



Pairing

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:

Pairing

Pairing is a procedure in which a person or an arbitrary stimulus that is not inherently reinforcing to the learner is presented simultaneously with a known reinforcer to establish a positive association. The purpose of pairing is to transform the neutral or initially non-reinforcing stimulus



	<p>into a reinforcer, making it more effective in promoting desired behaviors and increasing motivation. When someone pairs themselves as a reinforcer for a student, the process involves actively engaging in preferred activities, providing positive interactions, being consistent, and gradually transitioning to independent engagement while maintaining positive interactions.</p>
<p><i>Examples of Pairing:</i> A staff member wants to establish themselves as a reinforcer for a student by pairing their presence and interactions with positive experiences. They engage in the following steps: The staff member observes the student's preferences and identifies activities or materials that the student finds enjoyable or reinforcing, such as playing a game, drawing, or listening to music. The staff member actively participates in the preferred activities alongside the student. They play the game together, draw together, or listen to music together, creating a shared experience. During the joint participation, the staff member provides positive interactions, such as offering encouragement, praise, or shared enjoyment. They may comment on the student's progress, provide assistance or guidance, and demonstrate genuine interest in the activity. The staff member consistently engages in joint participation and positive interactions with the student over multiple sessions, ensuring that the student repeatedly experiences the positive association between their presence and the enjoyable activities. As the pairing progresses, the staff member gradually transitions from joint participation to allowing the student to engage independently in the preferred activities, while still being present and providing intermittent positive interactions.</p> <p><i>Non-Example of Pairing:</i> The staff member remains passive or disengaged during activities, not actively participating, or showing interest. They may simply observe or provide minimal guidance without actively joining in. Or, the staff member displays negative or aversive behaviors, such as criticizing, reprimanding, or showing frustration towards the student. This can create a negative association with their presence and undermine the pairing process.</p>	