

Music-Mediated Intervention (MMI)

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 rise 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:

Music-Mediated Intervention (MMI) Music-Mediated Intervention (MMI) uses music as a therapeutic tool to address various cognitive, emotional, social, and behavioral goals. It involves the intentional use of music to support and facilitate positive changes in individuals' functioning and well-being. The intervention

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incorporates songs, melodic intonation, and/or rhythm to support learning or performance of skills/behaviors. It includes music therapy and other interventions that incorporate music to address target skills. MMI should be done in collaboration with a trained music therapist.

Examples of MMI:

Emotional Regulation: Undesirable behaviors often stem from difficulties in emotional regulation. MMI can help learners develop emotional awareness and learn healthy coping strategies. For example, calming music can be used to create a soothing environment, promoting relaxation, and reducing anxiety or agitation that may contribute to undesirable behaviors.

Behavior Replacement: MMI can provide alternative, more appropriate outlets for individuals to express themselves. Engaging in musical activities like drumming or singing can serve as a constructive and expressive means of channeling energy and emotions, redirecting them away from problematic behaviors.

Social Skill Development: Undesirable behaviors can be linked to challenges in social interactions. MMI can be used to enhance social skills by incorporating group music-making activities. These activities foster communication, cooperation, turn-taking, and listening skills. By engaging in collaborative music experiences, individuals can learn appropriate social behaviors and build positive relationships.

Reinforcement and Reward Systems: Music can serve as a powerful reinforcer. In behavior management, MMI can be integrated into reinforcement and reward systems. For example, individuals can earn access to preferred music or engaging in a musical activity after demonstrating appropriate behavior, thereby reinforcing, and promoting positive alternatives to undesirable behaviors.