

Professional Assault Response Training Participant's Exercises

Saskatchewan Association for Safe Workplaces in Health

revised January 2002, December 2007, January 2009, September 2009
April 2011 (SASWH branding), January 2016



Trainer Instructions

These exercises follow the layout for the PART Basic program. They are numbered 1 through 15 and follow the numbering in your PART Trainer Manual. You may wish to bring in other exercises you have found to be effective in helping participants understand the PART Principle, model or activity.

Encourage participants to write in their participant handbook, highlight areas of importance and take notes as you go through the program materials with them.

Written exercises are not provided for the Intermediate and Advanced programs. These programs require each participant to provide a hands-on/return demonstration of the skill/technique.

Exercises will serve to both guide and record participation in the Basic program.

Unless otherwise instructed, the follow procedure should be followed for each learning exercise:

1. Participants read the entire learning exercise carefully.
2. Outline their ideas on notepaper.
3. Discuss their ideas within their group.
4. Assist their group's spokesperson in arriving at a group consensus of the most important aspects of the learning exercise.
5. Record their ideas and efforts in their participant handbook.
6. Share their ideas and questions as each spokesperson presents the perspectives of their group to the class as a whole.

Finally, your participants should not be satisfied that their learning exercises are completed until all of their questions have been answered. If you do not know the answers, tell the participant you will find the answer and get back to them. During the session, encourage participants to jot down their questions and ask you at a break or after the session. You should be available to assist them and to ensure they understand the material presented.

Participant's Exercises
Basic – "Communication & Response"

For PART Trainer and Instructor Use Only

Record of Exercises for _____ (participant name)

Trainer(s) _____

Exercise	Complete	Incomplete	Notes
#1 Purpose			
#2 Professionalism			
#3 Preparation			
#4 Physical Response			
#5 Restoring Balance			
#6 Identification			
#7 Stress Model			
#8 Developmental Model			
#9 Communication Model			
#10 Role Play			
#11 Interactive Model			
#12 Environmental Model			
#13 Basic Needs Model			
#14 Socio-Cultural Model			
#15 Response Crisis Intervention			

**Participant's Exercises
Intermediate – "Breakaway & Evasion"**

For PART Trainer and Instructor Use Only

Record of Techniques for _____ (participant name)

Trainer(s) _____

Technique	Complete	Incomplete	Notes
Punch to Face			
Overhead Blow			
Lunging Assault			
Kick to Thigh			
Kick to Stomach			
Kick to Head			
Knee Kick to Groin			
Pinch Release			
Scratch Response			
Bite Release			
Hair Pull Release			
Choke Release			
Bear Hug Escape			
Arm Grab Escape			

**Participant's Exercises
Advanced – "Restraint"**

For PART Trainer and Instructor Use Only

Record of Techniques for _____ (participant name)

Trainer(s) _____

Technique	Complete	Incomplete	Notes
Belt Pivot			
Belt and Shirt Control			
Hip Pivot			
Clothing Pivot			
Standing Restraint from Blow			
Standing Restraint from Overhead Blow			
Standing Restraint from Holding Assault			
Standing Restraint from Kicks			
Escort Two Person			
Escort Three Person			
Escort Three Reverse			
Wall Assisted Two Person			
Wall Assisted Three Person			
Floor Assisted Two Person			
Floor Assisted Three Person			

Exercise 1

Section 1: Purpose

Key question:

What type of assaultive behaviours do the individuals display? (i.e. What is the individual doing/how are they acting?)

Purpose:

Briefly answer the following questions. When you are finished, discuss your answers with your group. Select a leader to give an overview of your group's answers. If you don't understand the questions, ask your PART trainer to explain.

1. What type of assaultive behaviours do the individuals display? (i.e. What is the individual doing/how are they acting?)

2. What purpose is the behaviour serving for the individual? (i.e. What needs are they trying to meet? Why are these individuals acting out?)

3 a. If our interventions **are** successful, what would we expect the individuals to do?

b. If our interventions **are not** successful, what would we expect the individuals to do?

4. List some **positive** and **successful responses** you have made, or observed, during assaultive incidents that might enhance the response techniques of your fellow workshop participants.

5. List some **errors** that you might have made or observed during assaultive incidents that your fellow workshop participants should learn to avoid.

Participant's Written Exercises

Exercise 3

Section 3: Preparation

Key questions:

- Am I physically and mentally prepared to work with potentially dangerous people?
- Am I taking care of myself by making healthy choices, getting enough “good” sleep, staying alert and aware of myself, the environment and others?

A. Attire:

Am I aware of how I am dressed and how that affects my ability to respond during an emergency?

Look at the way you are dressed from head to toe. Assess your attire in terms of the risk it might present during an assaultive incident.

	Low Risk	Some Risk	High Risk
Head			
• earrings/piercings - do they present a risk of tearing or cutting?			
• glasses - are frames and lenses likely to break or shatter?			
• hair - could it be easily grabbed or obscure my vision?			
Neck			
• do necklaces, ties, scarves, pen on a rope, stethoscope, etc., provide an opportunity for choking?			
Arms & Hands			
• can rings, bracelets, watches or fingernails catch and tear skin?			
Torso (clothing)			
• will my clothing keep me from jumping, running, bending or kneeling?			
Feet (shoes)			
• do my shoes interfere with my ability to move quickly?			
• do my shoes present a risk of injury to myself or others?			
Keys			
• does the way I carry my keys pose a risk of injury to myself or others?			
Emotional Attachment			
• if my clothing or jewelery were damaged, would I be upset?			
Other			
• personal hygiene			
• shaving lotion/perfume			

Participant's Written Exercises

Exercise 3, continued.

B. Mobility:

- Am I prepared to move quickly if and when I need to?
- What can I do to improve and maintain my ability to be mobile?

Mobility and Warm Up:

Stance

Deep Breathing

Neck Mobility

Shoulder Rolls

Side Stretches

Toe Touches

Toe Lifts

Balance on One Foot

C. Observation:

1.

2.

3.

4.

5.

6.

Participant's Written Exercises

D. Self-control:

Self control plans vary widely. Critical features of an effective plan include:

Self-assessment

Knowing your limits

Practical method for self-control

Restoration and healing

Your trainer may take you through the next exercises that will give you an opportunity to develop a pre-planned self-control response for maintaining and/or regaining control.

Think of an incident that scared you. Relate back to a time when you had to confront a fear (e.g., a moth, spider, mouse, etc.) and you will be better able to understand the fight or flight response.

Will you be able to maintain control of yourself at that moment? If yes, what will your plan be? There are three possible reactions to this situation: fight, flight or self-control.

Participant's Written Exercises

Exercise 4

Physical Response in Crisis

Self-assessment:

	Symptoms experienced when assaulted: Fight - Flight - Freeze	What to do to keep behaviour within acceptable limits Self-control Plan
Breathing		
Vision		
Heart		
Speech		
Thinking		
Perception		
Emotions		

Knowing Your Limits

If I failed to regain self-control and **over-reacted**, what would I be doing?

If I failed to regain self-control and **under-reacted**, what would I be doing?

What habits do I display under stress that might make this situation worse?

Exercise 5

Methods for Restoring Balance and a Sense of Well-being After an Assault

Immediately after being threatened or assaulted I will do these things to restore my sense of well-being:

When I have been threatened or assaulted at work, I will do these things after work to restore my sense of well-being:

Because I have a job where there is a real possibility of being threatened while performing my duties, I have developed the following habits or patterns of activity to keep myself emotionally balanced:

Plan Your Work and Work Your Plan!

Exercise 6

Section 4: Identification

Key Question:

If there is a threat of injury, and the treatment plan isn't working to reduce the threat, can I identify why?

Read the following scenarios and classify them according to their level of dangerousness. Write the classification in the box provided.

1. An elderly woman grabs a worker by the arm as he walks by, and pushes him into another worker.

2. An angry adolescent stands directly in front of the worker, fists clenched, teeth bared, breathing heavily, speaking slowly and deliberately, "You will do what I want right now or I'll make you pay big".

3. A mentally disturbed, hallucinating young adult picks up her chair and holds it over the head of a worker. As she brings the chair towards the worker's head, she mutters incoherently.

4. A four-foot tall, slightly built, seven year old shakes a fist and swings wildly at a twenty-four year old, six-foot tall, solidly built staff member, yelling, "I hate you. I'm going to kill you."

Participant's Written Exercises

Exercise 7

Stress Model/Assault Cycle

Choose someone from your recent experience. This should be someone who became assaultive.

1. Describe the **triggering** event(s) for this incident.

2. Describe the behaviours observed during **escalation**.

3. Describe the behaviours observed during the **crisis**.

4. Describe the behaviours observed during the **recovery**.

5. Describe the behaviours observed during the **post-crisis depression**.

Participant's Written Exercises

Exercise 8

Developmental Model

Choose one of the developmental stages: _____

For the developmental stage you chose, can you identify where someone might be:

a) demonstrating baseline behaviour?

b) moving away from baseline Developmental Model?

Can you think of someone with whom you are currently working who demonstrates a difference between his/her chronological and developmental stage?

How old is this person? _____

What does this person do that leads you to believe they are functioning at a lower developmental age?

At what stage in the Developmental Model is this individual acting? _____

Have you ever embarrassed yourself with your behaviour?

Have you ever, at any time in your life, behaved in a way that did not match with your age?

Exercise 9

Communication Model

This exercise will help you explore **your communication options**.

Choose someone with whom you have had difficulty relating to - **do not use real names for confidentiality purposes**. Describe one of their behaviours that "pushes your buttons", or choose an example from a personal experience or a situation within a societal setting.

If you were being **withdrawn**, how might you respond to this behaviour?

If you were being **passive**, how might you respond to this behaviour?

If you were being **aggressive**, how might you respond to this behaviour?

If you were being **assaultive**, how might you respond to this behaviour?

If you were being **assertive**, how might you respond to this behaviour?

Participant's Written Exercises

Exercise 10

Communication - Instructor-participant Role Play

This exercise will help you explore communication options.

Each group will have time to discuss and document an example of using communication options, and then each group will have the opportunity to present to the class.

Your group's example:

Describe the person's response when withdrawn.

Describe the person's response when passive.

Describe the person's response when aggressive.

Describe the person's response when assaultive.

Describe the person's response when assertive.

Participant's Written Exercises

Exercise 11

Interactive Model

This model is interactive, reciprocal and systematic.

Components of the Model

Individual (e.g., patient, client, student)

Environment

Mental State

Staff

Give examples for each of the above and how they might impact on the individual or yourself.

Exercise 12

Environmental Model

From an ecological perspective, assaultive behaviour can be seen as a product of circumstances under which it occurs. Environmental conditions that may predispose individuals to assaultive behaviour include:

- physical conditions (light, heat/cold, crowding and noise)
- staff performance (inconsistent, lack of structure)
- scheduling concerns (staff and activity schedules)

Are these circumstances and conditions over which the staff have some control?

Therapeutic Approaches to the Environment:

Choose an environmental condition that might provoke an assaultive incident. Provide a brief recommendation for improvement. This should be something over which you have some control.

Participant's Written Exercises

Exercise 14

Socio-cultural Model

Think of three examples where aggression may be seen as an example of social training or cultural environment.

1.

2.

3.
