



Overcorrection

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:

Overcorrection

Overcorrection is used to address undesirable behaviors by requiring the individual to engage in a corrective action or restitution beyond fixing the problem. Overcorrection intervention is designed to be more intense and involve a higher level of effort and commitment from the individual compared to traditional correction strategies. By requiring the student to go beyond just fixing the immediate problem and actively making amends, overcorrection aims to increase accountability, develop empathy, and discourage the recurrence of the unwanted behavior.



	<p>Overcorrection should be used judiciously and implemented in a supportive and constructive manner. The intervention should be tailored to the individual's age, developmental level, and specific behavior, considering the student's emotional well-being, and ensuring that the assigned tasks are meaningful and relevant. Additionally, it is crucial to combine overcorrection with positive reinforcement for desired behaviors and provide appropriate guidance and support throughout the intervention process.</p>
<p><i>Examples of overcorrection:</i></p> <p>Restitution: The individual is required to engage in a restitution activity directly related to the consequences of their behavior. This activity involves correcting or repairing the situation that was affected by their actions. The restitution should be meaningful and appropriate, depending on the behavior and its impact. For example, if a student damages a classroom item, they may be asked to repair or replace the item, apologize to the teacher, and clean the classroom as an act of restitution.</p> <p>Positive Practice: In addition to restitution, the learner is given opportunities to practice and reinforce the desired alternative behavior. Positive practice involves rehearsing and repeatedly demonstrating the correct behavior in situations where the problem behavior typically occurs. This helps the individual develop the necessary skills and habits to replace the unwanted behavior. For instance, if the child is consistently interrupting others during conversations, they may be given practice sessions to learn and practice turn-taking and active listening skills.</p>	