



Differential Reinforcement

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:

Differential reinforcement	Reinforcing a desirable behavior in a particular context while withholding reinforcement for any undesirable behaviors.
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Examples of Differential reinforcement:

A student yelled out in a high-pitched scream to get a drink of water. The student was taught to hand a picture of a cup to the teacher to get a drink of water. Now when the student screams out that behavior no longer results in receiving a drink of water. Instead, the student receives a drink of water when they hand the picture to the teacher.