



Task Analysis

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:

Task Analysis	Teach a new complex skill by breaking it down into a sequence of smaller steps. Understanding all the steps involved for a particular task can help identify any steps that may need extra instruction and will help teach the task in a logical progression.
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Examples of Task Analysis:

Washing Hands

1. Turn faucet.
2. Place hands under water.
3. Dispense soap.
4. Rub palms to count of 5.
5. Rub back of left hand to count of 5.
6. Rub back of right hand to count of 5.
7. Rinse soap off hands.
8. Turn off water.
9. Take paper towel.
10. Dry hands to count of 5.
11. Throw paper towel away.

Non-examples of Task Analysis:

“To improve classroom behavior, students should follow the rules and behave appropriately.” In this non-example, there is a general statement about improving classroom behavior without providing specific steps or strategies to achieve that goal. It lacks the breakdown of behaviors, actions, or interventions that can be used to address specific behaviors or target areas of improvement.