

Management of Actual or Potential Aggression Training: (MAPA)

Guidelines for MAPA instructors and coordinators

Context

The Management of Actual or Potential Aggression (MAPA) training is one of the behaviour management training options available for Departmental staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour.

The aim of MAPA is to prevent behaviour escalation through non-physical interventions. Participants are taught verbal and non-verbal strategies to prevent the development of a crisis situation.

MAPA is accredited NSW Education Standards Authority (NESA) training.

MAPA courses currently available through MyPL

MAPA Foundation (Units 1-8 + 10)

The foundation course assists staff to recognise and respond effectively to escalating student behaviour using a crisis development model.

The course explores verbal and non-verbal early intervention strategies to minimise the likelihood that anxious and disruptive behaviours will escalate. Staff are provided with a framework for decision-making to prevent, de-escalate and safely respond to challenging student behaviours, within the context of Department policy.

The course also includes a practical component that explores how staff can safely disengage themselves if they are being physically held by an aggressive person.

The course provides six hours of NESA accredited training.

MAPA Physical Intervention – Holding Skills (Unit 9)

The physical intervention training course is suitable for a **school team** of at least two staff members where staff regularly encounter aggressive and violent behaviour.

Staff must have completed the MAPA foundation course within the past two years.

The course provides a review of content from the foundation course and explores a range of options for staff to apply in response to challenging and aggressive student behaviour, using a risk assessment matrix. These options include the use of disengagement skills and physical interventions as a last resort where there is a threat of imminent and serious danger to staff and/or students.

The course provides three hours of NESA accredited training.

MAPA Refresher (Units 1-8 + 10)

The refresher course is a three hour recap of foundation course content for participants who have completed the entire six hour foundation training within the past two years.

This training reviews the foundation course, including verbal and non-verbal early intervention strategies; a framework for decision-making to prevent, de-escalate and safely respond to challenging student behaviours within the context of Department policy; and practice physical disengagement skills.

Policies and practices

MAPA instructors should refer to Department policies when they conduct these training courses, including the following:

[Code of Conduct Policy](#)

[Work Health and Safety \(WHS\) Policy](#)

[Legal Issues Bulletin 9 – Physical restraint of students](#)

Links to Australian Professional Standards for Teachers

Proficient Stage

3.5.2: Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

4.3.2: Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

6.2.2: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Learning intentions

| Course schedule | Learning intention |
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| Pre-test | Participants will complete an assessment of current knowledge and understandings. |
| Unit 1: The CPI Crisis Development Mode | Participants will describe the typical behavioural responses associated with the development of a crisis and choose an appropriate intervention for each level of behaviour. |
| Unit 2: Non-verbal communication | Participants will describe elements of good interpersonal behaviour and demonstrate how non-verbal strategies can be used to decelerate behavioural responses associated with a crisis. |

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| Unit 3: Verbal and paraverbal Communication | Participants will describe typical verbal behaviour associated with crisis situations and demonstrate the use of verbal and paraverbal deceleration and de-escalation techniques. |
| Unit 4: Verbal Communication | Participants will demonstrate the use of verbal and non-verbal intervention strategies effective for different types of defensive behaviour and identify key approaches associated with empathic listening. |
| Unit 5: Precipitating factors, rational detachment, integrated experience | Participants will recognise the internal and external factors that influence behaviour and which may contribute to an escalation in crisis behaviour. They will convey how attitudes and behaviour influence our responses during a crisis. |
| Unit 6: Fear and anxiety | Participants will recognise physiological and psychological reactions that may be triggered by real or perceived threats and ways these may impact on our responses during crisis situations. They will describe how fear and anxiety can lead to an unproductive or productive reaction in critical moments. |
| Unit 7: Decision making | Participants will explore the legal and professional rationale for decision making and give justification for actions made in relation to managing risk behaviour. They will demonstrate how to undertake a behavioural risk assessment. |
| Unit 8: Physical interventions - disengagement skills | Participants will describe the physiological principles of disengagement and demonstrate the application of the physiological principles to a range of risk behaviours that build on previous non-verbal and verbal responses. |
| Unit 9: Physical interventions – holding Skills Note: MAPA physical Intervention – Holding Skills course | Participants will describe the physiological principles of holding and demonstrate the application of the physiological principles to a range of risk behaviours that build on previous non-verbal and verbal responses. |

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| Unit 10: Post-crisis | Participants will develop a post-crisis model for action and demonstrate the range of actions that will help bring about necessary closure, debriefing, and learning in order to minimise future crisis events. |
| Post-test, course evaluations | Participants will complete a post-test to assess learning outcomes and an evaluation sheet to assess course content and delivery. |