



Escape Task

Positive Behavioral Supports and Interventions

Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

Reactive nonrestrictive interventions assist in supporting behaviors and in preventing escalation of inappropriate behaviors. Examples of these interventions include:

Allowing students to escape task

When a behavior occurs, the student can avoid, delay, or end engagement in the activity or task. It is important to identify when a student is using their behavior to escape a task and teach the student an alternative appropriate way to escape. If the student is using their behavior to escape and the staff responds to the behavior by sending the student to a different area, the student may learn to get out of a non-preferred or difficult task, all they need to do is engage in the behavior.