Difficult People

Intervention & Management

A REVIEW

Review emotional self-regulation and how to use this to co-regulate an upset person.

Consider designing scripting and other staff developed interventions to manage

particular difficult people.

Understand technique to manage your emotions.

Frame your actions in a positive light!

INTRODUCTION

Changing the Environment Changes the Behaviors!
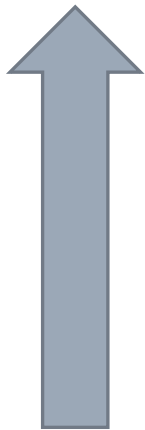
WHERE THE POWER IS!

Establishing a Hierarchy of Danger

MOST

- Being called or categorized as something evil

- Being called something disgusting (POS, animal, etc)

- Being identified by a body part

- Being identified by a job category/stereotype

- Being identified by your name (viewed as a person)

HIERARCHY OF VERBAL ESCALATION

Establishing a Hierarchy of Danger

MOST

* Brandishing an object or weapon in a menacing way. Go to safety!

* Approaching or standing too close with menacing intent.

* Kicking objects, punching walls, or throwing objects.

* Pacing, stomping, and inflating the body in an aggressive manner (posturing).

* Shouting

* Language that is intended to violate, demean, or degrade.

Many have not learned the appropriate social contexts for aggressive behaviors.

Often there is a subconscious assumption of danger……

"all caregivers (aka authority figures) are dangerous".

UNDERSTANDING DIFFICULT BEHAVIORS

Avoid the threat.

Drive the threat away.

Destroy the threat.

Anger and rage often masks anxiety, fear, terror.

PRIMAL THREAT RESPONSES

Anger – deliberate display of anger to intimidate and manipulate.

Guilt – manipulating conscientious person through their sense of responsibility.

Shame – contempt/sarcasm meant to play on a sense of inadequacy (shame) of the recipient.

And Many Others That You Already Know!

TACTICS OF MANIPULATION AND CONTROL

Interventions

Emotional
Self Regulation

TAKE A MINUTE!

Interoceptive Awareness:
The ability to identify, access, understand, and respond appropriately to the patterns of internal sensations and signals. This skill provides a distinct advantage when engaging in life challenges and ongoing social adjustments.

Emotional Awareness:
The ability to recognize and make sense of your own emotions and also the emotions of others.
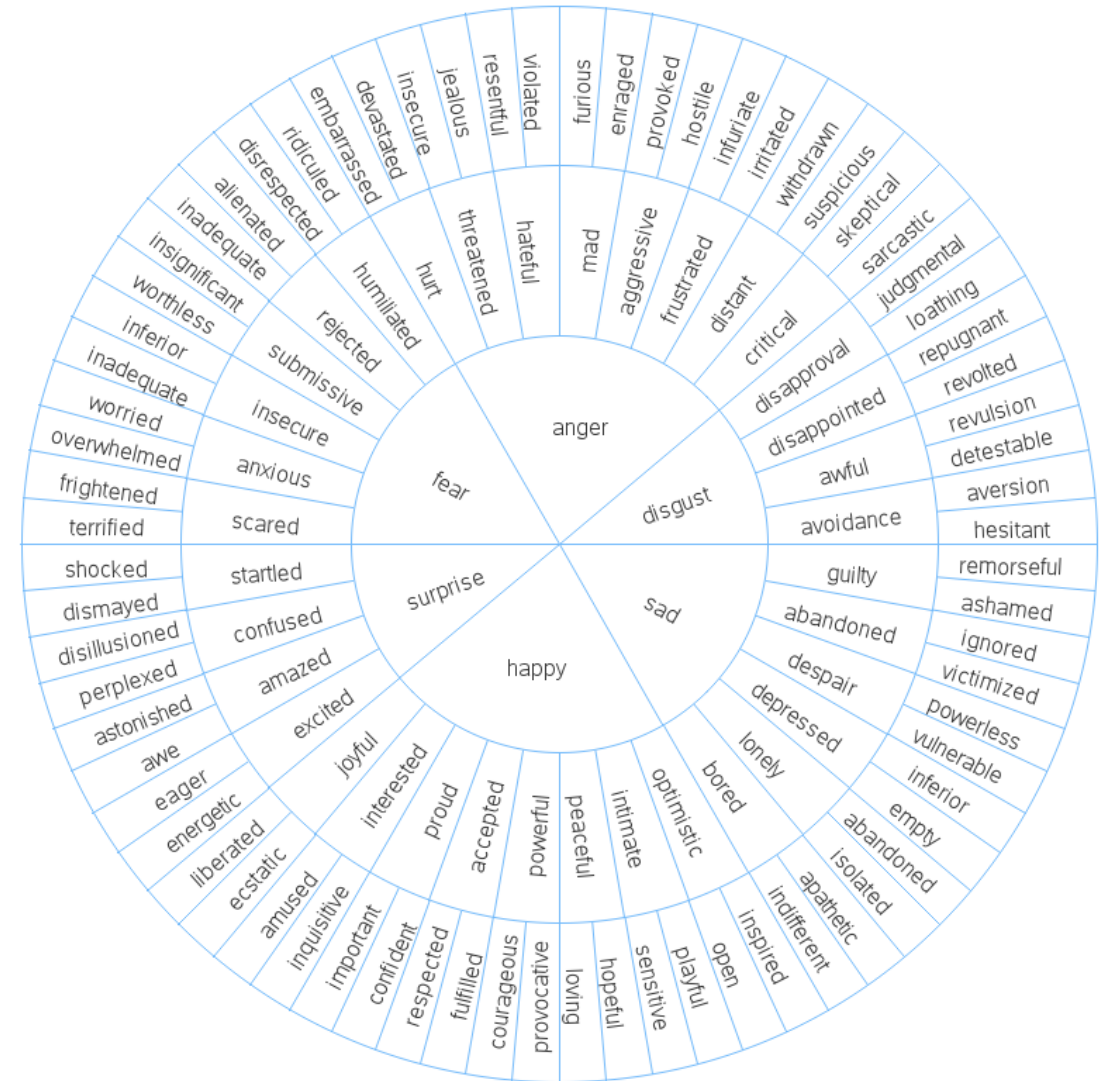

INTEROCEPTIVE & EMOTIONAL AWARENESS
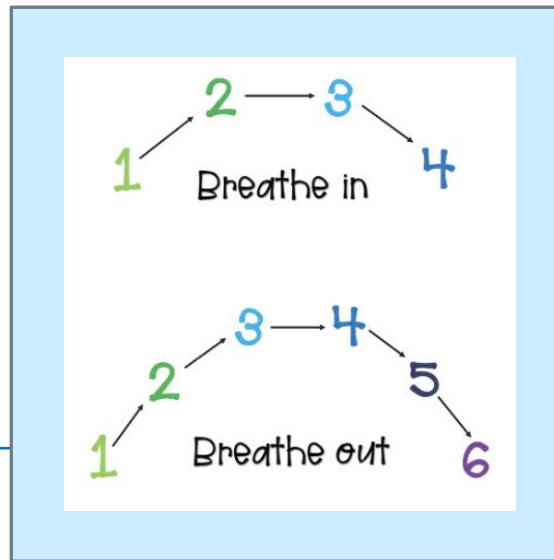
Identify Your Emotions

Steps for using the Word Wheel:

- Pick out your emotions from the six choices at the center of the wheel. These are core emotions that all humans experience and recognize across cultures.

- When possible, fine-tune your choices by using the outer rings to further clarify what you are feeling.

Controlled Breathing: 4×6 Breathing Technique:

1. Realize that you are feeling anxious!

2. Inhale deeply for a silent count of 4 and exhale for a silent count of 6. And repeat.

3. Do for a minimum of 1 minute to be effective in controlling anxiety/fear arousal, longer if needed.

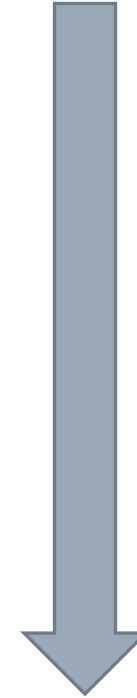# Visualization

Visualize Action

"Imagine what you want to happen next"

1. Imagine yourself responding in the best manner, step by step, anticipating different problems and outcomes.

2. This will help you predict potential difficulties and choose the best response.

3. Develop alternate plans in your mind "Plan A…Plan B…."

Self Regulation Exercise

How would you feel if you were trying to help this coworker?

- Recognize when you are stressed/activated
- Remember the Self Regulation Process:
  - Do a body scan
  - Identify your sensations (interoceptive awareness)
  - Identify your emotions (emotional awareness)
  - Self-regulate
  - Visualize your responses
  - Take action

Non-verbal variables such as tone, tempo, rhythm, timbre, prosody, and

amplitude of speech, as well as body language signals, are essential

aspects of therapeutic communication technique.

COMMUNICATION

Tone of voice

Ventilation

Distraction

Reassurance

One to One

Modifying the Expectations

Deflecting the Insult

Clarifying the Emotional Status

THE VERBAL TECHNIQUES: UNDERSTANDING/ACTIVE LISTENING

Silence

Nods

Selective Focus

Eye Contact

Proximity

Touch

Limitation of Audience/Stimuli

Time Out

Body Language and Posture

Redirection

Modeling

NON-VERBAL TECHNIQUES

Identify yourself by name first: My name is Charles and I am here to help understand what you need"

Choose emotions from the wheel [see handout] for the blanks below:

"I am sorry that makes you upset."

"I can hear that you are angry, but please do not speak to me that way. I am here to help you."

"I understand you feel that way. I hope we can find another solution."

"I am hearing _____. Are you feeling _____ because of _____?"

"If this happened to me, I would be feeling _____."

"How can we prevent this kind of difficulty from happening in the future? Any ideas?"

"I feel _____, when you _____."

"If I have said or done anything to cause you distress, I hope that you would tell me."

"It sounds like when I said that, you started to feel _____."

"I hope you understand I did not intend to upset you when I said/did that, yet it sounds like my statement/action did cause you distress/difficulty."

BEHAVIORAL INTERVENTION SCRIPTING

1. Explain **_what_** behavior is inappropriate.

2. Explain the **_reason_** such behavior is inappropriate.

3. Give the person limited and **_reasonable choices_**.

4. Allow **_an appropriate amount of time_** to make a choice.

5. **_Enforce limits_**.

Video 160938

THE HARD LIMIT SET PROCESS _{CPI}

1. "You cannot be yelling at me".

2. "This is not helping understand what you need…"".

3. "Please speak in a lower voice tone."

4. **'I shall give you five minutes to make a good choice and decide what you want to tell me or we will have to end this conversation for today".**

5. After five minutes, request calmly to continue the conversation. If there is no compliance, end the interaction.

HARD LIMIT SET CLINICAL EXAMPLE – ESCAPING SUICIDE SIT PATIENT

1. ***What am I feeling now***?

2. ***What does this person feel, need or want***?

3. ***How is the environment affecting the person***?

4. ***What is the cognitive capacity of this person***?

5. ***What is the problem we are dealing with***?

6. ***What do we want to make happen***?

7. ***How do I best respond***?

Video 155720; 142021; Discuss Pediatric Example

It isn't personal unless you make it so…so do not make the interaction personal!

If you can understand the why of behaviors, you can predict behavioral trajectories.

If you can predict trajectories, you can shape (not control) behaviors!

Always self regulate to co-regulate!

Always be respectful, especially when limit setting!

SUMMARY

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