Positive De-escalation and Crisis Management Strategies

Name: Date:

Please read the following scenario:

Assume you are a paraprofessional in an early childhood classroom. Craig is a three year old in the class, and he gets very frustrated when he has to share toys with other children. When another child tries to share any of Craig’s toys, he immediately yells and pulls the toys near him. If the other child holds on to the toy, Craig’s yell becomes a scream and often escalates into a full-blown tantrum. Craig’s teachers are worried that he will hurt himself or other children during the tantrums. They ask you to help them employ a positive de-escalation strategy to disrupt Craig’s chain of behavior and redirect him to more appropriate behavior.

Based on what you have learned in this lesson, what do you think would be the most effective strategy to use in this situation? Consider the following options, and then decide what you would do to de-escalate Craig’s challenging behaviors:

1. When Craig first becomes upset about sharing, acknowledge his feelings and try to redirect him to a new toy or activity. For example, you could say, “Craig, I know sharing can be hard and that you feel mad right now. Let’s go play with the blocks until you feel better.”

2. You know that Craig is more likely to become upset about sharing when he is tired. Ask Craig’s parents to call you whenever he does not sleep well, so that you can head off his challenging behavior.

3. Use a sudden stimulus change to stop Craig’s challenging behavior. For example, when Craig initially becomes upset, immediately pull out the bubble wand and tell him it is time to blow bubbles. Be sure to use a novel stimuli or activity that is unusual and enjoyable for Craig.

4. Use another strategy, or a combination of strategies, to de-escalate Craig’s challenging behavior.
**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.

**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?
Demonstrate the use of different methods to intervene proactively to change and maintain behavior

Ability to implement remedial techniques in academic skill areas with learners.

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.