



Communicating with Family/Guardians

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:

<p>Communicating with family/guardians</p>	<p>Establish a system with the student’s family for communication. Communications should highlight positive events and experiences and not be used to only share information on the student’s undesirable behavior.</p>
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Examples of Communicating with family/guardians:



School staff can maintain communication by means of the schoolwide system, emails, texts, phone calls, home-to-school notebook, etc. For students who might require more frequent communication, consider a home school checklist that is developed in partnership with the family. Examples provided in Appendix C. If restrictive interventions such as time out or restraint have been used, the school must make reasonable attempt to notify the student's parent or guardian on the same day the event occurred.

Non-Examples of Communicating with family/guardians:

Telling a student you are going to call home while a student is engaged in a challenging behavior as a threat.