Mandt Accel®
Preparing Professional Trainers

Moving to Staff Development from other Training Platforms

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Welcome to Mandt Accel!

Now that you’ve decided to use Mandt...

We want to build on your past experiences

To support you and your organizational culture

To develop the foundation for all your services

Healthy relationships between staff

Changes organizational cultures
What is the “Mandt Difference”

It is certainly different in physical skills

It is more different in non-physical skills

The Mandt System® is most different in philosophy and ethics

“Common sense” comes from common values
Delivered as Part of a Wider Strategy

Current State:
- Leadership
- Staffing & Supervision
- Training

Core Elements of Effective Strategy:
- Family Support
- Learning Culture
- Data Analysis
- Working Practices
- Consumer Engagement
- Environment

Safer Workplace
Different, Not “Better”

We never say we are better than other programs.

We do say we are different.

“Unlearning is hard,” not just techniques.

And necessary to learn principles.
Promethean Ethics

Prometheus punished by the gods
Brought fire to humans
Supported the powerless
Shackled to a boulder by two servants of Zeus
Their names: Force Violence

Promethean Ethics
In the presence of force and violence, living by principle based ethics
An Effective Training Model

For training to deliver operational outcomes, it must address proactive and reactive strategies and be:

- **Fit for Purpose**
  Directly relevant to risks and needs i.e. policy, context, behaviors and activities

- **Delivered as Intended**
  Highest quality accessible resources, professionally delivered

- **Transferred to the Workplace**
  Integrated and supports positive behavior change

- **Maintained**
  Followed up, evaluated and embedded into practice for tangible outcomes
Partnership Based Upon Shared Values

- Focus on Prevention and promoting positive non-coercive strategies in addressing conflict and challenging behaviors
- Respect for individuals, their differences, and human rights
- Commitment to learning: We all start at different places and make mistakes but must also learn and improve
- Courage to challenge problem behaviors
- Leading by example: Behaving consistently with what we teach and espouse
Challenging Behavior

Barrier to a person participating in and contributing to their community

Undermines a person’s rights, dignity or quality of life

Poses risk to the health and safety of a person and those with whom they live and work

(The Australian Psychological Society, 2011)
Three Major Skill Sets

- Relational Skills
  - Competence and Confidence

- Conceptual Skills

- Technical Skills
  - Competence and Confidence

Organize and frame our work

The "things we do" in the course of our work

Ability to work effectively as a group leader and group member*

Relational Chapters – Primary Prevention

Chapter 1
Building Healthy Relationships

Chapter 2
Building Healthy Communication Skills, including de-briefing skills

Chapter 3
Building Healthy Conflict Resolution Skills

These chapters are foundational
Conceptual Chapters

Chapter 4
Trauma Informed Services

Chapter 5
Positive Behavior Interventions and Support

Chapter 6
Liability and Legal Issues

Chapter 7 required to be taught if teaching the Restraint chapter

Chapter 7
Medical Risks of Restraint
Technical Chapters

Chapter 8
Assisting and Supporting

Chapter 9
Separating

Chapter 10
Restraint

Note: Two different restraints for children
Technical Introduction

We will carry with us Core Values.
Technical Introduction

Three basic concepts we will teach

• Stance and Balance

• Body Mechanics and Movement

• Body Positioning relative to other people
Ready, Set, Go!

Mission

Vision

Values