



Planned Ignoring

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:

<p>Planned ignoring</p>	<p>Planned ignoring is a behavior management strategy that involves intentionally and purposefully ignoring certain behaviors exhibited by an individual, typically in a social or classroom setting. The goal of planned ignoring is to reduce the occurrence or reinforcement of unwanted behaviors by withholding attention or reaction to those behaviors. Planned ignoring should be implemented carefully and with other behavior management strategies, such as positive reinforcement for desired behaviors and addressing underlying needs or concerns. Planned ignoring</p>
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	<p>involves selectively ignoring behaviors that are relatively harmless, attention-seeking, or serve to provoke a response. These behaviors may include whining, complaining, mild tantrums, or non-disruptive attention-seeking behaviors. Planned ignoring operates on the principle of extinction, which suggests that behaviors that no longer produce the desired response or attention will decrease over time. By withholding attention, the individual is less likely to engage in the ignored behavior because it does not lead to the expected outcome. When using planned ignoring, it is important to encourage and reinforce alternative, more appropriate behaviors. This helps to redirect the individual's attention and energy towards desirable behaviors and provides them with opportunities to receive attention and positive reinforcement for engaging in those behaviors instead. Planned ignoring is not suitable for all types of behaviors. It should not be used for behaviors that are dangerous, harmful, or significantly disruptive.</p>
<p><i>Examples of planned ignoring:</i> A child in a classroom consistently engages in attention-seeking behaviors such as making disruptive noises or calling out without raising their hand. The teacher implements planned ignoring by refraining from acknowledging or responding to these behaviors, thus extinguishing them over time. A child whines to express dissatisfaction when they are asked to complete a task they find challenging or uninteresting. The parent implements planned ignoring by not giving attention or responding to the whining, encouraging the child to communicate their needs or concerns in a more appropriate manner. A student uses inappropriate or offensive language to get a reaction from their classmates. The teacher implements planned ignoring by avoiding any response or acknowledgment of the behavior, reducing the reinforcement the student receives from their peers and decreasing the likelihood of it occurring again.</p> <p><i>Non-examples of Planned ignoring:</i> A child engages in self-harming behaviors, such as hitting their head against a wall, to seek attention. In this case, planned ignoring is not appropriate, as the child's safety is at risk. It is important to address and intervene in these situations promptly, ensuring the safety and well-being of the individual. A student displays aggressive behavior towards their peers, such as hitting or pushing. Ignoring such behavior may not be suitable, as it poses a risk to the safety and well-being of others. Instead, it is necessary to implement</p>	



appropriate interventions, such as behavior management techniques or social skills training, to address and modify the aggressive behavior.