Modeling

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 rise 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:	
Modeling	Modeling involves demonstrating a specific behavior, skill, or action for others to observe and imitate. It is a powerful instructional strategy that can be used to teach new skills, reinforce desired behaviors, and even address undesirable behaviors through the presentation of alternative, more

	appropriate behaviors. Modeling serves as a visual and experiential learning method that allows learners to observe and learn from others. To address undesirable behavior, modeling should include the following considerations: Clear Demonstration: The model should clearly and explicitly demonstrate the desired behavior or alternative response. This involves breaking down the behavior into smaller steps and highlighting the important components. Reinforcement: After the demonstration, positive reinforcement, such as praise or a reward, can be provided to reinforce the learner's imitation and engagement in the appropriate behavior. Consistency: Modeling should be consistent and repeated over time to reinforce the learning and promote behavior change. Multiple opportunities for modeling and practice can be provided to ensure learners have ample exposure to the desired behavior.

Examples of Modeling:

Demonstrating Alternative Behaviors: A teacher, staff member, family member or peer can model and demonstrate the desired behavior that serves as an alternative to the undesirable behavior. By showcasing the appropriate behavior, learners can observe and learn how to engage in a more desirable action. For example, if a student has difficulty with aggression during conflicts, a teacher can model and demonstrate effective problem-solving and conflict resolution strategies.

Providing Visual Examples: Modeling can be used to provide visual examples of desired behaviors in various situations. For instance, videos or recorded scenarios can be used to show how individuals handle challenging situations or manage their emotions in appropriate ways. These visual examples help learners understand and imitate the expected behavior.