



Safely Managing an Outburst **Crisis Co-Regulation:**

Elements of potentially violence situations and
options

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

TO SUPPORT...

emotionally and environmentally to reduce stress and risk, and to increase **sense of safety**

START



STRESS MODEL OF CRISIS: LIFE SPACE INTERVIEW

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

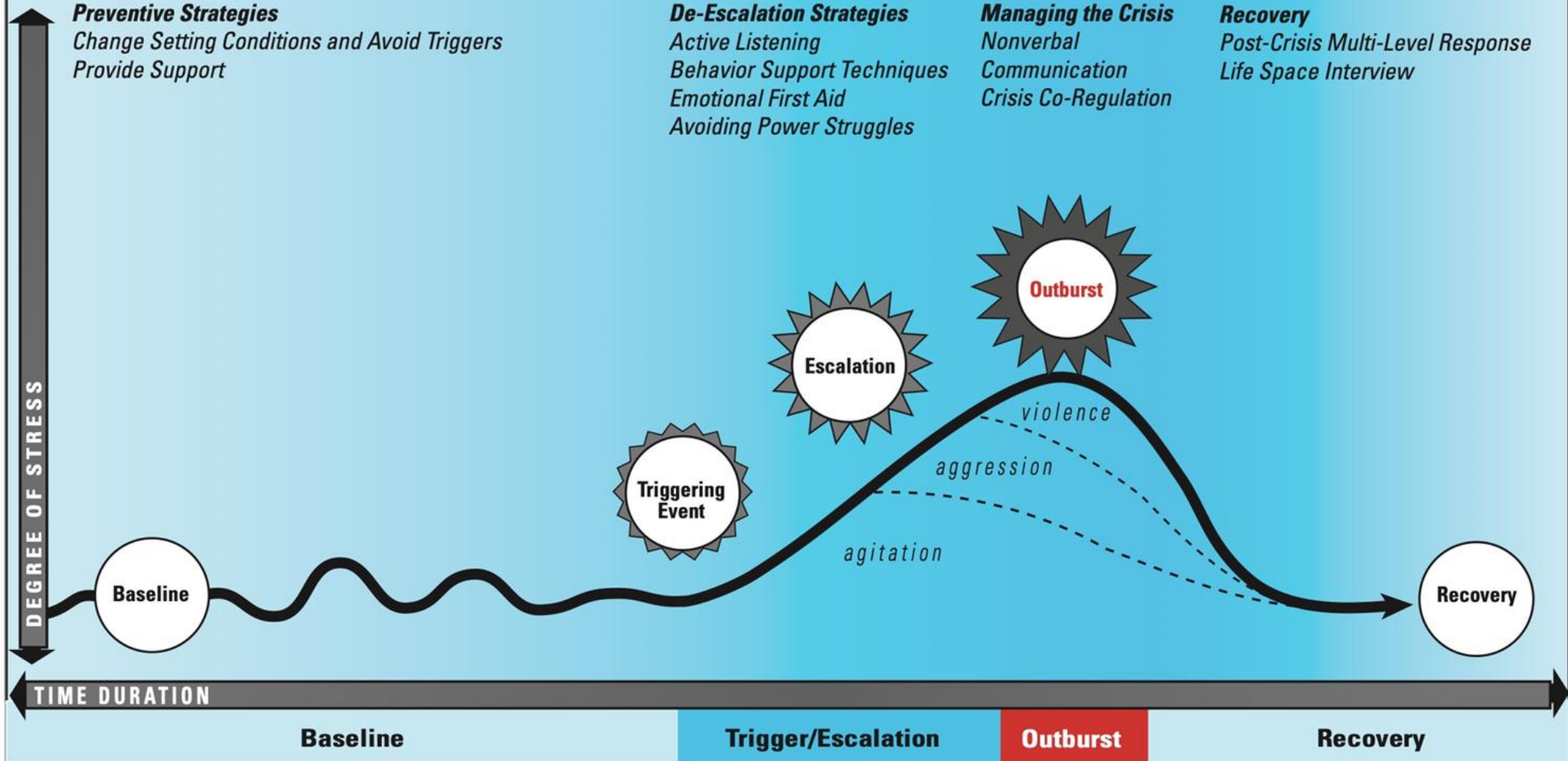
Active Listening
Behavior Support Techniques
Emotional First Aid
Avoiding Power Struggles

Managing the Crisis

Nonverbal
Communication
Crisis Co-Regulation

Recovery

Post-Crisis Multi-Level Response
Life Space Interview



Co-regulation occurs when

We help children **express their feelings and then reflect and validate those feelings.**

They will begin to calm down.

As adults, we model effective communication skills.



OBJECTIVE OF CRISIS CO-REGULATION

To provide support in a way that **reduces stress** and **risk** and **increases** the child's sense of safety

Elements of a Potentially Violent Situation



The spark



The target



The weapon



Level of stress or
motivation

Remove the Spark By



- Never touching an angry and potentially violent child
 - Avoiding any aggressive moves and provocative statements
 - Avoiding the power struggle and counter-aggression
 - Removing others who might spark the violence
- Body language is critical –**

START

Remove the Target By



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

Avoid the
Weapon By



- Discreetly removing objects from the area
- Maneuvering away from weapons
- Staying a safe distance away
- Firm directive statements

START



Decrease the Level of Stress or Motivation By



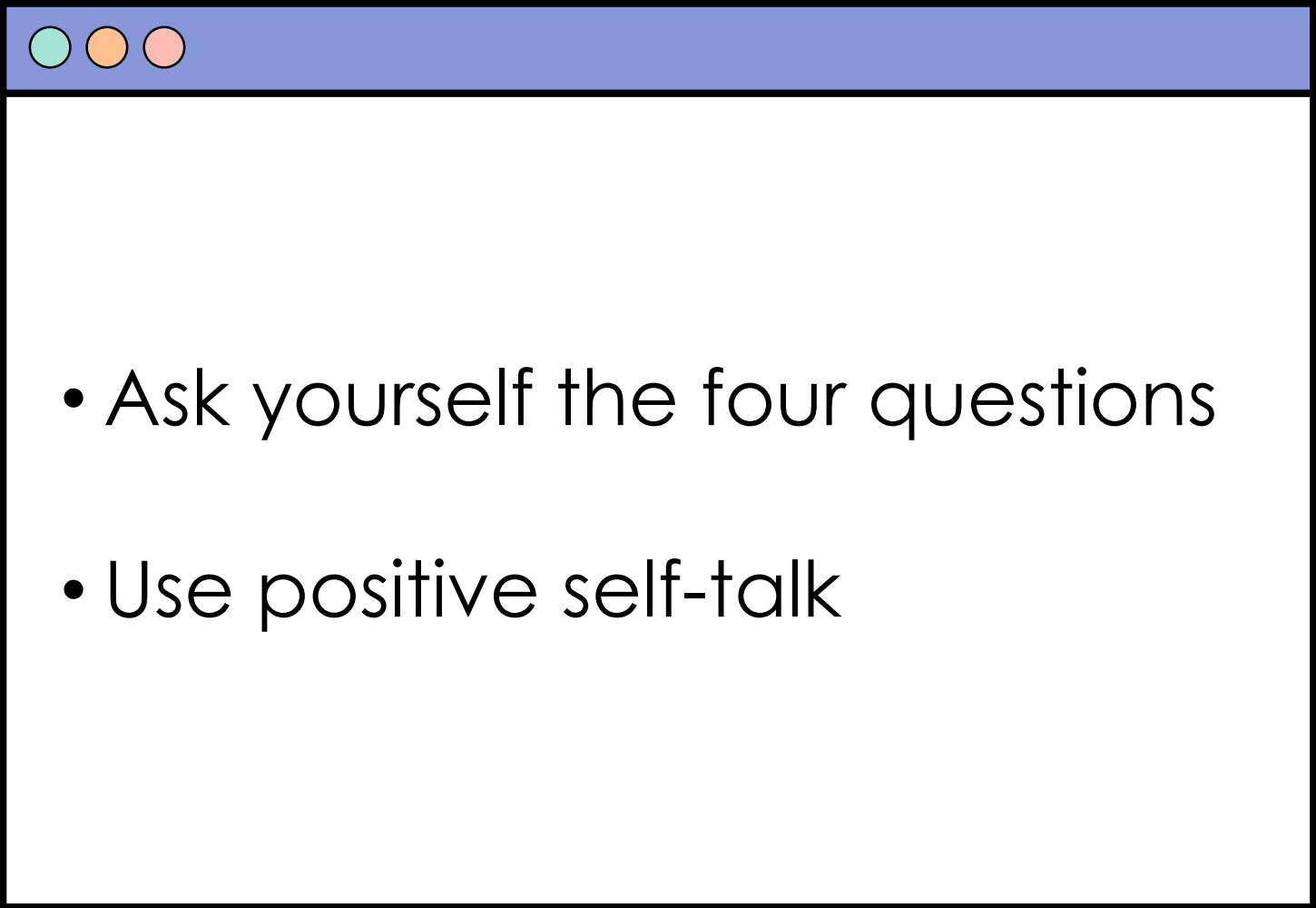
- Using your relationship (intentional use of self)
- Actively listening to identify feelings (reflective responses) and communicate understanding (empathic responses)
- Removing the audience
- Using co-regulation strategies (reactive aggression)
- Offering alternative, nonaggressive ways to achieve goals (if motivation)

Crisis Co- Regulation : Help me Help Myself

- The objective of crisis co-regulation is to provide support in a way that reduces stress and risk
- Crisis co-regulation consists of three parts:
 - What to think (self awareness and self regulation)
 - What to do (non-verbal crisis communication)
 - What to say (reflective and empathic statements)



What To Think (Self-Talk)

- 
- Ask yourself the four questions
 - Use positive self-talk

START





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)

START

What To Do (Nonverbal Strategies)

- Take a deep breath and slowly exhale
- Give the child space and time
- Use silence
- If safe, step away from the child's sight
- Assume a neutral stance and concerned facial expression

Remove the spark, remove the target, avoid
weapons

START



What To Say (Verbal Strategies)

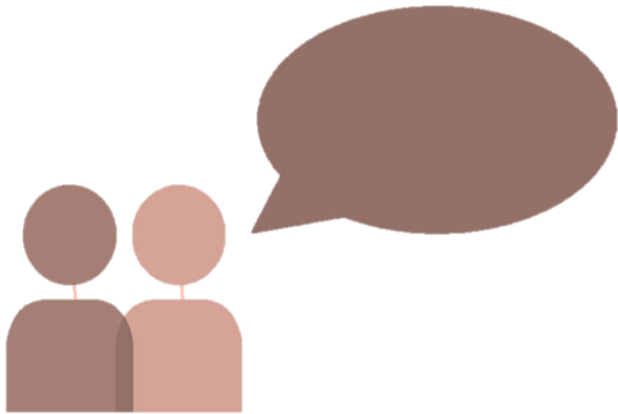
- Say very little
- Speak calmly, assertively, respectfully
- Understanding responses
 - Affirm and validate the child's feelings—"That's really frustrating. I get why you are upset."
 - Communicate understanding before making a request—"You are very angry. Let's take a walk so you can tell me what's happening."
 - Share your belief that you can work through the situation together
 - Offer an apology—"I'm sorry that happened."
- Remember the importance of tone of voice

Decrease the Level of Stress or
Motivation

START

Practicing Reflective and Empathic Statements

Reflect what you think the child is feeling or experiencing



- I can see you... (validate *feelings*)
- It is difficult when... (empathize with experience)
 - When you... (encourage positive behaviors)
 - I know we... (emphasize desirable outcomes)
 - I am sorry... (offer an apology)

Managing the Crisis



Violent Situations

*The spark
The target
The weapon
Level of Stress or
motivation*



What to Think

*Ask yourself the four
questions
Use positive self talk*



What to Do

*Take a deep
breath/exhale
Space and Time
Silence
If safe, step away from
child's sight
Assume a neutral stance
Concerned facial
expression*



What to Say

*Very little
Calm, assertive,
respectful
Understanding
responses
Tone of voice*



Safely Managing an Outburst
Crisis Co-Regulation:

Elements of potentially violence situations and options

Thank you!

THE NEXT TRAINING WILL BE HELD ON 4/20 FACILITATED BY RESIDENTIAL LIFE. BE ON THE LOOKOUT FOR A SURVEY MONKEY LINK TO PROVIDE FEEDBACK ON THIS TRAINING.