Safety-Care™

Redefining Crisis Prevention

Redefining Crisis Prevention

Safety-Care™ Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), this Safety-Care program will provide your staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teaching replacement behaviors. Appropriate for individuals experiencing developmental, neurologic, psychiatric and other impairments, Safety-Care will result in a more positive reinforcement based approach, the development of new skills, and fewer restraints.

Safety-Care provides the tools you need to be safe when working with behaviorally challenging individuals.

We can help you to:

- Understand how and why crisis events happen, and ways in which we might inadvertently contribute to them.
- Prevent crises using a variety of supportive interaction strategies.
- Apply simple, evidence-based de-escalation strategies that are effective for any population.
- Respond appropriately and safely to dangerous behavior.
- Prevent the need for restraint.
- Intervene after a crisis to reduce the chance that it will happen again.

Core Principles of Safety-Care

- Respectful, humane, non-coercive interventions.
- Emphasis on prevention over management.
- Evidence-based procedures are the basis of intervention. While the course material avoids jargon and is designed to be taught and used in a variety of contexts, the protocols in Safety-Care are based on procedures that have been validated in many studies as broadly effective. These include basic applications of functional assessment, differential reinforcement, antecedent management, functional communication training, and behavioral momentum.
- Positive reinforcement is embedded throughout the course.
- Effective staff training requires an evidence-based approach incorporating errorless teaching strategies whenever possible.

- A least restrictive approach requires a range of options. Staff learn a series of interventions that can be flexibly adapted to the specific circumstances in which they find themselves. Whenever an agitated individual demonstrates a decrease in agitation, staff learn to shape and reinforce that decrease by moving to a less restrictive intervention.
- Physical procedures are designed to be simple, effective, safe, and have minimal abuse potential.
- Restraint must be used only when there are no other safe options and must end as quickly as possible.
- Consistent standards that reduce risk.

Widely Applicable

Safety-Care has been used in many different settings, with individuals presenting with many conditions and behavior problems, with ages ranging from children to older adults.

Settings	Conditions	Problem Behaviors
• Residential programs • Psychiatric hospitals • Special education classrooms • General education classrooms • Psychiatric nursing centers • Day treatment programs • Psychiatric club houses • Elementary School • Middle School • High School • Group homes • Foster care providers • Vocational programs • Rehabilitation centers • And more	• Autism • Conduct disorder • Schizophrenia • Intellectual disability • Post-traumatic stress disorder • Bipolar disorder • Attention-deficit hyperactivity disorder (ADHD) • Borderline personality disorder • Learning disabilities • Asperger's disorder • Traumatic brain injury • Communication deficits • And more	• Physical aggression • Self-injury • Verbal aggression • Uncooperativeness • Hyperactivity • Suicidality • Elopement • Tantrums • Sexual aggression • Intimidation • Use of weapons • Bullying • Property destruction • Fighting • And more