

Term 1

Types of Crisis

Definition 1

Situational and Maturational

Term 2

Maturational Crisis

Definition 2

**Stress produced from progression
through developmental stages**

Term 3

Dynamics of a Crisis

Definition 3

- 1. There is a sudden change in the young persons' behavior**
- 2. The young person has run out of or never learned effective, rational, constructive ways of coping with internal or interpersonal problems**

Term 4

Situational Crisis

Definition 4

External stressful events - things that just happen

Term 5

What are the 2 Goals of Crisis Intervention?

Definition 5

Short term: To provide immediate emotional and environmental support in a way that reduces the stress and risk
Long Term: To teach better, more constructive, and effective ways to deal with stress or painful feelings

Term 6

Stress Model of Crisis (Curve)

Definition 6

Pre-Crisis = Baseline
Triggering Phase
Escalation Phase
Outburst Phase
Recovery Phase

Term 7

Pre-Crisis Stage is where on the curve?

Definition 7

Bottom left = baseline

Term 8

Triggering Phase is where and what?

Definition 8

First one after baseline (Pre-Crisis) on left = Agitation = Something is beginning to happen or something has set them off

Term 9

Escalating Phase is where and what on the curve?

Definition 9

Second up from baseline on left = Aggression = Opportunity to teach better coping skills

Term 10

Outburst Phase is where and what on the curve?

Definition 10

Top of curve = Violence = Sometimes the restraint is the safest thing for the child and/or others

Term 11

Recovery Phase is where and what on the curve?

Definition 11

Bottom right = almost returned to baseline

Term 12

What are the 3 levels of the Recovery Phase?

Definition 12

- 1. Lower (Abuser) - we end up yelling or threatening**
- 2. No Change (Fire Fighter)**
- 3. Higher ((Educateur) = We want to be/get here**

Term 13

**What are the Four Questions we ask ourselves in a crisis situation?
ASK OURSELVES BEFORE WE GET INVOLVED IN A CRISIS SITUATION**

Definition 13

- 1. What am I feeling now?**
- 2. What does this young person feel, need, or want?**
- 3. How is the environment affecting the young person?**
- 4. How best do I respond?**

Term 14

What does Importance of Self-Awareness mean?

Definition 14

- 1. Role Model**
- 2. Cultural and ethnic differences**
- 3. Personal life experiences**
- 4. Past experiences and present behavior**

Term 15

Describe the Feelings, Needs, and Behaviors Iceberg

Definition 15

**Feelings and Needs are under the water
and
Behaviors are above the water**

Term 16

What does Assessing Behavior Mean?

Definition 16

- 1. All behavior has meaning**
- 2. Behavior reflects needs**

Term 17

What are the 2 Types of Aggressive Behaviors?

Definition 17

- 1. Reactive Aggression**
- 2. Proactive Aggression**

Term 18

What is Reactive Aggression mean and what does it look like?

Definition 18

- 1. Affective or expressive aggression**
- 2. Loss of control and emotional flooding**
- 3. Emotions are dominant**

Term 19

What is Proactive Aggression and what does it look like?

Definition 19

- 1. Instrumental or operant aggression**
- 2. Goal Oriented**
- 3. Cognitions are dominant (Thinking is dominant)**
- 4. Planning it out**

Term 20

What questions do you ask to identify a Young Person's Needs?

Definition 20

- 1. Why did this happen today, and not yesterday?**
- 2. Is this typical behavior for this young person?**
- 3. Is the young person expressing a need?**
- 4. Is this normal for a young person of this age?**
- 5. Does this behavior reflect a family or cultural belief?**

Term 21

What is important about The Physical Environment?

Definition 21

- 1. Good use of space**
 - 2. Clean, orderly, inviting - Sally inspects for cleanliness**
 - 3. Lighting and noise levels**
 - 4. Furnishings and decorations - maintenance dept. will come and shampoo or replace couch cushions.**
- BE AWARE OF THE KIDS ARE and CLEANLINESS/ORGANIZATION OR OFFICE USUALLY REFLECTS THE CLEANLINESS OF THE KIDS ROOMS, ETC.**

Term 22

What is important to know about the Programs, Activities, and Routines?

Definition 22

- 1. Meet the young people**
- 2. Thoughtful transitions**
- 3. Consistent routines**
- 4. Adequate structure**
- 5. Strong and well-resourced program**

Term 23

What is important to know about the AGENCY POLICY AND PROCEDURE?

Definition 23

- 1. Clearly written**
- 2. Communicated**
- 3. Understood**

Term 24

What are the five main intervention approaches?

Definition 24

- 1. Listening (ear) = major part of de-escalation**
- 2. Teaching (lightbulb)**
- 3. Relating (conversation bubbles)**
- 4. Directing (megaphone)**
- 5. Structuring (clipboard with RULES) = Safe, secure environment - remind of expectations**

Term 25

What does structuring look like?

Definition 25

- 1. Provide a safe and secure environment**
- 2. Be predictable and consistent**
- 3. Maintain routines based on the needs of the young people**
- 4. Depend on the structure of the program**
- 5. Remind young people of program expectations**

Term 26

What does listening look like?

Definition 26

- 1. Identify feelings**
- 2. Focus on internal conflicts**
- 3. Be non-judgemental, accepting, supportive**
- 4. Use active listening techniques**

Term 27

What does directing look like?

Definition 27

- 1. Redirect behaviors**
- 2. Use rewards and punishments**
- 3. Make directive statements**
- 4. Establish control and order**

Term 28

What does relating look like?

Definition 28

- 1. Role model effective behaviors**
- 2. Use personal influence**
- 3. Engage withdrawn, isolated young people**
- 4. Give personal attention and encouragement**

Term 29

What does teaching look like?

Definition 29

- 1. Process events throughout the day**
- 2. Make decisions together**
- 3. Hold young people responsible for actions and choices**
- 4. Create opportunities for learning**

Term 30

What does MEANING equal?

Definition 30

Facial expression = 55%
+ Tone of voice = 38%
+ Words = 7%

Term 31

What are nonverbal techniques?

Definition 31

- 1. Silence**
- 2. Nods**
- 3. Facial Expression**
- 4. Eye Contact**

Term 32

What are ENCOURAGING and ELICITING techniques?

Definition 32

- 1. Minimal Encouragements: "Uh-huh", "Go on", "I see"**
- 2. Door Openers: "I'd like to hear more", "Tell me about that"**
- 3. Closed questions: "Do you like your teacher?"**
- 4. Open questions: "How do you feel?", "What happened next?"**
- 5. Validation: "Yea that would make it easier"**

Term 33

What are REFLECTING techniques?

Definition 33

Reflective Responses:
"You feel uncomfortable when your friends talk about school."
"You are angry about your visit being canceled. I'd be upset too."
SUMMARIZATION:
"Here is what I hear you saying, you felt good at first, but now..."

Term 34

What is Active Listening?

Definition 34

1. Identifies and expresses emotions
2. Is respectful of a young person
3. Responds to feelings, rather than just behavior
4. Communicates that we care and understand
5. Helps young people "talk out rather than act out"

Term 35

What is Active Listening NOT?

Definition 35

1. Throwing up roadblocks
 2. Premature problem solving
 3. Arguing or establishing facts
 4. Permission giving
 5. Necessarily time consuming
- YOU WANT THEM TO TALK - SHUT MY MOUTH!**

Term 36

List the Behavior Management Techniques from Least Intrusive to Most Intrusive

Definition 36

1. Managing the environment
2. Prompting
3. Caring gestures (Hypodermic affection)
4. Hurdle help
5. Redirection
6. Proximity
7. Planned ignoring and positive attention
8. Directive Statements
9. Time away

Term 37

Describe the Stress Model of Crisis opportunities between Triggering (agitation) and Escalation (Aggression).

Definition 37

Your ENCOUNTER with the young person can either ENGAGE OR ENRAGE - If you engage, the youth can return to pre-crisis (baseline) phase; if you ENRAGE, the youth continues to Escalation (Aggression) phase.

Term 38

Describe the Anger Cycle

Definition 38

Star at the top represents The Stressful Incident - the cycle then continues down to the right to the Young Person's Feelings - then the cycle continues down and around to the bottom to the Young Person's Behavior - then the cycle continues up to the left to the Adult's Response - what happens between the young person's feelings and their behaviors: the young person is responsible for their behavior; what happens between the behavior and the adult's response is where we either engage or enrage the youth

Term 39

Why do you ask yourself "What am I feeling now?"

Definition 39

- 1. Anger can undermine objectivity**
- 2. Anger is an emotional and physical state**
- 3. Cognitive abilities are reduced**

Term 40

What does "Effects of Anger mean and look like?

Definition 40

"When we are our angriest, we are our stupidest." Visualize a baseline going through the center of the paper and an arrow is pointing up to ANGER, and an arrow is pointing down to Cognitive Functioning. The anger curve goes up at the same time the cognitive functioning curve goes way below baseline

Term 41

What do you do when young people do not comply?

Definition 41

- 1. Actively listen and problem solve**
- 2. remove the others from the area**
- 3. Give the young person choices and time to decide**
- 4. Let the program consequences stand**
- 5. Redirect the young person to another more attractive activity**
- 6. Appeal to the young person's self-interest**
- 7. Use your relationship with the young person**

Term 42

What are non-verbal behaviors?

Definition 42

- 1. Eye contact**
- 2. Body language**
- 3. Personal Space**
- 4. Height Differences**
- 5. Gender Differences**
- 6. Cultural Differences**

Term 43

What does I-ASSIST stand for?

Definition 43

I = isolate the young person A = Actively listen S = Speak calmly, assertively respectfully S = Statements of understanding precede requests I = Invite the young person to consider positive outcomes and behaviors S = Space reduces pressure T = Time helps young people respond to requests

Term 44

What are the 4 Elements of a Potentially Violent/Crisis Situation?

Definition 44

- 1. A potential trigger to violence**
- 2. A target**
- 3. A weapon**
- 4. Level of stress**

Term 45

What does the Stress model of a Crisis Cycle look like with I ASSIST added to it?

Definition 45

A dotted line between Escalation Phase (Aggression) can lead back down to Pre-Crisis State (Baseline Behavior) if we are able to DISENGAGE or the Escalation Phase (aggression) can continue to Outburst Phase (Violence) if we use I ASSIST and are able to ENGAGE the young person

Term 46

To De-Escalate the crisis, remove the potential trigger to the violence by:

Definition 46

- 1. Never touching an angry and potentially violent person**
 - 2. Avoiding any aggressive moves and proactive statements**
 - 3. Avoiding the crisis cycle and counter aggression**
 - 4. Removing others who might trigger the violence**
- BODY LANGUAGE IS CRITICAL**

Term 47

To de-escalate the crisis, Remove the target by:

Definition 47

- 1. Asking the targeted person to leave**
 - 2. If it's you, remind the young person of your relationship or**
 - 3. Leave the situation and ask a "neutral" staff to manage the incident**
- THE TARGET MAY SHIFT DURING THE EPISODE**

Term 48

To de-escalate the crisis, Avoid the weapon by:

Definition 48

- 1. Discretely removing objects**
- 2. Maneuvering away from weapons**
- 3. Staying a safe distance away**

Term 49

To de-escalate the crisis, decrease the level of stress by:

Definition 49

- 1. Using your relationship**
- 2. Actively listening to identify feelings**
- 3. Using non-confrontational limit-setting (I ASSIST)**

Term 50

What is the Objective of I ASSIST?

Definition 50

To make the situation safe by reducing the level of arousal in order to promote compliance

Term 51

Part of I ASSIST is SCAR which means

Definition 51

the first S = Speak calmly, Assertively, and Respectfully (SCAR)

Term 52

List the Tips of I ASS... OF I ASSIST

Definition 52

I = DO Isolate = AVOID Audience effects S = DO Actively Listen = AVOID Assumptions and negative expectations S = DO Speak calmly, assertively, and respectfully = AVOID Aggressive and disrespectful language and tone of voice S = DO Make statements of understanding before instructions or requests = AVOID Thoughtless, coercive commands that ignore the young person's feelings

Term 53

What does I ESCAPE mean?

Definition 53

I = Isolate the conversation E = Explore the young person's point of view (ask open ended questions) Listening - don't be judgemental S = Summarize the feeling and content(some of the content) C = Connect the behavior to feelings (Donna took the broom, you got angry, I came out, and separated you, is that what happened?) A = Alternative behaviors discussed P = Plan developed/Practice new behavior E = Enter young person back into the routine GET THEM TO SEQUENCE THE EVENTS

Term 54

What is involved in the LSI

Definition 54

(Life Space Interview) I = Isolate the conversation Target Behavior Identified E = Explore the young person's point of view S = Summarize the feelings and content C = Connect the young person's feelings and behaviors A = Alternative behaviors discussed P = Plan developed/Practice the plan E = Enter young person back into the program

Term 55

What is the LSI

Definition 55

Life Space Interview = a therapeutic, verbal strategy for intervening with a young person "the clinical exploitation of life events" by Fritz Redl

Term 56

What are the goals of the LSI?

Definition 56

1. Return the young person to normal functioning (for them) 2. Clarify the events 3. Repair and restore the relationship 4. Teach new coping skills 5. Reintegrate the young person back into the program (GET THEM BACK INTO THE ROUTINE)

Term 57

The C in I ESCAPE =

Definition 57

**Connect behavior to feelings = "In the past, I have seen this happen, etc."
When you get your feelings hurt, you get mad and punch someone."**

Term 58

The A in I ESCAPE =

Definition 58

**Alternative behaviors discussed = "Is there something else you could do?"
What things do you like to do?"
Brainstorming - new coping skill - you accept all of their ideas**

Term 59

The P in I ESCAPE =

Definition 59

**Plan developed/Practice new behavior =
Don't tell the youth, "Would you like to practice? Just say "Let's practice" also
"I'm going to put this in your notes so that the other staff know that...." Ask again, "Now, what are you going to do?"
GET THEM BACK INTO THE MILIEU AGAIN (THE ROUTINE) AS SOON AS POSSIBLE**

Term 60

I verbiage in I ESCAPE

Definition 60

"I'd like to talk to you" or "Lets goand sit down...."

Term 61

The verbiage for E in I ESCAPE:

Definition 61

E = "What was happening?" "And then what happened?" "So you felt...." I was worried when...."

Term 62

The verbiage for the first S in I ESCAPE:

Definition 62

"Let's make sure I got this straight."

Term 63

The verbiage for the C in I ESCAPE

Definition 63

"So, when you feel..... you....?"

Term 64

The verbiage for the A in I ESCAPE:

Definition 64

"Let's think of some different ways you could...."

Term 65

The verbiage for the P in I ESCAPE:

Definition 65

**"You've got some good options."
"Let's make a plan."
"Let's now practice/rehearse"**

Term 66

The verbiage for the last E in I ESCAPE:

Definition 66

**"Here's what's happening now..."
"Do you think you are ready to go back?"**

Term 67

List the tips of IST of I ASSIST

Definition 67

I = DO Invite the young person to consider positive outcomes and behaviors = AVOID Threats or suggestions: Don't you dare throw that chair! If you keep this up, you know what will happen! S = DO Give space - It facilitates consideration of requests and avoids focusing on adult = AVOID Crowding and pressuring the young person T = DO Give time for the young person to process and respond to the request = AVOID Demands for immediate compliance (unless safety is the issue)

Term 68

**Options to handle physical violence are
(5)**

Definition 68

1. Eliminate one of the elements of the violent situation. 2. Make a directive statement that clearly communicates that the violence must stop 3. Use releases and maintain a safe distance with a protective stance 4. Leave the situation and get assistance 5. Employ physical restraint techniques (if indicated on the ICMP)

Term 69

**What are the ongoing Response
Priorities?**

Definition 69

Reactive: 1. Teaching coping skills for difficult emotions 2. Anger management Proactive: 1. Teaching appropriate thinking 2. Instituting effective behavioral controls

Term 70

What is the Individualized Crisis Management Plan?

Definition 70

1. Functional analysis of crisis behavior 2. Strategy for intervening tailored for the young person 3. Periodic review and update

Term 71

What is the goal of physical intervention?

Definition 71

To ensure safety

Term 72

What is the definition of Physical Restraint

Definition 72

Physical Restraint: The use of staff members to hold a young person in order to contain acute physical behavior Acute Physical behavior: Behavior likely to result in physical injury; the young person, other clients, staff members, or others are at imminent risk of physical harm 2. The young person, other clients, staff members, or others are at imminent risk of physical harm

Term 73

Definition 73

What is the Physical restraint Criteria?

Physical restraint should only be used when: (all criteria must be met) 1. Agency policies and state regulations approve restraint 2. The young person's ICMP indicates it 3. Our professional judgement indicates it

Term 74

Definition 74

Physical restraint is not used to?

1. Demonstrate authority 2. Enforce compliance 3. Inflict harm or pain 4. Punish or discipline

Term 75

Definition 75

What are the basic principles of physical intervention?

A maximum amount of caring and a minimum amount of force with the goal of de-escalating the situation by reducing stimulation

Term 76

What is the letting go process in a physical restraint?

Definition 76

1. Is a gradual test of a young person's self-control
2. States what is expected of the young person
3. Is directed by the team leader
4. Is supportive of the young person

Term 77

What are the Potential Pitfalls of an LSI?

Definition 77

Young person refuses to talk: 1. Convey calm support and sanction silence 2. Ask a focused question 3. Reschedule LSI Young person gets off subject: 1. Allow exploration and relate it to the incident 2. Focus on the incident at hand Premature plan 1. Don't interrupt young person's thought process 2. Don't develop plan for young person 2.

Term 78

LSI Observations: 1-4

Definition 78

1. How did the worker isolate the young person from the problem? 2. Did the worker explore the young person's version of what happened, including: A. the young person's concern about the situation B. The young person's feelings about what happened C. Did the worker share his/her view of what happened to clear up any misunderstandings or misconceptions? 3. Did the worker summarize what the young person did, how the young person felt, and sequence the events? 4. What feelings and behaviors did the worker connect for the young person?

Term 79

Do not use physical restraints when?

Definition 79

1. We cannot control the young person safely 2. We are not in control 3. Sexual stimulation is the motivation 4. We are in a public place 5. Young person has a weapon 6. Young person's medical condition prohibits it 7. Young person has emotional problems (trauma) 8. Young person is on medication(s) that effect his/her system

Term 80

What are the definitions of Asphyxia?

Definition 80

Asphyxia: the deprivation of oxygen to living cells. Positional Asphyxia: Fatal respiratory arrest in which the ability to breath is compromised by the positioning of the body in relationship to its immediate surroundings.

Term 81

What are the Predisposing Risk factors of Asphyxia?

Definition 81

1. Obesity 2. Individual under the influence of alcohol or drugs 3. Prolonged violent physical agitation 4. Underlying natural disease, i.e., enlarged heart, asthma, high blood pressure, diabetes 5. Hot, humid environment 6. Individual taking certain types of medication

Term 82

What are the warning signs of Asphyxia?

Definition 82

Asphyxia due to neck compression: Goes limp and ceases to breathe spontaneously Asphyxia due to respiratory interference: 1. States he/she can't breathe 2. Respiration is labored, rapid, or abnormal 3. may make grunting noises 4. Vomiting or turning a dusky purple color, especially of the face 5. Limp and ceases to breathe

Term 83

What are the first 5 recommendations to reduce the risk of asphyxia?

Definition 83

1. Never place weight on a young person's chest or back 2. never put pressure on the young person's neck 3. Never place the head in a position that causes the neck to be compressed 4. Never allow a young person to stay in the prone position once he or she is no longer a safety risk - get the person up and in a seated position. 5. Never place a young person's arms behind his/her back when that person is in a prone position

Term 84

What is required for documentation after a restraint?

Definition 84

1. Who, what, when, and where? 2. What were the antecedents? 3. What did staff do to de-escalate the situation? 4. If physical contact, who did what (be specific) 5. How long did the restraint last? 6. Staff/child injuries? Medical attention? 7. What plan was developed in the Life Space Interview? 8. Debriefing of staff? 9. Was follow-up needed? 10. Was the family notified?

Term 85

What are the 5 phases of the Stress Model of Crisis?

Definition 85

1. Pre-Crisis State-baseline 2. Triggering Phase (agitation) 3. Escalating Phase (aggression) 4. Outburst (violence) 5. Recovery Phase

Term 86

What are the 2 goals of crisis intervention?

Definition 86

1. To provide immediate emotional and environmental support in a way that reduces the stress and risk 2. To teach better, more constructive and effective ways to deal with stress or painful feelings

Term 87

What are the 3 Outcomes of the Recovery Phase?

Definition 87

1. Educateur 2. Firefighter 3. Abuser

Term 88

When assessing a crisis situation, what are 4 questions we ask ourselves?

Definition 88

1. What am I feeling now? 2. What does this young person feel, need or want? 3. How is the environment effecting the young person? 4. How do I best respond?

Term 89

What are 2 types of aggression?

Definition 89

1. Reactive aggression - emotions are dominant 2. Proactive aggression - Thinking is dominant

Term 90

What are the 4 aspects of the Importance of Self Awareness?

Definition 90

1. Role model 2. Cultural and ethnic differences 3. Personal life experiences 4. Past experiences and present behavior

Term 91

Agency policy and procedure need to be?

Definition 91

1. Clearly written 2. Communicated 3. Understood

Term 92

What are the 5 Intervention approaches?

Definition 92

1. Listening 2. Teaching 3. Relating 4. Directing 5. Structuring

Term 93

What are some non-verbal techniques?

Definition 93

**1. Silence 2. Nods 3. Facial Expressions
4. Eye Contact**

Term 94

What is an example of a door opener?

Definition 94

"I'd like to hear more." "Tell me about that." "Do you want to talk?"

Term 95

**Meaning is spoken language = %_____,
%_____, %_____.**

Definition 95

**55% Facial Expression 38% Tone of Voice
7% Words**

Term 96

What is an example of a minimal encouragement?

Definition 96

"uh-huh" "I see" "Go on"

Term 97

What is an example of a closed question?

Definition 97

"Do you like school?"

Term 98

What is an example of an open question?

Definition 98

"How do you feel?" "What happened next?"

Term 99

What is an example of a reflective response?

Definition 99

"You feel uncomfortable when your friends talk about school." "You are angry about your visit being canceled. I'd be upset too"

<p>Term 100</p> <p>What is an example of summarization?</p>	<p>Definition 100</p> <p>"Here is what I hear you saying." First this happened, then this happened."</p>
<p>Term 101</p> <p>What are the 9 Behavior Management Techniques?</p>	<p>Definition 101</p> <p>1. Managing the environment 2. Prompting 3. Caring gestures 4. Hurdle help 5. Redirection 6. Proximity 7. Planned ignoring and positive attention 8. Directive statements 9. Time away</p>
<p>Term 102</p> <p>What are the last 5 recommendations to reduce the risk of asphyxia?</p>	<p>Definition 102</p> <p>6. Never bend a child forward in a small child restraint 7. never place anything over or near the young person's face, mouth, or nose that can be inhaled or conform to the contours of the face 8. Never conduct a restraint on a soft surface such as a mattress 9. never ignore any of the warning signs of pending asphyxia 10. Never fail to take immediate action if there is any need for emergency medical treatment</p>

Term 103

LSI Observations: 5-7

Definition 103

5. What alternative behaviors and choices did the worker help the young person develop? Were ideas coming from the young person validated? 6. What plan did the worker help the young person develop? Was it specific as to when and how? Did the worker have a role? Did the young person practice the new behavior? 7. How did the worker help the young person enter back into the program?