

STAYING IN CONTROL WHEN KIDS ARE IN CRISIS

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DESCRIPTION

Students today experience high levels of stress and pressure in school. Students with behavior disorders often go from “being stressed” to “crisis mode” quickly and act out verbally and physically. This behavior occurs both in school and in the home. This session will highlight specific behaviors and actions of the teacher/caregiver which help de-escalate the crisis. This session includes verbal de-escalation techniques, active and reflective listening, and “in the moment” strategies that can be implemented immediately. These techniques utilize universal behavior principles so they will be effective across contexts (E.g., home, school, community).

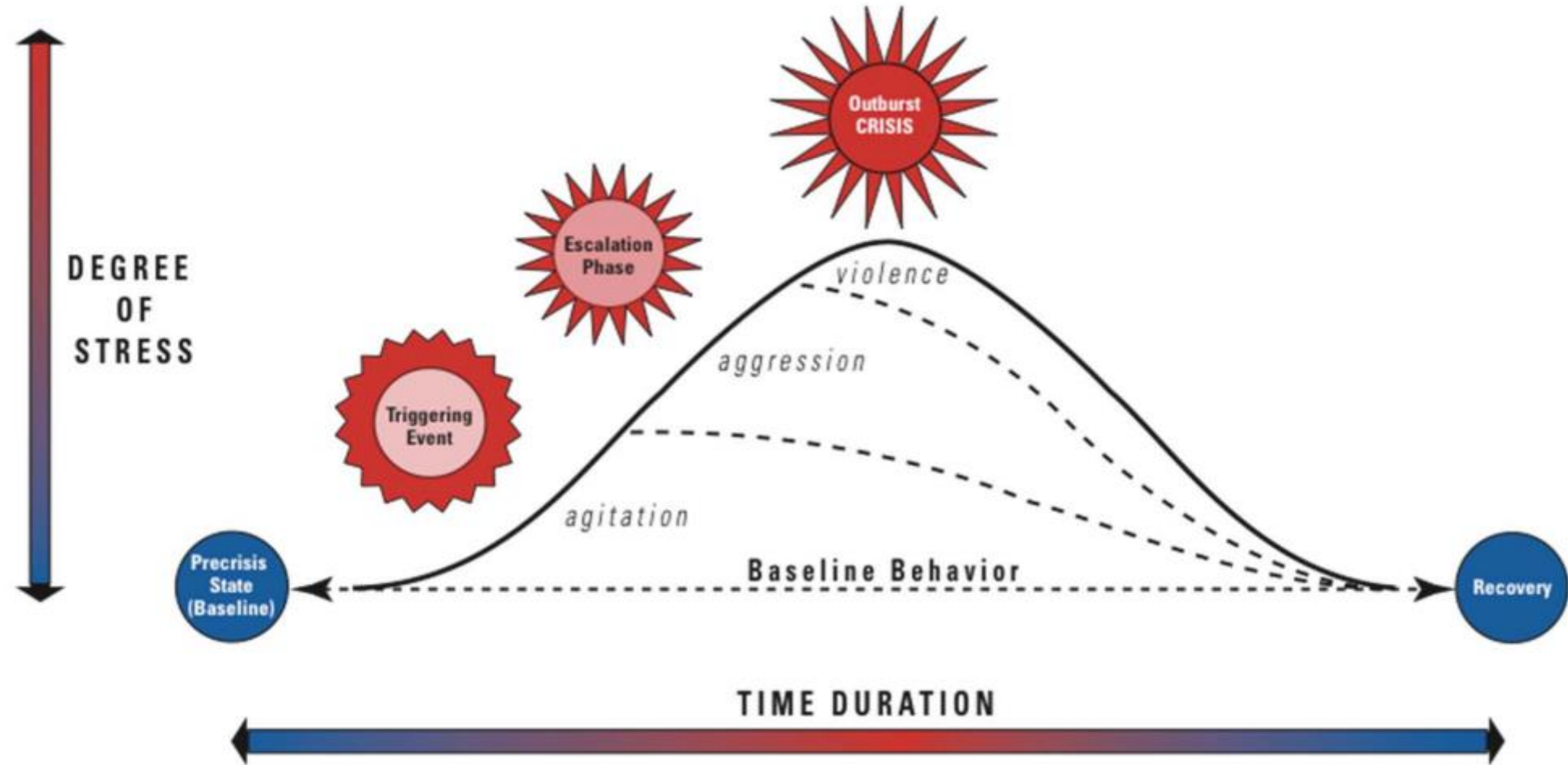
AGENDA

- Understanding the Escalation Cycle
- Verbal De-escalating
 - Non-Verbal Communication
 - Active/Reflective Listening
- “In the Moment techniques”

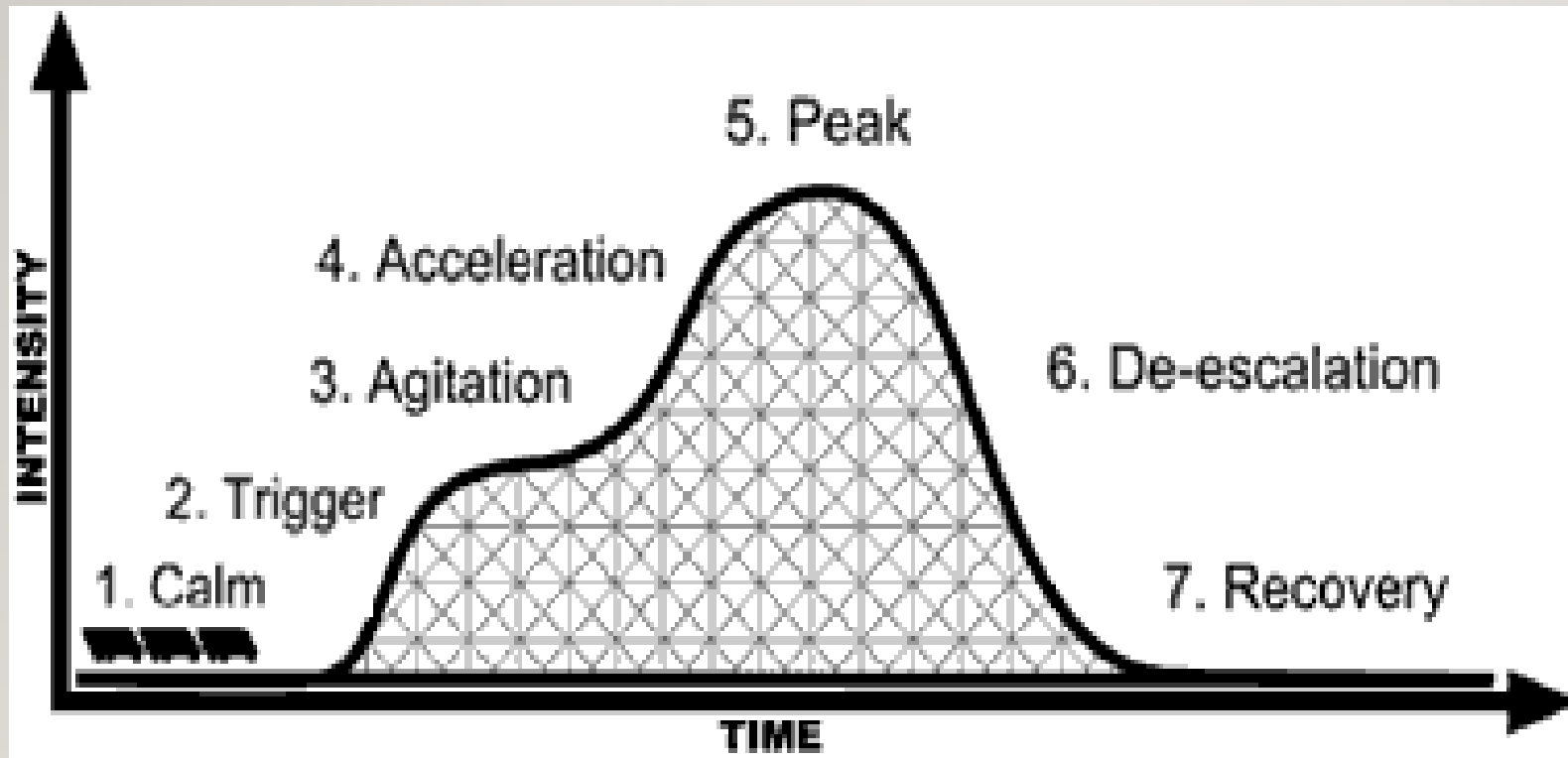
BACKGROUND OF SPEAKER

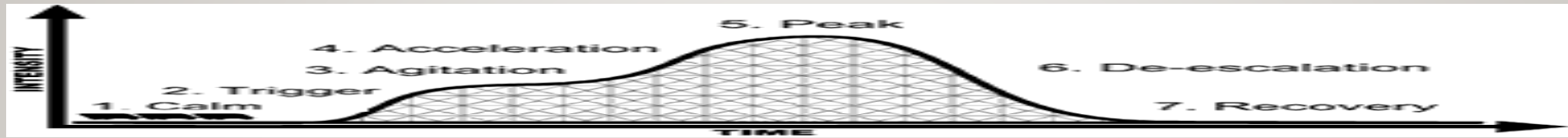
- State Hospital
- Teacher Behavior Adjustment Class
- Behavior Specialist
- Parent
- CPI Trainer, Trained in PMAB, Choice Theory
- Human Being

Stress Model of Crisis

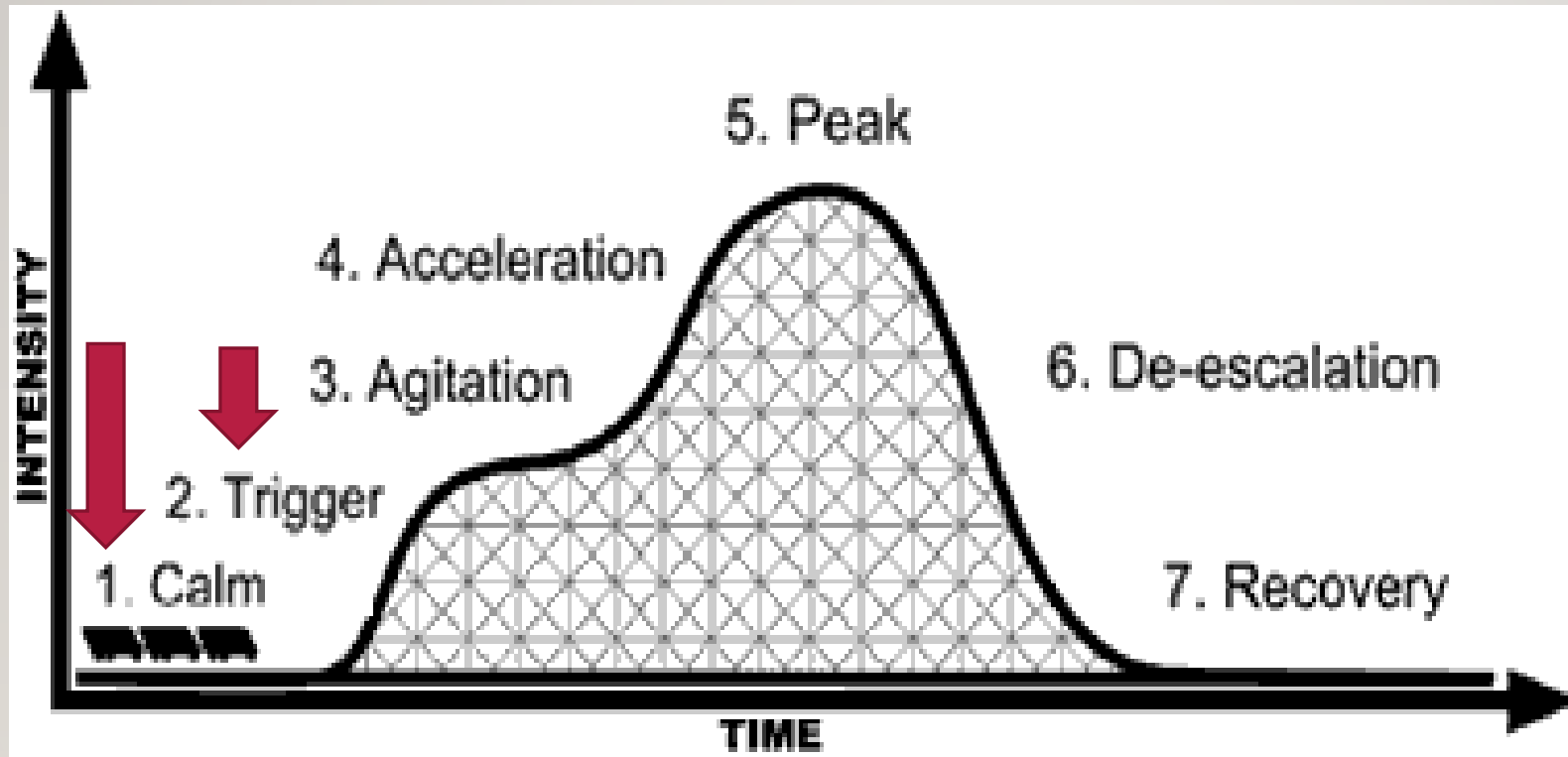


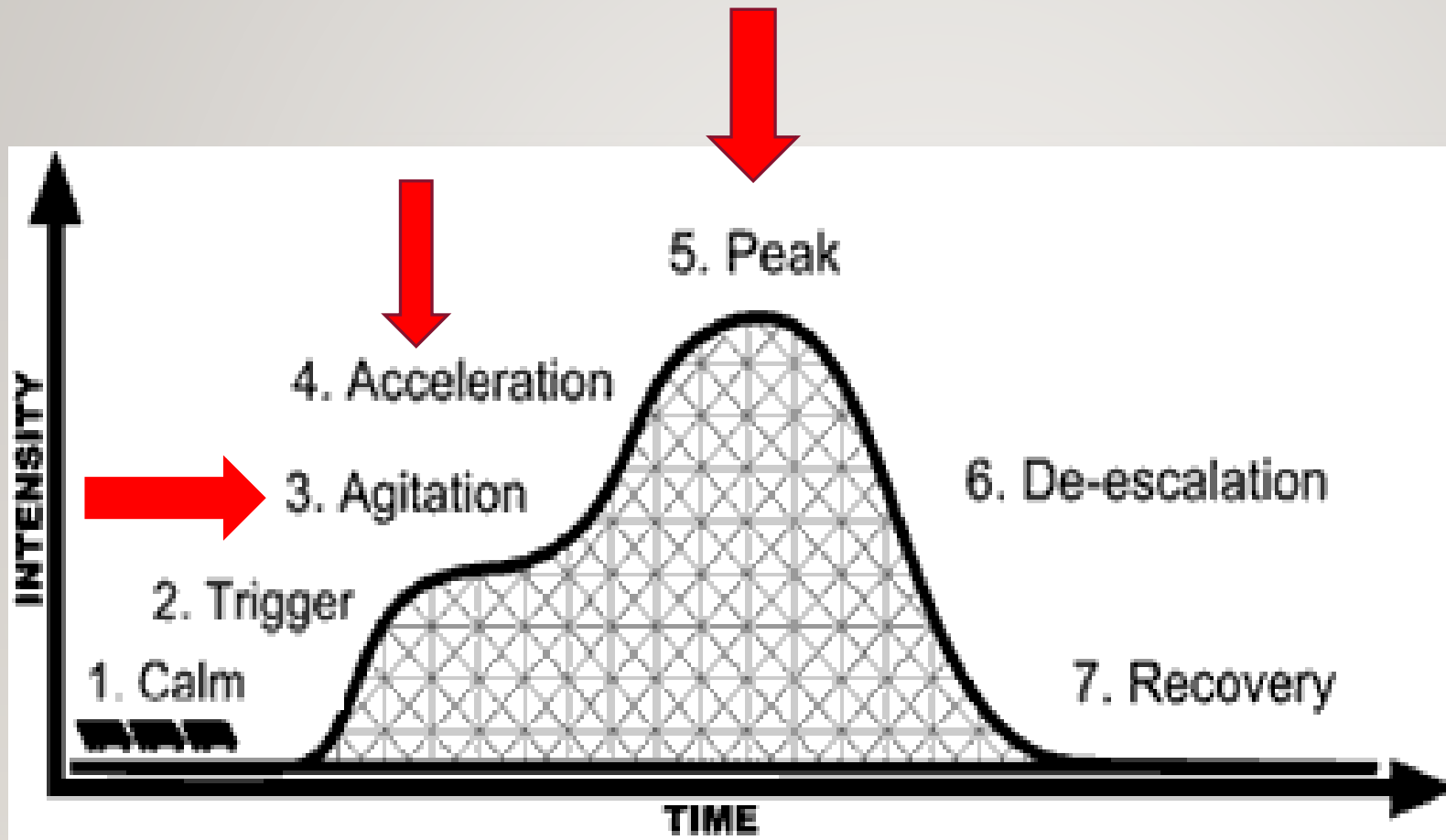
Escalation Cycle





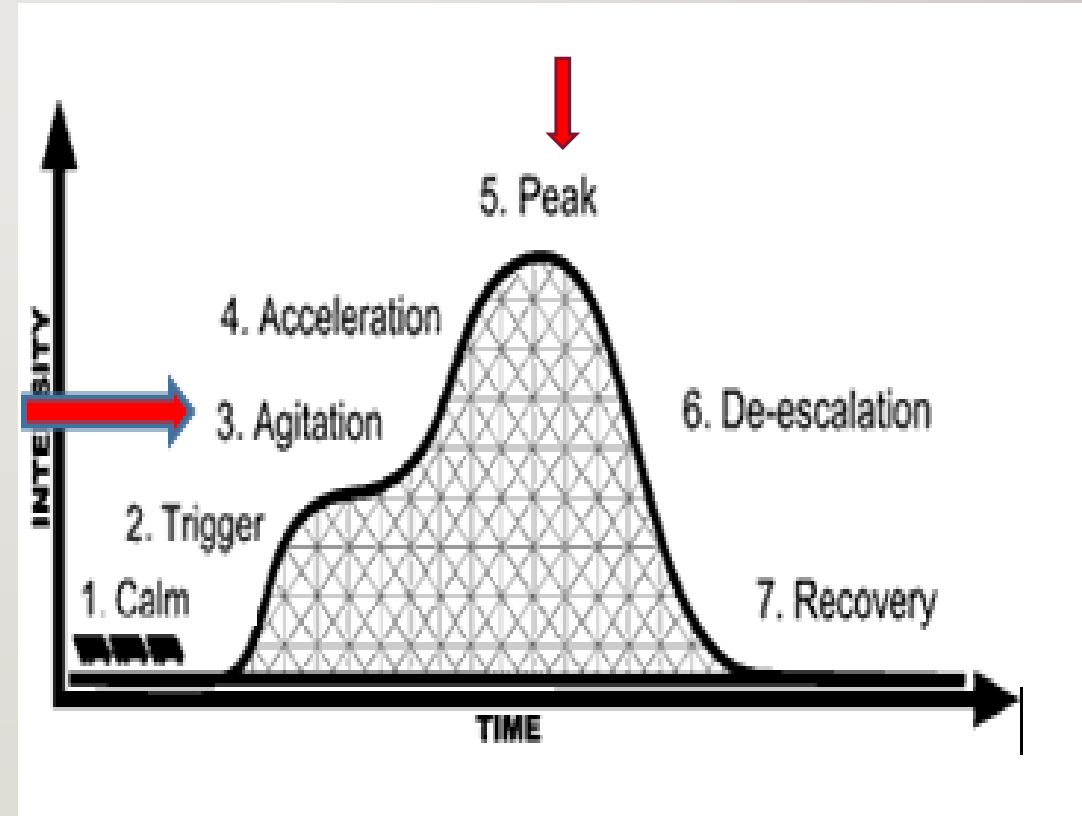
Escalation Cycle



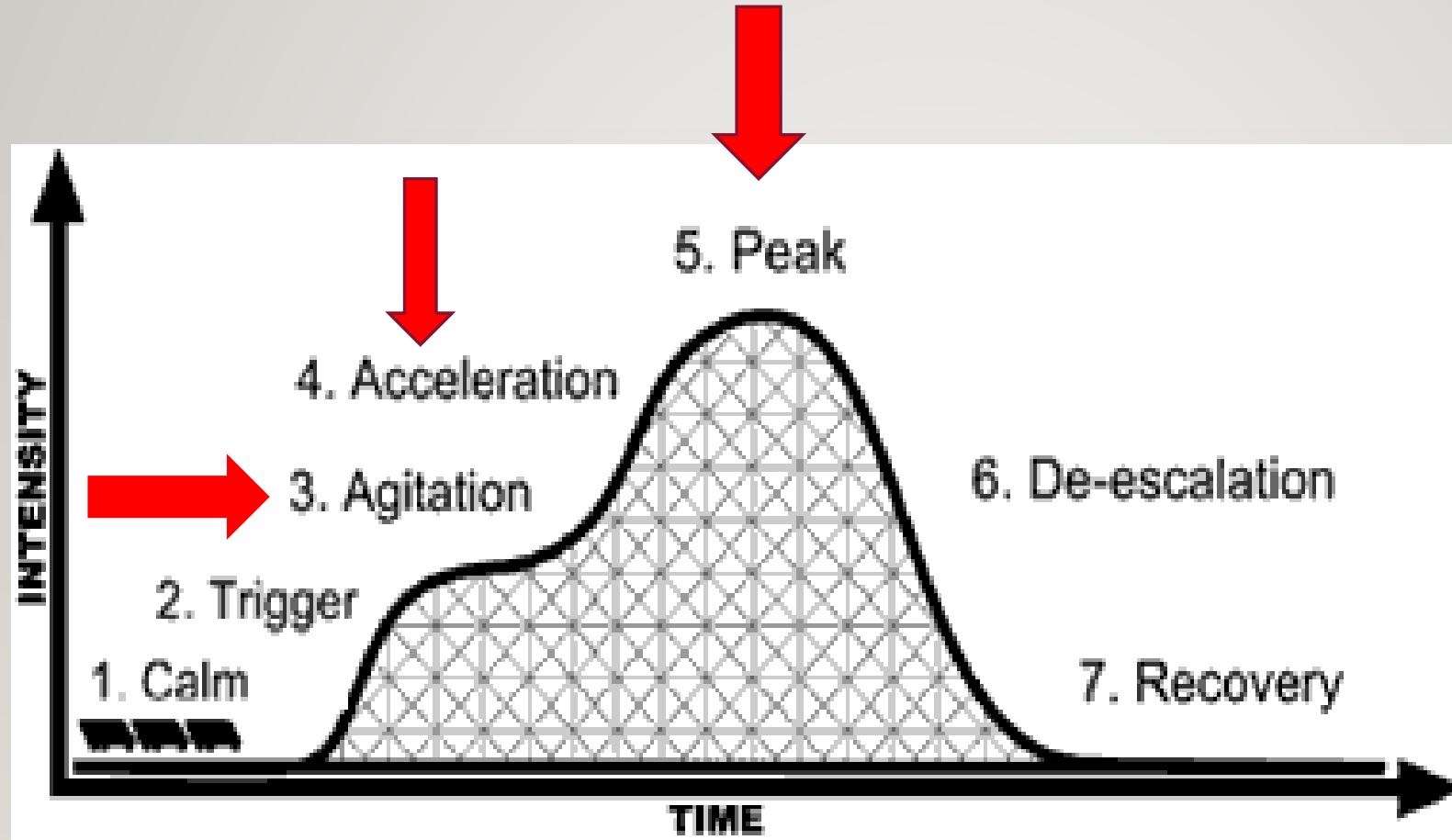


AGITATION AND ACCELERATION

- Still in prevention mode
- Proximity Control
- Non-verbal strategies
- Active Listening



Safety and Defusing



UNIVERSAL TRUTHS

- Dignity and Respect
- People want to be asked, not told
- Want information, the “why” they have to do something
- People want options
- A second chance (sometimes, 3rd, 4th,)

UNIVERSAL BEHAVIOR PRINCIPLES

- What goes up must come down!
- Goal is to reduce urgency (fear)
- Remain calm (easier said than done)
- If they are talking , they are not fighting
- Remove your buttons
- It is not personal

JUDO AND PMAB



- Two key principles of judo are maximum efficiency with minimal effort (Seiryoku-Zenyo) and mutual benefit (Jita-Kyoei), used in combination with strategy, safety, and situational risk awareness
- **The Gentle Way**
In Japanese, *ju* means “gentle” and *do* means “way”; thus, Judo means “the gentle way.” Many people are confused by this because they assume that *Judo* must be warlike and violent. Develop the discipline to remain calm, which is a particularly valuable art. If your antagonist can upset you, she owns you on some level. Talk with people with such finesse that neither of you loses face.
- **Direct by yielding**-The first principle of Verbal Judo is not to resist your opponent but to move with him and redirect his energy <https://masterteacher.net/mastering-the-art-of-verbal-judo/>

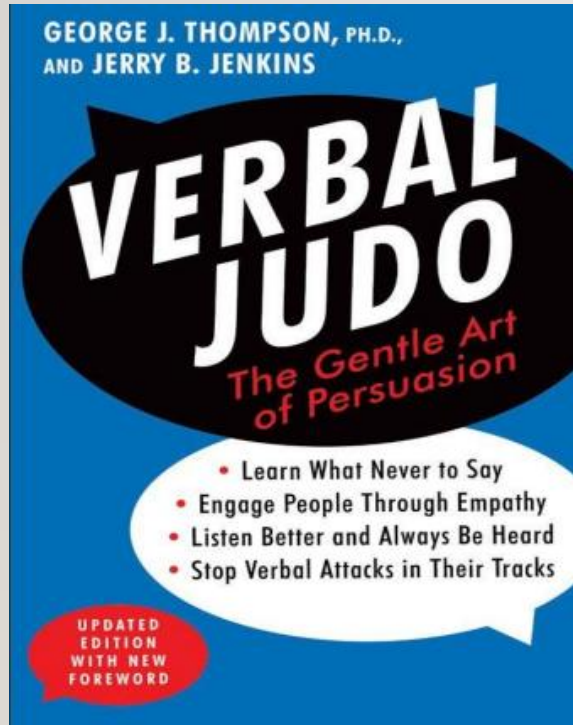
DIRECT BY YIELDING

- Louder they get, quieter we get-lets talk paralinguistics
 - Pay attention to tone (Conveys real message)
 - How you deliver the message is 90%
 - Pace-Speed is
- Sit down
- Remain Neutral
- Compromise
- Controlled Choices
- Scale Expectations
- Praise approximations

NON-VERBAL STRATEGIES

- Silence, undivided attention, nods, facial expression (keep neutral), eye contact
- Sometimes it may be better to not be in their line of sight
- Neutral Stance

THINGS NEVER TO SAY



- Come here!
- Because those are the rules!
- What do you want me to do about it?
- Calm Down
- What's your problem?
- “you never” or “you always”
- It's for your own good

ACTIVE AND REFLECTIVE LISTENING

- **Active listening** demands the listener's full attention, and requires listeners to use body language and responses that demonstrate their consideration and full understanding of what the speaker is communicating. The purpose of active listening is to ensure the speaker feels heard and understood.
- **Reflective listening** encompasses all that is active listening but goes a step further. The listener pays special attention to the content, feelings, and meaning behind the message and reflects back to the speaker to demonstrate understanding and clarify the message. The purpose of reflective listening is to act as a mirror or reflection of the speaker, helping the speaker realize and discover new things about themselves.

REFLECTIVE LISTENING

- Attending
 - Eye Contact
 - Limit Gestures
 - Environment
 - Interested Silence
- Reflecting Content –essence of the content
- Reflecting feelings-” I understand you are angry”
- Reflecting Meaning –Content and feeling
- Summarize in 2-3 sentences

HIGH RISK RESPONSES (KATZ & MCNULTY, 1994)

A “high-risk” responses in listening is a statement which is likely to take the focus off the other and generate negative feelings.

- Evaluating and Judging (subtle, well-intentioned)
- Problem Solving –”now is the not the time”
- Withdrawing
 - Logical arguing –”do you realize...
 - Reassuring
 - Diverting-think of the bright side.....
 - Understanding

FINAL WORDS

“THEY ARE JUST DOING THEIR JOBS AND THIS
TOO SHALL PASS”

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