



## Social Skills Training

### Positive Behavioral Supports and Interventions

#### Behavioral Interventions

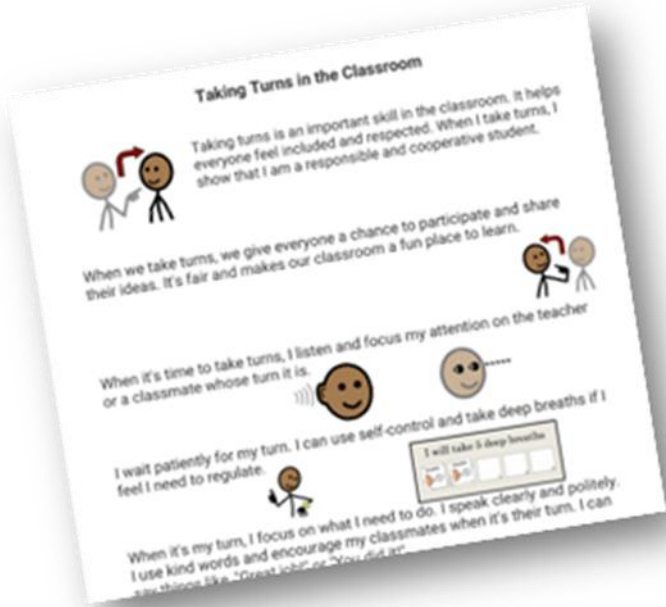
Behavioral interventions aim to increase the likelihood of desirable behaviors and decrease the likelihood of undesirable behaviors. Positive Behavioral Supports and Interventions are used to model, teach, and reinforce positive behavior in all students. The most effective and humane way to reduce undesirable 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.

<p><b>Positive Behavioral Supports and Interventions</b> 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:</p>	
<p><b>Social Narratives</b></p>	<p>Social narratives are stories that visually represent social situations and describe appropriate social behaviors. The social narrative connects the important details of a setting or social situation to support the person with ASD learner in understanding the social context and in developing a new social skill. Social narratives provide a clear and concise description of a social</p>



	<p>scenario, explaining relevant social cues, expectations, and appropriate responses. The purpose of social narratives is to enhance social understanding, promote social skills, and reduce anxiety or confusion in unfamiliar or challenging social situations. They can be created and personalized to address specific social challenges or target behaviors. Key elements of a social narrative include:</p> <ul style="list-style-type: none"> <li>• <i>Descriptive Language</i>: Social narratives use simple and concrete language to describe the social situation, providing information about the setting, people involved, and expected behaviors.</li> <li>• <i>Perspective-Taking</i>: Social narratives often include perspectives of different individuals in the situation, helping the reader understand others' thoughts, feelings, and actions.</li> <li>• <i>Visual Supports</i>: Visual supports, such as pictures, icons, or symbols, are often used in social narratives to enhance understanding and reinforce key concepts. These visuals can assist individuals in processing and remembering the information presented.</li> <li>• <i>Sequential Structure</i>: Social narratives typically follow a sequential structure, describing the events or steps involved in the social situation. This helps individuals understand the sequence of actions and anticipate what might happen next.</li> <li>• <i>Positive Reinforcement</i>: Social narratives may include positive statements or reinforcements to highlight appropriate behaviors and outcomes, encouraging individuals to engage in desired social behaviors.</li> </ul>
<p><i>Examples of Social Narrative:</i></p>	



**Taking Turns in the Classroom**

Taking turns is an important skill in the classroom. It helps everyone feel included and respected. When I take turns, I show that I am a responsible and cooperative student.

When we take turns, we give everyone a chance to participate and share their ideas. It's fair and makes our classroom a fun place to learn.

When it's time to take turns, I listen and focus my attention on the teacher or a classmate whose turn it is.

I wait patiently for my turn. I can use self-control and take deep breaths if I feel I need to regulate.

When it's my turn, I focus on what I need to do. I speak clearly and politely. I use kind words and encourage my classmates when it's their turn. I can say things like "Great job!" or "You did it!"

I will take 5 deep breathes

*Non-examples of Social Narratives:*

A non-example would be a narrative that lacks clear descriptions of the social situation, uses confusing or complex language, or does not provide relevant social cues or expectations. It may also omit visual supports or fail to address the individual's specific social challenges.