**POSITIVE BEHAVIOR SUPPORTS FOR ALL**

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| **Individualized Supports for a FEW**  Individual intervention or support plan based upon functional thinking  Knowledge of special needs  Family connection and support  Collaboration with child/youth community supports |
| **Targeted Supports for SOME**  Increase structure  More frequent reinforcement (7 to 1)  Small group skills instruction, including social skills  Daily goal setting and review  Short-term behavior contract  Special home communication  “Daily 2 for 10”  Use prevention response skills |
| **Universal Supports for ALL**    Behavior expectations taught, modeled, reinforced  Daily routines posted, taught, modeled, reinforced  Active supervision & monitoring (scanning, moving, positive interactions)  Acknowledge appropriate behavior…catch’em being good  Appropriate behavior reduction strategies…corrections and natural consequences  High rate of opportunities to respond & be engaged in meaningful activities  High level of rapport with students  Supportive communication skills (I messages, active listening)  Regular parent/family contact |
| **Foundations**  Values of organization  Cultural responsive, engaging curriculum and activities  Knowledge of students’ needs  Caring for students…wanting to make a difference in the lives of children  Strength-based philosophy…asset development |