



Positive Behavioral Strategies and Supports

- Behavior is a means of communication. Consider what the student is trying to tell you with the behavior. Is she hungry? Is he frustrated? Is he trying to get attention? Is she trying to escape the demand? Is he sick?
- Behind most behaviors exists a skill deficit.
 - Language and social difficulties
 - Sensory processing difficulties
 - Academic and writing skill deficits
 - Difficulties managing stress and anxiety
 - Attention difficulties
 - Difficulties handling transition and change
 - Difficulties with self esteem
 - Organizational difficulties
- Implement classroom and individual student behavior plans created by the teacher and/or IEP team consistently.
- Remind students of expectations prior to the transitions of an activity.
- Be cognizant of triggers/antecedents (what happens prior to the behavior occurring) that may lead to inappropriate behavior.
- Communicate with the teacher regarding student behaviors within a reasonable time frame.
- Encourage, expect and reinforce age appropriate behavior, even with students with lower cognitive abilities.
- Be proactive when assisting with behavior management. Provide structure and routine in an environment that is conducive to learning.
- When communicating with students, state directions and expectations in a simple, explicit, and positive manner. Tell the students what they are supposed to do. For instance, instead of saying "Don't run", say "Please walk in the halls".
- Offer students choices to avoid a power struggle. Rather than say "Don't tap your pencil", state "Would you rather put your pencil in your pencil case or in your desk."
- Provide and encourage association with appropriate peer role models.
- Avoid overreacting to inappropriate behavior. Some students may be reinforced by negative attention, which may increase inappropriate behaviors.
- When possible, ignore attention seeking behaviors that are not disruptive to the classroom.

- Diffuse stressful situations for students through redirection and distraction when appropriate.
- Provide positive reinforcement. Avoid focusing on punitive consequences or loss of privileges.
- When offering positive reinforcement, state what you like about the behavior. Rather than just saying say "good job", state "I like the way you raised your hand to participate."
- Avoid discussing incidents of behavior that occurred in the past.
- Physical intervention is used as a last resort. This intervention is utilized only by those trained in Crisis Prevention Intervention. Must complete documentation if physical intervention is used.
- Avoid personalizing student behavior and language.
- Focus on the positive!

***"Tell me and I'll forget;
show me and I may remember;
involve me and I'll understand."***

Chinese Proverb