

HEL P

HUMAN EMPOWERMENT
AND LEADERSHIP PRINCIPLES™

A SAFETY MANAGEMENT CONTINUUM

welcome!

Welcome to **Human Empowerment and Leadership Principles (HEL P)** Safety Management Workshop.

We are proud to have you as a participant!

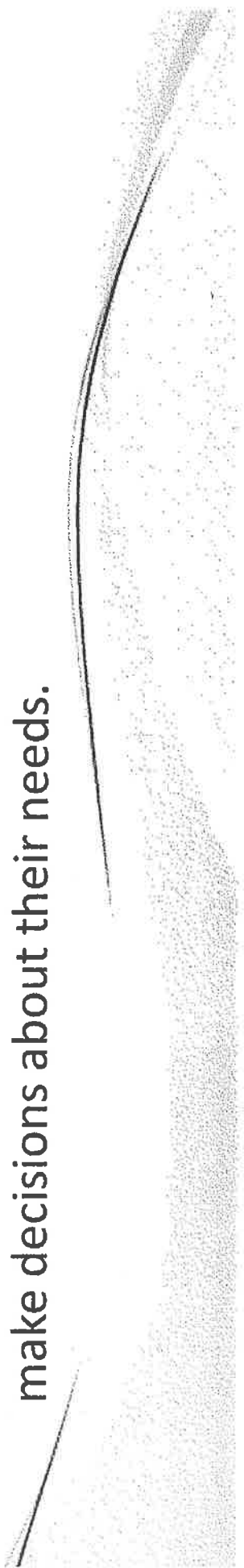
HEL P was designed with you, the staff, the caregiver, the educator, the "helper," in mind. The designers of this program have a minimum of three years direct care experience and up to as much as twenty years. We understand the challenges that come with trying to provide safe and effective care to individuals that may become aggressive.

We feel the most important asset of any program is the skilled staff. There are many necessary tools to help aggressive individuals to explore safer problem solving skills, but not enough programs to help the *caregiver* manage a safe working environment. This program was designed specifically to help staff members maintain a working environment free from injury.

We are very excited to share **HEL P** with you and we hope that you will be just as enthusiastic about sharing it with others. Have a great class and remember *"We're here to HEL P if you need us!"*

Checo Perryman
Program Director

HELP Philosophy

- ❖ We believe that a non-punitive approach is most effective for managing aggressive behavior.
 - ❖ We believe that all feelings are valid. Only behaviors may be invalid.
 - ❖ We believe that crisis situations can offer opportunities for growth and understanding.
 - ❖ We believe that all people should be treated with respect regardless of their behavior.
 - ❖ We believe that everyone deserves the opportunity to make decisions about their needs.
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HELP Objectives

Enhance Skills

by teaching a specific communication technique and practical physical techniques for safety.

Build Confidence

This will be accomplished through training which is supportive and requires competence.

Give Focus

by providing a strong principle based foundation and teaching the principles that will provide better guidelines for using "good" judgment.

SAFE ENVIRONMENT

Environment refers to the physical and emotional space around us; be it our home, work, school or neighborhood. Healthy environments are both physically and emotionally safe. In this section of the program we will look at what characteristics are necessary to create a safe environment.

Physically safe environments are free of objects or circumstances that could bring harm to the body. We facilitate safety in our homes by installing smoke detectors, storing harmful chemicals out of reach of small children or pets and keeping hallways or stairways free of clutter. On the streets we look both ways before crossing and obey traffic lights, signs and signals to keep ourselves and others free of accidents.

Schools have fire drills to practice orderly and timely evacuation of the building in the event of an emergency. Exit signs are posted directing students to the closest exit. There are rules about conduct on the campus and consequences if those are broken.

Hospitals and treatment facilities that specialize in behavioral health care have their own sets of standards depending on the population they serve. Objects which are potentially hazardous, such as scissors, razors or nail files may be confiscated upon admission. Units may be free of glass such as mirrors, exposed light bulbs or framed pictures. Employees are required to have special training in order to manage aggressive behavior with techniques that will not bring harm to the learner or themselves.

All of the above are examples of how different environments create physical safety. Notice that each example demonstrates a proactive stance by implementing preventative measures. Take a moment to think about your environment and the things you do to make it safe.

We've talked about physical safety, but what about emotional safety? What is it and how do we create it? Is it as important as physical safety? The fact is that they are both important. Physical safety protects the body, emotional safety protects the mind. Behavioral problems are often the result of emotionally unsafe environments. A lack of physical safety may have been a component as well, but it is the emotional aspect that can lead to inappropriate behavior, poor coping mechanisms and mental illness.

Individuals in emotionally safe environments feel free to express themselves in the manner most befitting them.

Individuals in emotionally safe environments feel free to express themselves in the manner most befitting them. They know their thoughts and feelings will be respected and validated even when others disagree. They know it is safe to have opinions that may differ from the majority and that despite the differences no one will inflict ridicule or harassment. They know that diversity is valued and that individual differences alone do not create conflict. They are clear on what the rules are and what the consequences will be if the rules are broken. Keeping the environment emotionally safe for everyone means that the individual must return the same respect and considerations that he has been given. This may sound idealistic or impossible, but it's not. We all feel safest in environments where we are allowed to be ourselves and it is in those environments that our potential for growth and success is at it's peak.

Think for a moment about the places where you feel emotionally safe. What do you do to ensure others feel emotionally safe in your presence? Are there times or places where you felt emotionally unsafe or contributed to another's lack of emotional safety?



PRINCIPLES

C

Choose a safe order

Make choices that will maximize safety for everyone involved. Don't get ahead of yourself and be sure to exhaust all least restrictive alternatives.

A

Avoid resistance

Avoid showing resistance in order to establish a cooperative environment.

R

Role model desired behavior

Role model verbal and physical behaviors that you would like to receive.

E

Empower with respect

Give power back by showing respect for the person and their feelings no matter what behaviors are being displayed.



HUMAN EMPOWERMENT AND LEADERSHIP PRINCIPLES

INTRODUCTION

HELP PHILOSOPHY:

We believe in non-punitive approach when dealing with aggressive behavior.

We believe that all feelings are valid. Only behaviors may be invalid.

We believe that crisis situations can offer opportunities for growth and understanding.

We believe that all people should be treated with respect regardless of their behavior.

We believe that everyone deserves the opportunity to make decisions about their needs.

YOUR PROGRAM POLICIES:

Encourage participants to discuss various program policies. This will allow participants to focus on their responsibilities as a staff member.



HELP OBJECTIVES

Enhance Skills by teaching a **specific** communication technique and practical physical techniques for safety.

Build Confidence This will be accomplished through supportive training and training that requires competence.

Give Focus by providing a strong principle based foundation and teaching the principles that will provide better guidelines for using "good" judgment.

Behavior Modification: Changing behavior through a process of applying or acknowledging negative and positive consequences

Continuum: A continuous whole, quantity, or series

Crisis: A decisive or critical moment

Empowerment: To give authority or power to; enable

Helper: One who assists another

Isolation: To place or keep by itself; to separate from others

Leadership: 1. To direct by influence, to a course of action or thought; to cause, prompt

2. To show the way by going before or along; act as a guide

Learner: To gain knowledge, understanding, or skill by study or experience

Principles: A general fundamental law, doctrine, or assumption

Weapon: Something used to injure, defeat, or destroy



A BRIEF HISTORY

HELP was designed by Crisis Assessment & Prevention Systems (**CAPS**) of Tennessee. Checo Perryman, founder of **CAPS** and director/designer of **HELP**, was trained by the original creator of a risk management program titled Prevention and Management of Aggressive Behavior (**PMAB**[®]). **CAPS** used **PMAB**[®] 2nd Edition as the primary basis for aggression prevention and management training and consultation.

THE HELP PURPOSE

Our purpose is to provide excellent training that will promote safety for professionals who serve potentially aggressive individuals.

The **PMAB**[®] program was designed for the Texas Department of Mental Health and Mental Retardation (TDMHMR). In the four years after the program was created, client and staff injuries were reduced by 43% and 73% respectively at Rusk State Hospital in Texas, where **PMAB**[®] was piloted. Since that time, aggression-related injuries continued to decrease throughout the TDMHMR. The Texas Department of Mental Health and Mental Retardation, owners of the **PMAB** trademark, replaced **PMAB**[®] 2nd Edition materials with materials for a **PMAB** 3rd Edition. This led to the creation of Human Empowerment and Leadership Principles (**HELP**).

CAPS developed **HELP** into a program that would continue to address some of the risk management issues contained in **PMAB**[®] and also expand the idea of crisis intervention by specifically focusing on maintaining a physically and emotionally safe environment. **HELP** provides ways to break down some of the barriers to preventing and managing physical aggression.

HELP was designed by using feedback and suggestions from **PMAB**[®] based workshops and a network of **PMAB**[®] trainers, human service professionals and educators. Suggestions from literally hundreds of professionals working with aggressive or self-abusive individuals contributed to the development of Human Empowerment and Leadership Principles.



COMMUNICATION

Step 1. Establish Helpful Rapport

Purpose: To establish yourself as helpful and to hear a feeling.

A. State physical and verbal observations.

B. Match observations with a feeling.

C. Ask for verification.

Yes? Go to step 2.

No? What are you feeling?

Step 2. Get Information

Purpose: To hear what caused the Learner to use aggression.

A. Ask "What happened?"

B. Ask questions about the incident

Who? What? When? Where?

C. Use non-judgmental, reflective listening.

Step 3. Ask for Action

Purpose: To help the Learner to focus on functional problem solving skills.

A. Summarize what you heard. Ask "What can you do?"

Two approaches: 1. Feelings 2. Situation

B. Use non-judgmental reflective listening. Get a list of solutions.

Three choices: 1. Accept it. 2. Adjust it. 3. Avoid it.

C. Ask for a decision. Make suggestions if necessary.

D. Make a plan and suggest a follow-up plan.



TROUBLESHOOTING FOR STEP 3 COMMUNICATION

CHALLENGE: The learner responds to to Step 3 by saying "I don't know", shrugs or is silent.

SOLUTION: Make suggestions in the form of a question.

EXAMPLE: "What if you . . . ?" or "would you like to . . . ?" or "I could . . . how does that sound?"

CHALLENGE: The learner only states non-functional or inappropriate solutions."

SOLUTION: Use non-judgmental reflective listening and make functional solutions in the form of a question.

EXAMPLE: See "Examples" for challenges number one.

CHALLENGE: The learner rejects functional solutions and/or focuses on non-functional solutions.

SOLUTION: Explore advantages and disadvantages of non-functional solutions using non-judgmental reflective listening.

NOTE: Start with advantages first.

EXAMPLE: "So (learner) you've decided that you are going to ... ?
Well, what are some of the advantages for ... ?
Ok, what are some of the disadvantages for ... ?

NOTE: Be sure to avoid yes-no questions during this process.



Stay Calm



Get Help



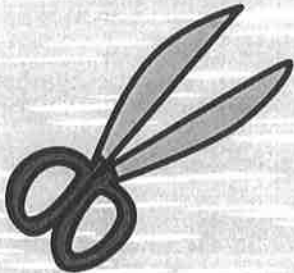
Use the Safety Embrace

CRITICAL GUIDELINES FOR WEAPONS SAFETY

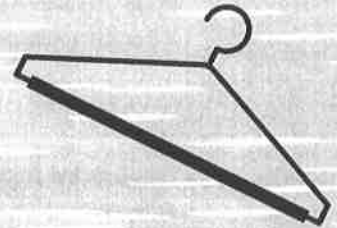


Use Communication Skills

Keep a Safe Distance



Use a Buffer



Apply the Thumb Release When Necessary

