

JACKSON PUBLIC SCHOOL DISTRICT

Response to Instruction and Intervention (Rtl²)

Behavior Interventions - Specific Strategies and Replacement Behaviors

Form C-16 (Team use only)

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

INSTRUCTIONS: This document is to be used after interventions from the **Behavior Interventions – Universal Strategies** list have been attempted and a behavior analysis has been conducted using the **Behavior Analysis Worksheet – Form C**. Once a Communicative Function has been selected by the team, additional behavior interventions can be determined. For common strategies listed by function, refer to the checklist titled, **Behavior 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.

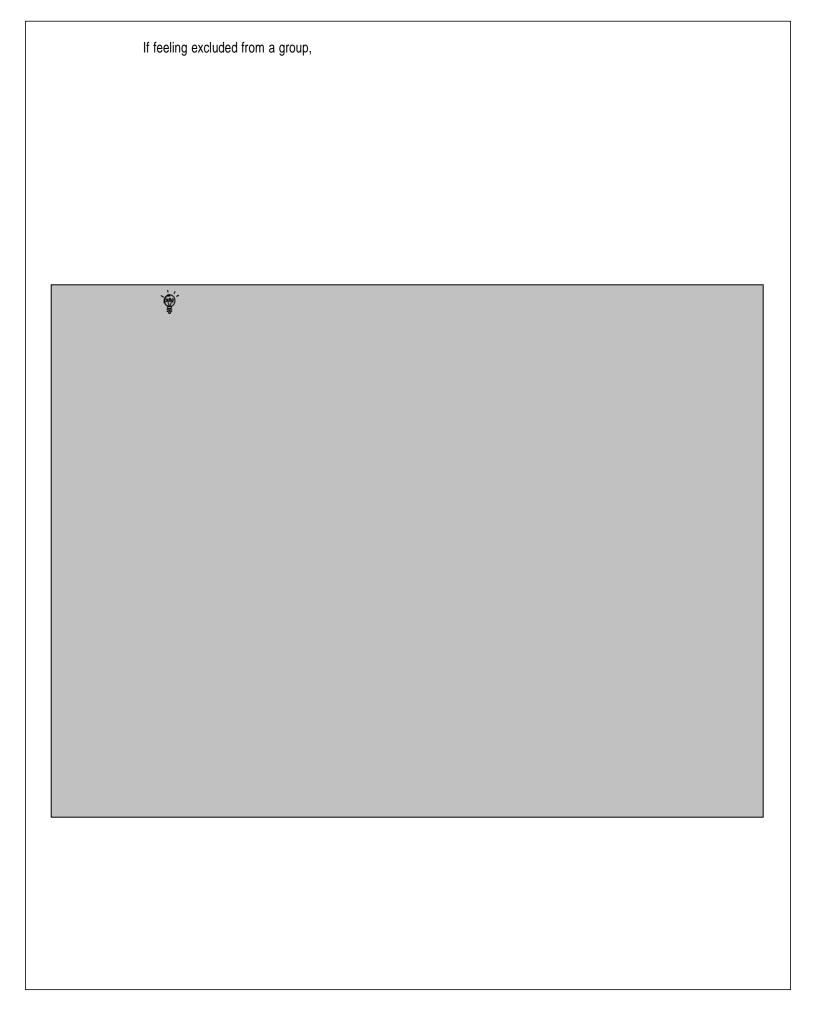
The team must select a Replacement Behavior (see examples in the strategies: one from the for Teaching or Increasing Positive Replacement section.

section and one from the Intervention section.

16. STEALING

Definition: Taking something that belongs to someone else either illegally or without the permission.





Tiered Intervention Strategies

In addition to teaching the Replacement Behavior, the team will also select a Tiered Intervention Strategy to assist in reducing the behavior of concern. Possible strategies are listed below. Note the strategy and all relevant information in Section 4 of Intervention Plan – Form 7.

Escape	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.	