Relationship Building

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:	
Relationship Building	The intentional and ongoing process of establishing positive connections, fostering trust, and developing meaningful relationships between school-based professionals and students. It involves creating a supportive and caring environment where students feel valued, respected, and understood. When students have positive relationships with

	their school-based professionals, they are more likely to feel engaged and motivated in the learning process. Students who feel connected to their school-based professionals are more likely to have positive self-esteem, self-confidence, and a sense of belonging. This, in turn, supports their overall social and emotional development. Positive teacher-student relationships create a positive classroom climate where students feel safe, respected, and supported. This promotes a sense of community and cooperation among students, reduces disruptive behavior, and enhances overall classroom management. Building strong relationships with students can have a positive impact on behavior management. When students have a positive relationship with their teacher, they are more likely to follow classroom rules, respond positively to redirection, and accept guidance and feedback from the teacher. Additionally, students who have positive relationships with their school-based professionals are more likely to experience academic success. They are more willing to take risks, seek help when needed, and persist through challenges. Positive relationships also provide a foundation for personalized instruction and targeted support, helping students reach their full potential. Students also feel comfortable sharing their thoughts, concerns, and ideas with their school-based professionals, leading to improved collaboration and problem-solving.

Examples of Relationship Building:
School-based professionals can greet students at the door with a smile and a personal greeting, making them feel welcome and valued as they enter the classroom. School-based professionals can get to know students individually by taking the time to learn about students' interests, hobbies, and aspirations. They can engage in conversations with students, ask open-ended questions, and actively listen to their responses. School-based professionals can demonstrate empathy and support by actively listening to students' concerns, offering guidance and advice when needed, and providing emotional support during challenging times. School-based professionals need to acknowledge and celebrate students' achievements, efforts, and improvements. In turn, this helps build confidence and motivates students to continue working hard.

Non-examples of Relationship Building:

When a teacher dismisses or ignores students' thoughts, opinions, or concerns, a student may feel unheard and undervalued. If a staff member treats some students more favorably than others, it undermines trust and can create a negative classroom climate. Fairness and equity are important aspects of relationship building. If staff fail to make any effort to get to know students individually or show interest in their lives, it can hinder the development of a positive teacher-student relationship. If inconsistent feedback or overly harsh criticism is provided without balancing it with positive feedback relationships may be strained and negatively impact student's confidence and motivation. If a classroom staff member remains distant or uninvolved in students' learning experiences, it hinders the establishment of positive relationships. All staff need to actively engage with students, participate in discussions, and create opportunities for interaction.