



Parent Training TCI Series

Stress Model of Crisis & Behavior Support Techniques

November 2021

Goals of Crisis Intervention



SUPPORT:

provide immediate emotional and environmental support to reduce stress and risk and increase child's sense of safety



TEACH:

help children learn and practice ways to regulate their emotions and behaviors

A Crisis Occurs When

A child's **fight, flight, or freeze response** is activated and they are unable to regulate their emotions and behaviors

The TRIUNE Brain

The Thinking Brain.

This is the **neocortex**, responsible for higher functions such as reasoning, language, creativity, and abstract thought.

The Emotional Brain.

This part of the brain is also called the **limbic system** and is the center for emotions, emotional behavior, and motivation. Within this part of the brain is the **amygdala**, also known as the **sentry**. The role of the amygdala is to determine whether or not something is a threat.

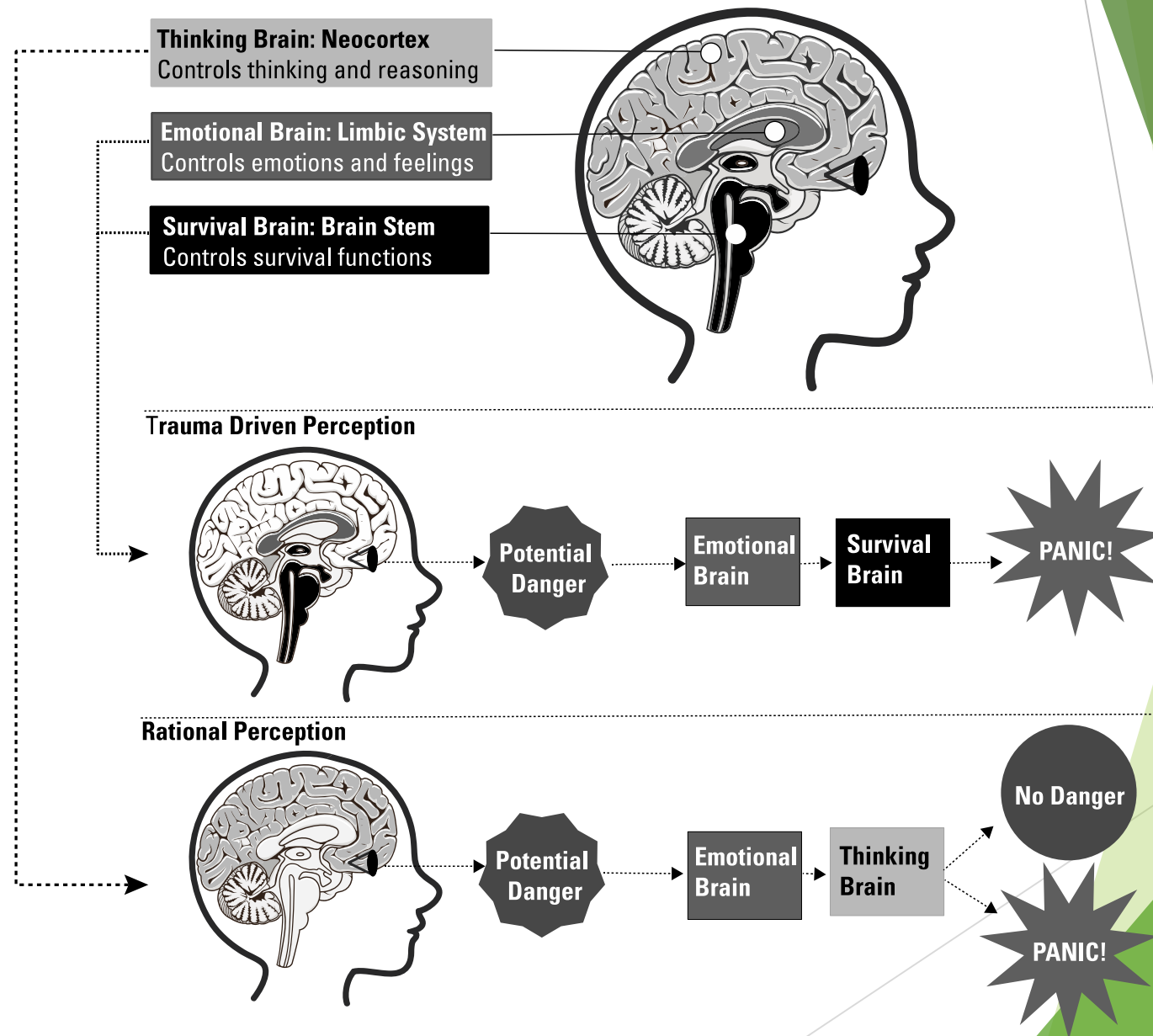
The Survival Brain.

This system of the brain (the **brain stem**) also known as the reptilian brain, is responsible for survival functions such as breathing, heart rate, circulation, and most bodily (autonomic) functions that do not require conscious thought.



The Brain and Trauma-Driven Perception

The Triune Brain and Trauma Driven Perception

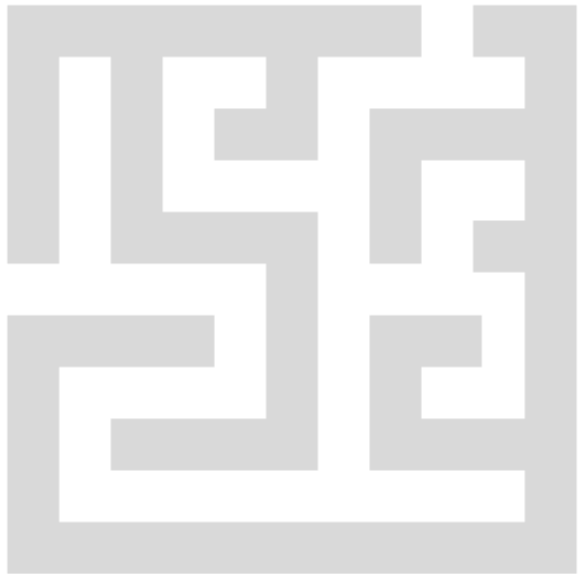


Pain-Based Behavior

Behaviors that are the result of emotional and psychological pain

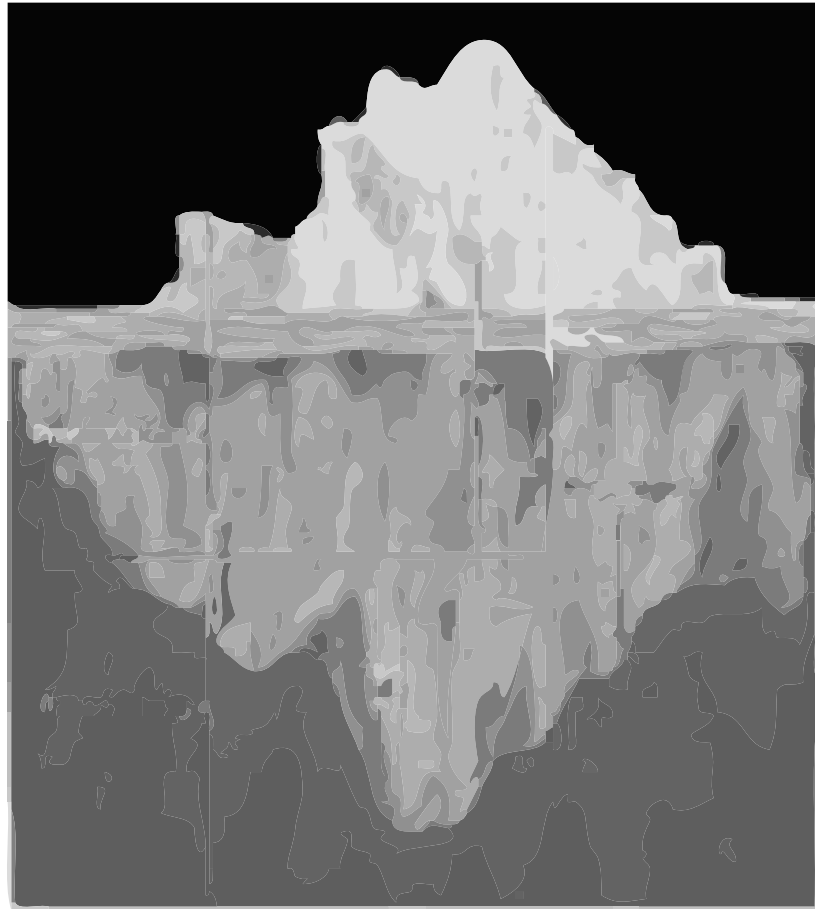
- Inability to regulate emotions
- Overreaction to situations
- Impulsive outbursts
- Trauma re-enactment
- Defiance
- Inflexibility
- Running away through anger or fear
- Self-Injury
- Withdrawal

Assessing Behavior



- ▶ All behavior has meaning
- ▶ Behavior reflects emotions and needs
- ▶ Trauma affects children's ability to manage feelings and behaviors

Feelings, Needs, and Behaviors



CHILD'S BEHAVIOR

**CHILD'S FEELINGS AND NEEDS
THOUGHTS AND MEMORIES**

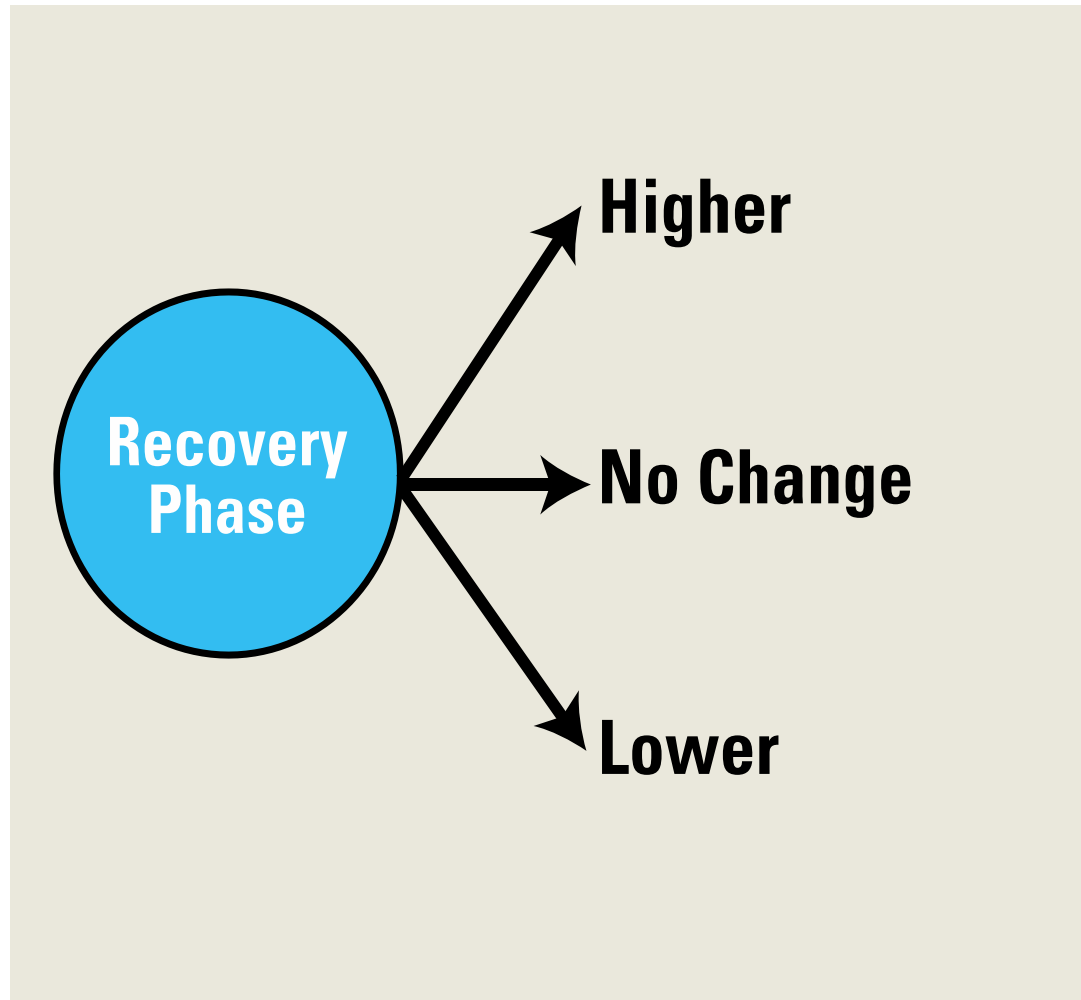
Create a Healing Environment
Develop Trusting Relationships
Provide a Sense of Safety
Practice New Skills

Keep Everybody Safe

Preventive Strategies

Change Setting Conditions and Avoid Triggers
Provide Support

Recovery Phase Outcomes



Four Questions We Ask Ourselves in a Crisis Situation

1. What am I feeling now?

2. What does this child feel, need, expect, or want?

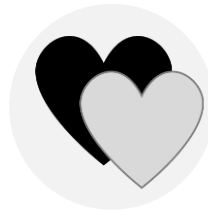
3. How is the environment affecting the situation?

4. How do I best respond?

How Do I Best Respond?



Exercise self-control over feelings the situation may evoke (stay in control)



Engage child and defuse pain-based behavior (provide emotional support)



Manage the environment to neutralize potential triggers (provide environmental support)



Assess impact of the response on the child and the situation (decrease level of stress)

STRESS MODEL OF CRISIS: BEHAVIOR SUPPORT TECHNIQUES

Create a Healing Environment
Develop Trusting Relationships
Provide a Sense of Safety
Practice New Skills

Reduce Stress and Anxiety

Keep Everybody Safe

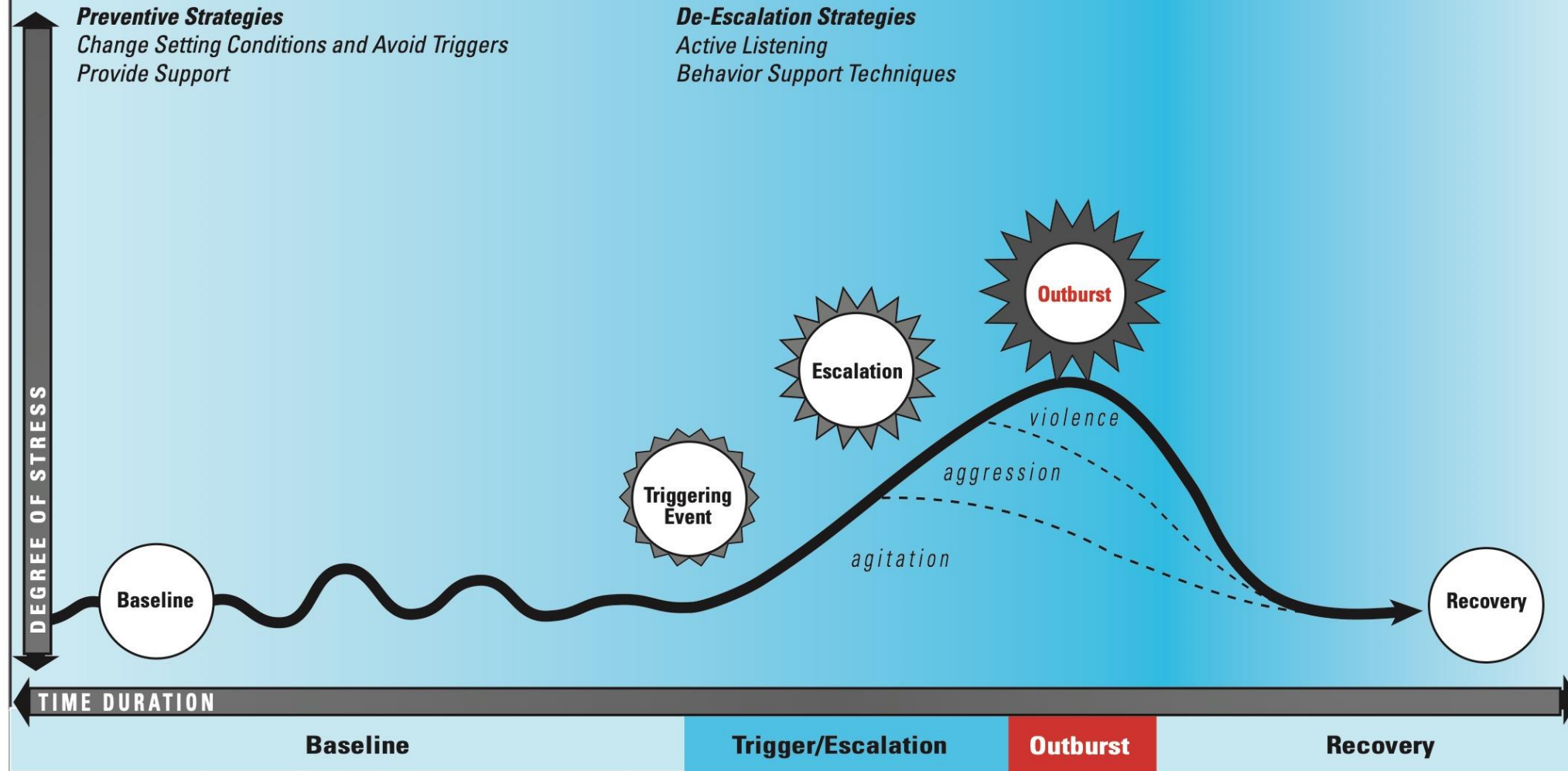
Learn From What Happened

Preventive Strategies

Change Setting Conditions and Avoid Triggers
Provide Support

De-Escalation Strategies

Active Listening
Behavior Support Techniques



Nonverbal Techniques



SILENCE



FACIAL EXPRESSION



EYE CONTACT



TONE OF VOICE

Encouraging and Eliciting Techniques

**Minimal
Encouragements**
“Uh-huh,”
“Go on”
“I see”

Door Openers
“I’d like to
hear more,”
“Tell me about
that”

**Closed
Questions**
“Do you like
your teacher?”

Open Questions
“How did you
respond?” “What
happened next?”

Reflective and Empathic Responses



Reflective Responses

Connect with the child's **FEELINGS**

"You look upset."

"You seem fed up about something."

"You sound angry."



Empathic Responses

Connect with the child's
EXPERIENCE

"This is really hard for you, isn't it?"

"It must be awful to feel like that."

"You are having a tough time at the moment, aren't you?"

Summarization

Sum up the feelings and content

“You are new at the school and anxious about making friends. You miss your friends from your old school and are afraid you will have to eat lunch alone this year. Right now it doesn’t feel worth even trying.”

Active Listening

Helps children express their thoughts and feelings

Reduces defensiveness and opposition

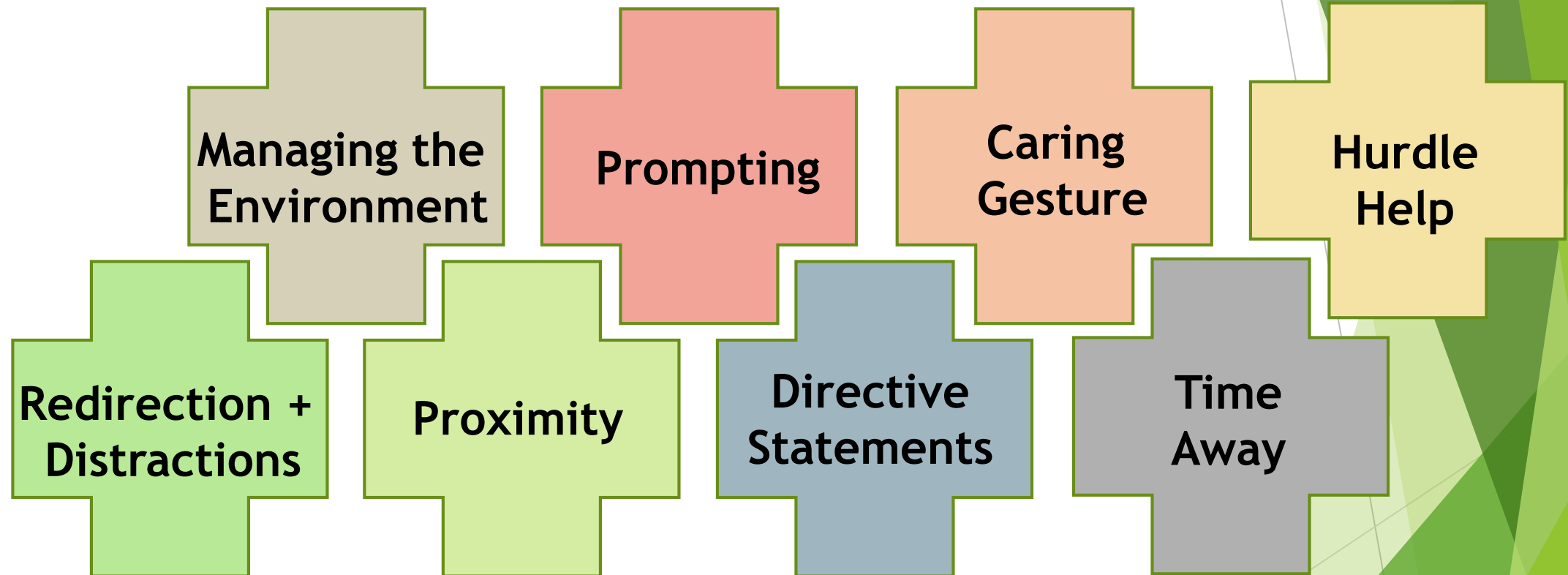
Promotes change

Communicates we understand and have a desire to help

Helps children learn to self-soothe as we model ways to respond (co-regulation)

Helps children “talk out rather than act out”

Behavior Support Techniques



Criteria for Using Directive Statements

The child has a trusting relationship with the adult

The expectation is important enough to risk escalating the situation

The child has the ability to meet the expectation and has demonstrated this ability in the past when they were at the same level of arousal

The child is still in control enough to hear and understand the statement and respond positively to the request

The request is made respectfully and calmly

Criteria for Using Time Away

The child has demonstrated an ability to self-regulate

The child is not too highly escalated

The child can go somewhere to relax, be quiet and think

The purpose is to help the child quiet their emotions, not to punish

Adults can be a source of strength for children by:



Seeing the situation from the child's point of view (empathic response)



Lending enough support (emotional and environmental) to help bring the situation within the child's ability to manage



Celebrating the child's efforts and success

STRESS MODEL OF CRISIS: EMOTIONAL FIRST AID

Create a Healing Environment
Develop Trusting Relationships
Provide a Sense of Safety
Practice New Skills

Reduce Stress and Anxiety

Keep Everybody Safe

Learn From What Happened

Preventive Strategies

Change Setting Conditions and Avoid Triggers
Provide Support

De-Escalation Strategies

Active Listening
Behavior Support Techniques
Emotional First Aid

