

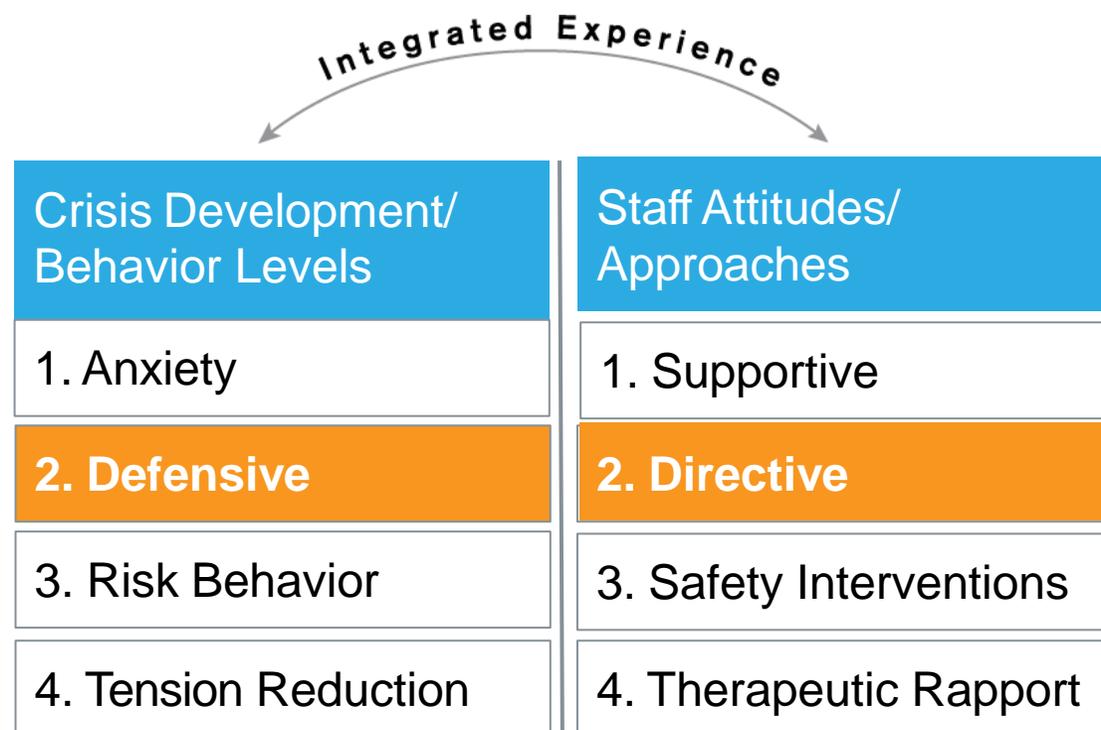


## MODULE 4

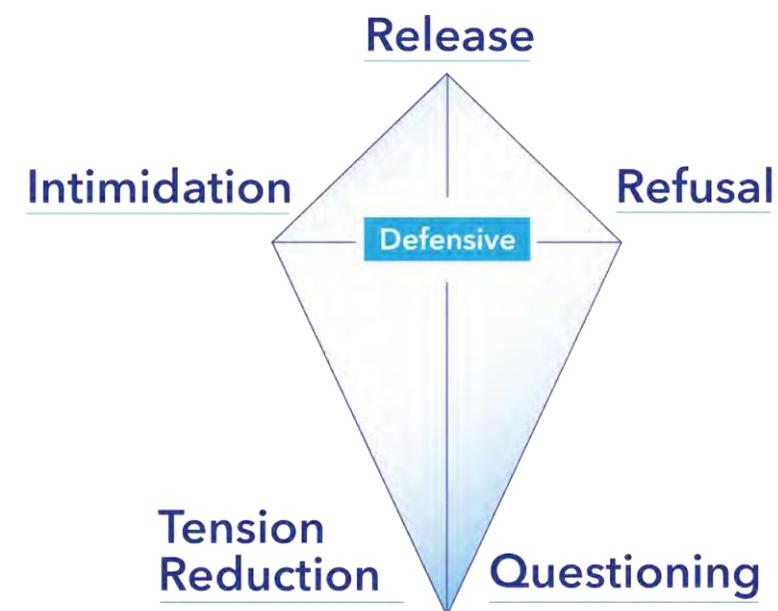
# Responding to Defensive Behaviors

# Defensive Behaviors and the *Verbal Escalation Continuum*<sup>SM</sup>

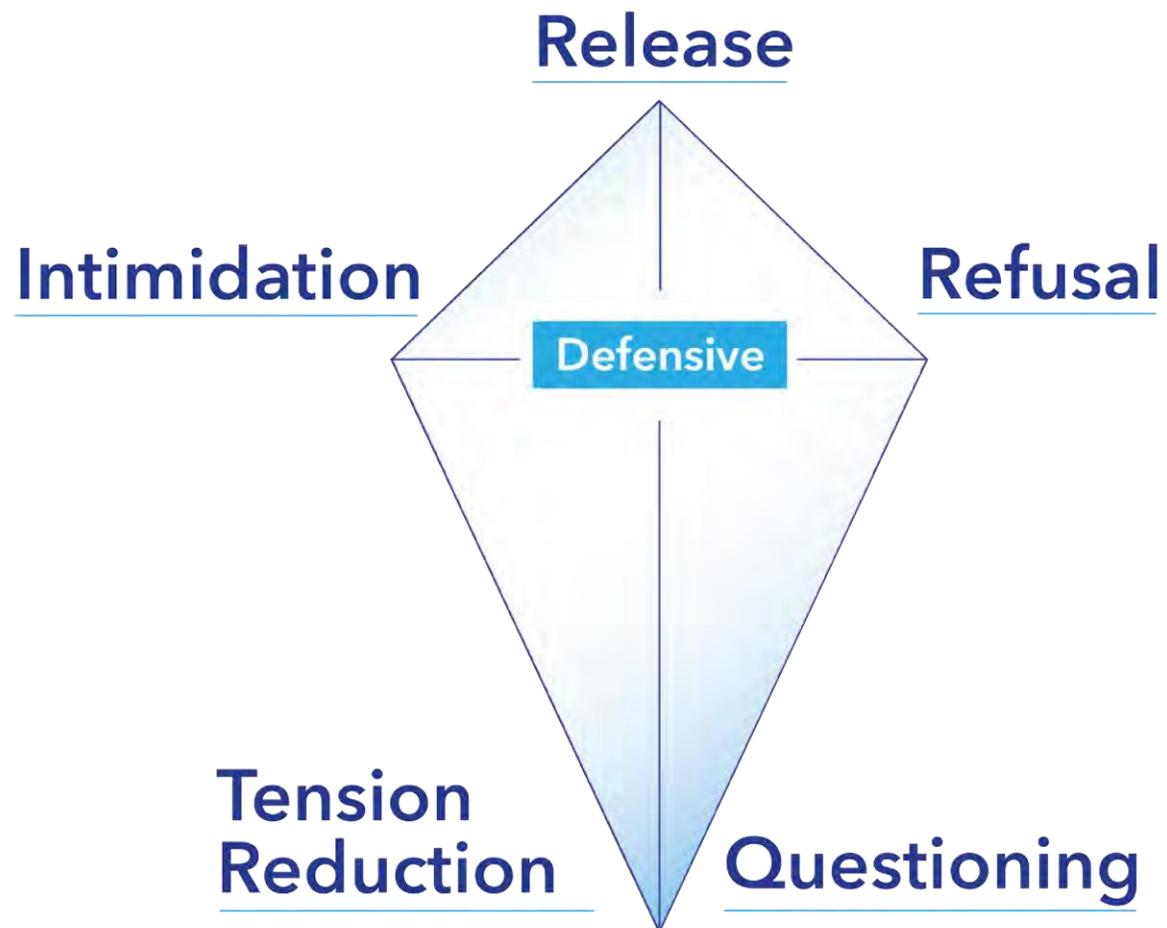
## The CPI *Crisis Development Model*<sup>SM</sup>



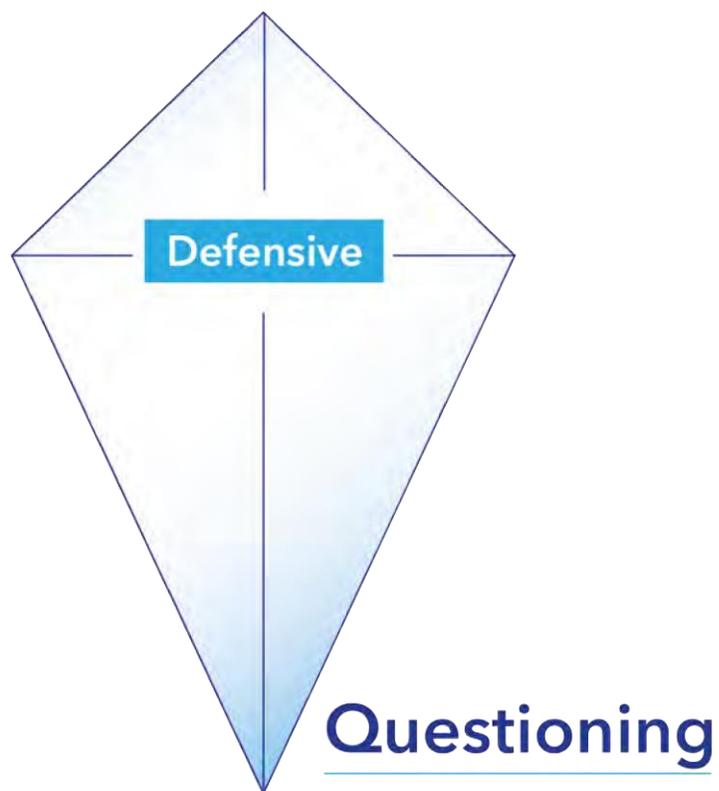
## *Verbal Escalation Continuum*<sup>SM</sup>



# The *Verbal Escalation Continuum*<sup>SM</sup>



# The *Verbal Escalation Continuum*<sup>SM</sup>



## Questioning

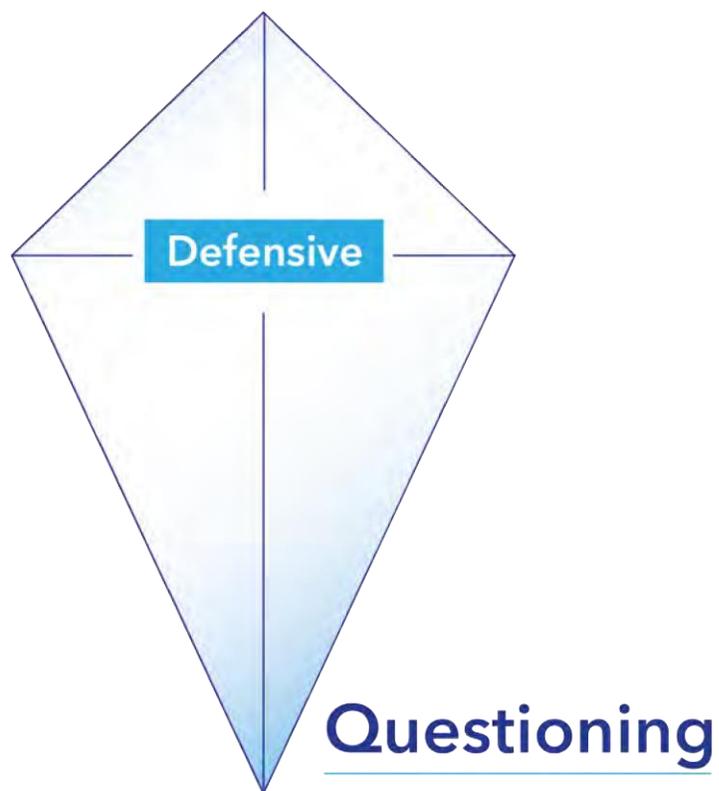
### INFORMATION-SEEKING

A rational question seeking a rational response.

### STAFF INTERVENTION

Give a rational response.

# The *Verbal Escalation Continuum*<sup>SM</sup>



## Questioning

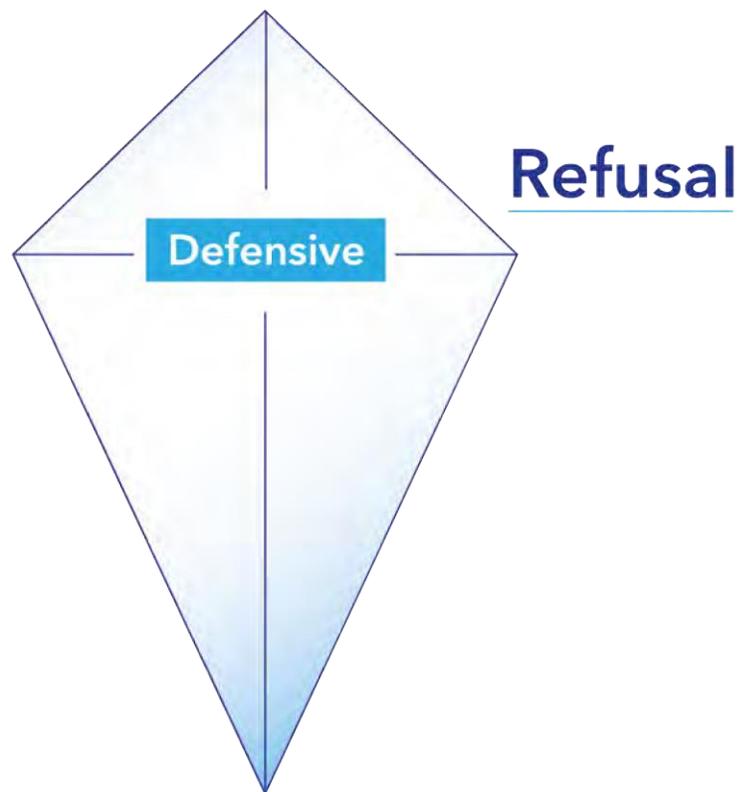
### CHALLENGING

Questioning authority; attempting to draw a staff into a power struggle.

### STAFF INTERVENTION

Downplay the challenge. Stick to the topic.

# The *Verbal Escalation Continuum*<sup>SM</sup>



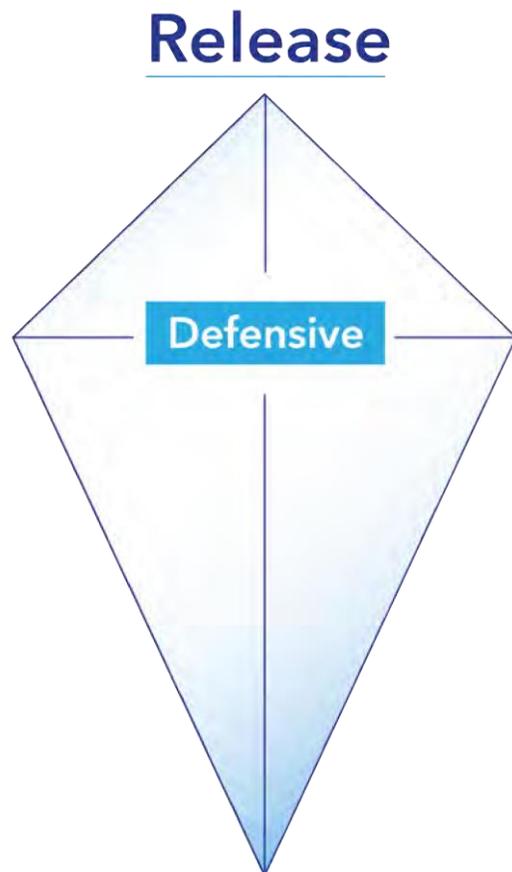
## Refusal

Unwillingness to cooperate or follow instructions.

### STAFF INTERVENTION

Limit setting.

# The *Verbal Escalation Continuum*<sup>SM</sup>



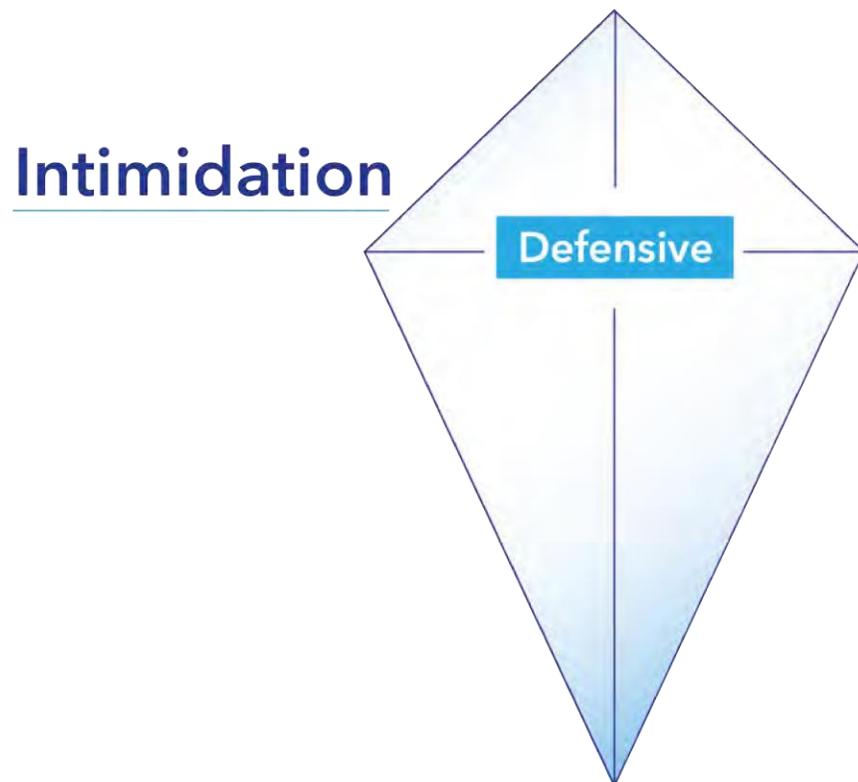
## Release

Verbal and emotional outburst; screaming, swearing, high-energy output.

### **STAFF INTERVENTION**

Allow venting.

# The *Verbal Escalation Continuum*<sup>SM</sup>



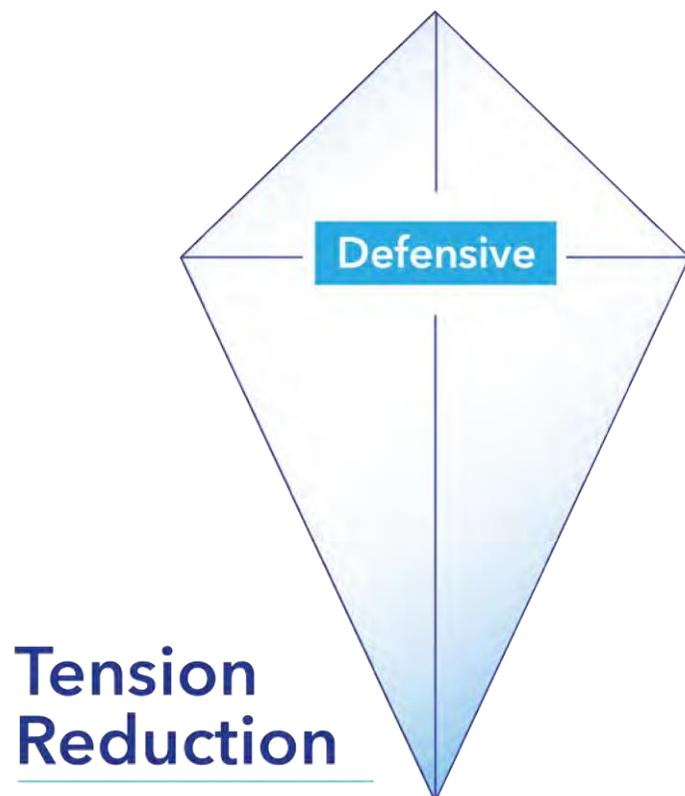
## Intimidation

The individual is verbally and/or nonverbally threatening staff in some manner.

### STAFF INTERVENTION

Take all threats seriously. Seek assistance.

# The *Verbal Escalation Continuum*<sup>SM</sup>



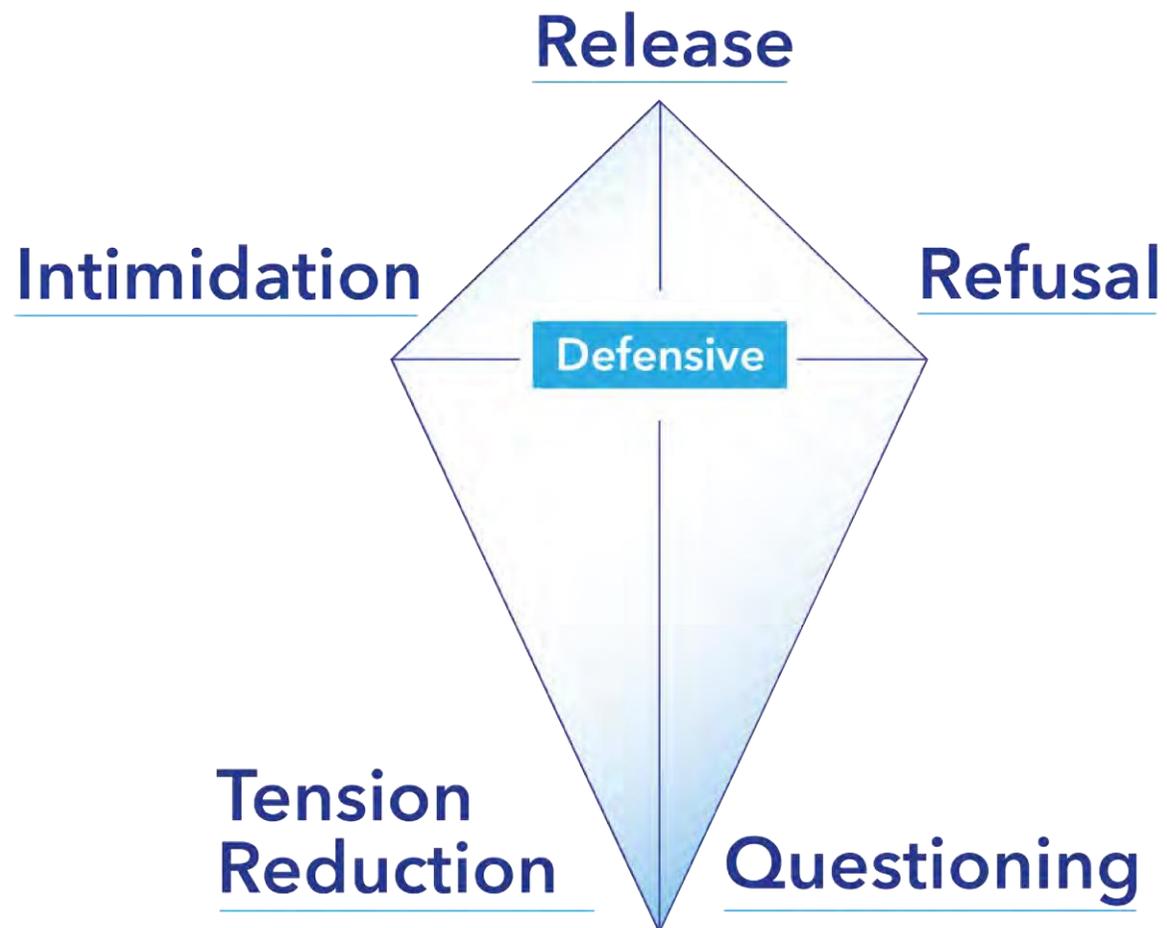
## Tension Reduction

Decrease in physical and emotional energy.

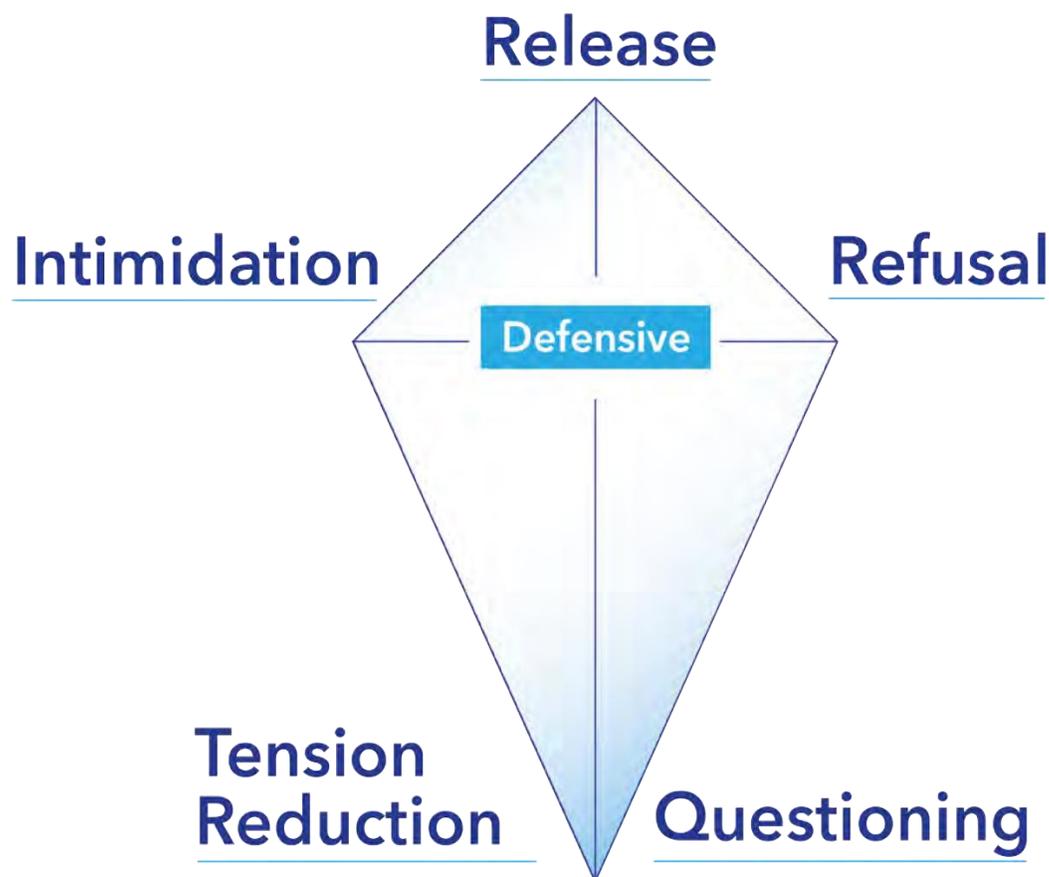
### STAFF INTERVENTION

Establish Therapeutic Rapport.

# The *Verbal Escalation Continuum*<sup>SM</sup>



# The *Verbal Escalation Continuum*<sup>SM</sup>



## Staff Interventions

1. **Questioning** – Give a Rational Response/Downplay the Challenge and stick to topic
2. **Refusal** – Limit Setting – redirect attention to desired outcome (choices, if/then or when/then statements)
3. **Release** – Allow Venting. If possible, remove audience. Give Directives that are non-threatening. Use an understanding and reasonable approach
4. **Intimidation** – Take all threats seriously. Seek Assistance
5. **Tension Reduction** – Establish Therapeutic rapport/Re-establish the relationship

\*Note: The behaviors do not necessarily present in a specific order.

## **Activity:** Identify the Defensive Behaviors

1. Break up into 4 Groups
2. In Groups identify the defensive behavior and corresponding staff interventions.
3. Designate a Recorder and a Reporter.
3. When we come back together, each group's Reporter will share their responses to the scenario.

## Activity – Example 1

Beatrice tells staff to “just hurry up and do your damn job” and asks, “Do you even know what you’re doing?””

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

## Activity – Example 2

Theo becomes aggressive and makes threatening statements like “you better watch your back” and “I’m going to mess you up.”

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

## Activity – Example 3

Grace grows increasingly angry before she finally stands up from her chair and starts shouting at staff, “I’m sick of waiting! I want to see someone NOW!”

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

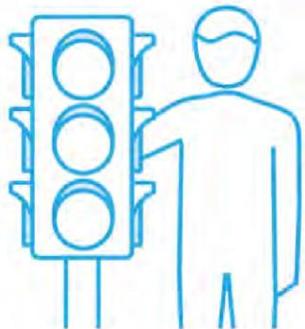
## Activity – Example 4

Seth becomes increasingly agitated when asked to perform a task. Suddenly he responds, “No! You can’t make me!”

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

# LIMIT Setting



## Respectful

Phrase limits in a positive way using effective nonverbal, verbal, and paraverbal skills.



## Simple

Limit the number of words you use.



## Reasonable

Connect the expectation to the person's circumstances and level of ability.

## Examples of Limit Setting

- **INTERRUPT AND REDIRECT**

- **(Interrupt)** “Juan, you’re shouting. **(Redirect)** Please speak quietly. Thank you.”

- **WHEN/THEN PATTERN**

- “Juan, **when** you lower your voice, **then** I’ll be able to address your concerns.”

- **IF/THEN PATTERN**

- “Juan, **if** you lower your voice, **then** I’ll be able to address your concerns.”

- **FAIL SAFE CHOICE**

- “Juan, would you like to talk about this now or later in private?”

# Activity Time – Typical Requests/Limit Setting

- Part 1:

What are some typical requests you have to make that individuals refuse to do or become defensive about?

- Part 2:

In Groups, select one of the situations identified on the chart. Together decide how you would offer reasonable choices using Limit Setting. Designate a reporter to share out with the whole group.

# Framework for Planning a Difficult Conversation



**PLANNING**



**SCRIPTING**



**DELIVERING**



**DOCUMENTING**

# Planning



## PLANNING

- Think about how you'll remain rationally detached.
- Consider where and when to conduct the conversation.

# Scripting



## SCRIPTING

- Develop a written or mental roadmap of what you will say.
- Keep it factual.

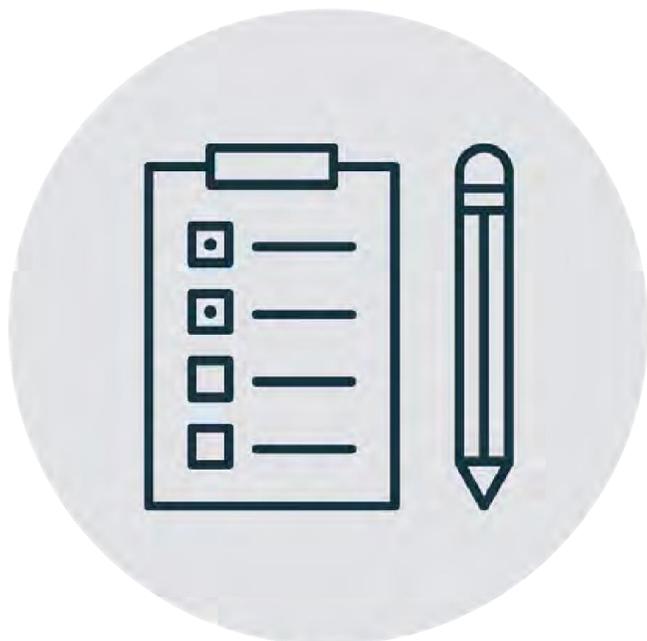
# Delivering



## DELIVERING

- Respect the dignity of the person.
- Rationally detach.
- Deliver the facts.
- Offer something.
- Listen and respond with empathy.
- Bring closure.

# Documenting



## DOCUMENTING

- Summarize the conversation.
- Note observations.
- Objectively assess your performance.

## Demonstrating Consistency With Communication

- Listen to understand the other person.
- Allow time to process.
- Remain flexible; situations evolve.
- Make the conversation private if possible.
- Don't get pulled into power struggles.

## Knowledge Check

Planning and practicing your preferred verbal responses is important when intervening with a person demonstrating **Refusal**.

- a. True
- b. False

# Knowledge Check

- Planning and practicing your preferred verbal responses is important when intervening with a person demonstrating **Refusal**.

a. **True**

b. False

# Knowledge Check

Limits should be respectful, simple, and \_\_\_\_\_.

- a. Trustworthy
- b. Reasonable
- c. Sane
- d. Accountable

# Knowledge Check

Limits should be respectful, simple, and \_\_\_\_\_.

- a. Trustworthy
- b. Reasonable**
- c. Sane
- d. Accountable

## Knowledge Check

*“Would you like to talk about this now or later?”* is an example of which type of limit setting?

- a. When/Then
- b. Interrupt and Redirect
- c. Fail Safe Choice
- d. If/Then

## Knowledge Check

*“Would you like to talk about this now or later?”* is an example of which type of limit setting?

- a. When/Then
- b. Interrupt and Redirect
- c. **Fail Safe Choice**
- d. If/Then

## Tips to Manage Fear and Anxiety

- Take slow, deep breaths.
- Don't rush into the room.
- Check your perception.
- Understand what led to their behavior.
- Get help.

## Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.