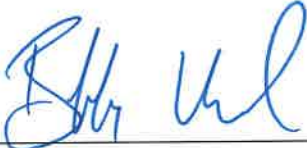





San Francisco Juvenile Probation Department

Juvenile Hall Policy and Procedures Manual

Chapter 10 - Security and Control

Policy Number:	10.14
Policy Name:	Nonviolent Crisis Intervention
Authority:	Title 15, 1390
Replaces:	9.17 Non-violent Crisis Intervention (05/01/2000)
Effective Date:	January 1, 2019
Revision Date:	April 16, 2018
Related Policies and Procedures:	8.03 - Discipline and Discipline Process 8.05 - Counseling and Supporting Youth 10.15 - Emergency Response Team and Condition Response
Related Forms:	
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Chief Probation Officer:	Katherine Weinstein Miller 

I. POLICY

To ensure care, welfare, safety, and security, Juvenile Hall staff shall implement Nonviolent Crisis Interventions in the prevention and management of disruptive and physically acting out behaviors by youths. Intervention shall utilize:

A. Preventative techniques which include:

- i. Nonverbal techniques that help prevent acting out behavior.
- ii. Verbal techniques to facilitate de-escalation of verbal acting out behavior.
- iii. Physical personal safety techniques to prevent injury to youth or staff from a youth's behavior that has escalated to a physical level.

B. Therapeutic Physical Intervention which includes:

- i. Physical control and restraint techniques to be implemented when physical intervention is warranted.
- ii. Team intervention techniques to ensure safety.
- iii. Therapeutic techniques implemented to help a youth cope with crisis situations after an acting out episode.

II. PROCEDURES

A. Integrated Behavior

A Juvenile Hall staff member's intervention shall be appropriate to the crisis level indicated by the youth's behavior. A crisis may progress through four distinct levels.

- i. A Juvenile Hall staff member who observes an unusual change in behavior (increase or decrease) shall be supportive when a youth exhibits anxiety. Juvenile Hall staff shall listen with empathy and without judgement to what is bothering the youth. Juvenile Hall staff should acknowledge he or she is aware the youth is anxious and reassure assistance will be provided to help relieve the anxiety.
- ii. A Juvenile Hall staff member shall be direct when a youth shows defensive behavior. When a youth begins to lose rationality, becomes belligerent, begins to challenge staff or the authority of staff represent, begins to give verbal or nonverbal cues that the youth is losing control:
 - a. Juvenile Hall staff shall set clear, simple, enforceable, and reasonable limits in a nonthreatening objective manner.
 1. Juvenile Hall staff shall inform the youth of the positive consequences which will result from compliance.
 2. Juvenile Hall staff shall inform the youth of the consequences for noncompliance.
 3. Juvenile Hall staff shall inform the youth that the youth has a choice for the consequences of his or her behavior which will be determined by his or her decision.
 - b. Juvenile Hall shall not give the youth an ultimatum such as "Do it this way or else."
- iii. Juvenile Hall staff shall use nonviolent physical crisis intervention when the youth exhibits acting out behaviors. When the youth is no longer able to self-

regulate and verbal aggression turns into self-harming behaviors or physical assault of staff, other youth, or visitors or when property is being destroyed. Juvenile Hall staff shall:

- a. Use nonviolent physical control only as a last resort.
 - b. Use safe and no injurious restraint techniques to physically control the youth's behavior until the youth can self-regulate his or her behaviors.

- iv. Use Therapeutic Rapport when a youth demonstrates tension reduction behavior. After an episode of acting out and when the youth begins to self-regulate, Juvenile Hall staff should implement the six steps of the post-tension coping model.
 - a. Control Begin therapeutic rapport when the youth is under emotional control.
 - b. Orient Find out the facts of what happened in a non-judgmental manner and listen to the youth's perspective.
 - c. Pattern Determine if a pattern of past behavior is evident.
 - d. Investigate Identify alternative positive behaviors to replace the inappropriate behavior.
 - e. Negotiate Agree to a verbal contract of appropriate behavior

acceptable to Juvenile Hall staff and youth that the youth can do instead of displaying inappropriate behavior in the future under a similar situation.

- f. Give Give control back to the youth by giving responsibility to control his or her own behavior.

B. Nonverbal communication

When dealing with potentially violent youths, proximity or distance between Juvenile Hall staff and the youth as well as how Juvenile Hall staff position their body can have great impact on whether the situation escalates.

- i. Personal Space: Proxemics
 - a. When approaching a potentiality violent youth, Juvenile Hall staff shall give the youth as much personal space as deemed necessary for the safety of the youth and staff.
 - b. Recognize or acknowledge the youth's signals that Juvenile Hall staff are getting too close. Signals may include, but are not limited to, clinched fists, tightening of facial muscles, and movement away from Juvenile Hall staff.
 - c. Recognize if the youth feels threatened by Juvenile Hall staff proximity, Juvenile Hall staff may increase the chances of the situation escalating and the youth's behavior progressing into a level much more difficult to manage.

ii. **Body Posture and Motion: Kinesics**

- a. Utilize nonthreatening body posture and motion.
- b. Avoid the use of face to face or shoulder to shoulder positioning.
- c. Utilize the supportive stance: Approach or stand at an angle to the youth while keeping a distance no closer than a leg length or twenty-four to thirty inches from the youth.
- d. Keep hands in plain view and out of pockets.

C. **Paraverbal Communication**

Tone, volume, and cadence of voice make up most of the content of any message.

- i. When attempting to defuse a situation, be aware of not only what you say but how you say it.
- ii. Use voice tone that does not communicate impatience, condescension, or inattention.
- iii. Keep the volume appropriate for the distance and situation. Avoid shouting.

D. **Verbal Escalation Continuum**

This verbal intervention approach gives Juvenile Hall staff guidelines to follow in verbal intervention.

- i. Give rational answers to questions seeking information.
- ii. Set limits and stay on the topic in response to authority challenging questioning, indicators of a power struggle, or

evasiveness.

- iii. Set limits in response to refusal, non-compliance, and the loss of rationalization.
- iv. Allow venting, remove the audience, state directives that are non-threatening, and be ready to enforce limits in response to behaviors such as acting out, emotional outbursts, loss of rationalization, venting, screaming, and swearing.
- v. Seek assistance and, if possible, wait for the team to intervene in response to the intimidation presented by the youth who is verbally or nonverbally threatening staff in some manner.

Intervention or control by individual Juvenile Hall staff members may result in a personal conflict. The safety and welfare of youth and staff may be jeopardized.

- vi. Implement therapeutic rapport when tension reduction occurs and use the posttension coping Model:
 - a. Control Help the youth regain full control.
 - b. Orient Talk about the facts of the situation.
 - c. Pattern Identify patterns of behavior.
 - d. Investigate Identify positive alternative behaviors.
 - e. Negotiate Negotiate alternative behaviors the youth would like to use in a similar

situations in the future.

f. Give

Allow the youth an opportunity to follow through on what was negotiated.

E. Appropriate Verbal Intervention Techniques

Juvenile Hall staff should be aware of and adhere to these DO's:

- i. Remain calm
- ii. Isolate the situation
- iii. Enforce limits
- iv. Listen
- v. Be aware of nonverbal cues
- vi. Be consistent

F. Inappropriate Verbal Intervention Techniques

Juvenile Hall staff should avoid inappropriate verbal interventions:

- i. Don't overreact
- ii. Don't get in a power struggle
- iii. Don't make false promises
- iv. Don't fake attention
- v. Don't threaten
- vi. Don't use jargon

G. Precipitating Factors Contributing to Acting Out Behavior

Because acting out behavior may be the youth's way of signaling his or her need for help, Juvenile Hall staff shall identify/recognize factors which precipitate, account for, or help explain the acting out behavior.

- i. Identify when acting out behavior results from the loss of personal power. Recognize when the youth may be attempting to prove that he or she can still act as an individual.
- ii. Identify when acting out behavior results from need to maintain self-esteem. Recognize that the youth may be trying to save face in a crisis because of peer pressure.
- iii. Identify when acting out behavior results from fear. Recognize when not knowing what is happening or knowing results of an action will cause an unpleasant response.
- iv. Identify when acting out behavior results from failure. Recognize when not being able to complete a task or falling short of a goal set by others or by him or herself may result in frustration.
- v. Identify when acting out behavior may result from attention seeking. Recognize when reinforcement of a response or wanting attention from Juvenile Hall staff or other youths may be motivating the youth.
- vi. Identify when acting out behavior may result from displaced anger. Recognize when factors outside of Juvenile Hall cause the youth to act out toward Juvenile Hall staff or peers.
- vii. Identify when acting out behavior may result from psychological or physiological causes. Recognize when the youth's behavior may be caused by drugs, hunger, pain, insomnia, psychological disorder, or emotional disturbance.