



Structured Play Group

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:

Structured Play Group	Organized and guided social interactions among a small group of students to develop and improve specific behavioral skills. These play groups are designed to create a structured environment where students can practice and reinforce targeted behaviors while engaging in play activities. Adults lead and guide the play group by providing instructions,
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	modeling appropriate behaviors, providing prompts or cues, and offering feedback and reinforcement to support students.
<p><i>Examples of Structured Playgroup:</i> Structured play groups have specific goals and objectives related to the development of targeted behavior skills. These goals are determined based on the needs of the participating students, such as improving social skills, communication, problem-solving, or emotional regulation. Play activities within structured play groups are intentionally designed to promote the targeted behavior skills. These activities may involve cooperative games, role-playing scenarios, pretend play, or other interactive exercises that provide opportunities for skill practice. The play group environment is organized and structured to create a predictable and supportive setting for skill development. This may include arranging materials, establishing rules and expectations, providing visual support, and utilizing timers or visual schedules to help students understand the structure and sequence of activities. Reinforcement and praise are delivered to students for demonstrating the desired behaviors, while also providing gentle guidance and corrective feedback when necessary.</p> <p><i>Non-examples of Structured Playgroup:</i> Unstructured or free play sessions where there is no specific focus on teaching or practicing targeted behavior skills is a non-example. In unstructured play, children engage in spontaneous play activities without explicit guidance or instruction from an adult.</p>	