



## Proximity

### 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:

#### Proximity

Proximity refers to the physical closeness or nearness between individuals. In the context of teaching behavior, proximity can be used as a strategy to influence and guide behavior by positioning oneself close to the individual or group.



*Examples of Proximity:*

By positioning oneself close to the student, it can increase the likelihood of gaining their attention and engagement. Proximity can help reduce distractions and signal that the person providing instruction or support is present and actively involved. Proximity can be used as a form of positive reinforcement. When an individual is engaging in the desired behavior, such as staying on task or participating actively, the teacher or staff member can move closer and provide positive feedback, praise, or other types of reinforcement.

Physical closeness serves as a reinforcement and encourages the continuation of positive behavior. Proximity can also be used as a prompt or redirection tool. If an individual is off task or engaging in undesired behavior, moving closer can serve as a gentle reminder or cue for them to refocus and engage in the appropriate behavior. The presence of the teacher or instructor nearby can provide a subtle prompt for the learner to redirect their attention or behavior. Proximity allows school-based professionals and staff to closely monitor the students' progress and provide immediate support when needed. By being physically close, they can observe the individual's actions, provide timely feedback, and offer assistance or prompts.

*Non-examples of Proximity Control:*

Imagine a classroom where a teacher is aware that some students tend to get off task and engage in disruptive behavior during independent work time. Instead of positioning themselves closer to those students to provide support and redirection, the teacher consistently remains at the front of the classroom, far away from the students. They do not actively monitor or engage with the students, relying solely on their verbal instructions or reminders from a distance. The lack of proximity prevents the teacher from effectively observing and intervening in a timely manner. It may result in reduced engagement, increased off-task behavior, and missed opportunities for immediate feedback and support.