**CPI Crisis Development Model**

1. Anxiety (agitated state).....Supportive (show empathy)
2. Defensive .....Directive (Give simple clear orders)
3. Acting out person.....Non-violent physical crisis interventions (non-harmful control positions to be used as a last resort)
4. Tension reduction.....Therapeutic rapport re-establish communication (de-escalated state)

**Anxiety (Agitated state)**

* Noticeable increase or change in behavior such as rocking, fists, crying, sweating, clenched jaw etc.)

**Staff role to Anxiety**

* Supportive - Show empathy be non-judgmental
* Defensive
* Beginning stages of loss of rationality-individual becomes belligerent and challenges authority

**Staff role to defensive**

* staff takes control of potentially escalating situation by giving simple orders, remind student of goals or guidelines.

**Acting-out Person**

* The total loss of control which often results in a physical acting out episode

**Staff role to Acting-out person**

* use safe non-harmful control and restraint positions used to safely control an individual until he can regain control of his own behavior. Only use as a last resort.

**Tension Reduction**

* A decrease in physical and emotional energy that occurs after a person has acted out. Regaining a rational state.

**Staff role in Tension Reduction**

* Therapeutic Rapport - re-establish communications with individual who is experiencing tension reduction.

**Proxemics (Personal Space)**

1. Area surrounding the body that is considered an extension of self. usually 1.5 - 3 feet
2. Kinesics (body language)
3. Non-verbal messages transmitted by the motion and posture of the body. ie facial expressions, gestures

**Staff body language**

* staff's body language can escalate or de escalate a given situation (use neutral expressions)
* supportive stance (for staff)
* honor personal space
* approach in a non-threatenting/non-challenging manner

**Paraverbal communication**

* The vocal part of speech which excludes the actual words one uses
* tone of voice (use non-threatening)
* volume (appropriate for distance and situation)
* Cadence (not too fast or strong)

**Verbal Intervention Escalation**

Provides tools on how to respond and act in a given situation. 5 steps

**Questioning**

* Information seeking looking for rational response careful not to provoke power struggle

**Staff intervention for Questioning**

* Respond rationally, follow through on what you say, give 2 choices to set limits, ignore challenge

**Refusal**

* student is non compliant, slight loss of rationalization

**Staff intervention for Refusal**

* Again, set limits by suggesting 2 choices, state consequences. Make sure choices and consequences are reasonable and doable

**Release**

* Verbal acting out emotional outburst, loss of rationalization

**Staff intervention to release**

* allow student to blow off steam, remove audience or student who is acting out if possible. (if necessary, remove entire class from area to ensure safety of others.)

**Intimidation**

* Individual is verbally and or non-verbally threating staff in some manner.

**Staff intervention to intimidation**

* Take all threats as potentially dangerous and call for back up. Wait for back-up team intervention and avoid hands on approach.

**Tension Reductions**

* A drop in energy which occurs after every crisis situation. (student is more willing to comply)

**Staff intervention to tension reduction**

* Establish therapuetic rapport by re-establishing communication in a positive manner.

**Verbal Intervention**

* When you set limits, offer a person choices, and state the consequences of the inappropriate choice. Always start with positive choice first. ie. If you complete your assignments, you can go out for recess.

**Verbal Intervention tips and techniques do's**

Do's  
remain calm  
Isolate the situation  
enforce limits  
listen  
be aware of non-verbal body language  
be consistant  
follow through  
give personal space  
remind of school rules or policies  
positive encouragment  
ask questions  
be non judgemental  
give individual attention  
use restatements (paraphrase) to clarify message

**Verbal intervention tips and techniques don'ts**

Don't over react  
don't get into a power struggle  
don't make false promises  
don't fake attention  
don't be threatening  
don't use jargon they may not understand  
don't be sarcastic

**Precipitating Factors**

A student may be agitated because of something that happened before school, on the bus, or at home. **The staff member has little or no control but must stay in control and don't take it personally.**

**Staff's intervention to precipitating factors**

Ability to stay in control of one's own behavior and don't take it personally

**Integrated Experience**

concept that behaviors and attitudes of staff can impact the behaviors and attitudes of those in their care and vice versa.

**Staff intervention to precipitating factors**

Stay in control and display a possitive action that will not esculate the person

Staff fears

Fear of anxiety are universal human emotions. Our response to them is both psychological and physiological

**Unproductive staff fears to intervention**

freezing by doing nothing  
overreacting  
responding in an inappropriate manner either verbally or physically

**Ways for staff to control fear and anxiety**

Understand your fears  
Learn techniques to protect both yourself and student in a crisis situtation  
Use a team approach. Never respond alone  
Learn physical intervention techniques to manage acting out but only as a last resort to ensure safety of other students, yourself, and the acting out student.

**Non-violent intervention techniques -strike**

Block with an OPEN HAND. Example like waving good bye. blocks punch or hit and provides an out (move away) from the acting out individual.

**Non-violent intervention techniques -Grab**

Think about the weakest part of the hold which is where the thumb and fore-finger meet leaving the most open area in the hold, use your other hand to grasp your own fist and pull down or push up towards the weak area. Making a loud noise can also startle the acting out individual causing them to loosen their gripe so you can get away from the acting out person.

**Kick Block**

to block a kick use the side of your own foot to black and walk away from the acting out individual.

**One and two handed hair pull**

being bent over, step in put both hands on top of their hands and push down. Using a loud sound can also startle them enough to loosen their grip giving you an opportunity to get away.

**Front choke**

while being chokes throw your arms up over your head and twist to get released. Use a loud noise to startle the person.

**Back choke release**

throw hands up over your head and twist to weaken the choke hold. Making a loud noise can startle or distract the acting out person.

**Bite release**

Lean into the bite (feed the bite) and tickle under their nose. This loosens the jaw to open slightly allowing you to escape. Again a loud noise may distract them causing an element of surprise. Quickly move out of the way to maintain safety.