



Power Card

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.

<p>Positive Behavioral Supports and Interventions are prevention strategies and are preferred because of the low risk of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:</p>	
<p>Power Card</p>	<p>The Power Card strategy is an evidence-based practice for teaching behavior skills, particularly for individuals with autism spectrum disorder (ASD) or other social and behavioral challenges. Power cards utilize a learner's special interest, favorite character, or celebrity to help them understand expectations, clarify choices, regulate behavior, teach</p>

consequences for behavior, or use more appropriate social responses.

Example of Power Card:

Back of Power Card

The contestants on Survivor think everyone should have fun playing games. They also want you to remember three things when playing games with other people:

1. Games should be fun for everyone.
2. If you win a game, you can: Smile, give high fives, or say, "Alright!"
3. If you lose a game, you can: Take a deep breath and say, "Good job" to the opponent or say, "Maybe next time."

Front of Power Card



Power Card Script

OUTWIT OUTPLAY OUTLAST

The Survivors Play a Game

The contestants on Survivor love to play games! In fact, playing games on the show is how they win rewards or win immunity. Sometimes the players and teams win their games, but sometimes, they lose. When they win, they give each other "high fives", smile or say, "Alright!" When they lose their game, the Survivors might not be happy. They could take a deep breath and say, "Maybe next time", or say "Good job" to their opponent.

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Play games the Survivor way and your friends will have fun playing games with you!

