

Intellectual and Developmental Disabilities in the Mental and Behavioral Health Care Setting

Module 05

Crisis Prevention and Intervention

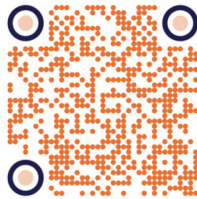
PARTICIPANT'S GUIDE

Crisis Prevention and Intervention

OUTLINE

1. Introduction
 - a. Behaviors as Communication
2. The Crisis Plan and The Support Cycle
 - a. Stimulation/Trigger
 - b. Agitation and Acceleration
 - c. De-escalation techniques
 - d. Full Scale Crisis
 - e. Recovery/Post-Crisis Drain
3. Conclusion

Support Cycle



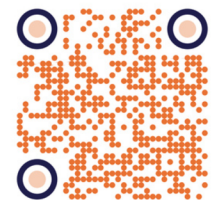
We will use the Support Cycle to walk through the different stages of a crisis. First, we will look at underlying causes and triggers, then we will discuss de-escalation strategies and finally how to set up for success.

ACL: The Link - Crisis Prevention

As clinicians, you have training and experience in crisis prevention. This training and background is the same starting point for individuals with I/DD as it is for the other individuals you work with. It's also important to follow your agency or clinic's Crisis Management Plan. As we go through this, consider what you already have in place and where questions might remain about what crisis prevention and intervention looks like when engaging with individuals with I/DD.



Stimming Video



- Impulse Control vs. Disruptive Behaviors
- Use full assessment picture to understand behaviors in context
- Maladaptive & disruptive behaviors become part of the treatment plan
- Make accommodations during the treatment to avoid triggers and crisis

Baseline Behaviors

Notes:



Crisis Plan



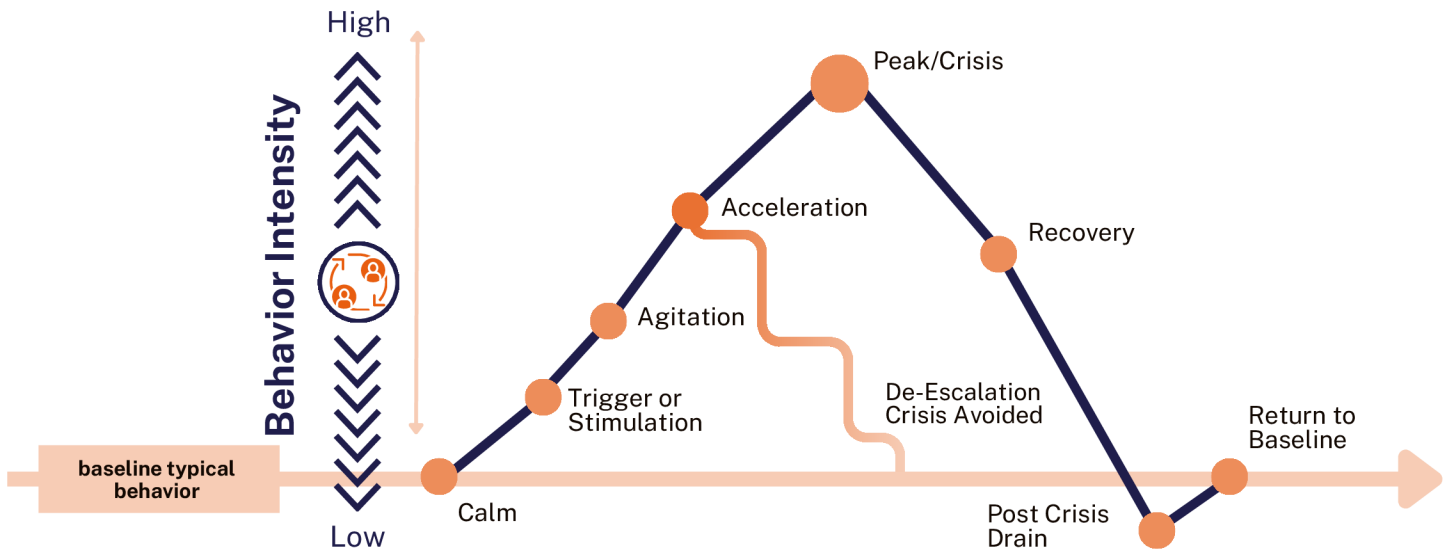
Have individual fill out Crisis Plan during intake if they don't have one already

Should include:

- Triggers or Stimuli
- Typical escalation behaviors
- De-escalation strategies
- Who to call in a crisis
- How to help during recovery

The Support Cycle

The support cycle helps to show the emotional state of an individual. Using the Support Cycle to recognize the different stages can help you to be proactive in de-escalating situations and creating a positive environment for the individual. The goal is to prevent a crisis from building by removing triggers while they are still calm, or to de-escalate before a full-blown crisis occurs.



Triggers

Trigger or stimulation

ANGER

FRUSTRATION

IRRITATION

Overwhelmed

Embarrassed

Nervous

Disrespected

Insecure

Hurt

Sad

Traumatized

Exhausted

Grieving

Lonely



Trauma

Many possible triggers - these will be very personal

Physical abuse

Restraints

Verbal abuse

Teasing, labels, judgement

Sexual abuse

Physical touch

Neglect

Lack of attention

Abandonment

Staff turnover, loss, death

Cognitive Overload

This can look like:

- Agitation,
- Changes in behavior
- Getting quiet
- Self stimulation (stimming)
- Crying
- Elopement
- Physical aggression
- Self-injury

How can we help?

- Remove sensory input when possible
- Remove individual from area
- Implement soothing techniques (ask staff for preferred activities)
- Give the individual time and space to self-regulate and recover.
- Physical Activity- can help to refocus, offer a walk, jumping jacks, movement
- Give other sensory input, such as:
 - Weighted Blanket
 - Sour Candies
 - Cold Drink
 - Ice Pack
 - Tactile items
 - Fidget items



Escalation



- ☐ Take signs of escalation seriously.
- ☐ Know an individual's triggers if possible.
- ☐ Recognize signs of agitation and triggering.
- ☐ Work to de-escalate before a full blown crisis occurs.
- ☐ Be aware of your location in the room, don't have your back to the door or individual.
- ☐ Be aware of where you are in proximity to the individual, don't be within their reach, and be mindful of what they might be able to pick up.
- ☐ Be aware of your own body language and mind set, don't co-escalate with the individual.
- ☐ Be aware that the individual might not receive communication or be able to communicate very well in this state.

Signs of Escalation

- pacing
- talking louder
- making threats
- visibly upset
- changing body language

Notes:



Crisis

When an individual has lost control and is a danger to self and others

- KNOW and FOLLOW your agency's plan for these situations
- CALL 911 if necessary
- Keep yourself and others safe

Full crisis state is when an individual is causing harm to themselves, others or property. At this point it is important that you know and follow Bridgeway's crisis plan. This will probably involve calling 911 and letting them know you have a behavioral emergency, and the individual having the emergency has intellectual disabilities. Give as much information as you can to prepare the responders for the situation. The goal is to keep everyone else safe. This is a last step but sometimes necessary if all other attempts at de-escalation fail.

Notes:

Goals:

- ➔ Prevent Injury
- ➔ Remove others from area
- ➔ Remove objects that could be thrown
- ➔ Remove yourself, get help

De-Escalation Tips



01 Stay self-aware and avoid becoming escalated yourself



07 Make an offering



02 Remove triggers



08 Give options as appropriate



03 Use soothing tone of voice



09 Give physical space



04 Use reassuring statements



10 Give one step directions



05 Avoid saying “No” unless necessary



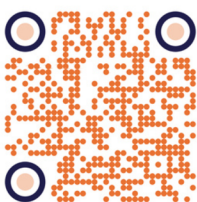
11 Give time to process



06 Use simple, direct language



12 Don't engage in power struggles



De-escalation
Video



Recovery & Post-Crisis Drain

- Give the individual the space they need.
- Focus on them being able to regulate themselves again.
- Don't shame them or try to debrief the episode right away.

Notes:



Your Role

- If de-escalation happened early you might be able to continue the session.
- The more escalated the crisis, the longer the recovery period.
- Help the individual return to baseline behaviors.



Debrief

Notes:

Debrief Process

Do you have a debrief process?

- ☐ Check in with all staff that witnessed /were involved in the crisis.
- ☐ Follow up later on to discuss events, triggers, response etc...
- ☐ If multiple crises have happened, consider meeting with the wider IDT team to consider additional factors.
- ☐ File incident reports as required.
- ☐ If you have consent follow up with guardians, case managers etc.. to ensure the individual has the support they need.

Next Steps

- ☐ Know your limits, refer the individual onwards if you don't feel like you can adequately help them.
- ☐ Set the individual up for success, and ensure they have care and support.
- ☐ Seek out help, as you gain experience working with these individuals it's important to reach out for advice from others.

Reflection and Notes:

Something you want to remember...

Something you want to share...

Something that surprised you...

References Module 05

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