

# Crisis Management Demobilisation & Defusing

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# Objectives of the Training

To protect the psychological health and well-being of people exposed to trauma through their work in:

- Emergency services
- Prison service
- Accident investigation
- Humanitarian aid
- Shops and Retail
- Banking/Finance
- Community support
- University
- Transport

# Style of Training

- Sharing experiences
- Confidentiality
- Open and supportive
- Self monitoring and care
- If you don't understand ask!!

# Outline of the Session

- What is traumatic stress?
- Why do you need to do something about it?
- How do you recognise that someone is having problems
- Demobilising & defusing model
- Learning the skills
- Role play exercises





## Exercise 1

- What are your experiences of traumatic incidents (personal or work)
- What did you find the most difficult in dealing with the trauma?
- What do you want to get out of the training?



# Post Traumatic Stress

# Criteria for Developing PTSD (DSM5)

- Exposure to actual or threatened death, serious injury or sexual violence in one of the following ways:
  - Direct experience
  - Witness in person of events that happen to others
  - Learning that a traumatic event has happened to a close family member or friend
  - Experiencing repeated or extreme exposure to aversive details of the traumatic event  
e.g. first responders, police officers (and others) exposed to details of child abuse – must be work related

# Symptoms of PTSD (DSM 5)

## Re-experience (1 or more)

- Intrusive memories
- Distressing dreams
- Flashbacks or feeling that the trauma is reoccurring
- Intense distress when exposed to cues
- Marked physiological responses to cues

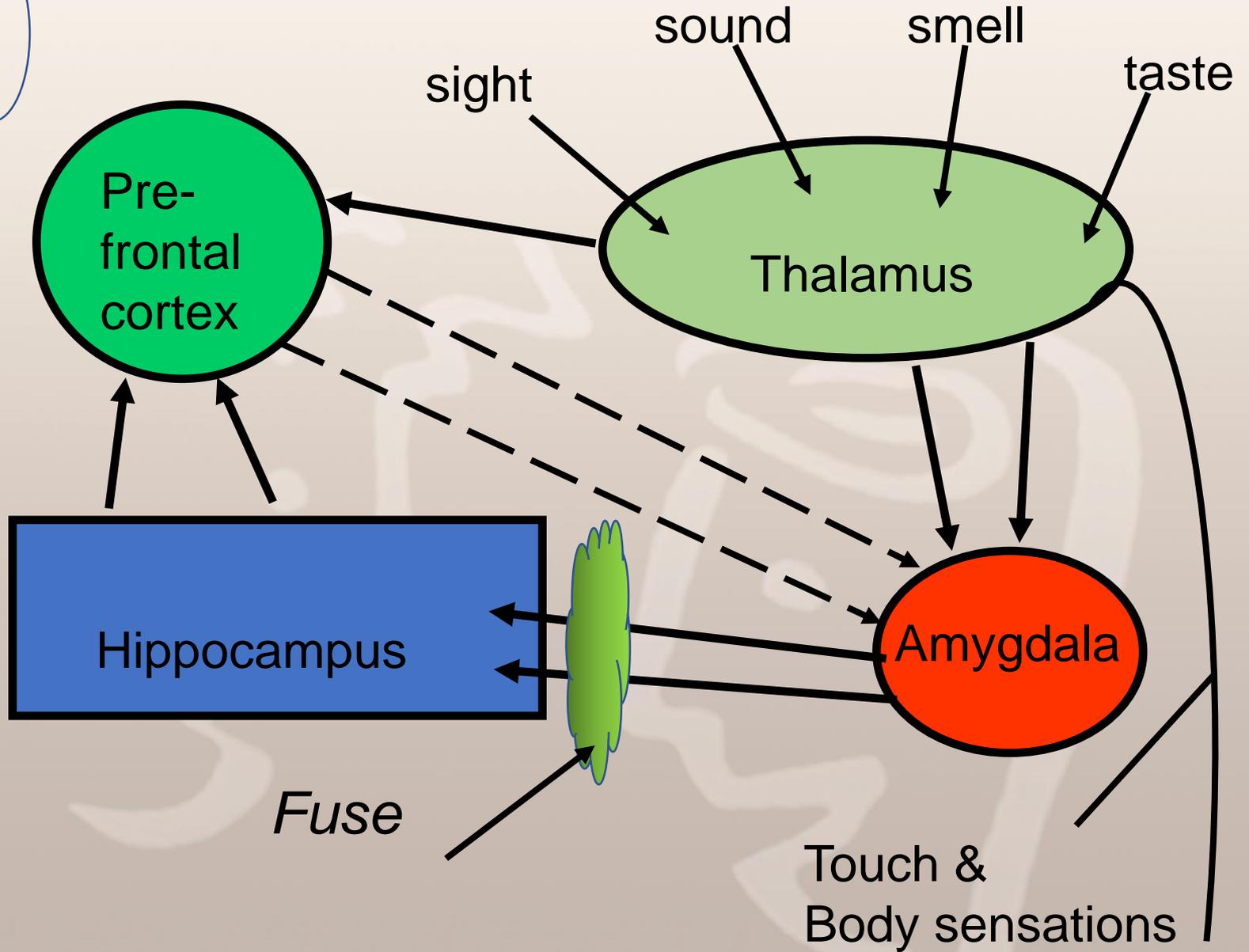
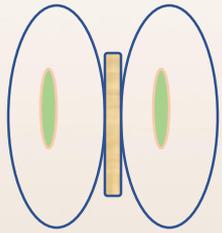
## Hyperarousal (2 or more)

- Irritability/anger
- Reckless and self destructive behaviour
- Hyper-vigilance
- Exaggerated startle
- Problems with concentration
- Sleeping difficulties

# More Symptoms of PTSD (DSM 5)

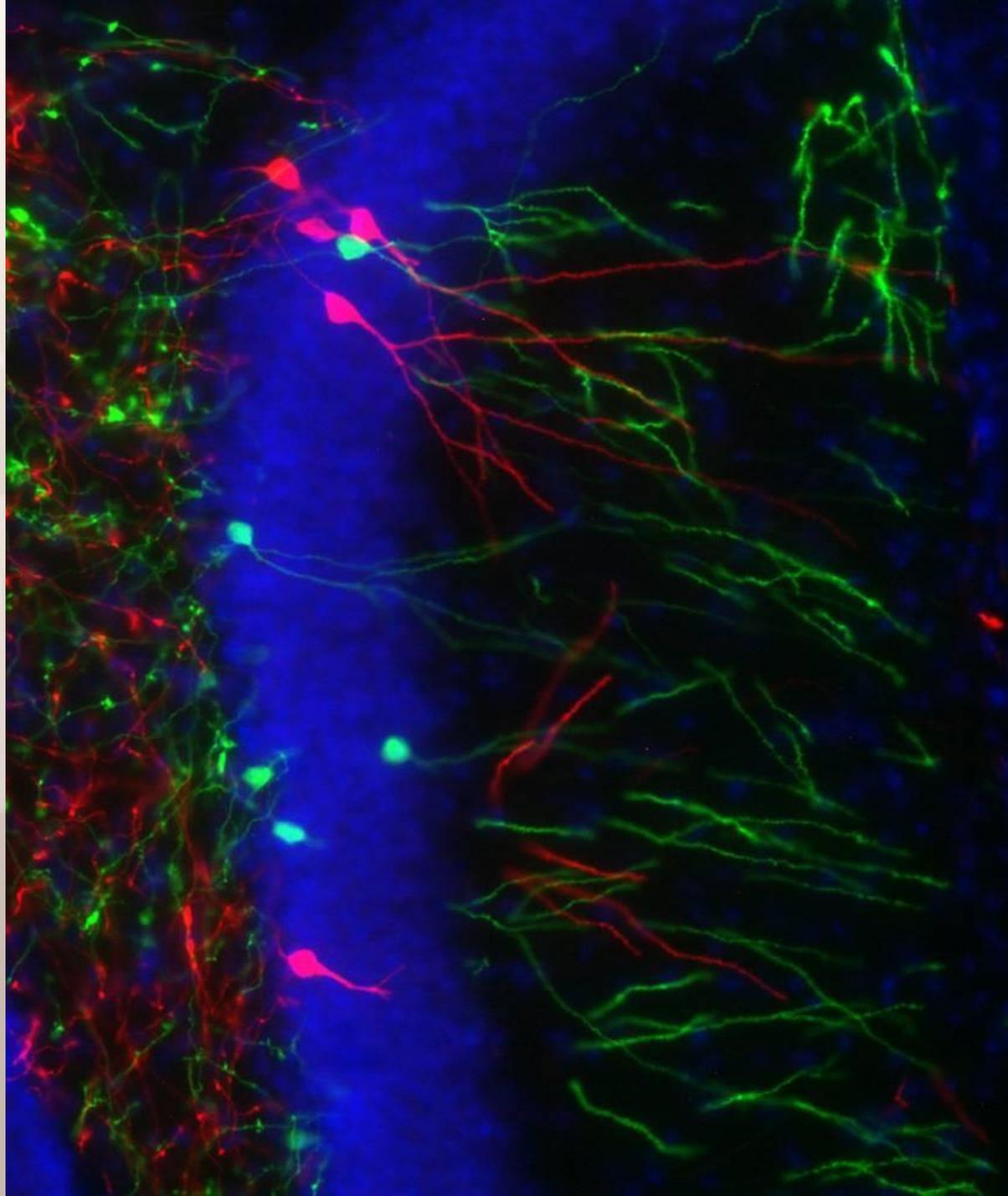
## Negative thinking/mood (2 or more)

- Inability to remember parts of trauma
  - Negative beliefs or expectations
  - Distorted thinking including blaming of self or others
  - Persistent negative affect and lack of positive emotions
  - Lack of interest in future
  - Feelings of detachment
  - Inability to feel positive emotions
- Avoidance (1 or more)
    - Avoidance of distressing memories, thoughts or feelings about trauma
    - Avoidance of reminders e.g. People, places, objects that cause distress



# Blowing the fuse

- Dis-regulation of arousal system
- Inability to find the words
- Poor memory
- Re-experience
- Dissociation



## Other Symptoms

- Relationship problems
- Alcohol abuse
- Phobias
- Panic attacks
- Minor accidents
- Loss of interest in future
- Loss of loving feelings
- Guilt/shame

How many  
people  
suffer from  
traumatic  
stress?

- 69% of people suffer a traumatic event at least once in their lives.
- Over 5% of general population are currently suffering from PTSD
- 12% of people suffer from PTSD at some stage in their lives.

*Most people recover*

What  
kinds of  
events are  
most  
traumatic?

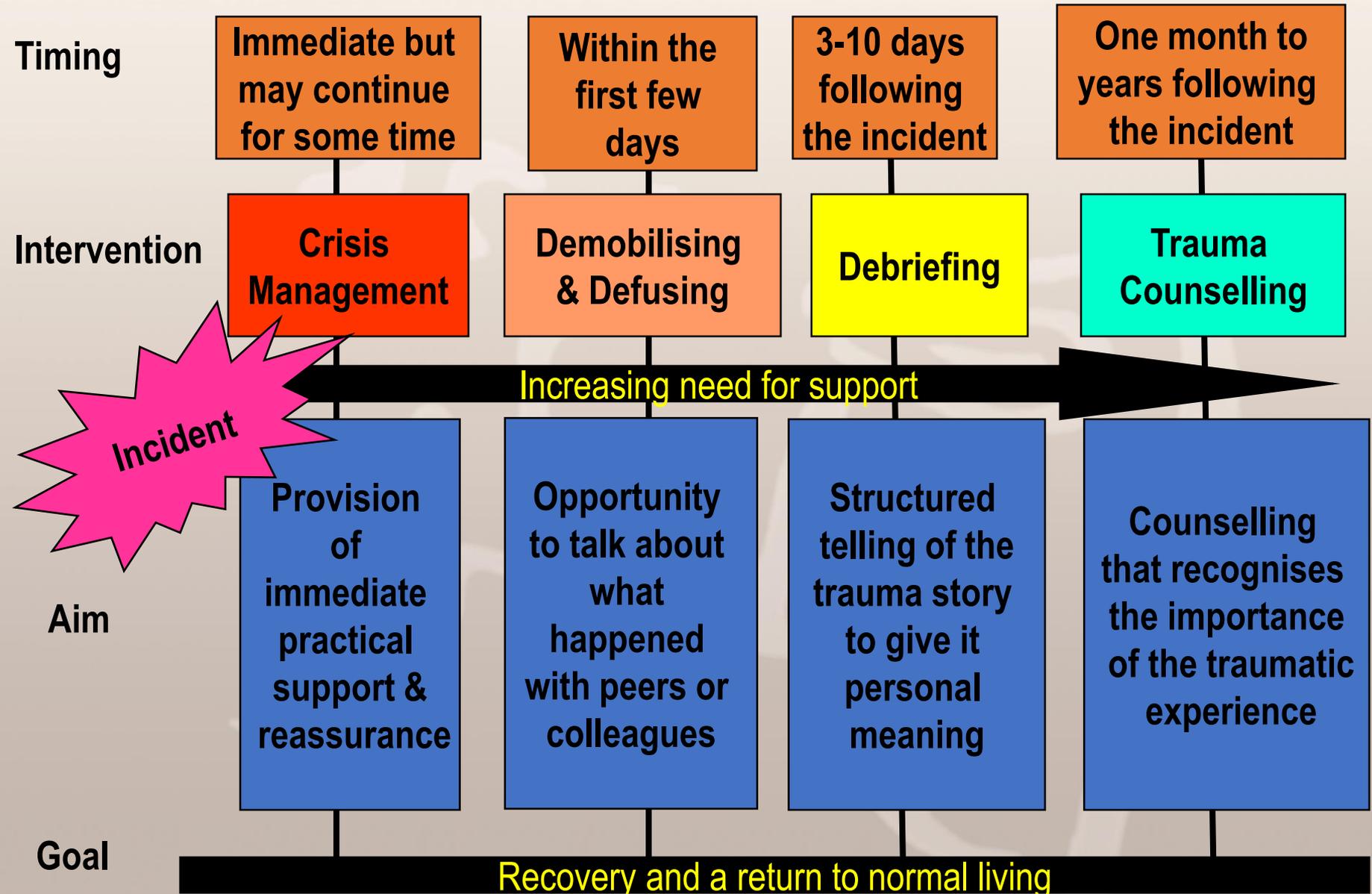
- Childhood abuse
- Sudden and unexpected
- Prolonged exposure
- Multiple deaths/mutilation
- Involve children
- Close proximity
- Death of a colleague
- Special meaning

*Some events always cause trauma*

# Who might become distressed?

- Primary victims
  - Injured, threatened, endangered
- Secondary victims
  - Colleagues, family, witnesses, rescuers
- Tertiary victims
  - Investigators, Emergency service workers, counsellors

# Timing and goals for post trauma interventions



# What is needed following a trauma?

Stage	State	Intervention
Crisis	Shock	Practical Support (safety, shelter, food)
Demobilisation	Realisation	Information and Support (simple, relevant and repeated)
Defusing	Acknowledgement	Recognition of the impact of the event (basic needs, simple sharing of story)
Debriefing	Adaptation	Time to deal with the impact of the trauma on thinking and behaviour
Trauma Therapy	Recovery	Intensive examination of trauma in a safe environment to allow for soothing and calming of responses



# Crisis Management

# Operational Risks

<h2>Organisational</h2> <ul style="list-style-type: none"><li>■ Political</li><li>■ Operational</li><li>■ Financial</li><li>■ Reputation</li></ul>	<h2>Logistical</h2> <ul style="list-style-type: none"><li>■ Resources</li><li>■ Practicalities</li><li>■ Reasonableness of response</li><li>■ Cost effective</li></ul>
<h2>Legal</h2> <ul style="list-style-type: none"><li>■ Negligence claims</li><li>■ Corporate responsibility</li><li>■ Health &amp; Safety</li><li>■ Employment Law</li></ul>	<h2>Media</h2> <ul style="list-style-type: none"><li>■ Adverse publicity</li><li>■ Loss of public confidence</li><li>■ Demonstrations</li><li>■ Reputation undermined</li></ul>

# Employee Needs

<h2>Physical</h2> <ul style="list-style-type: none"><li>■ First Aid/Medical Treatment</li><li>■ Warm Clothing</li><li>■ Food and drink</li><li>■ Safety/Security</li><li>■ Accommodation</li></ul>	<h2>Social</h2> <ul style="list-style-type: none"><li>■ Speak to family</li><li>■ Transport home</li><li>■ Child care</li><li>■ What happened to other people?</li><li>■ What happens next?</li></ul>
<h2>Emotional</h2> <ul style="list-style-type: none"><li>■ Comfort and support</li><li>■ Re-assurance</li><li>■ Contact with loved ones</li><li>■ Acceptance of emotions</li><li>■ Physical contact</li></ul>	<h2>Psychological</h2> <ul style="list-style-type: none"><li>■ Limit the exposure to horror</li><li>■ Reassurance that responses are common</li><li>■ Management recognition</li><li>■ Clear goals/directions</li></ul>

# Exercise 2 Trauma Impact Assessment

- In groups of 2 or 3
  - Read the scenarios
  - Undertake a trauma impact assessment
  - Identify and assess the magnitude of the risk
  - Decide on an action plan to reduce the risk and to deal with the situation
  - How might these risks impact employees?

# Who is most at risk?

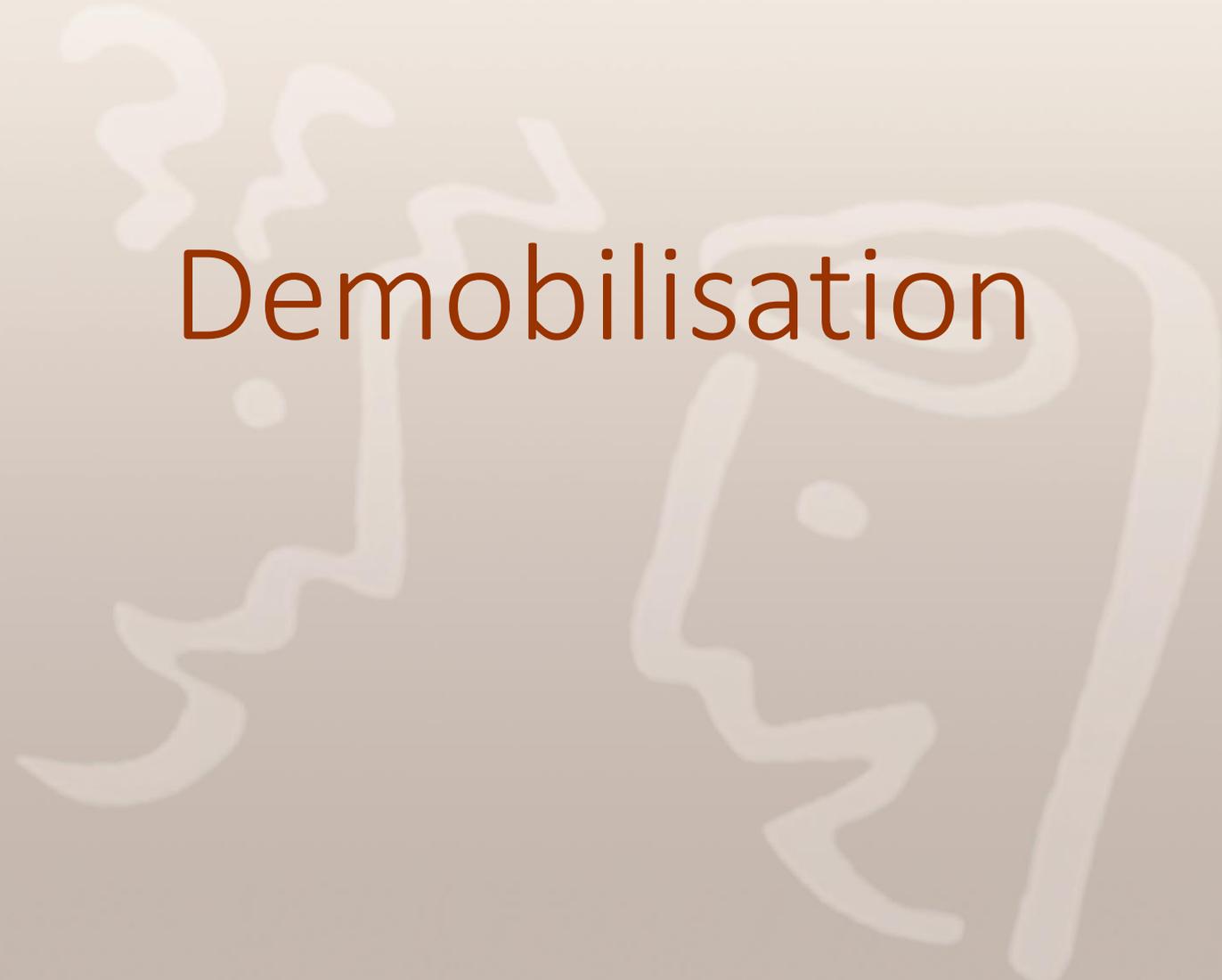
## Situational Factors

- Type of incident
- Victim
- Role
- Proximity
- Length of exposure
- Can it happen again?
- Media attention
- Organisational Support

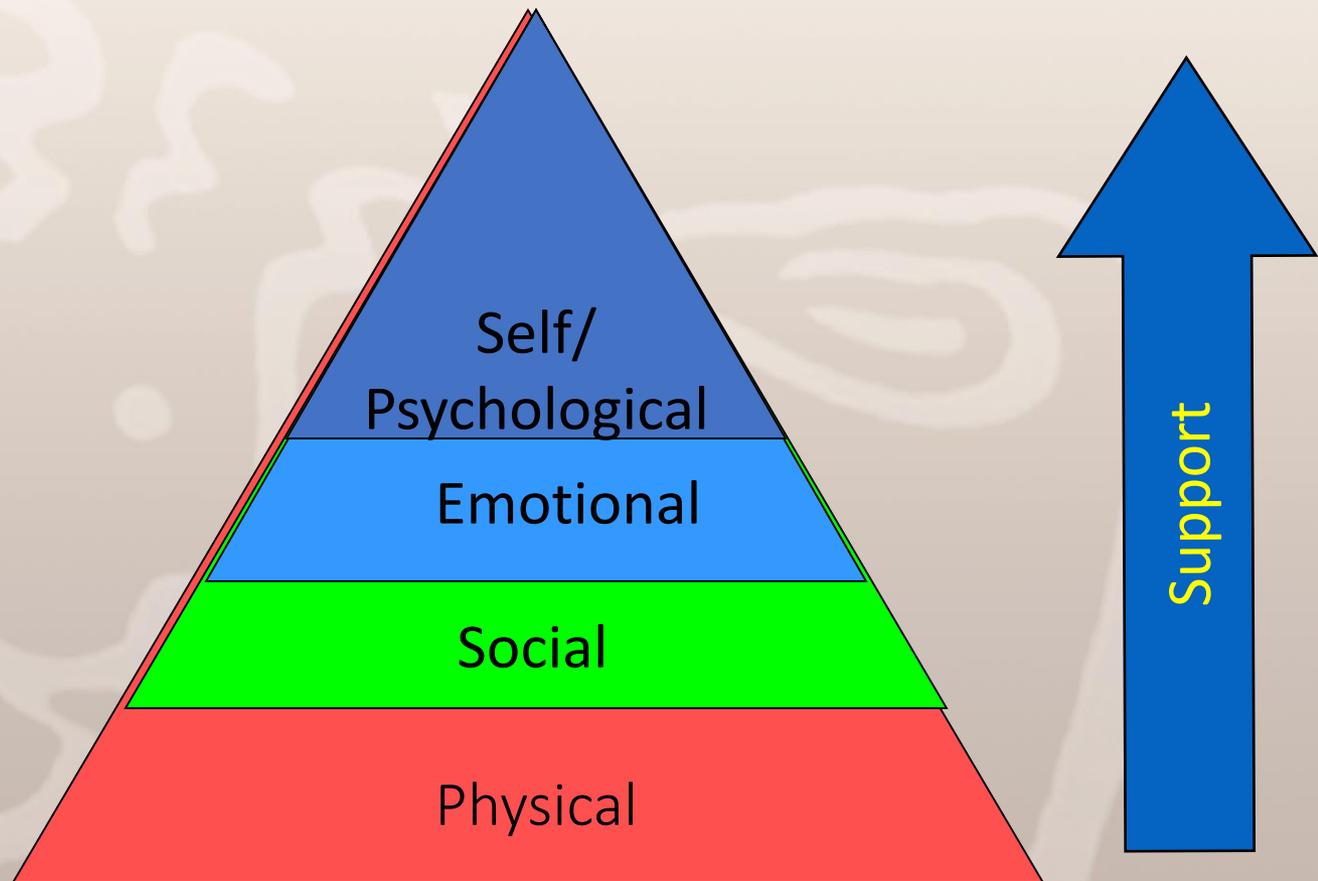
## Personal Factors

- Guilt/self blame
- Poor mental health
- Alcohol abuse
- Social problems
- Exposure to other traumas
- Coping skills
- Relationship to deceased
- Personal support

# Demobilisation



# Well-being



*The building blocks of well-being*

## Demobilisation

- Should take place as soon as possible after incident
- Everyone involved in the incident should be included
- Takes around 10-15 minutes

# Demobilisation

- On day of incident or following day
  - Gets everyone involved together
  - Reviews what has happened
  - Thanks everyone for their efforts
  - Gives up to date information on situation
  - Provides an update on injured colleagues
  - Hands out information and arrangements for other support

# Demobilisation Information

- Descriptions of some of the common stress symptoms - they may occur later
- An assurance that the symptoms are normal responses
- Checks how everyone is getting home
- Offers time for defusing to group or individuals

# Exercise 3

## Demobilisation

- In pairs prepare a demobilising session
  - Introduction
    - Benefits of session
    - Update on what is happening (injured colleagues, police investigation etc)
    - Recognition for what they have achieved
  - Information
    - People are different
    - Common symptoms (arousal, re-experience, avoidance)
    - Advice on taking care of yourself (rest, food, exercise)
    - Time for defusing
  - Close
    - On-going support
    - Fitness to go home/transport
    - Summary of what is going to happen



# Listening and Responding Skills

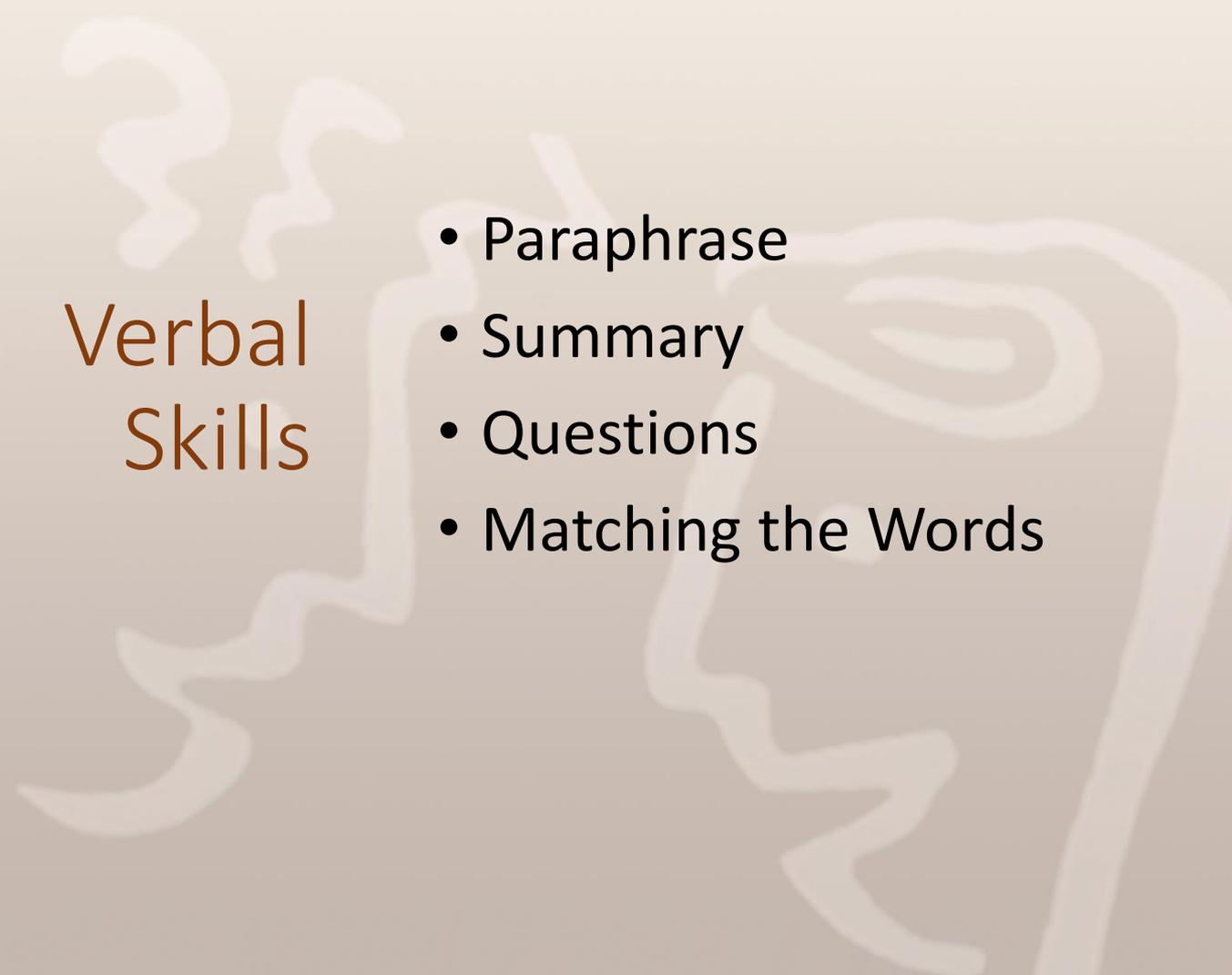
# Non Verbal Information

- Body Language
  - Open/closed/defended
- Gesture
- Facial expressions
- Eye movements and contact
- Physical appearance
  - Eye dilation
  - Skin colouration
  - Shaking/tremor
  - Sweating

# Non Verbal Skills

## Non Verbal Skills

- matching pacing and leading
- body language
- tone, volume, pitch, speed
- silence
- eye contact



## Verbal Skills

- Paraphrase
- Summary
- Questions
- Matching the Words

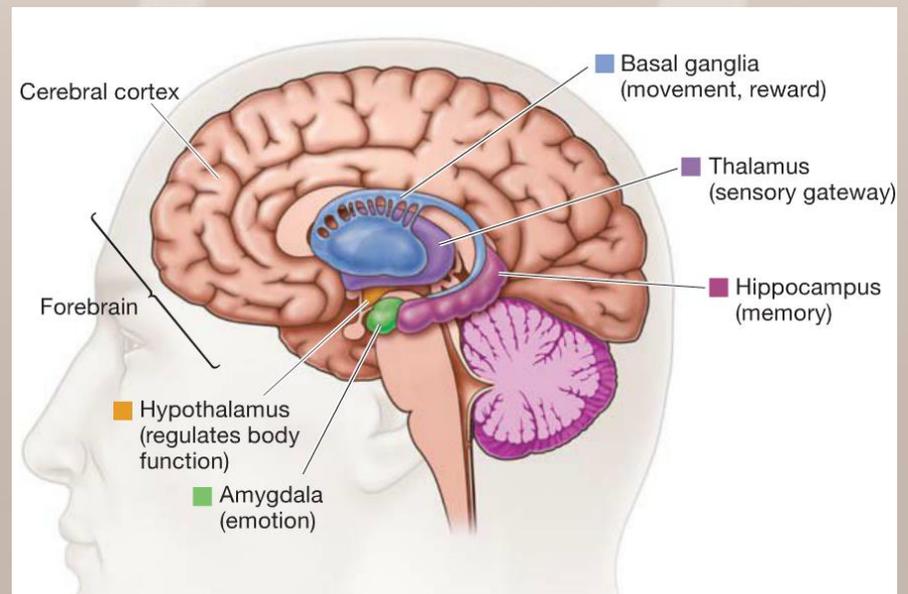
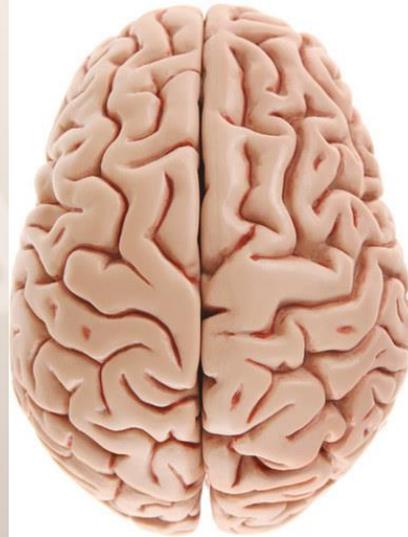
# Exercise 4

## Listening & Responding Skills

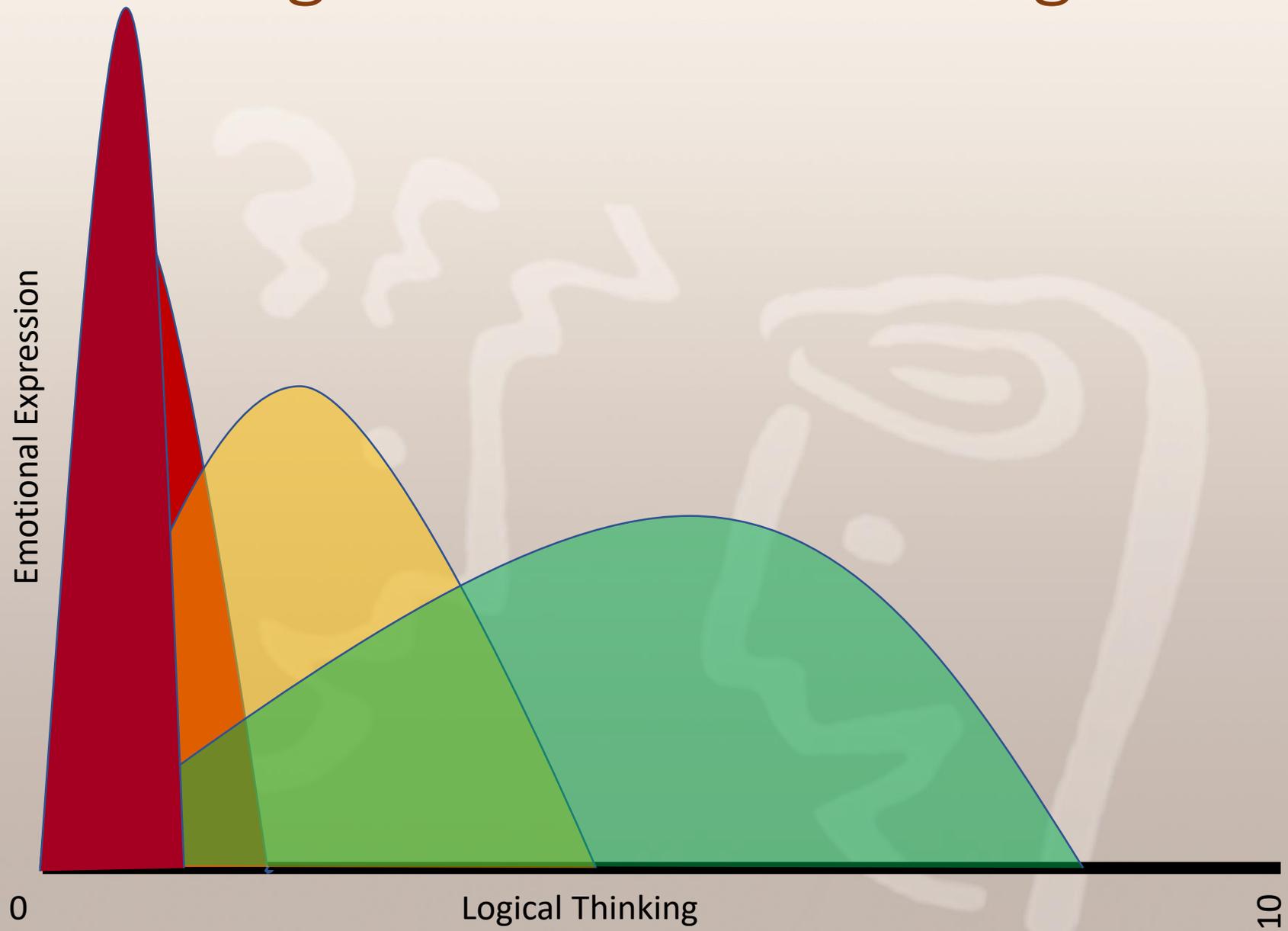
- A test of your listening and responding knowledge
- Complete the test in 5 mins

# Responding to the Emotional

- Brain Lateralisation
- Neurotransmitters out of balance
- Limbic system hijack



# Moving from emotion to logic



# Soothing the emotions

- Listen to what is said carefully
- Paraphrase to demonstrate that you have heard
- Reduce the emotionality without losing the meaning
- Identify the positive
- Build on the rational
- Enable reframing and reappraisal

# Example 1a

- The train just hit him, I felt totally helpless, there was nothing I could do
- *“So what you are saying is that faced with this situation it was not possible to do anything.”*
- Yes, that is right, I wanted to help but it was pointless trying.
- *“It sounds that if you had tried to help it would have made things worse.”*
- The best thing was to move back and to make sure that everyone else was safe

# Example 1b

- The train just hit him, I felt totally helpless, there was nothing I could do
- *“It must have been difficult for you. Don’t feel bad about it.”*
- You have no idea how it feels watching someone you know get killed
- *“You did the right thing. Everyone has said so”*
- I keep on thinking that if I had grabbed him I could have saved his life

Sympathising does not work

## Example 2a

- This organisation has done nothing for me. I was left to cope with it myself
- *“What you are saying is that you feel you needed more help”*
- That’s right there should have been someone there to help me
- *“You would have liked more help, what kind of help would have been good?”*
- It would have been nice if someone had contacted me to ask how I was feeling

## Example 2b

- The organisation has done nothing for me. I was left to cope with it myself
- *“Well we have tried our best to get you the help you needed”*
- Yes but it has all been too late. I don't think that anyone cares
- *“Of course we care, that is why I am here”*
- Yes, but where were you when I really needed some help. This is just lip-service.

Being defensive does not work

# Exercise 5

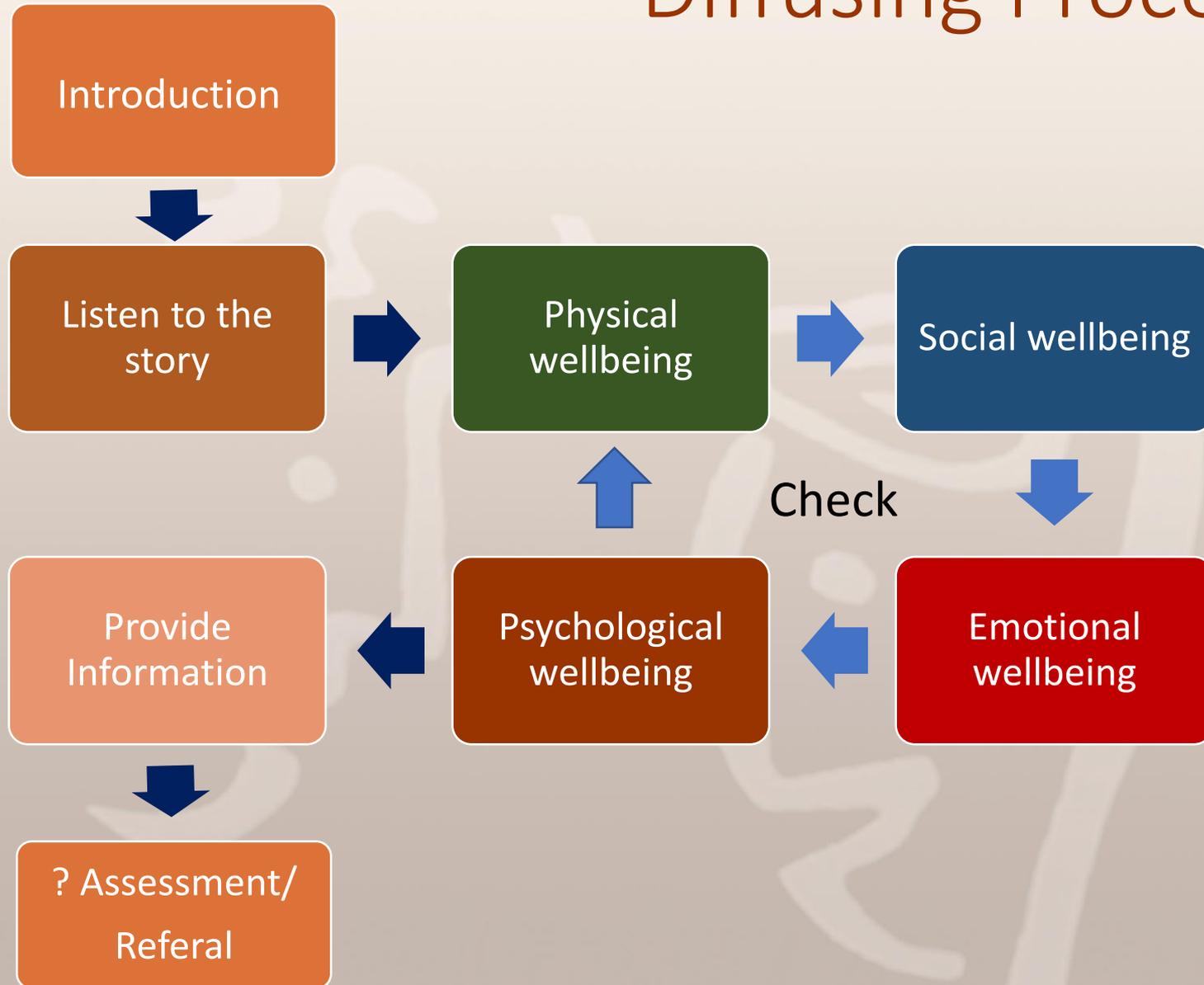
## Moving to the positive

- Paraphrase
  - Repeat what has been said diluting the most negative aspects a little
- Accept the rational and
  - Paraphrase the most rational parts
- Restate
  - “So what you are saying is.....” or “It sounds like....”
- Never sympathise or become defensive

# Defusing v Diffusing



# Diffusing Process



# The Introduction

- Remind them of your role
- Explain confidentiality
- Describe the process
- Say how long you have for the session

# Listening to the story

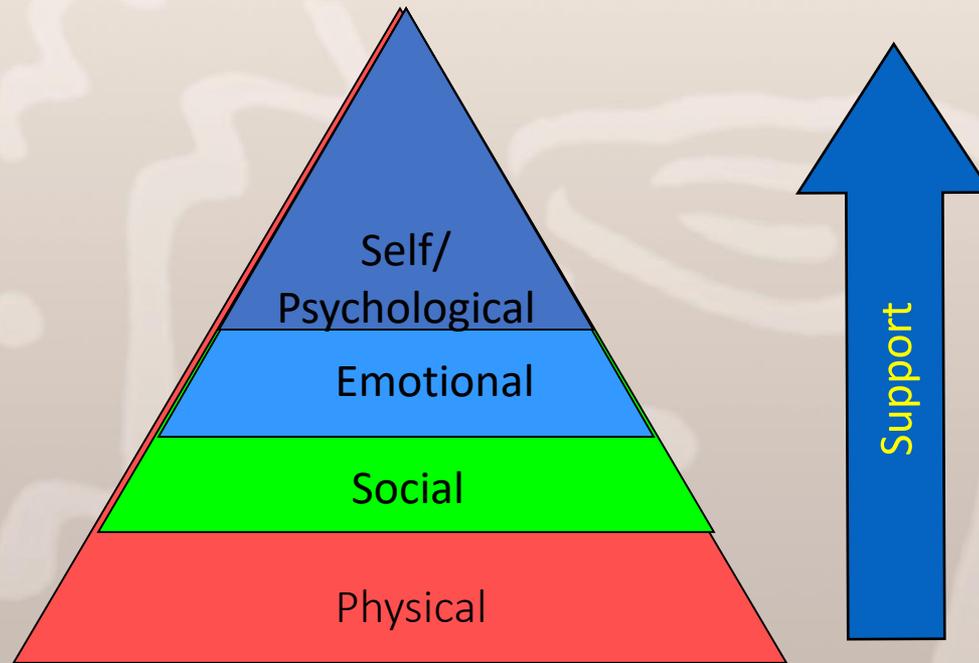
## **Exploration**

- How were you before the job?
- Where would you like to start?
- What went well?
- What was difficult?
- How has it affected you?

## **Approach**

- Person focussed
- Concentrate on the facts
- De-escalate high emotions
- Allow silences
- Paraphrase
- One word questions
- Summarise

# Well-being



*The building blocks of well-being*

# Responses to check

- Physical e.g.
  - Eating/Alcohol
  - Sleeping
  - Exercise
  - Other Health issues
- Social e.g.
  - Relationships
  - Cut off
  - Avoiding people
  - Support
- Emotional e.g.
  - Tearful
  - Cut off
  - Irritable
  - Isolated
- Psychological e.g.
  - Flashbacks
  - Nightmares
  - Startle response
  - Guilt/blame

# Information

- Sleeping
- Eating
- Exercise
- Arguments at home
- Avoiding people
- Upset
- Flashbacks

## Exercise 6 Individual defusing

- In groups of three take turns to be the victim, defuser and observer
- The aim of the defuser is to help the victim to talk about what happened without any direct questions
- Use the check list
- The observer should give feedback

## Exercise 7: Assessing the Impact

- Use the situational risk assessment to assess the potential impact of the investigation
  - Range 5 = high impact to 1 = low impact
- Calculate the level of risks for each of the ten factors
  - Scores of 20-25 indicates the likelihood of the need for a PFA involvement
  - Scores of 26+ may also need referrals for further support



# Compassion Fatigue and Self Protection

# Exercise 8 Compassion Fatigue & Burnout

- The consequence of working with traumatised people
- Compassion Fatigue is similar to PTSD without the need to experience the incident
- Burnout is caused by doing too much and can occur when you take too much on
- Complete the questionnaire in your workbook

# Self Protection

- Compassion  
Fatigue/Burnout
- Recovery time
- Consultative  
support/supervision
- Regular re-assessment of  
skills
- Defuser support groups
- You may not notice the  
effects

## Exercise 9 Feedback on the training

- Was the course what you expected?
- Were the materials useful?
- Do you feel confident to use the skills?
- Will the training be useful?
- Did you enjoy the course?
- Would you recommend the course to others?



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