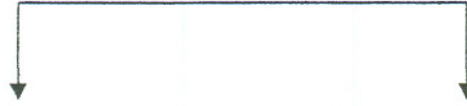


CRISIS DEVELOPMENT

Integrated Experience
Each Person Impacts the Other



CRISIS DEVELOPMENT STUDENT BEHAVIOR LEVELS	STAFF ATTITUDES / APPROACHES
Anxiety: Change or increase in behavior	Supportive: Empathic, non-judgmental approach to alleviate anxiety
Defensive: Irrational, belligerent, challenging	Directive: Imagine student "lost in tunnel," trashing about, staff provides clear directives
Acting Out: danger to self and others, total loss of emotional and physical control	Non-Violent Crisis Intervention® Staff must be <u>trained</u> to provide safe, non-harmful restraints
Tension Reduction: Regaining control, decrease in physical / emotional energy	Therapeutic Rapport: Establish communication, rebuild relationship, meeting physical and emotional needs

Similar Approach

VERBAL ESCALATION CONTINUUM

STUDENT ACTION		STAFF INTERVENTION
1.	Questioning: a. Info seeking (reasonable, rational) b. Challenging (questioning authority)	a. Answer question, set limits if excessive (student's stalling tactic) b. Redirect back to topic, avoid power struggle
2.	Refusal	Set limits, give clear and limited choices, avoid jargon, use <i>enforceable</i> consequences
3.	Release: "venting," emotional outburst, yelling, name calling, NOT hurting anyone	Allow when possible, isolate, remove audience
4.	Intimidation: Making threats, release didn't work, so . . .	Take threats seriously, document, seek help
5.	Tension Reduction: Decrease in energy, student is regaining control	Re-establish trust, attend to physical needs

Materials adapted from:
 Crisis Prevention Institute, Nonviolent Crisis Intervention Training Program
www.crisisprevention.com