Positive Practice

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 rise 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:	
Positive practice	Positive practice is a behavioral intervention technique that focuses on teaching and reinforcing correct or desired behaviors through repeated practice and rehearsal. It involves providing individuals with opportunities to practice and refine specific skills or behaviors in a structured and

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	supportive environment. The goal of positive practice is to increase the frequency and proficiency of the desired behavior while reducing or eliminating problematic or inappropriate behaviors.

Examples of Positive Practice:
A teacher uses positive practice to teach a student how to greet others appropriately. The teacher models the behavior by demonstrating how to say "hello" with a smile and eye contact. The student then practices greeting the teacher and receives praise and reinforcement for their efforts. A paraprofessional uses positive practice to teach students self-regulation skills, such as deep breathing or counting to ten when feeling angry or frustrated. The students engage in guided practice, receiving positive reinforcement for using the self-regulation techniques effectively. A social worker uses positive practice to teach students how to resolve conflicts. The students participate in role-playing scenarios where they practice using active listening, expressing their feelings calmly, and finding mutually agreeable solutions. Positive feedback is provided for effective communication and problem-solving. A parent uses positive practice to teach their child how to follow instructions. The parent breaks down tasks into manageable steps, provides clear and concise instructions, and offers immediate reinforcement for each step completed correctly.

Non-Examples of Positive Practice:
A teacher uses punitive measures, such as time-outs or loss of privileges, to address behavior problems without providing opportunities for positive practice or teaching alternative behaviors. This approach focuses on punishment rather than skill development.