Unit IV: The CPI Verbal Escalation Continuum

By Mark Ruark
Saxony Lutheran High School
Jackson R-2
Questioning

- Information seeking: A rational question seeking a rational response
  - Intervention: Give a rational response

- Challenging: Questioning authority or being evasive
  - Intervention: Stay on topic redirect set limits if individual persists
Refusal

- Refusal: Noncompliance, slight loss of rationalization
  - Intervention: Set Limits
• Release: Acting out, emotional outburst, loss of rationalization, venting, screaming, swearing etc...

• Intervention: Allowing venting if possible, Remove audience or individual that is acting out
Intimidation

- Intimidation: Individual is verbally and or non-verbally threatening staff in some manner
- Intervention: Take seriously, get assistance
Tension Reduction

- Tension Reduction: Drop in energy that occurs after every crisis situation
- Intervention: Establish therapeutic rapport reestablish communication with the individual
Setting Limits

1. Setting limits comes out of the recognition that you force an individual to act appropriately. When you set limits, you are offering the person choices, as well as stating the circumstances.

2. Limits usually are better received when the positive choice and consequences are stated first, starting with the negative choice it may appear as an ultimatum.

3. Limits will be most effective when they are:
   a. Clear
   b. Simple
   c. Reasonable
   d. Enforceable
Verbal Intervention Tips and Techniques:

**Do’s**
- Remain Calm
- Isolate The Situation
- Enforce Limits
- Listen
- Be Aware Of Nonverbals
- Be Consistent

**Don’ts**
- Overreact
- Get Into A Power Struggle
- Make False Promises
- Be Threatening
- Use Jargon
Empathic Listening

- Key elements in empathic listening include:
  - Be non-judgmental
  - Give undivided attention
  - Listen Carefully to what the person is really saying (focus on feelings not just facts)
  - Allow silence for reflection
  - Use restatements to clarify messages
Precipitating Factors:

A. **Definition:** internal or external causes of na acting out behavior over which a staff member has little or no control.

B. **Examples:**

- Loss of personal power
- Need to maintain self esteem
- Fear
- Failure
- Attention seeking
- Displaced anger
- Psychological/physiological causes
Precipitating Factors:

C. Understanding precipitating factors can help staff to:

- Proactive by preventing acting out behaviors
- Depersonalize crisis situations
- Avoid becoming a precipitating factor ourselves
A. **Definition:** ability to stay in control of one’s own behavior and not take the acting out behavior personally.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>breathe</td>
<td>debrief</td>
</tr>
<tr>
<td>prepare</td>
<td>self-talk</td>
<td>process</td>
</tr>
<tr>
<td>practice</td>
<td>walkthroughs</td>
<td>assess</td>
</tr>
<tr>
<td>plan</td>
<td>think safety</td>
<td>venting</td>
</tr>
</tbody>
</table>

**Key Points**

- Control our behavior
- Keep a professional attitude
- Positive outlets for negative energy
We chose our profession they didn’t choose their position in life
• For all conference related information, download the Conference Yapp App. The Yapp ID is MSCA17.
• Please complete the Workshop Evaluation: http://tinyurl.com/mscaworkshop17
• Please complete the Full Conference Evaluation: http://tinyurl.com/MSCAeval17
• Support this year’s Annual Project through raffles, Monday reserved seating, poker run, project walk, and service project.
• Make plans to participate in evening activities:
  o Hospitalities & Poker Run from 5:00 to 7:00 p.m.
  o Service Project Activity beginning at 7:00 p.m.
  o Trivia Night beginning at 7:00 p.m.
  o Project Walk beginning at 9:00 p.m.
  o Evening Social & Live Music beginning at 10:00 p.m.
• For more information on MSCA, like us on Facebook (mymsca) and follow us on Twitter (@myMSCA).