



# TACT<sup>2</sup>

## Therapeutic Aggression Control Techniques

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Revised March 2016



## Therapeutic Aggression Control Techniques v.2

# Acknowledgments

**Evolution of TACT2:** The TACT2 program is based on over 20 years of research, development, field testing and use in group homes, emergency shelters, hospitals, residential treatment centers, wilderness camps, after school programs, and public or alternative schools. The original form of TACT was developed in 1994, with significant changes made to both verbal and physical intervention components in 1997 (hence TACT2). In 2006, in response to growing concern nationwide regarding the dangers of positional asphyxia, the prone takedown was replaced with seated and supine techniques.

**Revision:** This 2016 revision provides numerous changes to the verbal program, including up-to-date characters struggling with topical issues such as cyber-bullying, school violence, sexual abuse and identity; intriguing activities drawn from emerging research on childhood trauma; and a renewed emphasis on adult anger traps and unnecessary power struggles. The TACT2 logo is inspired by the New Zealand Maori "koru," which symbolizes new life, new beginnings, and new journeys.

**Grounded in Theory:** The practical works of William Glasser (Reality Therapy/Choice Theory) and of George Sugai & Robert Horner (Positive Behavior Support) have informed TACT2's conceptualization of deliberate misbehavior. The inspirational works of Nicholas Long & Frank Fecser (Life Space Crisis Intervention) and of Larry Brendtro, Martin Brokenleg, & Steve VanBockern (Circle of Courage) have contributed greatly to our approach to emotional crisis. I have also been deeply influenced by Sandra Bloom's research on trauma-informed care, which has helped our field see traumatized children and youth as injured rather than ill. For more detailed references to their work, visit [www.TACT2.com](http://www.TACT2.com).

**Physical Techniques:** The TACT2 physical skills are derived largely from commonly practiced wrestling and self-defense techniques. While no blanket guarantees can be made, these highly effective techniques have been carefully engineered to protect the safety and dignity of both youth and staff. They have been adapted for the TACT2 program with the expert assistance of a trusted martial artist and a wrestling coach in Virginia, and modified as needed based on years of feedback.

**Gratitude for Contributions:** My thanks to the hundreds of dedicated TACT2 trainers who have skillfully delivered this program over the years, many of whom have contributed to its evolution over the past two decades. In particular, I wish to thank a number of talented individuals for their input and contributions to the 2016 version of the program: Marit Westrich at Boys and Girls Homes, Sioux City, IA; Christopher Wolfel at Colonial Intermediate Unit #20, Easton, PA; Lynn Elliot at A2Z Strategies in Baltimore, MD; Teresa Lyons at Health Recovery Services, Athens, OH; and always, Carolyn Parese, my wife, partner, and proofreader.

All illustrations have been skillfully rendered by Bruce Burgess, a talented artist and musician residing in Danbury, NC.

# Day One: Crisis Prevention



## Today, we will learn:

1. How to utilize a therapeutic decision-making model in crisis, and use diagnostic cues to separate deliberate misbehavior from emotional crisis.
2. How to identify four social needs underlying deliberate misbehaviors.
3. How to understand the impact of childhood trauma, low self-esteem, and situational stress on an emotional crisis.
4. How to recognize when we as staff are engaging in angry power struggles.
5. How to identify four predictable phases of an escalating emotional crisis, and use helpful strategies for managing each phase.

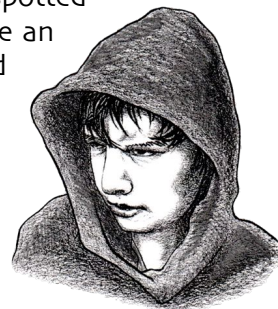
**"Every child needs at least one adult who is irrationally crazy about him."**

Dr. Urie Bronfenbrenner

1. Jesse (13) is a withdrawn student at an alternative school. He lives with his alcoholic mother and younger sister in a small, dirty trailer, so he seldom gets his basic needs met at home. Today, Jesse came to first period class 10 minutes late, hoping to escape notice. However, Samantha (on whom Jesse has a crush), spotted him: **"What is that smell? Oh yuck, it's Junkyard Jesse."** Jesse immediately turned red, made an excuse to use the restroom, and left the classroom as his classmates laughed. He was found standing near the boys' room, mumbling to himself with tears in his eyes.

What would be your initial intervention?

- Physically escort Jesse back to class.
- Walk past without saying anything, but check on him later.
- Give him immediate consequences for being out of class.
- Encourage Jesse to tell you what's going on.



2. Tanisha (17) is a popular girl from a middle class family who attends a public charter school. Tanisha and her friends often hang out at her house unsupervised, and spend a lot of time gossiping about other students on social media sites. Recently, their favorite target has been Carrie, a new student in their school. Today in biology class, Tanisha made some rude comments about Carrie's sexuality: **"So Carrie, is it true you're a LEZBO? Were you born that way, or were you like, 'turned'?"** The class erupted in laughter as the teacher tried to restore order.

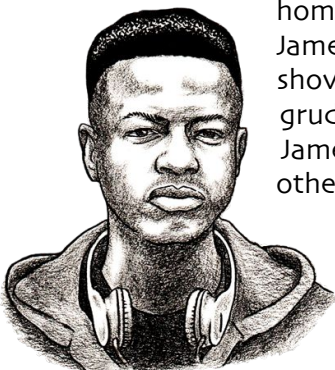
What would be your initial intervention?

- Physically remove Tanisha from the room.
- Ignore the comment and refocus on the lesson.
- Firmly warn Tanisha of consequences of such teasing.
- Tell the class to be more tolerant of Carrie's differences.

3. Carrie (16) is a loner who lives in a girls' group home, but attends a local charter school. She has a long history of self-abusive behavior, including piercing, tattooing and cutting, and is often hostile toward staff who try to help. For the past year, Carrie has been questioning her sexuality, which has led to a great deal of ridicule and cyber-bullying from her classmates. Today, Carrie was being taunted by Tanisha in biology class. The teacher tried to calm the group: **"Come on, kids. Let's be a little more understanding of Carrie's differences, instead of putting her down..."** Humiliated by this patronizing comment, Carrie cursed out her teacher, then stormed out of the classroom, tearing posters from the wall.

What would be your initial intervention?

- Physically stop her from removing the posters.
- Let her go and give her time to calm down, but inform other staff.
- Give Carrie immediate consequences for disrespect and destruction of property.
- Help Carrie express her feelings toward Tanisha in a healthier way.



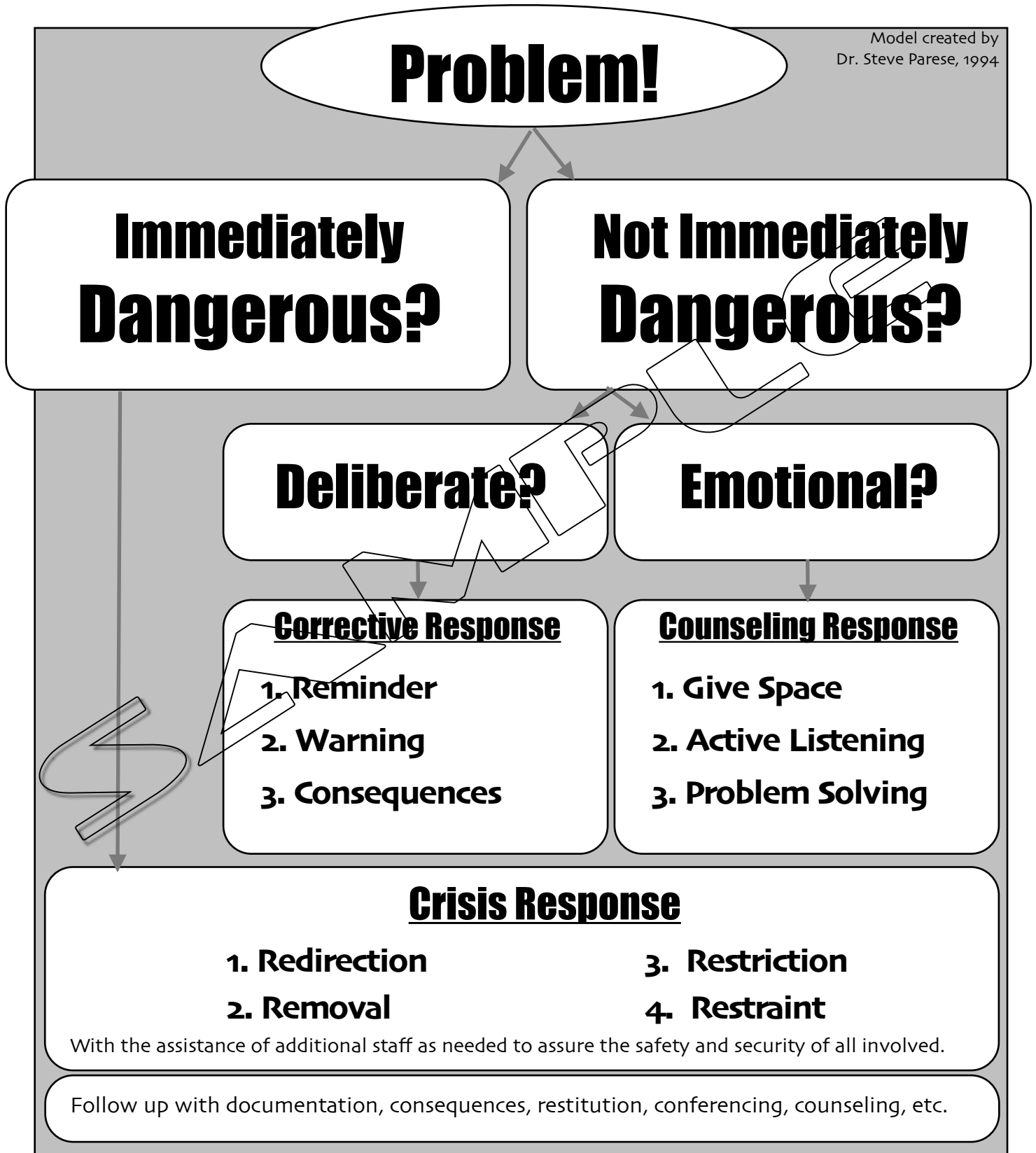
4. James is a tough 15-year-old who is incarcerated in a program for juvenile offenders. Back home, he was a member of an informal street gang that often had run-ins with rival gangs. James has mostly kept to himself since he got locked up, but earlier today, he got into a shoving match with a boy he knew from the street. Staff quickly separated them, but the grudge grew as the day progressed. It peaked after lunch during a basketball game when James threw an elbow into the other boy's jaw, and the two started swinging wildly at each other.

What would be your initial intervention?

- Physically separate them (with help from other staff).
- Let them fight it out, since they're going to do it anyway.
- Give both youth immediate consequences for fighting.
- Help the two youth talk out their differences here and now.

# TACT2 Model

The TACT2 Model suggests that decisions in crisis should be made by first assessing the level of imminent danger, then determining the psychological source of the issue. Deliberate or intentional problems can often be handled with straightforward behavior management, but overwhelming emotional crises require de-escalation and counseling first.



# Deliberate vs Emotional

## IMMEDIATELY DANGEROUS:

**Def:** Situation which places S \_\_\_\_\_ or  
O \_\_\_\_\_ at risk of S \_\_\_\_\_ H \_\_\_\_\_.

### Crisis Response

1. Redirection
2. Removal
3. Restriction
4. Restraint

With the assistance of additional staff as needed to assure the safety and security of all involved.

## DELIBERATE MISBEHAVIOR:

**Def:** I \_\_\_\_\_ behavior which meets  
youth's S \_\_\_\_\_ needs at expense of O \_\_\_\_\_.

### Corrective Response

1. Reminder
2. Warning
3. Consequences

## EMOTIONAL CRISIS:

**Def:** I \_\_\_\_\_ reaction to overwhelming  
S \_\_\_\_\_ or to M \_\_\_\_\_

### Counseling Response

1. Give Space
2. Active Listening
3. Problem Solving

Diagnostic Cue	Deliberate	Emotional
<b>BEHAVIOR</b> How typical is this behavior under normal conditions?		
<b>EXPRESSIONS</b> How much stress is visible in face, voice, body language, etc?		
<b>THINKING</b> How clear & rational is the youth's thinking?		
<b>ISSUES</b> Are there stressful outside issues occurring at the same time?		



# Part 2

## Deliberate Misbehavior

**Deliberate behavior is functional, an intentional choice to act in a way which meets social needs.**

Dr. William Glasser's work suggests that all human beings are motivated toward activities and relationships which meet four basic social needs. Most responsible adults have learned healthy, socially acceptable ways to meet their needs, but troubled youth often rely on inappropriate behaviors which violate the rules or the rights of others.

Based on work by  
Dr. William Glasser

Love • Belonging		Power • Importance	
<u>How WE fill this need:</u>	<u>How YOUTH fill it:</u>	<u>How WE fill this need:</u>	<u>How YOUTH fill it:</u>

Fun • Pleasure		Freedom • Individuality	
<u>How WE fill this need:</u>	<u>How YOUTH fill it:</u>	<u>How WE fill this need:</u>	<u>How YOUTH fill it:</u>

# Prosocial Alternatives to Deliberate Misbehavior

Successful programs for challenging youth do more than simply punish deliberate misbehavior. They also teach students how to meet their needs prosocially, without resorting to choices which violate our rules and others' rights.

## Love • Belonging

Prosocial relationships and activities:

## Power • Importance

Prosocial relationships and activities:

## Fun • Pleasure

Prosocial relationships and activities:

## Freedom • Individuality

Prosocial relationships and activities:

### Tanisha's Story

A few hours after biology class, Tanisha and her friends were in the cafeteria. They were circulating a Photoshopped poster, promoting Carrie and Ellen Degeneres as the school's "Prom Queen & Queen." When confronted by staff, Tanisha stated: **"It's just a joke! Get a sense of humor, why don't you?"**

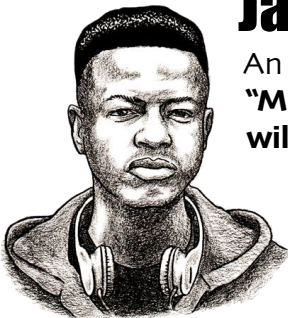
Which social needs are being met by Tanisha's negative behavior?



### James' Story

An hour before the fight during the basketball game, James' friends were saying: **"Man, you can't let that punk get away with messing with you like that! Everyone will think he owns you! What you gonna do?"**

Which social needs were being met by James' eventual decision to fight?





# Part 3 Impact of Childhood Trauma

**Some of our most difficult children and youth are those who have experienced childhood trauma.** Many children are resilient enough to bounce back from even extreme adversity, but about 25% of those exposed to severe physical or sexual abuse, chronic neglect, or family violence develop a psychological disorder, and experience lifelong physical, emotional, and behavioral problems.

Drawn in part from research by Dr. Gordon Hodas (2006) "Responding to childhood trauma: The promise and practice of trauma informed care."

## Results of Childhood Trauma may include:

### Physical Injuries Physical Changes PTSD Symptoms

Bruises, broken bones, scarring, malnutrition, head injuries  
Physical and developmental disabilities, traumatic brain injury, hormonal changes  
Dissociation (dazed unresponsiveness), hyperarousal, re-experiencing (flashbacks)

**Feelings of hopelessness, powerlessness, and shame** are prevalent in almost all victims. Depending upon personality, circumstances, and gender, traumatized children/youth may internalize these three emotions and act them out as withdrawn depression, or externalize the same three emotions as aggressive anger.

#### 1. Elementary (age 5-11)

Internalizing symptoms: \_\_\_\_\_

Externalizing symptoms: \_\_\_\_\_

#### 2. Adolescent (age 12-17)

Internalizing symptoms: \_\_\_\_\_

Externalizing symptoms: \_\_\_\_\_

#### 3. Victims of sexual abuse

Often exhibit either complete \_\_\_\_\_ or \_\_\_\_\_

## Carrie's Story

When Carrie was just 7 years old, a CPS worker removed her from her addicted mother's home in the middle of the night. She and her brother were severely malnourished, and there were signs that Carrie had been sexually molested.

Separated from her sibling, Carrie spent the next 5 years being bounced from one foster home to the next. Most foster parents found it hard to connect with this angry, sullen child, and quickly gave up on her. As a result, she seldom spent more than 6 months in one place. By age 12, Carrie was placed in a group home, where she began piercing, tattooing and cutting herself. Two years later, a male staff member was arrested when it was discovered that he had been molesting Carrie for months.

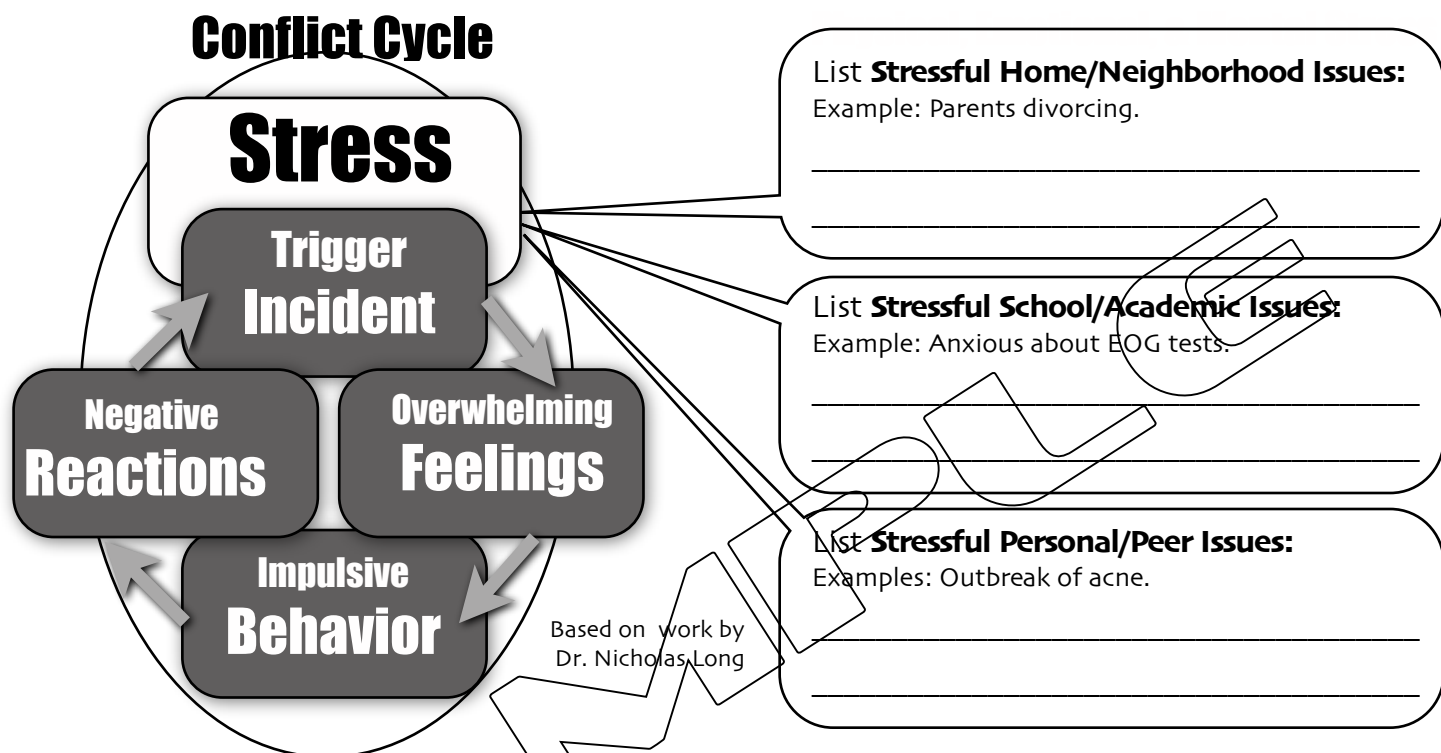
For the past year, Carrie has been questioning her sexuality, and has been romantically involved with other female residents at the group home, some of whom have experienced similar abuses. As a student at the public charter school, Carrie has endured a great deal of ridicule and cyber-bullying over her looks, behavior, and presumed sexuality. She has often acted out against staff and peers, leading to numerous discipline issues in school for disrespect and destruction of property.



How does Carrie's day-to-day behavior seem to be influenced by her past trauma? Does she internalize, externalize, or both? What problems might you expect to see from her at school or in the group home?

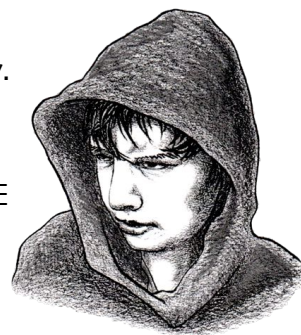
# Emotional Stress & Conflict

Dr. Nicholas Long's "Conflict Cycle" illustrates how minor incidents turn into major problems, especially when students have low self-esteem. A seemingly small issue may trigger an avalanche of powerful feelings. If poorly managed, these overwhelming emotions can lead to impulse behaviors which quickly escalate into a crisis, especially when peers or adults react negatively, aggravating the situation.



## Jesse's Story

Jesse is a withdrawn 13-year-old student from a very poor, dysfunctional family. As a result, his clothes are often dirty and his hygiene is poor. A few hours after being teased by Samantha, Jesse was in Coach Taylor's Health class, trying to avoid his teacher's attention. His previous experiences with Coach Taylor in PE class made him nervous around the man, so he was hoping to stay under the radar this morning.



**"So today, we're talking about personal hygiene. Who knows what the word 'hygiene' means?"** Coach asked the class. Bobby's voice yelled out: **"Don't ask Jesse. He don't know squat about hygiene!"**

The classroom erupted with laughter, and even Coach Taylor chuckled. Jesse suddenly felt his face go red with shame and embarrassment. He glanced toward the other student and mumbled under his breath: **"Leave me alone, you frikkin' ahole..."**

Several of the other students overheard the comment, and Bobby said: **"Ooooooh! Did you hear that? He called Coach Taylor an @\$\$hole!"** In a loud voice, Coach confronted Jesse: **"Did you just curse me out, son?"**

Jesse felt his throat close up with panic. Terrified, he tried to explain, but no words came out. With nowhere to hide, he shut down and stared down at his health book. The other students whispered **"Watch out!"** as Coach Taylor snatched the textbook out of Jesse's hands. He squatted down in front of him and said: **"Answer me, son, and don't you dare lie to me. Did you curse me out or not?"**

**Jesse's Stress Cycle**

1. Even before class, Jesse was **STRESSED** out about:

2. Jesse was **TRIGGERED** when:

3. Jesse began to **FEEL** (list two feelings):

4. Jesse **ACTED OUT** his feelings by:

5. **NEGATIVE REACTIONS:**  
From Peers:  
From Staff:

6. Jesse's **STRESS** level immediately:

7. Jesse then **FELT** (list two feelings):

8. Jesse **ACTED OUT** his feelings by:

**Jesse's friend's Stress Cycle**

1. Even before class, Jesse's friend was **STRESSED** out about:

2. Jesse's friend was **TRIGGERED** when:

3. Jesse's friend began to **FEEL** (list two feelings):

4. Jesse's friend **ACTED OUT** his feelings by:

5. **NEGATIVE REACTIONS:**  
From Peers:  
From Staff:

6. Jesse's friend's **STRESS** level immediately:

7. Jesse's friend then **FELT** (list two feelings):

8. Jesse's friend **ACTED OUT** his feelings by:

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# Part 4

## Adult Anger Traps

Despite our training, there may be times when we react personally rather than respond professionally to challenging youth. A deeper understanding of our own anger traps can help us defend against emotional overreactions in difficult situations, allowing us to remain clear, calm, and focused instead.

### 1. Outside Stress

Leftover stress from other home or work problems makes it easy to overreact angrily to a minor situation involving a youth.

Based on work by  
Dr. Nicholas Long

### 2. Embarrassment

We feel helpless or inadequate trying to handle a challenging situation, then turn embarrassment into anger.

### 3. Shock or Fear

We feel a natural sense of shock or fear in response to a threatening situation, then turn anxiety into anger at the youth.

### 4. Values Violation

A core value is violated by a young person's offensive behavior, sparking feelings of righteous anger.

### 5. Authority Challenge

We engage in an angry power struggle to establish control or dominance over a defiant youth who just won't listen.

## Ms. Johnson's Story

Ms. Johnson, a lunch room aide in Tanisha's school, was already in a foul mood when she noticed the "Prom Queen and Queen" poster circulating. Her sick grandson had kept her up half the night, so Ms. J was more than a little irritable when she confronted Tanisha and her friends. **"Why don't the four of you hoodlums leave that poor girl alone? Haven't you got better things to do with you time?"** she called out loudly, grabbing Tanisha by the shoulder and spinning her around.

Tanisha quickly smacked her hand away, retorting: **"B---, why don't YOU keep your hands to yourself? Or you'll have NOTHING to do with your time 'cept file for unemployment!"** The group laughed and walked away, leaving Ms. J shaking with rage.



Which anger traps do you see in this story? \_\_\_\_\_

Think about an upsetting situation involving youth. Which anger traps did YOU experience?

\_\_\_\_\_  
\_\_\_\_\_

# Avoiding Power Struggles

When tempted to engage in a power struggle with a frustrating youth, remember these things.

## 1. About the CHILD or YOUTH IN CRISIS:



**a. Remember that stress acts like a magnifying glass, making small problems seem larger than they are.** Be aware of the stressors in your students' lives. Avoid putting extra stress on young people whose coping skills are already maxed out.

**b. Remember that a child's past experiences give him a very different way of perceiving events than you have, especially if he has experienced childhood trauma.** However unreasonable or unfair this perception seems to you, it is very REAL to him. Try to see things through his eyes before reacting to his behavior.

**c. Remember that during conflict, a troubled child may be her own worst enemy.**

She will defend, deny, blame, rationalize, and regress from owning her feelings or taking responsibility for her behaviors. Don't try to reason with her when you can see she is highly agitated. Back off, and give her time to cool off first.

Which one of these seems most meaningful to you? Why? \_\_\_\_\_

## 2. About STAFF DURING CRISIS:

**a. Remember that outside stress (e.g., a bad cold or problems at home) can make it harder to tolerate the situational stress of a conflict.** Be aware of the stressors acting on you, and be able to tell what you are reacting to in a crisis. Reduce your stress when you can before entering "hot" situations.

**b. Remember that everyone has sensitive issues that set them off.** Know your emotional hot spots and anger traps before problems occur. Admit to yourself when you are getting angry or overwhelmed in a crisis. Take a deep breath and slow down, or ask for help if you need it.

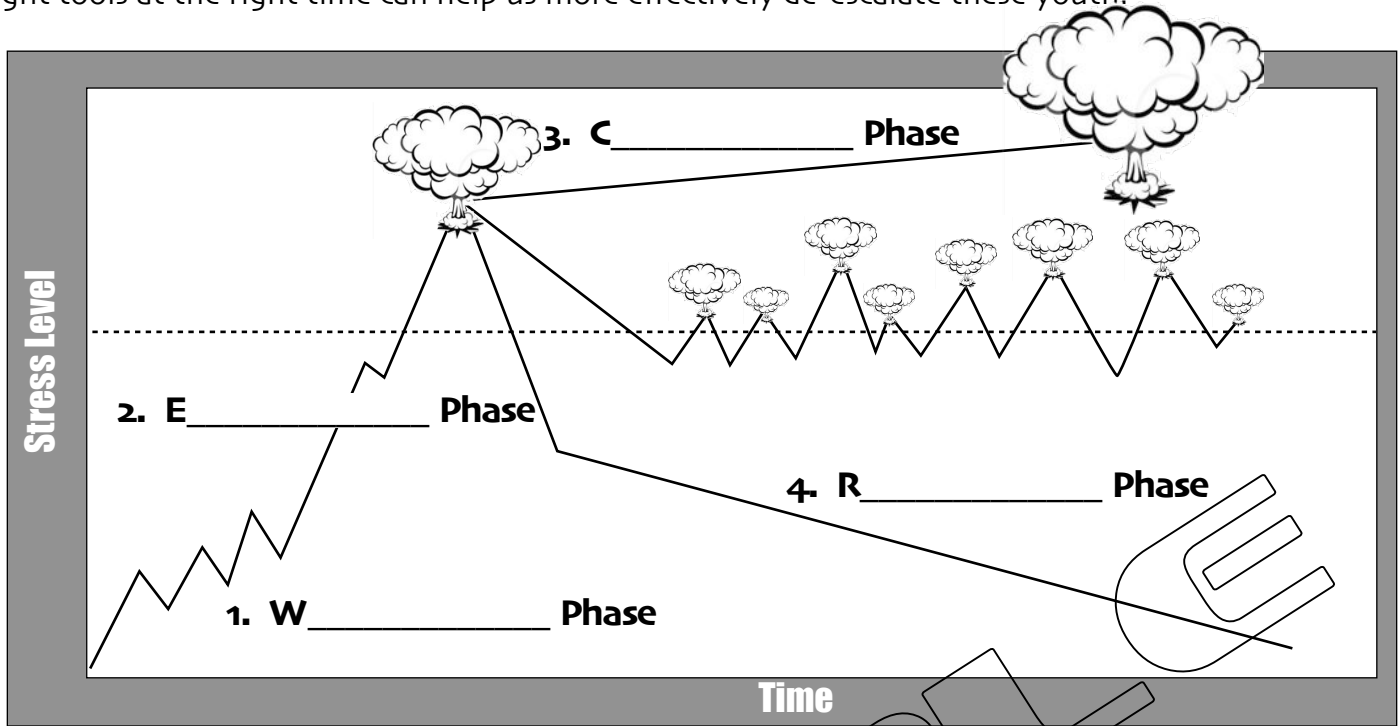
**c. Remember to catch yourself using sarcasm, belittling comments, or accusations when you are angry.** Trying to beat emotional youth at their own game lowers us to their level, and reinforces their negative perceptions of adults. Apologize if necessary (without expecting one in return) and make a habit of letting go of grudges. Every day is a new day, another chance to start fresh!



Which one of these seems most meaningful to you? Why? \_\_\_\_\_

## TACT2 Escalation Model

**Overwhelming stress can cause youth to overreact to problem situations.** It is helpful to understand how externalizers and internalizers behave differently during an escalating emotional crisis. Using the right tools at the right time can help us more effectively de-escalate these youth.



Signs & Symptoms of Each Phase Indicators of this phase:		Goal Adults should focus on:
<b>1. Warning Phase:</b> Stress manageable. Rational discussion still possible. Physically uptight, but coping. Externalizers: _____ Internalizers: _____		
<b>2. Escalation Phase:</b> Stress growing quickly. Thinking & discussion far less rational. Coping skills at limit. Externalizers: _____ Internalizers: _____		
<b>3. Crisis Phase:</b> Stress completely unmanageable. Perceptions distorted. Coping skills overwhelmed. Externalizers: _____ Internalizers: _____		
<b>4. Recovery Phase:</b> Stress gradually reducing. Rational discussion in 10-15 min. Coping skills returning. Externalizers: _____ Internalizers: _____		

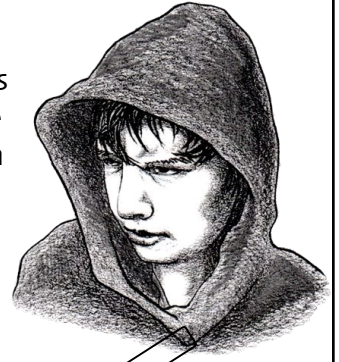


# Identifying Phases of Escalation

## Jesse's Story

Jesse (13) lives in a small trailer with his mother, her current boyfriend, and his 6-year-old sister Tammy. For the past two years, Jesse has been enrolled in the Big Brother/Big Sister program. He has developed a close relationship with Tim, a 30-year-old man who was once a troubled youth himself.

Jesse and Tim planned to work on a Social Studies project for a few hours Saturday morning, then go to a football game at Tim's college in the afternoon. On Friday night, however, Jesse's mom and her boyfriend got into a drunken argument, and it quickly turned violent. When Jesse tried to get in the middle, the boyfriend grabbed him by the throat and shoved him roughly out the trailer's front door. Hours later, the man was gone, his mother was in the hospital, and Jesse was standing guard... just in case.



When Tim arrived to pick him up the next day, Jesse and his mom had just arrived back home. He was hungry, sore, and exhausted after staying up all night, and still had to get his sister from the neighbor's house.

**"Hey champ! What do you say? Got your homework packed up and ready to go?"** Tim asked, wrapping him in an affectionate headlock. They'd played this way many times before, but this time Jesse flinched away.

**"Whatever,"** Jesse mumbled cynically. He was being unusually rude.

**"Whatever? C'mon kiddo, let's go. I've got all the arts and crafts stuff at my place. We've only got a few hours before we have to head out to State for the game."**

**"I don't know. I'm kinda tired..."** Jesse said nervously, not meeting Tim's eye.

He felt guilty lying to his Big Brother, but he couldn't leave his mom alone... and he was too ashamed to tell Tim the truth.

**"Well, you shouldn't have spent all night playing 'Gears of War' then, huh?"** Tim teased with a smile.

Jesse's face got tight, his eyes narrowed, and his jaw clenched with sudden anger. He screamed:

**"You know what? You don't know sh—, so maybe you should just keep your stupid mouth shut!"**

Tim was shocked. He'd only been joking! He knew that Jesse could be difficult, but this was too much! His face got hard, and in a stern voice, he said: **"You know what? Maybe I should see your mother!"** He started walking toward the trailer.

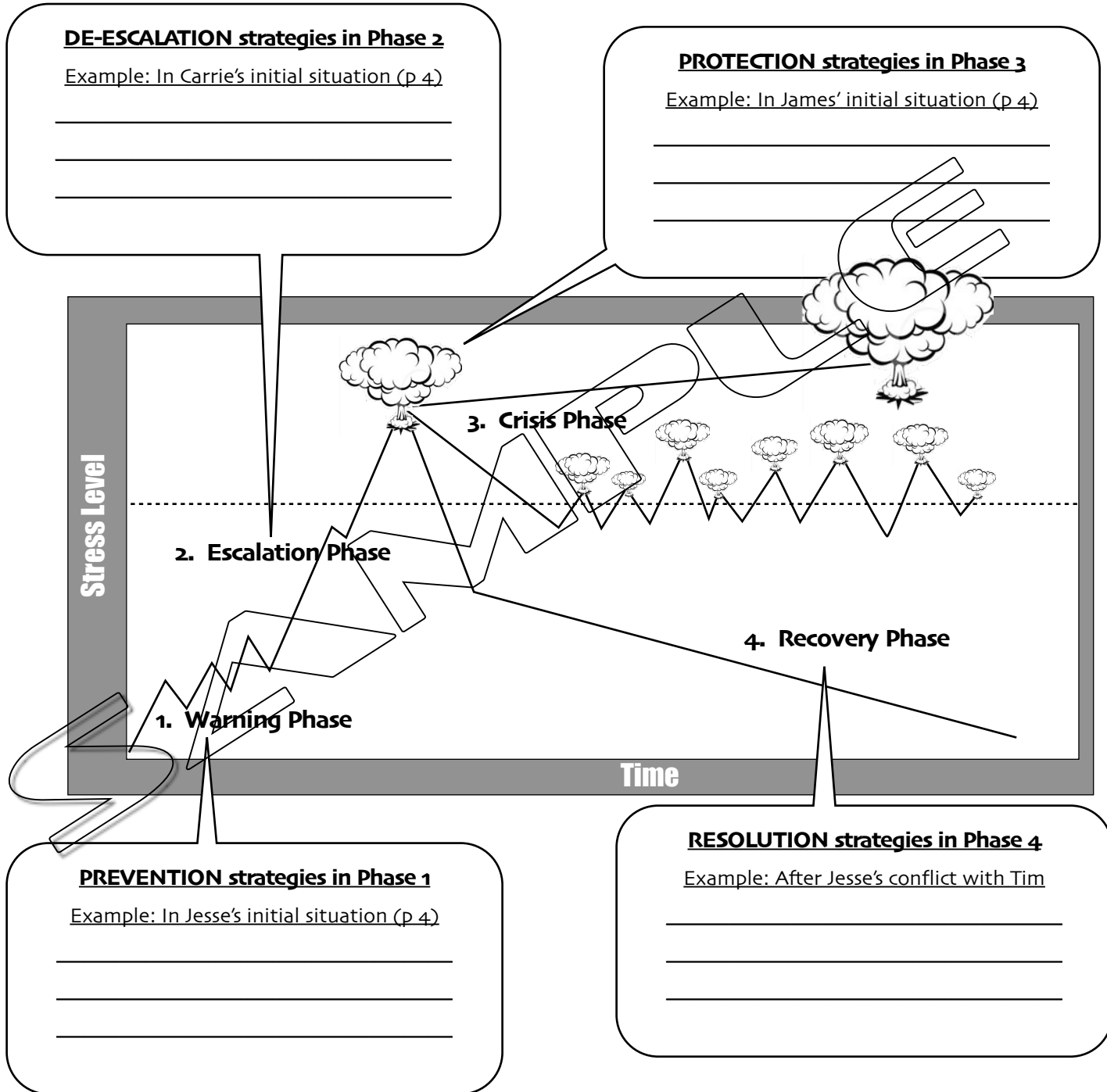
Jesse suddenly couldn't think straight. He felt an explosion of panic and shame rush through him. He pushed Tim back, staggering the larger man. Tears were pouring down his face as he shouted furiously, **"No, you can't! She's sick! Just go away! Go away!"**

Tim's heart was pounding as he got in his car and drove off. **"What the @#\$% was THAT all about?"** he thought, as confused and frustrated as Jesse, wondering how they could ever make this right.

1. Underline three specific events that contributed to Jesse's crisis with Tim.
2. Underline three physical warning signs that Tim missed in Jesse's Warning Phase.
3. Circle five (strong emotions) Jesse experiences.
4. Put a large "E" where Jesse crosses into the Escalation Phase.
5. Put a large "C" where he crosses into the Crisis Phase.

# Strategies for Each Phase

When we know which phase a child is in, we will have a better idea of which strategies we should use. Each phase of the TACT2 Escalation Model has a unique goal and specific strategies that may be helpful.



"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate; it's my daily mood that makes the weather. As a teacher, I possess tremendous power to make a student's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated or a child humanized or dehumanized."

Dr. Haim Ginott



## Therapeutic Aggression Control Techniques v.2

# Key Points from Day One



1. **In our personal lives, discipline decisions are driven by our personal beliefs. In our professional lives, however, behavior management must be grounded in a strong understanding of emotional, behavioral and mental health.**

The TACT2 Model provides a professional framework for therapeutic interventions, based first on the danger level, then on the psychological source of the problem. Deliberate misbehaviors can often be handled with rules-based behavior management, but overwhelming emotional crises benefit from relationship-centered de-escalation and counseling.



2. **Deliberate misbehavior is a rational choice which meets a youth's social needs for belonging, power, fun, or freedom, but in ways that violate rules or rights of others.**

Clear rules and consistent consequences are important, but not enough. Youth from harsh backgrounds often lack the skills to meet their needs in socially-acceptable ways, so it is also important to teach prosocial alternatives to negative behaviors.



3. **Emotional behavior is an irrational, impulsive reaction to high stress. Youth may be triggered by what seems like a minor problem, then become overwhelmed by their feelings, and react negatively to simple staff directives.** Youth who have suffered childhood trauma are especially likely to overreact to shaming and embarrassment.



4. **Adult anger is an understandable emotional response to a challenging situation. Adult aggression is NOT. As staff, we must find ways to respond professionally (rather than reacting personally) when youth are in crisis.** An awareness of our own anger traps and willingness to improve our skills are essential parts of maintaining this therapeutic and professional perspective.



5. **Serious problems often follow a predictable series of four phases as they escalate, and can be more effectively de-escalated when staff choose the right strategies. We should prevent problems in the Warning phase, de-escalate in Escalation phase, protect youth in Crisis phase, and resolve problems in Recovery phase.** It is also helpful to understand the differences between youth who externalize their feelings and those who internalize instead, and to respond accordingly.

# Notes & Reflections from Day One

Some things I want to remember from today include:

SAMPLE

# Day Two: Verbal Intervention



## Today, we will learn:

1. How to calm youth who are in genuine emotional crisis.
  - a. How to give space when a youth is highly escalated.
  - b. How to use three levels of active listening to help an upset youth vent.
  - c. How to guide a youth through a simple problem solving process.
2. How to manage youth who are deliberately misbehaving.
  - a. How to use friendly reminders to casually redirect minor misbehaviors.
  - b. How to use fair warnings of consequences to encourage better decisions.
  - c. How to give reasonable consequences during serious behavior problems without engaging in power struggles.

**"I've learned that people will forget what you said, they will forget what you did, but people will never forget how you made them feel."**

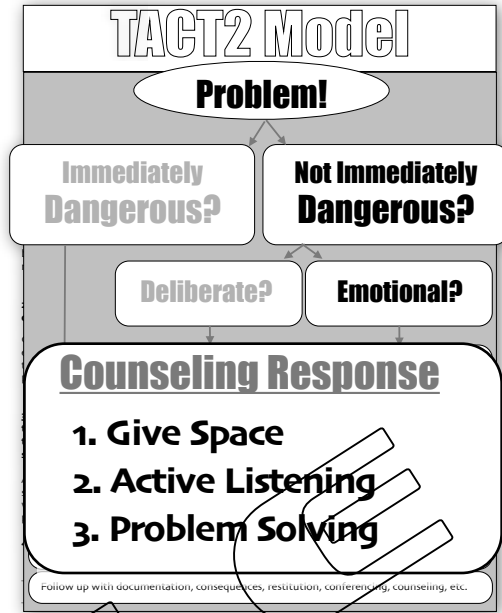
Maya Angelou

# Counseling Responses

Use counseling responses when problems are the result of **OVERWHELMING EMOTIONAL STRESS**. These interventions rely on relationships more than rules.

## Diagnostic Cues of Emotional Crisis:

1. BEHAVIOR is \_\_\_\_\_
2. EXPRESSIONS are \_\_\_\_\_
3. THINKING is often \_\_\_\_\_
4. Outside ISSUES are \_\_\_\_\_



**EMOTIONAL SITUATIONS:** Brainstorm several specific situations in which your youth might act out because of overwhelming emotional stress or genuine misperceptions.

Example: Acts out after parents separate

Acts out after failing a test

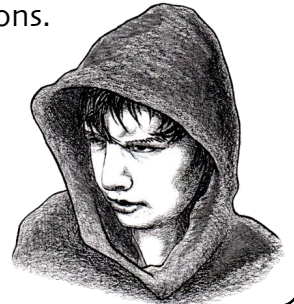
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## Skill 1: Giving Space

Give space when an emotionally overwhelmed youth is **PHYSICALLY SAFE** but **unable to talk rationally**.



Carrie stormed into the principal's office with a copy of the "Prom Queen and Queen" poster in her hand, barely in control. **"Have you SEEN what this B--- is doing now? Are you people FINALLY gonna do something about her, or do I have to?"** She threw the paper on the secretary's desk, and stood stiffly at the counter, her fists clenched tightly and arms rigid at her sides.

To GIVE SPACE:

**Step 1: ACKNOWLEDGE FEELINGS**

For example, the secretary might say:

"I can see how \_\_\_\_\_ you are, and I don't blame you a bit."

**Step 2: SUGGEST TIME ALONE**

"Why don't you take a \_\_\_\_\_."

**Step 3: SET LIMITS**

"You can \_\_\_\_\_ and I'll let the principal know you'd like to see her."



# Skill 2: Active Listening

Use Active Listening when an emotional youth is **CALM ENOUGH** to begin talking rationally, but is not yet ready to problem solve.

One of the most powerful crisis intervention tools is also the most basic: LISTENING. Open-hearted listening allows a highly emotional youth to vent to someone who cares, while offering us an opportunity to gather information and (later) offer helpful advice. There are three levels of Active Listening:

1. Attending
2. Decoding
3. Reflecting

## Level 1 Listening: ATTENDING

Good listening is more than just waiting your turn to talk. Good listeners communicate their concern and willingness to help as much by what they **DO**, as by what they **SAY**.

Mark "G" for generally good and "B" for generally bad habits. How would these impact a youth?



### THINGS WE DO:

- |   |  |
|---|--|
| <input type="checkbox"/> Interrupting constantly    | <input type="checkbox"/> Rolling your eyes |
| <input type="checkbox"/> Making some eye contact    | <input type="checkbox"/> Tapping a pencil  |
| <input type="checkbox"/> Nodding at the right times | <input type="checkbox"/> Leaning in        |
| <input type="checkbox"/> Quickly checking a text    | <input type="checkbox"/> Answering emails  |

### THINGS WE SAY:

- |   |  |
|---|--|
| <input type="checkbox"/> "Tell me more about what happened..."        | <input type="checkbox"/> "You just need to get over it..." |
| <input type="checkbox"/> "That's nothing! You think that's bad?"      | <input type="checkbox"/> "What about HER point of view?"   |
| <input type="checkbox"/> "That must have been upsetting..."           | <input type="checkbox"/> "You've really had a hard day..." |
| <input type="checkbox"/> "Here's what you <b>SHOULD</b> have done..." | <input type="checkbox"/> "I see what you mean..."          |

## Level 2 Listening: DECODING

Much of a youth's real meaning is communicated non-verbally. Good listeners learn to read between lines and interpret what is NOT said.

TIP: Pay attention to and decode discrepancies between verbal messages and non-verbal messages.

%	Communicated through
%	Facial expressions & body language
%	Tone of voice & inflection
%	Actual words chosen

"I see you all slumped over, looking pretty miserable. What's that look all about?"

"You say that you're fine, but you look really upset. What's going on?"

## Level 3 Listening: REFLECTING

Reflective listening paraphrases what we hear youth **saying** and **feeling**, without attempting to insert our own opinions or give unsolicited advice. Instead, offer your full attention, decode both verbal and non-verbal messages, then briefly repeat what you've heard in your own words.

**REFLECTING:** "It sounds like you feel \_\_\_\_\_ because/about \_\_\_\_\_."  
emotion reason

YOUTH: "So my Mom's going up in front of the judge tomorrow, and they won't let me be there for her! That's just not right!"

YOUTH: "It's not fair. Ms. C made me leave class for making one little comment, but James (her favorite) never gets in trouble!"

REFLECTION: "It sounds like you're worried about what might happen in court tomorrow."

REFLECTION: "So your teacher kicked you out, and you're mad cuz you don't think she was being fair."

REFLECTION: "It sounds like you're \_\_\_\_\_ because you \_\_\_\_\_."

REFLECTION: "It sounds like you're \_\_\_\_\_ because it seems like \_\_\_\_\_."



### Jesse's Story

Twenty minutes after the incident at the trailer, Tim pulled over and called Jesse on the phone.

Tim: "Jesse, I want to apologize for losing it with you this morning. We've known each other a long time, and I hope you feel like you can trust me a little. What's going on? What was that scene all about?"

Jesse (defensive): "It's nothing. I had a bad night, and I just didn't feel like joking around. You shouldn't have kept messing with me."



Negative response: \_\_\_\_\_

Reflective response: \_\_\_\_\_

# Practice with Reflective Listening

## Carrie's Story

Carrie sat in the front office for a few minutes, calming down. She spoke briefly with the principal, who walked her down to talk with the new school counselor.

Counselor: "So the principal said there was an incident in the lunchroom today, Carrie. I'm kind of new to this school. Can you tell me more about what happened?"

Carrie: **"Seriously? I need to explain this AGAIN? That b--- Tanisha is what happened! Why is she allowed to keep messing me with me? I thought this was supposed to be a bully-free school or some bulls--- like that."**

Negative response: \_\_\_\_\_

Reflective response: \_\_\_\_\_



## Ms. Johnson's Story

Just before the end of the day, the school counselor spoke with Ms. Johnson, the staff member who'd been in the cafeteria with Tanisha and her friends at lunch.

Counselor: "Ms. J, I'm trying to find out more about what happened in the lunch room earlier today. I'm told that you were there?"

Ms. J (furious): **"Yeah, and I'm sick of that twit Tanisha and her little gang of evil minions. She has been picking on Carrie every chance she gets, and she has no respect for authority. Somebody needs to give her a good whoopin', that's all I got to say."**



Negative response: \_\_\_\_\_

Reflective response: \_\_\_\_\_

**SKILL PRACTICE:** Choose one of the brainstormed EMOTIONAL SITUATIONS from p 20. Write an emotional statement the youth might make in that situation, and a reflective response from staff.

**Youth's Emotional Statement:** \_\_\_\_\_

\_\_\_\_\_

**Staff's Reflective Response:** \_\_\_\_\_

\_\_\_\_\_

# Skill 3: Problem Solving

Use Problem Solving as a follow-up to Active Listening, when an emotional youth has become more rational and is ready to discuss the problem.

## 1. PROBLEM: What happened?

Often, emotional youth need help organizing their thoughts and feelings after a problem. **Use active listening skills to explore what happened, then briefly summarize the chain of events. Try to identify the core problem, but leave deeper therapy issues for clinical staff.**

For example, you might say:

"So, I heard that you and your friend Jamie had some problems today. How did it all get started?"

"All I know is that you got in trouble in class today. Tell me more about what happened."

"Let me see if I have the whole story: Earlier today, you were walking to school when...."

"So the bottom line is you got upset because my comment seemed like a personal insult."

## 2. GOAL: What do you want?

Youth in emotional crisis often act out in ways that are counter-productive, then have a hard time seeing how to fix their problems. **Use non-judgmental, open-ended questions to help them describe positive goals for the situation.**

For example, you might say:

"What kind of friendship would you like to have with Jamie?"

"It sounds like things didn't turn out the way you expected today. Do you have any idea why?"

"So how would you like to see things turn out at this point?"

"What would it take for things to be okay again between you and me?"

## 3. SOLUTIONS: What could or can you do?

Sometimes, emotional youth know what they want, but have only one (usually negative) way to reach their goal. **Use brainstorming to consider numerous possible options (initially even bad ones), then analyze the pros and cons of each choice before picking a solution.**

For example, you might say:

"If you could do today all over again, what would you have done differently?"

"What could you do **RIGHT NOW** to make this right between you and Jamie?"

"What are all the options (good or bad) for handling this situation? I wonder what would happen if you tried that?"

"What can we do next time to avoid this kind of problem?"



Part 1: Counseling Responses to Emotional Crises

## Problem Solving with Carrie

### STEP 1: Carrie's PROBLEM

SCHOOL COUNSELOR: "Carrie, I've spent some time looking into these problems that you're having with Tanisha. I'd like to have a better understanding of YOUR perspective so that we can resolve this situation. Tell me more about what's going on."

Carrie (talking fast): "Well, first off, Tanisha is ALWAYS messing with me about SOMETHING. My hair, my make-up, my clothes, my sexuality, whatever. She posts evil things about me online, and gossips about me in school. You should SEE some of the horrible texts and pics she's sent people. She's turned anybody who MIGHT have liked me against me, which is fine, because everybody here is stuck up anyway...."



COUNSELOR: "So what happened in the lunchroom yesterday wasn't even close to the first time she's messed with you. I can see why you'd be feeling \_\_\_\_\_."

Carrie (sarcastic, then sad): "You think? Yeah! Everybody's seen that stupid Prom Queen poster by now. But the worst part is that I've told teachers about her, and they just keep saying 'Ignore her. She only does it to get you upset.' Nobody's even TALKED to her about what she's doing! How's that supposed to make ME feel?"

COUNSELOR: "I can't tell you how sorry I am that this is happening, Carrie. I don't blame you one bit for being \_\_\_\_\_ with us. You expect that staff here will \_\_\_\_\_ and it doesn't sound like we've been doing a very good job where you're concerned."



### STEP 2: Carrie's GOAL

Carrie (wiping tears away): "Well, thanks for saying that much, at least."

COUNSELOR: "Nobody deserves to be bullied like you have. So, how do you want to see this turn out?"

Carrie (laughing): "You mean do I want to see Tanisha and her goon squad locked up someplace where they torture them with electric probes and stuff? Sure!"

COUNSELOR (laughing): "I'm glad to see that you still have your sense of humor, Carrie. You want to see Tanisha and her friends get in trouble for what they've done? I don't blame you. But what else would it take (besides revenge) for this to turn out okay in your mind?"

Carrie (serious): "I just want it to STOP! I just want to be who I am without having people constantly put me down. If she doesn't like my style or personality, fine -- don't be my BFF! But don't make my life hell either."

### STEP 3: Carrie's SOLUTIONS

COUNSELOR: "So basically you've been getting bullied by Tanisha -- online and in person -- for 3-4 weeks now. Although you've reported it to several teachers, it seems like they haven't done anything. Bottom line is that you want Tanisha to leave you alone."

Carrie (confused): "Right. But how am I supposed to make her do that? I'm not afraid to fight her, but that's what GOT me here in the first place."

COUNSELOR: "That's good thinking, Carrie. What other options do we have that might make an impression on Tanisha and stop the bullying? Let's think:

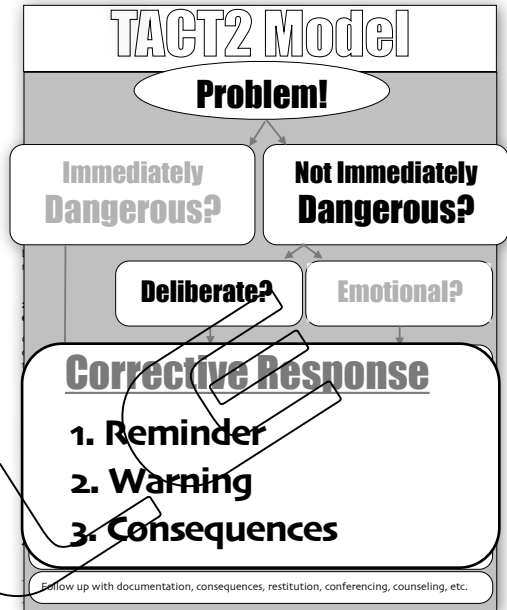
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Corrective Responses

Use corrective responses when problems are the result of intentional **DELIBERATE CHOICES** to misbehave. These interventions rely on rules more than relationships.

## Diagnostic Cues of Deliberate Misbehavior:

1. BEHAVIOR is \_\_\_\_\_
2. EXPRESSIONS are \_\_\_\_\_
3. THINKING is often \_\_\_\_\_
4. Outside ISSUES are \_\_\_\_\_



**DELIBERATE SITUATIONS:** Brainstorm several specific deliberate misbehaviors common to your youth.

Example: Making rude comments      Using cell phone in class

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## Skill 1: Friendly Reminders

**Use a friendly reminder to encourage a deliberately misbehaving youth to abide by rules or expectations.**

Camille is bored in math class and is using her cell phone under her desk to “sneaky-text” a friend.

A “friendly reminder” is a low-key redirection which does not mention consequences.

### VERBAL REMINDERS

- “Camille? Focus on your work please.”
- “Does anyone need a reminder about our cell phone policy?”
- \_\_\_\_\_

### NON-VERBAL REMINDERS

- Raise eyebrows.
- Clear throat to get her attention.
- \_\_\_\_\_



# Three Types of Consequences

Careful use of consequences can be an effective deterrent to deliberate misbehavior. But if they seem like “threats,” consequences often lead to resistance and resentment. Understanding different types of consequences helps avoid power struggles with challenging youth.

DEFINITION	EXAMPLE
<b>NATURAL</b> consequences occur on their own, without any staff intervention (includes feelings).	<b>Camille continues to sneaky-text in class:</b> • She doesn't learn the material in class. • _____
<b>LOGICAL</b> consequences are applied by staff, but make sense because they fit the behavior.	• She has to give up her phone for the day. • _____
<b>PUNITIVE</b> consequences are applied by staff, but either do not fit the behavior or go to extremes.	• She has to clean up the girls' restroom later. • _____

## James' Story

Earlier today, James got into a brief shoving match with a new youth at the center. Now they're playing an intense basketball game, and James is talking trash. Categorize each possible consequence as Natural, Logical, or Punitive.



- |             |   |
|-------------|---|
| [N] [L] [P] | 1. Other youth get annoyed for delaying the game.                               |
| [N] [L] [P] | 2. James might have to sit out the rest of the game.                            |
| [N] [L] [P] | 3. He might have to do 200 push-ups.  |
| [N] [L] [P] | 4. The talk could lead to a fight, and people could get hurt.                   |
| [N] [L] [P] | 5. A fight would get documented by staff, and could lengthen his stay/sentence. |
| [N] [L] [P] | 6. James might not be allowed to watch tonight's movie.                         |
| [N] [L] [P] | 7. There may be more emotional tension on the floor tonight.                    |
| [N] [L] [P] | 8. James' mother could be notified of the incident.                             |
| [N] [L] [P] | 9. She would be angry and disappointed in him.                                  |

### SKILL PRACTICE: Choose one of the brainstormed DELIBERATE MISBEHAVIORS from p 26.

List several possible consequences, using at least one of each kind.

- |             |          |
|-------------|----------|
| [N] [L] [P] | 1. _____ |
| [N] [L] [P] | 2. _____ |
| [N] [L] [P] | 3. _____ |
| [N] [L] [P] | 4. _____ |

# Skill 2: Fair Warnings

Use a fair warning to inform a deliberately misbehaving youth of the consequences of continued misbehavior.

To give a WARNING:

For example: The bell rings, and Camille is heading out to her next class. She is already reaching into her purse for her cell phone.

**Step 1: ASK TO TALK**

"Camille, can I have a moment?"

**Step 2: GIVE "IF/THEN" statement of consequences**

a. "If you don't <CHANGE>, then <NEGATIVE CONSEQUENCE>."

b. "If you want <POSITIVE CONSEQUENCE>, then <CHANGE>."

**Step 3: REQUEST CHANGE**

"Don't let me see it in class again. Understand?"

## Tanisha's Story

Tanisha got called to the principal's office over the Prom Queen poster. She played innocent, and no disciplinary action was taken, at least for the time being. Today, she was in the hallway with her cell phone in hand, about to take an unflattering picture of Carrie, who was bending over. A teacher stepped in between them and said:



**1. ASK TO TALK:** "Excuse me, Tanisha. Can I have a word?"

**2. IF/THEN:** "If you \_\_\_\_\_  
then \_\_\_\_\_."

**3. CHANGE:** "Let me suggest that you \_\_\_\_\_, OK?"

## James' Story

Earlier today, James got into a brief shoving match with a new youth at the center. A few hours later, the two were playing basketball. James was talking trash, trying to antagonize the other boy. One of staff members blew a whistle and called James to the sideline:



**1. ASK TO TALK:** "James, let me holler at you."

**2. IF/THEN:** "If you \_\_\_\_\_  
then \_\_\_\_\_."

**3. CHANGE:** "So do me a favor and \_\_\_\_\_."

# Skill 3: Firm Consequences

**Firmly, fairly and consistently apply consequences for deliberate misbehaviors when fair warnings have failed to encourage compliance with the rules.**

To give CONSEQUENCES:

For example: The next day, Camille is in math class, sneaky texting on her cell phone beneath her desk. Her teacher calmly says:

**Step 1: MISBEHAVIOR**

"Camille, I see that you're on your phone again."

**Step 2: EFFECTS**

"You're not paying attention to class, and ignoring the warning I gave you yesterday."

**Step 3: CONSEQUENCES**

"Bring the phone up here and put it in the 'Phone Safe.' You'll get it back at the end of the week, per school policy."

## Avoiding Power Struggles

Typically, youth respond to consequences from staff with some sort of angry retort. It can be exceptionally challenging to remain professional in moments like these!



"Try taking it! You never gave me a warning! And you're not my parent, so you can't tell me what to do! Besides, you didn't take Angel's phone last week. You're just being prejudiced."

### Good Response or Not?

"Yes, I DID give you a warning! If you'd clean the wax out of your ears, maybe you could hear me!"

"It's a good thing I'm NOT your parent, or I'd..."

"They don't pay me enough to put up with @#\$% like this..."

### Good tactics when youth argue about consequences

- ✓ **Lower your own tone.** A softer, lower-pitched tone of voice is less likely to provoke a reaction.
- ✓ **Check your body language.** Stay alert, but relax your body to appear less defensive. Avoid angry facial expressions or gestures, such as finger pointing.
- ✓ **Refocus on the issue.** Don't get distracted by defending your decision against accusations of favoritism. Refuse to argue, and restate your request.
- ✓ **Let other staff assist.** Ask for/allow staff with better relationships to step in and persuade the youth to comply.
- ✓ **Allow a small face-saving gesture** or comment without giving additional consequences unless absolutely necessary.

# Practice Giving Firm Consequences

## James' Story

James ignored his staff member's warning during the basketball game, and ended up in a fight with the other youth. Staff physically separated the two boys, putting each in a time out room. An hour later, James was called in to the program director's office.



1. **MISBEHAVIOR:** "James, we're here to talk about \_\_\_\_\_."
2. **EFFECTS:** "We have rules about \_\_\_\_\_, as you well know. What you did today \_\_\_\_\_."
3. **CONSEQUENCES:** "So here's the deal: You were on behavior level 2, but now \_\_\_\_\_ You'll lose all your privileges, and you'll be staying in the intake unit until we can settle this."

James: "Fine. Whatever. At least I showed that punk I wasn't scared of him."

Sarcastic staff response: \_\_\_\_\_

Calm staff response: \_\_\_\_\_

## Tanisha's Story

Over the next day or two, the school counselor gathered enough information about Tanisha's ongoing social- and cyber-bullying that the principal decided to take more serious action. She called Tanisha to her office at the end of the day to break the news.



1. **MISBEHAVIOR:** "Tanisha, I want to talk with you about \_\_\_\_\_."
2. **EFFECTS:** "What you're doing isn't innocent fun, it's \_\_\_\_\_. It hurts people, and it violates \_\_\_\_\_."
3. **CONSEQUENCES:** "As a consequence, you're \_\_\_\_\_ and restricted from \_\_\_\_\_. Before you can get off restriction, you'll need to complete the school counselor's class on empathy."

Tanisha: "You think I care about being at this lame-@\$\$ school? Puh-leez!"

Sarcastic staff response: \_\_\_\_\_


Calm staff response: \_\_\_\_\_




# TACT2

## Therapeutic Aggression Control Techniques v.2


### Key Points from Day Two

- 
1. When youth are acting out because of stressful emotional issues, basic listening skills can be very effective. Our goal is to de-escalate youth while helping them build greater stress management and conflict resolution skills.

"Counseling tools" include Giving Space, Active Listening, and Problem Solving. Giving space allows overwhelmed youth time to calm down physically and emotionally. Active listening (attending, decoding, and reflecting) encourages them to de-escalate further by venting to a caring adult. Problem solving helps them find solutions to immediate issues and explore better ways to handle future problems.

- 
2. When youth misbehave deliberately to meet their social needs at the expense of others, behavior management is often the best approach. Our goal is to correct the behavior with minimal disruption to the program.

"Corrective tools" include Reminding, Warning, and Giving Consequences. A reminder verbally or non-verbally prompts youth to correct their own behavior without mentioning consequences. A warning informs them about possible consequences in an effort to encourage better choices. Giving consequences in a calm, professional manner lets youth know that rules will be enforced firmly, fairly, and consistently.

- 
3. A deeper understanding of the types of consequences (natural, logical, and punitive) can be helpful when enforcing rules. Natural consequences offer youth valuable insights about the impact of their choices. Logical consequences ensure that "the punishment fits the crime," and are often most effective. Punitive consequences are easiest to enforce, but sometimes create more resentment and resistance than they are worth.

As staff we must control our own emotions when addressing misbehavior. It is important to use a non-threatening tone and body language, to stay focused on the behavioral issue, and to allow other staff to assist rather than engaging youth in angry power struggles.

## Notes & Reflections from Day Two

**Some things I want to remember from today include:**

SAMPLE



# Day Three: Physical Intervention



## Today, we will learn:

1. How to safely approach and respond verbally to volatile situations.
2. How to protect yourself from assaults (grabs, chokes, headlocks, hair pulls, and bites, if needed) without harming youth.
3. How to use standing holds (bear hug holds, cradle holds, and double arm bar holds) to prevent youth from assaulting others or harming themselves.
4. How to team-escort an agitated youth to a safe area.
5. How to calmly and safely restrain a dangerously out of control youth using seated and supine team restraints.

**"Children in stress create in others the same feelings of stress,  
and if we are unprepared, the same behaviors as well."**

Nicholas Long, Ph.D.

# Crisis Responses

**Crisis responses focus on safety and security.**

Use them when problems are on their way to becoming IMMEDIATELY DANGEROUS, regardless of the psychological source.

**Examples of Immediately Dangerous behaviors:**

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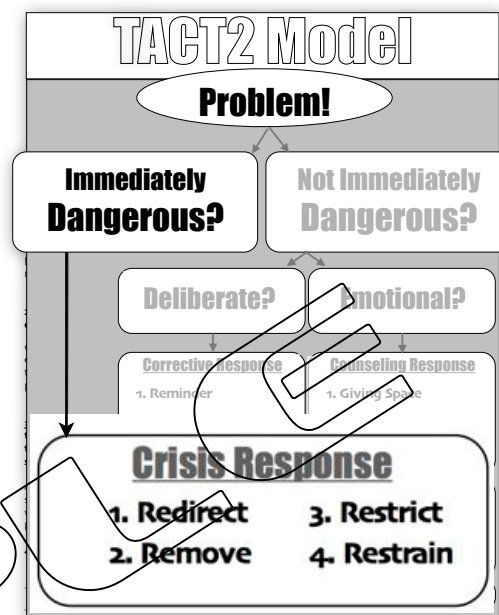
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## Approaching Volatile Situations

**Step 1. ASSESS THE SITUATION**

**Step 2. ESTABLISH YOURSELF**

**Step 3. INTERVENE**

**Option 1. REDIRECT**

**Option 2. REMOVE**

**Option 3. RESTRICT**

**Option 4. RESTRAIN**

### Step 1. ASSESS THE SITUATION

- How dangerous is the situation? Are weapons involved?
- How large and/or irrational is the person?
- Are other students or staff in danger?
- Should I wait for more staff or police back-up, or initiate this now?
- Is physical intervention needed, or can I talk this situation down?
- Can a physical restraint be done safely in this setting without causing more harm?

### Step 2. ESTABLISH YOURSELF

Approach the situation calmly.

- **Make eye contact, appearing centered and competent.**
- Introduce yourself if needed; call youth by first name, if known.
- **State that you are here to help.**
- Allow at least 3-4 feet of space and avoid touching the youth.

Monitor your tone of voice, expressions, and body language.

- **Pitch your voice low, speaking clearly.**
- Maintain an open and concerned expression, but not anxious or overly friendly.
- **Stand firmly, hands low, slightly turned, in a non-threatening posture.**

# 'Use of Physical Force' Policy

Before using any physical force, you should know this agency's policies regarding the following questions:

1. "What are the only justifiable reasons for staff using physical force with youth in this agency?"

A: \_\_\_\_\_  
\_\_\_\_\_

2. "What methods of physical intervention for aggressive behaviors are approved in this agency?"

A: \_\_\_\_\_  
\_\_\_\_\_

3. "How much force may be used to control a situation?"

A: \_\_\_\_\_

4. "What must be attempted prior to use of physical force, whenever possible?"

A: \_\_\_\_\_

5. "What documentation **MUST** follow any use of physical force?"

A: \_\_\_\_\_



## EXCEPTIONS TO RESTRAINT

Staff have a legal and ethical responsibility to act in a safe and professional manner. Even if the policies and procedures of your organization allow physical restraint and the youth's behavior seems to justify it, there are conditions under which you should NOT intervene physically:

- Setting is too dangerous.** Tables, chairs, broken glass, traffic, etc. may present conditions in which either the youth or staff are likely to be seriously injured.
- Youth are physically unmanageable.** Youth may be too large or violent for available staff to physically manage, may be part of a violent group/gang, or may have weapons nearby.
- Risk of emotional or physical re-traumatization.** Using physical force with emotionally traumatized or physically injured/disabled youth may cause further trauma or physical harm.
- Risk of serious harm to victims or bystanders.** Using physical force with youth may place innocent victims at greater risk of harm.
- Staff limitations.** Staff may be injured, or too angry to use sound judgment during restraint. In such cases, staff are still expected to participate as able to keep the situation as safe as possible.
- Other exceptions.** \_\_\_\_\_

**GOLDEN RULE of TACT<sub>2</sub>: "Never cause more harm than you prevent."**

# Physical Crisis Responses

**When facing an immediately dangerous behavior, our responses should be focused and professional:**

(1) Calmly redirect the youth to stop the dangerous behavior; (2) Attempt to verbally or physically remove the aggressor, the target, any aggravators, and/or the audience; (3) Restrict the youth to a safe area or from a dangerous one; or (4) Restrain the youth using safe physical intervention techniques and minimum force needed to safely control him/her.

## I. Self-Protection Techniques

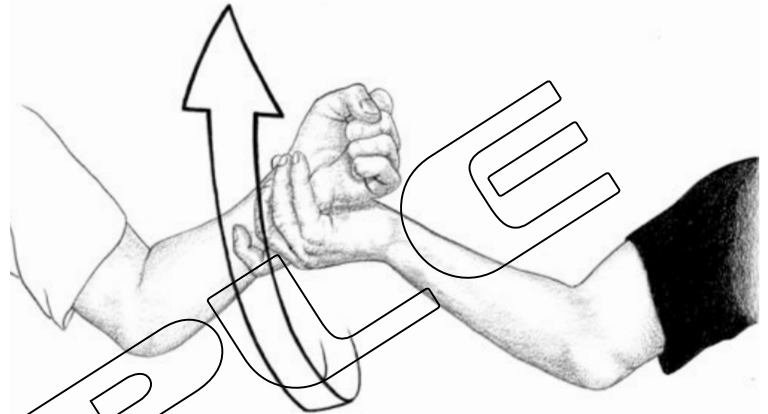


### WARNING

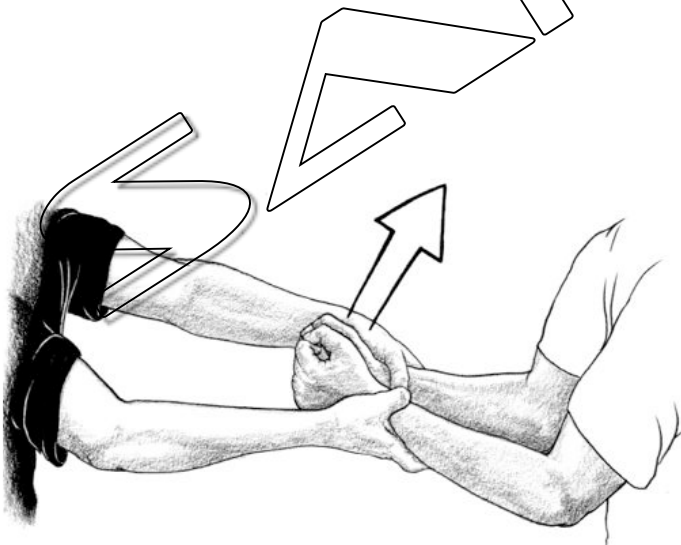
The techniques illustrated on these pages are designed to be learned and practiced only under the guidance of a certified TACT2 instructor.

Any attempts to learn or use these techniques based on the illustrations alone may result in serious injury.

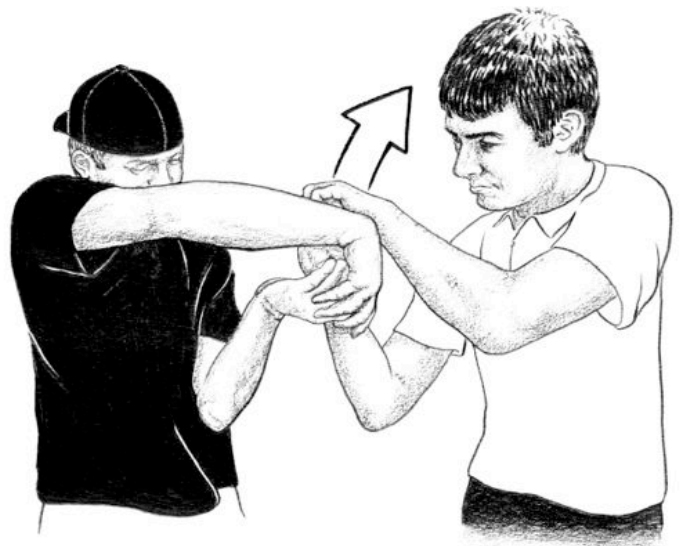
Illustrations by Bruce Burgess, 2003.



**Same Side Arm Grab  
Opposite Side Arm Grab**



**2 on 2 Arm Grab**



**2 on 1 Arm Grab**

# I. Self-Protection Techniques



**Front Choke Escape**



**Rear Choke Escape**



**Side Headlock Escape**



**Rear Headlock Escape**



## II. Holds & Seated Restraints



**Standing Double Arm Bar Hold**



**Cradle Hold (shown seated)**



**Seated Wall Restraint**



# III. Team Escort Techniques

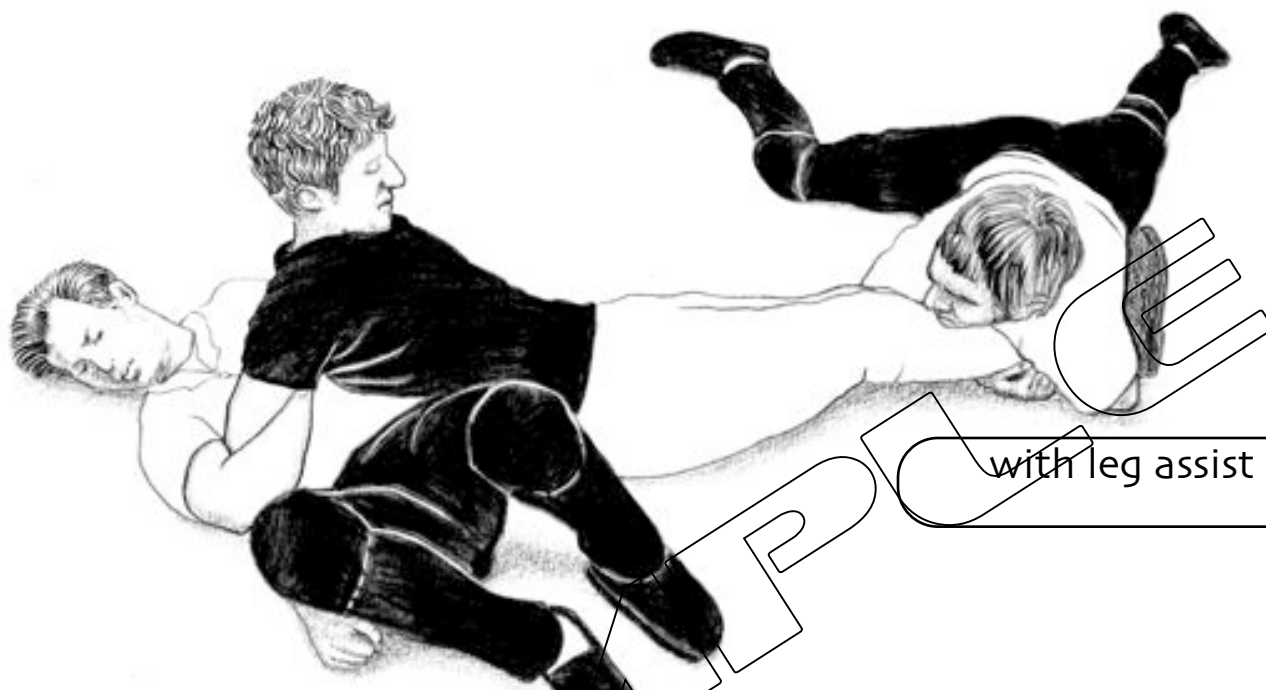


**2-Person Escort**



**Handoff to DAB Hold**

## IV. Supine Restraints



with leg assist

**Arm Bar Restraint**



with leg assist

**Shoulder Lock Restraint**