



## First, Then

### 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.

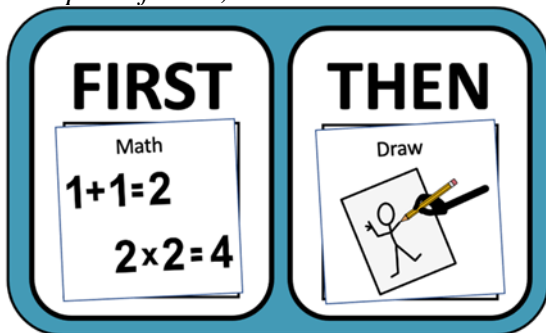
**Positive Behavioral Supports and Interventions** are prevention strategies and are preferred because of the low risk of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP). Examples of these interventions include:

#### **First, Then**

First-Then strategy is a visual support tool used to help individuals understand and navigate tasks or activities by presenting them in a clear and structured manner. It is commonly used with individuals who benefit from visual cues and require additional support in following a sequence

of events or completing tasks. The First-Then strategy involves presenting two distinct components: the "First" component represents the current task or activity that needs to be completed, while the "Then" component represents the subsequent task or preferred activity that will follow once the first task is finished. The strategy helps individuals understand the concept of "first do this, then you get that" and can assist in promoting compliance and motivation.

*Examples of First, Then:*



First: Complete math

Then: Engage in a preferred activity (drawing).