



Promoting Positive Behaviour Support in Special Education Settings

SAMSHAD ALI

Research Scholar

Mewar University Gangrar Chittaurgarh Rajasthan

Abstract

When working with students that have a wide range of needs, it is essential to emphasise positive behaviour support as a means of creating welcoming classroom environments. The basic aims of positive behaviour support are (1) understanding the root causes of challenging behaviours and (2) implementing effective, proactive strategies for dealing with these issues. positive behaviour support in special education settings, and it looks at methods for encouraging desirable behaviours and discouraging undesirable ones. Educators can foster the social, emotional, and academic growth of kids with disabilities by moving their focus from punitive techniques to positive and proactive interventions. by analysing studies, best practises, and teacher-reported experiences, the significance of positive behaviour support and its effect on student achievement can be better understood.

Keywords - Positive behavior support, Special education, Inclusive education, Challenging behaviors, Behavior management

Introduction

When working with students that have a wide range of needs, it is essential to emphasise positive behaviour support as a means of creating welcoming classroom environments. Teachers in these classes make concerted efforts to identify problem behaviours and then develop strategies to mitigate any resulting disruptions. By shifting from punitive methods to positive and proactive interventions, teachers may create a safe and supportive classroom environment for students with special needs. Disabled children's intellectual, emotional, and social growth are all aided by this. Many students with a wide variety of strengths and needs are enrolled in special education programmes. Students with disabilities may exhibit problematic behaviours for a variety of reasons, including but not limited to scholastic struggles, sensory impairments, and social obstacles. It is also essential to recognise that these behaviours can stem from a variety of factors. Educators' goals in encouraging positive behaviour support include the prevention of problematic behaviours, the teaching of proper behaviours, and the creation of a supportive atmosphere in which children may flourish. This section provides an overview of the significance of highlighting and supporting good conduct in educational settings geared toward students with special needs. It brings attention to the transition away from punitive disciplinary measures and toward proactive and positive interventions that develop good behaviours and decrease disruptive behaviours. We acquire



insights into the relevance of positive behaviour support and its influence on student achievement by analysing the research, best practises, and experiences of educators.

Understanding Challenging Behaviors

When it comes to providing positive behaviour support in special education settings, having a solid understanding of problematic behaviours is one of the most basic components. Kids who have a variety of needs and impairments may display challenging behaviours in a number of different ways, including aggressiveness, disobedience, or self-injury. These students may also show challenging behaviours. In order to establish successful interventions and support techniques, it is essential for educators and support workers to have a strong grasp of the underlying causes behind these behaviours. The demands, disappointments, or difficulties that kids are now facing are often expressed via their challenging behaviours, which serve as a means of communication. Educators may acquire vital insights about the function of these behaviours and the triggers that cause them by adopting a proactive and empathic approach to the situation. They are then able to address the underlying reasons and devise focused treatments that assist positive behaviour change as a result of having this information. The significance of having a solid comprehension of difficult behaviours in the context of special education. It investigates the need of functional behaviour assessment tools, the importance of working together with interdisciplinary teams, and the function of data collecting in the process of acquiring insights into the functions and patterns of problematic behaviours.

- Students who have impairments often use their challenging actions as a form of communicating. Educators are able to establish the underlying purpose that behaviours serve, such as seeking attention, evading tasks, or accessing preferred activities or things, by doing an analysis of the function of the behaviours in question.
- Assessment of Functional Behavior (FBA): The functional behaviour assessment is a methodical procedure that is used to determine the factors that lead to problematic behaviours. Educators may get a thorough grasp of the antecedents, consequences, and contextual variables that impact behaviour through directly observing students, conducting interviews with those students, and collecting data.
- Collaboration with Multidisciplinary Teams: In order to understand problematic behaviours, it is necessary for educators, associated care providers, families, and other professionals to collaborate with one another. The team will be able to establish an all-encompassing awareness of the student's actions and come up with appropriate treatments if they share their observations, ideas, and areas of expertise with one another.

Proactive Behavior Management Strategies

When applied to the realm of special education, the implementation of proactive behaviour management strategies is an important component for the purpose of the development of positive behaviour support. These strategies concentrate an emphasis on decreasing the probability that problematic behaviours would occur in the first place by creating an atmosphere that is supportive and well-structured, which supports good conduct and minimises



disruptions. In proactive behaviour management, the emphasis shifts away from reacting to problematic behaviours and toward avoiding such behaviours altogether. At the core of proactive behaviour management is the implementation of strategies that promote positive behaviours and address underlying needs. Students in special education settings who struggle with a wide range of issues need an environment that is both consistent and predictable in order to get the appropriate support for their intellectual, social, and emotional development. By using preemptive tactics for behaviour management, educators have the ability to lessen the possibility that students may engage in problematic behaviours. The implementation of consistent routines and procedures, the provision of visual supports, and the establishment of clear expectations are some of the strategies that are included in this category. These strategies are designed to encourage positive behaviour and reduce the likelihood of challenging behaviours. The need of using behaviour management strategies that are preventive, such as those seen in special education settings. The importance of communicating expectations in a way that is crystal clear, employing visual aids, building and sustaining regular routines and procedures, and cultivating a positive environment in the classroom is investigated.

- Establishing clear expectations helps kids understand what is expected of them in terms of their conduct and academic achievement. Having clear expectations helps children succeed in school. Students get a feeling of structure and predictability when they are provided with clear expectations, which in turn give them with a framework for responsible conduct.
- Visual Supports Students who have impairments benefit from having access to a variety of visual supports, such as visual timetables, visual signals, and visual prompts, which assist them in understanding expectations and navigating their daily routines. Visible aids are helpful in that they give visual reminders of the actions that are wanted, aid in understanding, and increase levels of independence.
- Routines and Procedures that Are Consistent Having routines and procedures that are consistent is very important for kids who have impairments. Educators create a predictable environment that reduces the likelihood of challenging behaviours by establishing consistent structures for activities, transitions, and classroom management. This environment minimises confusion and anxiety, which in turn reduces the likelihood of challenging behaviours occurring.
- Reinforcement and Prizes: Proactive behaviour management solutions include the use of positive reinforcement and rewards to encourage desired behaviours. These tactics aim to reduce undesirable behaviours and increase desirable ones. Educators may encourage their students and create a productive learning environment by recognising and rewarding pupils for engaging in good actions.
- Pleasant Classroom Atmosphere: One of the most important aspects of proactive behaviour management is the promotion of a positive classroom climate. Relationships of mutual respect, inclusiveness, and supportiveness among students as well as between students and teachers are the hallmarks of a classroom environment that is classified as



having a healthy atmosphere. This atmosphere helps people feel like they belong and inspires them to behave in a good way.

Teaching Social Skills

In educational environments designed for students with special needs, the instruction of social skills is an essential component in promoting positive behaviour support. The term "social skills" refers to a variety of qualities that allow people to connect with others in a way that is both successful and suitable. Building connections, settling disagreements, and effectively engaging in social situations are all tasks that need individuals with disabilities to have strong social skills. These skills must be learned and practised often. It is possible for educators to provide students with the tools they need to successfully navigate social encounters and cultivate meaningful connections if they educate them directly on social skills. Because of their one-of-a-kind requirements and traits, individuals with disabilities often confront difficulties in social relations when they attend schools that provide special education. These issues may include communication difficulties, difficulty in recognising social signals, and difficulties in managing emotions. By placing an emphasis on the teaching of social skills, educators are better able to give kids with the individualised education and assistance they need to overcome these obstacles and interact effectively with their classmates and adults. the significance of including instruction in social skills into special education programmes. Examining the role that explicit teaching, modelling, practise opportunities, and reinforcement play in the development and generalisation of social skills is the focus of this article.

- Explicit instruction is breaking down social skills into clear and manageable stages and teaching those processes directly to pupils. This kind of training is also known as direct instruction. Teachers may ensure that students understand the precise behaviours and expectations associated with social interactions by offering clear explanations, demonstrations, and examples to the pupils in their classes.
- In order to effectively teach social skills, modelling is an extremely important component. The educators may provide an example for the kids to see and learn from by demonstrating good social behaviours and interactions. Students benefit from modelling because it helps them grasp the behaviours that are required of them and because it gives a visual example of how to have good social interactions.
- Opportunities for Students to Practice It is vital to provide students with several practise opportunities in order for them to practise and improve their social skills. Students are able to practise their social skills in an atmosphere that is both supportive and managed because to the planned activities, role-playing situations, and cooperative learning experiences that teachers may develop for their classes. Students may increase their confidence and ability to use their social skills when they have opportunity to practise such abilities.
- The process of delivering positive feedback, praise, and prizes to individuals in order to reinforce desirable social actions is referred to as reinforcement. Motivating and



encouraging kids to maintain good conduct may be accomplished by the acknowledgment and reinforcement of the students' application of social skills.

- **Generalization of Skills** The process of teaching social skills entails making it possible for students to apply the knowledge and abilities they have acquired to real-world scenarios. In order for pupils to successfully transfer their social abilities from regulated practise settings to real social circumstances, educators may provide a helping hand. This may entail offering direction and assistance during social encounters, reducing the amount of help provided over time, and encouraging more independence.

Conclusion

It is essential, while working in special education settings, to provide children with disabilities with support for good conduct in order to create inclusive and supportive educational environments in which they may flourish. Throughout the whole of this investigation, we have discussed the significance of comprehending troublesome behaviours, putting into practise proactive behaviour management tactics, instructing social skills, and cultivating a constructive classroom atmosphere. When educators have a thorough understanding of problematic behaviours, they are better equipped to pinpoint the underlying needs and triggers that lead to these behaviours. Educators are able to construct tailored treatments that address the fundamental causes of problematic behaviours by completing functional behaviour evaluations and partnering with interdisciplinary teams. Putting proactive behaviour management tactics into action helps avoid troublesome behaviours by establishing a supportive and organised environment for the individual being managed. Positive behaviours may be encouraged and minimised by providing clear expectations, visual aids, regular routines, and positive reinforcement tactics. In order for kids with disabilities to effectively navigate social interactions, it is vital for teachers to instruct them in social skills. The tools that kids need to interact constructively with their peers and adults are given to them by educators in the form of explicit teaching, modelling, opportunity for practise, and reinforcement of previously acquired skills. The development of a supportive environment in the classroom is conducive to the development of a feeling of belonging, acceptance, and mutual respect. A supportive group dynamic, open lines of communication, and an emphasis on students' accomplishments and areas of strength are the hallmarks of a classroom environment that is classified as having a pleasant atmosphere. Educators make a contribution to their students' academic advancement, social-emotional well-being, and overall success by placing a priority on providing support for constructive conduct. For the purpose of ensuring that these tactics are consistently implemented, it is vital to offer continual professional development, cooperation among educators and stakeholders, and family participation.

It is essential to maintain research efforts and put positive behaviour support methods into practise in special education settings if one want to improve student outcomes and provide the most conducive learning environments possible. Educators are able to establish inclusive and supportive settings for students with disabilities by cultivating cultures that are positive and loving. These environments allow students with disabilities to realise their full potential. In



order to successfully encourage positive behaviour support, a team effort and a commitment to continuous development are required. In special education settings, educators are able to create a positive and inclusive learning environment for their students by recognising and valuing the distinctive capabilities and requirements of each individual student. This helps to foster the academic, social, and emotional development of each and every student.

Bibliography

1. Sailor, W.; Turnbull, A. P.; Carr, E. G.; Dunlap, G.; Horner, R. H.; Koegel, R. L.; Carr, E. G.; Fox, L. (2002). An emerging field in applied science: positive behaviour support. *Journal of Applied Research in Behavioral Modification* 4(1):4-16.
2. The authors (Dunlap, Sailor, Horner, and Sugai) all have PhDs (2009). Introduction to basic background on promoting positive behaviour. Pages 1-18 in the *Handbook of Positive Behavior Support*.
3. Sugai, G.; Lewis, T. J.; Scott, T. M. (1999). *Problem Behavior: A Functional Assessment and Program Development Handbook*. The Publishing House of Thomson, Brooks/Cole.
4. Sugai, G.; McIntosh, K.; Horner, R. H. (2009). Evidence-based methods at the systemic level in educational settings: What we know today and where we need to go. Pages 327–350 in the *Handbook of Positive Behavior Support*.
5. Sprague, J. R.; O'Neill, R. E.; Horner, R. H.; Albin, R. W.; Storey, K.; and Newton, J. S. (1997). *Problem Behavior: A Functional Assessment and Program Development Handbook*. The Publishing House of Thomson, Brooks/Cole.
6. Scott, Timothy M.; Anderson, Christopher M.; Alter, Paul J. (2011). *A practical manual for handling disruptive behaviour in schools*. Publishers Guilford.
7. The authors Sugai, Horner, Dunlap, Hieneman, Lewis, T. J., Nelson, C. M.,... and Ruef all contributed to this work (2000). Implementing strategies for supporting and assessing positive conduct in the classroom. Two and a half (3) *Journal of Positive Behavior Interventions* 132-143.
8. A. P. Turnbull, R. Turnbull, M. L. Wehmeyer, and K. A. Shogren (2011). *Special needs students in today's classrooms*. Pearson.
9. Tobin, T. J., May, S., Cartledge, G., and Vincent, C. G. (2011). *Individualized Positive Behavior Support in the Classroom: The Prevent-Teach-Reinforce Model*. Publishers at Brookes.
10. Bricker, D., Sprague, J. R., Kaufman, M. J., Sugai, G., Bullis, M., and Walker, H. M. (1996). Prevention of antisocial behaviour in school-aged children and teenagers through integrative methods. 4(4), 194-209 in the *Journal of Emotional and Behavioral Disorders*.