



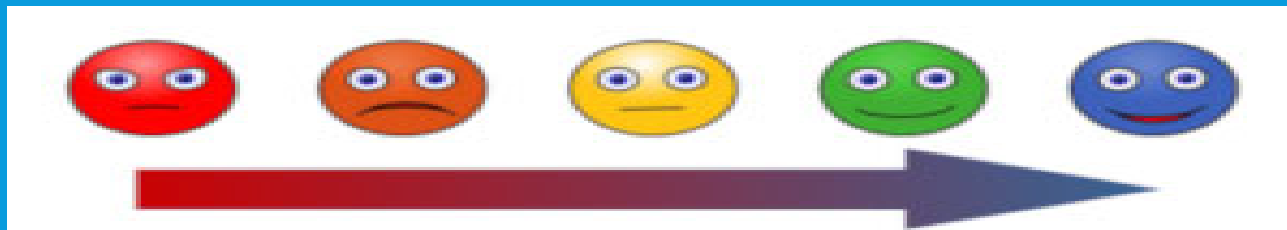
CRISIS COMMUNICATION AND DE-ESCALATION

SAN DIEGO COUNTY
PROBATION
DEPARTMENT

DAY TWO

Crisis Communication and De-Escalation

- 3.2.1 – Identify stress-provoking situations that may precede crises.
- 3.2.2 – Given a list of behaviors, identify those that indicate an offender is in crisis.
- 3.2.3 – Identify ways to verbally intervene in a situation that is beginning to escalate.
- 3.2.4 – Identify intervention techniques used by officers to de-escalate tension (best practices).
- 3.2.5 – Given a description of a crisis where one or more persons is emotionally upset, identify the appropriate response by the officer.
- 3.2.6 – Given a scenario involving a disturbance with an offender, identify the appropriate response.
- 3.2.7 – Given a scenario in which there is an escalation of tension, demonstrate the effective use of communication skills to de-escalate tension.
- 3.2.8 – Identify how to communicate with victims of sexual abuse.



CRISIS RECOGNITION AND RESPONSE

- Definition of “Crisis:” crisis is an episode of mental and/or emotional upheaval or distress that creates instability or danger and causes behavior that is considered disruptive by the community, by friends or family members of the person, and/or by the person himself.
- The three key factors are:
 1. It’s episodic.
 2. It creates instability or danger.
 3. Other people consider it disruptive or in some cases, dangerous.



CRISIS COMMUNICATION AND DE-ESCALATION

- Recognizing a Person in Crisis:
 - Often there is an event that made the person unable to control their behavior using normal coping methods. In your groups, identify events that could lead to a youth in crisis.
- Common personal factors leading to crisis:
 - Mental illness
 - Substance abuse
 - Medical condition
 - Situational stress

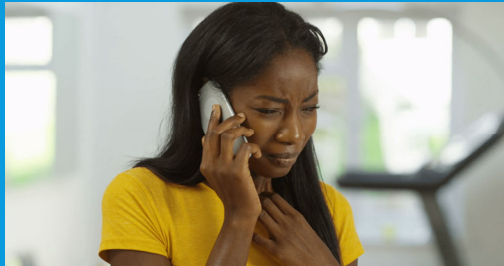


San Diego County Probation

**Rule
Violation**

What are some stress invoking events that may happen in juvenile institutions?

Phone Call



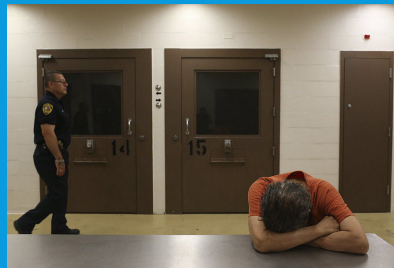
News Report



Court



Visit



School



Skype



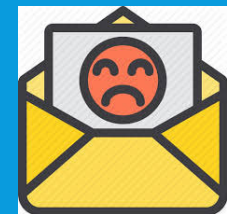
Yelling



Loss of Free Time



Mail



San Diego County Probation

Group Activity:

Create a list of behaviors

Common Behaviors

- Happy
- Sad
- Angry
- Crying
- Non-compliant
- Passive Aggressive
- Agitated
- Depressed
- Quiet
- Posturing
- Loud/Yelling
- Verbally Abusive
- Staring/Mad Dogging
- Non-participation
- Confrontational

Group Activity:

From the created lists, identify behaviors that indicate an offender are in crisis.

ALL OF THESE BEHAVIORS CAN MEAN An offender IS IN CRISIS

- Happy
- Sad
- Angry
- Crying
- Non-compliant
- Passive Aggressive
- Agitated
- Depressed
- Quiet
- Posturing
- Loud/Yelling
- Verbally Abusive
- Staring/Mad Dogging
- Non-participation
- Confrontational

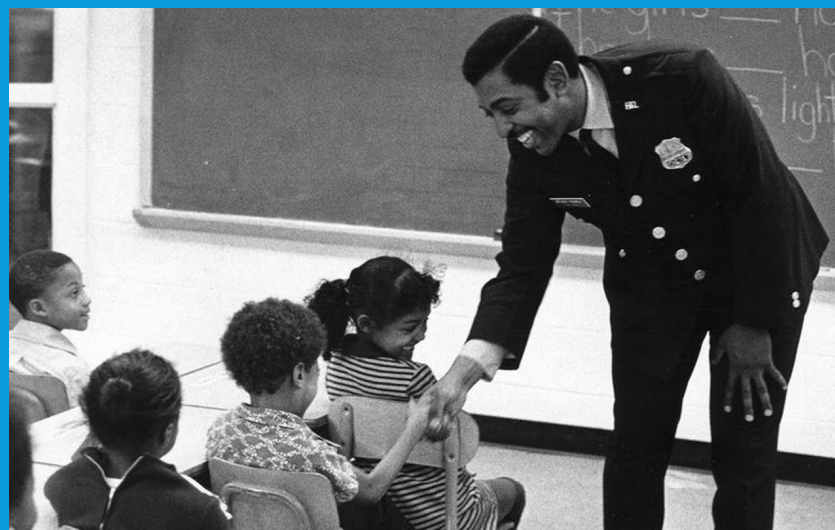


San Diego County Probation

Identify intervention techniques used by officers to de-escalate tension:

OFFICER PEACE PHRASES

- Excuse me Sir-Can I talk to you...
- For your safety and mine...
- Could I ask you...
- Would you assist me...
- Can you work with me...
- Can you go along with me on this...
- Help me help you...
- What's the matter...



Identify appropriate responses by officers to a person in the following situation:

An offender is yelling at an officer in the next interview room saying, “you guys don’t care!” appears agitated, and is standing with clenched fists.

- Active listening
- Calmness
- Empathy
- STAT team
- Time out/Cool off period
- Separate from other offenders

What could be considered a disturbance in an office or the field?

- Fighting
- Yelling
- Self Harm
- Gang Activity
- Banging
- Throwing Objects
- Non-compliance

In the following scenario: An offender is using profanity during an office visit, interrupting the officer and causing other offenders to notice. What are some appropriate responses?

- Active listening
- Calmness
- Empathy
- Verbal Commands
- Separate from group

WELCOME BACK!
LET'S GET STARTED



San Diego County Probation

Scenario: Role Play

Groups of 3-4

3 person group scenario:

An offender is being disrespectful towards an officer.

Student 1 plays the offender, student 2 plays the officer and student 3 observes and takes notes on officer's skills.

All students rotate through all the roles.

4 person group scenario:

Two offenders in a house are arguing over the same girlfriend? Student 1 & 2 play the role of the offenders, student 3 play the officer and student 4 observe and take notes on officer's skills. Rotate so everyone plays each role.

Communicating with victims of sexual abuse:

- Ask if they are comfortable speaking with you
- Offer for them to speak to STAT team or referral
- Talk in a normal tone
- Use empathy
- Don't minimize their feelings
- Don't ask what happened
- Don't yell
- Don't threaten
- Avoid judgment
- Be supportive
- Acknowledge them
- Let them know you are there for them
- Remind them that they are not to blame

THANK YOU!