

CARP De-escalation Training Exercise Scenario 2

PARTICIPANT INSTRUCTIONS

1. Nominate a spokesperson to reflect group discussion back to the group
2. Apply CARP by answering the questions on your scenario below – use your workbook for ideas on defusing strategies, boundary setting and CARP actions.

The CARP Model Reference

C - CONTROL

- Take control of the situation by remaining calm
- Find a suitable environment/time for the conversation
- Use appropriate body language and tone of voice
- Acknowledge the person's concerns immediately

A - ACKNOWLEDGE

- Show that you understand the person's feelings
- Validate their concerns without necessarily agreeing
- Use active listening techniques (nodding, paraphrasing)
- Demonstrate empathy with phrases like "I understand this is frustrating"

R - REFOCUS

- Shift the conversation from emotions to problem-solving
- Ask questions to gather more information
- Clarify the core issues behind the emotion
- Move toward finding a solution

P - PROBLEM-SOLVE

- Work together to identify possible solutions
- Set clear expectations about what can and cannot be done
- Agree on specific next steps
- Follow up as promised

Scenario 2: Parent Threatening Media Action

Situation: A parent contacts the NDIS Commission and advises their adult child is not being cared for properly at their Supported Independent Living (SIL) accommodation. The parent advises they see their child every day, and they are not being cared for appropriately. The parent further advises their child is not being given the correct food in accordance with their meal plan. They have been raising this daily with the provider, but the provider is no longer responding to them. The parent is now raising their voice and threatening to go to the media and local MP. The parent does not want to get off the phone until they know what action you are taking against the provider.

Your Tasks:

CONTROL Phase:

1. How would you gain control when the parent is yelling and raising their voice?

2. Can you ask the person to lower their voice? How would you phrase this?

ACKNOWLEDGE Phase:

3. Write 2-3 statements to validate the parent's concern for their child without being drawn into their emotion:

4. How would you acknowledge their frustration with the provider without necessarily agreeing with their aggressive tactics?

REFOCUS Phase:

5. How would you shift the conversation from threats about media and MPs to the core issues?

6. What questions would you ask to gather the essential complaint information?

PROBLEM-SOLVE Phase:

7. As a Tier 1 intake officer, what is your specific role in this situation?

8. How would you explain the Commission's process while managing their expectations about immediate action?

9. How would you set boundaries about ending the call while remaining solution-focused?

REFLECTION AND APPLICATION QUESTIONS

Understanding Your Role and Limits

10. What is the difference between your role as a Tier 1 intake officer and what participants/families might expect you to do?
11. When is it appropriate to escalate beyond CARP to involving supervisors or emergency services?
12. How do you balance making reasonable adjustments for disability-related behaviour with ensuring staff safety?

Managing Personal Responses

13. Which scenario felt more challenging to you and why?
14. What personal triggers did you notice in these scenarios?
15. What phrases or techniques from the CARP model felt most natural to you?

Professional Boundaries and Safety

16. Where is the 'line' for staff safety in these scenarios?
17. How do you maintain empathy while protecting yourself from emotional manipulation or threats?
18. What signs indicate that reasonable adjustment is no longer appropriate due to safety concerns?