

**In violence
we forget
who we are.**

**Mary
McCarthy**



Taming the Dragon: Managing Verbal and Physical Aggression

Instructor Guide



Agenda

Estimated Class Time: 3 hours

Time	Topic
20 minutes	Introduction Icebreaker: The Angry Employee
10 minutes	Welcome, Course Overview, Housekeeping
25 minutes	Aggressive Communication
35 minutes	The Continuum of Aggression
15 minutes	Break
15 minutes	The Continuum of Aggression (cont'd)
15 minutes	Identifying Cognitive Aggression
35 minutes	The Arts of Aggression Management
5 minutes	RISK ASSESSMENT AND EVALUATION
5 minutes	SUMMARY
180 minutes	

Course Overview

The scope of aggression at work ripples out like a pebble on a lake, from seemingly insignificant instances of verbal aggression to shockingly violent physical incidents. In order to prevent aggression and violence before it gets started, we have to learn how to recognize and identify potentially aggressive employees and act to prevent them from acting out on their anger and learn the basics of de-escalation of aggressive behaviors.

Too often we see aggressive situations that could have been prevented by intervention before the conflict occurred. Additionally, it's important to be able to recognize how our own aggressive behavior can escalate as a natural response to others' aggression.

By the time this session is over, you should be able to: identify and measure aggression, offer effective skills to engage and prevent aggression against you or those you work with, recognize and identify potentially aggressive employees, identify methods to prevent potentially aggressive employees from acting out on their anger, identify basic methods for de-escalating aggressive behavior, recognize how your individual aggressive behaviors can escalate as a response to others' aggression, and identify ways to monitor your individual aggressive reactions.

COURSE TITLE: Taming the Dragon	
SESSION: Module 1: Introduction	
TOTAL TIME: 30 minutes	
Method	CONTENT/NARRATIVE
 	<p>Learning Objectives: Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify some of the costs of aggressive behavior in the workplace<input type="checkbox"/> Identify aggressive communication <p>Required Materials:</p> <ul style="list-style-type: none"><input type="checkbox"/> Angry employee Video Slide<input type="checkbox"/> Debriefing questions<input type="checkbox"/> Workplace Violence slide<input type="checkbox"/> Objectives slide<input type="checkbox"/> Workplace Aggression – The Costs / Participant Manual Page 3<input type="checkbox"/> Flip Chart Paper<input type="checkbox"/> Markers<input type="checkbox"/> Computer<input type="checkbox"/> Projector<input type="checkbox"/> Speakers<input type="checkbox"/> Power Cords

COURSE TITLE: Taming the Dragon		
SESSION: Icebreaker: Angry Employee		
TOTAL TIME: 20 minutes		
Method	CONTENT/NARRATIVE	RESOURCES
 	<p>Show the video “Angry Employee” Slide #2, Slide #3</p> <p>Debrief the video by reviewing the following statements made in the video:</p> <ul style="list-style-type: none"> • “Have you, as supervisors, ever seen anyone at work get <i>that mad</i>?” • “How many of you, as supervisors, have gotten that angry yourselves? Why?” • “So what does that feel like when someone displays violence at work? What happens to the work itself?” 	<ul style="list-style-type: none"> <input type="checkbox"/> Angry Employee YouTube Video Slide #2 <input type="checkbox"/> Debriefing Questions
 	<p>Show Slide #4. Lead large group discussion based upon the data from the slide and handout #1 in the training manual – “Workplace Aggression - Slide #5 The Costs. Ask “<i>what are the costs of aggression at work?</i>”</p> <p>Write responses on the flip chart. Be sure to include some of the following:</p> <ul style="list-style-type: none"> • Decreased production, efficiency • Increased sick days to avoid aggressive behaviors • The cost of employee turnover • Theft and sabotage • Friction created by aggressive employees that contributes to present-eeism, passive-aggressive behaviors • Decreased employee and customer satisfaction • Decreased morale and employee motivation • Lack of creativity and innovation • Loss of employee loyalty to the organization • Legal fees and settlements • Loss of life • Medical or psychiatric care • Salary continuation for injury or traumatization • Increased worker’s comp claims • Decreased productivity • Lost work time • Increased absenteeism/presenteeism • Loss of valued employees 	<ul style="list-style-type: none"> <input type="checkbox"/> Workplace Violence Slide #3 <input type="checkbox"/> Workplace Aggression – the Costs Manual Page 3

 	<ul style="list-style-type: none">• Increased passive-aggressive behavior• Organizational liability• Loss of reputation for agency• Increased facility repairs <p>Refer to Page 3 in Participant Manual.</p> <p>State “Violence accounts for roughly one quarter of work related deaths in the United States. In order to prevent workplace violence, it is essential that managers and employees are able to identify individuals who could become violent and understand how to diffuse dangerous situations. Violent behavior does not appear out of nowhere. There are different behaviors that indicate possible violence over time.”</p> <p>This exercise regarding anger and aggression is to get participants to think about how the costs of aggression can affect our work.</p> <p>Debrief Questions</p> <ul style="list-style-type: none">• How many of the examples of aggression have you actually seen at work?• Have you ever thought about how that might affect the work being done?• Do you think that DOH would have the same results? <p>Facilitator Notes Encourage participants to keep this data in mind as they go through the training.</p>	<input type="checkbox"/> Activity Debrief Questions
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COURSE TITLE: Taming the Dragon		
SESSION: Housekeeping		
TOTAL TIME: 10 minutes		
Method	CONTENT/NARRATIVE	RESOURCES
	<p>Welcome – Introduce yourself to the group and have members of the group introduce themselves, giving their position and county worked. Ensure all participants have signed the sign-in sheet and have a name tent.</p> <p>Review Course Objectives Slide #4</p> <p>Overview – Share the participant packet with the group and review agenda.</p> <p>Housekeeping – Review locations of restrooms, break times, lunch hour, and ask if there is anyone requiring any special accommodations to let you know at the first break.</p>	<p><input type="checkbox"/> Slide #4</p>

COURSE TITLE: Taming the Dragon...		
SESSION: Module 2: Aggressive Communication		
TOTAL TIME: 25 minutes		
Method	CONTENT/NARRATIVE	RESOURCES
 	<p>Learning Objectives: Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and identify forms of aggressive communication <input type="checkbox"/> Identify individual verbal aggression scores and apply to workplace communication <input type="checkbox"/> Identify the dimensions of aggression and apply to workplace behaviors <input type="checkbox"/> Learn de-escalation tactics for aggressive behavior in the workplace <p>Required Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggressive Communication slides <input type="checkbox"/> Examples of Verbal Workplace Aggression slide <input type="checkbox"/> Examples of Physical Workplace Aggression slide <input type="checkbox"/> Strategies for Safety slide <input type="checkbox"/> Verbal Aggressiveness Scale Participant Manual <input type="checkbox"/> Flip Chart Paper <input type="checkbox"/> Markers <input type="checkbox"/> Computer <input type="checkbox"/> Projector <input type="checkbox"/> Speakers <input type="checkbox"/> Power Cords 	



Show Aggressive Communication slides #7.

State *Aggressive communication involves one person applying force to another, typically with a high level of arousal. People who engage in aggressive communication tend to be more active than passive. They often adopt “attack” and “defend” modes of thinking and action. Although these types of behavior are essential for conflict resolution, they are frequently used destructively as well as constructively.*



Ask participants, “What are some examples of aggression?”

Record responses on flip chart. Include the following:

- Verbal abuse
- Teasing
- Vandalism
- Bullying
- Sexual harassment
- Management & labor disputes
- Domestic violence spillover
- Road rage
- Fist fights
- Rape
- Robbery
- Militancy
- Terrorism
- Homicide (workplace)

Ask participants, “How many of you have seen any of these types of behaviors at work? What affect did they have on your work and that of your co-workers?”

Show the Aggressive Communications Predispositions slide #8



State: These four aggressive communication dispositions influence our approach to conflict resolution. Assertiveness and argumentativeness are constructive, or positive, ways to resolve conflict.

Slides 5-6

Flip Chart paper or white board

Dry erase Markers

Aggressive Communication Predisposition Slide #6

 <p>Activity</p>  	<p>Hostility and verbal aggressiveness are destructive, or negative, ways to resolve conflict. In fact, they can actually escalate conflict situations.</p> <p>Activity: <i>Have participants complete the Verbal Aggressiveness Scale in Participant Manual Pages 3-4 Those who have already taken this assessment may take a break if they want.</i></p> <p>Debrief the activity by asking participants if they agreed with the scoring on their assessments.</p> <p>Ask – Do you think that your level of verbal aggressiveness has had an effect on your work? We do not always recognize that our behavior may be verbally aggressive, but it DOES have an effect on others. If you scored in the mid- to high-range of VA you need to think about how that has affected your communication and the effect it has had on your ability to get work done.</p> <p>Ask: “What types of examples of verbal aggression can you come up with?” and record them on the flip chart. Be sure to include these items:</p> <ul style="list-style-type: none">• Character attacks• Teasing• Competence attacks• Insults• Maledictions• Background attacks• Racial epithets• Physical appearance attacks• Ridicule• Profanity• Threats• Nonverbal indicators – gritting of teeth or looks of disdain <p>State: All of these types of aggression are considered attacks on a person’s self-concept and contribute little to nothing to the resolution of the conflict. In fact, they often escalate the conflict, sometimes to the point of violence</p> <p>Ask - What can result from verbal aggression in our</p>	<p><input type="checkbox"/> Verbal Aggressiveness Scale Participant manual Pages 4-5</p>
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	<p>communication? Give me some examples of the effects of verbal aggression.</p> <p>Record their responses on the flip chart and be sure to include these items:</p> <ul style="list-style-type: none"> • Damaged self-concepts • Hurt feelings • Anger • Irritation • Embarrassment • Relationship deterioration • Relationship termination • Physical violence • Psychopathology • Disdain <p>Which of these have you seen at work? What affect did they have on your work or that of your co-workers? Can you see how it affects our work?</p>	
	<p>Show Examples of Verbal Workplace Aggression slide #10.</p> <p>State: These are the dimensions of aggression we might see in our workplace. Active aggression is when we are actually DOING aggressive behaviors. Passive aggression is withholding by not speaking or acting. Indirect aggression occurs when harm is delivered through an intermediary or he harms something associated with the person who is the target of aggression. Direct aggression occurs when someone delivers harm directly to the target of his aggression.</p>	<p>Examples of Verbal Workplace Aggression Slide #10</p>
 	<p>Have you ever seen these behaviors in your workplace? Which of these types of behaviors are the most difficult for you to deal with? Why?</p> <p>Show the slide Examples of Physical Workplace Aggression Slide #11</p> <p>State: These examples of physical workplace aggression show the differences between direct and indirect aggression. Most aggression in the workplace is indirect and passive – why?</p> <p>Why do you think that it is so important to be able to identify</p>	<p>Examples of Physical Workplace Aggression Slide #11</p>

 	<p>the differences in these behaviors?</p> <p>You must be prepared, use verbal persuasion to help defuse an aggressive co-worker's anger, and make a safe escape if the situation escalates to violence.</p> <p>Show the Strategies for Safety slide #12 and discuss the three strategies briefly.</p> <p>Debrief the activities by asking participants how they plan to handle future verbal aggression attacks. Have them write down how they plan to address this problem in their Workplace.</p>	<p>Strategies for Safety Slide #12</p>
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COURSE TITLE: Taming the Dragon	
SESSION: : The Continuum of Aggression	
TOTAL TIME: minutes	
Method	CONTENT/NARRATIVE
 	<p>Learning Objectives:</p> <p>Upon completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain the three phases of aggression <input type="checkbox"/> Identify the Un-magnificent Seven and strategies for dealing with these types of aggressors <input type="checkbox"/> Identify the steps on the verbal aggression scale <input type="checkbox"/> Identify options for managing verbal aggression <input type="checkbox"/> Explain and practice Cycle Breathing <input type="checkbox"/> Identify and explain the physiological effects of adrenaline <p>Required Materials:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuum of Aggression Slide #13 <input type="checkbox"/> Un-Magnificent Seven Slide #14 and activity <input type="checkbox"/> Escalation Phase Slide #13 with Cycle Breathing Activity <input checked="" type="checkbox"/> Participant Manual Page 6 <input type="checkbox"/> Escalation Phase Slides #14-16 <input type="checkbox"/> Verbal Aggression Scale Slide #17 <input type="checkbox"/> Crisis Phase slides 18-20 with Physiological Reactions to Adrenaline Participant Manual Page <input type="checkbox"/> Physiological Effects of Adrenaline slide 28-30 <input type="checkbox"/> Computer <input type="checkbox"/> Power Cords <input type="checkbox"/> Speakers <input type="checkbox"/> Projector <input type="checkbox"/> Speakers

SESSION: The Continuum of Aggression		
TOTAL TIME: minutes		
Method	CONTENT/NARRATIVE	
   Activity 	<p>Show: Continuum of Aggression Slide #10.</p> <p>State: A critical step in the chain of events can lead to explosive or violent incidents. You must learn to recognize sources and early signs of impending aggression to defuse the situation early.</p> <p>Physical violence isn't usually sudden. Angry people don't explode in a few moments. Violence is a reactive response to mounting anxiety, stress and adrenal levels, requires a preventive approach. Continuum of visible and predictable behaviors preceding violence.</p> <p>In the reactive approach, you're past the opportunity to prevent aggression. Let's now look at the phases of aggression and how to identify them.</p> <p>Show the Continuum of Aggression slide</p> <p>ACTIVITY: Causes of Aggression: Ask, "What flips YOUR switch?" What ticks you off? What triggers your anxiety or makes you angry?</p> <p>What do you think causes us to act aggressively? (record responses on flip chart). Be sure to include the following:</p> <ul style="list-style-type: none"> Anxiety Stress Fear Harassment Abuse Loss of control Threat Intimidation Aggressive directives <p>State: When an individual can't cope with increasing causes of aggression, aggression begins. If he's not coping, prior to conflict, we can identify and engage his and</p>	<p><input type="checkbox"/> Slide #13</p>

prevent escalation of aggression. Some individuals have higher capacity to cope than others.

Aggressive Directives:

Assertive behavior – someone want to win so he can be the best that he can be

Aggressive behavior – someone wants to win by “taking you out”

Influences we impose on ourselves – the differences between assertive and aggressive behavior is INTENT.

There are THREE STEPS TO AGGRESSION

- Trigger Phase
Triggered anxiety

- Escalation Phase
Loss of quality judgment
Intimidation
Verbal venting
Refusal to answer questions
Mounting anxiety

- Crisis Phase: Loss of physical control
Loss of verbal control

We will look more closely at these in a minute. Once you understand these phases, you must -

1. Develop a plan:
 - a. Keeps you from freezing in the face of aggression
 - b. Keeps you from becoming a trigger yourself
 - c. enables you to make a safe escape
2. Put plan in your standard operating procedures
3. Practice your plan
4. Develop code words & signals
5. **Your HEAD is your best weapon**
6. Take responsibility for your own actions
7. You must be able to say you acted judiciously – after the incident



Show the Un-magnificent Seven Slide #14.

State: Do you know any of these people? The people aspects of the Trigger Phase that may be the catalyst to

 Un-magnificent Seven Slide 14

   Activity 	<p>escalation. These are seven troublesome and potentially aggressive personalities who use these traits habitually as tools of control and manipulation. Resist naming people you know who come to mind – the purpose of this lesson is constructive – it could become punitive and destructive if you start personalizing it.</p> <p>Review each type below.</p> <p>ACTIVITY: First, have participants come up with their own strategies for how they deal with these types, but do not reveal the recommended strategies until after they have discussed and recorded theirs.</p> <p>State: In small groups, come up with some strategies for how you deal with these aggressors, based on these descriptions.</p> <p>Sherman Tank: Enjoys confrontation Needs to prove he's right Often uses physical presence, persona, or personality to intimidate others</p> <p>Recommended Strategies: He likes everyone to see how intimidating he is, so – Don't try to out-yell or out-bully him Speak with calm, quiet assurance</p> <p>Sniper: Undermines your authority and morale with criticism behind your back May use jokes or sarcasm so he can retract later – "I was only joking" or "Can't you take a joke?"</p> <p>Recommended Strategies: Be direct Document and share evidence of his verbal sniping Try to ascertain what the underlying problem really is Your exposure of his sniping will make it difficult for him to snipe in the future</p> <p>Exploder: Exhibits mood swings between calm and loud temperamental outbursts Statements are full of insults and name-calling Will add emotion to his argument Goal is to silence opposition and intimidate others into</p>	<p><input type="checkbox"/> Un-magnificent Seven Participant Manual Page 6</p>
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 	<p>submission</p> <p>Recommended Strategies: He also enjoys intimidation -Get him away from his crowd of admirers Ask him why he has such outbursts of temper Remain calm and speak with quiet assurance</p> <p>Complainer: Whines constantly Feels totally unappreciated and powerless to improve his condition</p> <p>Recommended Strategies: Be prepared by documenting his chronic complaints Convince him that it would be in his best interest to be more constructive Help him become a team member</p> <p>Negativist: Says no to every suggestion and is never happy Wants everyone else to be miserable Recommendation: Negativism isn't based in logic – never argue the merits of his complaints with him. Be aware of the Institutional negativist – he's attempting to keep you in a state of fear, often because his job depends on it. No positive act will dissuade him in using unfounded logic and rationale in attempts to convince you of your need for his services or presence</p> <p>Recommended Strategies: Avoid emotions Convince him that it is in his best interest to exhibit a positive attitude Keep your statements and outlook positive</p> <p>The Clam: Remains silent and unresponsive and typically doesn't express feelings verbally You may not be aware of his escalating aggression He may be the most dangerous of the "7" Since he won't communicate verbally when he's disgruntled, he may "act out" or explode</p> <p>Recommended Strategies: He's not a sleeping dog you want to leave alone Begin the discussion yourself, ask questions, then remain</p>	
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	<p>silent and listen Build upon common interests – establish a level of rapport & trust. Start communication process as early as possible Continue to develop level of trust with this individual in other words; demonstrate yourself as trustworthy Once you establish dialogue and trust, identify his behavior and convince him it's in his best interest to open up and begin contributing as a team member</p> <p>Bulldozer: Tries to overwhelm victims with facts Establishes himself as an expert Can be arrogant and superior in demeanor Has little regard for knowledge and opinions of others</p> <p>Recommended Strategies: May not be the most dangerous, but can be the most difficult You must silence his continuous chatter so you can begin meaningful communication Ask a question –ANY question. Once he's given his answer, probe that question further. Encourage his continued discourse on the same subject until he has nothing left to say – wear him down! Once he's quiet, you can have meaningful communication</p> <p>Debrief by asking participants if they can think of any other ways to deal with these types.</p> <p>State that the best 5 ways to deal with all of these types are to:</p> <ol style="list-style-type: none">1. Separate him from his crowd of admirers2. Compliment with something positive based on the individual and the circumstances surrounding the situation.3. Document and discuss previous incidents, but do so in a neutral and constructive manner. Your review with the aggressor must be in a calm and neutral way so as to not incite him. Written documentation is the most effective4. Convince him that his behavior is not in his own best interest. Hopefully, he will re-examine his actions immediately.5. Team productivity ties everything else together. If you can show your respect and care for him by	
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	<p>asking him, “How can we work together as a team to be more productive?”</p> <p>Some serious behavioral red flags to be aware of are:</p> <ul style="list-style-type: none">• Inflexibility• Hopelessness, extreme lack of energy• Identification with perpetrators of violence• Intimidation of others• Need to control others, manipulation• Paranoia, views of self as a victim of others• Socially awkward or uncomfortable• Difficulty distinguishing between fantasy and reality• Adverse reaction to constructive criticism• Refuses to take responsibility for own feelings or actions• Blames others for the consequences of his actions• Obsessive dwelling on negativity which produces worse outcomes• Creates unrest and dissension for its own sake• Unreasonable expectations or sense of entitlement• History of disciplinary actions• Obsession with weapons – not simply a strong interest but obsession• IDs with or member of paramilitary organization• Police encounters• Stalking others• Inability to take no for an answer• A sentinel event – when he responds normally to an abnormal event, yet considers his response as abnormal and finds himself unable to cope <p>Activity : Practice cycle breathing</p> <p>Ask: Can you remember the last time you found yourself reacting aggressively to someone else? Did your heart rate begin to go up in response to his/her aggression? How did you react? Were you able to keep yourself calm? If so, how?</p> <p>How many of you are hunters? When you are taking the shot, whether it’s a rifle or bow, once you get your sight picture and you’re preparing to shoot, what are you also doing? What is your breathing like? Slow, or cycle breathing, can lower your heart-rate and blood pressure to steady your hands. This is something you can use in aggressive situations, also.</p>	
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To minimize your risk, you can initiate Cycle Breathing, a proven method for controlling aggression. Law enforcement and the military use it to train for aggression control. You should practice this often and when you are in an aggressive situation, cycle breathing can keep your heart rate lower and influence your escalation of aggression.

Have participants follow the directions as you give these instructions:

CYCLE BREATHING EXERCISE:

- Close your eyes
- Breathe in slowly and deeply to the count of 4
- Hold breath 2 counts
- Exhale to the count of 4
- Hold 2 counts
- Wiggle your fingers and toes then slowly open your eyes

Can you see how it might be very valuable to be the person who keeps a calm demeanor and learns to control the response to another person's aggression?

Using Cycle Breathing once you are aware that you are beginning to react to aggression can be very helpful to you for keeping your aggression under control. You can practice this technique any time, any day. If you practice using it enough, you will be able to hold your body's reaction to aggression in check to a small degree. Now we will see what happens when aggression is allowed to continue to escalate.

Show: Escalation Phase Slide #15 and 16.

State: *The Escalation Phase occurs when the individual can no longer cope with accumulated triggered anxiety.* He enters the escalation phase with mounting anxiety that creates changes in:

- A. Behavior
- B. Body Language (NV) and
- C. Interpersonal Communication

These are universal to all humans. ***The better you know someone, the easier it is to identify the changes.***

He may seem inconsiderate, overly cynical, thoughtless,

Cycle Breathing Participant Manual Page 7

Escalation Phase Slide #15



selfish, unkind, or unthinking. This may not be physical aggression, but it may feel threatening to his victim(s). If we can identify this type of behavior before conflict actually occurs, we may prevent assaultive or violent behavior. In other words, we may be able to stop the conflict from occurring.

What can you do to intervene if he is showing scattered or disjointed thinking?

You can engage him in a genuine and caring manner, “I notice you’re a little distracted today...do you want to talk about it.” Then you SHUT UP. Allow the other guy to share. It may defuse his anger and what might become an aggression incident. You identify the behavior prior to conflict – engage and prevent conflict.

State: Escalation is identified by some of these “pre-conflict” behaviors:

- Scattered thinking
- Deteriorated fine motor skills – lack of dexterity
- Hyper-vigilance
- Begins de-personalizing others by making them objects, not people
- Diminished creativity, innovation, and thoughtful consideration of others
- Makes fewer hand and arm gestures when making points
- Gestures and words don’t match (out of synch).

When there’s lack of congruence between words and nonverbal, always believe the nonverbal!

- Spreads rumors

Once someone has begun to escalate, he will try to control his perceived opponent and when this fails, he will try to intimidate him into submission. Typically, most aggressors don’t want to get into a fist fight. They don’t want to get hurt any more than you do. When you see 2 aggressors escalating, they’ll try to intimidate each other into submission and each will probably raise the bar until they fight. ***Most aggressors actually want someone to step in and stop it for them.***



Any indication of insincerity on your part will undermine your ability to persuade him away from



aggression. The amount of time and talent invested is worth it. The earlier you identify and engage him, the easier to prevent harmful conflict and aggression.

Show Escalation Phase – Beginning Signs Slide #14

State: As the aggressor moves from lower to mid Primal Aggression Escalating Phase, he may begin to stare – when you stare, you are turning someone into an object.

Humans don't stare at other humans – it's not like the loving gaze of a parent or child. Decreased eye contact and/or staring are disconnects (looking away). It's not instinctual to attack another person – we have to disconnect from him first.

Ask: What are some of the signs you see when someone is starting to escalate into more visible anger?

Examples:

Little eye contact/looking away or staring

Constricted pupils – eyes seem vacant

Forehead expression

Head down

Eyebrow frown

Dry mouth – how can you tell his mouth is dry? Licking his lips

Clenched teeth

Sweating

Shallow or fast breathing

Veins appear on head, neck, throat

Face color – red with anger. If he's red-faced, he's angry and still escalating. Once his face turns pasty white, you'd better leave or prepare to defend yourself.

Communication Indicators

Questioning authority -

Who are you to ask me to do that?"

Followed by refusal to do what you've asked him to do

Followed by verbal venting – usually toe-to-toe very loudly

Followed by threats and intimidation

If you do nothing, he'll escalate to the crisis stage and loss of verbal & physical control

Forehead displays absence of expression

Escalation Phase – Beginning Signs Slide #17- Top Escalation Phase Slide #18

	<p>Head drops down Smile disappears, corners of mouth turn down Runs fingers through hair or pulls hair Expressionless forehead becomes eyebrow frown Body language, verbal communication, behaviors out of synch – says one thing, does another Expressions appear forced</p> <p>State: This phase is where you will see more visible signs of aggression. He may question authority, refuse to cooperate and verbally release or vent, and finally make intimidating or threatening remarks. When he questions your authority, even when there is little emotion attached, this too is a sign of aggression, however, it's more Cognitive (intent driven) Aggression. <i>If you do nothing at this point, he'll escalate to the crisis stage and lose verbal and physical control.</i></p> <p>It's important that any interaction you have with an individual at this point is <i>sincere and genuine</i>. You might be able to persuade him to de-escalate. You should be prepared to leave safely at this point, if he escalates into crisis phase.</p> <p>If he refuses to do or say what you've asked him to, such as saying, "Forget it, man!" your immediate response is to employ the technique of Setting Limits or offering clear, reasonable and enforceable choices that provide apparent options. "Bob, You can put down the hammer with no consequences, or you can continue to threaten us. But I must tell you that if you don't put it down, in the interest of safety, company policy states you must be fired. The choice is yours to make. It's your decision. It's up to you.</p> <p>Offer him clear, reasonable, and enforceable choices. If you can't enforce the choices, don't offer them at all.</p> <p>Show Verbal Aggression Scale Slide #15.</p> <p>State: You can use this as a scale to check to see if he is actually escalating. Each behavior will escalate to the next, and it may happen quickly, so be prepared to get to safety if you can as he escalates.</p> <p>Take all threats seriously and don't be alone with him,</p>	
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	<p>or her, at this point. He's nearly at the thresh-hold of the Crisis Phase now</p> <p>You want to control your options. This strategy enables the aggressor to select an option for action, as long as it's the option you want him to select. You must decide whether he responds more readily to a logical or emotional appeal. One guy might select an option because otherwise he will automatically lose his job; another because he will disappoint and embarrass his family.</p> <p>Example: "Here's why you should do what I've suggested. If you decide to become aggressive, company policy (in the interest of safety) will force us to terminate you. So the choice is really up to you, isn't it?"</p> <p>Setting Limits – is a technique of controlling options. The limits you set must be clearly stated. "Bob, if you hit him, you will be arrested for assault. But if you walk away now, maybe we can forget this whole thing." When laying out the options, always save your option for last, because the final option stated always makes the most impact.</p> <p>Enforceable limits - Limits must be enforceable as well. Don't ever make promises you can't keep. "If you stop now, I'll talk to the divisional manager about your situation. But it's your decision." If you tell him that he'll be terminated, and in the end, he's not terminated, you will lose all credibility.</p> <p>Reasonable limits – limits must be reasonable. First, he desires "reasonable" and if you are called to explain your actions and the options you offered, you want to be able to explain that you offered reasonable choices.</p> <p>Venting – Typically, he'll begin to regain his quality of judgment once he's vented. Let him vent. During this unpleasant time, don't try to stop him or "shush" him from disturbing others. Let him yell.</p> <ul style="list-style-type: none">• Cycle Breathe – Instead you might want to start Cycle Breathing – so your adrenaline level doesn't rise to match his and your mind remains clear and focused. Usually, he shouts only until he runs out of	<p><input type="checkbox"/> Verbal Aggression Scale Slide #19</p>
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	<p>breath. But during this display of anger, you need to remember that <i>your safety and that of others is at risk</i>. Let him say what he wants now, as long as he does what you say. When he's thoroughly vented, emotionally drained, and begins to regain his quality of judgment, approach him quietly and remove him to another area, so the two of you can move forward together to solve his problems. Later, after he's fully regained his self-control and judgment, as a supervisor you may have to deal with the content of what he's said. When he's venting, step back and let him vent!</p> <p><i>You should not be alone with him as you move him to another area.</i> Have an advocate/backup in the area. And most of all... <i>TAKE ALL THREATS SERIOUSLY</i></p> <p>Show Crisis Phase Slide #16.</p> <p><i>Crisis Phase is when the aggressor loses verbal control, quality of judgment, followed by detonation of an aggression explosion, loss of physical control.</i> Due to changes in adrenaline, body language, verbal aggression and behavior. Universal characteristics will appear in general order of occurrence – may only display a few in this general order.</p> <p>Show Your Part in the Crisis Phase Slide #19</p> <p>State: You should be concerned with your own heart rate matching the aggressor's – as his adrenaline rises. It's a natural reaction for your adrenaline to rise preparing you for attack.</p> <p>Adrenaline is a hormone (chemical messenger) naturally generated in the body and it varies in amount during a person's day. Adrenaline raises blood pressure and increases heart rate when we're subjected to stress or danger. Normal is 60-80 BPM</p> <p>These transformations occur due to changes in your adrenaline, nonverbals, verbal aggression, and danger. The aggressor may only display a few changes, but will generally do so in this order.</p>	<p><input type="checkbox"/> Crisis Phase Slide #20</p> <p><input type="checkbox"/> Your Part in the Crisis Phase Slide #21</p>
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	<p>Your normal heart rate is between 60-80 beats per minute.</p> <p>Refer to Participant Manual Physiological Effects of Adrenaline Page #6-7.</p> <p>In your manual, you will see how our heart rate will escalate in response to aggression. Vasoconstriction of the blood vessels is caused by aggression. It usually occurs in the hands first – they'll feel cold. Your temperature may drop from 94 to as low as 72 degrees. Your face will look pasty white and feel tight as it loses blood flow.</p> <p>There are ways to confirm our own aggression. It's not instinctive for one human to attack another. Our bodies are one way of identifying stress we feel as we prepare to aggress against another person. We are hard-wired to respond to another's aggression, one way or another.</p>	<p><input type="checkbox"/> Physiological Effects of Adrenaline Participant Manual Page #8</p>
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COURSE TITLE: Taming the Dragon		
SESSION: Identifying Cognitive Aggression		
TOTAL TIME: 35 minutes		
Method	CONTENT/NARRATIVE	
   	<p><input type="checkbox"/> Identify strategies for managing the aggressor</p> <p>Show Cognitive Aggression – Intent to Harm Slide #18 State: <i>The other type of aggressor intends, or plans, to harm others.</i> Cognitive Aggression is the thought or action an aggressor takes that is deliberate and conscious, manipulative with intent, to achieve and maintain advantage over victims</p> <p>When he moves away from a win-win solution and begins to harden his position on the issue versus your issues, he is on a path of definable Cognitive Aggression..</p> <p>Show Cognitive Aggression Slide #23.</p> <p>State: The Cognitive Aggression Continuum Escalation Phase has 6 levels – the 1st three take place before conflict and offer us the opportunity to prevent conflict:</p> <p>Briefly discuss some of the levels of escalation.</p> <p>Show Differences Between Cognitive and Primal Aggression Slide #24</p> <p>State: The human body has an innate desire to survive. Once the Cognitive Aggressor passes into the Crisis Phase, through malicious intent overrides body survival mechanisms and his body loses animation – this produces the “1000-yard-stare.” He now has a profound disconnect from his own well-being. This is when you might see a look of “calm, cold, deliberate evil.” He becomes very focused.</p> <p>Refer to Primal Aggression Participant Manual Page 13</p>	<p><input type="checkbox"/> Cognitive Aggression – Intent to Harm Slide #22</p> <p><input type="checkbox"/> Cognitive Aggression Slide #23</p> <p><input type="checkbox"/> Cognitive Aggression Continuum Escalation Phases- Participant Manual Page 10</p> <p><input type="checkbox"/> Differences Between Cognitive and Primal Aggression Slide #24</p> <p><input type="checkbox"/> Primal Aggression Participant Manual Page #13</p>

COURSE TITLE: Taming the Dragon		
SESSION: Measuring and Managing Aggression		
TOTAL TIME: minutes		
Method	CONTENT/NARRATIVE	
	<p>Show Measuring and Managing Aggression Slide #21</p> <p>State: There are three arts to management aggression that we need to know:</p> <ul style="list-style-type: none"> • The art of being prepared • The art of verbal persuasion • The art of safe escape <p>The goal of managing aggression is first achieved by being able to measure aggression in others and ourselves.</p> <p>Show Being Prepared Slide #26.</p> <p>State The most important thing to remember is that your head is your best weapon. If you allow yourself to escalate into aggression, you will lose the reasoning skills that are essential to aggression management.</p> <p>State: Have you ever seen a third base coach giving secret signals to a base runner? You can't decipher the signals because you don't know their code. Well, you can have a secret code at your workplace that warns other workers that there is an aggression situation developing. If you plan this ahead of time, you can alert others to notify security, or whomever you have already identified as people who can handle such situations.</p> <p>Show Types of Behavior Slide #24.</p> <p>Discuss the Red Flags in the Participant Manual Red Flags Page #11. Think about a time when you saw someone you knew escalating in anger. What did you notice that was different and when did you notice it?</p> <p>State: There are several different behaviors that can lead to violence if left to escalate. It is the responsibility of every</p>	<p><input type="checkbox"/> Measuring and Managing Aggression Slide #21</p> <p><input type="checkbox"/> Being Prepared Slide #26</p> <p><input type="checkbox"/> Types of Behavior Slide #27</p> <p><input type="checkbox"/> Red Flags Participant Manual Page #11</p>

	<p>manager to know employees and how they behave in order to identify possible problems. Here are some of the problems that you might observe:</p> <p>Acting Out: Employees express anger in inappropriate ways such as yelling, slamming, etc.</p> <p>Irresponsible Behavior: Employees do not take responsibility for their actions.</p> <p>Selfish Behavior: Employees do not care how their actions affect those around them.</p> <p>Mixed Behavior: Employees verbally agree to follow rules, but do not.</p> <p>Rigid Behavior: Employees are unwilling to try new things and take direction.</p> <p>Avoidance: Employees lie, drink, or take drugs.</p> <p>Extreme Behavior: Employees completely alter the way they act.</p> <p>Odd Behavior: Employees have poor social skill or obsess about ideas or people.</p> <p>Show Tools of Persuasion Slide #25.</p> <p>State: Here are some ways that you can attempt to persuade the aggressor to de-escalate from his aggression. You may need to move quickly – physical impairment and emotional events (surgery, death or loved one, injuries, illness of someone, financial troubles) can affect your performance. Distractions can put you or others in harm’s way or may cause them to become part of the problem.</p>	<p><input type="checkbox"/> Tools of Persuasion Slide #28</p>
	<p>It is important that employers and managers understand how to curb anger and aggression that they see in employees.</p> <ul style="list-style-type: none">• Ask questions that lead to “I” answers that connect employees to their emotions.• Show employees they are valued.• Ask angry employees about their goals and aspirations.• Admit when you are wrong. <p>Show Defusing and De-escalating Strategies Slide #29.</p> <p>State: When an employee’s anger escalates and he becomes aggressive, it is important to try different de-</p>	<p><input type="checkbox"/> Defusing And De-escalating Strategies Slides #29</p>

	<p>escalation strategies. Knowing how to respond to an angry or aggressive person can prevent injuries and save lives.</p> <p>Verbal Strategies that work: Respect, acknowledgment & validation – integral to success in defusing aggression</p> <p>Demonstrate respect even if you don't like his behavior or him</p> <ul style="list-style-type: none">• Acknowledge his feelings• Offer him some brief sense of validation• “You seem upset. Please repeat what you've said – only more slowly. The “You seem upset” illustrates acknowledgment & validation. “Please repeat...” illustrates you care and respect him enough to get it right the 1st time.• Other techniques: <p>Phrases that de-escalate:</p> <ul style="list-style-type: none">• “Allow me to help”• “Please tell me more...” <p>Any phrases that begin with let, please, allow.</p> <p>Remember the persuasive tactic “Because” he needs a “because” or a reason why you are making your request. If you give a “because” you will have a better chance of getting your request.</p> <p>You must have good observational skills – if you miss the nonverbal, you could quickly be in trouble.</p> <p>You will read his emotional stability, so it's critical to use verbal persuasion. 38% of our communication is tone of voice; 55 % is body language and expressions. Deliberate gestures may change from culture to culture.</p> <p>The corners of the mouth are most obvious expression – smile, frown, malicious grin, sneer.</p> <p>When the aggressor starts to become uncomfortable, he starts sending you NV messages – some are deliberately deceitful. Nonverbal leakage - his true feelings will show regardless of his efforts to conceal them. You might notice: covering his mouth, squirming, eye avoidance, anchoring hands and legs to control them.</p> <p>Other techniques to help you pace him:</p> <p>Setting limits – don't threaten, let him make choices. Explain why he should....Explain options. Narrow down his options to the one you want him to take that's in his own</p>	
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 <p>Activity</p>	<p>best interest.</p> <p>Smoothing – calming technique that allow him to focus on the positive side</p> <p>Reframing – lets him restore dignity after his reactions</p> <p>Cooling off – we often want someone to step in to keep us from losing face. You must be objective and neutral</p> <p>Options for cooling off –</p> <p>Pre-arrange a signal to be called to the phone to give him time to sort through his thoughts OR you go to the bathroom; offer him a cup of coffee</p> <p>Triangulating – deflect his anger away from yourself and others toward an abstract idea so he doesn't want to attack a person. "I don't understand this policy any more than you do..."</p> <p>Paraphrasing – put your own spin on what he's said and let him (and others) hear his own words. This gives you a clearer sense of what he's said and demonstrated to him you're trying to understand. Get control of the situation by paraphrasing his words because he stops to listen to what you're saying. This enables bystanders to hear his words, too (witnesses). In the heat of anger, he may curse or call names.</p> <p>Handling insults – it's a weapon to provoke you and make you as angry as he is, so you're reduced to his level. You step out of the way, move past the insult, giving it no energy. "I understand, however..." This deflects the insult, dis-empowers the aggressor, and redirects his energies in the direction you want him to go. Let him say what he wants, as long as he does what you say.</p> <p>Nonverbal Pacing – when feeling threatened, he protects his lifeline (primal) forehead to groin covers body with arms, may check his watch, unconsciously keeping a defensive posture. You can become non-threatening – open with your body – sit down and offer him a seat, then keep your arms at your sides- relaxed. He will likely unlock his arms and relax his posture. As he's more relaxed and secure, he can regain his quality of judgment. Then he'll be more likely to listen to your real message and may begin to help you seek a solution.</p> <p>Mirroring Activity: Ask participants to pair up and number themselves one and two. The ones will initiate the activity by making gestures and movements, which the twos will mimic. Hand</p>	
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the ones their instructions from the activity handout.

They are to start out by making aggressive gestures to their partners such as throwing up their hands above their heads, pointing, or standing up with their fists balled up. Have them then to make soothing gestures, such as sitting down, relaxing and opening their arms and smiling.

The group of twos are not to know what type of gestures to expect. Their instructions are on their activity handout.

Tell the Ones not to tell their partners what their parts are in the activity.

Debrief Activity by asking the Twos, “How did that feel when your partner was making aggressive gestures? Did you respond accordingly as you mirrored his actions? How did it feel when he started to relax and sit down? Can you see how we tend to react to others feeling and actions?”

You can manage the situation by getting the aggressor, if he is not too far along the aggression continuum, to relax and de-escalate.

One of the keys to your safety during an aggression situation is your distance from the aggressor.

Proxemics Activity:

Ask: what is the distance one person likes to maintain between himself and others?

We start by positioning the class in pairs, one half of which stands against a wall on one side of the room facing outward toward their partners (Ones). The other side faces them approximately five (5) feet apart (Twos - aggressors).

Part 1:

- Twos line up in as straight a line as possible
- Twos begin walking slowly toward their Ones partners
- Ones raise their hands when their partners when they have gotten “close enough”
- Twos are to stop as soon as their Ones partners raise their hands to signal “Stop!”

Observe the line made by the approaching Twos

Part 2:



- Twos now change places with Ones and place their backs against the wall.
- Ones now begin slowly walking toward their Twos partners
- Twos now raise their hands when their partners have gotten “close enough”

Part 3:

- Ones turn their bodies at a 45-degree angle toward their partners
- Keeping eye contact with their partners, Ones continue to approach their partners
- Twos raise their hands when their partners have gotten “close enough”
- Observe the distances and whether or not the Twos permitted their partners to come any closer

State: When you find yourself in front of an aggressor, you might approach him to a distance that you find to be comfortable. This might result in his escalating in aggression as he feels threatened. Although the distance is OK for you, it’s not OK for him.

Observe that the distances may not be the same as they were when the Twos were the aggressors.



Debrief: When you “blade” the aggressor, it offers you the ability to get closer to the aggressor without causing him to escalate. But do you really want to get closer to an aggressive person? How close should you be to an aggressor?

Although you may be comfortable with the distance between you and the aggressor, he may not be and may escalate as a result.

Americans generally like 3’ or 36” distance; 1.5’ to the side and 5’ to the back. Be very careful walking up behind the aggressor. Some of the reasons for differences are age, sex, size, hygiene, culture, familiarity, environment, and background. When an aggressor steps back, crosses his arms or puts something between you, you are too close.



Show Five Universal Approaches Slide #30

Refer to Participant Manual Pages #12 and briefly discuss

 Five universal Approaches Slide #30

	<p>the five approaches.</p> <p>Show Strategies for Managing the Aggressor Slide #29</p> <p>State: Try finding something in common with the aggressor through the power of questions. “What do you do here?” or “What’s your favorite thing to do?” are questions to initiate rapport and begin the journey to trust. Aggression isn’t an isolated issue – begin the process of identifying and affirming aggression management techniques. Find as many things in common as possible with each other. Build on commonalities – this increases rapport and your ability to build a bridge of trust with the aggressor <i>The CONTINUUM OF AGGRESSION covers everything from the point at which the individual isn’t coping with his anxiety through to the ultimate expression of aggression – violence.</i></p> <p>The potential aggressor channels his appraisal of the stressors into some form of coping. The strength of reaction is a direct function of validation of the threat and the degree of certainty that the threat will thwart an objective or goal. It’s the emotion of being threatened and the inability to cope with that threat that initiates that aggression.</p> <p>THE COMMON THREAD IS THE RELEASE OF ADRENALINE.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Five Universal Approaches Participant Manual Pages #15,16 <input type="checkbox"/> Strategies for Managing the Aggressor Slide #31 and Target the Behavior #32
	<p>Refer to Tactics for Aggression Management Participant Manual Pages 15-18</p> <p>Show Trust or Threat? Slide #31. Refer to Participant Manual Page #15</p> <p>State: Once you’ve removed him to a quiet safe area, use NV persuasion – get him to sit down, sitting is de-escalation. Standing is escalation. Observe him. Are his arms crossed, legs crossed, feet on floor?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tactics for Aggression management Participant Manual Page #17-20 <input type="checkbox"/> Trust or Threat? Slide #33 <input type="checkbox"/> Trust or Threat? Participant Manual Page #21

	<p>Our physiological/psychological postures are hard wired. If he starts relaxing physically, his mind and emotions will follow – and then he'll regain judgment quality.</p> <p>You should sit at a 45 degree angle (blading) then begin to subtly mirror his actions (pace). Note his body language – then you move to a more relaxed position (uncross your arms and legs) and wait for him to follow. Continue until he's more relaxed or connected with your pace – slowly and inconspicuously.</p> <p>Once you're connected, you can increase influence by continuing to talk and move in relaxed positions, causing him to do the same. As he regains his judgment, he may begin to a free with you- moving closer to resolution. If you do this slowly and inconspicuously he will have no idea he's being persuaded away from aggression.</p> <p>Your best nonverbal approach is quiet confidence, happiness to help, enthusiasm, keen interest, unconditional acceptance.</p> <p>Show Risk Assessment Slide #32.</p> <p>State: Here's how to assess the risks in your workplace. Follow these five steps</p> <p>Identify the hazards^[2]</p> <p>Decide who might be harmed and how^[3]</p> <p>Evaluate the risks and decide on precaution^[4]</p> <p>Record your findings and implement them^[5]</p> <p>Review your assessment and update if necessary</p> <p>A safe work environment requires employers to evaluate and review their risk assessments regularly. Plans need to change to suit the needs of the individuals. It is essential that the data used to implement plans be accurate. Evaluations and reviews allow managers to make informed decisions about the constantly changing work environment.</p> <p>Final Activity – develop an action plan for your workplace.</p>	<p><input type="checkbox"/> Risk Assessment Slide #34</p> <p><input type="checkbox"/> Aggression Management Action Plan Participant Manual Page #22</p>
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COURSE TITLE: Taming the Dragon		
SESSION: Summary		
TOTAL TIME: 5 minutes		
Method	CONTENT/NARRATIVE	
	Review summary slide #35.	<input type="checkbox"/> Summary Slide #35