

Preface

Purpose

The Ohio Behavior Support Advisory Committee (OBSAC) is committed to developing a culture of positive intervention with an emphasis on decreasing the use of physical interventions to the absolute minimum amount necessary. Furthermore, it is imperative that physical interventions are used only as a last resort and used in the safest manner possible. It is most often the case that instructions regarding which physical interventions to use, as well as when and how to use a physical intervention, is provided by the Crisis Intervention Program adopted by a particular agency. Accordingly, one means of promoting a culture of positive intervention is to provide guidance to an agency in developing or choosing a Crisis Intervention Program. This project has attempted to do so by recommending that the Crisis Intervention Program contain specific components in training and in practice, components which emphasize and advance the values of a culture of positive intervention. Toward this end, the Ohio Behavior Support Advisory Committee has developed a tool that an agency can use to probe a Crisis Intervention Program for the presence of components that promote a culture of positive intervention.

Tenants of the “culture of positive intervention”:

All people will interact in ways that promote respect, trust, and safe, healthy relationships. All people will uphold the following values of Positive Intervention Culture with the people they serve, the people with whom they serve, and the community in which they serve: To support others, to strive to meet the needs of others, to work to understand others regardless of communication means, to empower choice making, and to assist all to feel safe.

Tool Development

The Crisis Intervention Program Assessment Tool (CIPAT) is the product of the work of the Crisis Intervention Program subcommittee with refinements made by the OBSAC committee as a whole. This tool is a set of questions designed to probe a Crisis Intervention Program for the presence of components based on the values of a culture of positive intervention. The questions are divided into 5 general categories – *Prevention, De-escalation, Physical Intervention, Debriefing, and Training*.

Components which are judged to be important to the *Prevention* portion of a Crisis Intervention Program include: elaboration of a person centered philosophy, nurturing a thorough understanding of the individual, self examination by the trainee as a means of developing an understanding of the personal factors that may influence their responses, skill in developing interpersonal relationships, and training for staff to avoid behaviors that have a high probability of eliciting problematic behavior. The components which are judged to be important to the *De-escalation* portion of training include: identifying early signs of agitation, maintaining respect and empathy for the person, using verbal and non-verbal cues to aid in calming a person, use of calming techniques, development of listening skills, advancing staff skills in maintaining self control, and the development of shared problem solving skills. The section on *Physical Intervention* includes probe questions addressing the decision to use physical intervention, the safety of the physical interventions, and the types of physical interventions the program specifies. Reestablishing relationships, accurately describing the

situation, assessing decision making during the crisis, and using the information to prevent future situations with the individual are emphasized in the *Debriefing* section. *Training* focuses on the methods of training, criteria of competency for trainee and instructors, training for specific populations, recertification standards, and assessment of effectiveness.

Use of the Tool

Those who use this tool should be clear that this is a means of assessing a Crisis Intervention Program with regard to the values a culture of positive intervention. It is not intended to replace outcome data, and indeed the request for outcome data is viewed as integral to the training portion of a Crisis Intervention Program. Ultimately, it is data regarding safety and effectiveness that should be used to judge the value of the Crisis Intervention Program. It is expected that Crisis Intervention Programs that score high on the CIPAT should lead to better outcomes; however other factor will necessarily confound the situation and impact on these outcomes. These factors, such as trainer characteristics, training environment, and agency commitment should be also closely scrutinized by the agency to pursue effective, positive outcomes.

Instructions

Please read each question carefully. After reading and understanding the nature of the question, read the curriculum and/or manual of the Crisis Intervention Program that is to be rated. Carefully consider the content of the manual or curriculum as it relates to the question. Each question should be answered on a “Yes, it is present or No it is not present basis”. Score “yes” if the heart of the question is addressed. Some questions have more than one component, score yes if you believe that the majority of what is being requested is present in the program.

When all questions have been answered, add up the total number of “yes” responses for each question of each section and record the total number of “yes” responses for that section in the SECTION SCORE area. Calculate the percentage of “yes” answers for that section in the space provided (see * below). Next, circle the rating that corresponds with the percentage calculated. Continue with each section until all sections are complete.

* Example: 14 of 19 questions are answered “Yes”. Take the number of questions answered “Yes” (14) and divided it by the total number of questions (19). In this case, 14 divided by 19 equals .7368 which can be rounded to .74 or 74%. 74% falls under a rating of **3** or “acceptable”.

CRIISIS INTERVENTION PROGRAM ASSESSMENT TOOL
Ohio Behavior Support Advisory Committee

I. PREVENTION

<u>SECTION RATING</u> – Circle the appropriate number				
1	2	3	4	5
slightly addressed 0-40%	somewhat addressed 40-70%	Acceptable 70-80%	Well Addressed 80-90%	Exceptional 90-100%

<u>SECTION SCORE</u>
_____ of 19 = _____%
% = # yes divided by 19

Person Centered Philosophy – elaborate staff purpose and principles to guide practical affairs

Yes__No__

1. Is it evident that the Crisis Intervention Program emphasizes the importance of respecting the needs and wishes of the individual a) in arranging the environment (e.g. noise, lighting, temperature, commotion, etc.), b) in developing relationships, and c) in providing for vocational and leisure activities.

Yes__No__

2. Does the Crisis Intervention Program emphasize quality of life vs. compliance? Is it clear from content description that training would develop the attitude/view point of influence versus control, and of partnership vs. authority?

Yes__No__

3. Is it evident that the Crisis Intervention Program promotes a culture of positive intervention by promoting a) respect, b) trust, c) and the development of safe, healthy relationships?

Yes__No__

4. Does the Crisis Intervention Program emphasize prevention vs. intervention and allocate a majority of training time to prevention principles? (Check agenda-syllabus for time allotment. Outline should include time estimates as a guide for instructors to follow)

Knowing the person

Yes__No__

5. Does the Crisis Intervention Program emphasize the importance of knowing the individual well and building a *positive relationship with the individual* on an adult to adult basis?

Yes__No__

6. Does the Crisis Intervention Program acknowledge or address the influence or impact that- A) diagnosis/disorder, B) mental health, C) medications w/side effects, D) abuse/trauma, E) physical health issues F) stressors - particular people, places, things & times can have on contributing to a persons level of crisis or distress.

Knowing oneself in the role of staff

Yes__No__

7. Does the program address the staff person learning about their own strengths and weakness?

Yes__No__

8. Does the program address the staff person learning about situational factors that influence their behavior (such as; pain, fatigue, stress, illness, finances, family, marital, needs, substance abuse, double shifts)?

Yes__No__

9. Does the program address the staff person learning about their own reactive factors (such as; being hit, pushed, threatened, offended, disrespected, yelled or sworn at, property or personal items broken)?

Yes__No__

10. Does the program address the staff person learning about their own perspective when confronted with behavioral issues of others – e.g. a compliance mentality/aversive mentality – *“I have to teach them a lesson”*?

Yes__No__

11. Does the program address the staff person learning to identify of their own personal triggers and what do to when they are present?

Yes__No__

12. Does the program address the staff person learning to identify their own early warning signs of agitation?

Yes__No__

13. Does the program address the staff person learning about their coping skills and limitations?

Yes__No__

14. Does the program address the staff person learning to identify their own reactions that could lead to abuse?

Relationship skills

Does the program specify and train a set of personal and interpersonal skills that staff need to effectively prevent situations from arising?

Yes__No__

15. Listening skills

Yes__No__

16. Supportive communication

Yes__No__

17. Developing alternatives and mutual agreements

Does the program inform participants about the behavior that they need to avoid in order to decrease the probability of problem behaviors arising?

Yes__No__

18. Communication: Such as; Threatening – verbal and non-verbal, Yelling, Accusing, Talking fast or loud, Multiple people talking, Not listening or taking person’s needs seriously, Authoritative communication – coercive

Yes__No__

19. Physical: Such as; Approaching too fast, Approaching too close, Approaching from behind, Touching without permission, Using pain or physical force

II. DE-ESCALATION

<u>SECTION RATING</u> – Circle the appropriate number				
1	2	3	4	5
slightly address	somewhat addressed	Acceptable	Well Addressed	Exceptional
0-40%	40-70%	70-80%	80-90%	90-100%

<u>SECTION SCORE</u>	
_____ of 10 = _____%	
% = # yes divided by 10	

Yes__No__

1. Does the Crisis Intervention Program include instruction in identifying early signs of agitations that could lead to aggression? (answer “yes’ if both criteria are met)
 - a. Verbal: Speech that is rushed/pressured; Speech that is threatening; Speech that is scrambled, confused; Mixed messages – words/statements that do not match the person’s mood or emotional state
 - b. Non-Verbal: Flushed appearance; Perspiration; Breathing: rapid, heavy; Pacing, rocking; Increased hand movements; Staring; Mixed messages – behavior/posture that does not match the person’s mood or emotional state

Yes__No__

2. Does the program emphasize demonstration of understanding, empathy, and positive regard for the individual during the crisis?

Yes__No__

3. Does the program teach the staff member the importance of nonverbal expressions (facial, body language, breathing rate, physical distance) during a potential situation?

Yes__No__

4. Does the program teach the staff member the importance of vocal tone and volume during a potential situation?

Yes__No__

5. Does the program teach the staff member the importance using their relationship with and knowledge of the individual during a potential situation (such as; knowing personal issues, health issues, mental health issues, likes and dislikes)?

Yes__No__

6. Does the program teach techniques to redirect thinking-distractions - e.g. change of environment, offering preferred activities, sitting down to talk and offer a drink, giving choices, relaxation techniques, etc?

Yes__No__

7. Does the program teach the importance of not personalizing the statements and behaviors of the individual who is upset?

Yes__No__

8. Does the program teach the staff member the importance of identifying needs (staff – individual) during a potential situation – an emphasis on people rather than process?

Yes__No__

9. Does the program promote treating the individual with respect and treating their issue with importance?

Yes__No__

10. Does the program teach shared problem solving, and understanding the needs and view point of the individual?

Yes__No__

III. INTERVENTION

SECTION RATING – Circle the appropriate number				
1	2	3	4	5
slightly address	somewhat addressed	Acceptable	Well Addressed	Exceptional
0-40%	40-70%	70-80%	80-90%	90-100%

SECTION SCORE
*Physical intervention is **not** taught*
 _____ of 5 = _____ %
 % = # yes divided by 5

SECTION SCORE
*Physical intervention **is** taught*
 _____ of 19 = _____ %
 % = # yes divided by 19

Judgment to use physical intervention

Yes__No__

1. Does the program develop a clear understanding of the “risk” (the risk is real, imminent, and credible) – relating to immediate risk of health and safety?

Yes__No__

2. Does the program specify that the purpose of intervention is protection and that the intervention should be the least intrusive intervention that provides protection, (the intervention should use the minimum force needed to protect)?

Safety

Yes__No__

3. Does this program teach about potential risks of physical intervention –e.g. does the program teach the dangers of asphyxiation, strain of the cardio-vascular system, strain on the joints, injury, and trauma?

Yes__No__

4. Does this program address appropriate location and surfaces when conducting physical intervention?

Yes__No__

5. Does the program instruct participants to be aware of specific physical/health issues relevant to a particular person and the contraindications for use of some physical intervention with specific individuals?

Only consider questions 6 through 19 if physical interventions are taught!

Safety

- Yes No
6. Is training provided on the length of time intervention techniques can be used?
- Yes No
7. Does the program teach and insure safeguards to monitor the individual's respiration and other signs of physical distress during the intervention?
- Yes No
8. Does this program teach staff how to determine when the individual should be released from the emergency safety intervention?
- Yes No
9. Does the program require post-intervention monitoring of the individual's status?

Types of physical interventions

- Yes No
10. Does this program include training on physical escorting procedures with special regard to the safety of the individual?
- Yes No
11. Does the program include blocking and escape techniques with special regard to the safety of the individual?
- Yes No
12. Does this program prohibit the use of procedures which restrict the individual's ability to communicate?
- Yes No
13. Does this program prohibit the use of mechanical restraints?
- Yes No
14. Does this program prohibit the use of procedures which place an individual face down?
- Yes No
15. Does this program prohibit the use of procedures which risk obstructing the airway or impair the breathing of the individual?
- Yes No
16. Does this program prohibit the use of procedures which deprive the individual of basic human necessities including restroom privileges, water, food or clothing?
- Yes No
17. Does this program prohibit the use of procedures which can be used to inflict pain or used for punishment, discipline, retaliation, harassment, compliance, or intimidation?
- Yes No
18. Does this program prohibit the use aversive sound or electrical shocking devices?
- Yes No
19. Does this program prohibit bending or twisting limbs and locking of joints?

IV. DEBRIEFING

SECTION RATING – Circle the appropriate number

1	2	3	4	5
slightly address	somewhat addressed	Acceptable	Well Addressed	Exceptional
0-40%	40-70%	70-80%	80-90%	90-100%

SECTION SCORE

_____ Of 6 = _____%

% = # yes divided by 6

Yes__No__

1. Does the program require a written description of the situation related to the incident?

Yes__No__

2. Does the debriefing process address the issue of re-establishing the relationship with the individual?

Yes__No__

3. Does the program require time with the individual after the incident to process what happened and transition back into normal activity?

Yes__No__

4. Does the program's debriefing process assist in identifying contributing factors that led to the crisis?

Yes__No__

5. Does the programs debriefing process assist in identifying the assessment process used prior to and during the crisis – the process used to identify the “imminent risk” that led to the use of the intervention?

Yes__No__

6. Does the program allow for the sharing of information among participants for future problem-solving and decision-making?

V. TRAINING

SECTION RATING – Circle the appropriate number

1	2	3	4	5
slightly address	somewhat addressed	Acceptable	Well Addressed	Exceptional
0-40%	40-70%	70-80%	80-90%	90-100%

SECTION SCORE

*Physical intervention is **not** taught*

_____ of 15 = _____%

% = # yes divided by 15

SECTION SCORE

*Physical intervention **is** taught*

_____ of 19 = _____%

% = # yes divided by 19

Yes__No__

1. Is the maximum instructor to student ratio (number of trainers & students) specified and is it sufficient for learning?

Yes__No__

2. Does the program curriculum include a variety of instructional strategies, (e.g., role play, simulation, demonstration of techniques and strategies, question and answer, etc.)?

Yes__No__

3. Does the program have a mandatory written test to evaluate classroom knowledge?

Yes__No__

4. Does the program curriculum include instruction for applying a technique to individuals with special needs (i.e., physical impairments, sexual abuse, developmental disabilities or other disabilities, etc.)?

Yes__No__

5. Does this program prohibit non-trained staff or consumers of services to participate in interventions?

Yes__No__

6. Does the program provide a certification for (a) trainers and (b) participants who successfully complete this program?

- Yes__No__ 7. Are there specialized training requirements to become a certified instructor of this program?
- Yes__No__ 8. Are there training requirements for recertification for (a) trainers and (b) participants?
- Yes__No__ 9. Is a time period specified for the requirement of recertification for this program for (a) trainers and (b) participants?
- Yes__No__ 10. Does the program specify that supervisors (when the instruction is facility based) need to be trained to evaluate the day-to-day effectiveness of the program based on the tenets of a Culture of Positive Intervention?
- Yes__No__ 11. Does the program specify that supervisors (when the instruction is facility based) need to be trained to evaluate the day-to-day safety of the program?
- Yes__No__ 12. Does the program specify that the program needs to be assessed for effectiveness by the facility (when the instruction is facility based), based on the tenets of a Culture of Positive Intervention?
- Yes__No__ 13. Does the program specify the need for the program to be assessed for safety by the facility (when the instruction is facility based)?
- Yes__No__ 14. Does the program specify the need for obtaining data regarding the effectiveness of this program across time and place, based on the tenets of a Culture of Positive Intervention?
- Yes__No__ 15. Does the program specify the need for data regarding the safety of this program?

Only consider questions 16 through 19 if physical interventions are taught!

- Yes__No__ 16. Do training materials include pictures of the holds taught?
- Yes__No__ 17. Prior to the certification of an individual, is the participant required to demonstrate competency in successful application of each technique in the curriculum?
- Yes__No__ 18. Does the program address implementation when there is only one trained staff person present?
- Yes__No__ 19. Does the program offer any periodic (e.g., quarterly, annually, etc.) courses that include the hands on demonstration or practice of high risk procedures?