

# US Department of Education's Stance on Positive Behavioral Interventions and Supports

In 2012 the Department of Education (DOE) included positive behavioral interventions and supports in its best practices designed to prevent the use of restraint or seclusion in schools. The DOE said that behavioral strategies, particularly when implemented as part of the schoolwide program of positive behavioral supports, can be used to address the underlying causes of violent and dangerous behavior and reduce the likelihood that restraint or seclusion will need to be used.

The DOE highlighted that positive behavioral strategies should be used in schools and teachers should be regularly trained on the appropriate use of effective alternatives to physical restraint and seclusion such as PBIS. School personnel should also be trained to collect and analyze individual student data to determine the effectiveness of PBIS procedures in increasing appropriate behavior and decreasing inappropriate behavior. This data should inform the need for additional training, staff support, or policy change.

In 2016, the DOE issued guidance regarding the requirement that an IEP team must consider the use of PBIS in cases where a student's behavior impedes the student's learning or that of others. The guidance says that PBIS, when done with fidelity, often serve as effective alternatives to unnecessary disciplinary removals, increase participation in the instruction, and may prevent the need for more restrictive placements



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