



**JACKSON PUBLIC SCHOOL DISTRICT**  
 Response to Instruction and Intervention (RtI<sup>2</sup>)  
**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 \_\_\_\_\_ section) and choose at least two strategies: one from the \_\_\_\_\_ for Teaching or Increasing Positive Replacement Intervention section and one from the \_\_\_\_\_ section.

**16. STEALING**

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




If feeling excluded from a group,



A large, empty rectangular box with a gray background, intended for students to write their responses to the prompt above.

**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.

