

PROFESSIONAL CRISIS MANAGEMENT ASSOCIATES (PCMA)

OFFERED BY KRIS SHINN, ABOVE ALL ELSE INC

☒ **PHILOSOPHY:** PCMA's guiding principles reflect the core values that drive the Positive Behavioral & Intervention Supports (PBIS) approach and include:

- Human beings have a basic right to humane and dignified treatment.
- Human beings have a right to safety and freedom from pain.
- Human beings have a basic right to freedom of choice.
- The least restrictive alternative that is likely to be effective is critical to safety and success of individuals.
- Teaching and supportive strategies must be as positive, pro-active and non-coercive as possible.
- Teaching and supportive strategies must utilize proven principles of effective behavior change, such as continuous feedback, behavioral shaping, and fading of cues and assistance.

☒ **CERTIFICATION:** PCM training requires certification, and refresher courses must be completely annually to maintain certification. The different levels of initial certification and recertification are described below in the 'Training' section.

☒ **METHODOLOGY:** Components of the PCM training include the following:

- Identifying triggers of aggressive behavior, including teaching participants to recognize the stage of crisis an individual may be in at any given time and to be sensitive to triggers or antecedents. An in-depth analysis of antecedents and antecedent manipulation that addresses prevention, de-escalation and post crisis strategies are taught as well.
- Methods for calming students/persons, including biological strategies, proximity and environmental strategies, arousal and excitability considerations, body language and supportive posture, vocal tone and communication style, and verbal strategies such as prompting, redirection, empathy statements and pivot praise.
- PCM strategies, including creating a positive overall environment, scheduling activities, teaching social skills and replacement behaviors, setting expectations, using praise and positive reinforcement, pre-teaching, and teaching reflective listening skills.
- Teaching verbal de-escalation, for both the pre-crisis and post-crisis stages.
- Teaching effective staff and student debriefing, post-crisis prevention, and providing a comprehensive data collection system to document physical restraint events.
- Teaching blocks, releases and holds, including 'Dynamic Holding', a system of providing immediate feedback for behavior