

THERAPEUTIC CRISIS INTERVENTION



POCKET GUIDE for Parents

“create small, daily miracles in the lives of
children and young people we care for”

CRISIS PREVENTION

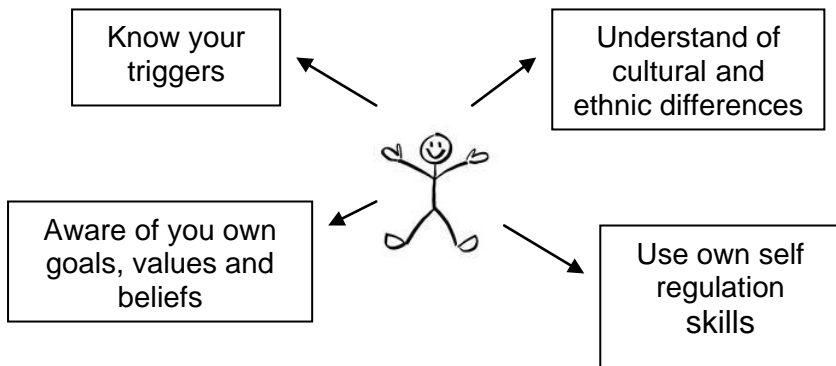


Setting Conditions:- Anything that makes challenging behaviour more or less likely to occur.

Types of Setting Conditions - Organisational Culture, Environment, Personal, Programme Related, Relationships.

Carers may avoid situations or incidents resulting in challenging behaviours by modifying setting conditions.

Emotional Competence



Crisis Intervention

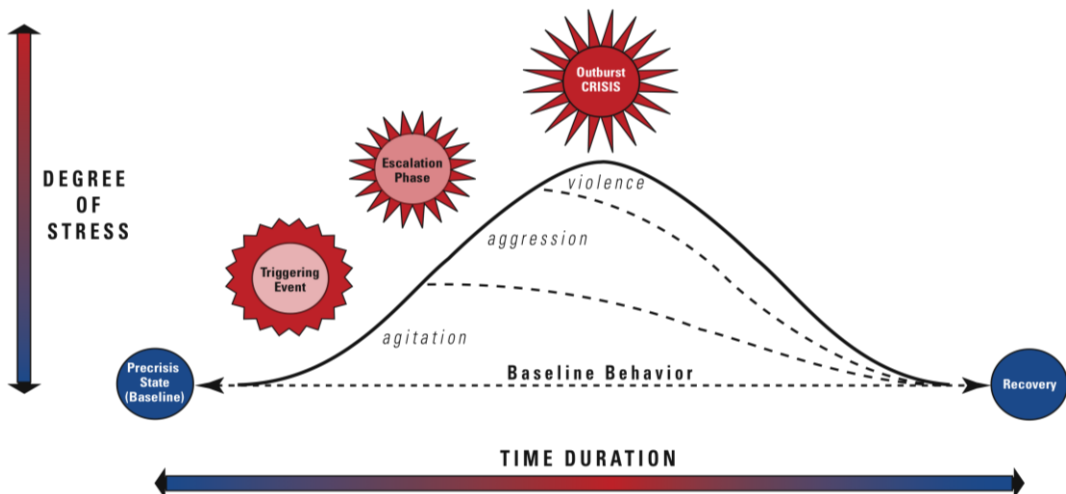
“Children and young people in care progress developmentally when they can rehearse new and different ways of managing daily events, solve problems and depend on us for guidance.”

The Goals of Crisis Intervention are :-

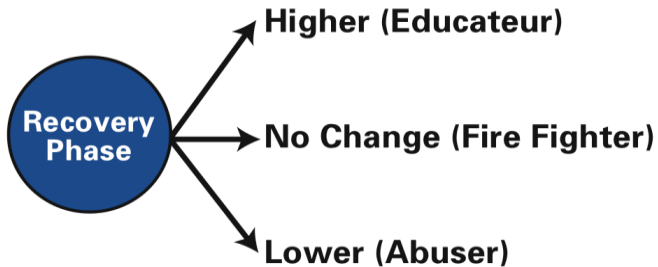
To Support - Environmentally and Emotionally to reduce stress and risk

To Teach - Young People better ways to cope with stress

A crisis occurs when a young persons inability to cope results in a change in behaviour.



Recovery Phase




4 QUESTIONS WE ASK OURSELVES IN A CRISIS

1. What am I feeling now?
2. What does this child feel, need or want?
3. How is the environment affecting the young person?
4. How do I best respond?

How old are you really?

13yrs- actual age

7yrs- academic age



16yrs- street age

5yrs - social development age

MEANING IN SPOKEN COMMUNICATION DURING TIMES OF CRISIS



$$\text{Meaning} = \begin{array}{l} \text{Facial} \\ \text{Expression} \\ 55\% \end{array} + \begin{array}{l} \text{Tone of} \\ \text{Voice} \\ 38\% \end{array} + \begin{array}{l} \text{Words} \\ 7\% \end{array}$$

DE – ESCALATING THE CRISIS

Understanding Responses -

“I can see you are upset about your phone”

“ I’m sorry that feel this way”

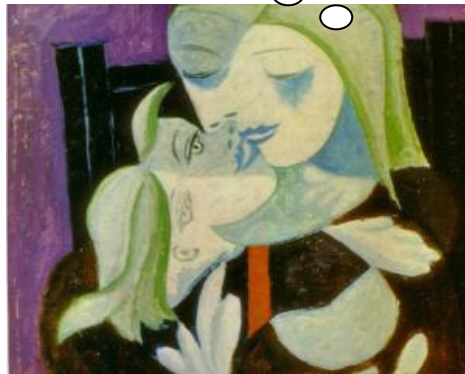


Active Listening – “talk out rather than act out”



Identifies
and
validates
feelings

Picasso



co-regulation
strategy

communicates
we care and
understand

reduces
defensiveness

promotes
change

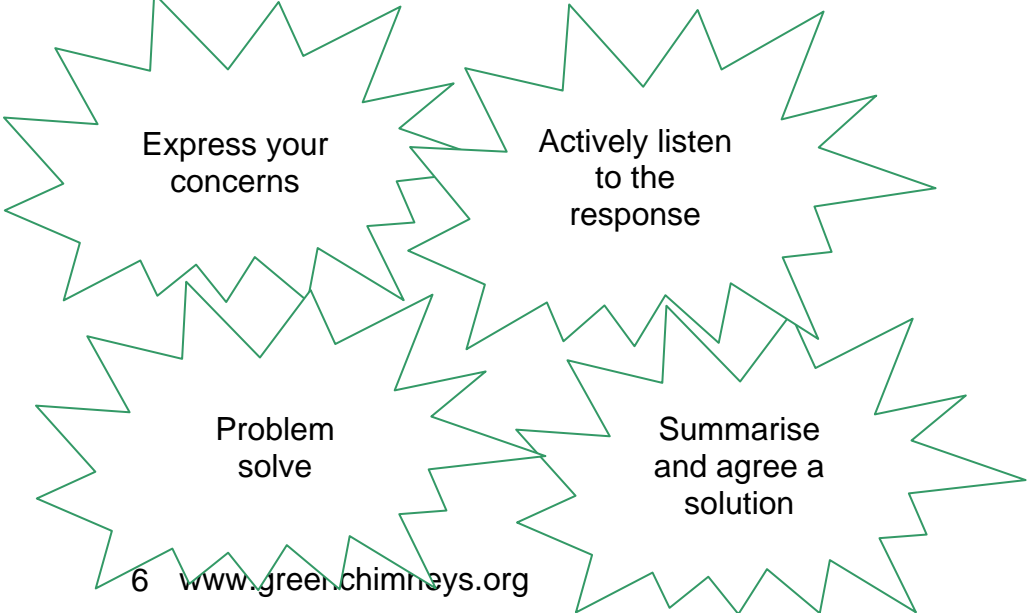
Non Verbal Communication

SilenceNods....Facial Expression....Eye contact

Behaviour Support Techniques – help reduce stress and risk in the situation by supporting young people manage their emotions

- Managing the Environment
- Prompting
- Caring Gesture
- Hurdle Help
- Redirection and Distractions
- Proximity
- Directive Statement
- Time Away

Negotiating Rules and Expectations



Express your concerns

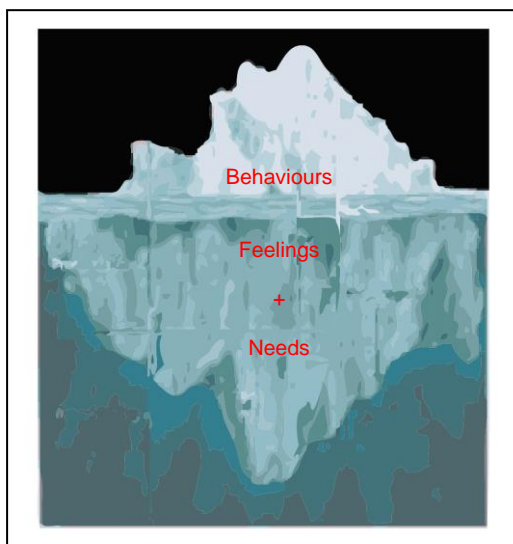
Actively listen to the response

Problem solve

Summarise and agree a solution

“It is important to know how the young person behaves in certain situations, how the young person perceives and interprets events and what is reinforcing the challenging behaviour”

Young persons feelings, needs and behaviours



All behaviour has meaning
Behaviour reflects needs
Trauma effects how children behave

Assessing what the child feels, needs or wants.

Assessment Questions	Example of how it may work
What is the child doing?	Not eating their dinner
How does the child look or feel?	Looks like they are sulking, feeling upset and angry.
What is the child's goal?	Wanted to stay up late to watch a tv programme
How can I support the child to achieve the goal? <ul style="list-style-type: none"> • Validate emotions and goals using active listening • Decide what will help the child achieve the goal 	<p>"I can see you are upset and the tv programme is really important to you"</p> <p>"Shall I record the programme and you can watch tomorrow after school"</p>



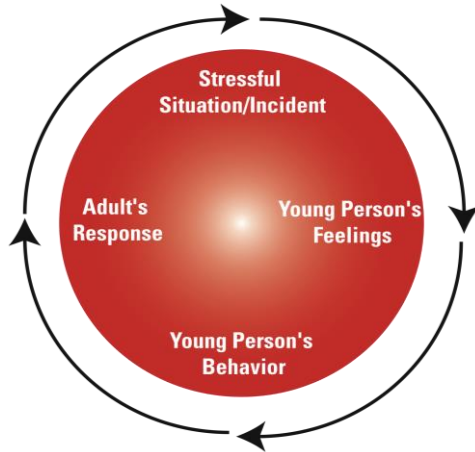
Emotional First Aid Goals

1. Provide immediate help and support to reduce emotional intensity
2. Resolve the immediate crisis
3. Re-enter the child back into the routine

Strategies for Emotional First Aid

- Drain off emotions
- Clarify the events
- Maintain the relationship
- Remind the young person of expectations.

The Power Struggle - is a young person's stress fuelled by others reactions.

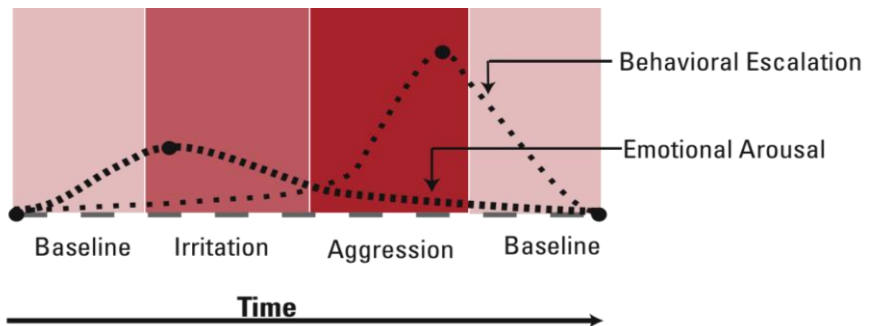


Breaking the Cycle

- Use positive self-talk
- Listen and validate the young persons feelings.
- Manage the environment.
- Give choices and the time to decide
- direct to a positive activity.
- Appeal to the young persons self interest.
- Drop or change the expectation.

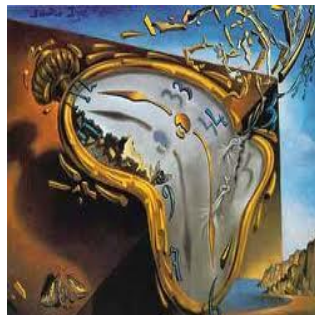
Types of Aggression

- **Reactive** – Young people lose control and emotions drive their actions instead of reason.
- **Proactive** – This aggression is planned to achieve a goal and the young person is in control and reason dominates not emotion.



Elements of a Potentially Violent Situation

- Trigger
- Target
- Weapon
- Stress or Motivation



Dali

By removing any of the four elements this will reduce the risk of violence occurring.

Co – Regulation

- **What to think**
 - How I am feeling?
 - **Positive self talk** – “I am good at handling situations like this”
 - What does the child need, feel or want?
 - How is the environment affecting the situation?
 - How do I best respond?
- **What to do**
 - Take a deep breath
 - Step back
 - Give young person time
- **What to say**
 - Say very little
 - Understanding response – “I’m sorry your mum hasn’t phoned” or “ I can see your upset” or “when you put the chair down we can talk”
- **What to do when it is over:-** Allow time and space and prepare for LSI

“It was never a question of biology or nature and nurture. I know now that we heal up through being loved, and through loving others.”

By Jeanette Winterson.
Why be happy when you could be normal.



Banksy

The Life Space Interview (LSI)

- Return the young person to baseline
- Clarify the events
- Repair and restore the relationship
- Teach new coping skills
- Return the young person back into the routine

Steps to the LSI

- I** Isolate the Conversation
- E** Explore the Young Persons point of View
- S** Summarise the Feelings and Content
- C** Connect Feelings to Behaviour
- A** Alternative Behaviours Discussed
- P** Plan Developed / Practice new Behaviour
- E** Enter the Young Person back into the routine

Modified LSI for quick response

- Talk > Fix it > Smile

Consequences – to help children and young people meet expectations

Consequences should be;

- Natural – what naturally follows the behaviour
- Logical – related to the misbehaviour
- Proportionate to the misbehaviour
- Enforceable
- Presented calmly, without anger or blame
- Discussed in advance where possible.

e.g. Child urinates in the bathroom but not in the toilet	
Logical consequence	give them a mop bucket to clean up
Natural consequence	if it is en suite bathroom, leave it to smell.

The goal is learning, not revenge

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that".

Martin Luther King, Jr.