



RIGHT RESPONSE™

Workshop Syllabus

Title: RIGHT RESPONSE™ Advanced Workshop (2 CREDITS)

COURSE DESCRIPTION: The RIGHT RESPONSE Advanced Workshop is designed for caregivers and staff who support individuals with identified behavioral and aggression challenges. The focus of this workshop centers on proactive strategies to manage the individual's environment and to provide Positive Behavior Support in order to avoid the need for the use of physical safety techniques.

Attendees in this workshop will learn the cycle of risk management and response. This process includes a large focus on Prevention strategies as well as De-escalation techniques. Post-crisis follow-up is also a necessary task of risk management and response. The ethical consideration and use of Physical Intervention is also taught for use as a last resort in order to maintain safety in the presence of dangerous behavior. Upon successful completion of the course, participants will receive a RIGHT RESPONSE certification valid for one year.

Please note: In order to receive the credits, the class participant needs to complete 12 practicum hours in addition to the required classroom hours. Please read the Practicum section of this syllabus.

REQUIREMENTS FOR COURSE COMPLETION FOR ALL PARTICIPANTS:

1. Sequentially attend all workshop sessions in a safe and ethical manner.
2. Active participation in all discussions, intervention activities and in-class assignments.
3. Participate in physical activity. Due to the nature of the skills taught in the Physical Safety section of the workshop, you may be participating in strenuous activities, such as simulating physical safety techniques. If you have a medical condition or disability that may prevent you from taking part in a skill session, or if you have any questions about your ability to participate fully in this course, discuss them with your health-care provider and the appropriate person in your Administration before you start your course. Wear comfortable clothing to the workshop; you may be working on the floor.

LEARNING RESOURCES/REQUIRED TEXTS: Coursework materials will be provided. Bring pen for completing coursework. Optional: highlighter, notebook.

GENERAL COURSE GOALS:

Part 1 - Basic Skills

- A) Prevention
 - 1) Our Stress- You will learn the definition of stress and recognize how we respond in a stressful situation.
 - 2) Optimal Performance Range™- You will learn the stress cycle and that stress can elicit an Optimal Performance Range of response.
 - 3) Self Care- You will learn strategies to manage stress and help find an Optimal Performance Range.
- B) De-escalation
 - 1) De-escalation Process- You will learn an overview of the de-escalation process.
 - 2) Self- You will learn intervention strategies for applying the de-escalation process.
 - 3) Others- You will learn basic intervention strategies to use during an escalation.
 - 4) Environment- You will learn basic intervention strategies to use in the environment.
- C) Postvention
 - 1) Postvention Learning- You will learn how to analyze incidents to better manage them in the future.
- D) Physical Safety
 - 1) Basic Skills- You will learn basic movements, avoidance, repelling, and protection safety techniques.
 - 2) Releases- You will learn strategies to release from different types of assault and minimize injury.

Part 2 - Advanced Skills

- A) Prevention
 - 1) Proactive Environments- You will learn the five components of Proactive Environments and how they can aid in prevention.
 - 2) Positive Behavior Support- You will assess and understand the functions of behavior and learn the principles of changing behavior.
- B) De-escalation
 - 1) Motivational Model- You will learn the internal and external motivators of an escalation and the corresponding responses for each motivation.
 - 2) Restabilization- You will learn why a person needs restabilization.
- C) Postvention
 - 1) Postvention Teaching- You will learn the principles for helping a person learn from the situation to help prevent future occurrences.
 - 2) Critical Debrief- You will learn how to analyze incidents in order to better manage them in the future.
- D) Physical Intervention
 - 1) Ethical Considerations- You will learn why ethical considerations must be made with the use of therapeutic physical intervention.
 - 2) Techniques- You will learn to maintain safety by using the appropriate level of therapeutic physical intervention and to recognize and avoid compromised safety.
 - 3) Release & Restabilization - You will learn restabilization and release techniques and will apply them to physical intervention.

GRADE REQUIREMENTS: Participants must complete the required written assignments as described below in order to receive credits. Letter grade options available:

B/Pass – Complete the required 12 practicum hours (submit required written assignments).

A – Complete the Reflection and the required 12 practicum hours (submit required written assignments).

ASSIGNMENT FORMAT:

Please write your name, date of class, and the title of your written assignment with corresponding practicum hours for the assignment. Please make sure that the practicum hours on each written assignment should total the required number of practicum hours for the class. Written assignments must be in 10 or 12 size font, single spaced with top & bottom margins at 1 inch and left & right margins at 1.25 inch margins.

PRACTICUM: Choose 2 or 3 written assignments that total 12 practicum hours. For example, complete p. 17 (4 hours), p. 20 – 22 (4 hours), and p. 23 – 25 (4 hours) to satisfy the 12 practicum hours required.

Reflection: What concept struck you the most from your RIGHT RESPONSE workshop? Why? (1 page minimum)

P. 17 Self-Care Plan – Implement the Self-Care Plan you wrote during the class for 30 minutes during a 5 day period. Write your assessment on the effectiveness of your Self-Care Plan in reducing stress at the work place. Please attach a copy of page 21 from your RIGHT RESPONSE workbook. (2 pages minimum) (4 practicum hours)

P. 20 - 22 De-escalation Process (Self) – Using the concepts from De-escalation Process, describe how you use the principles on assessing yourself. How do you respond using the assessment tools described in the De-escalation Process? Give examples of paralanguage, active listening, empathizing, and validating that you have used in your responses. How would you apply the 3 Guiding Principles of the RIGHT RESPONSE to your responses? (2 pages minimum) (4 practicum hours)

P. 23 -25 De-escalation Process (Others) – Using the concepts from De-escalation Process, describe how you use the principles on assessing the escalated person – your student/client. What paralanguage works for your student/client? What safety issues do you need to be aware of? What triggers do you need to avoid? What Basic Principles of De-escalation works for your student/client? (2 pages minimum) (4 practicum hours)

P. 26 – 27 De-escalation Process (Environment) – Using the concepts from De-escalation Process, describe how you use the principles on assessing the environment. What would you implement in the environment to reduce the escalations? Attach a copy of your response plan and describe each step of the plan. (2 pages minimum) (4 practicum hours)

P. 29 Postvention Learning – Describe an escalation that you experienced. Explain how you used the Postvention Learning process to learn from the situation to get to your Optimal Performance Range. (2 pages minimum) (3 practicum hours)

P. 41- 46 Proactive Environments – Begin to implement the components of Proactive Environments in your work place. Observe and write the impact of each component to the environment. (4 pages minimum) (12 practicum hours)

P. 47 - 54 Positive Behavior Support – Implement the behavior plan you wrote during the Positive Behavior Support process; on your report identify the replacement behavior and describe how the replacement behavior will be taught and what the strategies for developing behavior, and the reinforcement plan for the replacement behavior is. (4 pages minimum) (12 practicum hours)

P. 57 – 61 Motivational Model – Using the concepts from De-escalation, describe how you use the principles of de-escalation on a student/client? What works for him/her? What doesn't work? What motivation does s/he exhibit most? How do you recognize the motivation? What are the indicators of the motivation? Give examples of non-verbal and verbal cues, if any? How do you respond? Give examples of paralanguage, basic principles, and triggers to avoid for each response. Please remember confidentiality. (4 pages minimum) (12 practicum hours)

P. 62 Restabilization – Describe how you would recognize that your student/client has restabilized? What do you use as indicators? How do you help him/her continue to restabilize? Please remember confidentiality. (2 pages minimum) (3 practicum hours)

P. 64 Postvention Teaching – Implement the Postvention Teaching on a student/client. Describe how the process worked with your student/client. What did you learn about your student/client from the process? Please remember confidentiality. (2 pages minimum) (3 practicum hours)

P. 65 Critical Debriefing – Implement a Critical Debriefing plan at your work place. Write a description on how the process was implemented; how did you overcome the barriers, if any. Describe when and how post-crisis debriefing will take place in your work place. (2 pages minimum) (4 hours practicum hours)

P. 67 Standards of Implementation – Describe how your setting implements the standards listed in your setting on page 27. (2 pages minimum) (2 practicum hours)

Overview – Describe how the RIGHT RESPONSE Cycle could be integrated into the environment. The implementation plan should describe each of the components outlined on page 3 (Course Outline) of your workbook. (4 pages minimum) (6 practicum hours)

Submit finished assignments post marked within 2 weeks from last seminar session to:

RIGHT RESPONSE Credit Hours
PO Box 445
Woodinville, WA 98072-0445

Be sure to label your papers with your name and include your return address.