Philosophy of Crisis Intervention and Prevention

Annual Refresher
This Training is designed for Community Based Employees only.

If you work in a certified setting, you will not receive credit for completing this training.
The Purpose of SCIP-R

- Decrease numbers of injuries to everyone.
- Improve reactions of care providers when responding to crisis situations.
- Decrease incidents of abuse through increasing awareness of the power of positive relationships.
- Establish an effective and supportive training program for addressing challenging behaviors.
- Fulfill the need for a training program that focuses on a proactive, least restrictive approach.
- Increase awareness of the negative effects of institutionalization.
Examples of a “truly dangerous situation”...

A "truly dangerous situation" exists if a person, in crisis, is hurting themselves - punching, digging skin, banging their head, cutting their skin or in danger of injuring self - running into traffic, breaking windows / furniture, climbing out of a window or hurting others-punching, kicking, throwing things and proactive non-verbal & verbal calming has failed.
If you find yourself in a “truly dangerous situation”, you should leave the premises immediately and notify the police.
Rules for staying SAFE

1. TEAM WORK!!
2. Respect
3. Be Aware
4. Move to a safe area / move others
5. Know the person -
   • Are their Health or Safety concerns?
   • What interests does the person have?
   • Do you know their IPOP, ISP, Hab Plans, etc.
6. Trust your instincts
7. Communicate your desire to help
Think about what you are wearing
• Ensure your clothing is appropriate - it should be appropriate for work, footwear should be practical.

Think about where you are
• Avoid areas that have numerous improvised weapons (kitchens)
• Have an escape route in mind if you need to leave quickly.
The Dos & Don'ts

- Do use proactive, non-verbal & verbal calming techniques
- Do give the person some space: step back, move people away, reduce noise in the environment
The Dos & Don'ts

- Don't demand emotionally difficult actions
- Don't use physical interventions— you are not trained to use them.
- Don't hold a person in a face down, PRONE, position. This is PROHIBITED and life threatening
- Don't take other's behavior personally.
- Don’t get into power struggles with the person.
- Don’t crowd the person.
Understanding Challenging Behavior

- In general, challenging behavior is seen as serving a necessary purpose for a person.
- Challenging behaviors are largely learned through a history of interactions between a person and their environment.
- Challenging behavior may communicate something about a person's unmet wants or needs.
- A single behavior may be maintained by more than one outcome.
- A group of behaviors may be used to achieve a single outcome.
Understanding causes of challenging behavior

1. What is a challenging behavior?
2. Behavior serves a purpose; it has a function!
3. Causes may be related to internal or external factors or both!!
4. The person's disability may be a factor as well.
Motivation Assessment

Medical

Escape

Attention

Tangible

Sensory
Attention

• This is when a person engages in problem behavior in order to get someone to attend to them, or spend time with them.

• It is important to note that while agency employees perceive this to be a common cause of challenging behaviors, it is one of the least common.
Tangible

• The person wants to access an item, service, food, or activity.
The person engages in the behavior to receive sensory-perceptual input including looks, sounds, feels, smells or tastes.
Escape

- Escape is inferred when the frequency or intensity of the challenging behavior occurs with the presence of a task, demand, or activity.
• While medical isn't necessarily a cause of challenging behavior, it is frequently a contributing factor.

• Assessing a person's medical condition is important when understanding the difficulty many people might face in communicating their needs.
Common Internal Antecedents
(Think Medical First)

Pain
Frustration
Fear
Loneliness
Anger
Hunger
Excitement/arousal
Common External Antecedents
(Think Environment)

Noise
Chaos
Crowding
Being threatened
Being caught doing something wrong
New staff
Lack of routine
The SCIP-R Gradient

- Independent in the Community
- Informed Choices
- Lifestyle Enhancement
- General Alternatives
- Substitute Skills
- Environmental Modifications
- Positive Reinforcement
- Addressing Immediate Needs
- Calming Techniques
- BSP Consequences
- Calming Techniques
- Contact Emergency Personnel

- High
- Staff Intervention
- Low
- High

- Individual Self Control
- Low
- High
Creating a Positive Relationship

- Think about how you approach developing a new relationship with any person.
- "What are some things that you do to foster and develop that relationship?"
- "Why do you do those things?"
The Pitfalls of a Service Provider and Recipient Relationship

- This type of relationship is inherently unbalanced. Staff can easily fall into the role of teacher, supervisor, enforcer, “parent”
- This frequently leads to power struggles with the person, learned helplessness, or poor self esteem if the relationship is not positive.
Positive/Proactive Strategies/Behavior Support

- Offering choices / control
- Developing independence
- Teaching a better way to cope / teaching a substitute skill
- Self esteem building
- Using PRAISE - PRAISE – PRAISE
- Planning
Creating a Positive Culture

Think about how you would create a Supportive and Functional Culture.

"What are some things that you do to create a positive culture?"

"Why do you do those things?"
Supportive
Meeting my social and emotional needs
- Positive
- Encouraging
- Patient
- Forgiving
- Honest
- Kind
- Respectful
- Teamwork
- Non-Judgemental

Functional
Meeting my physical and environmental needs
- Useful
- Safe
- Manageable
- Therapeutic
- Age Appropriate
- Adaptive
- Intelligent
- Clean
- Comfortable
Environments that are both **Supportive** and **Functional** are said to be **Therapeutic**.
We must examine the

- Physical setting
- Social setting
- Activities and instruction
- Scheduling and predictability
- *Communication*
Supporting Positive Behavior

- Lifestyle Enhancement
- Environmental Changes
- Consequences to Behavior
- Teaching Substitute Skills
- Teaching General Alternatives
Lifestyle Enhancement

- This is more than just keeping people occupied.
- Helping people to develop a full rich life with strong support system is key.
- We want to encourage people to wear as many “hats” as possible.
  - i.e.- mother, brother, student, parishner, movie or book club member, etc.
**Environmental Changes**

- Environment helps to shape behavior.
- Changing the environment is done to maximize the Therapeutic Environment of the person.
- We want to structure setting events to support positive behavior.
- We also want to remove stimuli that trigger excess behaviors.
Consequences to Behavior

- Should focus on new skills/behaviors, not old behaviors
- Should be naturally occurring
- “Catch the person doing something right” and praise it.
- Make sure you know what types of reinforcers motivate a person.
If we do not teach alternatives to a negative behavior, it will likely continue.
Substitute skills should serve the same purpose as the negative behavior.
Areas for substitute skills might be Leisure, Social, or Communication.
Teaching General Alternatives

- These include self-control, relaxation or problem solving skills.
- Needs to be practiced in low stress situations.
- These skills can then be applied to a broad range of problems.
The Crisis Cycle

- Early Warning Signs
- Crisis
- Recovery
- Setting Events
Setting Events
Early Warning Signs

- Body language & facial expressions
- Agitation (e.g. pacing)
- Verbal outbursts (e.g. cursing)
- Threatening looks Person-specific signs
- ANY CHANGE IN BEHAVIOR
- KNOW THE PERSON!
CRISIS

Non-VERBAL CALMING TECHNIQUES

- Redirect to Another Activity
- Eye Contact
- Close Proximity
- Touch
- Effective Use of Space
- Body Posture
- Planned Ignoring
- Facial Expressions
- Provide Access to Preferred Objects/Activities
Crisis

Verbal Calming Techniques

- Ventilation
- Active Listening
- Distraction
- Reassurance
- Understanding
- Modeling
- Humor

- One-to-One
- Encourage Coping Strategies
- Remind of Natural Consequences of Behavior
- Use Positive Language
- Facilitate Relaxation
Recovery

What to do after a challenging behavior occurs?

- Check the person for injuries
- Allow the person to relax
- Talk to the person
- Report it
- Document (paperwork)
If you have any questions regarding potentially volatile situations in your work environment, please contact your manager for guidance immediately.

Click the link below to take the assessment and complete the training.

https://docs.google.com/forms/d/1l9EOujvxujOxAy4ls4E1uWnoIwvo76bfklfKrLB7ty8/viewform