

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

Helpful Approach

Messages- Win/Win

Styles- Assertive

Identity Development-
Regarded Self

Experience of Self-
Connected and safe

Expression of Self-
Caring, Invested

Hurtful Approach

Messages- Win/Lose

Styles- Aggressive

Identity Development-
Disregarded self

Experience of Self-
Alone and
Threatened

Expression of Self-
Uncaring

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 last 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,
4. Lecturing, 5. Providing answers/Giving advice, 6. Judging, 7. Excusing, 8. Diagnosing/Teaching, 9. Prying

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
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- Then the Let-Down