



Time Delay

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:

Time Delay

Time delay is a systematic instructional strategy that involves introducing a delay between the presentation of a prompt and the desired response. It is commonly used to teach new skills or promote independent responding by gradually fading the prompts over time. The purpose of time delay is to encourage individuals to initiate and engage in problem-solving or task



	<p>completion independently, without relying on immediate external cues. Time delay can be used as an intervention strategy to promote self-control and reduce impulsive or undesirable behaviors. It aims to create a brief pause or delay between the occurrence of a triggering event or stimulus and the individual's response. By introducing a delay, individuals can engage in self-regulation and make more thoughtful and deliberate choices.</p>
<p><i>Examples of Time Delay:</i></p> <p>If a student frequently interrupts during class, the teacher can implement a time delay before responding to the student's request for attention. This encourages the student to wait patiently and decreases impulsive interrupting behavior. For a student who struggles following multi-step instructions, a time delay can be introduced between each step. Staff wait 5-8 seconds after the directive is given to the student purposefully to wait for the learner to respond. In a group activity or game, a time delay can be used to teach turn-taking skills. Each participant is given a designated amount of time to take their turn, and the time delay between turns helps individuals practice waiting and taking turns in a patient and respectful manner. To address impulsive behaviors like blurting out answers, a teacher can incorporate a time delay before allowing students to respond to questions or prompts. This encourages students to think before speaking and promotes more thoughtful and appropriate responses.</p> <p><i>Non-examples of Time Delay:</i></p> <p>Ignoring or delaying a response without providing any guidance or instruction does not qualify as time delay in teaching behavior skills. Introducing a prolonged waiting time beyond what is necessary or developmentally appropriate can be counterproductive and frustrating for individuals. Time delay should be appropriately timed and gradually faded as individuals become more proficient in the targeted behavior. Using time delay sporadically or inconsistently can lead to confusion and inconsistency in behavior expectations.</p>	