



Sensory Regulation

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:

<p>Sensory Regulation</p>	<p>The ability to effectively manage and regulate one's sensory experiences to maintain an optimal level of arousal and well-being. It involves the processing and integration of sensory information from the environment and one's own body to respond appropriately and adaptively. When sensory regulation is functioning well, individuals can maintain an</p>
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	<p>optimal level of arousal, attention, and emotional regulation. Some individuals may experience sensory dysregulation, which refers to difficulties in effectively processing and responding to sensory input, leading to challenges in daily functioning and emotional well-being. When sensory regulation is functioning well, individuals can maintain an optimal level of arousal, attention, and emotional regulation. Teaching sensory regulation skills often begins with co-regulation, which involves an adult helping individuals to regulate their sensory experiences. As individuals develop co-regulation skills and become more comfortable with sensory experiences, the focus can shift towards teaching self-regulation techniques and empowering them to independently manage their sensory needs.</p>
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Examples of Sensory Regulation:

Sensory Breaks: Providing designated areas or opportunities for students to take sensory breaks when they need to regulate their sensory input. This can include a sensory corner with calming sensory tools like weighted blankets, fidget toys, or sensory bins.

Quiet Spaces: Creating quiet spaces in the classroom where students can retreat when they feel overwhelmed or overstimulated. These spaces can be equipped with soft lighting, comfortable seating, and calming sensory materials.

Visual Supports: Using visual supports such as visual schedules, visual timers, or choice boards to help students anticipate and navigate sensory experiences throughout the day. Visual supports provide a visual structure and support self-regulation.

Flexible Seating: Offering a variety of seating options in the classroom, such as bean bags, wiggle cushions, or standing desks, to accommodate individual sensory preferences and needs. This allows students to choose seating that helps them regulate their sensory input.

Sensory Tools: Providing access to sensory tools and aids that can assist students in regulating their sensory experiences. This may include noise-canceling headphones, stress balls, or sensory-friendly manipulatives.

Non-examples of Sensory Regulation:



Dismissing or disregarding students' sensory needs and not providing appropriate supports or accommodations. Creating an environment with excessive sensory stimuli, such as bright lights, loud noises, or strong smells, without considering the impact it may have on students' sensory regulation. Using punitive measures or disciplinary actions in response to students' sensory reactions or behaviors related to sensory dysregulation. Failing to provide designated spaces or areas where students can go to regulate their sensory input when needed. Maintaining rigid seating arrangements without considering individual students' sensory preferences or needs. This may limit students' ability to regulate their sensory experiences effectively.