

## CRISIS DEVELOPMENT

Integrated Experience  
Each Person Impacts the Other



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

Similar Approach

## VERBAL ESCALATION CONTINUUM

STUDENT ACTION		STAFF INTERVENTION
1.	<b>Questioning:</b> 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.	<b>Refusal</b>	Set limits, give clear and limited choices, avoid jargon, use <i>enforceable</i> consequences
3.	<b>Release:</b> "venting," emotional outburst, yelling, name calling, <b>NOT</b> hurting anyone	Allow when possible, isolate, remove audience
4.	<b>Intimidation:</b> Making threats, release didn't work, so . . .	Take threats seriously, document, seek help
5.	<b>Tension Reduction:</b> 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](http://www.crisisprevention.com)