



Prompting

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:

Prompting (prompting hierarchy)













A prompt is a cue or assistance provided to help a student learn a new skill, complete a task, or engage in a desired behavior. Prompts are used to guide and support the learner's performance until they can demonstrate the desired response independently. They serve as a temporary support during the



	<p>learning process to ensure the child responds correctly. The choice of prompt type depends on the individual's abilities, the complexity of the task, and their level of independence. The goal is to gradually fade or reduce the prompts over time as the learner becomes more proficient and independent in performing the desired behavior or skill.</p>
<p><i>Examples of Prompting:</i></p> <p>There are several types of prompts that can be used depending on the individual's needs and abilities. Common types of prompts include:</p> <p>Physical Prompt: A physical prompt involves physically guiding the learner to perform the desired action. This can include hand-over-hand assistance, gently moving their body, or physically manipulating objects to demonstrate the correct response. The physical guidance is used to support a learner to learn a new skill.</p> <p>Visual Prompt: A visual prompt involves using visual strategies to support learning and behavior. This can include visual schedules, scripts, written instructions, or pictures that prompt the individual to engage in the desired action.</p> <p>Gestural Prompt: A gestural prompt involves using gestures or body movements to guide the individual's behavior. This can include pointing, nodding, or using other hand or body signals to indicate the correct response.</p> <p>Model Prompt: A model prompt involves demonstrating the desired behavior or skill for the individual to imitate. The model can be performed by a teacher, peer, or through video modeling.</p> <p>Positional Prompt: A positional prompt involves placing or positioning objects or materials in a specific way to guide the learner's behavior. This can include placing objects within reach, arranging materials in a specific order, or setting up the environment to prompt the desired response.</p> <p>Time Delay Prompt: A time delay prompt involves introducing a delay between the presentation of the instruction or prompt and the learner's response. The delay allows the</p>	

individual time to initiate the response independently before additional prompts are provided if needed.

Verbal Prompt: A verbal prompt involves providing spoken cues or instructions to guide the individual's behavior. This can include giving explicit directions, asking leading questions, or providing hints and clues. Any skill the student needs to do independently should not be taught verbally, as students may become dependent.

 Showing a Picture  Positional Cues	<h2>Visual</h2> <p>A visual prompt provides a visual cue to the learner that indicates the correct response.</p>	 Written Prompts  Showing a Video
 Pointing	<h2>Gestural</h2> <p>A gestural prompt includes pointing, looking at, moving, or touching an item to gain a correct response.</p>	 Nodding
 Imitation	<h2>Modeling</h2> <p>A modeling prompt is performing the target skill first or showing the learner what to do.</p>	 Video Modeling
<h2>Partial Physical</h2> <p>A partial physical prompt is lightly guiding, tapping or nudging the learner to perform the task.</p> 		
 <h2>Full Physical</h2> <p>A full physical prompt is hand-over-hand or physically assisting a student to complete the task.</p>		
 I am /s/.	<h2>Verbal</h2> <p>A verbal prompt is ANY verbal support given after the initial instruction such as saying part of the answer.</p>	 Sevent.