

Expectations in A Crisis

Staff Response and Responsibility

Presented by:
Patrick McBride
YCS HR/Training Department
SRT Academy

Objectives

At the end of this session , program participants will be able to:

- Understand steps and factors involved in de-escalation.
- Effectively assess the situation.
- Respond with appropriate strategy/technique to improve a crisis situation.

Conflict and Crisis

- *Anyone*
- *Anywhere*
- *Anytime (Be prepared)*

Conflict

- *Conflict can arise:*
 - *In different forms*
 - *In different places*
- *When our clients find themselves in crisis/conflict, there is always the potential for inappropriate and/or dangerous behaviors*

Intervention:

- *Intervention starts:*
 - *Knowing yourself:*
 - *Asses personal stressors at beginning of shift and throughout shift*
 - *Are there problems in **your** home?*
 - *Am I tired?*
 - *What is my anxiety level today?*
 - *How well am I functioning today?*
 - *Are there particular clients or co-workers who push your buttons?*

**The more centered we are, the more effective we can be with our clients.*

**How you enter a situation will most likely dictate how it plays out.*

Know your Client:

- *“All behavior has meaning.”*
- *Be aware of changes in behavior that may signal increasing agitation(warning signs).*
- *Determine what the client feels is needed.*
- *Hearing feelings expressed by client allows you to identify the source of agitation and provide cues on how to help.*
- *Who might be the target of the clients emotional response:*
 - *A peer*
 - *A staff member*
 - *Someone who is not physically present*

Normal Routine

- Each group home, school, or program has its own “*normal routine.*”
- *Normal routine* – the usual state of activity or the sequence of events that is routinely followed.

(Daily consistency)

Normal Routine

- *Our job is to help maintain the normal routine and prevent crises.*
- *This routine is maintained when:*
 - *Stay on schedule*
 - *Accomplish tasks*
 - *Feel secure., organized and in emotional control.*
 - *Establish a usual way of doing things*

Intervention

- *Remember:*
 - *An agitated client will have difficulty hearing and understanding what is said.*
- *In a crisis situation staff needs to speak slowly and clearly.*

Role and Responsibility

- *Your actions are guided by:*
 - *Civil (individual) rights*
 - *Professional etiquette*
 - *Code of conduct*
 - *Company /SRT values*
 - *History*
 - *Personal beliefs*

In a Crisis:
“One size does not fit all.”

- *When clients are stressed or in crisis , it is not the time to:*
 - Teach*
 - Problem Solve*
 - Debrief*

During a Crisis Situation

- *When in crisis mode- utilize de-escalation strategies and techniques*
- ***No Shortcuts for Training and Experience!***

Verbal Intervention

- *Opening lines*
 - *That's Interesting.....*
 - *Tell me more about that*
 - *Why would you say that*
 - *Why would you do that*
 - *Why would you ask that*
- **Calm** *opening line shows you are under emotional control and can't be rattled*

Verbal De-escalation:

- *Includes personal presentation:*
 - Body Language / Facial Expressions*
- *The environment:*
 - *Choose a quiet but visible place*

Time Investment:

- *Have a time frame in mind:8 -10 min*

When beginning verbal intervention, the amount of time spent will depend on the client. (Type of behaviors being dealt with)

If progress is being made with the client , the time can be extended. Less time should be allocated to listening and talking to clients who are very manipulative than to those who may be depressed, suicidal, or very frightened.

Verbal Intervention

- **Closing Lines:**
 - *“That maybe but.....”*
 - *“I understand, however.....”*
 - *“I see your point and”*
- *Repeat what is expected*

Think Fast/Talk smart

- **Dangerous phrase:**

- *As opposed to*

- **Effective phrase:**

- *Always think-*

- *Why would I say this*
 - *What would I get out of this*
 - *What price might I pay*

Guiding Principles

_____ *Will my response meet the person's needs?*

_____ *Is my response respectful and dignified?*

_____ *Will my response maintain safety?*

Scenarios

- *What would **you** say:*
- *What would **you** do:*

- Situation/Problem/Solution

Now and Then?

- **Short Term Focus:**
 - *Intervention (response)*
 - *Positive interaction (help)*
 - *Safety Resolution*
- ***Long Term focus:***
 - *Prevention*
 - *Build lasting Relationship*
 - *Problem Resolution*

Postvention

- **Postvention- Prevents- Problems**
 - *What we learned from last time*
 - *Learn from your mistakes*

Predictable is Preventable

Prevention takes work

SRT

- *Effective de-escalator demonstrates:*
 - *Confidence*
 - *Emotional Calm*
 - *Leadership*
 - *Understanding*
 - *Support*
 - *Long term Relationships*

Take A Role

- Take a role in making things better by:
 - *Changing your way of thinking*
 - *Responding in order to make a positive difference in the situation.*

Environment Behavior Support

- *House Rules*
- *School rules*
- *Hospital Rules*
- *Store Rules*

Drill Physical Techniques?

Paradox of Physical Intervention

- *Physical interventions can actually increase the risk that someone will get hurt.*
- *Physical response to physical aggression actually can increase the likelihood that physical aggression.*
- *Might is not right (What does it Teach)*

PHYSICAL INTERVENTION

- **Not for:**
 - *Behavior Management*
 - *Compliance*
 - *Punishment*
 - *Consequence*
 - *Revenge*

Assessment

- *Constantly assess what is happening*
- *When you assume and stop assessing you are less likely to have the right response.*

Goals

- *Remain in control at all times*
- *Support anyone, anywhere with any issue*
- *Avoid the incorrect response which can worsen the situation.*