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Overview

Frontline teams working in supportive care facilities face challenging situations every day, including escalating behaviour from residents. But these behaviours are more often than not an expression of an unmet need – and many staff lack the skills or confidence to work out what those needs are and de-escalate the behaviour.

Verbal De-escalation of Responsive Behaviours helps all those who work in supportive care facilities to more effectively deal with responsive behaviours. Learners will practise their de-escalation techniques in a safe space, exploring the differing needs of two residents and supporting them to calm down.

- Identify the unmet needs that lie behind responsive behaviours
- Learn the importance of reading a residents' profile
- Practise de-escalating responsive behaviour in a safe space

Module structure

The complete journey takes the learner through one or both of two interactive scenarios, led by their guide Olivia, as well as ancillary activities such as onboarding, self-reflection, and the exit survey.

Learners can choose to work with either Nancy, an older woman living with dementia in a long-term care home, or Johnny, a young autistic man in a group home. After completing either scenario, they can choose to play the other as well, honing their skills across multiple settings.

It is estimated that the module will take the learner approximately 15-30 minutes to complete, depending on whether they complete one or both of the two scenarios. Completion times may also vary depending on whether the learner chooses to replay a scenario to explore different options or fine-tune their responses.

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Key learning goals and outcomes

Learning outcome

Practise navigating situations where residents are exhibiting responsive expressions.

Learning goals

1. Detect signs of escalating responsive behaviours

2. Use verbal techniques to de-escalate the situation

3. Support the individual while keeping themselves and other residents safe

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Olivia

De-escalation coach

Nancy

Older woman living with dementia

Betty

Nancy's neighbour

Characters

Johnny

Young autistic man

Jake

Johnny's housemate

Diya

Support worker at the group home

Characters (cont.)

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Group Home – Living Room

The living room at the Aster House group home. Here, the learner steps up and de-escalates the situation when Johnny begins displaying sexualised behaviour toward support worker Diya.

Corridor – Care Home

The living room at the Riverside Lodge care home. Here, the learner notices Nancy in some distress, and jumps in to help work out what she's trying to do and calm her down so she can better express herself.

New Environments

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Topic 1a – Nancy

In the first of two scenarios, the learner finds Nancy wandering the halls in a state of distress. As they try to ease her anxieties and redirect her, they see for themselves the value of coming to each shift prepared with the information in each resident's care plan. Success means Nancy is better able to express herself – but missteps compound her distress and draw her neighbour Betty out to complain about the noise.

In this **LLM-powered freeform conversation**, learners respond to Nancy's distress in their own words, deploying de-escalation techniques rooted in Nancy's needs and profile.

Afterwards, Olivia challenges the learner to find ways the situation could have been avoided, before offering them the second scenario.

Topic 1b – Johnny

In the second of two scenarios, the learner finds Johnny displaying sexualised behaviour toward another support worker, Diya. As they try to calm him down and redirect his attention, they see for themselves the value of coming to each shift prepared with the information in each resident's care plan. Success draws Johnny away from Diya and calms him down, while missteps make him more agitated and lead to housemate Jake's behaviour escalating.

In this **LLM-powered freeform conversation**, learners respond to Johnny's behaviour in their own words, deploying de-escalation techniques rooted in Johnny's needs and profile.

Afterwards, Olivia challenges the learner to find ways the situation could have been avoided, before offering them the second scenario.

Module details