Self-Management

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:	
Self-Management	The ability of individuals to independently regulate and control their own behavior, thoughts, and emotions. Self-management involves using self-awareness, self-monitoring, and self-control strategies to modify and maintain one's behavior in a positive and productive manner. Self-

	management encompasses various skills and processes that individuals use to guide their actions and make choices, including: being aware of one's own thoughts, feelings, strengths, and weaknesses; setting clear and realistic goals that align with personal values and hopes; observing and tracking one's own behavior, thoughts, or emotions; engaging in critical self-reflection to evaluate one's actions, progress, and areas for improvement; exercising self-discipline and impulse control to manage one's behavior, and providing oneself with reinforcement for desired behaviors or progress towards goals.

Examples of Self-management:

A student may have difficulty staying on task during independent work time. To address this, the student can use a self-monitoring system where they record their behavior at regular intervals. They might use a checklist or a rating scale to assess their level of focus and engagement every few minutes. The student reviews their self-monitoring data, identifies patterns, and reflects on their behavior. They can set goals to increase their on-task behavior and develop strategies to improve focus and minimize distractions. Through self-monitoring, the student becomes more aware of their behavior, takes ownership of their actions, and actively works towards self-improvement.

Non-examples of Self-management:
A teacher is solely responsible for monitoring and tracking a student's behavior without involving the student in the process. The teacher may observe and record the student's behavior, provide feedback, and implement consequences or rewards based on their observations. While this approach may be effective in certain situations, it does not involve active participation and self-regulation from the student. The student is not directly involved in monitoring their behavior, reflecting on their actions, or setting personal goals. In contrast to self-monitoring, this non-example relies solely on external monitoring and intervention rather than empowering the student to take ownership of their behavior and make self-directed improvements.