**Concept to Practice**

**Things That Can Be Done Before a Behavior Escalates**

Name: ___________________________ Date: ___________________________

**Please read the following scenario:**

Paul is sitting at a group table with three classmates as his teacher explains the science project to their sixth grade class. As the teacher talks about the project, Paul starts to play with the project materials on his group’s table. Then he starts talking to the other students in his group while the teacher is still giving instructions.

Imagine you are the paraprofessional in this classroom. Considering what you have learned in this lesson, how could you de-escalate or redirect Paul’s behavior before the situation escalates further? Consider the following options, and then decide which strategy you would use in this situation:

1. Move within closer proximity of Paul’s group table, and hold up your hand to indicate that he needs to stop talking.

2. Remove the project materials from Paul’s table until the teacher has finished giving instructions.

3. Give Paul a verbal reminder that he needs to remain on task while the teacher gives instructions.

4. Use another strategy, or a combination of strategies, to redirect or de-escalate Paul’s behavior.
Describe the behavior:

1. What does the behavior of concern look like when it happens?

2. What should the behavior look like (i.e., what behavior should you teach)?

Describe the conditions around the behavior:

3. When does the behavior take place?

4. What specifically occurs before the behavior takes place?

5. How do people respond to the behavior after it takes place?

Consider the options presented for the above scenario:

6. Which of the options (above) would you choose to use to address the challenging behavior? What is your reasoning for choosing this option over the other options?
BM-S3: Demonstrate the use of different methods to intervene proactively to change and maintain behavior

BM-S4: Ability to implement remedial techniques in academic skill areas with learners.

BM-S5: Ability to use materials designed for skill development in the social areas.

7. Would you apply this strategy before, during, or after the challenging behavior occurs? What is your reasoning for this?

8. Imagine that you need to tell another paraprofessional how s/he should respond to the challenging behavior described in the scenario. Describe in detail, step by step, how this paraprofessional should carry out the strategy that you chose to use.