

Behavior Support



Utah State Board of Education

January 10, 2025



Behavior Basics

USBE's Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual is intended as a resource for families and school teams when supporting all students. This manual is intended to provide support and guidance when designing behavioral interventions in all settings. Our newsletter will spotlight sections of the LRBI each month in order to encourage best practice and evidence-based intervention. This month, we are spotlighting part of Chapter 2: Behavior Basics.

Positive reinforcement is when a pleasant stimulus is presented after a behavior, resulting in the behavior increasing or staying the same. **Negative reinforcement** is when an unpleasant stimulus is taken away after a behavior, resulting in the behavior increasing or staying the same. Negative reinforcement is not the same as punishment.

Punishment is something that

happens after a behavior, resulting in behavior decreasing. These terms are often used interchangeably, leading to confusion in teams.

Positive punishment is when an unpleasant stimulus is presented after a behavior, resulting in the behavior decreasing. **Negative punishment** is when a pleasant stimulus is taken away after a behavior, resulting in the behavior decreasing.

It is important to note that, although it may seem like the easiest and fastest way to stop a student from engaging in a challenging behavior, *punishment does not teach new behavior*. Thus, punishment does not lead to positive long-term change. Students must be taught appropriate behaviors, and those behaviors must be consistently reinforced in order to see long-term behavioral improvement.

Upcoming Events

Mandt Trainings:

Mandt De-Escalation
NEW
CERTIFICATION
Training 2024-2025

Mandt De-Escalation
RE-CERTIFICATION
Training 2024-2025

Youth Mental
Health First Aid

3/13/25 from 10:00-11:00 am: Section 504 Webinar
Join via Zoom - registration not required

Upcoming Grant Opportunities

The Intermountain Community Care

Foundation grant opportunities are available from January 1 to February 1, 2025. This grant supports a variety of educational programs, including mental health and well-being, early childhood education, teacher training and professional development, technology and infrastructure, Positive Behavior Interventions and Supports, and special needs education. Learn more about the application process and guidelines on the [IHC website](#). Questions should be directed to [Mary Jarrell](#).

USBE's School Safety Center released its School Safety and Support Grant:

What: The FY25 School Safety and Support Grant is a competitive grant opportunity to enhance the physical safety and security of schools in Utah, including the minimum safety and security standards listed in [Utah Code Section 53-22-102](#).

When: Applications are now being accepted until January 31, 2025, at 5 P.M.

Who: LEA Administrators

Action: When LEAs complete the grant application, all schools within their LEA applying must have:

- Completed a school safety needs assessment of their choice (e.g., CISA SSAT, PASS, REMS) between May 1 and December 31, 2024, in collaboration with their County Security Chief or designee; and
- Submitted the *2025 School Safety Needs Assessment Summary Form* in Qualtrics by December 31, 2024.

A complete application includes submitting **both** of the following:

- FY25 School Safety and Support Grant Qualtrics form (available in Utah Grants)
- 25POH School Safety and Support Utah Grants Application

Resources: LEAs can preview the list of questions and scoring rubric using the following resources:

- [LEA Resource Guide - FY25 School Safety and Support Grant](#)
- [Scoring Rubric - FY25 School Safety and Support Grant](#)

The [School Safety Center Grant Resources webpage](#) will be updated soon with more information. Please direct all questions to schoolsafetyprograms@schools.utah.gov.

Behavior Spotlight

In November 2024, the US Department of Education released a guidance document called Using Functional Behavioral Assessments to Create Supportive Learning Environments. This document provides guidance for the use of FBA's in both general education and special education settings, and emphasizes the use of behavioral supports to provide inclusive, supportive learning environments.

You can access the document [here](#).
