



Negative 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.

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:

Negative Reinforcement

The removal of an unwanted stimuli contingent on a targeted response/behavior aimed to increase the targeted response or behavior. It is essential to note that negative reinforcement involves the removal or avoidance of an aversive stimulus to



	increase the likelihood of a behavior occurring again in the future.
<p><i>Examples of Negative Reinforcement:</i> A student is feeling overwhelmed by the noise level in the classroom, which is causing them discomfort and distraction. The teacher notices the student's distress and allows them to move to a quieter area of the classroom. As a result, the noise is removed, and the student experiences relief from the aversive stimuli. The removal of the aversive noise acts as negative reinforcement because it strengthens the behavior of seeking a quieter environment.</p> <p><i>Non-Examples of Negative Reinforcement:</i> A student consistently fails to complete their homework assignments. The teacher notices this pattern and decides to remove the requirement for homework completion altogether. As a result, the student no longer needs to complete homework, and the aversive task is eliminated. However, if the intent is to increase the likelihood of the student completing homework, removing the requirement for homework would not serve as negative reinforcement. Instead, it could inadvertently reinforce the behavior of not completing homework.</p>	