BEHAVIOR CRISIS MANAGEMENT TRAINING

Defusing the Bomb
Crisis Management Goals

- Explore stress management strategies.
- Understand crisis and how people behave in crisis.
- Learn prevention and non-physical intervention skills in crisis situations.
- Develop de-escalation skills.
- Learn safety in physically explosive situations.
Crisis management Premises

All behavior is an attempt to meet a need and has a meaning.

Relationships between parents and children should provide opportunities for children and youth to learn and practice appropriate ways to express feelings, manage daily tasks, and get needs met.

Persons acting aggressively must be encouraged to exercise self-control.
Understanding Crisis

Crisis: A crucial, hazardous event, coming from inside or outside an individual, which creates a state of instability or anxiety, and whose outcome will make a decisive difference for better or worse.
Krisis: Decision/turning point

Chinese character: Danger/opportunity
Dangers in Crisis

- We may not assess accurately or respond appropriately.
- We can jump in and overreact
- We can deprive children the opportunity to exercise self-control and examine consequences of behavior.
- Someone may get hurt, emotionally or physically.
Opportunities in Crisis

- Accelerate positive change
- We can provide models for the child how to stay calm.
- Exercise decision-making ability and self-control
- We learn something about others and ourselves.
Preconditions for Effective Crisis Intervention

- We treat children and youth in our care with respect, as people growing where they are.
- The home atmosphere provides the security, support, and tolerance for children and youth to safely try out new and better behaviors.
- Our expectations are realistic, fair, and open to change.
- Behaviors are viewed not as problems but as “helping cues” or indicators where assistance is needed.
Managing Our Bodies and Emotions

Signs of Burnout

- Physical
- Emotional
- Behavioral
- Work-Related symptoms
- Cognitive
- Personal Relationships
Choosing Activities

Activities are fun and enjoyable.
Activities are do-able.
Activities Involve high or low energy.
Activities divert our attention.
Activities are ones you participate in.
Activities are done almost every day.
## Interaction Model

<table>
<thead>
<tr>
<th>Helpful Approach</th>
<th>Hurtful Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Messages</strong></td>
<td><strong>Messages</strong></td>
</tr>
<tr>
<td>Win/Win</td>
<td>Win/Lose</td>
</tr>
<tr>
<td><strong>Styles</strong></td>
<td><strong>Styles</strong></td>
</tr>
<tr>
<td>Assertive</td>
<td>Aggressive</td>
</tr>
<tr>
<td><strong>Identity</strong></td>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>Development</td>
<td>Development</td>
</tr>
<tr>
<td>Regarded Self</td>
<td>Disregarded self</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td><strong>Experience</strong></td>
</tr>
<tr>
<td>Self</td>
<td>Self</td>
</tr>
<tr>
<td>Connected and safe</td>
<td>Alone and</td>
</tr>
<tr>
<td></td>
<td>Threatened</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td><strong>Expression</strong></td>
</tr>
<tr>
<td>Self</td>
<td>Self</td>
</tr>
<tr>
<td>Caring, Invested</td>
<td>Uncaring</td>
</tr>
</tbody>
</table>
Responses to Powerlessness

- Aggression
- Passivity
- Institutionalization
Avoiding the Misuse of Power

- Be aware of your own stress level.
- Do not use your power as a lost resort to win a struggle with a child.
- Don’t say “NO” when “YES” is just as easy.
- Analyze your own use of power.
Non-Verbal Blending Behaviors

- Show a neutral face.
- Examine spatial distance.
- Have your arms down to your side or in front.
- Have your hands open and relaxed.
- Look but don’t stare.
- Take slow, deep, easy breaths.
Verbal Blending

- Be aware of the feelings underlying the child’s statement.
- Maintain assertiveness.
- Keep in mind that the goal is to de-escalation.
- Keep responses appropriate to the age and developmental level of the child.
Roadblocks to Verbal Blending

1. Ordering, 2. Threatening, 3. Preaching,
Verbal Blending Behaviors

- Say name with calm low voice.
- Say something like, “What’s going on?”
- Watch your voice TONE, SPEED, and VOLUME.
- Use genuine, nonjudgmental statements or questions.
Crisis Wave

- Winding Up
- Agitation
- Verbal Abuse
- Explosion

Then the Let-Down