



Verbal Feedback

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:

Verbal Feedback	Behavior-specific verbal feedback is a type of feedback that focuses on a specific behavior or action, providing information and reinforcement directly related to that behavior. It is a targeted and effective way to communicate specific expectations and acknowledge desired behaviors. Behavior-specific verbal feedback should directly address the
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	<p>specific behavior or action being observed. It avoids vague or general statements and focuses on the specific behavior being praised or addressed. For example, instead of saying "Good job," you could say "I noticed that you helped your classmate clean up the art supplies without being asked. That was very responsible of you." When providing behavior-specific feedback, it is important to be descriptive and objective. Describe the behavior in clear terms, mentioning what you observed and why it was positive or significant. This helps the individual understand exactly what they did well and encourages them to repeat the behavior. For instance, you could say "I saw that you used kind words and shared your toys with your friend during recess. That was a thoughtful and inclusive gesture." Behavior-specific feedback should highlight the positive impact or consequence of the behavior. Emphasize the benefits of the behavior and how it contributes to the individual's growth, social interactions, or the overall environment. For example, you could say "By actively participating in the class discussion, you helped create a collaborative learning environment where everyone felt comfortable sharing their ideas. Your input was valuable and contributed to our shared understanding."</p>
<p><i>Examples of Verbal Feedback:</i> "I could see you were concentrating and working very hard on your worksheet. You remained focused until it was done."</p> <p><i>Non-examples of Verbal Feedback:</i> Saying "Good job" without specifying the behavior or action being praised does not provide specific information on what was done well. Non-examples may also include overly critical or negative feedback that does not address specific behaviors constructively.</p>	