



## Functional Communication Training (FCT)

### Positive Behavioral Supports and Interventions

#### Behavioral Interventions

Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable behavior is by developing, strengthening, and generalizing desirable behavior to replace undesirable behavior. In some situations, students may need additional interventions and support to learn, practice, and demonstrate desirable behaviors. More restrictive behavioral interventions should be temporary and approached with utmost caution. Proactive strategies should always be used, even when more restrictive interventions are implemented. The use of restrictive interventions should be based on assessment, planning, supervision, evaluation, documentation, and protective measures. The use of restrictive interventions should maintain respect for the student's dignity and personal privacy and remain consistent with the educational goals of enhancing the student's academic, behavioral, social, and emotional growth.

It is important to note that the specific interventions used should be tailored to the individual student's needs and preferences. Regular assessment, collaboration with relevant professionals, and ongoing observation of the student's response to the interventions are crucial for determining their effectiveness and making necessary adjustments.

**Positive Behavioral Supports and Interventions** are prevention strategies and are preferred because of the low risk of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:

#### **Functional Communication Training (FCT)**

FCT aims to replace undesirable behavior, such as aggression, tantrums, or self-injury with more appropriate and functional communication skills. By teaching a student alternative means to communicate effectively, the intervention aims to reduce the occurrence of challenging

behaviors that may arise due to frustration or a lack of appropriate communication skills.

*Examples of Functional Communication Training:*

The student engaged in screaming when their zipper becomes stuck and unable to fix it. The student can be taught to use a visual or verbal request for assistance, such as showing a picture card that says "help" or saying "Can you please help me zip my zipper?" The teacher may prompt the student to ask for help using the visual or remind the student to ask, and when the student asks, the teacher helps fix their zipper.



Teach how to ask for a break with break card instead of the student escaping the classroom.

