



Behavioral Crisis Intervention Procedures

These procedures are to be used only during times when the child's safety or the safety of others is threatened by the child's behavior. Crisis intervention techniques are never to be used as a method to obtain a child's compliance. If other methods of guiding the child's behavior have been unsuccessful and the child's behavior threatens the safety and well being of others, then the crisis intervention procedures may be applied.

1. Remain calm:
 - a. Use a soft, calm, voice when addressing the individual.
 - b. Have confidence that you are qualified to handle this situation.
Use positive self talk if necessary.
2. Isolate the child to let off steam:
 - a. Remove the audience/class or the acting out individual from the area.
 - b. Call for extra support if needed. In a time of crisis it is okay to use non-qualified staff to help with the other children in the class.
3. Use non-threatening statements and body language to set clear limits. For Example: *You can get your favorite book to read as soon as you are calm.*
 - a. Avoid ultimatums and power struggles
 - b. Allow time for the child to make a choice.
4. Ignore the child's behavior if it is not disruptive. Allow the child space and leave them alone if the child is calm, even if the child is not following the rule or routine. *For example the child crawls under a table and refuses to come out.*
5. Listen, allow silence, and be empathetic:
 - a. Be nonjudgmental
 - b. Give the child undivided attention
 - c. Listen to what the child is saying and focus on their feelings not the behavior.

6. Once the situation is under control and the child is calm, establish therapeutic rapport to assure the child that the relationship between the two of you is not damaged.
7. Allow the child to return to the group.
8. Notify the Disabilities Department and the parent about the incident.
9. Debrief with the staff involved and the supervisor.
 - a. Allow staff time to express and process their feelings.
 - b. Discuss the basic facts of the incident to see all perspectives.
 - c. Identify any triggers or patterns of behavior that may have occurred with the child or that may have escalated the situation.
 - d. Develop a plan with alternative ways to handle the situation in the future.
 - e. Use resources and activities in the classroom that could be helpful in making behavioral changes. The Disabilities Department can assist you with resources.
10. Involve the parents in any plans made for the child.