


Welcome to







**Mental Health Wellness
for Individuals with
Intellectual and
Developmental Disabilities**

Click the "Next" button to begin the
**Putting it all Together: Supports and Strategies for Direct
Service Workers**







Please provide your first and last name in the space below:

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


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**Mental Health Wellness for Individuals with
Intellectual and Developmental Disabilities (MHW+IDD)**

-  Certificates of completion are available for each module. Please print or save your certificate immediately following completion of the course as they will NOT be available to you at a later time.
-  It is estimated that it will take you 50 minutes to complete this module. It **does** need to be completed in one sitting as your work will be lost if you close out this program during the middle of the module.
-  You can pause or back up at any time during the training but you cannot fast forward through slides. Slides will automatically advance once the voiceover is complete.
-  Your computer should have audio to complete the training as the voiceover presents much more information than what is displayed on the slides. Do not attempt to complete this training without audio. For those who are deaf or hard of hearing, a narrative of each slide is available in the Resources section of this online training.

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Putting it all Together

Objectives:




1. Build on previous modules to provide specific skills and strategies for DSWs to implement when supporting individuals with an IDD towards mental wellness
2. Provide concrete prevention strategies that set individuals up for success
3. Provide specific intervention strategies to use safely when challenging behaviors occur
4. Provide participants with crisis prevention and intervention resources


Outline:

- I. Putting it all together: The role of the DSW
- II. Using positive behavior supports to promote mental wellness
- III. A review of the biopsychosocial perspective
- IV. The importance of fostering positive relationships
- V. Environmental factors that contribute to well-being
- VI. Crisis prevention and intervention strategies

Outcome:
By the end of this module, participants will be able to use strategies to prevent and respond to mental health needs of individuals with an IDD in a safe way that will support and promote mental wellness and positive outcomes. Participants will have the ability to improve the quality and effectiveness of services provided to individuals with an IDD who have co-occurring mental health needs.


Acknowledgement: Much thanks to Joan Beasley, PhD, for her expertise and time in developing this module




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Putting it All Together: The Role of The DSW

- If you've taken the previous modules, you've already learned a lot of information and are knowledgeable about the many factors that go into supporting someone with an IDD and a mental health condition
- We've covered topics, which when taken together, help us to understand biological, psychological and social influences on people with IDD and how to positively support someone to promote mental wellness

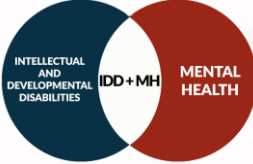


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**Putting it All Together: The Role of The DSW:
Module 1 Review**

Module 1: Co-occurring Disorders

- Some specific mental illnesses that occur with high frequency in the IDD population
- How to support people with co-occurring conditions
- There is a high prevalence of people who have an IDD and a co-occurring mental illness
- People with IDD who have mental illness can and do recover!
- DSWs and other people who support them can make a big difference in helping to achieve mental wellness




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**Putting it All Together: The Role of The DSW:
Module 2 Review**

Module 2: Trauma-informed Care for Individuals with an IDD

- Introduced the concept of the **trauma-informed care approach**
- Discussed the prevalence of trauma
- How trauma impacts the brain and behavior
- Reviewed the signs and symptoms of trauma
- Identified specific ways a DSW can use trauma-informed care to support individuals with an IDD in recovery through **Safety, Empowerment, and Connection**




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**Putting it All Together: The Role of The DSW:
Module 3 Review**

Module 3: Functional Behavioral Assessment and Positive Behavior Support

- Introduced the concept of **positive behavior supports**
 - Prevention**: making changes in a person's environment that will help support their success; and
 - Active positive interventions**: teaching skills and building upon the person's strengths, and actively recognizing and rewarding positive behaviors and accomplishments
- Discussed **functional behavior assessments**
 - What behavior communicates to us
 - Why understanding the **function of behavior** can help a DSW to support an individual with challenging behavior more effectively




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**Putting it All Together: The Role of The DSW:
Module 4 Review**

Module 4: Overview of Genetic Syndromes Associated with IDD

- Introduced the concept of genetic syndromes
- Talked about how understanding a person's genetic syndrome can help a DSW provide informed support
- Reviewed several specific syndromes associated with IDD and strategies on how to best support individuals with those syndromes
- Knowing a person's genetic syndrome can help DSWs provide **informed and targeted care**
- A genetic syndrome does not dictate who a person is**
- The DSWs relationship with the person will help **make all the difference**




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**Putting it All Together: The Role of The DSW:
Module 5 Review**

Module 5: Overview of Other Medical Diagnoses Associated with IDD

- Challenging behaviors are often an attempt to **communicate pain or illness**
- It is essential that health problems are always ruled out as a first line of treatment for any increase in or new challenging behavior
- Discussed specific medical conditions that can directly impact behavior, mental health and wellness for individuals with an IDD


❖ Now we're going to **Put It All Together!**



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**Using Positive Behavior Supports to Promote Mental Wellness:
Case Example (Slide 1 of 3)**

- Bill is a 40-year-old man diagnosed with **Down syndrome** and **moderate intellectual disability** who lives in a group home in the community
- Problems with **communication and increased risk of anxiety and depression**
- Since he was a little boy Bill has also had **challenges with social interactions** which was worsened by speech that was hard to understand
- He had trouble adapting to **changes in routine**, and was bullied in the past by neighborhood kids
- When Bill was 24 years old, his father passed away suddenly and his mother could no longer take care of him, placing him in a home and community-based residential program
- Bill's mother and sister told him he would move back home soon, although they had no date in mind to follow through on this
- Since then, Bill asks every time he sees his mother when he will move back home





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MHW=IDD

Using Positive Behavior Supports to Promote Mental Wellness: Case Example (Slide 2 of 3)

- When he is doing well, Bill engages in his many interests
- He is cooperative and thoughtful and tries to please people
- Bill is known to have **trouble with change in his routine** and has had **severe episodes of aggression and property destruction**
- Because of Bill's aggressive episodes, people view him as difficult to support
- For years, Bill's mother brought him home every weekend
- She has recently had medical problems that have prevented these visits
- Bill typically does not understand why his mother has not come to take him home like she used to
- On several recent occasions he has thrown furniture, smashed walls and windows, and slammed doors
- His challenging behavior is prone to escalate along with increased anxiety and depression






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Using Positive Behavior Supports to Promote Mental Wellness: Case Example (Slide 3 of 3)

- Bill will often **feel badly** later and apologize
- Sometimes, due to Bill's behavior, he has **missed the opportunity** to participate in an activity or event that he wanted to do
- When Bill misses opportunities that he has been looking forward to, he does not understand why and becomes even more upset, which can take several days or weeks to resolve
- He can **become withdrawn, and have trouble sleeping and eating** during these times

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Using Positive Behavior Supports to Promote Mental Wellness: Case Example: Common Challenges

Limited Ability to Understand

Trauma

Feeling Betrayed

Less Ability to Cope

Mental Health Issues

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MHW=IDD

Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 1 of 6)

- Bill's DSWs pointed out that Bill often felt that his mother was mad at him or that she would never come back when she did not make a visit
- His aggressive **behavior** was his way of **communicating**:


- Feelings of Confusion
- Loss and Abandonment
- Did Something Wrong
- Lack of Control

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Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 2 of 6)

- The team developed a **support plan** with help from his DSWs, which helped to address many of these issues
- It included several strategies to use with Bill to help him see that his mother was not angry and was still there for him
- These **strategies** included:
 - Making get well cards
 - Looking at a book of pictures of his mother and other family members
 - Speaking on the telephone with his mother when he could not visit
- The approach was **trauma informed**, as they showed understanding and supported Bill. Instead of telling him to stop worrying, they helped him to deal with his worry




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Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 3 of 6)

- Through a **trauma informed approach**, Bill's DSW, Mark, pointed out that Bill had nothing to do but wait for his mother on the weekends when visits were expected; this contributed to the problem
- Mark also felt that Bill had **many skills** he could build on, but needed more awareness that he was a good person
- Mark knew it would be helpful for Bill to have things to look forward to
- Having **meaningful activities** allowed Bill to still have a good day even when his mother was late or unable to make the visit
- He helped Bill create and decorate a personal picture calendar including activities he was interested in
- Mark learned that Bill is a very kind and funny man, who is more flexible and understanding than people realized
- They would share a laugh and a smile as they talked about how he could schedule something else to do when special plans fall through



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Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 4 of 6)




- Help Bill **anticipate** what to do when a problem arose
- With a plan of action in place for challenging moments, Bill was able to practice different ways of coping with disappointment
- Feeling **better about yourself** and having a **defined plan of action** in place helps to cope with anxiety, depression and **overall sense of self-worth**

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Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 5 of 6)

- When his mother did cancel, the DSWs let Bill know that they understood and **shared his feelings of disappointment**
- At the same time they **encouraged him** and told him they were glad Bill could still have a great day with them
- Over time and after several minutes of reassurance that his mother was not angry, Bill was able to enjoy a special activity with the DSW
- Sometimes these **plans take practice**
- The first few times he had problems, but over time, things improved
- The DSWs praised Bill for his kindness, sense of humor, and flexibility



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Using Positive Behavior Supports to Promote Mental Wellness: Role of the DSW (Slide 6 of 6)



- Without the **safety** and **connections** he experienced with the DSWs, he likely would not have had the same outcome
- Knowing he had the **skills**, getting **praise** for using them and **planning** ahead helped Bill to overcome the reputation of being aggressive when his routine changed
- While he never grew to like change, the DSWs worked with Bill on how to positively live with it
- When Bill's mother passed away, he was very sad, but the loss did not traumatize him
- He had practiced dealing with her absence and he had the opportunity to say goodbye

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Application Exercise

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Using Positive Behavior Supports to Promote Mental Wellness: Positive Behavior Support (Slide 1 of 3)

- Positive behavior support helps us assist people with challenging behavior, or mental health symptoms, to achieve **mental wellness**
- We call them **"positive"** because we proactively teach an individual how to express feelings and achieve their wants and needs, rather than:
 - Telling someone what not to do
 - Punishing them for behavior we find challenging
- **"Support"** helps us to acknowledge that we are not managing or controlling how someone behaves
- We are fostering a more useful way for them to communicate needs and get them met

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Using Positive Behavior Supports to Promote Mental Wellness: Positive Behavior Support (Slide 2 of 3)

- Conditions an individual cannot control frequently set the stage for challenging behavior
- These conditions can be changed by **modifying the person's environment!**
- May involve changing the physical setting of an environment, enriching the environment, or providing teaching strategies to the person to help them navigate the environment
- Creating a space that is **predictable, comfortable, and safe**, based on the **physical, emotional, and mental health** needs of that person are positive behavior support methods
- Bill could not control:
 - Whether his mother would show up for a visit
 - Difficulties dealing with changes in his routine
 - Feelings of anxiety or depression
 - Challenges with verbal communication
- By making changes in Bill's environment, Mark supported Bill to **alleviate some of his anxiety and depression**
- The approaches that Mark used were consistent with **Positive Behavior Support** and were successful in supporting Bill to achieve **mental wellness**

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Using Positive Behavior Supports to Promote Mental Wellness: Positive Behavior Support (Slide 3 of 3)

- **Positive Behavior Support:**
 - Builds on a person's strengths
 - Helps them find things that make them independently happy
- Research has shown that positive life experiences and happiness promote mental wellness and assist in coping with symptoms of mental illness
- Mark used a positive behavior support approach by teaching Bill new skills, practicing what to do when a problem arose, helping him learn ways to cope, and to feel good about himself
- Using positive behavior support practices with the individuals we support can **lessen the likelihood of challenging behavior and mental health symptoms**
- Many DSWs notice that people have fewer problems when engaged in things they love to do
- This is key, whether the individual is verbal or non-verbal and regardless of disability

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Review of the Biopsychosocial Perspective

- Symptoms of distress or challenging behaviors are likely due to factors that we cannot see or know about unless we take a very **careful look over a period of time** to better understand what may be happening
- **People are complex!**
- All people are unique with different **Biological, Psychological, and Social** factors contributing to how they function
- As a DSW, the more you understand the **whole** person and what factors influence their behavior, your ability to support the individual will improve

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Review of the Biopsychosocial Perspective: Building Relationships

- **Building relationships** with the individual we support is key, really knowing someone and trying to understand them
- The DSW is often the expert on important, even if small, changes in the person
- We learn new things about people as we get to know them
- It is important to include these in our daily work

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Application Exercise

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Review of the Biopsychosocial Perspective: Factors to Consider

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Review of the Biopsychosocial Perspective: Summary


- All behavior is meaningful
- Being aware that a person's behaviors are an expression something more specific is key to developing effective support strategies
- Do not simply manage a person's behavior
- We must understand what the behavior is telling us and what purpose it serves for the person



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Review of the Biopsychosocial Perspective: Case Example


- Sara is a 25-year-old woman diagnosed with **autism** and **moderate intellectual disability**
- She has very **limited use of language**
- She has a severe **seizure disorder** although it is not always clear when she is having seizures
- Sara can be very **aggressive**
- Her behavior has improved greatly after a **change in her medication**
- Considering the biopsychosocial model, it was determined that some of the **medications** treating her seizures were **causing side effects** that resulted in her being **tired** and **irritable**
- Her medications were changed and Sara was able to engage in activities she liked
- There was a dramatic reduction in her difficulties once she was able to have happier, more productive days



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Review of the Biopsychosocial Perspective: Case Example, Continued

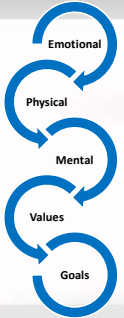
- A **few days ago**, Sara became very upset and began to slap her own face and others
- For several days in a row, Sara has been unable to return to her happier self
- DSW's **consider the whole person** and reported some changes that might provide a clue about what was happening with Sara
 - Her **sleep and appetite had decreased**
 - She had become **less engaged** than usual
- The clinician noticed that Sara was **holding her face** and it was swollen
- After learning about the observations of the DSWs she suspected something else may be happening
- The team agreed to take Sara to the dentist; it was discovered that Sara suffered from **four impacted wisdom teeth**



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Review of the Biopsychosocial Perspective: Case Study Strategies

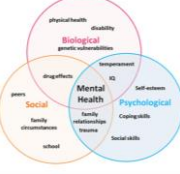
- Conducting a **functional behavior assessment**, involving observations of challenging behavior or mental health symptoms, is intended to help us understand what function a target behavior might serve
- DSW knowledge of the **whole person** and monitoring on an everyday basis contributes to identifying the underlying cause of challenging behavior
- Ultimately, a team approach that includes the DSW communicating observations from the biopsychosocial perspective is essential in the development of a functional behavior assessment



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Review of the Biopsychosocial Perspective: Case Study Strategies, Continued


- Be **proactive** about what we notice with regard to changes in function even when this does not coincide with mental health symptoms or challenging behavior
- Decreased appetite** was the first change
- Discomfort went unnoticed because she was **unable to communicate** that her teeth hurt
- What was potentially misunderstood as aggression turned out to be an attempt to **seek relief from pain**
- Biological** = impacted teeth
- Psychological** = being upset and struggling to find comfort
- Social** = change in her interactions with others and self-injurious behavior



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Importance of Fostering Positive Relationships


- The relationship Sara had with her DSWs allowed them to quickly determine that something was wrong with her
- Getting to know people, especially those that have difficulty communicating, may take some time
- The best way to know a person well is to engage in **positive interactions**
- A positive greeting goes a long way
- Make a point of spending time with the person **doing things they enjoy**
- If a person is distressed, take time to notice what is bothering them and let them know that you understand and share how they are feeling



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Importance of Fostering Positive Relationships, Continued

- The DSW can make a tremendous difference in the lives of people we support when using a **positive approach**
- Using a positive strengths-based approach can help influence change in others
- It is crucial to **focus on strengths** in that person
- Positive change comes from building someone up, not breaking someone down
- It is important to remember that positive experiences should not be offered on condition that the person has had "good behavior"
- Remember, **happy people have fewer mental health challenges!**



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Importance of Fostering Positive Relationships: Positive Psychology

- The approach in mental health that relies heavily on positive character strengths to promote and maintain mental health is known as **Positive Psychology**
- Applying an individual's strengths to help someone thrive
- As DSWs, there are three central elements of positive psychology that we can incorporate into our work:
 - Fostering positive experiences**
 - Identifying signature strengths**
 - Patience, Bravery, Honesty, or Kindness
 - Identifying talents, interests, and abilities**
 - Things we do well
 - Bring out a person's strengths they didn't even know they had
 - Dancing, Singing, Cooking, or Photography

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Importance of Fostering Positive Relationships: Positive Psychology, Continued

- Many people with an IDD have **never had the opportunity to identify strengths**
- This focus will take practice and support from the team
- If you take together the: Understanding of what the person is communicating + Providing positive experiences + Identifying signature strengths + Practicing skills and interests = you will greatly contribute to a **better life for the individuals you support!**
- Each of these is also a focus of **Positive Behavior Support**
- To explore these concepts further, a document is included in the RESOURCES section of this module on positive psychology




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Importance of Fostering Positive Relationships: Case Example

- Mike is a 50 year-old man who lives in his own apartment, and is diagnosed with an autism spectrum disorder, Fragile X syndrome, mild intellectual disability and depression
- When he is depressed, Mike can be very **irritable and anxious**
- He has **trouble identifying the feelings** that go along with his depressive symptoms resulting in episodes of **property destruction**
- He wants to be close to his family but Mike is very shy and has **"social anxiety"**
- After living in the facility for 30 years, his support team conducted a **functional behavior assessment** that identified the **function** of Mike's property destruction, as well as **supports and strategies** for teaching Mike replacement skills to learn positive behavior
- A support plan was developed for successful community placement
- While his DSWs were knowledgeable of Mike's support needs and of the strategies in his support plan, **his mother often had difficulty with this**
- During Mike's monthly visits to her home his mother reported that Mike would stay in his room all day long
- She was very worried about this and wondered if he loved her
- The visits were important to Mike and he looked forward to them

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Importance of Fostering Positive Relationships: Case Study Strategies




- Using a **positive behavior support** approach, the team decided to explore the positive traits in Mike that might be able to help him to do something meaningful and express his love in a way that was comfortable for him
- Mike is strong and has many skills:**
 - He can focus well on completing a task
 - He is helpful around the house
 - He loves making things neat and orderly
 - He feels really good when he is helpful
- With the help of his DSWs, Mike, and his mother, they identified **meaningful ways for Mike to practice his skills** of keeping things orderly and helping out around the house


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Importance of Fostering Positive Relationships: Case Study Strategies, Continued

- Mike was asked if he would be interested in mowing the lawn at his mother's house as part of each visit and he happily agreed
- Mike's brother agreed to help Mike learn how to use their lawn mower
- This was the first time in many years they worked on something as a family
- The **ability for Mike to make a contribution** and **use his strengths** helps them to have a nice visit and gives Mike something to do that is meaningful
- Visits with his mother have helped to **reduce his symptoms of anxiety and depression**, resulting in a decrease in his property destruction
- He feels part of the family, valued, appreciated and loved**
- The visits now foster positive experiences, focus on strengths and allow him to use his skills and interests in a **meaningful way**




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Application Exercise

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Environmental Factors that Contribute to Well-Being: Introduction



- The home or program that we provide for people offer environments that can foster a **sense of well-being**
- Sometimes the **least understood** factor when someone has challenges with their behavior or mental health
- The first thing to keep in mind is the **role of the DSW is to set the stage for a good day**
- The way you greet the people, your own mood, sense of order and predictability can help to assure the people you support they are **safe, respected and liked**


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Environmental Factors that Contribute to Well-Being: Specific Strategies

- Lighting, noise level, furnishings, decorations and the ability to have privacy and space also contribute to a person's well-being
- In some places, this can be difficult to achieve and requires creative thinking on the part of the team
- It is important to be aware that **we can be creative in any setting**
- We can support individuals by creating **enriching environments** that offer **meaningful activities**
- People have done this by:
 - Using different colored paints on walls
 - Hanging attractive pictures
 - Using natural lighting
 - Making sure that furniture and amenities are in good condition
 - Displaying affirmation statements
 - Having different activities for individuals including wellness activities
 - Introducing a pet


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Environmental Factors that Contribute to Well-Being: Opportunities for Change


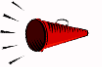

- In some environments there is less opportunity to change the physical space
- Make sure there are **opportunities** for them to go to a quiet place when they need to get away and have time to themselves
- Examples include, taking a walk, using headphones to listen to music, or sitting on a patio
- Find ways for that person to be well in their home and to help set up their environment in a way that **helps support their mental wellness**
- We can support individuals by **modifying a person's environment based on their needs** and by **anticipating changes** that may cause challenges
- For example, if we know that a certain place or thing triggers a trauma response in a person we support, we can be proactive in our strategies
 - We may want to avoid certain things
 - Prepare ahead of time
 - Have extra supports in place when they cannot be avoided

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Environmental Factors that Contribute to Well-Being: Sensory Processing Issues

- Many people we support have **sensory processing issues**; over- or under-responding to sensory information such as bright lights or unexpected sounds
- May have difficulty with changes in their daily routine, the tastes or textures of certain foods, or the feeling of certain fabrics on their skin
- Knowing the person well and helping them to adapt** to this is key
- May have adaptations in the environment to help support them
- May be provided with special adaptive equipment such as headphones or another device that assists them in feeling well
- If you notice that someone may have sensory issues, report it to your team and help the person by reducing any negative impact from the environment
- With the right supports in place, **people can cope** with the sensitivities they have

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Crisis Prevention and Intervention Strategies: Introduction


- Handling a behavioral crisis incorporates all of the information we have learned thus far
- It is an important topic in our work to ensure the safety of those we support and our safety as well
- A person experiences a behavioral crisis when they are engaging in behavior that places themselves or others at **serious risk of harm**
- The focus of our attention is on promoting the mental wellness of the individuals we support, and always on the **prevention of crisis**







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 Crisis Prevention and Intervention Strategies: Toolkit

- You are better prepared to support individuals in getting needs met and in helping to prevent challenging behavior
- You can better intervene and de-escalate situations when an individual you support is beginning to have a challenging behavior
- We also must have tools for what to do when a person does engage in challenging behavior, including knowledge to use the tools
- If an individual that you support has a positive behavior support plan, the directions provided must be ones you can follow
- It is important that as a DSW, you communicate with others, your supervisor, and your team to be sure you understand what is required of you so you are prepared to use the plans offered
- If the plans do not work, then you can help the support team to develop new plans







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 Crisis Prevention and Intervention Strategies: Prevention

- It's always best if you can prevent the crisis from occurring at all
- There will be times when total prevention is not an option
- You will need to also use the intervention strategies that you have learned
- Here are some prevention strategies we have discussed:
 - Know the person you are supporting
 - Treat them with dignity and respect
 - Make environmental changes to support the person's success
 - Promote health and wellness
 - Be positive and encouraging and recognize successes
 - Use trauma-informed care and positive behavior support approaches in your work
 - Build on the person's strengths and teach skills as identified through a functional behavior assessment
 - Communicate with the team

PREVENTION!

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

 Crisis Prevention and Intervention Strategies: Intervention Stage 1


- Sometimes we can see a person is becoming upset by the way they are acting
- We can think about crisis intervention occurring in **three stages**
- All stages employ the **positive strengths-based approach**

STAGE 1

Stage One Crisis Intervention:




- Occurs when the DSW works with an individual to address a problem using the **strengths, skills** and **interests** the person possesses
- Example: Help a person who becomes anxious by using deep breathing exercises while waiting for a doctor's appointment to improve ability to cope
- While most DSWs do this naturally every day on the job, it is important to **communicate what works** to your team or supervisor
- This is the most common stage and the DSW can play a **crucial role** in supporting the person whose behavior may otherwise escalate
- You can use your **connection** with the person and effective intervention strategies to **support their wellness**


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 Crisis Prevention and Intervention Strategies: Intervention Stage 1 - Specific Strategies

Intervention Strategies:

- Use **calming** and de-escalation techniques
- **Offer choices** to the person that might help remove them from a situation that is causing a problem
- **Create safety** by being aware of your body language and tone of voice and remind them that you are there to support them
- **Provide space**
- Be aware that people with specific genetic syndromes or medical diagnoses may have intervention strategies that are more effective based on common traits
- Use a **trauma-informed care** approach
- **Avoid power struggles**
- Follow the person's **behavior support plan**
- Remember that you are **part of a team**




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 Crisis Prevention and Intervention Strategies: Intervention Stage 2

STAGE 2

Stage Two Crisis Intervention:

- May include:
 - Talking with a supervisor when you are worried or concerned about someone
 - Asking for assistance from a member of your team when problems occur that you do not feel equipped to handle alone
- Be **observant, trust your instincts**, and **ask for help** when the need arises
- Example: You notice the person you support is acting very differently than you would expect, and **you do not know why**
- These are times the person might **need extra support** from other team members
- They may need **medical evaluation** or possibly a **change in environment**
- At any time should you feel unsure or unfamiliar with the person and need some assistance, let someone know
- It may be an indication that **something needs to be addressed right away**

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 Crisis Prevention and Intervention Strategies: Intervention Stage 3


STAGE 3

Stage Three Crisis Intervention:

- Requires **immediate assistance** from a team member
- People may be at risk of harm or injury and the **first step is to ensure safety**
- If someone is having challenging behavior that is putting themselves or others at risk of harm, follow the individual's **behavior support or safety plan**, as well as the provider safety plan policy
- It is important that you **understand the plans and the policies ahead of time**, so you can remain safe and keep the people you support safe in any situation, if a crisis does happen

SAFETY FIRST!!!


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Crisis Prevention and Intervention Strategies: Conclusion

- It is important that you are familiar with all three levels of crisis intervention for the people you support
- When you do not know how to intervene at stages one and two, this can lead to more difficulties requiring stage three interventions
- Managing a crisis that involves physical aggression or anger in others can be scary
- **Accept the person's feelings** in the moment and **allow for space** between the two of you
- Show them you are listening and try to **respond calmly**
- It **does not help to argue** with someone who is very upset
- Your calm response can help calm someone else
- Use a **trauma-informed care approach**, keeping in mind the three ingredients to recovery: **Safety, Connection and Empowerment**
- Even in a crisis, you can help a person feel safe, supported and connected


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Crisis Prevention and Intervention Strategies: Conclusion, Continued

- Because of your training, you are more prepared to manage a crisis because:
 - You are aware of the biopsychosocial factors influencing the person
 - You are aware of your influence on individuals and how your reactions affect behavior and mental wellness
 - You have tools that you've practiced and can offer calming and de-escalation strategies
 - You have established a meaningful relationship with the person and you treat them with dignity and respect
- It is important to recognize that you are part of a team or system of support
- The DSW works together as an integral member of the team, providing insight that helps support the development of the individual's treatment plans, and communicating concerns when needed
- Whatever means is available to you, do your best to communicate and collaborate

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Putting it all Together: Summary



- Remember that people are so much more than our initial impression
- They also have strengths, relationships, interests and abilities that come together to make them **much more than a disability**
- As DSWs, we can build on a person's strengths by remembering the following:
 - Use a positive, strengths-based approach in supporting others
 - Remember the biopsychosocial aspects to fully consider the **whole person**
 - Use positive behavior supports
 - Know the three stages of crisis intervention
- We appreciate your attention and are confident you have learned useful strategies to prevent and respond to challenging behavior and mental health symptoms
- Through utilizing techniques presented you are now able to **promote positive behavior, recovery, mental wellness, and overall happiness and well-being!**

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