



Shaping

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.

<p>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:</p>	
<p>Shaping</p>	<p>Shaping involves systematically reinforcing successive approximations of a target behavior. It is a process of gradually molding or shaping behavior by reinforcing behaviors that are increasingly similar to the desired behavior. The process of shaping involves breaking down the</p>



	<p>target behavior into smaller, manageable steps or components. The idea is to reinforce each step or approximation towards the target behavior, gradually shaping the behavior towards the desired outcome. By reinforcing closer and closer approximations, individuals learn to exhibit the desired behavior through a series of successive steps.</p>
<p><i>Examples of Shaping:</i> A teacher wants to teach a student to raise their hand to answer questions in class. The student currently does not raise their hand but occasionally blurts out answers. The teacher decides to use shaping to teach the desired behavior. Initially, the teacher may reinforce any voluntary verbal response made by the student, even if it is not raising their hand. For example, if the student says an answer without blurting it out, they receive praise or a small reward. Once the student is consistently offering voluntary verbal responses, the teacher begins to reinforce any instance where the student raises their hand partially or slightly. The teacher provides positive reinforcement to encourage the behavior. As the student starts raising their hand partially, the teacher gradually requires a higher level of hand raising, such as raising it higher or holding it up for longer durations. Reinforcement is provided each time the student meets the new criterion. The teacher continues to raise the criteria, shaping the behavior further. This may involve requiring the student to raise their hand fully and wait to be called upon before providing reinforcement. Lastly, the student successfully exhibits the target behavior of raising their hand fully and waiting to be called upon before speaking. The behavior is now reinforced consistently and becomes the desired behavior.</p> <p><i>Non-examples of Shaping:</i> If the teacher in the above example were to punish or ignore the student's initial attempts to raise their hand, without reinforcing or shaping the behavior, it would not be an example of shaping. Shaping involves positive reinforcement and a systematic approach to building the desired behavior, rather than punishment or neglect.</p>	