



## Scripting

### 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:

#### **Scripting**

Scripting involves presenting learners with a verbal and/or written description about a specific skill or situation that serves as a model for the learner. Scripts can be utilized to teach and reinforce appropriate social interactions. Scripts



	will be systematically faded over time as the learner successfully uses them.
<p><i>Examples of Scripting:</i> Students may be provided with scripts for initiating conversations, resolving conflicts, or expressing empathy. These scripts offer a structured framework that helps students navigate social situations and improve their communication skills. Scripts can be used in role-playing activities where students act out specific scenarios or situations. By following the script, students can practice and apply new knowledge or skills in a safe environment.</p> <p><i>Non-examples of Scripting:</i> Engaging in open-ended discussions where students are encouraged to express their own thoughts, opinions, and ideas without following a pre-determined script.</p>	