

Yesterday's Traditional Behavior Management	Today's Positive Behavior Support
Focus was on behavior, not child	Focus is on the whole child, including physical and mental health, environment, social and academic skills, and relationships.
Goal was to stop and/or control behavior	Goal is to figure out what need the child is trying to meet and then teach a new way to meet the need.
The behavior was labeled (disrespectful, aggressive, lazy, etc.)	The challenging behavior is described, asking questions like what does it look and sound like. Examples include throws book, pulls hair, screams, etc.
Started a program to stop or extinguish the behavior.	Conduct a Functional Behavior Analysis (FBA) to discover why the student "needs" the target behavior to either get or avoid something.
Used the same punishment and consequences for every child.	Use the FBA to develop an individualized intervention and instruction plan that identifies triggers, skill deficits, and skills to be taught.
Used a single response to behavior triggers.	Identify several ways to respond to trigger behaviors.
Used punishment and consequences, regardless of the context in which behavior occurred.	Consider environment and make changes to reduce the need for behavior.
Used punishment or time away to decrease target behavior.	Teach self-regulation to decrease the need for target behavior and replacement behaviors that meets the same need as original challenging behavior.
Punishment and consequences were used even when they didn't work because no one knew anything else to do.	Provide supports up front to decrease the likelihood that the behavior will occur or re-occur.