

Pro-**ACT**<sup>®</sup>

# ADVANTAGE e-LEARNING



## **Advantage e-Learning Reflection Worksheet, edition 2020**

## Chapter 1, page 3

**Briefly answer the following questions.**

When you are finished, discuss your answers with your team.

What are your clients' needs?

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Provide a specific description of the immediately physically injurious behaviors your clients sometimes use to meet their needs.

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As a result of your primary planning, what alternative behaviors will your clients use to meet these same needs?

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## Chapter 2, page 4

**Briefly answer the following question.**

You have chosen to work for an organization that provides services for people with a potential for, or known history of, assaultive behavior. Describe your reasons for making this choice and continuing to do this work instead of choosing a job with less risk.

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### Chapter 3, pages 4-5

On the following pages answer the question in the right column by considering the list on the left and indicating specifically how your choices reduce risk and better prepare you for your work.

**Clothing and accessories that reflect an attitude toward your workplace/clients and increase risk.**

**Consider each category on the left and respond by identifying specific clothing and footwear choices that are reasonable and safe in our workplace, as well as strategies for managing the accessories you use/wear.**

Clothing that is too:

- Tight
- Loose
- Long
- Short

**Clothing:**

Footwear that is:

- Loose
- Open-toed/backed
- High-heeled
- Leather/smooth-soled

**Footwear:**

Accessories such as:

- Eyeglasses
- Lanyard/name badge
- Keys
- Tote bag/backpack/briefcase
- Necktie/scarf
- Clipboard/tablet/laptop

**Accessories:**

**Some aspects of my personal presentation have the potential to trigger/distract the persons to whom I provide service.**

**What action can I take to reduce these risks?**

Team/brand graphics  
Specifically colored clothing  
Clothing with logos or language  
Team/brand logos  
Tattoos  
Fingernails  
Piercings/body jewelry  
Hair  
Cologne/perfume

### Chapter 3, page 6

Take a mental stroll through your work environment. Make a list of barriers to safe movement.

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What could you do to reduce the barriers/risk of barriers?

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### Chapter 3, pages 13-14

Think of a client with whom you have worked whose physical condition or personal history would present a safety risk and that should be considered as part of a proactive safety plan. What knowledge is available regarding the condition or history?

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To recognize the symptoms of this physical condition or history prior to crisis, what would you look for that indicates impending or immediate risk?

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Describe a safe and effective intervention that could be used when you observe these symptoms.

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Describe an intervention that should be avoided.

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**Chapter 3, page 17**

Think of a time when you saw a change in a client's baseline behavior. What was the baseline behavior?

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What was the observable change from baseline behavior?

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What should the new level of observation have been?

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What kind of support could have been added?

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**Chapter 3, page 19**

**Self-assessment**

Common indicators of both fight and flight are listed in the grid below. While these are common, they do not apply to all people. Together with your In-service Instructor review the common indicators. In columns 2 and 4 list any of your own indicators that may vary from those that are common.

	FIGHT		Self-control	FLIGHT	
	Classic indicators	Mine		Classic indicators	Mine
<b>Breathing</b>	Long, deep, heavy			Rapid, shallow, hyperventilating	
<b>Vision</b>	Tunnel, focused			Darting, blurry, fragmented, unfocused	
<b>Speech</b>	Loud, deep, throaty, punctuated			High-pitched, gasping, lack of speech	
<b>Thinking</b>	Win, punish, control, revenge			Get out, can't win, run, survive	
<b>Perception</b>	Exaggerated sense of power, attacker seems smaller			Exaggerated sense of weakness, attacker seems larger	
<b>Emotion</b>	Rage, fury			Panic, terror	

## Chapter 3, page 20

What triggers my own movement away from self-control?

Common	Mine
Non-compliance Spitting Cursing Whining Name-calling Threatening Entitled behavior Smearing feces	

You may experience other physical and /or behavioral symptoms that indicate you are moving away from self-control. These indicators happen without you thinking about them; they are automatic responses. The goal of self-assessment is to increase your own awareness of your body behavior so that you recognize when these changes occur and implement your self-control plan.

Common	Mine
Sweaty palms or neck Flushing of the face or chest Feeling a knot or butterflies in the stomach Tightening the jaw or gritting teeth Dry mouth Shaky or trembling	

Movement away from self-control may result in behavior responses that are habitual, and without your awareness. Often these habits will make the situation worse, leading to over- or under-reaction. These behaviors may begin without your awareness but they can be managed.

Common	Mine
Roll my eyes Point my finger Over-consequence Always get the last word Use sarcasm Sigh heavily Touch the client Raise my voice at the client Refer the client to another staff member	

## Chapter 3, page 21

### Practical Methods for Regaining Immediate Self-control

A truly effective self-control plan must be a rote practice and contain simple, consistent, and easily repeated elements. This plan is your specific way to interrupt your own fight-or-flight response and regain control of your behavior.

It is important to develop and practice a self-control plan so that it is accessible to you at the first indication that you are moving away from self-control. The plan should be repeated as necessary.

Common	Mine
<p><b>Breathing</b> differently interrupts fight-or-flight and gets more oxygen to the brain so you can think more clearly.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Take one deep breath.</li><li>• Breathe in and out.</li><li>• Exhale slowly.</li></ul> <p><b>Self-talk</b> is something you say to yourself, in your own head. It serves to reset your thinking and may guide your behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• “Stay calm.”</li><li>• “I can handle this.”</li><li>• “This is not about me.”</li></ul> <p><b>Grounding</b> is a way of reconnecting with something tangible and creating awareness and control of your own behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Touch my ear.</li><li>• Touch my clothing.</li><li>• Move foot back.</li></ul>	

## Chapter 3, page 23

Immediately after being threatened or attacked, I will do these things to restore my sense of well-being. It’s important that I have strategies that I can use whether I am alone or with my team. I should expect that my strategies may be different from my colleagues’.

On the left is a list of common strategies for restoring balance. On the right, list your own strategies for restoring balance.

Common	Mine
Going for a short walk, either indoors or outdoors Splashing water on your face Washing your hands Talking with a coworker Making brief notes of the incident Taking a drink of water Sitting alone for a few minutes Engaging with other clients in a positive activity	

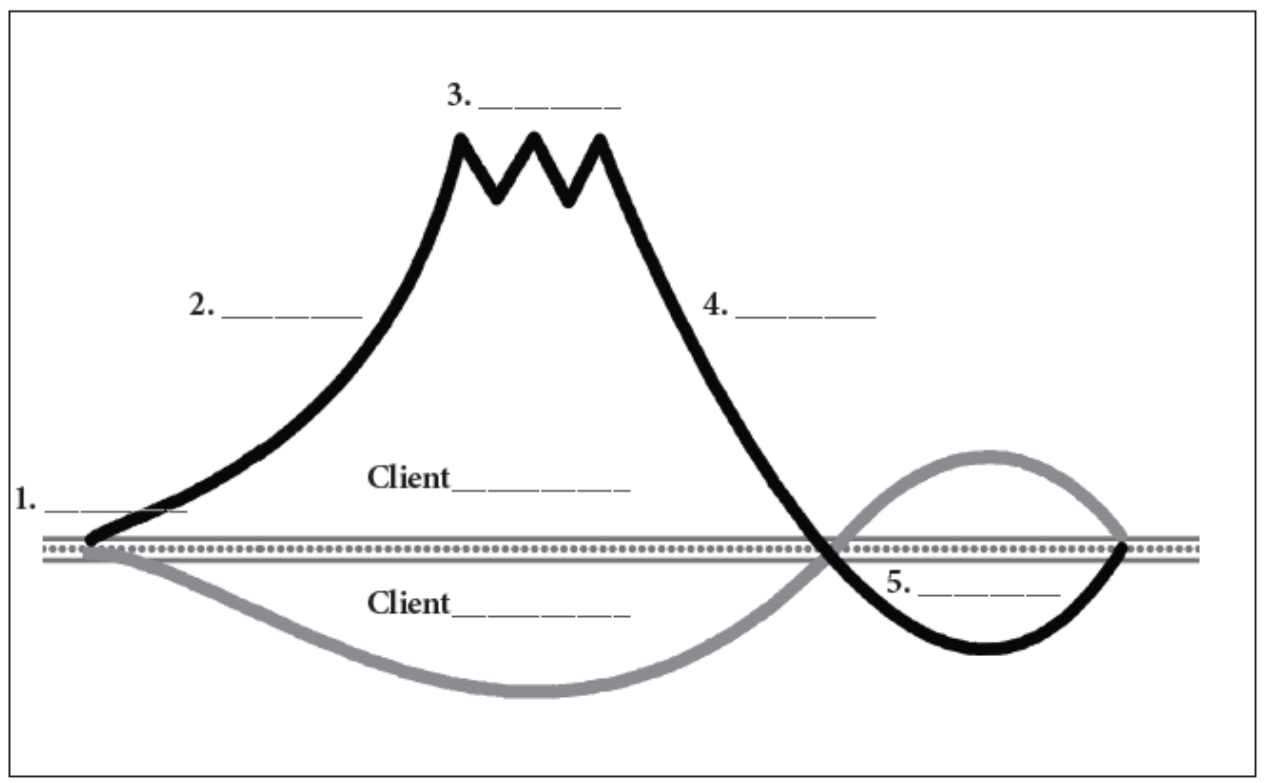


Because you work in a job that has a high potential for burnout it is important to develop lifestyle habits to manage your work stress. To be the best professional you can be, it is important to develop patterns and habits of self-care. On the left is a list of common lifestyle habits. On the right, list your own habits for staying healthy and reducing burnout.

Common	Mine
Eating well Regular exercise Getting enough sleep Morning meditation Playing a musical instrument Gardening Riding a bike	

**Chapter 4, page 6**

On the graphic below fill in the blanks to accurately label the diagram.



## Chapter 4, page 7

Think of an incident in which an individual became assaultive. Be sure that you have witnessed all five phases of the assault cycle. Provide a behavioral description of the client's behavior in each phase of the assault cycle as indicated below. Do not include references to staff behavior or response.

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

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Describe the sequence of behaviors observed during **escalation**.

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Describe the threatened or attempted assaultive behaviors observed during the **assault crisis phase**.

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Describe the behaviors observed during **recovery phase**.

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Describe the behaviors observed during **post-crisis depression**.

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## Chapter 5, page 3

What are some of the common triggers you've seen impact your clients?

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**Chapter 5, page 8**

Using words and behaviors, describe an assaultive incident that you have observed in which the trigger was non-assertive communication. In the box on the left, write exactly what was said and/or done. In the box on the right, label or name the communication form that matches the statement or behavior on the left.

Observed behavior / words said	Comm. form

Create a specific assertive response that might reduce the risk of this assault. Your response must include a responsible empathic "I" statement and a choice between two clear and reasonable options.

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## Chapter 5, pages 10-12

### Development as an Alternative

#### 1. Early Development

Developmental Alternatives:

Alternatives if chronological age is higher but behavior is regressed to this level:

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#### 2. School-age Years

Alternatives:

Alternatives if chronological age is higher but behavior is regressed to this level:

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#### 3. Young Adult Years

Alternatives:

Alternatives if chronological age is higher but behavior is regressed to this level:

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#### 4. Middle Adult Years

Alternatives:

#### 5. Senior Years

Alternatives:

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## Chapter 5, page 13

Choose an individual with whom you have worked who, during an assault crisis, exhibited a difference between chronological and developmental age. Then, respond to the following.

What is her/his chronological age?

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Describe the context and the assaultive behavior you observed that would lead you to believe that the client was functioning at a different developmental level.

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Which developmental level did the behavior indicate?

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What alternative could you have offered to minimize the risk of assault while respecting the chronological age?

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**Chapter 5, page 16**

Describe an unexpected environmental condition that has provoked an assaultive incident in your facility.

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Provide an immediate alternative that modifies the environment and reduces the risk of crisis.

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**Chapter 5, page 19**

Describe an incident when a client became assaultive when attempting to meet a basic need, or was responding to a threat to a basic need.

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Using Maslow's hierarchy, indicate the level of the need.

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Describe an employee intervention that could meet the need and reduce the risk of assault.

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