



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

Form C-6
(Team use only)

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

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



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 _____ 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



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

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 _____ 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. so

