The Mandt System®

Self Study Guide
Relational Level Chapters 1- 3

November 18, 2013

INTRODUCTION

Using excerpts and information obtained from The Mandt System® Manual, the following is intended to serve as an informational tool to enhance your understanding of information contained in Relational Level Chapters 1-3. As you review this information, you will see that the information provided is designed to improve your skills and strategies for de-escalating, resolving, and preventing conflict, aggression, and violence between people.

The information in the study guide serves as the basis for the Relational Training. The Relational Training (The Mandt System® Chapters 1-3) provides the foundation for all of the programs incorporated into The Mandt System®. Prior to being certified in the Conceptual, Technical, or Specialized Applications programs, you must first be certified in the Relational chapters. Building healthy relationships between people in the workplace is the ultimate goal of The Mandt System® training program.

After you have completed your review of the information contained in this study guide, you will be ready to test your understanding. Remember, in order to successfully pass the Relational Training final examination, you must achieve a score of 100%. If you fail to obtain a score of 100%, you will be required to attend the classroom Relational Training prior to participating in the Conceptual, Technical, or Specialized Applications programs.

Chapter 1-Building Healthy Relationships

The Relationship Process

Relationships are the context in which all human services are provided and received. This statement is true not only in human service settings, but in almost every human endeavor concerned with production, achievement, or service. When people feel safe **physically, emotionally, and psychologically** in the context of these relationships, they are freed up to commit themselves to other people in teamwork, and then to the task.

Trust is a vital aspect of any healthy relationship. When people who receive services trust those providing the services, mistakes are seen as mistakes. When trust is not present, mistakes can be interpreted as attempts to cut corners, gain profit, manipulate circumstances, etc. Trust makes it easier to resolve conflicts. When trust is established and people are having difficulty and need assistance, trust makes it easier to ask for and accept help.

The Mandt System teaches that all people are important. At the most basic level, relationships are formed to satisfy human needs for safety and security. Relationships are important and needed for people to grow and develop. Working with people requires working with relationship issues.

While it is understood that no relationship is perfect, the ultimate goal of the Mandt training system is to build positive healthy relationships. People build positive relationships as a process, which grows and develops over time. It takes commitment and work to have positive relationships with other people. Cultural differences will also have an impact on how people relate to each other.

The Canadian Policy research Network (CPRN, 2002) found that there are four (4) key elements needed to build healthy relationships.

- o **Influence** through a history of interactions where all people are treated with dignity and respect at all times.

- o People build **trust** with each other as a result of the relational history

- o There is a **commitment** to (a) their own beliefs and values; (b) to value and honor the beliefs and values of others and use differences and diversity to see a more complete picture; and (3) they are committed to the individuals served.

- o Consistent **communication** where roles, goals, and boundaries are identified.

Our relationships with other people require a foundation. Relationships built of certain principles will be lasting and positive. In the Mandt System, dignity and respect is seen as the two basic principles of any lasting relationship. Honesty is also an important principle needed for a relationship to develop and produce trust.

Dignity + Respect + Honesty = Trust

The Mandt System strives to promote relationships in which people are able to grow and develop. To grow and develop, people have to have their needs met. When a person's needs are not met in a relationship, the relationship will not be healthy.

Co-management is a belief that as professionals working with and for people, we offer services and supports to them, but we do not manage or control them. When the behavior of a person is such that they are harming themselves or others, **co-management** means that we will use the most supportive and least restrictive method to support them as people, and not just focus on their behavior.

Putting People First

The philosophy of the Mandt System® "Putting People First" is based on the principle that all people have the right to be treated with dignity and respect. The expectation of being treated with dignity and respect cannot be lost or taken away because of someone's behavior. People are entitled to dignity and respect because of who they are, not because of what they do or don't do.

People are affected by disabilities, not defined by them. Most of you know someone who is affected by some type of disability (e.g. chemical dependency, developmental disability, mental illness, physical challenged, learning disability, physically abused, sexually abused, head trauma, vision impaired, hearing impaired, etc.). The "People First" movement began when a group of people met and said they were tired of being known by their diagnosis first. Terms like "disabled person" or "mentally ill person" put the differences between people before the things that bind us together.

The philosophy of "Putting People First" means that we support people, not just their behavior. The focus of the Mandt System is to focus on interaction with people, starting with ourselves. We teach others to change their attitudes and beliefs by the way we interact with each other and with the people we serve. We manage our own verbal and non-verbal behaviors before we ask other people to manage theirs.

By learning to de-escalate and manage yourself first, and by a system of gradual and graded hierarchy of interventions, you can more effectively de-escalate and co-manage other people. Until you and the other person are de-escalated, nothing positive (i.e., learning, training, work, positive interaction, etc.) will take place.

Maslow's Hierarchy of Needs

Abraham Maslow was a psychologist who did his work primarily in factory and business settings. He was interested in finding out what it took to help people to achieve more on the job. He found that people had needs that had to be met before they could achieve. The following model is based on the model Maslow developed and applied his findings to human services settings.

Level 5- Self-Actualization

Level 4- Achievement
Can relax and have fun

Level 3- Healthy Relationships
People build and experience healthy relationships only when they feel safe and secure and have basic human needs met.

Level 2- Safety and Security
Safety and security come from consistency and predictability.

Level 1-Basic Human Needs
The need for food, water, shelter, and sleep are very real needs for people and first need to be met

The Importance of Prevention

People use behavior in part to get their needs met. When we are able to help people to get their needs met, it is much less likely that they will use behaviors to get those needs met. When people's needs are not met, they will increase the **frequency, intensity and duration,** of their behavior to meet those needs. Health relationships in the workplace occur when people feel safe and secure physically, psychologically, and socially, and emotionally.

R.A.D.A.R.

All human beings have their own "R.A.D.A.R." which we use to assess potential threats. It is important to understand the process of performing a threat assessment so we can maintain our safety and the safety of others, and to be aware of how we may appear to be threatening to others. By understanding and maintaining an awareness of the common ways in which all human beings assess threats, then we can more easily manage our own behavior to be perceived as being less threatening to others.

The acronym R.A.D.A.R. stands for the following five (5) strategies:

Recognize (observation that something is going on, something has changed)

Assess (yourself, other person, the environment)

Decide (determine what are you going to do to intervene)

Act (respond, don't just react)

Review results (was it successful? Situation diffused, resolved?)

When you are working with people, you want to keep your R.A.D.A.R on! The earlier you can intervene, the better chance you have of preventing interactions from becoming incidents, or incidents from becoming crises!

1. **Recognize** – involves the use of our senses (i.e., hearing, sight, touch, smell, and taste) to become aware of the other person's actions and our environment. There is also another underlying level of perception- the subliminal level. It is that "sixth sense" or the feeling that something is wrong.

1. **Assess** – the many elements of the behavior are analyzed: the size of the person, the speed with which he is walking, talking, etc., and the various elements pertaining to the person.

2. **Decide** – a decision is made concerning the most appropriate response. There are three (3) types of responses: non-physical response (e.g., interpersonal communication, conflict management and resolution, etc.); general physical response (i.e., use of movement, proper distance, body shifting, redirection, transition from one technique to the next,); and specific physical response to a specific type of behavior (i.e., choking, kicking, or punching, or throwing, jabbing, or swinging objects at a person).

3. **Act** – the decision "comes to life" through the use of the most appropriate course of non-physical, general physical and specific physical interaction.

4. **Review Results** – results are now evaluated. Did you achieve the goals of your action(s)? If not, what is the next step?

When a Person Becomes Aggressive

When you are confronted with aggressive behavior by a person with whom you are working, it is even more important for you to interact appropriately, using your non-physical skills first. Our natural reactions when attacked are fear and anger. However, we must retain self-management and interact proactively when threatened.

When someone becomes aggressive, use a graded/gradual system of alternatives.
Most of the people with whom you work with do not want to hurt you. It is not personal. Staff members are not usually the initial targets of aggression. If you can buy 15 seconds of delay, most aggressive episodes will de-escalate.

o   Helping the person express nonphysical communication may avoid harmful physical aggression.

o   Referring to the person by his/her name may bring you to a personal level.

o   Reflecting back to the person his/her own expressed thoughts and feelings in your own words may show you care.

Crisis Cycle

One way to describe what is happening when people experience stress or pressure is the crisis cycle. The crisis cycle is a model of behavior, which is presented to demonstrate the stages a person **may** go through when under stress. This is not necessarily a model of aggression but a model of escalation of behavior.

The crisis cycle can apply to you as well as to the other person whom you are trying to de-escalate. It may involve an EMOTIONAL STRESS and/or a PHYSICAL STRESS. Usually both persons are going through some part of a crisis or stress cycle. Each phase of the crisis cycle requires a specific response to provide the most effective means of de-escalating the situation. It is important to understand that every person does not always go through all phases of the stress cycle.

Phase	Staff Response
Baseline - Personal Best	Keep doing what you're doing
Stimulation or Trigger - Transitional Behavior	Removal of or from stress and stimuli
Escalation - Incident	Offering options, then setting limits
Crisis - Different for Everyone	Least amount of interaction necessary
De-Escalation - Cautious Assessment	Structured cooling-off
Stabilization - Processing	Active Listening
Post-Crisis - Recovery	Observation and support

Teamwork – Relationships in Action

Building an effective team provides the opportunity to have a group of people giving their best to each other in helping to solve problems. A team is a group of people with a common purpose working toward the same goal and results. If the team's common philosophy is to treat all people (including each other) with dignity and respect, it will be an effective, interactive team. Working together effectively is important for the safe and positive outcome of any human services program. The collective knowledge and skills of a team of people have a much greater chance of success than a disorganized and disconnected approach where people are not working together.

The inclusion of people receiving services as part of the team is also a valuable source of input and a way to build trusting relationships. In many settings, individuals served are being recognized more and more as members of the team. As individuals served become empowered to direct their own lives, staff will need to respect the fact that these individuals really are "clients" in that the pay staff receives is paid with funds provided by the individuals receiving services.

Working effectively in teams' means there is agreement among the members of the team about who they are and what they are trying to accomplish. When people do not understand their role in a situation or, even worse, when misunderstandings about the goals create conflicts within the team itself, the team may experience problems. Teamwork or building an effective team requires each team member receive adequate training and practice as a team. Practicing as a team greatly increases the likelihood of appropriate and effective responses in crisis situations by the individual and as a group.

Understanding and Working With Emotions

Emotions are the things we feel inside of us. They are not good or bad; they are just our emotions. We all have emotions, and some people show emotions more than others. There is a big difference between emotion (what people feel) and behavior (what people do). Both emotions and behaviors can become positive of negative.

For example, **excitement is an emotion**, saying "Wow" (verbal) and clapping (physical) **is the behavior or action**, or something a person does to communicate that emotion. Similarly, **anger is also an emotion**, something someone feels, and using profanity (verbal) or hitting (physical) **is the behavior or action**, something a person does to communicate that emotion.

In the Mandt System, anger is believed to be a secondary emotion that comes after emotions such as fear, embarrassment, shame, frustration, or other emotions or feelings. In many cases, anger is ignited when a person perceives rejection or invalidation. In some cases, an inability to communicate feelings may lead to frustration, which in turn may lead to anger. Anger and sadness are so close to one another that much of what a person experiences as sadness is expressed as anger.

In Dr. Les Carter's book Good "n" Angry (2002), he states, "Some people don't feel a need to keep anger under control. Some people enjoy being angry!" He also states that "Anger can be a life-style of choice. Anyone who lives a life of anger is choosing to do so". When a person is angry, s/he is saying, "Notice me, notice my needs!" The angry person is trying to tell you that he deserves to be treated with dignity and respect; he is standing up for himself.

Anger is neither good nor bad, but it is how people try to use their anger that makes it positive or negative. As Dr. Carter states in his book, "in its pure form, anger is an emotional signal that tells a person something needs to be changed."

Aggression is an action or a behavior that occurs after the emotion or feelings, and is directed at someone or something. Aggression often allows a person to outwardly and/or inwardly vent angry emotions. It may take the form of verbal aggression and/or physical aggression and attacks.

- o **Verbal aggression** serves a purpose, often allowing a person to vent angry emotions verbally with loud profanity (the language of fear) or unkind words.

- o **Physical aggression** may also be an attempt to vent anger by using body parts (e.g., hands, fists, arms, legs, feet, teeth, etc.) or non-body parts (e.g., chairs, broom, handles, rocks, etc.) as weapons to hurt self or others, or to destroy property.

In order to manage a negative situation, we need to learn how to lower these heightened emotions (our fear or someone else's fear) from controlling the behavior of everyone involved. This process is called "de-escalating." When you are working with others who appear to be angry, it is important to recognize and deal with the behavior, but it is also important to recognize and deal with the emotions that lead to the behavior in the first place. If we do not do this, we run the risk that the behavior will continue over time because the emotions the person is feeling are still there.

When you interact with others in a calm manner, you are doing and teaching two things:

1. You are demonstrating to them how to act calmly even though you may be feeling anxious, fearful, excited, etc. Remember that the people with whom you are interacting are looking at your behavior and judging you, learning from you how to behave and act.

2. You are providing a safe shelter for people who have little or no safety in their lives. People who act in a calm and reassuring manner are many times "magnets" for people who need safety and security in their lives.

It is impossible to control others. If you are not able to manage yourself, and if you attempt to control others, you may face some of the following consequences:

o Attempting to control others by gaining compliance is the leading cause of abuse.

o Reacting to upset persons is the second leading cause of abuse in the human services environment.

Understanding Fear

We all deal with fear at one time or another. Fear can be a useful emotion, as is anger, because it heightens your awareness and makes you ready to protect yourself. Fear is a normal human instinct. **The key, when interacting with others who arouse fear in you, is to recognize your fear and manage it within yourself.**

When people are experiencing fear, they choose between running away (flight), fighting, or freeze. When working in setting where fear may be a common occurrence, staff need to deal with these emotions beforehand so as to be able to respond and not react.

People who experience fear may act angry and appear to be escalated. Our interactions with them should be motivated by the need to protect and to teach, not by desire to punish. Try to show a person that you accept his or her feelings, while suggesting other ways to express the feelings. It is not enough to tell people what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to people what we expect of them.

When people have unresolved emotions such as fear, frustration, anxiety or tension, their baseline will move up in the Crisis Cycle model. "Normal for them means

o Being at a state of increase alertness for things or people that could harm them
o Always waiting for the next thing to go wrong
o constant perception of threat, feeling afraid

For people whose fear, frustration, anxiety, or tension is always present, what to us may seem like a "little" thing may cause people to rapidly escalate. Remember, one of the most important goals you can strive for in your job, home, or community is to develop a relationship with people, meet their needs, and help them develop respect for themselves and others.

Chapter 2-Building Healthy Communication Skills

Communication is the process we use to build positive healthy relationships. In order to prevent problems and conflict in our relationships we must communicate clearly (well) with each other. Clear communication is defined as a mutual understanding between people in an interaction. This means that people share a common understanding between them as they are interacting. If we do not hear and understand the other person or if they do not hear and understand us, clear communication is not possible.

Personal Space-Proxemics

You use space to communicate how you feel about the other person. You let people you like stand closer to you than people you don't like. Other factors, such as the person's size in relation to your size, the person's gender, your experiences with the person, also play an important part in the distance you create. Many of the people you are working with have difficulty interpreting and using personal space. In many cases this is because they have required people's assistance in intimate/personal activities, often with limited choice and control of when this assistance is delivered or by whom.

When people are in the Escalation Phase of the Crisis Cycle, stepping backward away from their personal space is one non-verbal way of communicating respect for their personal space and would probably help them to feel safe and then de-escalate. Understanding personal space is extremely important when communicating with people who are angry or afraid. Respecting an individual's personal space may make or break effective communication with adults or children who have been physically or sexually abused. Be aware that your attempts to comfort by getting physically close to the person may in fact create discomfort, fear, even terror, in the abused person. Invading someone's personal space during the crisis cycle could either reduce or increase your chances of helping the person to de-escalate.

Touch

Physical contact can be used to communicate in either positive or a negative way. Touch is a very subjective thing. Some people may want you to touch them, while others may not like it at all. People who are frightened or frustrated may be particularly sensitive to touch. People from different cultures and backgrounds have differing attitudes toward touch. When most people are upset and are above the baseline in the Crisis cycle, they may not want to be touched.

Principle of touching:

- o **Ask permission to touch:** When you ask permission to touch, you tell people that they are in control of who touches them. Some people do not like to be touched at all and have that right. People who have been abused or who are injured may be particularly sensitive to touch. If you do touch the person without asking permission, the person may get aggressive and try to hurt you. If you cannot ask permission, excuse yourself for touching.

- o **Touch only when necessary:** Sometimes we touch when we should not. Think before you act. Keep the overall goals in mind. Will your touch help the person reach his or her goals? Are you trying to get the persons attention or giving positive feedback?

o **Know how to touch:** Make sure your touch is relaxed and non-threatening. Remember, physical contact with some people may be interpreted as a threat.

o **Know where to touch:** Even though each person has his own particular likes and dislikes, people will generally prefer to be touched between the elbow and the shoulder. Under some circumstances, a light tough on the top of the shoulder is acceptable. Always be aware of the person's nonverbal and verbal responses.

o **Relax and touch slowly:** You do not want to startle and confuse the person. If you relax and you touch, it may let the other person know that you are not going to overreact or hurt him. If you relax when the person grabs you, this may help the other person relax as well.

o **Keep your hands open and relaxed:** An open hand feels much different and may be interpreted differently than a closed hand. If your use of physical space and body language feels and looks aggressive, or if your hands are up and in a fist, the person with whom you are interacting and others who may be watching may interpret your actions as an attempt to attack, intimidate or abuse the person.

o **Touch for as short a period as possible:** For most people, a touch lasting longer than several second causes them to wonder about the intent of the touch. A good guideline is to let go as soon as it is no longer necessary to touch.

o **Hugs as touch:** Full frontal hugs from behind may be misinterpreted by the person, or by others who may be watching. Many people need the physical reassurance that a hug gives, but you want to make sure to do it in a way that promotes a healthy relationship.

Strategies for De-escalation

Escalation is an emotional process, which means that de-escalation must have an emotional component and not just focus on verbal skills which are primarily cognitive. When a person is starting to escalate in the Crisis Cycle, if you can help him express himself in non-physical ways, this may avoid physical aggression toward himself, others and you. There is no single verbal interaction technique that works every time, because no two people or situations are exactly alike. Help the person learn new non-physical ways to express emotions. The following are some verbal techniques you may find helpful in crisis situations. As you utilize these skills, remember that if you feel uncomfortable utilizing a skill, your discomfort will be evident in your voice, your body language, and perhaps even your words. Only use skills that feel right to you.

o **Address the Other Person by Name, if Possible**- If you know the person's name, using it may bring you to a personal level with him. This shows respect for him and his autonomy, which will be a necessary ingredient for good communication. If you do not know the person's name, introduce yourself and ask for his in a non-demanding way.

o **Use Diversion or Distraction**- When a person is escalating, it may be helpful **in the short term** to draw the person's attention away from the problem. Sometimes this can be done by changing the subject, or helping the person look at the problem in a new way. Be careful not to ignore the problem. Distraction and diversion do not usually solve the problem. It is a good idea to address the problem later, when the person is calm.

o **Channel Feeling into Activity-** This technique can be used to de-escalate the current crisis episode, and can help the person learn new, acceptable ways of expressing his feelings. Suggest going for a walk or jog, working out, writing a letter, or drawing a picture. Use what the person gives you through their verbal and non-verbal communication. If they are moving around, using their arms and hands to punctuate their communication, then offer a physical activity to channel their feelings. Asking someone who is physically active to participate in a board game may only "dam up" their feelings and then they may explode later.

o **Engage In Side-dialogue or Cross-dialogue With Others-** This technique involves talking to someone by directly speaking to another person. Directing the conversation to the individual while the other staff person or perhaps another individual listening, is a very effective way of using this technique.

o **Reflective Listening- Feeling Recognition-** When you are upset, you tend to lose perspective. Your problems seem overwhelming. Your feelings may seem unbearable. Many time people vent all of their feelings through the "anger door". This means, when they are sad, they express sadness by being angry. When they are afraid, they express it by "going on the attack". Mirroring the situation back to the person can help you and him to discover the underlying cause of the problem and see the situation more clearly and rationally.

As we strive to create trusting relationships with people, we need to show them we understand. Or want to understand what they are feeling. Putting their thoughts and feelings into your own words may show you care and may help them put the situation into prospective. If the person you are working with cannot verbalize his/her emotions, provide him/her with alternate modes of expression. People with limited verbal abilities will let you know (through verbal or behavioral expression) your understanding or lack of understanding of their emotions.

o **Using Accurate Words-** Reflective Listening requires that we use accurate words. Be aware of and sensitive about the way each person may respond to certain words. Attempt to use the most accurate word, remembering to be sensitive to the vocabulary of the person. For example "upset" isn't very specific so don't overuse it.

When people are angry, they may not have learned appropriate expression. Attempt to teach alternatives to people with limited skills. Clearly define that emotions are valid and that it is the expression of the emotions that you are attempting to impact.

o **Gain Cooperation-** Certain ways we interact with people can have a significant influence on whether they escalate or de-escalate. Some techniques will also increase the likelihood that the person will cooperate with you. Inviting cooperation involves trust and respect. The most effective way to invite cooperation is to **tell people the reason behind your request**. If there is no reason for the request, you will not get cooperation unless you use coercion. The use of coercion is not recommended in the Mandt System®. Being consistent, following through on what you say you are going to do, and showing you care go a long way toward gaining a person's cooperation over the long run.

Active Listening

Some types of communication flow in one direction from sender to the receiver. One direction communication or messages can be sent by print (i.e., letter, memo, newspaper, book, etc.) or voice (i.e., television, radio, speech, telephone, etc.). This is a linear view or a one-way form of communication. Active listening is a form of two-way communication where two people exchange (encode, send, receive, and decode) information at the same time. When you try to understand what someone is saying, you take in not only the words they are using, but the pitch, tone, and inflection applied to the words, and the body language that carried the words to you. Saying "I heard you say…" or "Did you mean.." are all good ways of ensuring clear communication or "an understanding" has occurred and the way you received the message is the same as the other person intended the message.

Active listening is part of a trusting relationship. When you listen to the other person, he/she will likely listen to himself as well. This may be valuable when interacting with people who may be feeling angry, or acting irrationally. Active listening conveys a respect for the person's autonomy. People may feel less angry and trust others to support them in an atmosphere of acceptance and mutual respect.

Active listening involves the use of many skills:

Relax- Looking and feeling relaxed and comfortable will show the person that you're listening, that you're not begrudging them the time.

Show interest through body language- Lean forward, face the person, and maintain eye contact without staring. If possible, keep physical barriers, such as desks, out from between you and the person to show trust and respect.

Let the person talk- Learn to use silence. Avoid interrupting or completing sentences for the person or taking over the conversation. Most of the time we talk without listening, because we want to express ourselves.

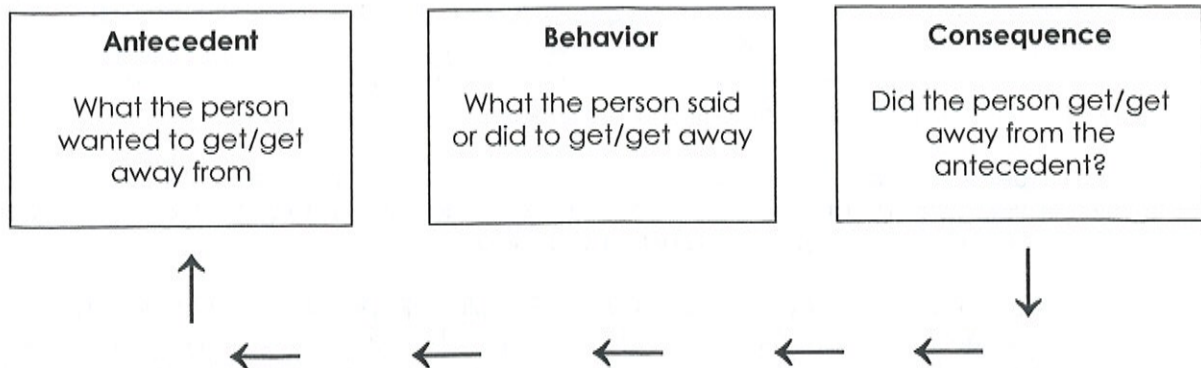**Show people you accept and respect their feelings-** Be open-minded and non-judgmental.

Empathize with the person- Try to understand their feelings and their point of view.

Observe the persons non-verbal and verbal cues- Listen carefully with your eyes and ears to find out what the entire message is.

Behavior as Communication

Like all communication, behavior can be positive or negative. Understanding behavior is critical to the training of The Mandt System®. When a person is attempting to escape or avoid a task, she or he is also **communicating** something. We want to listen to the behavior so we can support the person, not just their behavior.

The "Antecedent – Behavior – Consequence" chain describes how behavior occurs and can be described as follows:

Antecedent	Behavior	Consequence
What the person wanted to get/get away from	What the person said or did to get/get away	Did the person get/get away from the antecedent?

It is important to understand that the consequence of the individual is related to the antecedent. If the person wanted to get away and did, they will probably repeat the behavior the next time they encounter a similar antecedent. If they did not get away and they wanted to, they will probably not use that same behavior next time, and will try something else, or they may try to use the same behavior with more intensity! **Our job is to give feedback to people to help them remember to use the same behavior or change it next time!**

Remembering the "Antecedent – Behavior – Consequence" process of understanding behavior as communication enables us to respond to another's stress positively. Understanding communication as behavior empowers us to respond to the antecedent of the person and to help them get what they wanted or get away from what they did not want in ways that do not cause harm to themselves or others. When observing the behavior of a person, it is also important to look for **setting events**. A **setting event** is something that occurs outside of the "Antecedent – Behavior – Consequence" model and sets people up to respond to a usual event in a unusual way.

Alternative Communication

All people communicate using non-verbal means. Many people do not have the ability to communicate verbally, due to factors such as intellectual disabilities, acquired brain injury, or stroke. When working with people with communication impairments, it is even more critical to pay attention to the non-verbal elements of communication, especially eye contact, facial expressions, and body movements.

All communication should be consistent with the values of dignity and respect; ensuring people are listened to and talked to in and age appropriate manner and in respectful tones of voice. You should also keep in mind that many people need time to process information, wait 5-10 seconds before restating information. If people are in the stimulation phase or higher of the crisis cycle, be sure to adapt your communication with them accordingly.

De-Escalation

Staff must ALWAYS keep their R.A.D.A.R. on in order to see and hear what is happening, assess the elements of whatever is happening, decide what to do, and then act on that decision. The final "R" in this process is to review the results of the action. During crisis events, we assess threats to ourselves. When the individuals we are working with and for are in the Crisis Cycle, threat assessment includes these four (4) areas in us as staff:

1. **Speed and Motion** – This applies to you as you move. Your movements should be slow, your body language should be relaxed, and you should evaluate the number of people who are interacting with the person.

2. **Voice/Vocal Tones/Paralanguage** – People will be assessing your tone of voice, volume, and the sounds you are making. When using the Verbal Strategies for De-Escalation, it will be important to use your voice and vocal elements in ways that indicate you are not a threat to the safety of the other person.

3. **Distance** – How close or how far away you are is a significant factor in threat assessment. Almost all human beings, when they escalate, want more space. Stepping back may indicate to this person that you are listening to their non-verbal communication and respecting them. Give people more space, not less, if they escalate.

4. **Touch** – If we are touching someone, we are in their intimate space. Be sure you are there with permission, or if you have to be there for safety, then excuse yourself.

Remember, the person who may be escalating is probably doing so because at some level they either feel unsafe, or have unmet needs, or have been hurt emotionally. They feel threatened at some level, and we need to be as non-threatening as possible as we look for ways to support people, not just their behaviors.

Incident Reporting

An important aspect of The Mandt System® is managing a situation by first calming your emotional response and managing your own behavior so you can interact with other people positively. Before a report is written, clarify for yourself where you are in the crisis cycle so you can be objective as you reporting some of the following guidelines which reflect the fundamental belief of The Mandt System®, the dignity and respect for all people.

When writing critical incident reports, it is important to remember three words – **"simplicity, dignity, and respect".** The incident report should follow the guidelines of a good story. **"Who", "What", "Where", "When", and "How"!**

Simple Language: Clearly write critical incident reports should be in common, ordinary language, and limited to what has been directly experienced, rather than inferred. The language should be simple, short and jargon free.

Dignity and Respect: The dignity of the individual must be maintained in the writing along with respect for every person involved in the incident.

Clear Communication - These reports are vital in maintaining effective supports for people as they enable the support team to communicate, to modify ongoing support plans or intervention strategies, and to develop preventive measures of potential crisis. These reports

can also promote communication between the support team members and the person in crisis. Properly written reports will protect staff and organizations from misrepresentation of support performance during a critical incident.

When significant incidents happen it is important to record the incident once everyone is safe; you are calm and at a baseline phase of the crisis cycle. You should assess your personal emotional and physical responses within the crisis cycle as you were living through the incident. This will help clarify your perceptions of the incident. The report must accurately reflect the incident and the support interventions. It is important to remember that any incident report can become a court document in litigation situations.

Accuracy: The report must avoid generalizations, such as Monday morning, after dinner, etc. The time or time frames and date of the incident must be accurate. It is very important not to give an interpretation of what happened but rather an accurate description of the incident and support interventions.

Processing (De –Briefing) After Incidents Involving the Use of Restraints

The purpose of this process is to **identify the factors that led up to the use of restraint, and how to make changes that reduce or eliminate the need for restraint**. It is important to understand that the processing should not be done until all people have de-escalated to at least Stabilization Phase of the Crisis Cycle. Remember that we want to use the graded and gradual hierarchy of interventions at all times. Restraint should **ONLY** be used as a last step in protecting people from harm.

During the process, make sure to:

- Treat people with dignity and respect throughout the process. This process should never be used as a process of assessing blame or deciding punishment.

- Ask open ended questions utilizing active listening skills.

- Take careful notes during the processing activities for purposes of documentation.

- Look for setting events that may have contributed to the behavior of the individual.

- Ask whether there are any unmet needs of the individual that could be causing frustration, anxiety, or tension.

- Conduct the meeting as soon as possible after the incident.

- Use language that is understandable by all present. In cases where language may be a barrier, including the use of sign language, an interpreter is highly recommended.

- Assess environmental factors (noise, levels of stimulation, etc., and their possible effect on the individual.

- Assess factors such as staffing ratios, possible personality conflicts, and other related issues.

- Use this process to ask what can be done differently next time to reduce or eliminate the need for restraint.

Chapter 3 - Building Healthy Conflict Resolution Skills

Conflict Resolution is a problem solving process and human communication is the key to successfully resolving conflict. We have learned that communication is the basis for interpersonal relationships. The Mandt System ® has long emphasized the importance of communication in our work with people. In this chapter we will learn how to improve communication by improving your self-understanding.

Our Communication Style

Human communication is defined as the process of "sending and receiving messages" between people. It is important to send messages that help build positive relationships with people. If the messages we send to people are consistent over time, we will begin to build trust in our relationships. People will perceive us by our actions – by what we say and do. We must also remember that our thoughts and beliefs are part of our communication. For our communication to be positive, our words, actions, and thoughts must be consistent. In other words, we must be honest about how we feel in our words and actions. One way of understanding this concept is the phrase "authentic communication". If we are dishonest the other person will sense this in us and react in a negative manner. He will distrust us. A simple way to illustrate this process is:

What we think → what we say → what we do → how people perceive us

How Stress Affect Communication

During conflict people are usually under stress. Understanding how to respond during conflict requires that we first understand our own stress. It is important that you **affirm your emotions, then choose you behaviors**. Remember our goal is to learn how to manage ourselves first so we can help guide and assist another person in dealing with conflict.

How Our Perception Affect Communication

To be truly effective in managing conflict we must be able to hear and understand what it is the person in conflict is trying to communicate. Our understanding is largely based upon our perceptions of the situation. Accuracy in our perceptions is critical to effective communication and problem - solving. We tend to be influenced by things that are most obvious to us and miss subtle details. First impressions also work to "blind" us to information that may be very important.

Assertive and Authentic Communication

Our goal is to communicate in a way that is positive for us and the other person. One important part of positive communication is keeping our communication balanced. Think of an assertive/authentic communication as being the middle or balance point on a continuum with passive communication style and aggressive communication style at either end. When communicating assertively, we communicate what we **think** with dignity and respect. When we communicate authentically, we communicate what we **feel** with dignity and respect.

Sometime being assertive can escalate the situation. Learning to have good judgment in this area requires the ability to understand the other person by using good listening skills. **Listening** requires two skills if we are to be effective: **hearing and observing**.

Empathy in Our Communication

Once you understand your communication style, problem - solving can be effective. People who communicate effectively are naturally good listeners – they hear and understand the other person. The message they send to other people is one of empathy. Empathy is the ability to re-create another person's perspective.

Communication in Conflict

When people communicate during conflict, there are two major areas, which must be listened to: facts and feelings. Listening to the facts and the feelings that are present in every communication is important, as well as understanding where people are in the Crisis Cycle. The problem we often face in human services is that we resolve facts without also addressing the feelings. Feelings drive most conflicts!!!!

Conflict Outcomes

All of us experience and respond uniquely to conflict in our lives. Conflict resolution experts agree that while the experiences may be unique there are some striking similarities in people's response to conflict. Typically in these situations the conflict actually escalates creating more friction and damage to the relationship.

Lose-Lose – People may avoid dealing with conflict for a variety of reasons. In the "lose-lose" scenario, this is the worst solution to conflict as both parties suffer as losers.

Win-Lose – At the other end of the spectrum, are those who see interpersonal conflict as a challenge in which there is to be a winner and a loser. This may be motivated by self preservation, but the outcome is usually a battle in which relationships suffer. The stronger party – usually the more aggressive – emerges the "winner."

Lose-Win – is the other side of the coin from Win-Lose. One of the parties in the conflict chooses to lose in order to preserve the relationship.

Compromise – At first sight this may seem the most favorable option. In some cases it is the best solution possible; but with both parties giving a little, through negotiation, in order to gain something, often the best solution is not achieved - rather a watered down version of the ideal. At worst, both parties may feel cheated and dissatisfied with the outcome – a lose/lose outcome. Relationships can be maintained through compromise, but not built. If the parties stay at the compromise level, relationships will eventually be damaged.

Win-win – If achieved, the ideal solution is one where both parties emerge as winners. This is not always possible to achieve, but it is what everyone should work towards. By defining both parties' needs, then trying to equitably meet those needs while supporting and respecting both people's values, a win/win solution can often be achieved.