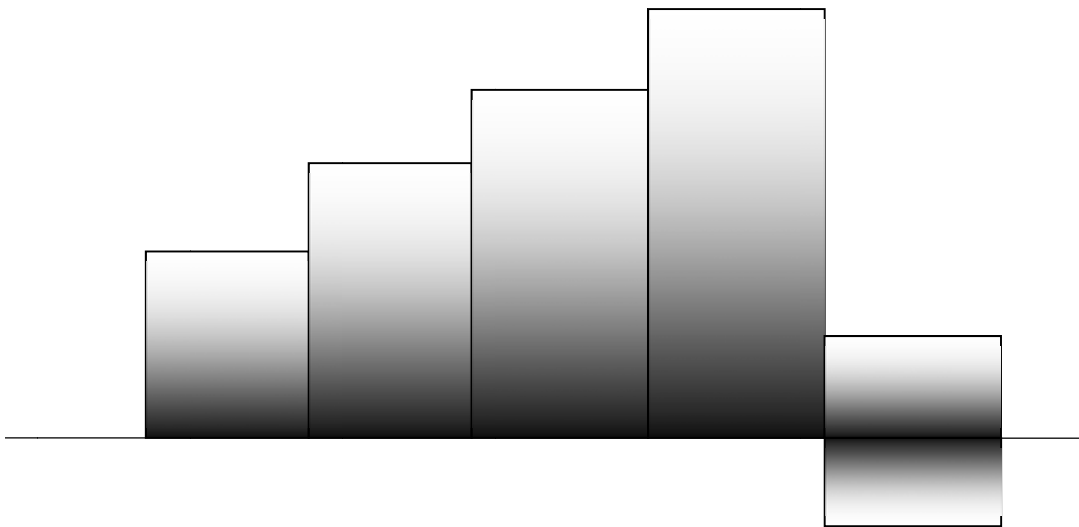
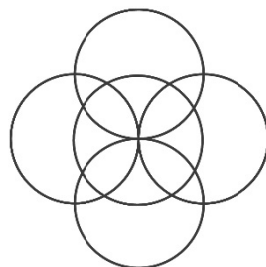


Managing Threatening Confrontations

*Strategies for Caregivers Who Support
Persons with Challenging Behaviors*



A Seminar with a Facilitator from Community TIES



Waisman Center

Managing Threatening Confrontations



Positive Practice:

- Proactive
- Creative Talk
- Neutral Presence
- Safety

Stages:

- Adaptive
- Tension
- Distress
 - Emotional
 - Physical
- Recovery

Group Collaboration

- Person-Centered
- Attentive
- Teaming
- Team Work

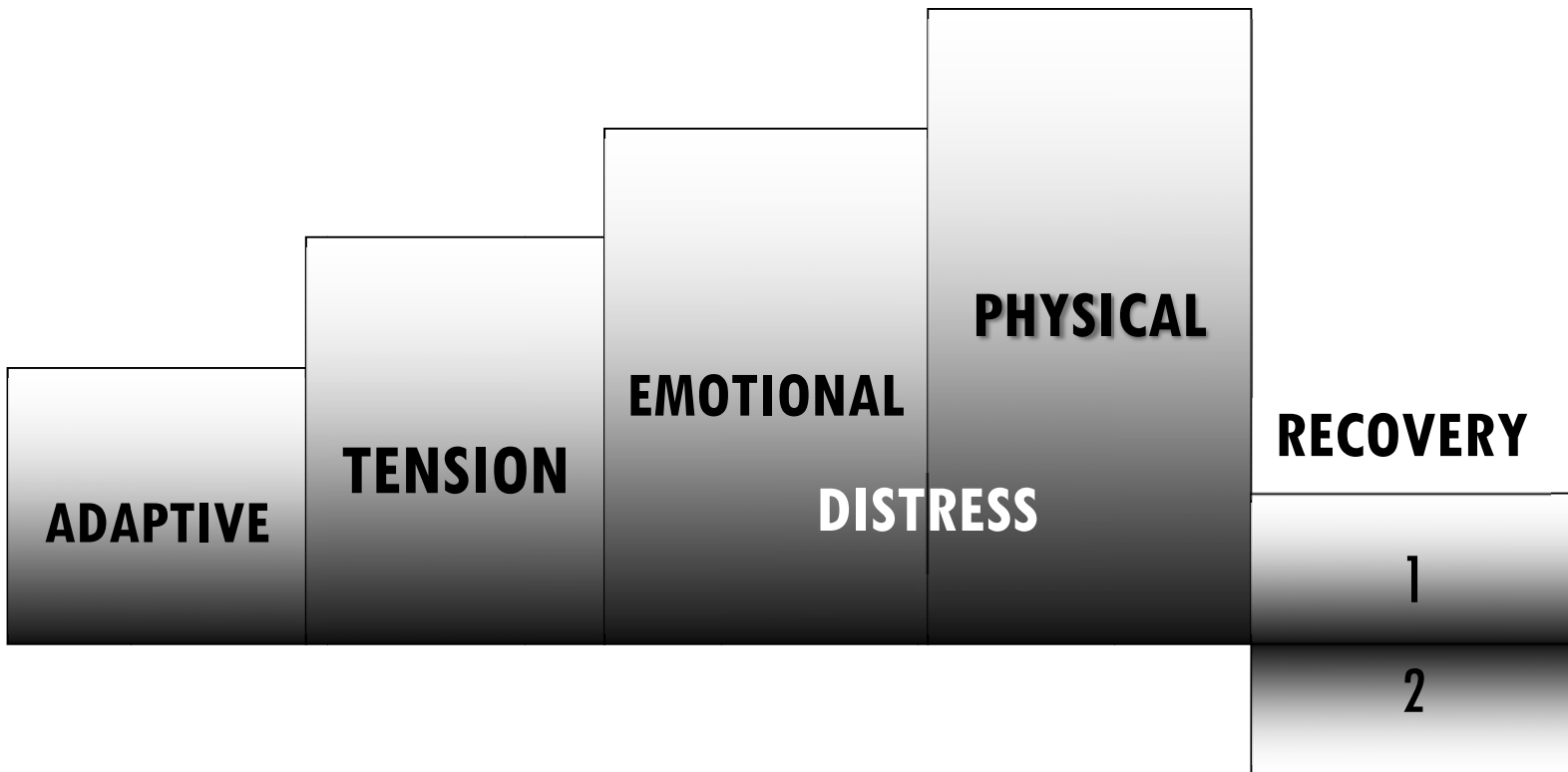
Caregiver:

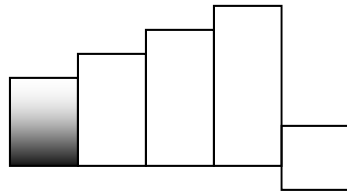
- Attitude
- Mood
- Equilibrium
- Fright

Person:

- Reinforce
- Responsive
- Diffuse
- Safe Boundaries
- Talk Out

STAGES OF CHALLENGING BEHAVIORS





ADAPTIVE

Mood is even
Relaxed posture
Ability to concentrate
Normal expression/voice tone
Even breathing
Interactive

REINFORCE

- Positive attention
- Praise
- Promote positive activities
- Encourage sensory regulation/mindful movements
- Provide incentives for adaptive behavior
- Be vigilant to life situations that could cause tension/distress
- 80% - 20%
- Passion vs. dispassion

CAREGIVER ATTITUDE

- Attitude is important
- Behavioral support is a vital and interesting aspect of care giving
- Know when attitude is adversely affected by challenging behaviors
- It is natural to develop “bad” attitudes
- Develop strategies for maintaining productive attitudes

Notes:

GROUP SUPPORT/PERSON CENTERED

- Team spirit
- Regular meetings
- Systems of communication
- Communicative intent of behavior
- Written support plans

Notes:

POSITIVE PRACTICE / PROACTIVE PLANNING

- Proactive vs. reactive
- Sensitivity to life stressors that can adversely affect people with “tenuous emotional control”
- Challenging behaviors
 - What are stress triggers?
 - How can caregivers minimize the negative influence of these stress triggers?

Notes:

Stress Triggers

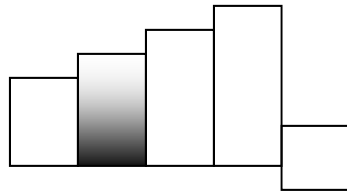
Proactive Support

<p>1. Physical Well-being -Hunger -Fatigue -Thirst -Illness/pain</p>	<p>Within your powers as a provider, meet the person's needs for food, drink, sleep and medical attention. More challenging aspects of the person's day may have to wait until these basic needs have been met. Guide and educate people toward an understanding of how diet and health impact feelings of tension/distress.</p>
<p>2. Communication -Inability to express feelings -Limited verbal expression</p>	<p>Become skilled in your ability to augment ways for people to communicate needs or feelings. Become a patient listener, use reflective listening skills or be sensitive to non-verbal communication. When appropriate, use manual communication (signing) or picture systems.</p>
<p>3. Change in Routine -Major Changes -Seemingly minor changes</p>	<p>Provide a routine and structured lifestyle to individuals where this is a need. Be aware that some people require high levels of structure. Anticipate changes in routine and help the person prepare for the change (foreshadowing). When to begin foreshadowing depends upon the person. Help the person establish a new routine.</p>
<p>4. Lack of Control or Choice It is common for persons needing assistance to experience loss of autonomy and self direction.</p>	<p>Be aware that we can become too controlling in our role as providers. Develop a sensitivity regarding when to provide support and when to promote choice and autonomy. Be creative in how expectations are offered to the person. Use humor, offer choices, give people time, etc.</p>
<p>5. Transitions The time between ending one activity and beginning the next.</p>	<p>Foreshadow an upcoming transition. Give the person something to do during the transition. Provide a positive focus for the new activity. Example- "Jimmy, the bus will be here in ten minutes. Here is your tape player to take along." "Remember that you are going outside for gym class today."</p>
<p>6. Ineffective Provider Approach -Inconsistencies among providers -Improper training -Lack of program coordination/communication</p>	<p>Training and ongoing education are important. Provide written protocol for supporting persons who experience Tension/Distress. Allow all providers to have input in developing the protocol. Develop systems for ongoing communication amongst providers.</p>
<p>7. Attention Seeking Intentionally acting out as a way to attain social attention</p>	<p>Promote or teach appropriate ways to seek attention. Give people positive attention when they are doing well (catch people being good). Respond with a neutral presence when people are acting out to get attention. Avoid anger or excessive attention that may be reinforcing the acting out behavior.</p>
<p>8. Being Told "NO" Having requests negated by providers in an abrupt manner</p>	<p>Try to avoid the word "no." Use redirection techniques. That is, instead of saying what the person cannot do, describe what they can do as an alternative. Example- "Can I go to the movie tonight?" Instead of "no" try something like, "Hey that sounds like fun, why don't we plan for Friday. Let's find the TV guide, I heard there is a holiday special on channel 5."</p>
<p>9. Having to Wait -Inability to understand passage of time -Inability to self-entertain during the wait</p>	<p>If possible, reduce long or excessive periods of waiting. Help people who can't tell time understand how long the wait will be (e.g., as long as the evening news). Provide ideas for activities during the wait.</p>

Stress Triggers

Proactive Support

<p>10. Boredom/Loneliness -Caused by compromised life situations -Lack of resources</p>	<p>Help people develop interesting lifestyles and social connections. Provide therapeutic relationships. Help people access the resources they require. Anticipate that this is not an easy task and requires ongoing effort.</p>
<p>11. Environmental Irritations -Noise/disruption -Crowds -Lighting -Temperature</p>	<p>Pay attention to the environment. Seemingly minor factors such as a humming noise in the background or a blinking light can adversely impact people who have tenuous emotional control. Create, or guide people to environments relatively free of “irritants.”</p>
<p>12. Weather -Winter: cold/dark -Summer: heat/humidity -Weather changes -Full moon</p>	<p>Pay attention to where you are in the seasonal cycle. Typically, winter and summers require increased attention to emotional support (attention, diversions, empathy). Influence people to dress appropriately for the weather.</p>
<p>13. Mental Health Issues -Affective (mood) disorders -Delusions -Dementia</p>	<p>Become educated on when tension/distress is in response to a mental health process. Know when to lower expectations or increase behavioral support. Provide situational counseling. Assure proper psychiatric/medical consultation.</p>
<p>14. Chemical Dependencies -Alcohol -Caffeine -Drugs -Cigarettes</p>	<p>Become educated to the signs of specific chemical dependencies. Be prepared to increase support or lower expectations when the person is “under the influence,” experiencing adverse effects or withdrawal. Provide guidelines for use, promote education or treatment as indicated.</p>
<p>15. Psychiatric Medications -Lack of appropriate medication -Problems with dose -Side effects</p>	<p>Develop a basic understanding of medications the person is taking. Know the intended positive effects and possible side effects. Assure that there is effective and ongoing communication with the prescribing physician.</p>
<p>16. Low Self-Esteem -Self-deprecating -Unwilling to try new life experiences</p>	<p>Become sensitive to this dynamic. Develop ongoing ways that would promote improved self-esteem (compliments, acceptance, providing successful life experiences).</p>
<p>17. Sexuality -Lack of sexual outlet -Inappropriate sexual expression</p>	<p>Provide guidelines for appropriate sexual expression. Provide social skills training when appropriate. Offer empathy.</p>
<p>18. Physical Limitations -Frustration over limitations -Self-conscious about limitations</p>	<p>Provide empathy. Promote activities that are within skill level. Provide adaptation and accessibility whenever possible.</p>
<p>19. Peer Conflicts -Fairness issues/jealousy -Sharing the same resources</p>	<p>Within your powers as a provider, pair people who are compatible. Develop skills in mediation. Promote social skill training when indicated.</p>
<p>20. Pre-existing Abuse Issues The present situation is associated with a previous incident of physical or sexual abuse</p>	<p>When appropriate, read social histories that would include this information. Avoid support that would provoke memories of abuse. Refer to counseling or therapy when appropriate. Provide empathy.</p>



TENSION

- Change in breathing
- Facial expression
- Eye contact
- Decreased concentration
- Muttering
- Voice tension
- Argumentative
- Withdrawal

RESPONSIVE

- Increase attention
 - Creative talking strategies
 - Review stress triggers
 - Empathy
 - Touch
- Give space
 - Lower or change expectations
 - Provide diversions

Notes:

CAREGIVER MOOD

- Awareness of how support to person can be affected by:
 - Present mood
 - Tension associated with challenging behaviors

Notes:

GROUP SUPPORT / ATTEND TO CONFRONTATION

- Awareness of how often confrontations are occurring
- Establish ongoing open communication among team members
- Be able to make quick adjustments to the support plan

Notes:

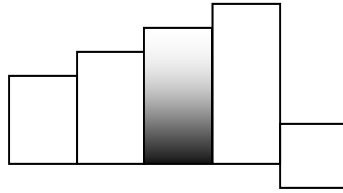
POSITIVE PRACTICE / CREATIVE TALKING

- Avoiding power struggles
 - Understanding the conflicted role of caregivers
 - Expectations vs. behavioral support
 - Silence as effective support
- Sensitivity to when talking increases challenging behaviors
 - Knowing when to stop talking
 - Using creative talking strategies

POSTIVE PRACTICE / TALKING STRATEGIES

- | | |
|--|---|
| <ul style="list-style-type: none">• Humor• Choices• Give time• Empathy• Foreshadow• Situational counseling• Careful explanations• Changing expectations | <ul style="list-style-type: none">• Reflective listening• Sensory Regulation• Mindful Movements• Share experience• Team support• Diversions• Incentives |
|--|---|

Notes:



EMOTIONAL DISTRESS

Yelling
Swearing
Threats
Pacing
Increased movements
Decreased rational thinking

DIFFUSION

- Decrease or stop talking
- Focus on challenging behaviors
- Neutral presence
- Use communication to contain behaviors
 - Silence
 - Gestures
 - Adaptive replacement behavior
 - Set verbal boundaries
 - Firm directive
- Respect positioning

Notes:

GROUP SUPPORT / TEAMING STRATEGIES

- System for accessing team support
- Plan in place regarding best strategies for dealing with a threatening confrontation
- Approach the confrontation in a calm even manner
- Create a safe environment
- Protect other people in the environment

Notes:

CAREGIVER EMOTIONAL EQUILIBRIUM

1. Stress = Occupational hazard
2. Plan self-care
 - Develop awareness of personal emotional equilibrium
 - Sensitivity to early warning signs of stress
 - Develop strategies for maintaining emotional equilibrium

Notes:

STRESS

✦ _____

✦ _____

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SELF-SUPPORT

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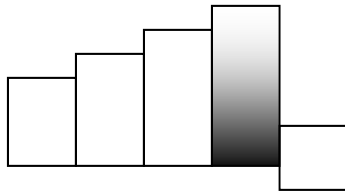
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POSITIVE PRACTICE / PRESENTATION OF SELF

- Neutral presence
 - Even facial expression
 - Eye contact matched to person/situation
 - Non-threatening posture
 - Mask/control personal feelings of tension
- Respect positioning
 - Minimize tension/distress
 - Responsive to individual
 - Greater mobility
 - Safety for both person and caregiver

Notes:



PHYSICAL DISTRESS

Aggression
Destruction
Self-Injury

PERSON SUPPORT / SAFE BOUNDARIES

- Remove self and others
- Be prepared to self-protect
- Protect person from self-injury
- Safe physical support

Notes:

GROUP SUPPORT / TEAM WORK

- Decide on a team facilitator
- Plan for team communication
- Plan to communicate with the person
- Provide safety for others

Notes:

CAREGIVER SUPPORT - FRIGHT

- Fright
 - Increased heart rate
 - Muscle tension
 - Perspiration
 - Adrenaline
- Positive effects of fright
 - Stronger
 - Smarter
 - Faster
- Negative effects of fright
 - Excessive force
 - Unresponsive
 - Panic

Notes:

POSITIVE PRACTICE / IMPACT AGGRESSION

General Actions

Move away

Side position

Shield

Deflect

- Hit
 - Raise arms
 - Protect head
 - Deflect impact
- Kick
 - Raise leg slightly to protect body
- Spit
 - Raise hands to protect face
- Weapon
 - Increase distance
 - Use objects to shield
 - Call for help

Notes:

POSITIVE PRACTICE / CONTROL AGGRESSION

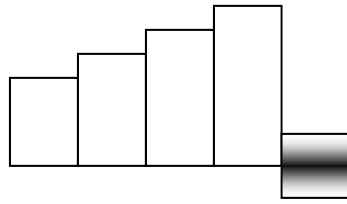
General Actions

Find vulnerability of control

Use diversions

- Wrist
 - Twist out between thumb and finger
- Pinch
 - Cover with hand
 - Press in and brush off
- Scratch
 - Carefully gather fingers together
 - Pull straight away
- Hair pull
 - Cover with both hands
 - Put pressure on wrist
 - Pry fingers loose
- Choke
 - Move back
 - Raise arms up, hands together
 - Push arms out away from neck
- Bite
 - Gently push into the bite
 - Release as the bite softens

Notes:



RECOVERY

- Physical signs person is out of distress
 - Tension is released
 - Normal breathing
 - Normal posture
- Mood/Affect Change
 - Level 1
 - Returns to Adaptive
 - Embarrassment
 - Remorse
 - Level 2
 - Crying
 - Withdrawal

PERSON SUPPORT / TALK OUT

- Reflect on the confrontation
 - Talk about what happened during the confrontation
 - Explore possible stress triggers
 - Discuss better ways to deal with triggers
 - Offer support
 - Carefully enforce consequences if warranted
- Provide positive closure
 - Smile – hand shake – positive statement
 - Help return to adaptive lifestyle for both person and caregiver

Notes:

CAREGIVER SUPPORT / PROCESS CONFRONTATION

- Assess emotional equilibrium before beginning to talk out
- Solicit support from the team
- Evaluate the threatening confrontation
- Practice emotional equilibrium

Notes:

GROUP SUPPORT / ATTEND TO CAREGIVER

- Help caregivers involved in the confrontation process what happened
- Avoid being judgmental
- Help caregiver maintain emotional equilibrium

Notes:

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