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.

Positive Behavioral Supports and Interventions are prevention strategies and are preferred because of the low rise 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:	
Social Skills Training	A structured and systematic approach to teaching learners the skills necessary to effectively interact and communicate with others in various social situations. It is commonly used to help individuals, especially those with social difficulties or challenges, acquire and improve their social skills to enhance their relationships, navigate social interactions, and thrive in

	social environments. The goal of social skills training is to teach individuals a repertoire of social skills that can be generalized and applied across different settings and with different people. Social skills training can be conducted in individual or group settings, depending on the needs, skills targeted, and preferences of the participants. Group offers the added benefit of providing opportunities for individuals to practice social skills with peers and receive feedback from multiple perspectives.

Examples of Social Skills Training:
A student struggles with initiating and maintaining conversations with peers. The initial assessment identifies the student has difficulty starting conversations and keeping them going due to a lack of appropriate topic choices and difficulty with active listening. Skills targeted included selecting appropriate conversation topics, using open-ended questions, active listening, and responding appropriately. The student is taught how to choose appropriate conversation topics based on the context and interests of the other person. They learn how to ask open-ended questions to engage the other person in conversation. Active listening skills are also taught, such as maintaining eye contact, nodding, and providing appropriate verbal and non-verbal responses. The student participates in role-playing exercises where he practices initiating conversations, asking open-ended questions, and actively listening to his peers. The teacher provides feedback and guidance on their performance, highlighting strengths and areas for improvement. Positive reinforcement, such as praise or rewards, is provided when he demonstrates effective use of social skills. The student is monitored to see if the newly learned social skills are used in various settings, such as during recess, lunchtime, or group activities.

Non-examples of Social Skills Training:
In contrast, a non-example of social skills training would involve a situation where a child's social difficulties are ignored or dismissed without providing any structured instruction or support. Assessments are not used to identify the specific social skills deficits or areas of improvement for the student and in turn, the child is not taught any specific social skills or strategies to improve their social interactions.