Vistelar Unified Conflict Management System

Training Program
Non-Escalation, De-Escalation, and Crisis Management

Curriculum Element
Skills Rubric

Description

This rubric can be used to evaluate a participant's proficiency in the skills taught. Elements from this rubric can be used for evaluation prior to training, during training, at the end of training, or when back on the job.

There are three elements of this rubric:
- Description of skill that is being evaluated
- Rating scale (fails to meet expectations, meets expectations, exceeds expectations)
- Descriptors – descriptions of the level of performance for each of the three ratings

There is also a column to enter comments.

Demonstrating proficiency is indicated by meeting or exceeding expectations in 100% of the skills.

If a participant fails to meet expectations for a skill, the instructor should first evaluate what aspect of the training did not transfer to the participant and consider modified training. Then, the instructor should provide specific feedback to inform the participant of the skill gap. If all reasonable accommodations are made and the participant

continues to fail to meet expectations, dismissal from the training program should be considered.

Rubric

Skill Description	Fails to Meet Expectations	Meets Expectations	Exceeds Expectations	Comments
Demonstration of the five approaches to showing respect	Does not demonstrate the five approaches to showing respect	Demonstrates the five approaches to showing respect	Demonstrates five approaches with authentic demonstration of concern	
Demonstration of the three steps of practicing empathy	Does not demonstrate the three steps to practicing empathy	Demonstrates the three steps to practicing empathy	Demonstrates the practicing of empathy with authentic demonstration of concern	
Demonstration of the four communication elements	Proxemics, non-verbals, verbals, and paraverbals not aligned with the situation	Proxemics, non-verbals, verbals, and paraverbals aligned with the situation	Communication elements aligned with the situation with authentic demonstration of concern	
Demonstration of trauma responsiveness	Stands too close, talks too fast, talks too loudly, and says too much	Demonstrates concern relative to current situation and acknowledges the possibility of previous trauma	Authentic demonstration of concern with regard to current situation and possibility of previous trauma	
Demonstration of being alert and decisive	Does not scan environment to assess risk and threats	Remains alert, is decisive, scans environment, and is ready to take action if safety a risk is identified	Remains alert, is decisive, and demonstrates a preplanned, practice response	

Demonstration of responding, rather than reacting	Reacts instead of responds when faced with conflict triggers	Remains calm when faced with conflict triggers	Remains calm and looks professional no matter how treated by others	
Recognition of the conflict triggers of others	Fails to recognize the conflict triggers of others and/or performs in a way that sets off others' conflict triggers	Recognizes the conflict triggers of others and rarely performs in a way that sets them off	Recognizes the conflict triggers of others and performs in a way that does not set off others' triggers	
Establishment of a showtime mindset	Distracted and not prepared in advance of interacting with others	Focused and prepared in advance of interacting with others	Focused, prepared, and treats others as their equal	
Demonstration of proxemics and appropriate use of distance	Makes others uncomfortable and compromises safety by not appropriately using distance, positioning, and hand placement	Demonstrates an understanding of the 10-5-2 method when approaching someone and effectively uses proxemics to stay safe	Makes others feel comfortable while remaining safe via the effective use of distance, positioning, and hand placement	
Demonstration of the universal greeting	During initial contact, misses a step, performs steps in wrong order, and/or communication elements not aligned	During an initial contact, states appropriate greeting, name & affiliation, reason for contact, and relevant question in correct order	Uses four steps of universal greeting with confidence and has non-verbals and paraverbals in alignment with the situation	

Displays active listening techniques	Does not apply active listening techniques when interacting with others	Applies active listening techniques to effectively understand and learn	Applies active listening techniques such that the other person feels heard and understood	
Demonstration of the beyond active listening methods	During conflict situations, accepts what others are saying as what they actually mean	Uses several of the beyond active listening elements to dig deeper to learn and understand	Uses beyond active listening elements to fully understand the mental and emotional status of others	
Demonstration of persuasion methods	When faced with disagreement, misunderstanding, or refusal, reacts in an ineffective way and does not use any of the four methods of persuasion	When faced with a need to persuade, 1) explains why, confirms understanding, 2) offers options, lets them choose, 3) gives opportunity to reconsider	Effectively applies the persuasion method and can mesh this method with other conflict management methods (Beyond Active Listening, Redirection)	
Demonstration of redirection methods	When faced with a verbal confrontation, becomes visibly agitated and verbally defensive/ combative	Uses at least one of the redirection methods to move the confronter who is demonstrating anger, yelling, and or ranting from reacting to thinking	Effectively uses all redirection methods to de-escalate resistance while showing respect and not sounding dismissive	

Demonstration of crisis management methods	Does not recognize the signs of crisis and, as a result, fails to modify their behavior to keep everyone safe	Applies several crisis management methods to promote recovery of a person in crisis	Effectively applies all crisis management methods to keep everyone safe and promote recovery	
Takes a different course of action when verbal methods have failed	Continues to apply verbal conflict management methods when a different course of action is more appropriate	Takes appropriate action when attempts at resolution/de-escalation have failed or a safety violation occurs	Takes the best course of action based on the situation	
Demonstration of closure methods	Doesn't end interactions in ways to achieve the best possible outcome	Demonstrates the effective use of closure to end an interaction safely and on a positive note	Ends interactions with a positive foundation for future interactions	

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