

## Emergency Response Team Training

This training is predicated upon the belief that every school is a unique institution and therefore must assume the responsibility for identifying those issues that are adversely affecting its educational program. Of paramount importance is the need for each school to take back the controls and not allow others to define the issues. This seminar holds to the notion that if a school pays attention to the 'small stuff' daily, i.e. bullying behavior, fights, name calling, harassment and other hateful acts kids commit, the chances of a major incident occurring are greatly reduced.

### Responding To An Emergency

After viewing a short video of a 'crisis', participants are asked to respond to what they have just witnessed. The four phases of a crisis are discussed and particular attention is paid on Phase I – the first ten minutes. Discussion centers on the formation of an Emergency Response Team, who should be selected, what jobs need to be assigned, how to effect a total 'lock down' of a school, techniques for 'managing an emergency', implementing 'Code Red' terms and a host of other issues are included in this segment.

### Information – The Key To Control

This unit explores the various sources of information available in a school and presents a process whereby administrators can improve utilization of their time and other resources. Specifically, incident profiling is suggested as a way to analyze existing incident data and to develop intervention strategies for reducing or eliminating unwanted behaviors.

### Techniques And Strategies For Dealing With Emergency Situations

Participants are presented with a series of "What would you do if...." Scenarios. The purpose is to explore their preparedness for dealing with the unexpected. Scenarios range from what to do when informed a student has a gun in a classroom to dealing with the out-of-control parent to what to do when a device is found to....The list is almost endless. The importance of this phase of the training is that every adult assigned to a school needs this information. Special attention is given to understanding the nature and culture of 'school fights'. Why kids fight in school and ways to break up a fight are covered. Also discussed is the best equipment to take when responding to a fight.

### "School Crisis: Under Control"

This 35 minutes video stresses the need for proper planning and training prior to responding to a crisis. Eight Principals talk about their crises and what worked and what didn't work. The suggestions are practical and supported by actual events.

## School Survival 101 Training

### **Survival Skills for School Based Personnel**

Techniques are presented that will reduce a person's vulnerability to physical injury resulting from encounters with students, irate parents, hostile intruders, and trespassers. Special attention is given in how to avoid the 'big lie', where to stand and the role hidden hands play in creating adversarial encounters.

### **What Would You Do If?**

This segment covers a host of issues that were never covered in college courses. Such issues include: how to break up a fight, why girls present unique problems when engaged in a hostile act, how to deal with a student with a gun in class, what to do when you suspect a bomb has been placed in your work area, how to set up your office to reduce the possibility of personal injury from irate individuals and how the proper use of a mirror might just save the day.

### **Dealing with the School Yard Bully**

Bullying is still the single most prevalent behavior on any school campus, K through 12th grade. During this unit we explore the characteristics of both bullies and victims and techniques for 'bully proofing your school/classroom'.

### **What Wrong With This Picture?**

This video portrays five events that actually took place in schools. We examine each episode and determine why the event occurred and what might have been done to prevent it from occurring in the first place

## Verbal De-escalation and Non-violent Physical Restraint

This training uses the techniques of Nonviolent Crisis Intervention to increase educators' confidence and effectiveness in handling dangerous situations. The program, not only teaches staff to respond effectively to the warning signs that someone is beginning to lose control, but also addresses how staff can deal with their own stress, anxieties and emotions when confronted with these challenging situations.

You'll learn how to promote safety and dignity—always. The training program is a holistic behavior management system based on the philosophy of providing the best care, welfare, safety and security for staff and those in their care, even during the most violent moments. The program focuses on preventing disruptive behavior by communicating with individuals respectfully and with concern for their well-being. The program teaches physical interventions only as a last resort—when an individual presents an imminent danger to self or others—and all physical interventions taught are designed to be nonharmful, noninvasive, and to maintain the individual's dignity. Follow-up debriefing strategies are also key components of the training program.

### One-Day Seminar:

- How to identify behaviors that could lead to a crisis
- How to most effectively respond to each behavior to prevent the situation from escalating
- How to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent
- How to cope with your own fear and anxiety
- How to use principles of personal safety to avoid injury if behavior becomes physical

### Two-Day Workshop

Learn to reinforce preventive techniques and learn principles of nonharmful physical intervention

- When it's appropriate to physically intervene
- How to develop team intervention strategies and techniques
- How to assess the physical and psychological well-being of those involved in a crisis
- How to safely and effectively control and transport an individual
- How to maintain rapport with the acting out individual
- Key steps for debriefing after a crisis
- How to properly document an incident