get his or her needs met, a Replacement Behavior should be determined. Ideas for Replacement Behaviors are outlined on the **Behavior Interventions- Specific Strategies and Replacement Behaviors**. Replacement Behaviors must produce the same outcome (meet the same need) for the student, and are not just a lack of the problem behavior.
- The Replacement Behavior is to be noted on Section 3 of the **Intervention Plan Form B** and baseline for use of the Replacement Behavior indicated. This new behavior will be systematically instructed according to the interventions in Section 4 of the **Intervention Plan Form B**. The Intervention Strategies to be Implemented fields will expand to provide room for teaching strategies for the Replacement Behavior as well as tiered interventions to address the behavior of concern.
- If a Replacement Behavior is being instructed, it would be a Tier 2 or Tier 3 level intervention. For example, if the Replacement Behavior is being instructed/practiced weekly, it may be Tier 2. If the Replacement Behavior is being instructed/practiced daily it may be a Tier 3 level intervention.

To assist with progress monitoring:

- At the end of the intervention period, the person in charge of the interventions will report data on the student's progress toward using the Replacement Behavior as well as reducing the non-desired behavior on the **Results of Intervention Form C**.
  - At this time, the team will decide whether:
    - the student now consistently demonstrates the Replacement Behavior or is no longer engaging in the problem behavior and interventions can be faded
    - the student is making progress, but has not yet met the goal, so the intervention is continued
    - the student has not made progress, and the team needs to reconsider the interventions by collecting new data, adjusting the interventions, or referring for more intense interventions



## Ventura County

Response to Instruction and Intervention (RtI<sup>2</sup>)

### Behavior Interventions – Key Terms and Concepts

#### Behavior as Communication

**Behavior** is one way that students communicate as well as satisfy personal needs. Students repeat an undesirable behavior because it satisfies a need. Therefore, to change a behavior, the teacher must determine what need the student is communicating and provide a more acceptable way to meet that need.

#### Analyzing Behavior

A crucial part of determining the reason for an undesirable behavior is observing the context within which the behavior occurs, including all antecedents and consequences. The “ABC’s” of behavior analysis are:

- A Antecedent** – Every factor that exists in the environment before the behavior occurs. Includes factors in the physical environment, type of instruction, subject or activity, adults and peers present, size of the group, noise level, lighting, location, time of day, and factors internal to the student (level of fatigue, hunger, emotional factors, prior knowledge of the content, etc.).
- B Behavior** – What the student does, says, and does not do.
- C Consequence** – What happens after the behavior occurs. This includes the actions of the teacher and peers, changes in the environment, and things that the student obtains or avoids. Every behavior leads to a response; therefore, behavior is an attempt to attain a response to the situation and to gain a desired consequence.

#### Determining the Communicative Function

Research-based theory on behavior indicates that there are typically four basic needs, or *Communicative Functions*, that an individual is seeking to satisfy through undesirable behavior:

- Escape**      Desire to remove themselves from individuals, activities, or settings that are uncomfortable.
- Attention**    Desire for attention or support from other people. The desire for attention may be from a particular individual or group of individuals or the specific individual may not be important.
- Sensory**      Desire to get or get away from a particular sensory experience (auditory, tactile, visual, olfactory, movement, or pressure).
- Tactile**        Desire for a particular item.

Identifying the Communicative Function of the undesirable behavior is the most important aspect of planning successful behavioral intervention. By accurately identifying what need the student is communicating, the Intervention Progress Team or Professional Learning Community/Grade Level Department Team can determine a more acceptable way for the student to get that need satisfied. The **Behavior Analysis Worksheet** and accompanying Behavior Interventions tools will enable the Team to

plan environmental changes that will shift the “pay-off” for the negative and positive behaviors (Tier 1) and to teach the positive Replacement Behavior when necessary (Tiers 2 and 3).

Once the Communicative Function has been accurately identified and a plan has been developed to address that need, a common behavior pattern typically emerges. Initially there appears to be a dramatic decrease in the frequency of the negative behavior, followed by a sharp increase. Over time, there appears a sustained slow reduction in the frequency of the negative behavior and an increase in the frequency of the positive behavior. It may take several weeks of implementation for this cycle to be observed, therefore, teachers and parents must have patience.

When behavioral intervention plans prove ineffective, there are generally two reasons: either the plan was not implemented completely or consistently or the Communicative Function was not accurately identified. In the latter case, the Team may need to do further analysis to better identify the need being expressed by the behavior. Occasionally, behaviors have more than one communicative function (e.g., attention and escape), so the ensuing behavior plan must address both needs.

## Shifting the “Pay-Off”

Behavior will continue and intensify as long as the result (the “pay-off”) continues to meet the individual’s needs. When a student is engaging in behavior that is maladaptive (not supportive to the classroom or school setting), the teacher must shift the pay-off for the student. Effective interventions reduce the pay-off for the negative behavior and increase the pay-off for appropriate behaviors that support the learning environment. This is achieved through environmental adaptations and/or reinforcing or teaching Replacement Behaviors.

## Environmental Adaptations

**Adaptations** to the environment are changes that the teacher makes in the classroom or other school settings in order to meet the needs of the student(s). Areas to consider include:

- |                       |  |
|-----------------------|--|
| <b>Psychosocial</b>   | The overall “feeling or tone” of the room, the interactive styles of the teacher and other adults, and the level of support and interaction provided by other students.  |
| <b>Procedural</b>     | The rules of the classroom, and systems for handling procedures, such as turning in papers, asking for help, etc.  |
| <b>Instructional</b>  | The temporal order of the day or period; the order and timing of high-interest versus low-interest activities, and quiet versus noisy activities; the size and heterogeneity of student groupings; methodology and materials used. |
| <b>Physical</b>       | The physical layout of desks and work and storage areas, as well as seating of particular students.  |
| <b>Organizational</b> | The way the teacher manages his or her time, materials and supplies, and interacts with and organizes other adults in the room.  |



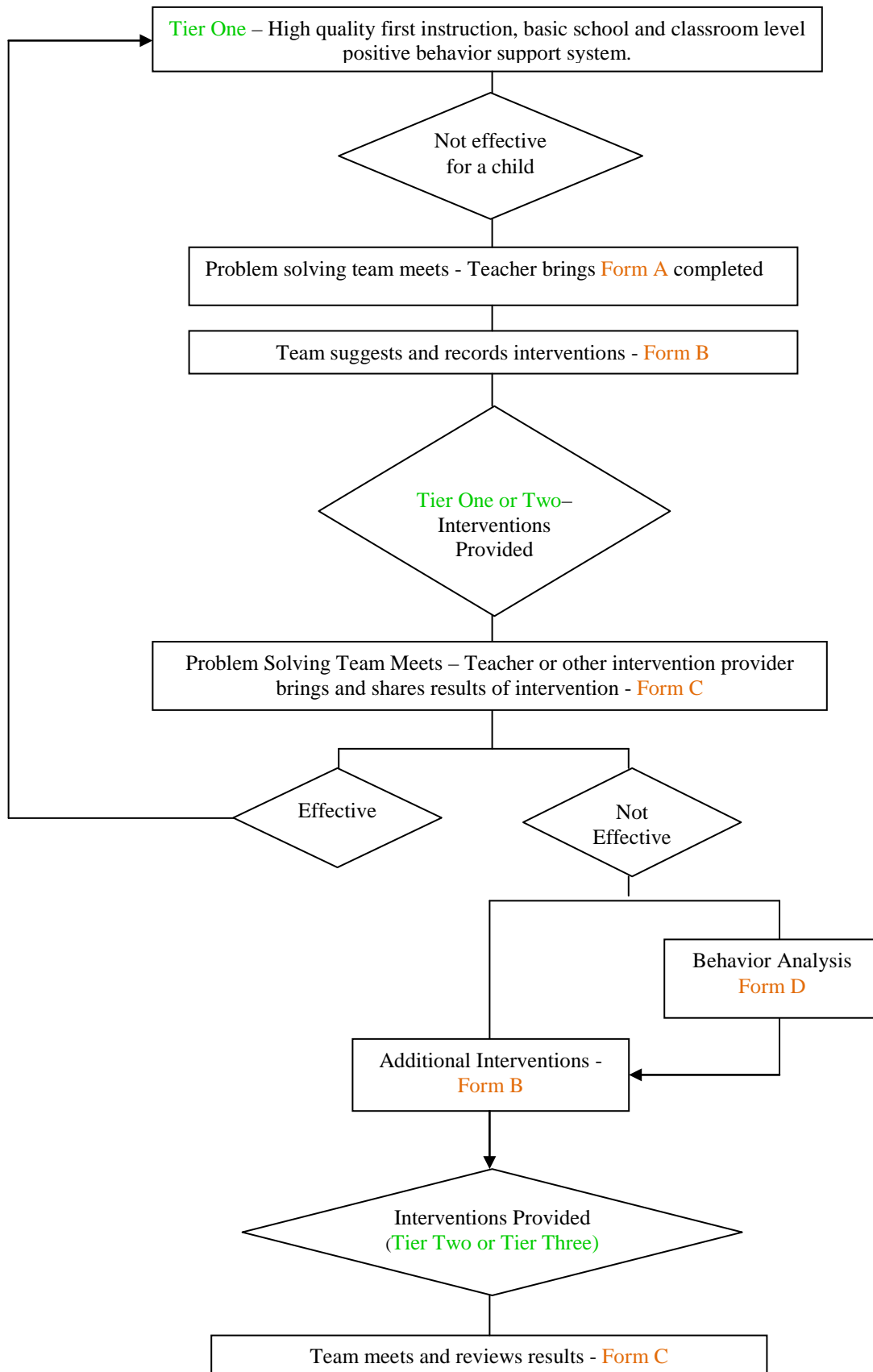
## Implementing Replacement Behaviors

**Replacement Behaviors** are behaviors that meet the same need as the behavior of concern, but in a more socially acceptable way. **They are not merely the absence of the problem behavior.** When selecting a Replacement Behavior, it is important for the skill to be appropriate to the communication and cognitive level of the student, and ideally to exist already within the student's repertoire of behaviors. The focus of intervention is to shape and increase the use of the Replacement Behavior.

Sometimes, a student **may know the appropriate behavior** (e.g., raising hand to participate in class) yet **may engage in a negative behavior** (e.g., shouting out) because he or she gets more frequent and intense reinforcement for the undesirable behavior. The teacher can increase the pay-off for the positive behavior by calling on students and giving praise when they raise their hands and reduce the pay-off for the negative behavior by ignoring the shouting out. Thus the need for attention is met in an appropriate way for the classroom, and the positive behavior will increase in frequency while the inappropriate behavior will decrease.

Some students **may not know or be able to perform the appropriate behavior** and will need to be systematically taught the new skill. This can be achieved through group instruction to the class, individual instruction to the student, modeling, role play, practice, and reinforcement. **Behavior Interventions – Specific Strategies and Replacement Behaviors Forms D1-D20** include Replacement Behaviors for 20 different “challenging behaviors” and strategies for teaching them.

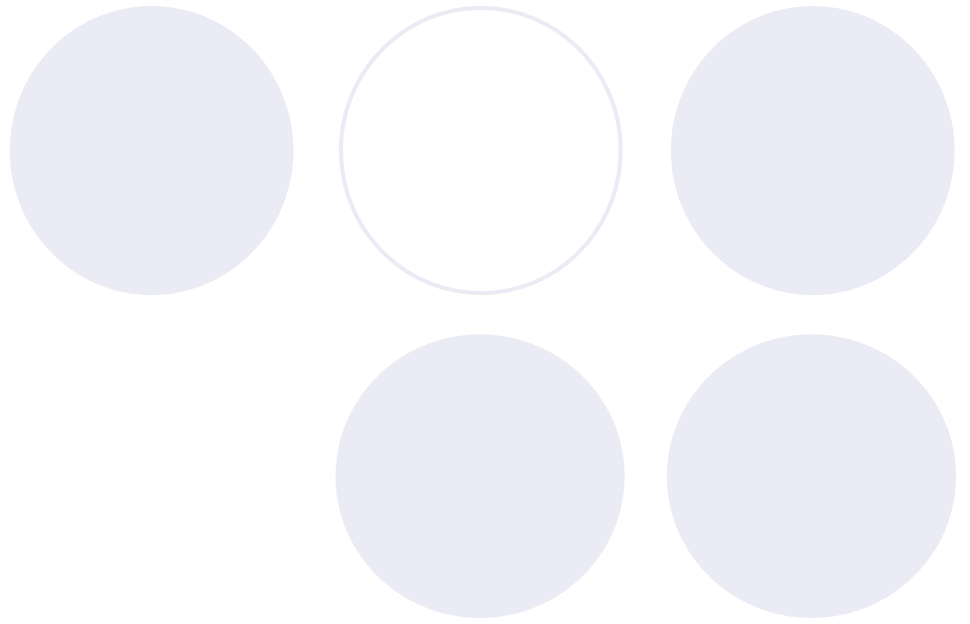
## Tiered Intervention Process for Positive Behavior Support



## Relating Development to Common Behavior Strategies

Strategy	PRE-LOGICAL REASONERS			LOGICAL REASONERS
	Pre-Symbolic (under 24 months)	Pre-Academic (2-4 years)	Early Academic (K-2 <sup>nd</sup> grade)	Traditional Academic Learners Upper Elem +
Teach, "The rule is..."	Above cognition	X	X	X (may be too directive at times)
Card pulling	Above cognition	Above cognition	Above cognition	X (but not recommended because of negative emphasis)
Points for specific behaviors earned for future reinforcer	Above cognition	Above cognition	Above cognition most of the time; depends upon length of time to "cash out"	X
First/Then structuring	X (limited applicability; must represent with object)	X	X	X
Script training (what to say/do in a specific situation)	Above cognition	X (but limited to cognition/ language skills)	X	X (applicable to new situations with little prior experience)
Immediate reinforcers + 1. Food + 2. Social	X (social may not be reinforcing with ASD)	X (social may not be reinforcing with ASD)	X (social may not be reinforcing with ASD)	X (food often below cognitive ability; social may not be reinforcing with ASD)
Teach routines	X	X	X	X
Points and levels of access	Above cognition	Above cognition	Above cognition	X
Modeling from a peer	Above cognition	X (may have limited applicability with ASD)	X (may have limited applicability with ASD)	X (may have limited applicability with ASD)

Mowens@DCS-CDE.ca.gov (2008). Revised from Diana Browning Wright, *Behavior/Discipline Trainings (2003)*  
Initial version developed for: "How Children Think and Learn" Diana Browning Wright & Mary Owens, 1999



**FORMS**



## Ventura County Response to Instruction and Intervention (RtI<sup>2</sup>) Initial Student Referral

RtI<sup>2</sup>—Form A

**Purpose:** This form is completed by the referring general education teacher to bring information about the student to the Intervention Progress Team (IPT<sup>\*</sup>)/Professional Learning Community (PLC)/Grade Level Department Team. Attach parent communication logs, universal screening results, data test results, work samples, and/or Behavior Analysis Worksheet.

<b>Section 1: IDENTIFYING INFORMATION</b>		
<b>Student:</b> _____	<b>Date:</b> _____	
<b>Referring Teacher:</b> _____	<b>Room:</b> _____	<b>Grade:</b> _____
<b>Overall EL Proficiency Level:</b> _____	<b>Subject (Secondary Only):</b> _____	

<b>Section 2: STUDENT STRENGTHS</b>
Academic: _____
Social/Emotional/Behavioral: _____
Interests and Talents: _____

<b>Section 3: AREA(S) OF CONCERN</b>		
<input type="checkbox"/> Reading Basic Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Listening Comprehension
<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Health
<input type="checkbox"/> Social/Emotional/Behavioral	<input type="checkbox"/> Attendance	<input type="checkbox"/> Other _____
Description of Concern: _____		
Current Performance Score or Behavioral Frequency:	Assessment Tool(s):	How Often Measured and/or Date(s):
Estimated Class Rank in Area (if applicable): _____		
Grade Level Expectation (as applicable): _____		

<b>Section 4: Tier 1 DIFFERENTIATION STRATEGIES</b> teacher has used to address above concerns (Core/Universal Access):		
	Frequency	Duration

*(Team Use Only)*

<input type="checkbox"/> Request completion of <b>Behavior Analysis Worksheet – Form D</b> <input type="checkbox"/> Complete <b>Intervention Plan – Form B</b> in the area(s) of need <input type="checkbox"/> Schedule consultation with school support staff <input type="checkbox"/> Other recommendations	
Date of Meeting: _____	Team members present (names and titles): _____
_____	
_____	

\* Refer to the Ventura County RtI<sup>2</sup> Model narrative for a description of IPT.



## Ventura County Response to Instruction and Intervention (RtI<sup>2</sup>) Intervention Plan

RtI<sup>2</sup>—Form B

**Purpose:** Areas in gray on this form are to be completed by the Intervention Progress Team (IPT)\*/Professional Learning Community (PLC) or Grade Level Department Team. Complete a separate Intervention Plan form for each area of concern and/or to document each discussion by the team. Please attach parent communication logs.

<b>Section 1: IDENTIFYING INFORMATION</b>	
<b>Student:</b> _____	<b>Date:</b> _____
<b>Referring Teacher:</b> _____	<b>Room:</b> _____ <b>Grade:</b> _____
<b>Overall EL Proficiency Level:</b> _____	<b>Subject (Secondary Only):</b> _____

<b>Section 2: AREA(S) OF CONCERN</b>		
<input type="checkbox"/> Reading Basic Skills	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Reading Fluency
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Listening Comprehension
<input type="checkbox"/> Math Calculation	<input type="checkbox"/> Math Problem Solving	<input type="checkbox"/> Health
<input type="checkbox"/> Social/Emotional/Behavioral	<input type="checkbox"/> Attendance	<input type="checkbox"/> Other _____

<b>Section 3: SPECIFIC SKILL OF CONCERN</b>			
Current Tier of Intervention: <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3			
Description of Skill:			
Current Performance Score or Behavioral Frequency (Baseline):	Assessment/Progress Monitoring Tool(s)	Frequency of Measurement	Long-Range Goal
Behavior Only—Replacement Behavior			
Baseline			

<b>Section 4: INTERVENTION/STRATEGY TO BE IMPLEMENTED</b>	
Strategy	
Person responsible (Interventionist)	
Group size	
Setting	
Frequency	
Duration	
Intervention Tier Level	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
Review date	

<b>Section 5: ADDITIONAL INFORMATION NEEDED</b>	
Date of Meeting:	Date of IPT/PLC to review with interventionist:
Team members present (names and titles):	

\* Refer to the Ventura County RtI<sup>2</sup> Model narrative for a description of IPT.



# Ventura County Response to Instruction and Intervention (RtI<sup>2</sup>) Intervention Report

RtI<sup>2</sup>—Form C

**Purpose:** This form is to be completed by the Interventionist(s) to document the effectiveness of the interventions. Please attach parent contact communication logs and indicate the tier level:  Tier 1  Tier 2  Tier 3

**Section 1: IDENTIFYING INFORMATION**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Referring Teacher:** \_\_\_\_\_ **Room:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Overall EL Proficiency Level:** \_\_\_\_\_ **Subject (Secondary Only):** \_\_\_\_\_

**Section 2: AREA(S) OF CONCERN**

Reading Basic Skills       Reading Comprehension       Reading Fluency  
 Written Expression       Oral Expression       Listening Comprehension  
 Math Calculation       Math Problem Solving       Health  
 Social/Emotional/Behavioral       Attendance       Other \_\_\_\_\_

**Section 3: INTERVENTIONS**

Description of Skill: \_\_\_\_\_

Current Tier of Intervention:  Tier 1     Tier 2     Tier 3

Interventions Implemented:	Frequency	Start Date	End Date

**Comments:** \_\_\_\_\_

**Section 4: CURRENT DATA after implementation of recommended intervention(s)**

Current Performance Score or Behavior Frequency	Assessment / Progress Monitoring Tool	Frequency of Measurement	Long-Range Goal
Behavior Only—Replacement Behavior (Baseline)			

*(Team Use Only)*

Request completion of **Behavior Analysis Worksheet – Form D**  
 Complete **Intervention Plan – Form B**  
 Refer to  Tier 1     Tier 2     Tier 3  
 Schedule Consultation with School Support Professionals:  
 Refer for 504 Assessment  
 Refer for Special Education Assessment

Date of Meeting: \_\_\_\_\_ Team members present (names and titles): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*Refer to the Ventura County RtI<sup>2</sup> Model narrative for a description of IPT



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
 Behavior Analysis Worksheet

Form D

**PURPOSE:** The purpose of the **Behavior Analysis Worksheet** is to assist in determining the Communicative Function of the behavior or social skill which is of concern. This form may be completed at various stages of the progress monitoring process, either as the result of an **Initial Student Referral – Form A** or after review of **Intervention Report – Form B**.

**Section 1. IDENTIFYING INFORMATION:**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Grade: \_\_\_\_\_

Overall EL Proficiency Level: \_\_\_\_\_ Subject (Secondary Only): \_\_\_\_\_

**Section 2. BEHAVIOR(S) OF CONCERN:**

Description of Behavior: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check the area that best matches the behavior of concern. Refer to **Behavior Interventions – Specific Strategies and Replacement Behaviors – Forms D-1 to D-20** for definitions.

<input type="checkbox"/> 1. Attendance	<input type="checkbox"/> 11. Out of Seat
<input type="checkbox"/> 2. Biting	<input type="checkbox"/> 12. Physical Aggression
<input type="checkbox"/> 3. Difficulty Organizing and Caring for Materials	<input type="checkbox"/> 13. Resists Transitions Between Classes/Activities
<input type="checkbox"/> 4. Dishonesty	<input type="checkbox"/> 14. Runs Away/Leaves Class Without Permission
<input type="checkbox"/> 5. Drops to Ground	<input type="checkbox"/> 15. Spitting
<input type="checkbox"/> 6. Inappropriate Interactions with Peers and/or Adults	<input type="checkbox"/> 16. Stealing
<input type="checkbox"/> 7. Inappropriate Personal Touching	<input type="checkbox"/> 17. Talking Out/Back/Inappropriate Comments
<input type="checkbox"/> 8. Minor Fine Motor Annoyances	<input type="checkbox"/> 18. Throwing Objects
<input type="checkbox"/> 9. Noncompliance w/ Requests from Teachers and Other Adults	<input type="checkbox"/> 19. Verbal Aggression
<input type="checkbox"/> 10. Off Task	<input type="checkbox"/> 20. Withdrawn

**Section 3. BASELINE DATA:** Indicate frequency, intensity and/or duration of behavior.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

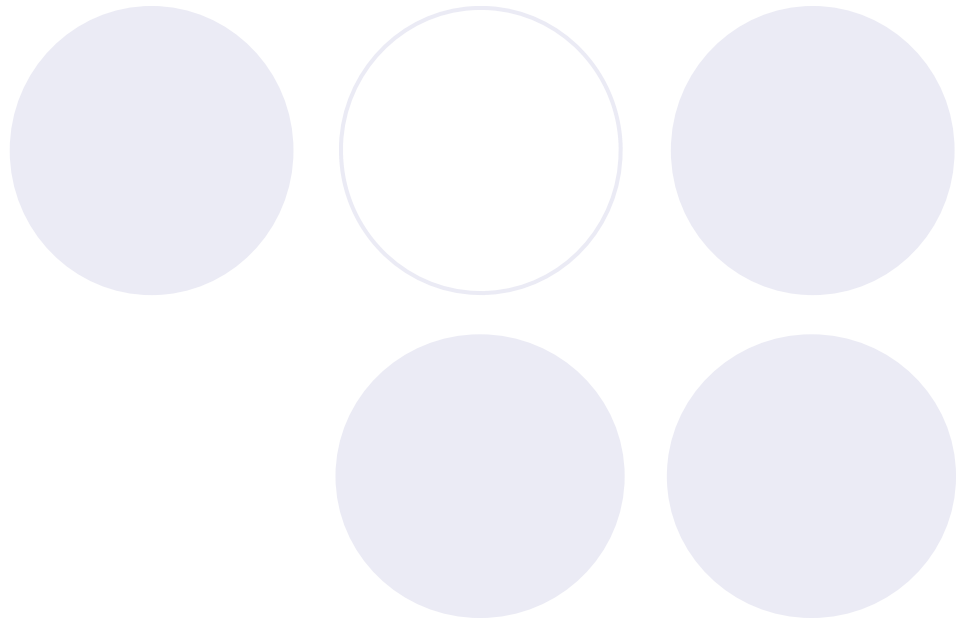
\_\_\_\_\_

**Section 4: DESCRIBE SETTINGS IN WHICH THE BEHAVIOR –**

	MOST OFTEN OCCURS:	DOES NOT OCCUR:
Day/Time/Period(s)		
Subjects/Activities		
Group Size		
Type of instruction (lecture, centers, etc.)		
Location		







# **BEHAVIOR INTERVENTION STRATEGIES**

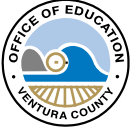


## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>)

### Behavior Interventions – Universal Strategies

- Encourage participation in school sports and other extracurricular activities.
- Establish non-verbal signals between teacher and student.
- Establish regular teacher-parent communication (e.g., email, log, home or school contract, weekly progress report, face-to-face meetings).
- Give leadership responsibilities.
- Give student important jobs.
- Give student opportunities to show off good work.
- Have a peer model appropriate behavior.
- Have paraeducator or parent volunteer work one-on-one with student.
- Help parent/caregiver set up home reward/management system.
- Ignore negative behavior when possible.
- Immediately recognize positive behaviors.
- Implement reinforcers in the classroom and home.
- Introduce supportive school staff (e.g., counselor, nurse, psychologist).
- Invite parent/caregiver to visit or spend time in classroom.
- Match learning tasks with learning style strengths.
- Model positive thinking and attribution statements.
- Model, teach, and reinforce anger management strategies.
- Move seat to optimal learning location.
- Offer choices of ways to perform work.
- Organize playground activities and passing periods to reduce fighting or inappropriate behavior.
- Pair with older or younger students for structured activity, with emphasis on social skills.
- Post, model, and practice, expected behavior.
- Praise others for appropriate behavior.
- Provide assignments that match instructional level.
- Provide frequent breaks for relaxation or small-talk.
- Remind to use words, not aggression.
- Role-play social interactions.
- Schedule lunch time with principal.
- Showcase student strengths in group learning situations.
- Survey or interview to determine interests, and then capitalize.
- Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors).
- Teach how to identify feelings.
- Teach how to set short-term daily goals.
- Teach relaxation techniques.
- Teach self-monitoring and self-management skills.
- Teach self-talk strategies.
- Teach the link between effort and outcome.
- Use "wait time" after giving a request to avoid power struggle.
- Use creative formats to engage students in learning.
- Use high-interest activities.
- Use music to help class focus during independent work activities.
- Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist).
- Work cooperatively to create group expectations.



**Ventura County**  
Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Strategies Organized by Communicative Function**

Once the team has made a hypothesis about *why* the behavior is occurring, there are specific strategies that may help to address the underlying *need*. These strategies are organized here by the four primary causes, or *Communicative Functions*, of behavior: escape, attention, sensory, and tangible:

## Escape

---

### Changes to Assignment

- 1. Adapt length of lesson.
- 2. Allow choice of activities within subject.
- 3. Break assignments into segments.
- 4. Provide more challenging work.
- 5. Ask student what adaptations would be helpful to make it easier/more interesting.
- 6. Change level of task/number of demands.
- 7. Simplify task, reduce difficulty, shorten length.
- 8. Check student's work frequently for understanding.
- 9. Draw connection between the work and the student's life; e.g., CAHSEE, college requirements, job responsibilities.
- 10. Alternate assignments between easy/more difficult.
- 11. Provide different modes of completing work (oral, written, pictures, graphs).
- 13. Provide more interesting, simple work. Include student interests in assignment.
- 14. Provide student a list of all work that must be completed in the hour/period/day and let him/her choose the order (and the reinforcement).
- 15. Use high interest lessons at ability level.
- 16. Allow student to type or tape responses.
- 17. Provide multiple choice assignments/assessments.

### Changes to Configuration/Proximity

- 18. Allow student to move seat away from non-preferred peer.
- 19. Allow students to select groups to work in.
- 20. Allow to work alone, if appropriate
- 21. Allow to work in another teacher's room, library, etc.
- 22. Change proximity to other people.
- 23. Reduce the number of people in group.
- 24. Pair with strong peer for support.

### Changes to Schedule

- 25. Change class schedule.
- 26. Provide a timer to set for short periods to structure work.
- 27. Provide self-monitoring checklist.
- 28. Provide schedule of activities.

### Changes to Emotional Supports

- 29. Encourage student to write down feelings
- 30. Maintain a safe classroom where it is okay to make mistakes.
- 31. Offer rewards for completion of non-preferred task.
- 32. Offer support if requested.

- 33. Prompt student prior to a stressful situation letting them know that this may be challenging, but they can ask for help.
- 34. Provide a limited number of "escapes" per day/week.
- 35. Provide appropriate escape (break, change) if requested appropriately.
- 36. Give feedback for effort.
- 37. Develop work completion contract with access to reward/preferred activities for following contract.
- 38. Provide rewards for finishing all assignments.
- 39. Provide safe way for students to let the teacher know if they feel uncomfortable with an assignment.
- 40. Reinforce other students who are working.
- 41. Teach breathing/relaxation techniques to reduce tension.
- 42. When student requests escape, acknowledge as soon as possible and respond/mediate.

## **Attention**

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### **Attention from Students**

- 1. Allow older student to lead lessons, discussions.
- 2. Give time for student to "check in" with each other.
- 3. Encourage other students to respond to appropriate attempts for attention.
- 4. Pair with peer.
- 5. Plan supervised socialization period in schedule.
- 6. Provide opportunities to shine by sharing particular talents/interests.
- 7. Use classroom buddies to provide appropriate attention.
- 8. Use socially competent peers to model and reinforce appropriate behavior.

### **Positive Attention from Adults**

- 9. Allow each student opportunities for recognition and leadership.
- 10. Provide opportunities to be involved in lesson; e.g., hold or pass out materials, be a leader.
- 11. Provide student opportunity to get attention at end of lesson.
- 12. Reduce size of groups so student gets more frequent turns.
- 13. Assign class jobs on a rotational basis.
- 14. Promptly respond to request for leadership or remind of upcoming turn.
- 15. Allow students to request counseling time.
- 16. Call home on a good day.
- 17. Establish communication procedures with family/parents.
- 18. Increase amount of attention/praise.
- 19. Frequent, "high fives", hand shakes.
- 20. Greet student each day.
- 21. Provide a daily check-in with student.
- 22. Provide extra time with teacher to connect.
- 23. Provide frequent feedback on positive behavior. (3 positives to 1 correction)

### **Corrective Attention from Adults**

- 24. Allow choices to address anger issues.
- 25. Correct calmly, immediately and respectfully.
- 26. Interact in a welcoming manner.
- 27. Provide opportunity to check-in with counselor/principal.
- 28. Include principal, counselor, preferred adults in sharing success.
- 29. "Walk away" from student rather than engage in power struggle.

- 30. Give “wait time” after making a request.
- 31. Provide opportunity to take a break, and then set time to check-in with student.

## Sensory

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### Avoiding Sensations

- 1. Allow opportunities for students to adjust their seats, positions, etc., if needed for sensory reasons.
- 2. Allow scheduled stretch breaks.
- 3. Allow to stand to work.
- 4. Allow use of “wobble cushion”, heavy rubber bands, “squish balls”, weighted lap pad, tilted chair, slant board, bean bag chairs.
- 5. Be conscious of sensory elements in the environment that may be overwhelming and attempt to regulate (lower lights, less noise, machine sound, less things on walls, students in smaller groups, etc.)
- 6. Mediate the sensory need when student asks appropriately, (remove it, provide headphones, change of seating, reduce volume, etc.)
- 7. Move desk away from noxious stimuli.
- 8. Provide break to re-group.
- 9. Provide immediate relief when student indicates that he is overwhelmed, (e.g., allow student to go to quiet area, walk with adult, turn off lights, ask student to quiet down, provide earphones, etc.)
- 10. Provide kinesthetic involvement (e.g., “desk aerobics”).
- 11. Provide large motor activity, have students run laps in morning, or walk on playground before class, or hang on monkey bars, wall push-ups, desk aerobics, etc.
- 12. Provide opportunities in gym for rolling.
- 13. Start the day with some floor calisthenics for students to get some deep pressure in joints.
- 14. Provide reinforcement for tolerating sensory issues in longer intervals.
- 15. Provide sensory materials in regular routine to maintain optimum learning level.
- 16. Reduce distractions.
- 17. Talk to the student about the next environment (which he dislikes) and how soon it is coming.
- 18. Use multi-sensory instructional strategies.
- 19. Allow student to run an errand involving heavy work; take a box of books or wear a backpack.

### Obtaining Sensations

- 20. Allow student to walk around while reading.
- 21. Allow to move seat toward desired element (light, heat, good smell).
- 22. Allow younger students to do some class work while lying on the carpet.
- 23. Give opportunity to “work off” energy when requested.
- 24. Give student opportunities for preferred sensory stimulation (i.e., music, object while on task).
- 25. Give student preferred item to hold during lessons (younger child – small toy).
- 26. Provide access to bathroom pass.
- 27. Provide healthy snacks (if hungry).
- 28. Provide selection of activities for student to choose from when bored/overwhelmed (drawing, classroom chore, stretch in back of the room).
- 30. Try to provide the same sensation (tactile, brightness, smell, sounds, etc.) that student is trying to maintain in non-obtrusive ways.
- 31. Allow student to leave jacket hood “up” if on-task.

## Tangible

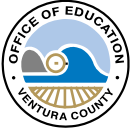
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### Obtaining Objects

- 1. Acknowledge appropriate requests for items.
- 2. Attempt to provide comparable tangible items (e.g., toys pens) if requested appropriately.
- 3. Consider seating and proximity of possible desired items.
- 4. Encourage other students to put items away.
- 5. Have more than one popular item available.
- 6. Keep items out of sight/reach.
- 7. Provide access to desired item, when appropriate.
- 8. Provide supervision/guidelines for use of items which may come under dispute.
- 9. Use a timer to structure access to preferred items.
- 10. Use a visual schedule to let students know when their turn will come.

### Obtaining Food

- 11. Provide ready access to inexpensive food items (e.g., crackers, water).
- 12. Give opportunity to finish lunch or snack before starting class/lesson.
- 13. Give opportunity to purchase snack on campus.
- 14. Remind student of upcoming lunch, etc.



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-1  
*(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.

**1. ATTENDANCE**  
 Definition: Poor attendance. "Ditching" classes.

**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"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid work	<input type="checkbox"/> Wants to avoid individuals or groups of people
	<input type="checkbox"/> Wants to avoid social situations	<input type="checkbox"/> Hates to get up
	<input type="checkbox"/> Wants to avoid problems on bus or on walk to school	<input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Seeks attention from peers	<input type="checkbox"/> Wants to avoid attention from staff
	<input type="checkbox"/> Other _____	
<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)	
	<input type="checkbox"/> Feels overloaded by environmental or work demands	
	<input type="checkbox"/> Feels overwhelmed	<input type="checkbox"/> Feels hungry
	<input type="checkbox"/> Other _____	
<input type="checkbox"/> <b>Tangible</b>	<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 feeling wary about situations at school or on the way to school, student will:

- Ask for help.
- Let the teacher know about a specific concern.
- Request time with teacher or counselor.
- Seek out a trusted friend.
- Work with teacher and family to develop other transportation options.
- Other \_\_\_\_\_



**The student will...**



**Attention** When needing assurance or attention, student will:

- Request counseling time.
- Ask to work with a peer.
- Request opportunity to lead lesson, state opinion, help others, etc.
- Other \_\_\_\_\_

When seeking to avoid attention, student will:

- Ask for acceptable alternatives to class, setting, or responsibilities.
- Request counseling time to work on coping strategies.
- Other \_\_\_\_\_

**Sensory** When preparing for next day's activities, student will:

- Ready materials for closure and next day.
- Let the teacher know about elements contributing to feelings of being overwhelmed.
- Other \_\_\_\_\_

When feeling hungry, student will:

- Ask teacher for access to available food items.
- Plan to bring acceptable food items to school on another day.

**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**
- Reward for reduced or lack of absences.
  - Arrange with peer or relative to call in morning.
  - Develop a contract for attendance.
  - Refer to School Attendance Review Committee (SARC).
  - Speak to parents about better transportation.
  - Develop acceptable alternative to transportation.
  - Speak to bus driver about issues on bus.
  - Pair with a peer for walking to school or taking bus.
  - Other \_\_\_\_\_

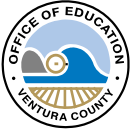
The teacher  
will...



- Attention**
- Give lots of attention to those in attendance when student is present.
  - Connect family with cultural community center to validate school participation.
  - Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunch-time or end-of-school parties).
  - Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
  - Display chart comparing school-wide attendance year to year.
  - Support student in making friends (e.g., pair for activities, encourage peers to mentor).
  - Interact in a welcoming manner.
  - Other \_\_\_\_\_

- Sensory**
- Organize assignments and class activities in ways that are less overwhelming.
  - Sit with student daily or weekly to help with organization and planning.
  - Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
  - Other \_\_\_\_\_

- Tangible**
- Provide small, healthy snacks for students to access if hungry.
  - Allow students to bring acceptable snacks to eat according to classroom rules.
  - Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-2  
 (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.

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

**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"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid work	<input type="checkbox"/> Wants to avoid groups of people	<input type="checkbox"/> Wants to avoid situations
	<input type="checkbox"/> Other _____		
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Attempts to play or socialize with peers	<input type="checkbox"/> Seeks attention from an adult	
	<input type="checkbox"/> Other _____		
<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Seeks deep pressure	<input type="checkbox"/> Seeks taste	<input type="checkbox"/> Seeks oral sensory input
	<input type="checkbox"/> Other _____		
<input type="checkbox"/> <b>Tangible</b>	<input type="checkbox"/> Wants an item another person has	<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 new 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, measurement tool, frequency of measurement, and long-range goal (LRG) in Section 3 of **Intervention Plan – Form B**.

- Escape**    **When feeling the need to escape, student will:**
- Express need using appropriate words, cards, pictures, or signals.
  - Ask for a break.
  - Ask for a different peer or setting.
  - Use arm gestures to express need for personal space.
  - Other \_\_\_\_\_



**The student will...**

**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 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.*

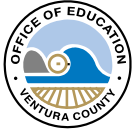
## Tiered Intervention Strategies

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**
- 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 social interactions.
  - Structure social interaction to help student get involved in preferred activity or play with preferred peer.
  - Other \_\_\_\_\_
- Sensory**
- Speak to parents/guardians about recommended food items that meet school guidelines.
  - Provide acceptable food items or chewy toy for oral sensory input.
  - Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
  - Change or modify meal, nutrition, snack, or eating schedule.
  - Teach student to recognize need and use appropriate communication to request oral sensory object or food.
  - Other \_\_\_\_\_
- Tangible**
- Communicate with parents/guardians about supplying desired items.
  - Provide access to desired item when appropriate.
  - Structure turn-taking by using a visual schedule or timer.
  - Articulate process for sharing.
  - Other \_\_\_\_\_

The teacher  
will...





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**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"/> <b>Escape</b>	<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"/> <b>Attention</b>	<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"/> <b>Sensory</b>	<input type="checkbox"/> Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.) <input type="checkbox"/> Other _____	
<input type="checkbox"/> <b>Tangible</b>	<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...

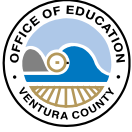


**Attention**  Give specific positive feedback for bringing materials or being organized.  
 Allow student to share materials with others.  
 Avoid giving attention when student is not organized.  
 Give extra responsibilities or privileges when student comes prepared for class.  
 Other \_\_\_\_\_

**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 \_\_\_\_\_





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-4  
 (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.

**4. DISHONESTY**  
 Definition: Not telling the truth to adults or peers.

**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.

**Escape**       Wants to avoid consequences for inappropriate behavior.       Other \_\_\_\_\_  
 Wants to hide a particular problem to avoid embarrassment

**Attention**       Wants to get someone else in trouble       Seeks attention by bragging or trying to look “cool”  
 Seeks attention by “gossiping”       Other \_\_\_\_\_

**Sensory**       Other \_\_\_\_\_

**Tangible**       Wants to keep an item that he or she is not supposed to have (toy, food, etc.)  
 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 the consequences of behaviors, student will:**

Talk it over with an adult.  
 Request counseling time.  
 Other \_\_\_\_\_

**Attention**      **When wanting to get someone in trouble, student will:**

Talk it over with an adult to explore better options.  
 Other \_\_\_\_\_



**The student will...**

When wanting to use gossip to gain attention, student will:

- Use interesting conversation starters to engage a peer.
- Tell interesting stories that are flattering to peers.
- Tell interesting stories about self.
- Other \_\_\_\_\_

Sensory  Other \_\_\_\_\_

Tangible When wanting to keep an item that he or she is not supposed to have, student will:

- Ask to keep it five minutes longer.
- Ask to have it later.
- Ask to have it first tomorrow.
- 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**
- Keep behavior chart and give reward for good "truth-telling" behavior.
  - Provide positive reinforcement for truthful acts.
  - Give fair consequences and then an opportunity for a fresh start after an incident.
  - If student tells you that he or she is afraid to face the consequences of telling the truth, explain the consequences in greater detail and remind student that he or she will get a fresh start once the consequence has been "paid."
  - Agree to negotiate the consequences if student talks to you.
  - Reinforce others who tell the truth in difficult situations.
  - Model/discuss honesty.
  - Other \_\_\_\_\_

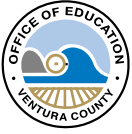


**The teacher  
will...**

- Attention**
- Encourage other students to ignore gossip.
  - Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others.
  - Increase amount of attention/praise for honesty.
  - Other \_\_\_\_\_

- Sensory**
- Other \_\_\_\_\_

- Tangible**
- Keep out of reach or sight the items that student is not supposed to have.
  - Acknowledge appropriate requests for items.
  - Use a "check in" system to be sure that everyone has turned in their items.
  - If student asks appropriately for an allowable item, let student keep the item for a set amount of time.
  - Use a visual schedule to let students know when their turn will come.
  - Encourage student to speak up about his or her needs and reward student for honesty.
  - Surprise student with other acceptable desired items if truthful about this one.
  - Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-5  
 (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.

**5. DROPS TO GROUND**  
 Definition: Student drops when asked to do something or go somewhere.

**Communicative Function –**  
 Under the *Communicative Function* the team has selected, find the more specific description which applies and record on the **Behavior Analysis Worksheet – Form D**

<input type="checkbox"/> <b>Escape</b> <input type="checkbox"/> Wants to avoid work <input type="checkbox"/> Wants to avoid people <input type="checkbox"/> Wants to avoid destinations <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Attention</b> <input type="checkbox"/> Seeks negative attention from an adult <input type="checkbox"/> Seeks attention from peers, e.g., by being “class clown” <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Sensory</b> <input type="checkbox"/> Seeks deep tissue input by rolling or laying on ground <input type="checkbox"/> Wants to avoid a sensory element in the environment <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Tangible</b> <input type="checkbox"/> Wants access to desired object <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 feeling the need to escape, student will:**
- Let the teacher know that he or she needs more time, help, support, etc.
  - 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 help from an adult or peer.
  - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When wanting to get the attention of others, student will:

- Request counseling time.
- Ask to talk to an adult.
- Use office pass.
- Ask to be a leader or helper.
- Ask to pass out papers.
- Ask to work with a peer.
- Request time to entertain peers.
- Other \_\_\_\_\_

**Sensory** When feeling the need to avoid sensory elements in the environment, student will:

- Let the teacher know what is overwhelming or overstimulating.
- Move his or her chair away from the sensory element.
- Stand up and walk to the opposite side of the room.
- Choose a deep pressure activity, such as wearing a weighted backpack.
- Other \_\_\_\_\_

**Tangible** When wanting access to desired object, student will:

- Ask teacher.
- Refer to his or her visual schedule to know when it is time for 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 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** If student must complete assignments before moving on, consider the following suggestions:

- Shorten work or allow separate location for student to finish.
- Set up another time when student can finish or continue first activity.
- Give warning before transition.
- Provide choice of 2 activities.
- Ask student to be a helper by carrying important items to the next activity.
- Other \_\_\_\_\_

**Attention**  Have student be line leader or give responsibility, such as turning out lights.  
 Have student pass out materials for activity.  
 Pair with positive or preferred peer.  
 Provide opportunities to entertain others (with presentations, jokes, etc.).  
 Other \_\_\_\_\_

**Sensory**  Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational therapist).  
 Have student put all of the chairs up on desks for class when leaving.  
 Check out specific sensory aspects of the next location or activity and create plan to minimize overstimulation.

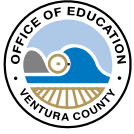
- If cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set location.
- For assemblies, create special seat at back and have student enter last.
- If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag, or cushion.
- If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.

 Other \_\_\_\_\_

**Tangible**  Write students' names on the board with the times that they will have access to preferred item.  
 Consider having the student be the last in rotation. Provide another fun activity during the wait.  
 Other \_\_\_\_\_

**The teacher  
will...**





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-6  
*(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.

**6. INAPPROPRIATE INTERACTIONS WITH PEERS AND/OR ADULTS**  
 Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

**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.

**Escape**     Avoids social contact situations     Other \_\_\_\_\_

**Attention**     Attempts to socialize     Inappropriate play attempt     Other \_\_\_\_\_

**Sensory**     Needs physical input (hugging, pushing, “smacking” people, etc.)     Avoids overwhelming sensory situations  
 Neurological, e.g., Tourette Syndrome     Other \_\_\_\_\_

**Tangible**     Wants an item that another student has     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 feeling uncomfortable in a social situation, student will:

- Let teacher know.
- Excuse himself.
- Walk away.
- Ask for library pass.
- Seek out a trusted friend.
- Negotiate an alternate setting.
- Other \_\_\_\_\_



**The student will...**

**Attention**    When wanting to greet a friend or join a conversation or social group, student will:

- Use appropriate words.
- Use **Stop & Think** strategy and ask self, “What are you going to do?”

- Use *Mind Gap Map* strategy.
- Initiate an activity asking peers to join.
- Select a structured activity (such as school club) during unstructured time.
- Use a "cool" conversation starter.
- Make a plan for social activities.
- Maintain appropriate space.
- Other \_\_\_\_\_

**Sensory** If seeking tactile input or avoiding overwhelming sensory situations, student will:

- Shake hands to greet.
- Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- Request a less-stimulating space (e.g., back of the line, table alone).
- Give "high fives," etc.
- Other \_\_\_\_\_

**Tangible** When wanting to obtain an item from another person, student will:

- Ask politely.
- Let teacher know so that teacher can help mediate.
- Ask parents if student can earn the item.
- Negotiate with peer.
- Use established self-monitoring tool to wait for 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 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**
- Allow to work alone, if appropriate
  - Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
  - Provide a limited number of “escapes” from social contact situations per day or per week.
  - When student requests escape, acknowledge as soon as possible and respond or mediate.
  - Reduce the number of people in group.
  - Allow student to choose social group with which to work.
  - Other \_\_\_\_\_

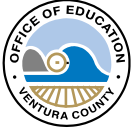


**The teacher  
will...**

- Attention**
- Include unit on social greetings, proxemics, etc., as part of overall curriculum.
  - Pair with a peer of high social status.
  - Provide frequent feedback on positive behavior.
  - Intentionally pair students.
  - Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
  - Other \_\_\_\_\_

- Sensory**
- Arrange workspace so there is appropriate adult supervision at all times.
  - Provide sensory input prior to social situations (e.g., jumping, rolling, or “crashing” on soft items).
  - Arrange student’s furniture to discourage inappropriate touching.
  - Allow scheduled stretch breaks.
  - Provide immediate relief when student indicates need for sensory input.
  - Remind of appropriate and inappropriate hugs.
  - Encourage peers to acknowledge appropriate interactions.
  - Other \_\_\_\_\_

- Tangible**
- Consider seating and proximity of desired objects.
  - Use a visual schedule to let students know when their turn will come.
  - Develop self-monitoring tool to assist student in waiting for turn.
  - Review “sharing” rules with class.
  - Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-7  
 (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.

**7. INAPPROPRIATE PERSONAL TOUCHING**  
 Definition: Any sexual self-stimulating behavior including touching private parts, putting hands in pants, rocking, “humping” furniture, etc.

**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.

**Escape**       Wants to avoid non-preferred activities or people       Other \_\_\_\_\_

**Attention**       Wants attention from teacher       Wants attention from peers  
 Other \_\_\_\_\_

**Sensory**       Seeks pleasure       Seeks reduction of stress       Feels bored  
 Other \_\_\_\_\_

**Tangible**       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 non-preferred activity, student will:**
- Use words, signs, pictures, or gestures to appropriately express need and will participate in finding a mutually acceptable solution.
  - Let teacher know his or her concerns.
  - Ask for choice of alternate activity.
  - Use a daily or weekly “opt-out” card when wanting to avoid a specific activity or task.
  - Request a supervised walk for a brief period of time.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When desiring attention, student will:

- Ask to tell a joke or read a story.
- Request a leadership role (passing out papers, etc).
- Other \_\_\_\_\_

**Sensory** When feeling the need to inappropriately touch himself or herself, student will:

- Ask to use the restroom.
- Use another relaxation technique.
- Engage in physical activity (e.g., sports).
- Choose a socially appropriate activity from choice board.
- 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**     Reward for reduced or lack of incidence.  
               Teach appropriate ways to request help.  
               Other \_\_\_\_\_
- Attention**     Teach appropriate ways to touch at school, explaining personal space and privacy.  
               Give frequent attention when student is not engaged in behavior.  
               Ignore mild behaviors.  
               Other \_\_\_\_\_
- Sensory**     Provide opportunity for vigorous exercise or more interesting activities.  
               Provide fidget items to keep hands busy.  
               Teach stress management and relaxation strategies.  
               Discuss socially appropriate behaviors and concepts.  
               Call in school nurse to confer with family or find out health issues (rashes, etc.).  
               If behavior plan specifies, allow student to go to bathroom when requested.  
               Other \_\_\_\_\_
- Tangible**     Other \_\_\_\_\_

The teacher  
will...





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-8  
*(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.

**8. MINOR FINE MOTOR ANNOYANCES**  
 Definition: Any mildly disruptive, in-seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, skin picking, nail biting, etc.

**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"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid non-preferred activity	<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Feels restless	<input type="checkbox"/> Feels anxious
	<input type="checkbox"/> Feels uncomfortable or nervous		<input type="checkbox"/> Feels bored	<input type="checkbox"/> Feels overwhelmed
	<input type="checkbox"/> Other _____		<input type="checkbox"/> Attempts to increase alertness	
			<input type="checkbox"/> Other _____	<i>(May be a symptom of Tourette Syndrome, ADHD, or autism)</i>
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Wants attention from teacher	<input type="checkbox"/> <b>Tangible</b>	<input type="checkbox"/> Other _____	
	<input type="checkbox"/> Wants attention from peers			
	<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 teacher know his or her 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 assistance.
  - Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
  - Other \_\_\_\_\_



**The student will...**

**Attention** When wanting attention, student will:

- Ask to tell a joke or read a story.
- Request leadership role (passing out papers, etc).
- Other \_\_\_\_\_

**Sensory** When feeling uncomfortable, nervous, or trying to increase alertness, student will:

- Let teacher know.
- Select a calming activity, such as one that provides tapping, drumming, etc.
- Select an alternative activity.
- List steps needed to complete task and check with peer or teacher.
- Select an activity to increase alertness.
- Ask for opportunity to explain to class the cause of symptoms (e.g., Tourette Syndrome, ADHD, autism, etc.).
- 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**
- Give opportunity to change seat to location that will not impact others.
  - Give movement breaks after acceptable intervals of time, (e.g., 10 or 20 minutes).
  - Teach relaxation/stress reduction techniques.
  - Teach student to doodle or take notes.
  - Provide selection of activities for student to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretch in back of the room).
  - Other \_\_\_\_\_

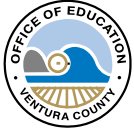
**The teacher  
will...**



- Attention**
- Give special tokens or praise for increments of time when target behavior does not occur.
  - Other \_\_\_\_\_

- Sensory**
- Teach strategies to adjust alertness level.
  - Allow student to stand up to do work.
  - Provide opportunity for vigorous exercise before task which requires long periods of sitting/attending.
  - Replace pencil with item that makes less noise.
  - Provide fidget items (squeeze balls, etc.) to keep hands busy.
  - If behavior stems from Tourette Syndrome, consult parents and medical/mental health professionals for ideas of triggers.
  - Place "quiet" card on student's desk when behavior begins.
  - Other \_\_\_\_\_

- Tangible**
- Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-9  
*(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.

**9. NON-COMPLIANCE WITH REQUESTS FROM TEACHERS AND OTHER ADULTS**  
 Definition: Refusing to comply with requests of teachers or other adults in authority.

**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.

**Escape**       Wants to avoid work, activities, or people       Wants to avoid situations which may be embarrassing  
 Other \_\_\_\_\_

**Attention**       Wants attention from teacher       Wants attention from peer  
 Feels angry, sad, or frustrated about something else       Other \_\_\_\_\_

**Sensory**       Wants to maintain something in the environment which is present in the current activity  
 Wants to avoid something in the environment of the upcoming activity  
 Feels overloaded by environmental or work demands  
 Other \_\_\_\_\_

**Tangible**       Wants to keep something the teacher is asking him or her to return  
 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 feeling the need to escape, student will:**
- Request teacher’s help.
  - Request to work on an alternate assignment or choose a different book or different materials.
  - Ask to be in a different group.



**The student will...**



- Let teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
- Request to move to private area.
- Request to talk to appropriate adult about feelings of embarrassment.
- Other \_\_\_\_\_

**Attention** When wanting attention from the teacher or a peer, student will:

- Ask to be teacher's helper.
- Ask to show off completed work.
- Ask to work with specific peer.

When feeling angry, sad, or frustrated about something else, student will:

- Request to talk about feelings with an adult.
- Write out feelings.
- Other \_\_\_\_\_

**Sensory** When trying to maintain or avoid elements in the sensory environment, student will:

- Use words, cards, pictures, or signals to let the teacher know.
- Other \_\_\_\_\_

**Tangible** When possessing an item that he or she does not want to return when asked, student will:

- Negotiate a plan with teacher to get item back at a more appropriate time.
- Develop a plan to earn the item.
- Refer to a visual schedule to know when 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 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**
- Teach student to identify feelings (embarrassment, fear, etc.).
  - Give student specific expectations for assignment.
  - Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
  - Allow student not to participate, which will result in loss of reward or lower grade in participation.
  - Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).
  - Tell student the assignment and then walk away to allow processing time and reduce power conflict.
  - Provide appropriate time-away area in or adjacent to classroom.
  - Other \_\_\_\_\_

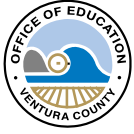


The teacher will...

- Attention**
- Seat close to you for frequent positive feedback if on task.
  - Seat next to positive role models.
  - Allow students who have finished their work to share or show what they have done
  - Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
  - Ignore student when non-compliant.
  - Give lots of attention when student is compliant.
  - Provide counseling time.
  - Acknowledge student's feelings when angry.
  - Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
  - Address source of anger if possible.
  - Other \_\_\_\_\_

- Sensory**
- Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
  - Work with student to identify what is uncomfortable in a setting and develop a plan to address that specifically.
  - Allow younger students to bring a preferred item with them during transition.
  - Assist student in developing a prioritized checklist for work.
  - Other \_\_\_\_\_

- Tangible**
- Give early warning for time to return tangible item.
  - Delay privileges until item is returned.
  - Reward other students for turning in item.
  - Control access to the tangible item.
  - Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-10  
 (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.

**10. OFF TASK**

Definition: Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks of which he or she is capable.

**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"/> <b>Escape</b>	<input type="checkbox"/> Avoids task perceived as too difficult or too easy <input type="checkbox"/> Avoids task perceived as not interesting or relevant	<input type="checkbox"/> Avoids task perceived as too embarrassing <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Wants reassurance <input type="checkbox"/> Wants physical or social contact <input type="checkbox"/> Other _____	
<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Feels overloaded with environmental demands <input type="checkbox"/> Focuses on irrelevant environmental stimuli	<input type="checkbox"/> Feels restless <input type="checkbox"/> Experiences low level of alertness <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Tangible</b>	<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 teacher know his or her 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 assistance



**The student will...**

- Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- Other \_\_\_\_\_

**Attention** When needing assurance or attention to complete task, student will:

- Raise hand
- Express need by using appropriate words, cards, pictures, or signals.
- Ask only one student for help
- Approach teacher's desk to ask for help.
- Other \_\_\_\_\_

**Sensory** When having difficulty focusing on or completing tasks due to low level of alertness, student will:

- Take deep breaths.
- Stand and stretch limbs.
- Ask to get a drink of water.
- Ask to take a quick walk to an approved location.
- Ask to carry a heavy load, e.g., books, to a specified location.
- Other \_\_\_\_\_

When having difficulty focusing on or completing tasks due to overstimulation, student will:

- Ask to use appropriate quiet work space or "private" office.
- Ask to use headphones
- Ask to use wiggle cushion.
- Ask to use cardboard desk partition.
- 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**
- Provide a checklist linking acquired skills with mandatory assessment requirements.
  - Assess task difficulty in relation to ability.
  - Have student set own time limits based on student contract.
  - Remove competition.
  - Require student to finish uncompleted work at lunch or after school.
  - Other \_\_\_\_\_

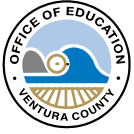
- Attention**
- Utilize small group instruction to give student more individual attention.
  - Allow student to share completed work with class or partner.
  - Establish signals to request assistance.
  - Give student extra responsibilities or privileges as work production increases.
  - Assist student with complete assignments.
  - Other \_\_\_\_\_

- Sensory**
- Divide assignments into parts and check off as completed.
  - Reduce auditory and visual distractions.
  - Create a quiet area to reduce environmental distractions.
  - Change schedule to promote success – (e.g., schedule preferred subject after non-preferred).
  - Train student to keep only necessary materials on desk.
  - Provide carrel or divider to offer separation from others.
  - Other \_\_\_\_\_

- Tangible**
- Other \_\_\_\_\_



**The teacher  
will...**



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-11  
*(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.

**11. OUT OF SEAT**  
 Definition: Getting out of seat, leaving desk, or leaving group.

**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.

**Escape**       Wants space, a break, to get away from person or situation  
                            Is avoiding task perceived as too difficult, not interesting, or irrelevant  
                            Other \_\_\_\_\_

**Attention**       Wants attention       Other \_\_\_\_\_

**Sensory**       Wants something more stimulating to do       Needs distance from others  
                            Needs to use restroom       Needs to stretch muscles       Other \_\_\_\_\_

**Tangible**       Wants an item or food       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 feeling the need to escape, student will:

- Use *break* card—a card that allows the student to take a break for a certain amount time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- Ask for help.
- Put a sign or sticky note on desk to indicate the need for assistance.
- Put head down.



**The student will...**

- Request shortened or alternative assignment.
- Other \_\_\_\_\_

**Attention** When seeking attention, student will:

- Raise hand.
- Use "help" card.
- Let teacher know he or she would like to be leader.
- Ask only one peer for help.
- Other \_\_\_\_\_

**Sensory** When experiencing sensory needs, student will:

- Request access to predetermined activity or item.
- Let teacher know by using appropriate words, signs, cards, or signals.
- Use one of a limited number of bathroom passes, "stretch" cards, etc.
- Other \_\_\_\_\_

**Tangible** When desiring a particular item or food, student will:

- Use checklist to gather all needed supplies prior to lesson.
- Let teacher know if hungry.
- Use card, sign, or signal to indicate need.
- Be able to increase *wait* times for desired items.
- Keep acceptable items in desk.
- 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**
- Schedule short activities.
  - Prevent lag time between activities.
  - Reduce competitiveness.
  - Provide high-interest tasks.
  - Other \_\_\_\_\_

- Attention**
- Publicly acknowledge increasing time in seat.
  - Interact frequently.
  - Other \_\_\_\_\_

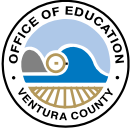
- Sensory**
- Allow to sit on edge of group if sensitive to crowds.
  - Provide carrel to offer separation from others.
  - Allow student to carry item to another location.
  - Consider age and expectations.
  - Other \_\_\_\_\_

- Tangible**
- Establish specific times for access to preferred items.
  - Allow limited access or remind of upcoming access when food is requested
  - Provide checklist for gathering required materials (by subject).
  - Provide *wait* card.
  - Other \_\_\_\_\_



**The teacher  
will...**





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-12  
 (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.

**12. PHYSICAL AGGRESSION**  
 Definition: Any instance of hitting, kicking, scratching, or pinching of adults or other students; instigating fights; or sexually provocative touching.

**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.

**Escape**       Wants to avoid a non-preferred demand or task       Wants to protest a non-preferred demand or task  
 Other \_\_\_\_\_

**Attention**       Wants attention       Displaying control or domination over others.  
 Attempt at social interaction       Other \_\_\_\_\_

**Sensory**       Seeks sensory stimulation through physical contact (especially children with autism)  
 Other \_\_\_\_\_

**Tangible**       Attempts to obtain an item that another person has       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 wanting to avoid or escape a task, student will:**
- 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.
  - Express need by using appropriate words, cards, pictures, or signals, and participate in establishing an acceptable solution.
  - Other \_\_\_\_\_



**The student will...**

When wanting to avoid or escape a task, student will:

- Select feelings from *Feelings* chart.
- Select problem-solving strategy from chart.
- Use "I feel..." statement to express feelings.

Attention When seeking attention from peers or adults, student will:

- Ask peer to play.
- Show *Play* card.
- Ask teacher for help.
- Ask to be leader.
- Other \_\_\_\_\_

Sensory When feeling need for stimulation through hitting, kicking, scratching, etc., student will:

- Go to his or her pillow or bean bag.
- Other \_\_\_\_\_

Tangible When wanting a specific toy or item that another child has, student will:

- Request a turn by using appropriate words, cards, pictures, or signals.
- 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

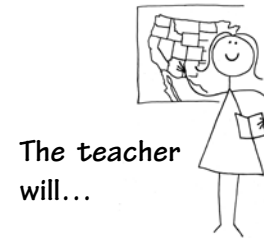
In addition to teaching the Replacement Behavior, the team will also select a Tiered Intervention Strategy to assist in reducing the behavior of concern. Possible strategies are listed below. Note the strategy and all relevant information in Section 4 of **Intervention Plan – Form B**.

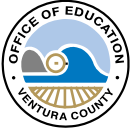
- Escape**
- Reduce activities that might be threatening.
  - Reduce emphasis on perfection.
  - Other \_\_\_\_\_

- Attention**
- Reward, support and assist attempts to get peer's attention.
  - Reinforce productivity vs. accuracy.
  - Other \_\_\_\_\_

- Sensory**
- As appropriate, provide non-human item (pillow, bean bag, etc.) for student to hit, kick, or scratch in a non-disruptive way when necessary.
  - Prompt student to hit or kick pillow or bean bag if he or she appears to be agitated, unfocused, etc.
  - Provide deep-tissue sensory input (rolling, pulling, "high fives," etc.).
  - Provide vestibular input (spinning, etc.).
  - Reduce or remove sources of overstimulation.
  - Other \_\_\_\_\_

- Tangible**
- Make desired items more readily available if appropriate.
  - Ensure that student gets item when appropriately requested or acknowledge appropriate request and reward ability to delay
  - Other \_\_\_\_\_





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-13  
 (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.

**13. RESISTS TRANSITIONS BETWEEN CLASSES/ACTIVITIES**

Definition: Student shows misbehavior when asked to stop one task and begin another or going from one setting to another.

**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.

- Escape**
  - Avoidance of new task
  - Avoidance of leaving a current preferred activity
  - Avoidance of change
  - Wary of new environment
  - Wary of factor in transitional environment (e.g., hallway)
  - Other \_\_\_\_\_
- Attention**
  - Enjoys peer interaction during transition and wants to prolong
  - Other \_\_\_\_\_
  - Wants to prolong attention from specific adult or peer in the previous setting
- Sensory**
  - Avoidance of some sensory aspect of next task
  - Difficulty shifting attention
  - Doesn't like being in a crowd
  - Loses track of time and purpose
  - Other \_\_\_\_\_
- Tangible**
  - Wants to keep playing with or using item in current environment (ie., toy ,computer)
  - 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 wanting to avoid transitions, student will:**
- Let teacher know of concerns.
  - Negotiate more time with current activity or a later time.
  - Other \_\_\_\_\_



**The student will...**

- Attention**      **When seeking time with peers or adults, student will:**
- Talk to friends about more appropriate times to interact.
  - Ask to be a leader when at the next activity.
  - Request limited time with peers or adults at beginning of new activity.
  - Other \_\_\_\_\_

- Sensory**      **When preparing for transition, student will:**
- Monitor when end of task is near.
  - Prepare materials for closure and change.
  - Ask for a peer escort.
  - Ask to go early (or later).
  - Use prearranged support.
  - Use a stopwatch to remind self of timeframe.
  - Use a checklist of classes.
  - Other \_\_\_\_\_

- Tangible**      **When reluctant to give up an item, student will:**
- Use a schedule to determine next turn.
  - Negotiate with teacher for more time with the item at a more appropriate time.
  - 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**
- Make sure the next task is at the instructional level of the student.
  - Provide schedule.
  - Provide schedule which shows activities for class.
  - Change order of activities (preferred following not preferred).
  - Schedule with time on board or at student desk, countdown clock on student's desk.
  - Use transitional objects to carry to next activity.
  - Provide safe, familiar environments with clear boundaries.
  - Provide support during transition, e.g., escort.
  - Other \_\_\_\_\_

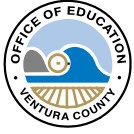


**The teacher  
will...**

- Attention**
- Provide opportunities for peer or adult interactions in the next environment.
  - Allow extra peer or adult time on subsequent day for timely transition.
  - Other \_\_\_\_\_

- Sensory**
- Change unpleasant sensory aspect of the next task.
  - Provide students specific directions to indicate a task is ending, i.e., write your last sentence...pencils down...close books and hands on desk.
  - Clearly mark spots for student to stand while waiting.
  - Allow to leave early or late.
  - Provide stopwatch to remind of timeframe.
  - Assist students in putting away items before requesting transition.
  - Adjust line-up area to be less noisy or crowded.
  - Other \_\_\_\_\_

- Tangible**
- Have students put all items away in advance of transition time.
  - Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-14  
*(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.

**14. RUNS AWAY/LEAVES CLASS WITHOUT PERMISSION**  
 Definition: Student runs out of classroom or playground area. Student leaves class without permission.

**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.

**Escape**       Wants to avoid a new task       Wants to avoid a situation       Wants to avoid people  
 Wants to avoid work       Other \_\_\_\_\_

**Attention**       Seeking attention from teacher       Other \_\_\_\_\_

**Sensory**       Is overstimulated       Needs large motor activity such as running or walking  
 Doesn't like some sensory aspect of current or upcoming task or activity       Other  
 \_\_\_\_\_

**Tangible**       Wants to get food or other item available on campus       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 wanting to escape an activity in the classroom, student will:**

- Use appropriate words to express need.
- Ask for help.
- Let the teacher know.
- Put head down quietly on the desk.
- Ask to complete work at home.
- Ask to take a walk (with a hall pass) and return.
- Do task differently (e.g., orally, with pictures, as a PowerPoint).



**The student will...**

- Ask to work with a peer.
- Use a study carrel.
- Other \_\_\_\_\_

**Attention**

**When needing attention, student will:**

- Ask teacher.
- Raise his or her hand.
- Ask to be a leader for the next activity.
- Other \_\_\_\_\_

**Sensory**

**When feeling overstimulated, student will:**

- Use appropriate words to let teacher know.
- Use "quiet area" card.
- Request use of head phones.
- Ask to use or go to the quiet area.
- Go to the tent in the classroom and stay there until a five minute timer rings (small children only).
- Ask to use a study carrel.
- Other \_\_\_\_\_

**When needing large motor activity, student will:**

- Ask to take a walk to an approved location.
- Ask to stand while working.
- Stand and stretch arms.
- Ask for "whole class" desk aerobics.

**When seeking to avoid some sensory aspect of the environment, student will:**

- Let teacher know.
- Tell a trusted friend who will inform the teacher.
- Talk to teacher about acceptable alternative methods of participating in the task.

**Tangible**

- Other \_\_\_\_\_





## Strategies for Teaching or Increasing Positive Replacement Behaviors

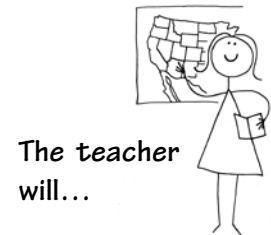
- ▶ If the student already uses the Replacement Behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:
  - Develop and implement contract with student to reinforce skill.
  - Reinforce for attempts to use the skill.
  - Reinforce 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.

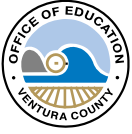
Note the chosen strategy in Section 4 of **Intervention Plan–Form B**. Also indicate person responsible, group size, setting, frequency, duration, intervention tier level, and review date.

### 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**
- Give daily reinforcement for attendance.
  - Reinforce student as he or she is getting work done and participating in activities.
  - Reinforce for attendance at end of each day.
  - Give points for attendance which can be cashed in for “early-out” or “free time.”
  - Other \_\_\_\_\_
- Attention**
- Provide lots of attention to all students for staying with group.
  - Do not run after student if not necessary for safety.
  - Provide fun activity for students who are with the group.
  - Remind student of next turn to be in leadership role.
  - Give attention for staying with group.
  - Other \_\_\_\_\_
- Sensory**
- Other \_\_\_\_\_
- Tangible**
- Provide food items sought.
  - Allow students to purchase needed food item and return/bring to class.
  - Other \_\_\_\_\_





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-15  
*(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.

**15. SPITTING**  
 Definition: Spitting of saliva or food items.

**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.

**Escape**       Attempts to avoid non-preferred people or activities       Other \_\_\_\_\_

**Attention**       Wants attention from adults or peers       Other \_\_\_\_\_

**Sensory**       Enjoys sensation of spitting       Other \_\_\_\_\_

**Tangible**       Attempts to inappropriately obtain a desired food item from another person  
 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 wanting to avoid a task, student will:**
- Use appropriate words, cards, pictures, or signals to communicate displeasure, anger, frustration, etc. and participate in establishing acceptable solutions.
  - Go to quiet area when recognizing escalation of feelings.
  - Use signs, etc. to let the teacher know, and participate in acceptable solutions.
  - Use break card.
  - Other \_\_\_\_\_



**The student will...**

- 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**

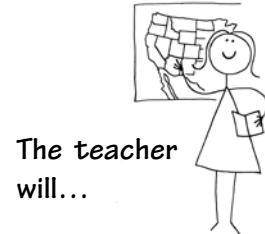
- ▶ *If the student already uses the Replacement Behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:*
  - *Develop and implement contract with student to reinforce skill.*
  - *Reinforce for attempts to use the skill.*
  - *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 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.*

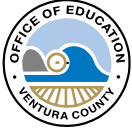
*Note the chosen strategy in Section 4 of Intervention Plan–Form B. Also indicate person responsible, group size, setting, frequency, duration, intervention tier level, and review date.*

## 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**
- 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.
  - Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
  - Other \_\_\_\_\_
- Attention**
- Encourage student to use appropriate communication to request attention.
  - Remind student of rewards for requesting attention appropriately.
  - Encourage student to get attention by helping others, leading group, etc.
  - Change groupings so that student can “shine” in his or her group.
  - Other \_\_\_\_\_
- Sensory**
- Allow free access to water fountain for all students.
  - Allow students to have water bottles at desks.
  - Provide appropriate items for oral stimulation (gum, chewy candies, etc.).
  - Provide tissues.
  - Teach student to use tissue.
  - Make students aware of social implications of spitting.
  - Remind student to take a drink if desired.
  - Schedule regular drink breaks.
  - Allow student to go to restroom to spit in sink or toilet.
  - Remind student to use oral stimulator items.
  - Provide visual cue to swallow.
  - Other \_\_\_\_\_
- Tangible**
- Provide small, healthy snacks for students to access if hungry.
  - Allow students to bring acceptable snacks to eat according to classroom rules.
  - Other \_\_\_\_\_





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-16  
 (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.

**16. STEALING**  
 Definition: Taking something that belongs to someone else—either illegally or without the owner’s permission.  
 Presenting another’s work as one’s own.

**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.

**Escape**       Other \_\_\_\_\_

**Attention**       Seeks attention from adults or peers       Other \_\_\_\_\_

**Sensory**       Seeks sensory input from the item (manipulative or toy)       Other \_\_\_\_\_

**Tangible**       Socially inappropriate attempt to obtain a desired object       Student is hungry (wants food item)  
 Student wants to keep an item that he or she is not supposed to have  
 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**       Other \_\_\_\_\_

- Attention**      **When seeking adult or peer attention, student will:**
- Ask to be leader, share a story, tell a joke, etc.
  - Ask teacher or adult for assistance.
  - Use appropriate words to ask another student to play.
  - Ask in an appropriate way to be included in an activity.



**The student will...**

- If feeling excluded from a group, scan the area for someone who is alone and engage that person.
- Other \_\_\_\_\_

**Sensory**

**When seeking sensory input from an item, student will:**

- Ask the person if he or she can borrow it for an agreed upon period of time.
- Let the teacher know he or she is feeling restless and ask for alternatives.
- Other \_\_\_\_\_

**Tangible**

**When trying to obtain or keep a desired item that does not belong to him or her, student will:**

- Ask the person if he or she can borrow it for an agreed upon period of time.
- Let the teacher know of desire and ask for assistance in mediating.
- Ask for a plan to earn the item back if returned appropriately.
- 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**     Other \_\_\_\_\_

**Attention**     Encourage student to engage other children in play or joint activities appropriately.  
 Encourage student to quietly seek adult intervention if needed.  
 Other \_\_\_\_\_

**Sensory**     Allow student to bring own item to school which meet s the sensory need.  
 Provide limited access to desired items at appropriate times.  
 Encourage other students to keep items put away.  
 Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).  
 Other \_\_\_\_\_

**Tangible**     "Check in" items to be sure that everyone has turned theirs in.  
 Encourage him/her to speak up about his/her needs and reward for his/her honesty.  
 Keep the items that student is not suppose to have out of reach and sight.  
 Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.  
 Other \_\_\_\_\_



**The teacher  
will...**



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-17  
*(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.

**17. TALKING OUT/BACK/INAPPROPRIATE COMMENTS**  
 Definition: Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class

**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"/> <b>Escape</b> <input type="checkbox"/> Wants to avoid a demand or non-desired activity <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Sensory</b> <input type="checkbox"/> Difficulty due to ADHD <input type="checkbox"/> Difficulty due to Tourette Syndrome <input type="checkbox"/> Has difficulty with waiting <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Attention</b> <input type="checkbox"/> “Showing-off” for peers <input type="checkbox"/> Wants to get the teacher’s attention <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Tangible</b> <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 wanting to avoid a task, student will:
- Use appropriate words, cards, pictures, or signals to let the teacher know and participate in finding a mutually acceptable solution.
  - Politely suggest an appropriate alternative for participating in the activity.
  - Other \_\_\_\_\_



**The student will...**

- Attention** When seeking attention, student will:
- Raise hand or use pre-determined “secret signal” to gain teacher’s attention
  - Use a card to indicate desire to speak. (Require increasing intervals of delay.)
  - Ask for time to speak with a person privately if there are problems.



- Ask for a problem-solving session with an adult mediator if there are issues with another student.
- Request opportunity to be line leader, supply person, office runner, etc.
- Other \_\_\_\_\_

**Sensory** When having difficulty with waiting, student will:

- Use a written or pictorial system to record ideas, questions, or comments he or she would like to make.
- Explain disability to group leader beforehand, and ask for assistance and support.
- Count silently to ten.
- Put head on desk and breathe deeply.
- Other \_\_\_\_\_

**Tangible**  Other \_\_\_\_\_



### **Strategies for Teaching or Increasing Positive Replacement Behaviors**

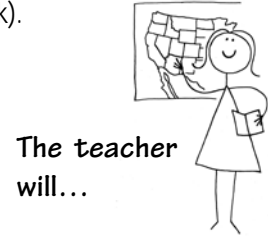
- ▶ *If the student already uses the Replacement Behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:*
  - *Develop and implement contract with student to reinforce skill.*
  - *Reinforce for attempts to use the skill.*
  - *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**
- If requested inappropriately, ask to rephrase more appropriately.
  - If request is rephrased appropriately, acknowledge and attempt to mediate (e.g., provide alternatives, other means of participating, other ways to complete work).
  - Remind student of classroom rule for speaking respectfully and remind of rewards/consequences.
  - Ignore (if possible and not too disruptive) and praise others for appropriateness.
  - Ask another student to model an appropriate way of disagreeing.
  - Other \_\_\_\_\_



- Attention**
- Provide activities that require talking or reporting back to large group.
  - Ignore talking back and talking out of turn if not too disruptive.
  - Remind student of classroom rule for speaking respectfully and remind of rewards and consequences.
  - Reward others not talking out.
  - Give student visible means of requesting attention, such as note or sticky note on desk, flag, or pre-determined "secret signal."
  - Do not respond to blurted remarks.
  - Reinforce students who are using appropriate behavior.
  - Acknowledge student who is talking out, but remind to raise hand or use other system for getting attention.
  - Other \_\_\_\_\_

- Sensory**
- Provide opportunities to talk, be noisy, and express self in an appropriate place (e.g., quiet space, empty room).
  - Teach student to wait.
  - Reward gradual improvements in using appropriate means.
  - Allow to state remarks quietly to an elbow partner if not disruptive to whole group.
  - Allow to jot down questions or comments on paper or dry-erase board.
  - Allow to stand up at seat if having difficulty with waiting.
  - Other \_\_\_\_\_

- Tangible**
- Other \_\_\_\_\_



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-18  
*(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.

**18. THROWING OBJECTS**  
 Definition: Any instance of throwing objects, whether aimed at people or not

**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"/> <b>Escape</b>	<input type="checkbox"/> Wants to avoid certain people <input type="checkbox"/> Wants to avoid certain tasks <input type="checkbox"/> Wants to avoid certain environments <input type="checkbox"/> Wants to protest or get back at someone <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Sensory</b>	<input type="checkbox"/> Enjoys proprioceptive or large muscle input from throwing motion <input type="checkbox"/> Enjoys sound as items hit <input type="checkbox"/> Other _____
<input type="checkbox"/> <b>Attention</b>	<input type="checkbox"/> Wants someone to pay attention to him or her <input type="checkbox"/> Other _____	<input type="checkbox"/> <b>Tangible</b>	<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 feeling the need to escape, student will:**
- 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.
  - Speak politely to teacher about ideas for alternate ways to participate and complete the work.
  - Other \_\_\_\_\_



**The student will...**

When wanting to protest or get back at someone, student will:

- Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- Write down "I feel..." statements.
- Other \_\_\_\_\_

Attention When seeking attention, student will:

- Ask to be leader, read story out loud, help others, etc.
- Count to ten if needing to wait.
- Will write ideas or questions on paper or dry-erase board.
- Other \_\_\_\_\_

Sensory When feeling the need to throw, student will:

- Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, playing Nerf target games, etc.).
- 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**
- Encourage student to speak to teacher if feeling the need to escape something in the environment.
  - Reward when student engages in non-preferred activities and in other appropriate behaviors.
  - Limit access to items which can be thrown.
  - Other \_\_\_\_\_

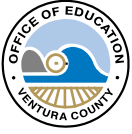
- Attention**
- Model and practice appropriate strategies for getting attention.
  - Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).
  - Other \_\_\_\_\_

- Sensory**
- Provide appropriate games and activities that include throwing.
  - Incorporate active games into the curriculum as appropriate.
  - Play music as appropriate to meet need for auditory input.
  - Other \_\_\_\_\_

- Tangible**
- Other \_\_\_\_\_



**The teacher  
will...**



**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Behavior Interventions – Specific Strategies and Replacement Behaviors**

Form D-19  
*(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.

**19. VERBAL AGGRESSION**

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

**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.

- Escape**       Wants to avoid work       Wants to avoid of groups of people       Wants to avoid “down” time  
 Wants to avoid frustrating situations       Other \_\_\_\_\_
- Attention**       Wants to appear “cool” to peers       Seeks attention from an adult  
 Other \_\_\_\_\_
- Sensory**       Likes sound or pitch of voice       Talks for self-stimulation  
 Other \_\_\_\_\_
- Tangible**       Inappropriate attempt to obtain a desired object through threats or intimidation  
 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 wanting to avoid work, people, or situations, student will:**
- 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.
  - Go to a pre-determined quiet area when recognizing escalation of feelings.
  - Use acceptable ways to communicate displeasure, anger, or frustration.
  - Let the teacher know by using a card, sign, note, or signal.
  - Request change of group.
  - Request to work alone.
  - Other \_\_\_\_\_



**The student will...**

When wanting to avoid "lag" time, student will:

- Write, draw, or read.
- Select a "free-time" activity.
- Other \_\_\_\_\_

Attention When wanting to be "cool," student will:

- Work with a peer of choice.
- Request to help others.
- Ask to help a peer, lead a lesson, etc.
- Other \_\_\_\_\_

When wanting attention from an adult, student will:

- Let the teacher know that he or she wants to share his or her work.
- Raise hand.
- Approach the teacher's desk quietly.
- Show "help" card.
- Other \_\_\_\_\_

Sensory When feeling the need for "verbal vocalization," student will:

- Ask to sing or rap for group.
- Ask to step outside to vocalize.
- Other \_\_\_\_\_

Tangible When wanting a particular item that someone else has, student will:

- Ask for it politely.
- Ask teacher to help mediate.
- Use a self-monitoring checklist to help with "wait time."
- 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

- Prevent lag time between activities.
- Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
- Teach student to recognize internal feelings of frustration and to remove self.
- Provide quiet area when student recognizes escalation of aggressive feelings.
- Give acceptable choices for completing work.
- Allow some work to be finished at home if requested appropriately.
- Other \_\_\_\_\_



**The teacher  
will...**

### Attention

- Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to peers.
- Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
- Separate student from person who is primary focus for aggression.
- Avoid arguing with student.
- Avoid embarrassing student in front of others.
- Try various groupings for student success.
- Pair with a peer.
- Other \_\_\_\_\_

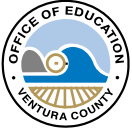
### Sensory

- Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
- Other \_\_\_\_\_

### Tangible

- Encourage peers to share when student appropriately requests an item.
- Provide frequent access to desired object.
- Put objects away.
- Encourage other students to seek adult help if intimidated.
- Develop a schedule for use of item.
- Other \_\_\_\_\_





**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**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.

**Escape**       Wants to avoid non-preferred activity       Wants to avoid people       Wants to avoid interactions  
 Wants to avoid public speaking       Other \_\_\_\_\_

**Attention**       Wants to avoid attention from adults or peers  
 Other \_\_\_\_\_

**Sensory**       Feels nervous       Feels anxious       Feels overwhelmed  
 Other \_\_\_\_\_

**Tangible**       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**

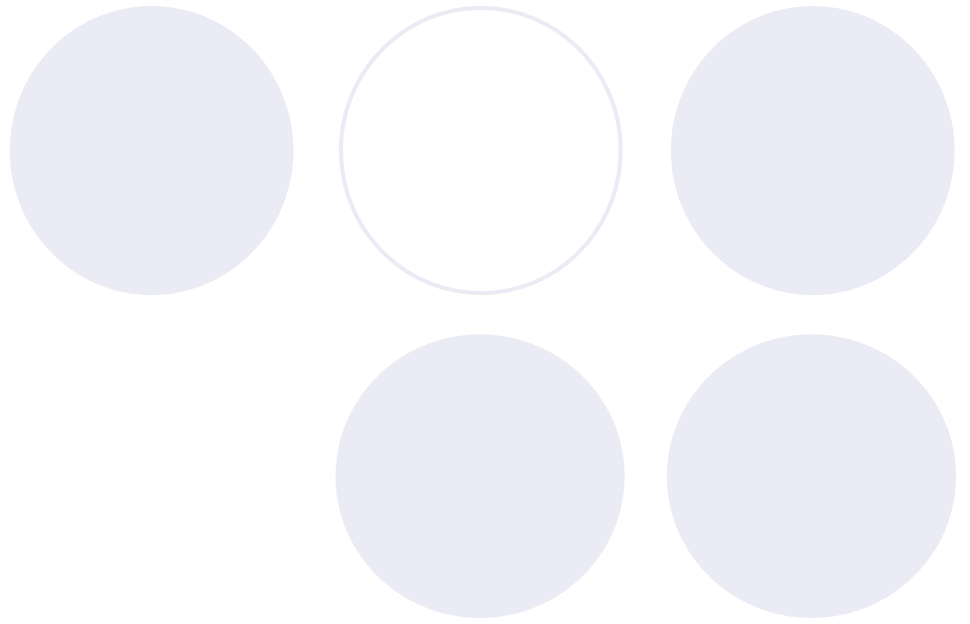
- ▶ *If the student already uses the Replacement Behavior, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:*
  - *Develop and implement contract with student to reinforce skill.*
  - *Reinforce for attempts to use the skill.*
  - *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 \_\_\_\_\_



# **BEHAVIOR TOOLS**

## Turn Cards

For students who have difficulties waiting for a turn, letting others have a turn, and finishing a turn when it's over. Turn cards help to clarify how many times a student will be able to do a particular thing, such as go down a slide or ride a bike around the playground. The procedure for using turn cards is usually as follows: A student is told that he/she can have so many turns and is given that number of turn cards. An "All Done" pocket or container is placed near the activity (held by an adult or attached to the activity). Each time a turn is completed, the student places one Turn Card in the "All Done" pocket. When the last Turn Card has been placed in the "All Done" pocket, the activity is finished.

### Instructions:

1. Copy the turn cards and the "All Finished" card
2. Laminate all cards and cut them
3. Glue the "All Finished Card" to an envelope



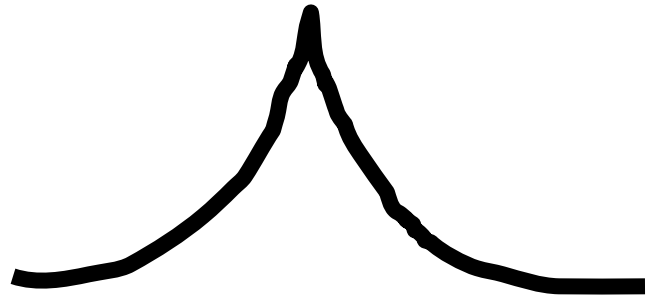
**Your Turn**



**Your Turn**



**Your Turn**



**All Done**

# Stop and Think

Recommended for students who have difficulties with unstructured situations and need visual cues to engage in the appropriate behaviors. With this method, the adult usually catches the student's attention and, through hand signs or holding up visual signs, reminds the student to use "good choices." The sequence in which this is done is usually as follows:

- Stop
- Think
- Choices
- What are you going to do?
- The student responds (usually with the correct behavior)
- The adult responds (e.g., hi-5, pat on shoulder)

The student or students will need training sessions in which each sign is discussed, modeled, and role-played. Make sure that each student understands what each sign stands for. Practice in a structured setting and provide reinforcement for correct responses before practicing in the real-life setting.

## Instructions:

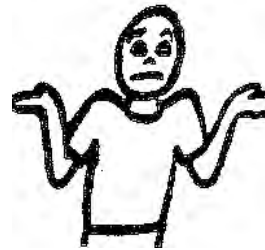
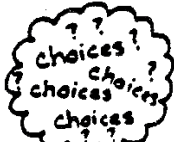
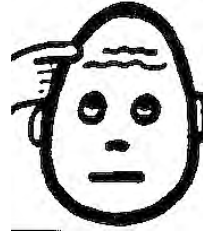
1. Copy and laminate the boards. The boards can be used for structured teaching sessions, visual reminders, or actual visual cues to use in the real-life setting.
2. Depending on the unstructured situation, cut the cards or carry the board to hold up to show to the student as needed. For students who have learned the signs and understand them, hand signs can be used in place of the actual picture.

Stop and Think

stop



think



What are you going to do?



Good choice



Hi 5!

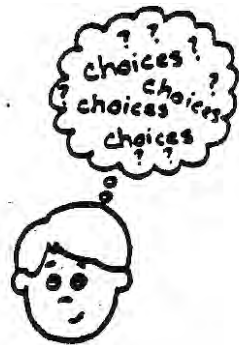
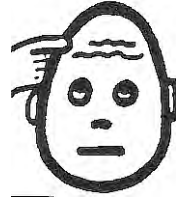


# Stop and Think (Simplified Version)

stop



think

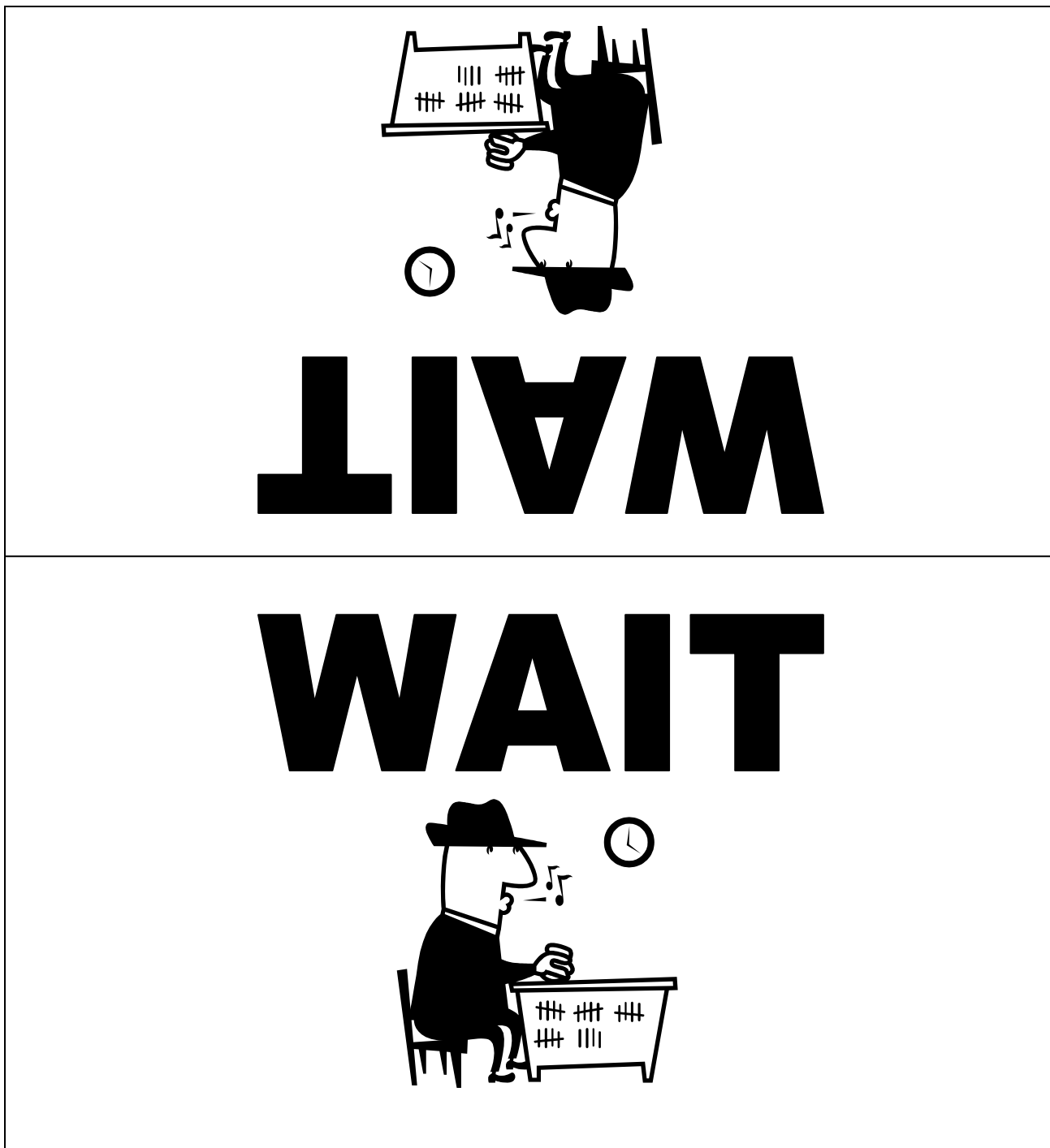


## Wait Card

Designed for students who have difficulties with waiting, a Wait Card can be placed in an area where waiting is required, thereby giving an impatient student a visual cue to "wait."

### Instructions:

1. Copy and laminate the card below.
2. Fold in the middle, creating a sign that can be placed on a hard surface.

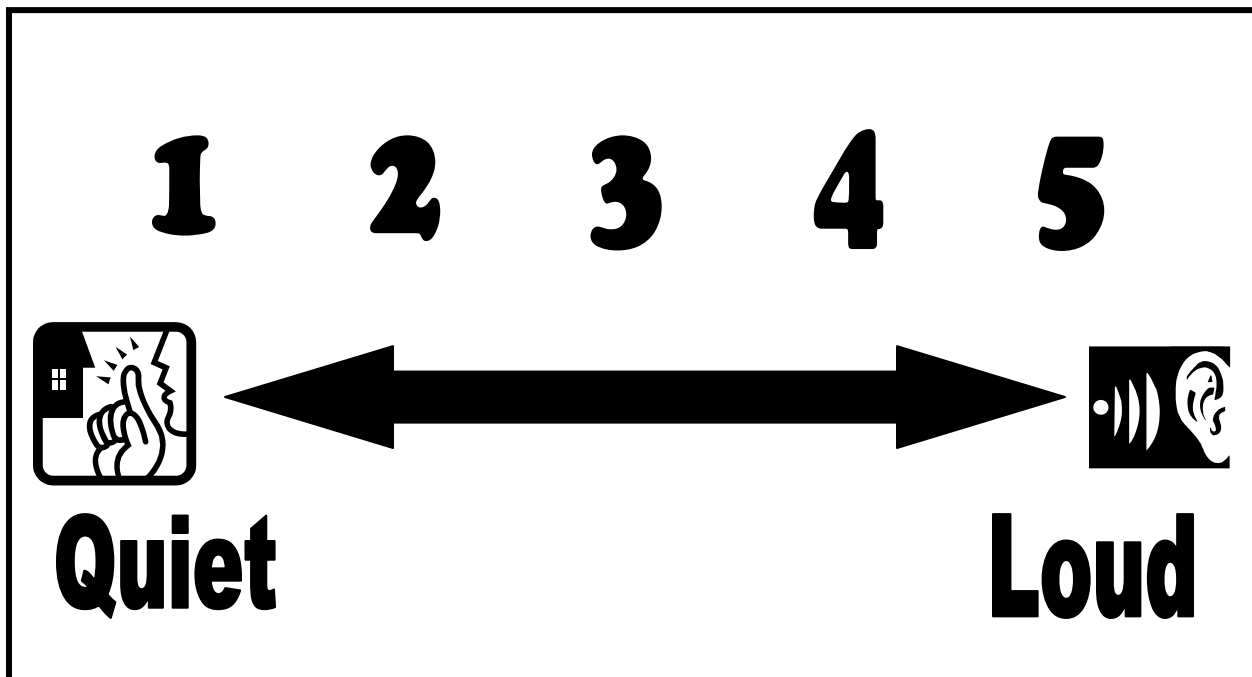


## Volume Control Card

Appropriate for students who are disruptive to others by being too noisy. The student first needs to be taught what each number on the volume scale corresponds to, through direct teaching sessions, role playing, and/or modeling. The volume control card can be posted in an area where the student tends to disruptive. When the student becomes too noisy, the teacher or other adult can point to the scale, showing the student where he or she is on the volume scale, then asking or prompting the student to “go down” the scale, until the volume is at an appropriate level.

### Instructions:

1. Copy and laminate the card below.
2. Post in an area where noise is an issue.
3. Point and refer to the card as needed.



## How Much Longer?

Appropriate for visual learners who have a difficult time finishing a preferred activity or who have difficulties continuing a non-preferred activity. The How Much Longer Card can be used to show the student how much longer he or she has until the activity is finished.

### Instructions:

1. Cut out the "How much longer" rectangles. Glue one to the other, blank sides together.
2. Cut out the numbers.
3. Place the rectangles and numbers inside a laminating film.
4. Laminate.
5. Place five velcro pieces on each side of the laminated strip, and velcro on the back of each number.
6. Keep in an easily accessible place to pull out quickly when the student is having a difficult time.

**How much longer?**



**How much longer?**



**All Done**



**All Done**



**1**

**2**

**3**

**4**

**5**

## DAILY SELF-REFLECTION SHEET for \_\_\_\_\_

Date: \_\_\_\_\_

I'm working on:

1. Listening to adults/following directions
2. Keeping body and objects to myself
3. Getting my work done
4. Asking for help or a break when I need it (only with kind words!)

Student: Please circle yes or no (did I do it?).


Teacher/Paraeducator: Please circle each smiley face if the student was successful with all behaviors above for each 30-minute time period. Indicate partial success with circling only the behaviors the student was successful with.

Time	Activity	Did I listen and follow the adults' directions?	Did I keep my body and objects to myself?	Did I get my work done?	Did I ask for help or a break when I needed it (with kind words)?	Adult: circle smiley face if you agree. If you agree partially, please circle the behaviors the student succeeded with (see above)
8:30-9:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
9:00-9:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
9:30-10:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
10:00-10:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
10:30-11:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
11:00-11:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
11:30-12:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
12:00-12:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
12:30-1:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
1:00-1:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
1:30-2:00		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:
2:00-2:30		Yes No	Yes No	Yes No	Yes No	1 2 3 4 ☺ Comment:

I earned \_\_\_\_\_ smiley faces today (out of 12 possible) I'm working for \_\_\_\_\_  
 I need \_\_\_\_\_ total smiley faces to earn my reward. So far I have \_\_\_\_\_ smiley faces.

Based on my score today, my plan for tomorrow will be:  Keep it up!  Work harder at: \_\_\_\_\_


### Self-Monitoring Chart

Out of My Seat	
	
Goal: Under ___ times	
Total: _____	Goal met? Yes No



If you need help, quietly raise your hand.


### Self-Monitoring Chart

Out of My Seat	
	
Goal: Under ___ times	
Total: _____	Goal met? Yes No



If you need help, quietly raise your hand.


### Self-Monitoring Chart

Out of My Seat	
	
Goal: Under ___ times	
Total: _____	Goal met? Yes No



If you need help, quietly raise your hand.

### Self-Monitoring Chart

Out of My Seat	
	
Goal: Under ___ times	
Total: _____	Goal met? Yes No



If you need help, quietly raise your hand.

DESK SIZE-Student sets their own goal to stay under, then tallies the number of times they are out of their seat.

### Self-Monitoring Chart

Talking out loud



Goal: Under \_\_\_ times  
Total: \_\_\_\_\_ Goal met? Yes No



If you need help, quietly raise your hand.

### Self-Monitoring Chart

Talking out loud



Goal: Under \_\_\_ times  
Total: \_\_\_\_\_ Goal met? Yes No



If you need help, quietly raise your hand.

### Self-Monitoring Chart

Talking out loud



Goal: Under \_\_\_ times  
Total: \_\_\_\_\_ Goal met? Yes No



If you need help, quietly raise your hand.

### Self-Monitoring Chart

Talking out loud



Goal: Under \_\_\_ times  
Total: \_\_\_\_\_ Goal met? Yes No



If you need help, quietly raise your hand.

DESK SIZE-Student sets their own goal to stay under, then tallies the number of times they call out.



**help,  
please**

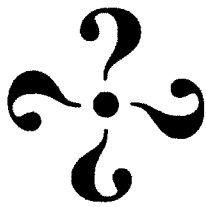
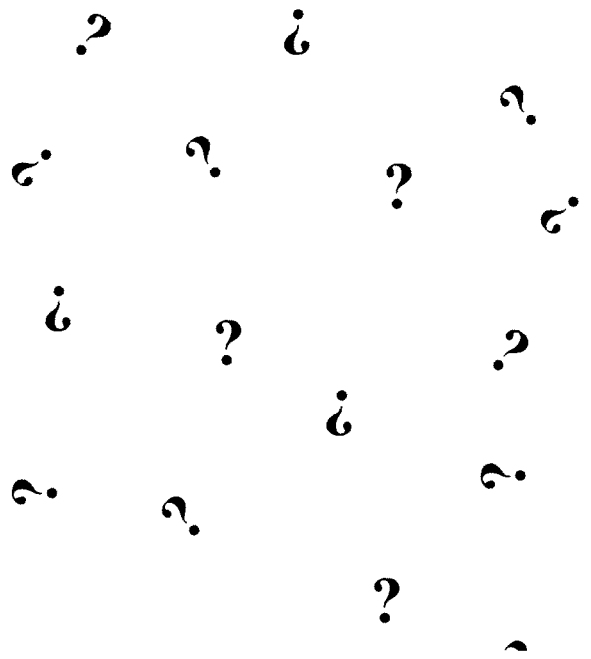
**mi ayuda  
por  
favor**



**(help)**

**I  
have  
a  
“ ? ”**

**I  
need  
a  
life  
line...**





Let's Play



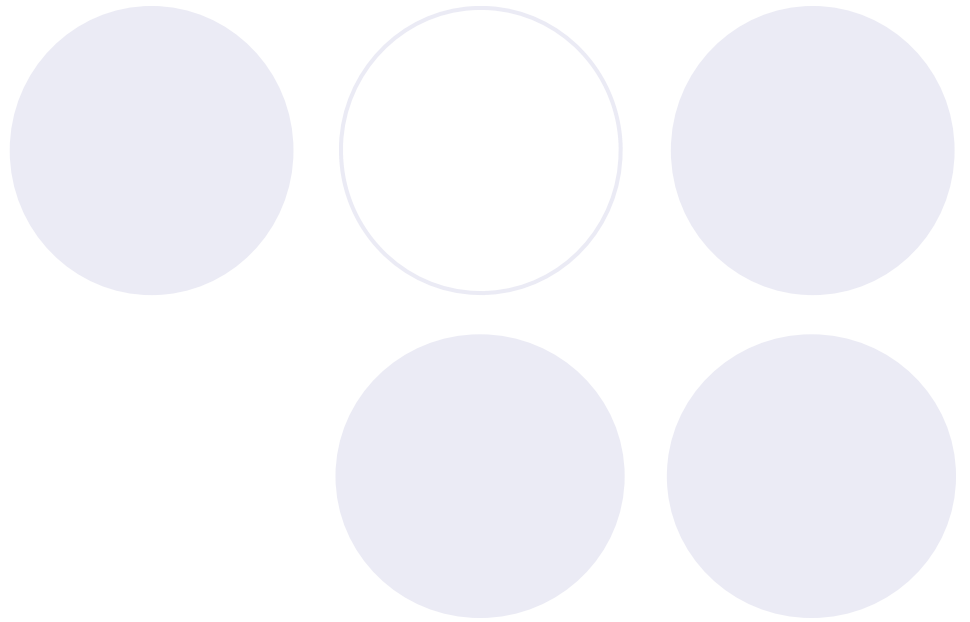
Let's Play



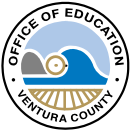
Let's Play



Let's Play



# EXAMPLES AND INSTRUCTIONS



## Response to Instruction and Intervention (RtI<sup>2</sup>) Examples of Student Strengths/Assets

The following descriptions can be used with the *Initial Student Referral Form A* document.

### **Academic Performance**

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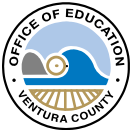
- |  |   |
|--|---|
| <input type="checkbox"/> Responds to classroom instruction         | <input type="checkbox"/> Works well in teams                                |
| <input type="checkbox"/> Works independently when needed           | <input type="checkbox"/> Works well one-on-one                              |
| <input type="checkbox"/> Motivated to do well in school            | <input type="checkbox"/> Actively engaged in learning                       |
| <input type="checkbox"/> Sets personal academic goals              | <input type="checkbox"/> Initiates learning activities at appropriate level |
| <input type="checkbox"/> Indicates prior knowledge for many topics | <input type="checkbox"/> Demonstrates effective organizational skills       |
| <input type="checkbox"/> Completes work on time                    | <input type="checkbox"/> Completes work ahead of peers                      |
| <input type="checkbox"/> Desires to learn from school and life     | <input type="checkbox"/> Accepts failure and moves on                       |
| <input type="checkbox"/> Appears to be intrinsically motivated     | <input type="checkbox"/> Follows passions and convictions                   |
| <input type="checkbox"/> Seeks new learning opportunities          | <input type="checkbox"/> Advocates for help                                 |
| <input type="checkbox"/> Regulates self to accomplish goals        | <input type="checkbox"/> Reports spending time on homework                  |
| <input type="checkbox"/> Reads for pleasure                        | <input type="checkbox"/> Plans ahead and makes good choices                 |
| <input type="checkbox"/> Seeks additional assistance               | <input type="checkbox"/> Meets content standards                            |
| <input type="checkbox"/> Is goal oriented                          |   |

### **Social, Emotional & Behavioral**

---

- |  |   |
|--|---|
| <input type="checkbox"/> Has peers who model responsible behavior                                  | <input type="checkbox"/> Resists negative peer pressure                                   |
| <input type="checkbox"/> Initiates access to resources as needed                                   | <input type="checkbox"/> Optimistic about her/his personal future                         |
| <input type="checkbox"/> Accepts rules and consequences  | <input type="checkbox"/> Has friends  |
| <input type="checkbox"/> Demonstrates positive conflict resolution skills                          | <input type="checkbox"/> Tells the truth even when it is not easy                         |
| <input type="checkbox"/> Accepts and takes personal responsibility                                 | <input type="checkbox"/> Forms positive relationships with adults                         |
| <input type="checkbox"/> Demonstrates a good sense of humor  | <input type="checkbox"/> Reports having high self-esteem                                  |
| <input type="checkbox"/> Knows how to plan ahead and make choices                                  | <input type="checkbox"/> Cares about her/his school                                       |
| <input type="checkbox"/> Involved in extracurricular activities; e.g.,<br>music, arts, sports      | <input type="checkbox"/> Demonstrates empathy, sensitivity and<br>friendship skills       |
| <input type="checkbox"/> Places a high value on social justice                                     | <input type="checkbox"/> Places a high value on helping others                            |
| <input type="checkbox"/> Reports that their lives have purpose and<br>actively engage their skills | <input type="checkbox"/> Acts on pro-social convictions; stands up for<br>her/his beliefs |

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**Ventura County**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**Initial Student Referral Form A Instructions**

**PURPOSE:** The **Initial Student Referral-Form A** is used to initiate the collaborative process to intensify, modify, or increase strategies for student instruction when a student is failing to make adequate progress in research-based instruction with differentiation. The form can also be used for other student concerns that require more intensive collaborative support.

This form is completed by the referring school professional to bring meaningful information about a student to the Intervention Progress Team/Professional Learning Community/Grade Level Department Team known as the “Team.” In most cases, it will be the general education teacher that completes the form as she/he has the broadest knowledge of the individual student and is responsible for determining student progress. However, the teacher may want to include information from other professionals on the school campus familiar with the student.

**Section 1: IDENTIFYING INFORMATION**

Complete student identifying information. For *Overall EL (English Learner) Proficiency Level*, indicate the overall CELDT (California English Language Development Test) score (i.e., beginner, early intermediate, intermediate, early advanced, advanced). For middle school and high schools only, use the *Subject (Secondary Only)* to indicate the subject area from which the student is being referred.

**Section 2: STUDENT STRENGTHS**

Describe individual student strengths in areas of academic and social/emotional/behavioral functioning. Include a description of area(s) of interest and specific talents that the student possesses.

- ▶ *For examples of behavioral assets/strengths, refer to <http://www.vcoe.org/Portals/VcssoPortals/cici/rti/StrenqthsAssets.pdf>*

**Section 3: AREA(S) OF CONCERN**

Check all applicable boxes to identify the areas of concern to be shared with the Team.

- ▶ *For a description of common behavioral concerns, refer to Forms D-1 through D-20 located at <http://www.vcoe.org/cici/rti2/forms.aspx>*

*Description of Concern*

For each box checked, generate a specific narrative statement that describes in detail the area of concern.

Examples: *Johnny struggles with letter identification, struggles with working on nonpreferred tasks, is often late to school, is often tardy to class, appears unusually lethargic, and is often agitated, anxious, sad, etc.*

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*Current Performance Score or Behavioral Frequency*

State the current performance as the number correct per the assessment tool. Note the behavior frequency by the number of occurrences over a specified period of time.

*Assessment Tool(s)*

List district-approved assessment tool(s). For behavioral concerns, assessment tools may include teacher-generated data collection.

- For a sample data collection tool, refer to <http://www.vcoe.org/Portals/VcssoPortals/cici/Rtl/aimline.pdf>

*How Often Measured and/or Dates*

Indicate whether the tool was re-administered on a recurring basis, e.g., once per month or given on a specific date.

*Estimated Class Rank in Area*

Using the assessment data from the entire class, create a ratio representing the number of children scoring at or below the level of the student compared to the total number of students participating in the assessment.

Example: *Out of 32 students, four students scored below target student. Divide 4 by 32 and multiply by 100 to get a percentile ranking for the student ( $4/32 \times 100 = 12.5\%$ ). Use only as applicable (most often used for academic areas).*

*Grade Level Expectation*

Use only as applicable; may be used to indicate grade-level academic standards or typical behavioral expectations for peers.

Examples: *Fourth-grade fluency is 120 words correct per minute; students in the class are able to work independently for 30 minutes.*

#### **Section 4: DIFFERENTIATION STRATEGIES-Teacher has used to address above concerns**

Core/Universal Access

List all the strategies implemented to address each area of concern.

#### **TEAM USE ONLY**

The team will review the data presented by the referring teacher. Through the collaborative process, instructional decisions are made and coordination of targeted interventions planned.

*Request Completion of Behavior Analysis Worksheet- Form D*

If the team feels that there is insufficient information to adequately plan for intervention, the team may request that the teacher complete the **Behavior Analysis Worksheet- Form D**. A specified date is determined for this additional information to be presented to the team to inform an **Intervention Plan-Form B**.

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<b>Complete <i>Intervention Plan-Form B</i></b>	Use to document team discussion and to plan next steps.
<i>Schedule consultation with School Support Professionals</i>	A recommendation for consultation with additional support staff may be made in place of an <b>Intervention Plan</b> or in addition to an <b>Intervention Plan</b> .
<i>Other Recommendation(s)</i>	Record additional suggestions made by the team.
<i>Team members present (names and titles)</i>	Document team configuration.





## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>)

### Intervention Plan Form B Instructions

**PURPOSE:** The **Intervention Plan** form is completed by the team and used to document the recommendations made by the Intervention Progress Team/Professional Learning Community/Grade Level Department Team for interventions to be implemented. The team may be comprised of general education teachers from a single grade level, each grade level or representatives of grade levels (primary/upper elementary), or middle and high school department representatives. This team may also include the site administrator, psychologist, and mild/moderate education specialist. Occupational therapists, speech-language pathologists, school nurses, etc. may also participate.

As interventions become more intensive, the team will want to consider including more individuals with specific knowledge in the area of concern and with research-based instruction and intervention to address these areas. The team will make decisions pertaining to the student based on analysis of the data to plan lesson delivery and coordinate targeted interventions. The team will also make a decision regarding the Tier in which the interventions will take place.

The team completes one **Intervention Report** form—all areas in grey—for each specific area of concern prioritized by the team.

**Section 1: IDENTIFYING INFORMATION:** Complete.

**Section 2: AREA(S) OF CONCERN:** Check the applicable box to identify the areas of concern to be addressed by the **Intervention Plan**.

**Section 3: SPECIFIC SKILL OF CONCERN:**

- *Current Tier:* Check the tier in which the student is presently receiving intervention.
- *Description of Skill:* Describe in detail the skill the team wants the student to acquire.
- *Current Performance Score or Behavioral Frequency:* Transfer from the **Initial Student Referral** form unless a new assessment tool will be used to establish a new baseline for the intervention.
- *Assessment/Progress Monitoring Tool:* Describe or attach the tool that will be used to collect data on interventions. This may be the original tool used to establish the baseline or a tool specific to the intervention curriculum. If an assessment tool specific to the intervention is used, a new baseline and aimline specific to the assessment needs to be established.
- *Frequency of Measurement:* Indicate whether the assessment tool was re-administered on a recurring basis—for example once per month—or given on specific dates. Data is collected on a frequent (weekly or bi-weekly) basis to monitor the student's response to ongoing intervention.
- *Long-Range Goal:* Determine the student's achievement level that the team expects at the end of the intervention period (usually six to eight weeks). The *Long Range Goal* is determined by the team based on information provided by the publisher regarding expected rate of progress within



## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>)

### Intervention Plan Form B Instructions

the specific intervention curriculum selected or based on district/school recommendations derived from locally constructed norms.

- **Behavior-Only—Replacement Behavior:** A completed **Behavior Analysis Worksheet** and **Specific Behavior Checklist** (forthcoming) are used by the team to determine the function of the behavior and to identify the replacement behavior.
  - **Baseline:** The teacher will provide data to determine the current frequency with which the replacement behavior occurs. For some students, a replacement behavior may not have been determined yet; others might be using behavior infrequently/inappropriately, or it might not be reinforced by staff.
  - **Assessment/Progress Monitoring Tool:** Describe or attach the tool(s) that will be used to collect data for the replacement behavior. Intervention assessment tools may be used for progress monitoring in addition to those used to establish baseline.
    - ▶ **Refer to Appendix (forthcoming)...** for examples of data collection sheets.
  - **Frequency of Measurement:** Indicate how often the replacement behavior data will be collected, such as daily or weekly.
  - **Long-Range Goal:** Determine the expected frequency (number of occurrences over a specified period of time) that the replacement behavior is expected to be observed during the intervention period.

**Section 4: INTERVENTION/STRATEGY TO BE IMPLEMENTED:** In this section, the team makes recommendations for changing and/or intensifying instructional strategies to address the areas of concern and specifies the manner in which these changes will be implemented.

- **Strategy:** The team may include adjustments / additions in delivery of instruction or environmental supports, or supplemental / replacement curriculum to be implemented.
- **Person responsible (interventionist):** Identify the person that will implement the strategy(ies) listed above. This may be the general education teacher or the individual who will be providing the supplemental or replacement curriculum. The person must possess the appropriate credential to provide this instruction.
- **Group size:** Identify the number of students who will be part of the instructional group in which the intervention will take place.
- **Setting:** Identify the location where the intervention will take place.
- **Frequency:** Identify the frequency with which the progress monitoring tool will be administered.
- **Duration:** Length of time intervention will be implemented
- **Intervention Tier level:** Check the level at which the planned interventions will take place.
- **Review date:** Identify the date when the team will reconvene to review progress toward the long-range goal(s).



## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>)

### Intervention Plan Form B Instructions

#### Section 5: ADDITIONAL INFORMATION NEEDED

- *Date of Next Meeting*: Record the date of the next team meeting.
- *Team members present (names and titles)*: Document the team configuration.



## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>) Intervention Report Form C Instructions

**PURPOSE:** The **Intervention Report** form is used to document progress of the interventions strategies. The form is completed by the individual(s) responsible for monitoring the interventions. The form is completed and brought back to the Intervention Planning Team on the date determined by the team on the **Intervention Plan** form.

During the meeting, the team will document its recommendations in the grey box.

**Section 1: IDENTIFYING INFORMATION:** Complete the student identifying information.

**Section 2: AREA(S) OF CONCERN:** To complete this box, transfer the data from the **Intervention Plan** form.

**Section 3: INTERVENTIONS:**

- *Description of Skill:* Transfer the skill from the **Intervention Plan** form.
- *Current Tier of Intervention:* Check the current tier of intervention.
- *Interventions Implemented:* The information reflects the current intervention strategy(ies), with the specified start and end dates.

**Section 4: CURRENT DATA:**

- *Current Performance Score or Behavior Frequency:* Document performance on the most recent assessment conducted or data collected.
  - *Assessment/Progress Monitoring Tool:* Transferred from the **Intervention Plan** form
  - *Frequency of Measurement:* Transferred from the **Intervention Plan** form
  - *Long-Range Goal:* Transferred from the **Intervention Plan** form
- *Behavior Only-Replacement Behavior (Baseline):* Replacement Behavior: A completed **Behavior Analysis Worksheet** and **Specific Behavior Checklist** (forthcoming) assist the team to determine the function of the behavior and identify the replacement behavior.
  - *Assessment/Progress Monitoring Tool:* Transferred from the **Intervention Plan** form
  - *Frequency of Measurement:* Transferred from the **Intervention Plan** form
  - *Long-Range Goal:* Transferred from the **Intervention Plan** form

**TEAM USE ONLY:** The team reviews the data presented by the intervention provider. Through the collaborative process, instructional decisions are made and coordination of targeted interventions planned.

- *Request Completion of Behavior Analysis:* If the team feels that there is insufficient information to adequately plan for intervention, or if the **Behavior Analysis Worksheet** needs to be repeated, the team requests the teacher to complete the **Behavior Analysis Worksheet**. A specified date is determined for this additional information to be presented to the team to devise a new **Intervention Plan**.
- *Complete Intervention Plan:* Use to document team discussion and to plan next steps.
- *Refer to:* Document whether the student will
  - be referred to a less intensive intervention after the Long-Range Goal is achieved;
  - remain in the current Tier of intervention and set new long-range goals. The team may choose to maintain a student in the current Tier of Intervention if the Long-Range Goal has not been achieved but reasonable progress has been made, and the team feels that



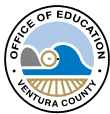
## Ventura County

### Response to Instruction and Intervention (RtI<sup>2</sup>)

### Intervention Report Form C Instructions

adjustments can be made at this level to increase the likelihood of success; or the team may choose to develop a new long-range goal to be addressed in the current Tier of intervention; or

- be referred to a more intensive level of intervention due to limited progress with current interventions.
- *Refer for Special Education Assessment:* Use to indicate that minimal or no progress has been made after sufficient time with Tier 3 interventions, and the student is being referred for special education assessment to determine if the lack of progress is the result of a handicapping condition that requires special education and related services.
- *Team members present (names and titles):* Document team configuration.



## Ventura County

Response to Instruction and Intervention (RTI<sup>2</sup>)  
**Behavior Analysis Worksheet Form D Instructions**

**PURPOSE:** The purpose of the **Behavior Analysis Worksheet** is to assist in determining the Communicative Function of the behavior or social skill which is of concern. This form may be completed at various stages of the progress monitoring process, either as the result of an **Initial Student Referral – Form A** or after review of **Intervention Report – Form B**.

The teacher, counselor or other appropriate staff making the referral should complete this form and submit it to the Intervention Progress Team (IPT) or Professional Learning Community (PLC)/Grade Level Team (hereafter referred to as the “Team”). The Team will use the information presented to determine the Communicative Function of the behavior. This information will be used in developing strategies and interventions, and in some cases, a Replacement Behavior to address the issue of concern.

**Section 1: IDENTIFYING INFORMATION:** Complete the student identifying information.

**Section 2: BEHAVIOR(S) OF CONCERN:** Avoid using vague emotional terms, such as “defiant,” “rude,” or “has tantrums.” Instead, describe the behavior using specific terms that are observable and measurable to anyone watching the student, such as in the following descriptions:

“refuses to do school work when requested, even after five-minute delay period”

“uses vulgar language to teacher when she asks him to get to work”

“puts head on desk refusing to work”

“hits other children with closed fists when on playground”

Check the box for the behavior that best matches the concern. Refer to the **Behavior Interventions – Specific Strategies and Replacement Behaviors Forms D-1 to D-20** for definitions of each. The numbers for each behavior correlate with the numbers on the documents.

**Section 3: BASELINE DATA:** It is suggested that baseline data be collected over at least a one-week period of observation. In this box describe the current baseline for the behavior, indicating frequency, intensity, and/or duration. Focus on those aspects that are most relevant to the behavior of concern.

Frequency      State an average or minimum, such as “twice per week.”

Intensity      Include descriptive phrases, such as “loud enough to be heard in the next classroom,” “hard enough to leave a bruise,” or “requires at least three reminders.”

Duration      Indicate the amount of time the behavior occurs, such as “lasting 20 minutes.” Duration might also include how long before a student *responds* or *complies*, such as “refuses to get started for 10 minutes after teacher request.”

If this worksheet is being completed after interventions have been implemented and monitored, information regarding the frequency of the behavior may already be documented on **Intervention Report – Form C**, Section 4, “Current Data.”

**Section 4: DESCRIBE SETTINGS IN WHICH BEHAVIOR MOST OFTEN OCCURS/ DOES NOT OCCUR:** Describe when the behavior occurs, and when it does not occur, as both of these will provide important clues as to the underlying cause of the behavior. Fill out all areas that apply.

“Commitment to Quality Education for All”

**Section 5: ANTECEDENT AND PRIOR EVENTS:** Note anything in the environment that occurs shortly before the behavior is typically presented. Environmental stimuli might include interaction with people, start or end of specific activities, demands of teacher, comments from peers, and so forth. The data in Section 4 can assist in determining the antecedent and prior events.

**Section 6: CONSEQUENCES AND OUTCOMES:** Note the events that happen after the behavior occurs. This includes what the student obtains, and how he or she acts, as well as what the teacher does.

**Section 7: ADDITIONAL INFORMATION:** Note any pertinent information that will assist the team in determining Communicative Function.

**COMMUNICATIVE FUNCTION** (*Team Use Only*): The team will review the information presented and, together with the referring staff member, develop a *hypothesis* for the Communicative Function of the behavior. The Communicative Function is the *reason for*, or *underlying cause* of the behavior. Once the team has determined a Communicative Function, specific strategies to address the basic needs underlying the behavior or social skill can be selected.

Research suggests that there are four primary reasons, referred to as Communicative Functions, underlying student misbehaviors. These reasons may present differently, depending on the age and developmental level of the student.

**Escape**            The student wants to get away from or avoid something in the school environment (e.g., types of activities, demands of the curriculum, people, groupings, style of presentation—oral or written, etc.).

**Attention**        The student is attempting to get attention:

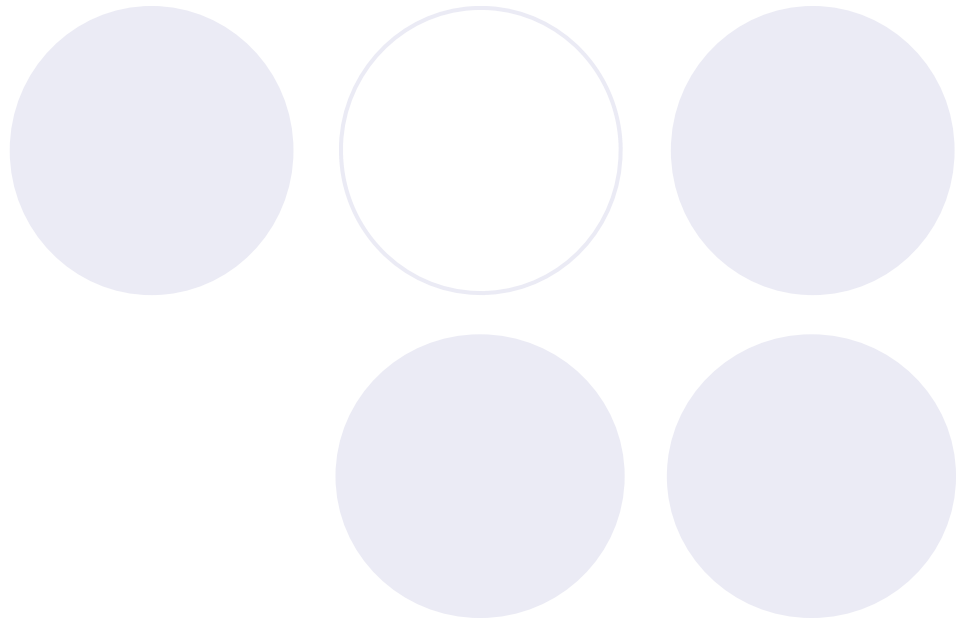
- Student wants attention from other students.
- Student wants positive attention from adults (needs more individualized attention, is depressed, etc.).
- Student wants negative attention from adults (gives student a feeling of power and control, makes him or her look “cool,” etc.).

**Sensory**         The student wants to avoid or obtain a factor in the physical environment:

- Student is *avoiding* loud sounds, bright lights, close proximity to others, too much sitting, too much activity, etc.
- Student is *seeking to obtain* music, lower lights, quieter workspace, more movement, less movement, etc.

**Tangible**        The student is trying to obtain an object or keep food:

- Young children may refuse to share toys, may grab food, etc.
- Older students may defy rules to obtain food or take items that do not belong to them, such as supplies, clothing, or electronic devices.



# DATA COLLECTION TOOLS



**Ventura County SELPA**

**Record for Duration of Behavior**

Name: \_\_\_\_\_ Dates: from \_\_\_\_\_ to \_\_\_\_\_

Observer: \_\_\_\_\_

Description of Behavior: \_\_\_\_\_

Baseline: \_\_\_\_\_

Goal: \_\_\_\_\_

DAY	TIME from - to	TOTAL MIN.
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	

Average per day = \_\_\_\_\_

DAY	TIME from - to	TOTAL MIN.
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
	___ - ___	
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	___ - ___	
	___ - ___	

Average per day = \_\_\_\_\_

## “DURATION” RECORDING FORM

Student’s Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Subject/period: \_\_\_\_\_ Observer: \_\_\_\_\_

- Definition:** Duration recording is used to document the length of time the student engages in the behavior.  
**Used For:** Behaviors for which the duration of the behavior is the primary concern.  
**Examples:** Tantrum behavior, time off task, time on task, etc.  
**Directions:**
1. Write a specific, measurable description of the “target behavior”.
  2. Record the date of the observation.
  3. Enter the time when the behavior began and the time when the behavior stopped.
  5. Enter the total time that the behavior lasted for each incident.
  6. Optional: a) Record the range of durations (i.e., shortest - longest) in the summary box below.  
 b) Calculate the average duration in the summary box below

Target Behavior Definition: (in specific, observable and measurable terms):

\_\_\_\_\_

\_\_\_\_\_

Date	Time when the behavior began	Time when the behavior stopped	Total time the behavior lasted	Notes

A) Duration Range:	Shortest duration: ____	Longest duration: ____	Range: ____ to ____
--------------------	-------------------------	------------------------	---------------------

B) Duration Mean:	Add the duration of all observed behaviors and divide by the total number of the observations	Average Duration: ____
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Ventura County SELPA

**Behavior Duration Data Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior: \_\_\_\_\_

Baseline: \_\_\_\_\_

Goal: \_\_\_\_\_

Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____
Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____
Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____
Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____
Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____	Date _____ start _____ end _____
Total Minutes Duration				
Total Minutes Observed				
Percent				





**Record for Frequency of Behavior**

Name: \_\_\_\_\_ Date: from \_\_\_\_\_ to \_\_\_\_\_

Observer: \_\_\_\_\_

Description of Behavior: \_\_\_\_\_

Baseline: \_\_\_\_\_

Goal: \_\_\_\_\_

DATE	TIME	ANTECEDENT	BEHAVIOR	CONSEQUENCE

Average per day: \_\_\_\_\_

\*Include name of other person involved: \_\_\_\_\_

Ventura County SELPA

**Behavior Frequency Data Sheet**  
**Multiple Behaviors by Time Intervals**

Name: \_\_\_\_\_ Dates: from \_\_\_\_\_ to \_\_\_\_\_

Behavior 1: \_\_\_\_\_

Behavior 2: \_\_\_\_\_

Behavior 3: \_\_\_\_\_

---

Time Period	Behavior 1	Behavior 2	Behavior 3
8:00-8:30			
8:30-9:00			
9:00-9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			
11:00-11:30			
11:30-12:00			
12:00-12:30			
12:30-1:00			
1:00-1:30			
1:30-2:00			
2:00-2:30			
2:30-3:00			
3:00-3:30			
Total Incidents			
Total time: minute/hour/day (circle one time interval)			
Rate Per: minute/hour/day (circle one time interval)			





## “EVENT” or “FREQUENCY” RECORDING FORM

Student's Name: _____	Teacher: _____
Length of Obs.: _____	Observer: _____

- Definition:** Frequency recording is used to document the number of times a behavior occurs.
- Used For:** Behaviors that can be easily counted; behaviors that have a clear beginning and end (short duration).
- Examples:** Calling out, getting out of seat, hitting a peer, swearing, biting, soiling, etc.
- Directions:**
1. Write a specific, measurable description of the “target behavior”.
  2. Record the date and time period of the observation (e.g., 10:00am to 11:00am) – or number of trials
  3. **Note:** The observations time periods should be consistent
  4. Make a tally mark every time the behavior occurs.
  5. Total the number of times the behavior occurred during the observation period(s).
  6. Optional: Graph the frequency of the behavior.

Target Behavior Definition: (in specific, observable and measurable terms): <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
--

Date	Time Period (or No. of Trials)	Make a tally mark ( / / / / ) every time the behavior occurs.	Total occurrences

A) Summary	Add the total number of tally marks over several dates or time periods	
B) Summary	Add the total number of tally marks and divide by the number of observations to obtain the average (mean) number of occurrences per identified length of time.	

## ELEMENTARY DATA COLLECTION FORM

Student's Name: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

Grade/Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Target Behavior 1. \_\_\_\_\_

Target Behavior 2. \_\_\_\_\_

**Directions:** Put the number of the target behavior (behavior #1, or #2) in the box which corresponds to the time of day and day of week in which it occurs. Enter the number as many times as the behavior occurs during the time block. Total the frequency of each behavior in the bottom row.

Date					
Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Early Morning					
1 <sup>st</sup> Recess					
Late Morning					
Lunch/Recess					
Early Afternoon					
Dismissal/ After School					
<b>Totals</b>	#1 _____ #2 _____	#1 _____ #2 _____	#1 _____ #2 _____	#1 _____ #2 _____	#1 _____ #2 _____

## SECONDARY DATA COLLECTION FORM

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Observer's Name: \_\_\_\_\_  
 Target Behavior 1. \_\_\_\_\_  
 Target Behavior 2. \_\_\_\_\_

**Directions:** Put the number of the target behavior (behavior #1 or #2) in the box which corresponds to the time of day and day of week in which it occurs. Enter the number as many times as the behavior occurs during the time block. Total the frequency of each behavior by day and by period.

Date:						Totals
Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday	by period
Homeroom						
1 <sup>st</sup> Period						
Passing						
2 <sup>nd</sup> Period						
Passing						
3 <sup>rd</sup> Period						
Passing						
4 <sup>th</sup> Period						
Lunch						
5 <sup>th</sup> Period						
Passing						
6 <sup>th</sup> Period						
After School						
Totals by day:	#1 _____	#1 _____	#1 _____	#1 _____	#1 _____	
	#2 _____	#2 _____	#2 _____	#2 _____	#2 _____	

# INTERVAL DATA SHEET

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Behavior: \_\_\_\_\_

	<input type="checkbox"/> Behavior did NOT occur										<input type="checkbox"/> Behavior DID Occur																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
6:30 AM																																	
7:00 AM																																	
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3:30 PM																																	
4:00 PM																																	
Total																																	
Intervals																																	
Observed																																	
Percent																																	

Notes:

**“SPECIFIED INTERVAL” or “TIME SAMPLING” RECORDING FORM**

Student’s Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date: \_\_\_\_\_ Length of interval: \_\_\_\_\_ (e.g., 10 seconds; 15 seconds; 30 seconds, etc.)  
 Observation No.: \_\_\_\_\_ Length of observation: \_\_\_\_\_ Observer: \_\_\_\_\_

- Definition:** Interval or Time Sampling recording is used to document the percentage of time the behavior occurs.  
**Used For:** Used when the percentage of time the student engages in the behavior is most important  
**Examples:** Time on task, self-stimming behavior, etc.  
**Directions:**
1. Write a specific, measurable description of the “target behavior”.
  2. Record the date of the observation.
  3. Record the length of the interval you have chosen (e.g., 10 seconds; 15 seconds; 30 seconds, etc.)
  4. Decide how many observations you are going to conduct and the length of each observation period (i.e., 15 mins.)
  5. Every \_\_\_ seconds look up and observe/record whether the behavior occurred (+) or did not occur (-)
  6. **SUMMARY:** After the observation, total the number of times the behavior occurred and divide by the number of intervals recorded. This gives you a percentage of time the behavior occurred

Target Behavior Definition: (in specific, observable and measurable terms):  
 \_\_\_\_\_  
 \_\_\_\_\_

Observ. Number	+ Occurred - Didn't occur
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Observ. Number	+ Occurred - Didn't occur
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

Observ. Number	+ Occurred - Didn't occur
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	

Observ. Number	+ Occurred - Didn't occur
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	
56	
57	
58	
59	
60	

Total (+) marks \_\_\_\_ divided by total # of observations recorded \_\_\_\_ equals Percentage of time behavior occurred: \_\_\_\_

## Ventura County SELPA

### TIME SAMPLING RECORD SHEET 10-minute intervals (one day)

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Behavior: \_\_\_\_\_  
 Baseline: \_\_\_\_\_  
 Goal: \_\_\_\_\_

Circle 1, 2, or 3 for type of recording method used:

**TYPE: 1. Whole**  
 Interval + = behavior  
 is continuous in  
 interval

**TYPE: 2. Partial**  
 Interval + = single  
 instance is observed  
 in interval

**TYPE: 3. Momentary**  
 + = record only if  
 behavior present at  
 end of interval

Record + or -

	=or-	Comments		=or-	Comments		=or-	Comments
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:39		
8:20-8:29			11:30-11:39			2:40-2:49		
8:30-8:39			11:40-11:49			2:50-2:59		
8:40-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:39		
9:20-9:29			12:30-12:39			3:40-3:49		
9:30-9:39			12:40-12:49			3:50-3:59		
9:40-9:49			12:50-12:59			4:00-4:09		
9:50-10:00			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:39		
10:20-10:29			1:30-1:39			4:40-4:49		
10:30-10:39			1:40-1:49			4:50-4:59		
10:40-10:49			1:50-1:59			5:00-5:09		
10:50-11:00			2:00-2:09					
11:00-11:09			2:10-2:19					

## Intensity Recording Worksheet

This worksheet is to be used to when it is relevant to record the **level of intensity** of a behavior. Examples are when the goal is for the student to reduce:

- Level of physical involvement in throwing self to ground
- How hard the student hits
- How loud the student screams
- The amount of items broken, thrown, etc.

**Student Name** \_\_\_\_\_

**Behavior being recorded** \_\_\_\_\_

**Describe aspect of behavior being recorded (how hard, deep, loud, etc)**  
\_\_\_\_\_

**Develop your rating for intensity** (Examples: For screaming, 1 is loud enough to be heard in the classroom only, 5 is loud enough to be heard in the next school wing; for an incident of throwing self to ground, 1 is sits down briefly, 5 is lies on ground, thrashing arms and legs and kicking; for hitting, 1 is a mild slap with open hand, 5 is a punch with closed fist hard enough to leave red mark or bruise.)

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

Record incidences of behavior on the worksheet below, each time giving a score of 1-5 for intensity.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
/ /					
/ /					
/ /					
/ /					