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PHILOSOPHY

The North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse Services is committed to providing supports and services in humane and safe environments that demonstrate respect for people with disabilities. This can best be done by staff who are trained 1) to prevent and avoid the use of physical interventions and 2) to use them safely and only as a last resort.

HISTORY

In 1974, Western Carolina Center recognized a need to train staff in techniques for dealing with crises, including methods to prevent and control these situations if aggression should occur. The primary goal was to prevent injury to people being served and to staff. The Center arranged for a representative from Unicare Health Facilities of North Aurora, Illinois to train a group of staff from state facilities in the techniques that had been developed there. These techniques were approved by Human Rights Committees and management and taught to staff and parents.

In 1980, Staff Development Services at Murdoch Center modified some of the original techniques, developed additional ones, and designed and published the first illustrated guide: *A Better Way – Protective Intervention Techniques*.

In 1983, Education and Training Services staff from all service areas within the Division standardized, revised and published the *Basic Protective Intervention Techniques Manual* (PIT) for use throughout the system. This manual has been widely used throughout North Carolina in public and private sectors, nationally in thirty other states and in several other countries.

In 1984, the prevention component of the course was expanded and some of the techniques revised. Master level trainers were trained and certified. A quality assurance committee was implemented to improve the basic course and to monitor the training program and instructor certification. The result was the 1988 edition of the *Protective Intervention Course* (PIC) and the development of a Division-wide policy for implementation and quality improvement.

In 2001, the curriculum was revised to standardize a core curriculum and instructor training throughout state facilities, to further emphasize prevention and alternatives, to modify some techniques and to implement statewide standards for training and quality



improvement. The result is the *North Carolina Interventions* curriculum.

The original goal was and still is improved services and safety for all people being served and for the people providing services and supports.

Thank You

Many people contributed to this effort. Thanks to all of them and especially to the members of the North Carolina Interventions Curriculum Development Committee who worked so diligently on this project:

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ABOUT THIS CURRICULUM

Purposes

This is a competency-based standardized curriculum designed for people who provide services to people with disabilities and for people otherwise interacting with consumers of mental health, developmental disabilities and substance abuse services.

The curriculum includes core objectives and content to be used in all facilities of the North Carolina Division of Mental Health, Developmental Disabilities and Substance Abuse Services as standardized training for prevention and use of restraints, seclusion and isolation timeout. **Service providers will add specific content that relates to the population served and addresses the needs of specialized populations, such as sexual abuse, deaf and hard of hearing, children, and the elderly.** The curriculum includes measurable learning objectives, appropriate and measurable testing on those objectives and measurable methods for determining passing or failing the course.

Scope

This standardized curriculum is used in all Division institutions, including those that train people in community programs.

Parts of the Curriculum

The curriculum has 2 sections:

- **Part A** - prevention/alternatives to restraints, seclusion and isolation time-out
- **Part B** - training in the use of physical and restrictive interventions

Part A - Training in prevention/alternatives has 5 units:

- Unit 1 Why Do People Do What They Do?
- Unit 2 Building Positive Relationships
- Unit 3 Decision Making and Problem Solving
- Unit 4 Assessing Risk for Escalating Behavior
- Unit 5 Early Crisis Intervention

Part B. Training in the use of physical and restrictive interventions covers:

Core Techniques - blocks, releases, therapeutic holds

Optional Techniques

 Transports - walks, carries

 Special Techniques - such as child chair restraint



Instructor Guide

For each unit, this *Instructor Guide* names competencies, describes goals, provides suggestions for class activities and includes handouts and overhead masters.

Participant Workbooks

Student workbooks contain content material that is the basis for instruction and activities. Additional articles and readings can be added as you see fit.

One word of caution: You are teaching busy people who may not have time to do a lot of reading for this course. Be prepared to summarize the content and to allow class time for students to skim readings and review the study questions.

Reading Questions

Reading questions are listed at the beginning of each section of content reading. These questions focus attention on content that is directly related to curriculum goals and objectives.

You can use reading questions in creative ways to introduce topics and key points. For example, start a class by asking students to answer the practice questions as a pre-test of their knowledge. Tell them that their answers will not be collected or graded. However, they should refer to them throughout the presentation to make corrections and additions as they learn more about the topic. At the end of the lesson, have students answer the questions again to measure their learning progress.

Key Points

Key points are listed at the beginning of each section in both the content workbooks and the instructor guide to provide content overview for students and instructors.



INSTRUCTIONAL METHODS

Instruction includes interactive presentations or mini-lectures based on content in the readings, discussions, small group activities, and role-plays.

Learn and Practice Approach

One goal of this curriculum is to increase the likelihood that all service providers will apply what they learn in training. In other words, we want to make sure that service providers use the information and skills presented in this curriculum consistently and effectively in their jobs. Research indicates that a learn-and-practice approach helps ensure the transfer of skills from the training setting to the real world. This approach has two phases: first, learning – the acquisition of knowledge; then, practice – the application of what's learned.

In this curriculum, learning is accomplished through readings, classroom presentation and discussion. Practice is accomplished through case studies, role-plays and other activities. We hope that instructors will take time throughout the training to discuss on-the-job applications of the content.

Evaluating Content Mastery

Trainers for this curriculum are expected to do both formal and process evaluation. Formal evaluation is accomplished by administering the content mastery test for each unit. The content mastery test determines whether participants have adequately mastered the knowledge and skills required for their jobs. Pass/fail percentages are outlined in the DMH/DD/SAS policy. Test questions are based on *key points* and *reading questions*.

Instructors are also expected to conduct a more subjective process evaluation by listening to and observing students. If a student clearly seems unable or unwilling to grasp or apply the ethics and concepts presented, trainers should meet with the student to discuss their concerns.

Time Requirements

The curriculum is designed for flexible use, so the time can be expanded or collapsed as needed. On average, it is reasonable to estimate that one presentation plus its corresponding activity will take 45 minutes to present and process. Time requirements will vary according to the knowledge and experience level of the students. You can roughly calculate presentation time as follows:



- 3-5 minutes for an introduction
- 5 minutes to present each key point (minimally)
- 5 minutes for “Try it” items, examples or anecdotes
- 5-10 minutes for questions and answers, discussion or processing an activity
- 20-25 minutes for an activity
- 3 minutes for a summary
- 5-10 minutes for a break

Class and Group Size

Classes of 12 to 18 students are recommended for optimal learning experiences. For small group activities, two to five participants per group are recommended.

Instructor Qualifications

It is recommended that instructors be experienced in human service delivery. They must have satisfactorily completed the train-the-trainer course for this curriculum. Details of required qualifications are described in the DMH/DD/SAS policy provided elsewhere in this notebook.



FEATURES OF THE CURRICULUM

Some or All

This curriculum is designed for flexible use. Use entire units or consider using single presentations or activities for short in-service training sessions or for follow-up training.

Some of the curriculum content may overlap with others parts of the curriculum or with other training. In such cases, instructors should quickly review the content and devote more time to the activities.

A training log, such as the one in this notebook, can be used to record participation in the training and keep track of participant's progress in training.

Interactive Presentations

Instructors can develop their own interactive presentations based on the content readings and the activities in the instructor guide.

Presentations often can be linked directly to activities. Overhead (transparencies) and handout masters are provided as teaching tools to summarize content and to emphasize key points.

Instructors are encouraged to use all the materials in creative ways to make the sessions as compelling and relevant as possible. Long lectures are not recommended. Rather we suggest that instructors use study questions and “Try It” items to stimulate discussion.

Activities

Activities in this curriculum are used in two ways:

- to introduce a content topic or
- to provide practice and application of a skill or concept.

Activities can be used independently; however, they are usually more meaningful if used along with presentations.





Sample Answers

Sample responses for some activities are included to help instructors prepare their training and conduct activities.



Try it



Think about it

Try it and Think about it Items

“Try it” and “Think about it” items are inserted throughout the content readings. They are included as a tool to stimulate thought and discussion. You can incorporate these items into your presentations and use them to measure students’ understanding of and ability to apply the materials.



Overheads

Overheads/Transparencies

Transparencies are included to help organize presentations. Instructors are encouraged to make additional transparencies to emphasize key points of the presentations.

Make transparencies from the master pages in this book. Put master page face down on the glass of a photocopier. Copy image onto clear transparency film. Transparency film for copiers is available at office supply stores.

Handouts

Handouts summarize large amounts of information in an easy-to-read format. Encourage students to refer to handouts and charts during presentations and to use them to complete some activities.



Handouts



TRIED AND TRUE WAYS TO IMPROVE TRAINING

Think about what works for you in training. What makes learning meaningful, engaging, interesting or entertaining? Chances are what works for you works for others too. So when planning your training, ask yourself what you would like to have happen if you were sitting in the learner's seat. The answer will put you on track to make your instruction meaningful for your students.

In search of effective training techniques, many trainers have discovered that there is little (next to nothing) a group of motivated students won't try. This discovery does not mean you should do wild and crazy things just the sake of the "thing." It does suggest that you should feel free to be creative.

Tip 1: Believe what you say.

One of the best ways to sell your ideas is to believe them yourself. Your conviction will be apparent. Your credibility will increase by leaps and bounds.

Tip 2: Be yourself.

There is rarely a need to be formal in a training setting. It is okay, even preferable, to talk to your class the same way you would talk to a colleague or friend. If you feel free to be yourself, you will relax and enjoy the experience. So will your learners.

Tip 3: Capitalize on pre-presentation "jitters."

It is natural to get a little nervous when speaking in front of a group (large or small). Use the boost of adrenaline that comes with nervousness to help you get primed and ready to go. Change your mindset to think of pre-class jitters as a kind of excitement that can help you do a better job.

Tip 4: Establish relationships with your learners.

It is very helpful to get to know your learners and to establish relationships early in the training. Your first interaction will set the tone for the next few hours, so you should make every effort to set the tone you want to maintain.

It's a good idea to get things started by asking questions to motivate the audience to talk about themselves. You will discover valuable information about the people that you are teaching. And you will communicate your interest in your learners.



Tip 5: find out what learners want to learn.

You can ensure successful training by finding out what your learners want to learn. A good trainer addresses learners' needs first. There are many ways to find out what your learners want to learn:

- ask them
- review objectives and ask them to add to the list
- invite them to write their objectives on a flip chart at any time during the training.

Once you know what your audience wants to learn, you can address their needs within the structure of your existing training. For example, you can make your examples fit their expressed learning needs. Ask learners to give examples and let the group problem-solve together.

Tip 6: Use props.

As a trainer, you have the responsibilities of a stage performer to get attention and have an impact. For the parts of the training that are performance-based, it makes sense to borrow some ideas from the theater. Costumes and props can add interest and have an impact. For example, rather than talking about how life stressors can be a heavy burden, hand out stones. Ask learners to put a stone in their pockets each time you mention a stressor in their lives. The stone prop will speak for itself.

Tip 7: Use metaphors.

Metaphors are learning activities that stimulate creative thinking. They help learners make discoveries by experiencing something at one level. Learners then link their experience and insights to the content of the lesson. For example, ask teams to move a ping-pong ball from one jar to another within 6 minutes without using their hands or feet. This activity gives them the experience of solving the problem that you then link to teamwork and problem-solving strategies they use in their work. The ping-pong ball problem is a metaphor for work-related situations in which workers have constraints, limited resources, and deadlines. The links and applications become clear when you process the activity and talk about who did what and why, and what worked or didn't.

Tip 8: Make participation a goal.

Learners learn by doing. They like to participate, so trainers should create lots of opportunities for them to take an active role. Discussions, activities, and role-plays are good strategies that help create an interactive, participatory learning environment. Structure your lessons to encourage participation:

- set up a debate



- break into small groups
- arrange seating in a circle
- step back and let others lead.

Tip 9: Change the pace.

Trainers can learn a lot from children's television about keeping a group of learners alert and energetic. Sesame Street has developed an art form of ever-changing rhythms and visuals to get and hold attention. You don't have to be as dynamic as Sesame Street. You should try to change your style and energy level every 10 minutes to keep their attention:

- move around the room
- do an activity
- ask a question
- surprise your group
- change the tempo

Tip 10: Give out prizes.

People of all ages love prizes, and just about anything from Office Depot clearance items to hotel shampoo samples makes a good prize. Prizes captivate and motivate, especially if they are given out in the spirit of fun and humor. In our training, we have given out everything you can imagine from bubbles to tea bags (presented with an appropriate comment), and have always marveled at how well every prize, even the worst of them, is received.

Tip 11: Move the furniture.

The arrangement of the room can help or hinder training. Consider arranging furniture to accomplish your training objectives. If you want to promote interaction, arrange seating so participants can see one another. If you want to focus attention on a presentation in the front of the room, arrange seating theater style. Unless the seats are nailed to the floor, you should make an effort to change seating for different purposes throughout the day.

Tip 12: Make your visuals large and bold.

"I hope people in the back of the room can see this," is not an acceptable training remark. All your visuals should be large enough for all to see. Transparencies, for example, should have a limited number of words in 14-point or larger type. Small words or numbers photocopied from a textbook should never, repeat NEVER, be used as a transparency. Remember that graphics really help communicate a message, so use graphs, charts and pictures whenever possible.



Tip 13: Get the most out of your flip chart.

Flip charts can easily be overused and abused. When you use one, write (print) neatly or ask someone to do it for you. Use colors for emphasis and interest, e.g., blue for titles, green for key words. Underline key points with highlighters for emphasis. Don't forget to tape completed pages to the wall so you can refer to them later.

Use flip charts interactively by asking people to post comments throughout the training. We use post-it notes for this purpose and instruct participants to add a post-it comment at any time. We review the post-it comments periodically and address them with the group.

Tip 14: Simplify.

There are usually many ways to deliver a message. When it comes to training, a simple message works best. Use “key points” to guide your presentation. Build on the key ideas with concrete examples to link the message to its practical application.

Tip 15: Include an action plan.

Training should not end when the session ends. Learners should go home with a plan of action to apply what they have learned in your class. We like to ask participants to develop an action plan and prepare a self-addressed envelope. We photocopy completed action plans before they leave the training, and mail them a copy a few weeks later as a reminder and motivator.

Tip 16: Use humor.

Humor in training can lift spirits, energize a group, and relieve tension. You do not have to be stand-up comic to add humor to your training. It is usually sufficient to be playful and react in ways that help a group relax and smile. If you happen to have a talent for making people laugh, use it.

Tip 17: Tell stories.

Stories are powerful tools to get and hold attention. Think about the many times you have sat up in your seat when someone said, “I want to tell you a story.” The personal nature of stories draws the listener into the “sharing “ of experiences. Stories are a great way to give examples, make a point, create a mood, or stimulate an emotional response based on your personal experience.



Tip 18: Expand your repertoire.

Keep yourself motivated by learning and trying new techniques and activities. Make technology your friend and develop computer-based slide shows that you can update and rearrange with a few keystrokes. Attend workshops and conferences about training, and talk to other trainers to get new ideas. Borrow ideas from TV, journals, and web sites. Challenge yourself to continuously improve.

1 Cohen, A.M. & Smith, R.D. (1976) *The Critical Incident in Growth Groups: Theory and Technique*. La Jolla: University Associates, Inc.

2 Knowles, M. (1984) *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Co.





DEALING WITH TRAINING PROBLEMS

In spite of your best efforts to have everything run smoothly, you may run into difficult situations or difficult people. Instructors must be prepared to handle common people problems that might occur in training or classroom situations. Here are some typical problems and ideas for handling them.

Problem 1: Some participants don't contribute

Solutions

- Ask questions to involve participants who have said very little.
- Use teaching methods that involve everyone. For example, have every person in the group comment, or ask everyone to write an answer.
- Call on a reluctant participant by name to answer or comment.
- Assign a reluctant participant the role of group reporter.

Problem 2: Some participants contribute too much

Solutions

- Use strategies to control contributions. For example, stop the speaker and say, "Let's hear a few other opinions," or "And now let's continue with..."
- Praise the contribution and ask for contributions from others. For example, "Your ideas are very helpful. Now, who has another idea?"
- Ask direct questions to involve others. For example, "Franklin, what did your group decide?"

Problem 3: Some participants don't follow directions

Solutions

- Restate the directions. It's possible that the participant missed some of the directions.
- Check for understanding. Perhaps the participant didn't quite understand what you were instructing him to do. One way to check for understanding is to ask the person if he has any questions about the activity.
- Check to see if there's a particular problem. Perhaps the participant doesn't have all the materials or is VERY uncomfortable doing the activity.
- Work with the participant or the participant's group. Some times having the trainer as a guide helps launch an activity successfully.
- Motivate the participant. Explain why the activity is important and give examples of its on-the-job applications.



Problem 4: Tired participants

Solutions

- Take a stretch break. Exercise can re-energize a tired group. Get participants up and moving to give them a spark of energy.
- Change the pace of your instruction. Something new and different can stimulate interest and make participants more alert.
- Get people actively involved. Do an activity that will directly involve participants.
- Make the room colder. Lowering the temperature may sound strange, but it works. A warm room, especially after lunch, can make people feel sleepy.
- Give out prizes. Awarding prizes will change the pace and spark interest. You can give prizes for lots of different things, for example: best tie, first two people back in the room after a break, most recent birthday, or the person who remembers “x” (you name “x”). Consider giving chocolate prizes late in the day for a quick energy boost.

Problem 5: Latecomers

Solutions

- Start on time at the beginning of the day and after every break. Praise people who arrive on time. Your praise will let others know that being on time is important.
- Begin with something very interesting, such as a story, joke, answer to a brainteaser, or a prize after each break. Everyone will soon catch on and want to be on time.

Problem 6: Excessive Talkers

Solutions

- Change the pace. If you don't get their attention and hold it, someone or something else will. Talkers may be telling you they are tired or bored.
- Do an activity that separates the talkers. Sometimes participants sit next to their best friends and have a lot to say to one another.
- Stand near the talkers. No need to say anything; just stand near them.
- Ask the talkers to stop. If the subtle techniques mentioned above don't work, you may need to make a direct appeal. Make your appeal private, quiet, and polite. Explain that their talking is distracting.

Problem 7: Difficulty taking written tests

Solutions

Instructors should make available reasonable accommodations for testing trainees with reading difficulty. This may include reading the test questions, putting them on audiotape, for example.



TEACHING THE PREVENTION CURRICULUM

Before the Class

- Read the content readings. Do the “Try it” and “Think about it” items as you read.
- Answer the reading questions.
- Highlight key points. Write notes in the margins.
- Think of examples that will help students relate what they are learning to their jobs. Write your examples in the margin for easy reference.
- Prepare activities. Use the ones provided or develop your own.
- Prepare transparencies and other materials you will use.

During the Class

- Give a brief overview (topics, schedule, and methods).
- Introduce each presentation in some compelling way, such as a trigger activity, study questions, and examples.
- Lead activities that are suggested in the instructor guide or present your own activities.
- Do process evaluation. Use activities and discussion to measure the success of the instruction. Are learners interested? Are learners getting it?

After the Class

Record students’ feedback and your observations so you can make adjustments for the next class.

Presenting the Lesson

Presentation styles and situations can vary greatly. However, there are some basic teaching principles that every presenter should incorporate to ensure successful presentations:

- Give an overview. Describe the topics. Relate them to previous topics or to job experiences.
- Stimulate interest and motivate learners. Ask questions, present problems, or give examples.
- Use anecdotes or give examples to add interest or personalize the materials. Avoid telling a lot of “war stories.” Be sure to change the real names of people in your examples to protect their identities.
- Ask open-ended questions.
- Use a variety of instructional methods. Include activities that require participation.
- Summarize and restate key points.
- Reinforce learning with an oral review, activities, or evaluations.



Leading a Discussion

Discussion is best suited for topics that can support a wide range of options or for questions that have more than one answer. The instructor's main tasks as discussion leader are to:

- set the tone
- clarify the purpose
- establish the rules
- keep the discussion interactive and focused on the topic

These discussion leader responsibilities are accomplished by:

- introducing a topic
- asking stimulating questions
- adding comments
- modeling good listening skills and discussion behaviors
- periodically calling on participants to give examples and opinions, and different points of view

Classroom discussions can easily become complaint sessions. Participants who are anxious or frustrated about their work will look for reassurance from others in the same boat or will look for answers from you. Some discussion of this kind is okay if it helps students learn how to do their jobs better. Instructors must guard against using class time to debate issues and review problems that can't be resolved in a classroom setting. If a student seems to need individual help, arrange to work with that student one-on-one. You might suggest that the student seek supervision from experienced service providers.

Doing Small Group Activities

Some kinds of learning or skill practice are best accomplished in small groups. Participants can interact in small groups in ways they cannot in larger groups. Here are some guidelines for managing small groups.

- Form groups of 3 or 4 people per group (limit group size to 5 or 6 people at the most) for best interaction. Some examples of ways to form groups are:
 - Have students count off by 3s or 4s. Ask all participants with the same number to form a group.
 - Distribute strips of colored paper. Form groups according to colors.
 - Ask students to randomly choose partners.
 - Ask students to join a group according to their interest in a particular topic.
 - Write group numbers, letters, or names on pieces of paper. Randomly distribute the papers.



- Appoint a person (or have the group choose a person) to take notes and report outcomes.
- Be sure the group knows its assignment.
- Post assignments on a chalkboard or flip chart. Or give written instructions so groups can refer to them throughout the activity.
- Set time limits. From time to time announce the amount of time remaining. For example, “There’s about a minute of work time left,” or “Try to finish in the next two minutes.”
- Restructure groups. Encourage students to choose different partners throughout the course. Make sure that students don’t get locked into roles within a group and that people have opportunities to work with different participants.

Giving and Receiving Feedback

Many changes in behavior are the direct result of feedback from others. Giving and receiving feedback can be an important tool in the learning process. Some characteristics of useful feedback are:¹

- ***It is descriptive rather than evaluative.*** Evaluative language may put a person on the defensive. Descriptive language describes specific behavior and can help someone make a positive change. “You are rude” is evaluative. “You have interrupted three times” is descriptive.
- ***It is specific rather than general.*** Helpful feedback focuses on a particular issue or behavior rather than broad, general issues. Statements are specific, rather than sweeping generalities. “You’re not giving others a chance to participate in this discussion” is specific. “You’re dominating” is general.
- ***It considers the needs of both the receiver and the giver.*** Be honest and open when giving feedback, but be sure to think about how the person receiving the feedback is feeling. If you say too much, the other person may stop listening.
- ***It addresses behaviors that can be modified.*** It is frustrating to hear about shortcomings over which you have no control. It does no good, for example, to tell someone he has a horrible singing voice if there’s nothing he can do about it.
- ***It is solicited rather than imposed.*** Feedback is most useful when someone has asked for it or when it is part of a standardized evaluation procedure. Think about those times you wanted to say, “Who asked you?” Someone was probably giving you



feedback you didn't want or need at the time.

- ***It is well timed.*** Feedback is most effective if it is given soon after the behavior. Sometimes, however, it is better to wait until the person is ready to “hear” the feedback. A stressed or angry person may not be in a frame of mind to accept of process feedback, no matter how important or helpful it might be.
- ***It is checked to make sure that the receiver has heard the intended message.*** One way to check for clarity is to have the receiver rephrase the message to be sure the receiver's version matches the sender's.
- ***Both giver and receiver have opportunities to check for accuracy with others in a group.*** The receiver can ask others if they agree with the feedback. Are the opinions expressed by one person shared by others? Sometimes feedback is a reflection of only one person's particular bias or point of view. Individual opinions are a valid and valuable form of feedback, but they should be kept in perspective.

Making Role-Play Work

Role-play is a popular strategy to help a person practice skills, especially those involving communication and interaction. It is also known to be a useful tool to help people change behaviors and attitudes. Role-play works because it allows people to try out skills and responses in relatively safe ways, over and over as needed.

Special considerations

Following are several considerations that can help ensure successful role play:

- State the purpose of the role-play so participants know exactly what is expected and can focus attention and energy on practicing specific skills.
- Give both role players and observers specific tasks and instructions.
- Give examples so participants know how to begin. Emphasize the purpose again. Help get the role-play started by suggesting specific things to do or avoid doing.
- Prepare participants to give and receive meaningful feedback. Review the guidelines for getting and receiving feedback (see above). Be sure to stress the purpose and usefulness of feedback as a learning and teaching tool.
- Do role-plays after participants have had a chance to get to know the instructor and one another.
- End the role-play activity with a discussion so participants can review what they've learned.



Using Audio-Visual Equipment

Good visuals and media can add a lot to any classroom experience, but using audio-visual equipment can be the instructor's biggest headache. The following suggestions can help you avoid some common audio-visual equipment problems:

- Try out equipment before the class session.
- Position equipment so that it projects a large, clear image on the screen.
- Practice using transparencies. When using transparencies, show only those parts that are immediately relevant. Cover other portions with paper and reveal them as needed.
- Write clearly on flip charts and transparencies.
- Have a spare bulb and extension cord on hand.

Teaching Experienced Service Providers

One of the challenges you may face as an instructor of this curriculum is to make the learning meaningful for participants who have experience and who already know and skillfully apply some or many of the concepts presented in the curriculum. The content is extremely applicable to experienced service providers, but at a different level and with a different emphasis than for new service providers who are learning the “whats” and “hows” of their job. In contrast to “tell me how,” experienced service providers will be seeking new ideas and will want to clarify information and procedures, improve skills, address specific issues, and solve nagging problems.

You will do a better job of teaching experienced participants if you modify presentations and develop activities to address their specific needs and purposes. Following are some tips and ideas to help you modify instruction for experienced participants.

Apply Principles of Adult Learning

Malcom Knowles' principles of adult learning offer some particularly useful guidelines for teaching experienced learners. His principles stress the wisdom and practicality of building on adult learners' experiences by allowing them to share their ideas. This implies that in some instances the best form of instruction might be a facilitated discussion in which learners exchange ideas and help one another solve problems. (See “Considering Adult Learners” that follows.)

Application

Develop activities that allow experienced learners to apply concepts. Present real life situations and problems related to the content and invite participants to apply information



to address those situations and problems. For example, you might ask experienced service providers to develop tools or strategies to teach new service providers or a new person served about the system. Or you might ask them to present some problems they have had and describe how they overcame them. Case studies are another good instructional tool that allow experienced learners to apply what they know.

Other Perspectives

Experienced learners will benefit from exploring other perspectives. One strategy is to ask them to play “devil’s advocate” to argue the opposite position (philosophy, practice, attitude) from one they would normally defend. Conduct a debate between individuals or teams as a strategy to challenge thinking and promote exploration of new ideas. Also consider asking learners to describe a situation, process, or solution the way they think someone else (e.g., consumer, family member, teacher, or other agency representative) might present it to stimulate thinking from other perspectives.

Considering Adult Learners

Research supports several key assumptions about the characteristics and instructional needs of adult learners. The following special needs of adults learners should be considered when using this curriculum:²

1. *Adults’ motivation for learning is based on needs and interests.* Their needs and interests should be the starting point.
2. *Adults have a life-centered orientation to learning.* Their instruction should be based on life situations, rather than random content matter.
3. *Experience is the adult learner’s richest resource.* Methods should include analysis and sharing of experiences and be action-oriented.
4. *Adults are self-directed.* The role of the instructor should be to stimulate thinking and facilitate mutual inquiry.
5. *Individual differences increase with age.* Adult education should accommodate differences in style and pace of learning.



Teaching Adults

The basic rules of good communication and teaching are fairly universal and many of them apply equally to most teaching situations. Based on adult learning theory, we know that adults have specific learning needs that instructors should address. Here are some things to consider when you are teaching adults:

- ***Present information that is appropriate.*** Adults are busy people who don't want their time wasted. Teach things they want and need to know and emphasize the professional value and applications of what they are learning.
- ***Link new ideas with information they already know and with their interests.*** Adults bring a lot of experience to the training. A good trainer uses examples that link new information to current and previous experiences of the adults.
- ***Present information that is relevant.*** Adults don't want to be buried under a mountain of extraneous material. Related stories that add interest are good motivators, but too much extraneous material gets both the teacher and the learner off track.
- ***Present complete and accurate information.*** Adults want to be well informed. They want to learn all the information and skills they need to perform their jobs better. Summaries are helpful. Oversimplified, watered-down information is not.
- ***Use teaching methods that give adults a chance to share their knowledge and experience.*** Include discussions, ask questions, and have participants answer





PART A UNIT ONE

WHY DO PEOPLE DO WHAT THEY DO?

Training Competencies

Trainees should be able to demonstrate an understanding of:

- Emotional and learned factors that may influence everyone's behavior
- Emotional and learned factors that may influence the behavior of the person being served in a program
- General ways that a person's mental illness, developmental disability or substance abuse may affect how he/she thinks, interacts with others, works, or goes to school and participates in community life
- How anger, fear, and other emotions affect escalating behavior
- Ways to recognize health issues that may contribute to a person's behavior
- Behaviors and attitudes that create barriers to positive interaction

Key Points

- Some outside factors that affect behavior are: cultural background, health, education, work experience, environment and finances.
- Some inside factors that affect behavior are personality traits, how you think and your ability to communicate.
- What you think is happening is more important than what is actually happening.
- Health issues affect behavior. Stress affects behavior.
- Anger is a natural emotion. It's what you do when angry that can cause problems.
- Ways to learn more about the individual with disabilities.

Reading Questions

1. What are some outside factors that affect behavior?
2. What are some inside factors that affect behavior?
3. How does cultural background affect behavior?
4. What are some examples of health issues affecting behavior?
5. How does stress affect behavior?
6. What are typical reactions to stress?
7. What are some things to think about if you or someone else is getting angry?
8. What are ways to learn more about individuals with disabilities?



Purpose of the unit

- To become aware of internal and external factors on the part of staff *and* people with disabilities that affect their behavior toward others.
- To increase service providers' cultural competence.
- To provide some strategies to lower stress in staff and people with disabilities.

Presenter Notes

There are two main parts to this Unit. First is a discussion about attitudes and behaviors of self. Second is a discussion about the same things as they may apply to people with disabilities. It may be useful to divide the time this way.

- Begin with a short presentation summarizing key points.
- Emphasize that behavior usually has a cause and a purpose and that there are many internal and external factors affecting it.
- Use “Think about it,” “Try it” and/or other activities to illustrate the key points.
- Give unit quiz.

Materials

- Flip chart and markers
- Overhead projector
- Overheads:
 - Key Points
 - Reading Questions
- Handouts:
 - Stress test
 - Who Are You?
 - What Makes You Angry?
 - How Tolerant Are You Really?

Activities

Think about it/Try it

These activities are in the participant workbook. The workbook asks each reader to do them as they read along. You can use them as ways of involving participants in discussion. Give examples to get the discussion started. Ask for other examples. Work through the “Try it” examples in class. At the end of each discussion, talk about how this might affect a person with disabilities.



Materials



Overheads



Handouts



Activity



Activity

Stress Test

(handout) 15 min. - Ask the class to take the Stress Test. Discuss the results. Talk about examples of times when people under stress react poorly to others. The answer key is in the Activities section of this notebook.



Activity

Who Are You?¹

(handout) 15 min – Ask the class to fill in. Discuss the results.

When I Felt Different²

30 min – To help people experience the feeling of not fitting in with others.



Activity

If I Could Go Back³

40 min.- to help people understand the source of personal feelings of prejudice and bias and to learn from others.



Activity

What Makes you Angry?

(handout) 20 minutes - This is a little quiz designed to help people become more aware of what pushes their anger buttons. Afterwards ask the group if they were surprised by their answers. Talk with the group about ways to avoid things that push buttons or to handle them.



Activity

Driving Me Crazy

20 minutes - The goals of this exercise are to help participants 1) understand how unfulfilled promises represent a betrayal of trust; see what the effects of being powerless and not listened to would be on their own lives (and see the effects on other people who are also not labeled).



Activity

Values Clarification

(handout) 20 minutes - People make decisions based upon their values. This short exercise gives participants a chance to think about what is important to them - what they value. In the discussion, talk about what values people with disabilities might have.



Activity

How Tolerant Are You Really?

(handout) 45 minutes - This is a quiz that aims for each person to think about how flexible and tolerant they are of others in various situations. Give the quiz. Help the class score their own, and discuss. The scoring key is in the Activities section of this notebook.



Activity

Stand Close/Stand Far

This exercise is used as an ice breaker and as a great opportunity to show how one little factor (distance) can really change communication.

1 Adapted from *Strategies for Working with Culturally Diverse Communities and Clients*

2 adapted from *50 Activities for Managing Cultural Diversity*

3 adapted from *50 Activities for Managing Cultural Diversity*



PART A UNIT TWO

BUILDING POSITIVE RELATIONSHIPS

Training Competencies

Trainees should be able to demonstrate an understanding of:

- Differences between a therapeutic and social relationship with a person receiving services
- Ways to develop and maintain a relationship that focuses on the needs/personal goals of the person receiving services
- Verbal and non-verbal communication strategies/skills that promote positive interactions with people
- Behavioral ways that people communicate wants and needs
- Ways to identify and respond to issues particular to each person being served
- Ways that respect can be communicated to people receiving services

Key Points

- Friendships are different from the therapeutic relationships of staff caring for or supporting people with disabilities.
- Strategies for therapeutic relationships include providing safety, privacy, respect and meaningful things to do; including people in decisions; helping people learn how to make decisions.
- Most communication is through non-verbal body language.
- Non-verbal communication that promotes positive interactions include looking at the person, smiling, facing the person, relaxed posture, medium voice tone and listening.
- Verbal communication that promotes positive interactions include using active listening – reflecting back what the person says; asking who, what, where, when questions.
- People communicate by behaving in different ways.
- Respect is communicated by paying attention to people's feelings, giving feedback without judging, using positive verbal and body language, active listening skills, making time to be with another person, and by finding out how the person defines respect.



Reading Questions

1. How is a friendship different from a therapeutic relationship?
2. What are some strategies for building a therapeutic relationship?
3. How is most communication achieved?
4. What are some strategies for positive verbal communications?
5. How do people communicate behaviorally?
6. How is respect communicated?

Purpose of the Unit

To teach attitudes and methods for building positive relationships with persons with disabilities while in a caregiving/support role.

Presenter Notes

- Begin with a short presentation summarizing key points.
- Emphasize that the goal is positive, therapeutic relationships with people served.
- Use “Think about it,” “Try it” and/or other activities to illustrate key points.

Materials

- Overhead projector
- Overheads:
 - Key Points
 - Reading Questions
- Handouts:
 - The Job Review
 - HEY YOU!
 - Twelve Danger Signals
 - Rachel and Barry

Activities

Think about it/Try it

These activities are in the participant workbook. The workbook asks each reader to do them as they read along. You can use them as ways of involving participants in discussion. Give examples to get the discussion started. Ask for other examples. Work through the “Try it” examples in class.



Materials



Overheads



Handouts



Activity



Activity

Grumble, Grumble¹

10 minutes - To give a chance for tension release and airing of negative feelings; to show how it feels to not be listened to.



Activity

Empathetic Listening²

20 min. – to develop empathy skills in communication by active and effective listening.

The Job Review

(handout) Used to give the class a chance to talk about good communication skills such as listening and giving feedback

1. Use 2 class participants to act out this scene. Allow them to read the script in advance, and encourage Academy Award involvement.
2. After they have read the scene, have the class participants divide into small groups. Give them 10 minutes to make lists of:
What was wrong with this scene?
How should the situation have been handled?
Have each group present their thoughts.
3. Discuss – communication blocks, how to use good communication and interpersonal skills to support someone through a personal crisis, how to be a good listener, how to properly give feedback.



Activity

Hey You!

(handout) Used to demonstrate how important it is to use correct crisis intervention skills.

1. Use 2 class participants to act out this scene. Allow them to read the script in advance, and let them know it is OK to *get into* their roles.
2. After they have read the scene, have the class participants divide into three groups. Give them 10 minutes to identify the things they saw that were wrong in this exchange and develop a list of correct things that could have been done. Have each group present their thoughts.
3. Discuss - What did staff do wrong. What should have been done (remember that the issue is theft). Discuss the awareness staff must have before intervening in a situation. What are areas of concern? Did the staff in the exercise consider these important issues?



Activity

Role Play - Rachel and Barry

(handout) Give out the handout, and have the class read the set up for this role play. Ask 2 class members to take the situation from where the reading leaves off. After a few minutes of listening to the actors, stop the action and discuss. What did the actors choose to do? How did that turn out? What could they have done?



Activity

Twelve Danger Signals

(handout) This list focuses on being aware of the kind of relationships people have with people with disabilities in service settings. Read each with the class and discuss.

1 Still More Games Trainers Play

2 More Games Trainers Play



UNIT THREE - DECISION MAKING AND PROBLEM SOLVING

Training Competencies

Trainees should be able to demonstrate an understanding of:

- Ways that loss of control over daily and long range decisions can affect a person receiving services
- Ways to help the person receiving services be “in charge” of what is happening
- Ways that staff can empower and encourage people with disabilities in making their decisions

Key Points

- Loss of control over decisions can cause feelings of fear, panic, frustration and insecurity. These feelings can lead to aggression, withdrawal, negative attention-seeking, manipulations and lack of cooperation.
- You can encourage decision making by offering hope and choices, avoiding confrontation, helping people make decisions, avoiding “orders” and giving positive feedback.
- You can empower people by teaching decision making and problem solving.

Reading Questions

1. How can loss of control over their lives affect the behavior of people with disabilities?
2. What kinds of feelings can be caused by loss of control over decisions?
3. What kinds of behaviors can be caused by negative feelings?
4. What are some strategies for encouraging and empowering people with disabilities to make their own decisions?

Purpose

This presentation gives students an overview of understanding ways to help persons with disabilities to make decisions.



Materials



Overheads



Activity



Activity

Presenter Notes

- Begin with a presentation based on the readings.
- Emphasize that the loss of power and control over one's life affects feelings and actions.
- Use the handouts and other tools. "Think about it" and "Try it" exercises to illustrate the key points.

Materials

- Flip chart and markers
- Overhead projector
- Overheads:
 - Key Points
 - Reading Questions
 - The Doughnut

Activities

Think about it/Try it

These activities are in the participant workbook. The workbook asks each reader to do them as they read along. You can use them as ways of involving participants in discussion. Give examples to get the discussion started. Ask for other examples. Work through the "Try it" examples in class. At the end of each discussion, talk about how this might affect a person with disabilities.

The Doughnut

20 minutes (overhead) - an exercise about dilemmas that can arise regarding staff responsibility when offering/supporting choice making.



PART A UNIT FOUR

ASSESSING RISK FOR ESCALATING BEHAVIOR

Training Competencies

Trainees should be able to demonstrate an understanding of how to assess:

- Behavioral cues that may indicate staff's distress, change in ability to cope, or possible loss of control
- Responsibilities, protocol and strategies for effectively and immediately intervening with a colleague when observing behavior that has the potential to trigger or escalate a person with disabilities' emotional distress
- Risk and protective factors that may affect a person's behavior
- Reasons that people engage in challenging behaviors
- Ways that environmental and organizational factors may affect the way a person acts and reacts
- Internal factors that may contribute to the distress of staff and people with disabilities in a way that would compromise safety
- Behavioral cues that may indicate a person's distress, change in ability to cope, or possible loss of control
- How the behavior/actions of self and others may contribute to escalation of behavior

Key Points

- Staff attitudes are important. It is important to look for behavioral cues that may indicate staff distress.
- You have a responsibility to do something if you see a co-worker contributing to a problem.
- Some people do well in life in spite of hardships or risk factors. Safeguards that protect people from the effects of risk factors are called protective factors.
- Attitudes, environmental and organizational factors can lead to aggressive behavior.
- Personal factors such as health and emotional problems can affect behavior.
- The more you know about the people you are working with, the more you can learn what to expect in a given situation.
- People often give cues when their feelings are escalating.



Reading Questions

1. What are some behavioral cues that may indicate staff distress?
2. What are some ways to respond if you see a co-worker acting inappropriately?
3. What are some risk factors that may get in the way of a person doing well in life?
4. What are some protective factors that may safeguard a person against the effects of risk factors?
5. What are some environmental factors that can lead to aggression?
6. How can physical and emotional health affect behavior?
7. What are some behavioral cues that may tell you that a person's feelings are escalating?

Presenter Notes

Begin with a presentation based on the readings. Emphasize that what they do and say can help people stay calm or can contribute to behavior escalation and aggression. Use the [handouts and other tools] “Think about it” and “Try it” exercises to illustrate the key points.

Purpose

This presentation gives students an overview of skills in assessing individual risk for escalating behavior.

Materials

- Flip chart and markers
- Overhead projector
- Overheads:
 - Key Points
 - Reading Questions
- Handouts:
 - What's Wrong With This Picture? script for actors
- Activity – What's Wrong With This Picture? requires wheelchair, poster with house plans drawn on it (4 bedrooms, 2 bathrooms, kitchen, dining room, living room)



Materials



Overheads



Handouts



Activity



Activity



Activity

Activities

Think about it/Try it

These activities are in the participant workbook. The workbook asks each reader to do them as they read along. You can use them as ways of involving participants in discussion. Give examples to get the discussion started. Ask for other examples. Work through the “Try it” examples in class. At the end of each discussion, talk about how this might affect a person with disabilities.

What Is Their Reputation?

20 minutes - Focuses on how negatives can be positives.

What’s Wrong with This Picture?

30 minutes (handout for actors)

1. See materials above
2. Use class participants. If no one volunteers (they usually don’t!), tell them they will get 2 points on their exam for participating. Allow them to read the script in advance, and let them know it is OK to *get into* their roles.
3. Explain to the class the situation as described in the exercise.
4. Allow the actors about 5 minutes to role play the confusion and anger of their characters.
5. Divide the class into small groups. Each group should make lists of:
 - ❖ What is wrong?
 - ❖ How could “inappropriate behavior” be avoided?
6. Have the groups share their lists. Discuss staff availability and interaction, staff use of other’s radio, daily routine, the roles of the people in the house (meals, chores, schedules, problem solving, environmental accessibility, etc.)





PART A UNIT FIVE

EARLY CRISIS INTERVENTION

Training Competencies

Trainees should be able to demonstrate an understanding of verbal and non-verbal communication strategies/skills that are calming to a person in distress

Key Points

- Use of a non-threatening stance and personal space are ways your body language can help calm another person
- Voice tone and volume, giving reassurance, getting the facts, and being clear are verbal ways to help calm another person
- Monitoring yourself, cued responses, on-the-spot problem solving, positive reinforcement, scheduling, arranging the environment, re-direction and facing natural consequences can help reduce aggression

Reading Questions

1. How can use of a non-threatening stance and personal space be ways your body language can help calm another person?
2. How are voice tone and volume, giving reassurance, getting the facts, and being clear ways to verbally help calm another person?
3. How do monitoring yourself, cued responses, on-the-spot problem solving, positive reinforcement, scheduling, arranging the environment, re-direction and facing natural consequences help reduce aggression?

Purpose of the Unit

This presentation gives students an overview of understanding how to help calm a person who is getting upset.



Materials



Overheads



Handouts



Activity



Activity



Activity

Materials

- Flip chart and markers
- Overhead projector
- Overheads:
 - Key Points
 - Reading Questions
 - Big Ol' Mess
 - Ten Questions
- Handouts:
 - Key Points
 - Reading Questions
 - Big Ol' Mess
 - Ten Questions

Activities

Think about it/Try it

These activities are in the participant workbook. The workbook asks each reader to do them as they read along. You can use them as ways of involving participants in discussion. Give examples to get the discussion started. Ask for other examples. Work through the “Try it” examples in class. At the end of each discussion, talk about how this might affect a person with disabilities.

Big Ol' Mess

20 minutes - (handout & overhead) Teaches early crisis intervention, how to spot the potential for a crisis, how to successfully intervene and avoid a personal or interpersonal problem.

Ten Questions

20 minutes (handout & overhead) Ten questions to ask yourself when faced with a potential crisis situation. Read together and discuss.



PART B TEACHING THE PHYSICAL TECHNIQUES

Training Competencies

Trainees should be able to demonstrate an understanding of how to assess:

- Strategies for prevention and alternatives to the use of physical restraint and seclusion and isolation time out
- The importance of strategies for preventing behavior escalation
- Signals for imminent danger to self and others
- Signs of intent and capacity to harm
- What the behavior is communicating
- Whether to attempt to de-escalate the situation or to intervene physically

Trainees should be able to demonstrate an understanding of:

- Concepts of least restrictive interventions and incremental steps in an intervention
- Prohibited procedures
- Health status checks before, during and after use of physical restraint and seclusion and isolation time out, including but not limited to, monitoring vital indicators, physical and psychological status and comfort and when to seek medical assistance
- Protections in law and rule

Adults are used to learning from what they see or hear, but learning to perform physical techniques may offer unique challenges for the learner and the instructor. Some adults live active lives where they hike, play sports, dance or attend aerobics. These learners generally find learning these moves easy. However, some adults live sedentary lives and may be “rusty” in learning physically. The teaching strategies used in this part of the curriculum will help you present each technique in a clear and consistent manner.

Several days before the class:

- Suggest that the learners be well rested before the training of the physical techniques. For some learners this will be the most physical activity they have done in quite a while. There may be some muscle soreness due to the physical nature of the training. If you have a handout on suggested stretching exercises, send it out to each trainee.
- Notify the learners that they will need to wear clothing that will allow them to move freely. Make sure to recommend flat sole shoes such as sneakers. Suggest that learners



refrain from wearing jewelry, skin make-up, hair spray or gel.

- Supervisors should pre-screen trainees to ensure that they are physically able to perform the skills. Trainees should be informed that it is their responsibility to let the instructor know of any physical limitations that may affect their performance of techniques.

Before the class:

- Move furniture out of the training space. You will need lots of room for your trainees to move safely around as they learn the techniques. Keep some folding chairs available if needed.
- If you have a choice, choose space that is uncarpeted, cool, and well lit with good ventilation.
- For the safety and comfort of the trainees, you will need large floor mats (usually they are red or blue exercise mats.)

During class:

- At the beginning of class, discuss with the trainees about how you will be structuring your class, e.g. demonstrating techniques, working in pairs, practicing, etc.
- Also at the beginning, trainees should be informed that in order to receive full certification, they must be able to demonstrate required physical skills. It is the trainees' responsibility to let the instructor know of any physical limitations that may affect their performance of techniques. The instructor should inform trainees that all physical techniques will be modeled for them prior to their required practice. If the trainee feels that he or she is unable to perform the required physical skills, the trainee should inform their supervisor and instructor before continuing class.
- Warn the class that horseplay will not be tolerated. On several occasions in the past, classes have been disrupted and/or trainees injured when horseplay was allowed.
- Start class with some simple stretching moves to get trainees muscles loose. Suggest they stretch off and on throughout the training.

**Instructing the Physical Techniques:**

- With your co-instructor (or choose someone from the class), slowly demonstrate the technique. Describe each aspect of the technique while you are doing it.
- Demonstrate both roles, e.g. how to deliver the punch and how to defend the punch. This will give you the opportunity to talk about reading body language. Make sure you talk about slow exaggerated movements with no force in delivery.
- When describing a technique, avoid using the words “right” and “left.” Many learners have difficulty with these spatial concepts. Describe positioning by means of proximity, e.g. “Hand closest to the body” or “move the punch away from your body”.
- Demonstrate the technique several times. Make sure that you are modeling a commitment to doing the technique exactly right and the seriousness of any deviation.
- Ask the class to find partners to practice the technique. Tell them that initially all punches and holds will be done in a slow exaggerated manner and without any power. This is necessary for learners to practice the technique numerous times. Remind class that all techniques are designed to prevent injury to all parties and caution them to slowly practice each move as instructed.
- Tell partners to switch roles after a while and continue to practice
- Move around the class, observing and giving feedback to each pair. Remember your training in giving feedback. Do not forget to observe the class as a whole and be prepared to intervene if people are not practicing or are becoming frustrated with the technique or their partner.
- After you have taught the techniques in a specific section, give trainees time to practice “putting it together” and practice multiple moves with a little increase in speed. If technique begins to deteriorate, slow the move down.
- Move to the next technique. You may want to insert a break so that the class can rest and get something to drink.



Teaching challenges

There may be some trainees in your class who have more difficulty than usual in learning to perform the physical techniques. They may be very motivated to learn, but just can not seem to move their bodies the way they need to. The following is a list of teaching tips:

- As we mentioned earlier, avoid using the words “left” and “right,” describe movements in terms of proximity.

Some learners have difficulty in taking a visual or auditory cue and turning it into a physical performance.

- Visual learners: Stop talking, just perform the technique in front of them.
- Auditory learners: Describe the technique while you are demonstrating it. You may need to stand behind (or out of direct sight of the person) and describe the technique. You might ask them to practice alone with their eyes closed or repeat to themselves the description of the technique.
- Kinesthetic learners: Physically move the learner’s body through the technique. Ask them to focus on how their body feels as it moves. Suggest they close their eyes. You may need to teach in silence.

Some learners do not have a good sense of their body in space.

- Make sure they are well balanced before they begin to practice a move.
- Stand beside the learner and demonstrate the technique slowly.
- Put marks or tape on the floor to help them know where to move their feet.
- Practice in front of a mirror (or glass door or window, so that they can see their reflection.) This will help the learner see what they are doing. Dancers use mirrors for this purpose.
- Demonstrate the whole technique as one continuous movement
- Turn in the same direction as the learner to demonstrate technique. Mirror images can be confusing to them.
- Revisit a technique several times during the training to ensure the learning is still there.

Some learners have difficulty in processing new information

- Give them time to hear, see and think through the technique before performing it.
- Break up the technique into smaller steps and get them to practice each part before putting it all together.



KEY POINTS – CORE PHYSICAL TECHNIQUES

ALL techniques should be taught as stated in the Key Points, without revisions.

Blocking Punches

Blocking is a defensive move to stop a physical assault. A physical assault is defined as someone grabbing, choking, punching, or kicking another.

Types of punches

Overhead - A punch that begins with the person's arm extended over the head and moves with a downward thrust aimed at the top of the head.

Hook - A punch that begins at the side of the person's body and moves in a circular motion aimed at the side of the face.

Straight - A punch that begins with person's arm at shoulder level and moves from the chest outward toward the staff's head and face. The arm is fully extended when the punch is delivered.

Uppercut - A punch that begins low, around the knee area and moves in an upward thrust aimed at the stomach and/or groin area.

To be successful in blocking punches, the trainee will need to maintain proper body alignment to keep balance and flexibility. They should keep feet shoulder-width apart with knees bent. Bending the knee helps absorb the impact of the punch and also allows quicker movement.

Teaching Strategies

Participants should practice in pairs taking turns delivering and blocking punches. Punches are to be used only during training.

Show each participant how to throw punches so they will know where the punches are coming from and to allow practice in blocking each punch. Emphasize that while practicing the technique, participant will deliver punches *slowly and with no power or force*. Exaggerating the delivery of the punch is helpful.



Demonstrating the techniques

- Demonstrate each technique slowly, describing each part of the move as you execute it.
- Demonstrate several times, showing the block from the right and left.
- Emphasize that the blocks are done slowly and that the participant should be focusing on reading the body of the person delivering the punch.
- Slowness helps to learn how to block correctly and repetition is the way we teach our bodies to respond automatically.

Reading the person (delivering the punch) includes:

- Maintaining eye contact, but watching the whole body in your peripheral vision
- Noticing a fist becoming clinched
- Looking for a shoulder starting to rise, indicating which side of the body the punch would come from.

Emphasize that a block is used to *stop* the punch from connecting with them. Staff should not hit or reach out with the block to anticipate the contact. Get the block in position and have the other person come to you so that you can block. Note: reacting slowly often causes the “hitting out” motion. Point out that initially the goal is to stop the punch safely and to move away. Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique

Move around the class observing the training partners and giving feedback. You may want to practice with the blocker by delivering a few punches to ensure that:

- The trainee is blocking and not hitting
- Arm rotation is done correctly
- The trainee is well balanced and able to move smoothly from right to left or move away

If you have some learners showing difficulty, review the *Teaching Challenges* section of your Instructor Guide.



Points to make



Points to make



Points to make



Points to make

Points to make: Overhead Punch

Method A

- When blocking, keep hands in a closed fist to prevent injury to fingers.
- It is important to maintain the “L” shape position. This keeps you defensive. Any time you lose the “L” shape position you are in the attacking position.

Method B

- Be careful not to block your vision of the person

Points to make: Hook Punch

Method A

- When blocking, you should always maintain an “L” shaped position (fist should be pointing toward the ceiling). Any time you lose the “L” shaped position, you are in an attacking position.
- You should block the punch before it gets to your face. That is why you block across the midline.
- Do not turn shoulders when blocking; always face the other person.

Method B

- Be careful not to overextend arms.
- Do not block your vision of the person

Points to make: Straight Punch

Method A

- Always maintain the “L” shaped position when blocking this punch (fist should be pointed toward the ceiling); this maintains a defensive position.

Method B:

- Be careful not to overextend arms.
- Do not block your vision of the person

Points to make: Uppercut Punch

- Make sure hands are in a closed fist to prevent injury to fingers.
- Knees should be bent and back straight; eyes should be on the person.
- Scissors should be open wide enough so that both arms absorb the punch.

Therapeutic Holds

Therapeutic holds are considered physical restraints and are closely monitored by each agency. By law physical restraint may only be used as a last resort and never for staff convenience or as a means of intimidation or punishment. Documentation is required.



The therapeutic hold is a technique to physically restrain a person who is out of control or assaultive. Knowledge of the person is important in the success of this procedure.

Demonstrating the techniques

- Demonstrate each technique slowly, describing each part of the move as you execute it.
- Demonstrate several times, showing the block to the therapeutic hold from the right and left.
- Emphasize that the therapeutic hold is to be done slowly with the participant focusing on doing the technique smoothly and using only the amount of strength to securely hold the person. Repetition is how we teach our bodies to respond automatically.
- Tell trainees to ask their partner if there is any discomfort in the hold and if they feel securely held. Remind them to give each other feedback while practicing.
- Point out that partners must use close body contact to execute these techniques.
- Point out that if there is a significant size disparity between partners, they may choose another partner to practice these techniques.
- Remind class to review in the participant's manual, the "Ask yourself" and "Considerations" for each technique.

A good teaching strategy is to have each participant place you in a therapeutic hold. You can then give them feedback on particular aspects of the technique. It is hard to *unlearn* a technique that is being done wrong, so try to get around to everyone as soon as time allows. Pace yourself. Do not get hung up on one set of partners to the exclusion of the rest of the class. If you have some learners showing difficulty, review the *Teaching Challenges* section of the Instructor Guide.



Points
to make

Points to make: a therapeutic hold from an Overhead Punch

Methods A or B

- If using method B, each may step forward or backward while bringing the person across in front of themselves.
- The trainee should always move to a position slightly above the wrist of the person to secure the hold and decrease possibility of pain or injury to the wrist joint.
- The trainee should move his/her head to the side to prevent head butting.
- When the therapeutic hold is complete, the back of the trainee's hands should be resting under the person's elbows
- There should be no pain when being placed in a therapeutic hold. If there is pain, more than likely the wrist has been incorrectly secured.



- If, when putting a person in a therapeutic hold, the arms accidentally go upward, the trainee should automatically lower the arms and reposition his/her hands under person's elbow.
- When a trainee places his/her foot between the person's feet, the person is unable to sit.
- If the arms are not boxed correctly the person may be able to bite the trainee's arm.
- Frequent observations of breathing and circulation to hands and fingers are important. If there is discoloration or the blood veins become swollen in the hands, the trainee needs to readjust the hold so that the person's blood can circulate freely.



Points
to make

Points to make: a therapeutic hold from a Hook Punch:

Methods A or B

- With this punch it is very important that the wrist be secured as stated above. Correctly securing the wrist safely allows the person's arms to be crossed without twisting or causing pain.



Points
to make

Points to Make: A therapeutic hold from a Straight Punch:

Methods A or B

- Remember to properly secure the wrist. The wrist is secured in the same manner as the hook.
- Remember the back of the person's hand should be to the inside of the staff's wrist.



Points
to make

Points to make: a therapeutic hold from an Uppercut Punch:

- As stated with the Hook and the Straight, after the wrist is secured the trainee should be careful that the back of the person's hand is to the inside of his wrist. This will lessen the possibility of the person's arm being twisted.



Points
to make

Points to make: a therapeutic hold wrap

The therapeutic hold wrap is designed to be used with a person engaging in self-injurious behavior, with a person who is demonstrating aggression against someone who is unable to protect themselves or to safely place a person into a therapeutic hold from a block.

- Do not place foot between the person's feet until the person's arms are boxed. The person may otherwise move to either side to escape the hold.
- Elbows should stay down; raising elbows could cause staff to be in a position vulnerable to a bite.



Points
to make

- Always move the arms inward into a cross scissors position before attempting to pin down, this prevents the person from grabbing and/or scratching.

Walks

Points to make: Limited Control Walk

The Limited Control Walk is designed to be used only when the person is unstable or does not seem inclined to walk and for health or safety reasons must move to another area. If the person becomes aggressive or resistive, immediately and safely release the hold.

- Be sure to maintain an “L” shaped position of the person’s arm, this allows you to maintain a defensive position.
- When walking a person the staff should be one step behind the person.

Simple Hold Releases

These are used when a person grabs a staff, and the staff simply needs to effect a release. Simple holds are painful, but not life threatening. The release should be completed as quickly as possible.

Arm Grabs

Teaching Strategies

- Have participants practice in pairs
- Remind participants to consider the person’s intent and capacity to harm (For example, could the trainee prevent escalation by allowing the person to continue to hold his/her arm?).
- Knowledge of the person is key to deciding whether to wait or gain release
- Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.



Points
to make

Points to make: One or Two Handed Arm Grab - Pull Up

- The thumb is the weakest finger on the hand. This is the reason for using it to gain release.
- Use your body weight to gain release from a strong grip.



Hairpulls

Teaching Strategies

- Remind the class to simply ask the person to let go of your hair. Know that you may have to ask more than once.
- Describe the danger of a serious hairpull where large chunks of hair can be lost. Point out however, that almost everyone will lose a few strands of hair, the key is to prevent irreparable damage.
- Show the release from the left and the right.
- Emphasize and demonstrate good footwork.
- Tell participants that they do not have to hold their partners hair (or grasp it tightly) to practice these techniques. Some people have very tender heads and dislike pulling hair even for practice purposes. If that is the case, the person pulling hair can put his/her fist(s) to partner's head and he/she can still practice pushing down on the knuckles and continuing the release technique.
- Remind class to review in the participant's manual, the "Ask yourself" and "Considerations" for each technique.
- Explain that if a person cannot obtain a knuckle release, they should not attempt to release the hold. They should call for help. Attempts to get out of a hair pull without a knuckle release may cause the person to lose all hair in the person's grasp.



Points to make

Points to Make: One Handed Hair Pull - Front and Back

- Stop the pull, do not pull against grasp.
- Pressing down on knuckles releases the pull.
- Supporting the wrist in these techniques is critical.



Points to make

Points to Make: Hair Pull Involving Long Hair

- This technique works with clothing, belts, etc.



Points to make

Points to Make: One Handed Hair Pull - Assist

- The trainee should not get excited and start pulling the staff away from the person.
- the trainee should continue to apply pressure until release is gained.



Points to make

Points to Make: Two Handed Hair Pull - Assist

- Do not tilt or bend head backward
- Helper should give signal "going back" before tilting person back. This prevents additional pulling of staff's hair. Staff would step or lean towards person and helper.



Bites

Teaching Strategies

- Teach this technique having class pretend to bite their partner's arm. Point out that a bite can be any part of the body.
- There is no need to actually bite someone to learn this technique. Participants can put their hands on their partners arm and then put their mouth on the back of their own hands.
- Remind the class to review in the participant's manual, the "ask yourself" and "considerations" for each technique.



Points
to make

Points to make: Bite Release -- Method A

- Never pull or jerk away from a bite.
- Use universal precautions immediately upon release.

Complex Hold Releases

Complex holds are life threatening. Speed and the element of surprise are necessary for successful release of these holds. It is much easier and safer to prevent a hold than to perform a release.

Teaching Strategies

- Participants should practice in pairs. Taking turns delivering holds and gaining release.
- Because of the dangerous nature of the holds, remind class that horseplay will not be tolerated.
- Remind class to review in the participant's manual, the "ask yourself" and "Considerations" for each technique.

Remind the class not to use strength or pressure in these holds, and if the partner becomes uncomfortable or panicky, to release immediately.

Chokes



Points
to make

Points to make: Front Choke-Prevention and Release (Wedge) AND Back Choke-Fake

- Tucking the chin prevents the person from getting a tighter or deeper hold around neck.



- Be careful to raise arm straight up with both chokes. This prevents hitting the person.
- The distraction in the back choke is not a hit - it's a touch, tap or shake.
- Turning back in direction of raised arm means that if the person raises the right arm, turn to the right. If the left arm is raised, turn to the left.
- Do not cross legs when making the turn
- Using body weight along with the release technique is essential for effective release.

Bearhugs



Points
to make

Points to make: Upper Bear Hug

(Person applies hold from behind, above trainee's elbow)

- Turning the head when doing bear hug release prevents hitting the nose.
- When dropping from the upper bear hug, do not hold onto person's wrists (lift up and let go).
- If they lift you off the ground, stay calm and call for help. Have feet ready to land when the person lets you go.



Points
to make

Points to make: Lower Bear Hug

(Person applies hold from behind, below trainee's elbow)

- Do not try to break a hold by pushing an arm against the person's arms.
- Support both thumbs entirely while gaining release
- If the trainee is lifted off the ground, they need to stay calm and call for help. Have feet ready to land when the person lets you go.
- Bending forward creates a space between the trainee and the person, allowing room to free arms.

Full Nelson



Points
to make

Points to make: Full Nelson - Release

- This hold is very dangerous and should be taken seriously.
- When gaining release from this technique, securing any two entire fingers is acceptable.
- The trainee should not drop but stand still to prevent neck injury.



Points
to make



Points
to make

Headlocks

Points to make: Headlock

- Turning the head into person's side makes the person move to one side causing freedom to be gained more easily.
- The headlock is a form of a choke. That is the reason for tucking the chin.

Points to make: Back Choke to Headlock Release

- Be prepared to stabilize the person if he/she loses his/her balance.



KEY POINTS – OPTIONAL PHYSICAL TECHNIQUES

Kicks

Teaching Strategies

- Participants should practice in pairs taking turns delivering and blocking kicks.
- It is necessary to show each participant how to deliver kicks so each will know where the kicks are coming from, and to allow practice in blocking each kick.
- Emphasize that while practicing the technique, participants will deliver a kick slowly and with no power or force. Exaggerating the delivery of the kick is helpful.

Demonstrating the techniques

- Demonstrate the technique slowly, describing each part of the move as you execute it.
- Demonstrate several times, showing the block from the right and left.
- Emphasize that the block is done slowly and that the participant should be focusing on reading the body of the person delivering the kick.
- Point out that delivering the kick slowly helps the staff to learn how to block correctly.
- The repetition of practice is how we teach our bodies to respond automatically.

Reading the person (delivering the kick) includes:

- Maintaining eye contact, but watching the whole body in your periphery vision.
- Notice the body tensing.
- Looking for a hip starting to rise, indicating which side of the body the punch would come from.

Emphasize that a kick should be avoided whenever possible. Use the technique only when backed into a corner. Emphasize that a block is used to stop the kick from connecting with them. Staff should not hit or reach out with the block to anticipate the contact. Note: slowness in reaction often causes the “hitting out” motion on kicker’s ankle or shin. Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.

Move around the class observing the training partners and giving feedback. You may want to practice with the blocker by delivering a few kicks to ensure that the trainee:

- Is blocking and not hitting.
- Has arms are crossed correctly.
- Is well balanced and able to move smoothly from right to left or move away.
- Is maintaining eye contact.



Points
to make

If you have some learners showing difficulty, review the *Teaching Challenges* section of your Instructor Guide.

Points to make: Kick Block

Method A

- Block kick as close to floor as possible. This prevents kick from gaining power.
- Do not hold or pull the person's ankle. This may cause them to lose balance and possibly fall.

Method B

- Adjust the arms to the height of the kick.
- A kick by a person should not be blocked unless there is no other choice.
- Using proper distance and stepping back may prevent injury to staff and other persons.

A therapeutic hold from a Kick

(using Method A)

Teaching Strategies

- Discuss with the class that the following techniques are considered physical restraint and are to be treated as restrictive interventions. By law physical restraint may only be used as a last resort and never for staff convenience or as a means of intimidation or punishment.
- Your wrist is not involved in blocking the kick. Trainees will always secure the wrist that is on the same side as the foot that is kicking.
- When a person kicks, the arm on the same side of the kicking leg moves back, as the foot goes back toward the floor, the arm moves slightly forward for balance.
- Once the block is made and the foot is moving back toward the floor, reach in with the top hand, thumb down and secure the wrist.
- Stand up and bring the person's arm to their shoulder level before proceeding into the therapeutic hold.
- If the trainee is unable to secure the wrist from the first kick, he/she should stay down in the blocking position and continue to block the kick, moving to the outside of the foot that is kicking until it is safe to secure the wrist.
- Moving to the outside of the kicking foot causes the person to put his foot down and turn to kick you again.
- It is best not to stand up and back away from the person because the



- person can continue to kick with either foot. (Demonstrate as you explain.)
- It is best not to move to the inside of the kicking leg; this allows the person to easily kick you with the other foot. (Demonstrate as you explain.)
- Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.

Releases from Simple Holds

Hairpulls

Teaching Strategies

- Participants should practice in pairs. Taking turns gaining release.
- Remind class to simply ask the person to let go of the hair. They may have to ask more than once.
- Describe the danger of a serious hair-pull where large chunks of hair can be lost. Point out however, that almost everyone will lose a few strands of hair, the key is to prevent irreparable damage.
- Show the release from the left and the right.
- Emphasize and demonstrate good footwork.
- Tell participants that they do not have to hold their partners hair (or grasp it tightly) to practice these techniques. Some people have very tender heads and dislike pulling hair even for practice purposes. If that is the case, person pulling hair can put his/her fist(s) to partner’s head and he/she can still practice pushing down on the knuckles and continuing the release technique.
- Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.

▷
Points
to make

Points to make: Two Handed Hair Pull - Front

- Stop the pull, do not pull against grasp.
- Pressing down on knuckles releases the pull.
- Supporting the wrists in these techniques is critical.

▷
Points
to make

Points to make: Two Handed Hair Pull - Back

- Stop the pull, do not pull against grasp.
- Pressing down on knuckles releases the pull.
- Supporting the wrists in these techniques is critical.
- Be very careful with your footwork, turning 180 degrees can cause you to get your feet tangled.



Bite Release

Method B

Teaching Strategies

- Remind participants never to pull or jerk away from a bite
- They are to use this technique if Bite Release Method A is not successful.
- Caution trainees not to bang the head of the person on the wall.



Points
to make

Points to make: Bite Release

- Staff can cover the person's eyes with hand that is holding the person's nostrils as an added distraction.
- Upon release, move away from the person and consider ways to calm the situation.
- Practice universal precautions immediately.



Points
to make

Points to make: Bite Release -- Assist

- Practice Universal Precautions immediately
- Check the person for possible injury if index finger joints were used on person's jaws.

Release From Complex Holds

Teaching Strategies

- Remind class that chokes and bear hugs are life threatening.
- Discuss that we will practice slowly until technique is learned. In a real situation, speed and the element of surprise are necessary for successful release of this hold.
- Remind class to try to prevent the person from applying the hold by moving or blocking. It is much easier and safer to prevent a hold than to perform a release.
- Because of the dangerous nature of complex holds, caution the class that horseplay will not be tolerated.
- Remind class to review in the participant's manual, the "Ask yourself" and "Considerations" for each technique.
- Remind class not to use strength or pressure in these holds and if the partner becomes uncomfortable or panicky, to release immediately!



Points
to make

Points to make: Back Choke Bend

- Balance is important to perform this technique. Do not cross your feet as you make the turn.
- This move may make person lose his/her balance. Be prepared to stabilize person.



Points
to make

Points to make: Lower Bear Hug Bicep Release

- You may need to use both elbows on the person’s bicep to gain release.
- Don’t forget to call for help as you are working towards release.
- Check the person, after the incident has calmed for bruising. Fill out appropriate injury reports if applicable.

Walks

Discuss with the class that the following techniques are considered physical restraint and are to be treated as restrictive interventions. By law, physical restraint may only be used as a last resort and never for staff convenience or as a means of intimidation or punishment.

Documentation is required.

Modified Limited Control Walk

Teaching Strategies

- Discuss with class that the Modified Limited Control Walk from Standing, and Modified Limited Control Walk from the Floor are techniques designed to be used only when:
 - the person is unstable
 - the size of the person requires additional support
 - the person does not seem inclined to walk and for health or safety reasons, he must move to another area
- Remind class that if the person becomes aggressive or resistive, immediately and safely release the hold.
- Emphasize that teamwork and signals are important to safely execute these techniques.
- Note that staff can use The Modified Limited Control Walk when a person is sitting on the floor or ground and due to a safety issue, must be moved.
- Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.



Points
to make

Points to make: From Standing Position

- This technique is only to be used for non-compliant behaviors. **DO NOT USE** when person is aggressive or resistive to the point that you need to apply pressure to the arm.
- Once arms are locked under person’s armpits, person’s arms must be kept down by their side and close to their body to prevent injury to the shoulders.



Points
to make

Points to make: From the Floor or Ground

- Be sure to maintain a locked “L” shape position under the person’s arms, staff should be facing same direction as the person.

One Person Therapeutic Walk

Teaching Strategies

- Demonstrate several times, showing the lead and helper positions of the walk from the right and left.
- Tell them to ask their training partner being held if there is any discomfort and if they feel securely held. Remind them to give each other feedback while practicing.
- Point out that there is a significant size disparity between partners, that they may choose another partner to practice these techniques.
- Remind the class to review the “Ask Yourself” and “Considerations” section from Participant’s Manual.
- A good teaching strategy is to have each participant to walk you while you are in a therapeutic hold. You can then give them feedback on particular aspects of the technique. It is hard to “unlearn” a technique that is being done wrong, so try to get around to everyone as soon as time allows.
- Pace yourself. Do not get hung up on one set of partners to the exclusion of the rest of the class.
- If you have some learners showing difficulty, review *Teaching Challenges* section of your Instructor Guide.



Points
to make

Points to make: One Person Therapeutic Walk -- Method A

- Trainees must not use a knee to force the person to walk or to lift the person off the floor.
- On occasion, the person may try to sit down or pick his/her feet off the floor. If this should happen, use Escape Attempt Technique, i.e. turn to the side and kneel down with the person, making sure that the knee closest to the person lands before the person’s rear end.



Points
to make

Points to make: One Person Therapeutic Walk -- Method B

- Be sure the knee is not being used to help move person along.
- A person cannot be walked safely if staff’s foot is in stopped position (between person’s feet).



Points to make

Two Person Walk

Points to make:

- The hand at person’s hipbone should be flat so as not to pinch or scratch the person.
- Once in position both staff and helper should maintain close body contact with the person (foot to foot, leg to leg, hip to hip). Do not break the seal until walk begins.
- Both trainees should share equal parts of the person’s body.
- The trainee who comes in when help is called should go to the free side of the person.

Escape Attempt

A firm exercise mat is recommended for practicing this technique. (about 4’ X 6’ or 4’ X 8’)

Points to make:

- Make sure knee closest to person lands before the person’s buttocks. This will prevent kneeing the person in the back and will support the person’s descent to the floor.
- Keep head out of head butting position.
- You should try to place elbow on the floor first, if rolling the person over.

Therapeutic Walk to a Chair

Teaching Strategies

- You will need a sturdy chair (similar to a teacher’s chair) for this technique. Avoid molded chairs with metal on back of chair.
- Discuss with the class:
 - If person is resistive, other techniques are better choices and may be safer.
 - This technique is generally reserved for small children.
 - Size and strength of the person are important considerations. Do not put a person who weighs over 100 pounds in a chair; chair backs can be broken.
- Remind class to review in the participant’s manual, the “Ask yourself” and “Considerations” for each technique.

Points to make:

- In moving towards the chair keep yourself between the chair and the person to avoid person kicking over chair.
- Make sure your knee is into chair and not the person.
- Release slowly and back away.



Points to make



Points to make



Points
to make

Therapeutic Walk to a Chair with Assistance

Points to make:

- Helper may bring chair to person for staff to lower person into chair.
- Helper should keep head away to avoid a head butt.

Transport Techniques

Teaching Strategies

- Discuss with the class that the following techniques are considered physical restraint and are to be treated as restrictive interventions. By law, physical restraint may only be used as a last resort and never for staff convenience or as a means of intimidation or punishment.
- Explain that documentation and other agency specific procedures are required.
- Demonstrate several times, showing the lead and helper positions of the walk from the right and left.
- Emphasize that the carries are done slowly and that the partners should be focusing on doing the technique smoothly and using only the amount of strength to securely hold the person.
- Emphasize that teamwork is important to the safe execution of these techniques. Signals between partners should be clear and distinct.
- Tell them to ask the training partner being held if there is any discomfort and if they feel securely held. Remind them to give each other feedback while practicing.
- Point out that partners must use close body contact to execute these techniques.
- Point out that there is a significant size disparity between partners, that they may choose another partner to practice these techniques.
- Remind participants to review the “Ask Yourself” and “Considerations” section from the participant’s manual.
- A good teaching strategy is to have each participant to carry you. You can then give them feedback on particular aspects of the technique. It is hard to “unlearn” a technique that is being done wrong, so try to get around to everyone as soon as time allows.
- Pace yourself. Do not get hung up on one set of partners, to the exclusion of the rest of the class
- A firm exercise mat is recommended for practicing this technique. (about 4’ X 6’ or 4’ X 8’)



Points
to make



Points
to make

- If you have some learners showing difficulty, review *Teaching Challenges* section of your Instructor Guide.

Two-person Therapeutic Transport

Points to make:

- Constantly check the person for circulation or breathing difficulties. If difficulties are found, the person must be released immediately and medical assistance called.
- Make sure person is sitting flat on floor before turning him/her.
- Be sure to readjust before lifting.
- Always maintain control of wrist nearest you.
- When exiting staff should maintain position while getting up on feet. No pressure should be applied to the person.
- The helper should be prepared to re-enter and resume position if necessary.

Three-Person Standing Therapeutic Transport

Points to make:

- After all practice of the technique is complete, give participants the following information and demonstrate/practice: Depending on which way the legs turn when entering the room, the original command person may end up in the middle. In this case, the command changes so that the person on the shoulder with back to the door assumes command after the person is rolled face down.
- The helper at the leg position may sometimes end up with back to the wall. If this occurs the helper should cross far leg on top at ankles and apply pressure. While continuing to apply pressure work self around (not over) feet until back is to the door, recross legs and apply pressure.

Three-person Transport From Floor

Teaching Strategies

- Indicate to the class, if a person successfully drops to the floor while being walked in one-person walk, trainees should support the person to the floor and follow this procedure. This is the only approved way to move a person from the floor.
- Remind class to assess the reason for moving the person with this carry. The person must be in imminent danger to self or others.



Points
to make

- A firm exercise mat is recommended for practicing this technique. (about 4' X 6' or 4' X 8')

Points to make:

- When supporting person to floor the staff should keep back straight preventing pressure to the neck.
- Be sure person is in a seated position before beginning to turn.
- When gaining control of wrist helper should never pull the wrist out from under the person. Instead helper should put hand under the person to secure the wrist.
- Helpers should never approach a person by way of the feet.
- Once legs are off floor, helper pulls back and continues to pull back until shoulder persons are in position.
- Make sure that you lift with your legs.
- Do not place knees and elbows on person's body.
- When exiting staff should maintain position while getting up on feet, no pressure should be applied to person.
- Helpers should be prepared to re-enter and resume position if necessary.