

VIOLENT BEHAVIOR CRISIS MANAGEMENT TRAINING

Practitioner Reactions in Behavior- Analytic Services

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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

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.

Dangers in Crisis

We may not assess accurately or respond appropriately or actually reinforce the problem behavior.

We can jump in and overreact or even contribute or cause an escalation.

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.

The greatest opportunity about crisis situations that we learn more about the individual, what they are motivated for, and how we can prevent the crisis from occurring next time.

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.

Practitioners can manage their own bodies, emotions, and communicate to their supervisors and when they identify signs of burn-out in self and other practitioners.

Physical

Emotional

Behavioral

Work-Related symptoms-

Cognitive Personal Relationships

Self- Care & Preparation for Crisis Situations

Take care of yourself by engaging in.....

Activities that are fun and enjoyable.

Activities that are do-able.

Activities that involve high or low energy.

Activities that divert our attention.

Activities that you participate in.

Activities that are done almost every day.

Avoiding the Misuse of Power

Be aware of your own stress level.

Don't say "NO" when "YES" is just as easy.

Allow for compromise & negotiation.

Do not use your power as a last resort to win a struggle with a child.

Analyze your own use of power.

Control Our 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.

Wait to see if the child de-escalate on their own.

Our Response to the Start of Escalation

Objectively observe the behavior and refrain from judgment.

Maintain assertiveness.

Keep in mind that the goal is to de-escalation.

Keep responses appropriate to the age and developmental level of the child.

Communication Roadblocks

1. Ordering,
2. Threatening,
3. Preaching,
4. Lecturing,
5. Providing answers/Giving advice,
6. Judging,
7. Excusing,
8. Diagnosing/Teaching,
9. Prying

Avoid these approaches to responding to the child's communication

Calm Communication

Always use a calm low voice.

Say something like, "What's going on?"

Watch your voice TONE, SPEED, and VOLUME.

Use genuine, nonjudgmental statements or questions.

NO LABELS

KNOW THE CRISIS WAVE

1. Winding Up
2. Agitation
3. Verbal Abuse
4. Explosion
5. Then the Let-Down



Child Enrichment Center

Every child deserves a great future

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