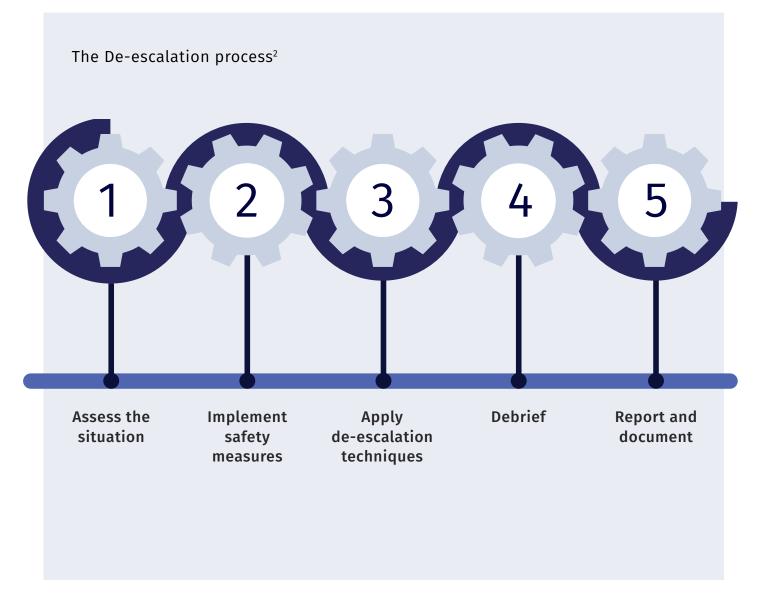
Foundational Communication Skills: Verbal De-escalation with Clients and Families

Effective communication strategies and interpersonal skills are required for therapeutic nurse-client relationships.¹ These skills are also central when responding to challenging behaviours or emotional responses such as anxiety, anger, and aggression. This resource outlines the de-escalation process as well as strategies aimed at assisting home-visiting public health nurses (PHNs) to respond to clients and families in a trauma- and violence-informed way.



Assessing an Escalating Situation & Planning a Trauma- and Violence-informed Response

When individuals are feeling stressed, afraid, or out of control, situations can escalate into incidents involving aggression. Awareness of the emotional stages associated with escalation toward anger and aggression can aid in identifying situations that would benefit from intervention.² Early intervention with deescalation techniques is easier and more effective at the first signs of anxiety²

Calm	Anxious	Agitated	Aggressive	Violent	
	Observations/Behaviours				
	 Tense posture Fidgeting Pacing Nail-biting Irritability 	 Clenched teeth/ fists Cursing Raised voice Abrupt movements 	 Issuing insults or threats Destroying property Invading personal space or privacy 	 Striking Punching Slapping Biting Throwing objects at others Kicking 	
	De-escalation Interventions		De-escalation & Ensuring Safety		
		Observatio osture • Clenched teeth/fists g • Cursing ing • Raised voice ity • Abrupt e-escalation Interventions n therapeutic communication tive listening, asking open-ended this, silence) to decrease environmental stressors tessive motion or noise, lack of personal space, lack of autonomy) r relaxation techniques (e.g., guided tig) oice g g on therapeutic communication stratege	 Advise the client of the consequences of escalating behaviour (e.g., visit or call will end) 		
	(e.g., excessive motio	on or noise, lack of	 Prioritize safety and possible 	exit as soon as	
	• Consider relaxation breathing)	techniques (e.g., guided			
	• Offer choice				
	 Set limits Focusing on therapeutic communication strategies can lead to a more trauma- and viol informed response to an escalating situation 			a- and violence-	

Therapeutic Communication for De-escalation

The goal of therapeutic communication for de-escalation is to encourage the client to verbalize. The opportunity to speak, before issues become overwhelming, can reduce the chance of escalation toward aggressive or violent behaviours.²

Presence

Nursing presence is a prerequisite for effective listening and involves mindfulness, being in the moment, and fully observant. Nurses can attempt to reduce internal (e.g., thoughts, feelings, and values judgements) and external (e.g., environmental noise and interruptions) distractions that can draw attention away from the interaction and interfere with nursing presence.³ Do I have any personal biases affecting my ability to effectively listen to my client right now?

Listening

Active listening enables nurses to perceive the client's reality and gain an understanding of the world as the client is experiencing it. When listening to clients, nurses must perceive content (e.g., when and where an event occurred), feelings (e.g., emotional reactions – often subtle or implied – that accompany content), and themes expressed (or the general point when content and feelings come together). After listening effectively, nurses can respond according to what is perceived which demonstrates understanding of the client perspective and care for overall client wellbeing.³

Silence

Silence is an important part of effective listening. It demonstrates respect and interest when a client is expressing themselves, allows the client time to gather their thoughts, and/or encourages an unwilling communicator to speak.^{2,3}

Open-ended questions

Asking open-ended questions acknowledges the client, helps the nurse gain an understanding of the situation, and opens the lines of communication.³

Clarifying

Clarifying or perception checking can ensure the nurse understands what their client is saying or that their interpretation of the content, feelings, and themes expressed by their client is accurate. This demonstrates respect for the client and facilitates trust speak.^{2,3}

Nonverbal communication

Body language such as gestures, posture, facial expressions, and the physical distance between people (proxemics) transmits meaning in addition to words spoken. It is important for the nurse to be aware of their presenting body language and ensure that it is congruent with what they are trying to communicate. Relaxed body language can make it easy for others to feel relaxed in the conversation.²

The problem with "why"

Clients often do not know why they feel or behave in a certain way and asking "why" can leave clients feeling defensive. Consider "what" or "how" questions for a gentler and more respectful approach.²

What are you feeling right now? How can we work on this situation together?

Would I be correct in saying you feel overwhelmed with all the changes in your life this past month?



Staying Safe²

While the entire de-escalation process is focused on safety by attempting to prevent violence, there are certain actions that can be taken to ensure the welfare of all involved.²

Before a visit

- Know your rights. Aggressive behaviours, abusive language, and violence should not be tolerated.
- Know your agency policy & procedures outlining steps for staying safe during visits. It is okay to end a visit if a client is escalating and/or there is a risk for violence.
- Identify risks from screening/referral forms to assess for risks prior to visiting.

During the visit

- Be aware of your exit from the home in case you need to remove yourself for safety reasons.
- Pay attention to your surroundings, including objects that could be used as weapons or projectiles and other individuals in the home.
- Maintain a safe distance from agitated or aggressive clients or family members – if the client would be in the position to grab, hit, or kick you after taking just one step this is too close.
- Adopt a supportive stance feet shoulder width apart, arms slightly bent, and hands open in front of the thighs with palms facing upward.
- Trust your senses if you feel unsafe, it is okay to end the visit and exit.

After the visit

- Document the client behaviours and your response including plans for follow-up.
- Debrief with your supervisor and seek additional supports as needed (e.g., reflective supervision or employee assistance program).
- Create a safety plan for subsequent visits (e.g., buddy-visit or virtual visit).

Practice Tip

Escalation can also happen during a virtual visit. If at any stage you feel uncomfortable or unsafe, then end the phone call or virtual visit. Advise the client that the behaviour is unacceptable, excuse oneself, and rebook within the next few days.

10 De-escalation Tips^{4,5}

	Be empathetic and non-judgemental – try not to judge or discount a cl they are real to the client.	ient's feelings as unjustified or irrationa
2	Respect personal space – allowing personal space tends to decrease anxiety. Always request permission to enter a client's personal space for assessment or intervention.	3 Ways to Agree with a Client⁵
3	Offer choices – offering choice can be a powerful tool when a client feels their only options are fight, freeze, or flight.	Agreeing with the truth – "You are right, she did say that. Do you mind if I help to explain?"
ł	Agree or agree to disagree – try to agree with the client as much as possible unless there is no way to honestly agree in which case agree to disagree.	Agreeing in principle – "I believe everyone should be treated respectfully"
5	Set clear limits - set limits demonstrating your intent and desire to be of help but not to be disrespected or abused by the client.	Agreeing with the odds – "There probably are other clients who
5	Ignore challenging questions – answering challenging questions can result in a power struggle, instead, bring the focus back to working together to resolve the issue at hand.	would be frustrated too"
7	Allow time for decisions - when a person is upset, they may not be able moments to think through what you've said.	e to think clearly. Be sure to give a few
3	Consider your reactions – remain calm, rational, and professional. You how you respond will have a direct effect on whether the situation esca	
)	Keep it simple – anxious or agitated clients may not be able to process when they are calm. Use short sentences and simple vocabulary.	verbal information in the same way as
0	Listen closely to what the client is saying – through nursing presence acknowledgement, the nurse needs to convey that they are paying at feeling.	

¹College of Nurses of Ontario. (2019). Therapeutic nurse-client relationship, Revised 2006. <u>www.cno.org/globalassets/docs/prac/41033_therapeutic.pdf</u> ²McKnight, S.E. (2019). De-escalating violence in healthcare: Strategies to reduce emotional tension and aggression. Sigma Theta Tau International.

³Stein-Parbury, J. (2017). Patient & person (6th ed.). Elsevier Australia.

*Crisis Prevention Institute. (2020, October 15). CPI's Top 10 De-Escalation Tips Revisited. Crisis Prevention Institute. <u>https://www.crisisprevention.com/Blog/CPI-s-Top-10-De-</u> Escalation-Tips-Revisited

⁵Richmond, J. S., Berlin, J. S., Fishkind, A. B., Holloman Jr, G. H., Zeller, S. L., Wilson, M. P., Rifai, M.A. & Ng, A. T. (2012). Verbal de-escalation of the agitated patient: consensus statement of the American Association for Emergency Psychiatry Project BETA De-escalation Workgroup. Western Journal of Emergency Medicine, 13(1), 17.

Citation: Orr, E. & Jack, S.M on behalf of the PHN-PREP Project Team [2022]. Foundational Communication Skills: Verbal De-escalation with Clients and Families [Professional Resource]. School of Nursing, McMaster University. [https://phnprep.ca/resources/verbal-de-escalation/]

In creating the content for this Professional Resource, McMaster University [project led by Susan Jack] engaged in research, analysis and synthesis of existing resources, guidelines, tacit professional knowledge as well as any available research evidence to date. McMaster University makes every reasonable effort to ensure that the information is accurate at the time of posting. We cannot guarantee the reliability of any information posted. This Professional Resource is for information and education purposes only and should not substitute any local policies and legislative and professional responsibilities required by your licensing body. In the event of any conflict, please follow your local policies and legislative and professional responsibilities. This material has been prepared with the support of the Province of Ontario but the views expressed in the document are those of McMaster University, and do not necessarily reflect those of the Province.