



## Discrete Trial Training

### 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:

#### **Discrete Trial Training**

Adult-directed one-on-one instruction which includes mass trials of a targeted skill with clear contingencies, repetition, and reinforcement.



*Examples of Discrete Trail Training:*

The goal is to teach a student how to request a preferred item using a picture exchange communication system (PECS). This trial is repeated multiple times to reinforce the association between the picture card and the desired item. Over time, the child learns to independently use the picture exchange system to communicate their preferences.

The goal is to teach the student how to follow a two-step instruction. By breaking down the instruction into two discrete steps, the child can focus on one task at a time, making it easier to comprehend and execute the desired behavior.