

Crisis Co-Regulation and LSI



Safely Managing Potentially Violent Situations Involving Young People

**Therapeutic Crisis Intervention (TCI)
Residential Child Care Project
Cornell University, 2009**

SKILLS BUILDING FOR CO-REGULATION STRATEGIES IN TCI



The Four Questions



1. What am I feeling? ✓
2. What does the child feel, need, or want? ✓
3. How is the environment affecting the child? ✓
4. How do I best respond? ✓

Elements of a Potentially Violent Situation



1. Trigger to violence

2. Target

3. Weapon

4. Level of Stress or Motivation



Remove the potential trigger to violence by...



- Never touch an angry person
- Avoid the conflict cycle and counter aggression
- Removing others who might trigger the violence
- Avoiding any aggressive moves and provocative statements

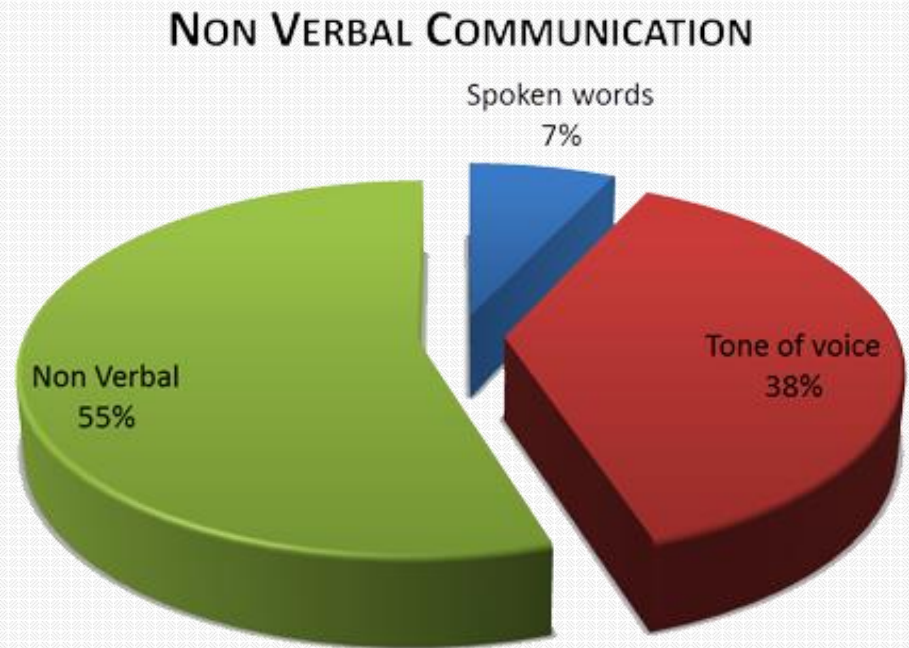
remember body language is critical!!



Non Verbal Behaviors



- Eye Contact
- Body Language
- Personal Space
- Height Difference
- Gender Difference
- Cultural Difference



Remove the target by...



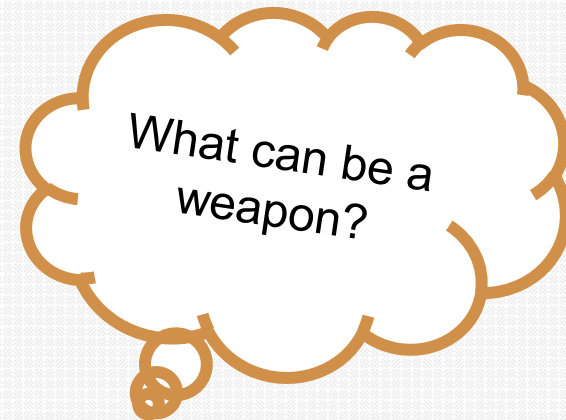
- Asking the targeted person to leave
- If it's you, reminding the young person of your relationship or leaving the situation and asking a neutral party to manage the incident
- *The target may shift during the episode*



AVOID the weapon by...



- Discreetly removing objects
- Maneuvering away from weapons
- Staying a safe distance away
- **DO NOT** try to take the weapon



Decrease the level of stress or motivation by



- Using your relationship
- Actively listening to identify feelings
- Removing the audience
- Using co-regulation strategies
- Offering alternative, non-aggressive ways to achieve goals



Scenario – What Would You Eliminate?



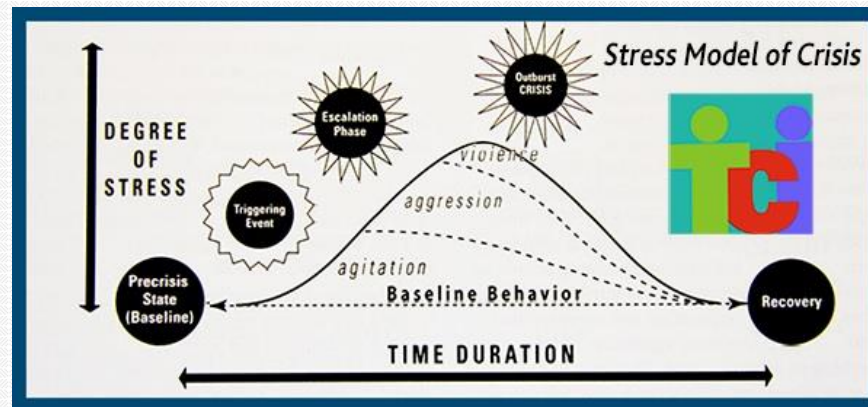
- On a scrap paper, list out the trigger, target, weapon and level of stress, and which element you would try to eliminate to help diffuse the situation.



Crisis Co-Regulation : Help me Help Myself



- At this time a crisis situation is at the peak of the stress model of crisis. The outburst phase.
- The objective of crisis co-regulation is to provide support in a way that reduces stress and risk.
- Crisis co-regulation consists of three steps.



What to THINK



- Ask yourself the Four Questions
- Use positive self talk

REPEAT AFTER ME...
I CAN
DO THIS

What to DO



- Take a deep breath
- Use protective stance
- Step back
- Give the situation time
- Sit down when/if appropriate
- Remember body language and facial expression



What to SAY



- Very little
- Understanding responses
 - I can see you... (validate feelings)
 - When you... (encourage positive behaviors)
 - I know we... (emphasize desirable outcomes)
 - I am sorry... (offer an apology)



Remember the importance of tone of voice

The Life Space Interview



“The clinical exploitation of life events”
– Fritz Redl and David Wineman (1952)



Steps of the LSI:



- **I**solate the conversation
 - Quiet, away from distractions
- **E**xplore the young person's POV
 - Allow the child to do ALL the talking
- **S**ummarize feelings and content
 - Clarify what you heard / saw
- **C**onnect feelings to behaviors
 - Help child realize their emotions
- **A**lternate behaviors discussed
 - What can we do differently?
- **P**lan and practice alternate behaviors
 - Role play alternate behaviors!
- **E**nter back into program (routine)
 - Rejoin the group or activity



**What if I can't
remember all the steps?**

**What if my child cannot
sit still for that long?**

**What if my child's
understanding level is
lower?**

HELP!

Explore and Connect Feelings to Behaviors



Explore Feelings

- Tell me what happened
- Child does **MOST** of the talking!
- Use eliciting statements



Connect to Behavior

- Sounds like you were feeling _____
- When you feel _____ (scared), you _____ (run away)



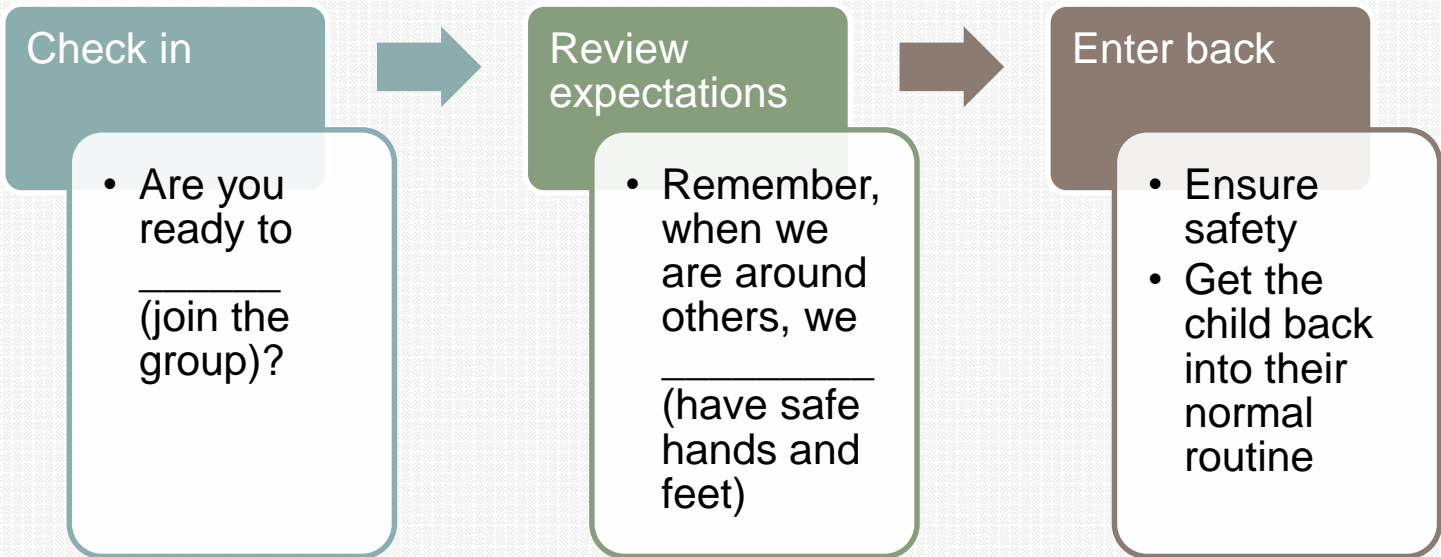
Check for Accuracy

- Is that true?
- Does that sound right?

Plan and Practice New Behaviors



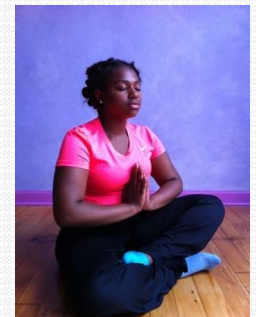
Enter back into program/routine



Notes on 'Plan and Practice'



- How will the adult keep track of alternative skills discussed during the LSI?
- Make time to practice when in good space
- Give access to (points, tokens, bucks, rewards, extra bedtime, video games) when your child **practices** using new skills and when they **use** new skills **IN THE MOMENT!**
- Prompt verbally or nonverbally to use new skill during a crisis /stress



Potential Roadblocks to the LSI



- Child refuses to talk
- Child has misperceptions about what happened
- Child struggling with timeline of events
- Child is not coming up with a plan for next time



All Behavior has Meaning

