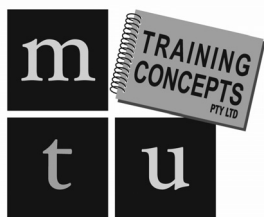




2004 Edition

Predict, Assess & Respond To Aggressive/Challenging Behaviour

**Learning Outcomes &
Assessment Strategies**



**MTU Training Concepts Pty. Ltd.
Martin Unger & Sandra Kelleher
P.O. Box 293
Concord NSW 2137
Ph: (02) 9743 2392 Fax: (02) 9743 2570
Email: info@mtu.net.au**

©2004, MTU Training Concepts Pty. Ltd.

Learning Outcomes and Assessment Strategies

Chapter 1: Purpose

Learning Outcome	Assessment Criteria
<p>On completion of the session, learners will be able to:</p> <p>1.1 Describe violent behaviours.</p> <p>1.2 Describe and determine how violent acts are either attempts to meet needs or needs being met by the client.</p> <p>1.3 Describe a non-violent behaviour to communicate the same need.</p>	<p>Learners complete a written exercise requiring them to describe:</p> <ul style="list-style-type: none"> • violent behaviours, • needs related to the violent behaviours, • A non-violent behaviour to communicate the same need.

Chapter 2: Professionalism

Learning Outcome	Assessment Criteria
<p>On completion of the session, learners will be able to:</p> <p>2.1 Identify motives for engaging in this career.</p> <p>2.2 Identify current motives or changes for remaining in this career.</p> <p>2.3 Describe the impact personal attitudes have in relation to working for an agency and its clients.</p> <p>2.4 Describe the formation of personal values and attitudes and the impact these have on professional development and behaviour.</p> <p>2.5 Determine if they are suited to the demands of this career.</p>	<p>Learners complete a written exercise that requires them to individually identify:</p> <ul style="list-style-type: none"> • reasons for choosing this work, • the reasons for remaining in this work, • the attitudes they have developed in relation to this work and the client, • self assess suitability to working with clients with the potential to display aggressive/challenging behaviour.

Chapter 3: Preparation

Learning Outcome	Assessment Criteria
<p>On completion of the session, learners will be able to:</p> <p>3.1 Identify and assess the level of risk associated with attire.</p> <p>3.2 Assess personal level of flexibility, and describe the impact this has on self and team members in the management of an aggressive /violent situation.</p> <p>3.3 Describe early warning signs of a crisis situation according to observed changes in client's behaviour and then determine appropriate levels of supervision.</p> <p>3.4 Describe the General Adaptation Syndrome, its causes and effects.</p> <p>3.5 Describe their reactions to fight/flight.</p> <p>3.6 Identify their limits and determine if an action would be considered an over or under reaction.</p> <p>3.7 Describe personal habits which when displayed under stress could escalate a crisis.</p> <p>3.8 Describe strategies to maintain or regain self-control during a crisis.</p> <p>3.9 Learners develop short, medium, and long term strategies in order to maintain self-care and well being.</p>	<p>Learners must complete a checklist to identify the level of risk associated with particular attire.</p> <p>Learners participate in physical flexibility exercises to the best of their ability and must complete the associated checklist assessing personal flexibility.</p> <p>Learners must be able to articulate changes in client behaviour in terms of frequency, intensity and duration of observed behaviour away from base line behaviour.</p> <p>Learners must be able to describe the Syndrome and its effects when designing a self-control plan.</p> <p>Learners complete a written exercise outlining personal reactions to particular conditions of threat.</p> <p>Learners must complete a written exercise in which they describe over and under reactions to the stress response.</p> <p>Learners must complete a written exercise in which they describe personal habits that could escalate a crisis.</p> <p>Learners must complete a written exercise detailing strategies to maintain/regain self control.</p> <p>Learners must complete a written exercise in which they identify strategies to maintain a sense of well being.</p>

Chapter 4: Identifying Stressors & Positive Alternative Outcomes

Learning Outcome	Assessment Criteria
<p>On completion of the session, learners will be able to:</p> <p>4.2 Stress Cycle Identify the assault cycle and behaviours at each stage of the cycle.</p> <p>4.3 Developmental Disparity: Describe the difference between chronological and developmental age/stage and using behaviour indicators, identify various developmental milestones and stages.</p> <p>4.4 Communications Imbalance: Describe the withdrawn, passive, assertive, aggressive and assaultive communication styles.</p> <p>4.5 Environmental Irritants: Identify and describe the impact the physical environment can have on creating/ managing a situation of violence.</p> <p>4.6 Unmet Needs: Describe unmet needs in a sequential order and their relationship to violent behaviour.</p>	<p>Learners complete a written exercise in which they must identify:</p> <ul style="list-style-type: none"> • The various stages of assault including trigger, escalation, crisis, recovery, post crisis depression. • Clients' chronological and developmental age/stage by observed behaviours. • Describe their communication options and those of the client including withdrawn, passive, assertive, aggressive, assaultive • Environmental conditions that may provoke an assaultive incident, then make recommendations to reduce those risk factors. • Describe why a client has become assaultive in terms of a threat to or an attempt to meet needs.

Chapter 5: Legal Framework and Response.

Learning Outcome	Assessment Criteria
<p>On completion of the session, learners will be able to:</p> <p>5.1 Identify the levels of danger/assault by: 1. Degrees of harm 2. Assessing the seriousness of an action by its consequences.</p> <p>5.2 Define reasonable force based on legal precedent.</p> <p>5.3 Describe legal and professional response options including crisis communication, evasion, and restraint.</p> <p>5.4 Match a given level of assault with a level of reasonable force.</p>	<p>Learners complete written exercise to identify the level of assault by behaviours / actions / consequences. (Using a case scenario)</p> <p>Learners must articulate the definition of reasonable force.</p> <p>Learners must list the response options of crisis communication, evasion and restraint.</p> <p>Learners must complete an exercise to match a given level of danger to a legal response option.</p>

Chapter 6 Crisis Communication

Learning Outcome	Learning Outcome
<p>On completion of the session, learners will be able to:</p> <p>6.1 Describe the stress cycle and the timing of staff responses.</p> <p>6.2 Describe and list the principles <u>of</u> crisis communication.</p> <p>6.3 Common Knowledge Model: Identify the symptoms displayed by a client in the emotive/behavioural states of</p> <ul style="list-style-type: none"> • fear • frustration • manipulation • intimidation <p>to determine the probable cause of assault.</p> <p>6.4 Describe and identify appropriate crisis communication techniques including threat reduction, facilitating self-control, detachment, and consequence.</p>	<p>Learners must be able to articulate the strategies used at various stages of the assault cycle.</p> <p>Learners must be able to articulate the key principles of crisis communication.</p> <p>Learners must be able to describe:</p> <ol style="list-style-type: none"> 1. visual and auditory signals displayed by a client in each of the emotive/behavioural states of fear, frustration, manipulation and intimidation, and, 2. confirming history issues of the client. <p>Learners must be able to match a crisis communication technique with an identified cause of assault.</p> <p>During a role play, learners must demonstrate the appropriate use of:</p> <ul style="list-style-type: none"> • self control • eye contact • distance • <u>v</u>oice ie. volume and tone • posture • speech content • physical contact

Chapter 7 Response Evasion

Learning Outcome	Learning Outcome
<p>On completion of the session, learners will be able to:</p> <p>7.1 Demonstrate appropriate evasion and release techniques.</p>	<p>Following verbal and physical instruction, participants will be able to demonstrate appropriate evasion and release techniques.</p>

Chapter 8 Response Restraint

Learning Outcome	Learning Outcome
<p>On completion of the session, learners will be able to:</p> <p>8.1 Articulate the 13 key principles of manual restraint.</p> <p>8.2 Describe the key risk factors of restraint</p> <p>8.3 Demonstrate appropriate restraint techniques including.</p> <ul style="list-style-type: none"> ▪ standing ▪ escort ▪ seated ▪ wall ▪ floor 	<p>Learners must be able to list the 13 key principles of manual restraint.</p> <p>Learners must be able to identify the risks of manual restraint.</p> <p>Following verbal and physical instruction, participants will be able to demonstrate a range of restraint techniques.</p>

Chapter 9 Documentation/Debriefing

Learning Outcome	Learning Outcome
<p>On completion of this session, participants will be able to:</p> <p>9.1 List the key components of an assaultive incident report including:</p> <ul style="list-style-type: none"> • persons involved • time of incident • location • description of client behaviour • staff intervention • injuries <p>9.2 Describe the principles and process of an operational debrief in relation to an assaultive incident.</p>	<p>Learners must be able to complete a written report of an assaultive incident addressing all key reporting elements.</p> <p>Learners must be able to describe the principles and process of an operational debrief in relation to an assaultive incident.</p>

Chapter 10 Evaluation, Giving and Receiving Feedback

Learning Outcome	Learning Outcome
<p>On completion of the session, learners will be able to:</p> <p>10.1 Describe the PART performance standards and evaluate their own performance with reference to the PART standards.</p>	<p>Learners will be able to undertake self evaluation against PART standards.</p>