



Video 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 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:

Video modeling

A video demonstration of a behavior or skill to promote learning and imitation. It provides a visual model for individuals to observe and learn from, enhancing their understanding and ability to perform the desired behavior. In video modeling, a video is created that showcases a person,



	typically a peer or an adult, engaging in the target behavior or skill. The model engages in the behavior in a clear and structured manner, demonstrating the correct steps, strategies, or techniques. The video is then shown to the individual or group who will watch the video and learn. The video may be watched multiple times to ensure a thorough understanding.
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Examples of Video Modeling:

Video modeling can be used to teach social skills such as greetings, turn-taking, or conversational skills. A video may show a model engaging in appropriate social interactions, demonstrating how to initiate a conversation, maintain eye contact, and take turns in a group discussion. Individuals can watch the video and then practice.

Video modeling can be effective in teaching daily living skills such as brushing teeth, tying shoelaces, or washing hands. The video would demonstrate each step of the skill in a clear and sequential manner, allowing students to follow along and practice the skill at their own pace.

Video modeling can help teach classroom routines and expectations. For example, a video may show the steps for entering the classroom, organizing materials, or transitioning between activities. By watching the video, students can learn and internalize the expected behaviors, making it easier for them to follow the routines independently.

Video modeling can be used to teach problem-solving strategies and coping skills. The video may overview a scenario where a problem arises, and the model demonstrates how to identify the problem, think of possible solutions, and choose the most appropriate one. Students can then apply the problem-solving steps to real-life situations.

Video modeling can be helpful in teaching play skills, especially for individuals who struggle with imaginative or cooperative play. A video might show models engaging in various types of play, such as pretend play, sharing toys, or taking turns. By observing the models, students can learn the skills and strategies needed to participate in play activities successfully.