



Teaching Alternative Behaviors

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.

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:

Teaching Alternative Behaviors	Providing individuals with alternative and socially acceptable ways to respond or behave in situations where their current behavior may be ineffective, inappropriate, or problematic. It focuses on teaching student's new skills or strategies that can replace undesirable behaviors and lead to more positive
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	<p>outcomes. A specific behavior needs to be targeted, the function or reason the behavior occurs determined, and a replacement or alternative behavior identified. The alternative behavior should serve the same function or meet the same need but in a more appropriate and acceptable way and should be easier and more efficient than the target behavior. The replacement behavior is taught by breaking down the desired behavior into smaller, manageable steps or components. Use explicit instruction, modeling, and prompts to teach the individual how to perform the alternative behavior. Provide positive reinforcement when the individual engages in the alternative behavior. Provide opportunities for the individual to practice the behavior in various contexts to ensure that the new skill generalizes.</p>
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