



Peer-Mediated Instruction (PMI)

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:

Peer-Mediated Instruction (PMI)

Peer-mediated instruction refers to an instructional approach in which peers are actively involved in delivering instruction or support to their classmates. It involves pairing students, with one student taking on the role of the instructor or facilitator while the other student(s) act as the learner(s). Peer-mediated instruction enhances learning and social



	<p>interaction among students, promotes inclusive education, and fosters positive relationships within the classroom. PMI can be an effective approach for teaching behavior skills to students by leveraging the power of positive peer influence and social learning. By incorporating peer-mediated instruction in teaching behavior skills, students can learn from and with their peers, creating a supportive and inclusive classroom environment. It fosters social connections, positive relationships, and a sense of shared responsibility among students for maintaining appropriate behavior standards.</p>
<p><i>Examples of PMI:</i> Peers can serve as role models by demonstrating appropriate behavior skills for their classmates. For example, a student who excels in following classroom rules can model and showcase how to listen attentively, raise hands to ask questions, or wait their turn to speak. Peers can provide prompts and cues to support their classmates in displaying desired behavior skills. They can remind and encourage their peers to use specific strategies or techniques to manage their behavior, such as taking deep breaths to calm down or using positive self-talk to stay focused. Peers can play a vital role in reinforcing positive behavior by providing praise, recognition, or rewards for their classmates when they exhibit appropriate behavior skills. This can be done through verbal praise, high-fives, or other forms of acknowledgment, which can increase motivation and encourage the repetition of desired behaviors. Peers can engage in structured practice activities where they take turns practicing behavior skills and providing constructive feedback to one another. This can include role-playing scenarios, problem-solving exercises, or group discussions where students share their experiences and offer suggestions for improvement. Peers can collaborate to provide support and assistance to classmates who may struggle with specific behavior skills. They can work in pairs or small groups, providing guidance and encouragement to help their peers develop and refine their behavior skills. Peers can engage in monitoring and self-reflection activities to promote self-awareness and self-management of behavior skills.</p>	