

Students Identified as ED: What is our thinking behind their behavior?

Past Beliefs	Present Beliefs	Differences
Behavior Management Or Modification	Behavior Support	Support implies addressing environment, teaching strategies and teaching new behaviors. Management implies focus on consequences, whether is positive or negative.
Problem behavior needs to be controlled or disciplined	Positive behavior is taught	Problem behavior does not change by controlling it; teaching behavior gives the student the opportunity to use what they have learned.
Students “won’t” behave	Students “can’t” behave	Students do not choose whether they behave; we need to look at what deficit is impeding the student’s behavior. They are not able to behave.
Task is the ultimate goal	Maintaining relationships is the ultimate goal	In the past we wanted the task to get completed at all costs, we now must work with students to keep relationships while helping them be successful.
Consequence Manipulation	Antecedent Manipulation	For many, not a strong enough punisher or reinforcer could be found. Antecedent based plans that change environmental conditions make lasting change possible.
Negative Intent	Positive Intent	The student is not refusing to cooperate. We are now assuming student has learned the wrong way, student doesn’t have all the information, or has an unmet need. We are to provide feedback.
Reactive Intervention	Proactive Intervention	We used to wait for the behavior to happen and then pick up the pieces, now we are looking at what we can do to prevent behaviors.
Past Language <ul style="list-style-type: none"> - punishment - adult need - time out - “not fair” – opportunities need to be for all students 	Present Language <ul style="list-style-type: none"> - problem solving - student need - quiet time, time away, think time - “what is the need” – opportunities may be different for each student 	

