

CONTENT OUTLINE

Nonviolent Crisis Intervention[®], 2nd Edition With Advanced Physical Skills



Program Summary and Philosophy

CPI *Nonviolent Crisis Intervention*, 2nd Edition With Advanced Physical Skills provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behavior. The program will focus on what's happening from two perspectives: the person in distress and the staff person. Participants will gain a broad range of tools to help them manage their own emotional responses and identify escalating behaviors in others. They'll practice effective approaches to keep their "emotional brain" from taking over in stressful situations. They'll also discover how having a plan before behavior escalates helps manage their fear and cultivate consistent practices.

The philosophy of *Care, Welfare, Safety, and Security*SM expands throughout the continuum of interventions necessary when working toward the reduction or elimination of restraint. The program realistically addresses the serious issue of restrictive intervention through careful assessment of risks and an evaluation of what may be considered "last resort." The principles and techniques taught in CPI's safety interventions (disengagement skills and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to crisis situations. CPI post-crisis strategies assist staff teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

Program Objectives:

- Identify how to respond to various levels of crisis behaviors.
- Recognize how to keep your own behavior consistent and calm in order to influence a positive outcome in a crisis situation.
- Learn strategies to strengthen nonverbal communication.
- Develop limit-setting strategies when verbally intervening to de-escalate defensive behaviors.
- Learn safety intervention strategies to maximize safety and minimize harm.
- Explore the Physical Skills Review Framework and key legal and professional considerations when using restrictive interventions.
- Explore the *Decision-Making Matrix*SM when assessing risk behavior.
- Demonstrate and practice nonrestrictive and restrictive interventions that are consistent with a set of physiological principles.
- Demonstrate and practice restrictive interventions when dealing with higher-risk situations in the workplace.
- Explore a framework to help guide staff and the individuals in distress through a process of re-establishing the relationship.

Crisis Prevention Institute trains and certifies designated people from your organization. After they have been trained by a CPI Global Professional Instructor and successfully passed the exam, they are qualified to teach at your organization with the approved CPI training materials.

Facilitation Methods

CPI *Nonviolent Crisis Intervention*[®], 2nd Edition With Advanced Physical Skills is available in two delivery methods: traditional in-person classroom and blended learning. In the blended training, program concepts are taught online and reinforced through interactive classroom activities. Extensive application, case studies, examples, competency-based testing, and a written examination ensure that participants gain knowledge and are able to demonstrate skills introduced in the program.

Day 1 - Training Content Outline

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed		Classroom Time Needed
		ONLINE	CLASSROOM	
Introduction	<p>Establish the learning expectations and guidelines for the training. Relate the impact of crisis behavior to participants' experiences in the workplace.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Evaluate the impact of fear and anxiety when managing a crisis and making decisions. Explore the concept of behavior as communication. 	6 minutes	15 minutes	50 minutes
Module 1: The CPI Crisis Development ModelSM	<p>Identify behavior using the <i>Crisis Development ModelSM</i> and apply staff approaches most effective in responding at each behavior level to prevent further escalation.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Use the <i>Crisis Development Model</i> to identify behaviors that indicate an escalation of behavior. Learn appropriate and effective staff approaches to crisis behavior. 	18 minutes	15 minutes	65 minutes
Module 2: Integrated Experience	<p>Explore underlying causes of behavior, recognize the need to maintain consistent, calm behavior in a time of crisis, and understand how the behavior of one person impacts the behavior of others.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Assess how the behavior of one person impacts the behavior of others. Identify causes of behavior and how staff may positively impact outcomes. Recognize the need to maintain professionalism through Rational Detachment in the face of escalating behaviors. 	11 minutes	15 minutes	50 minutes
Module 3: Communication Skills	<p>Practice communication strategies and observe how different approaches positively and/or negatively impact an individual's behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Recognize how communication skills are important for building, strengthening, and maintaining rapport with individuals in crisis. Practice awareness of position, posture, and proximity in the use of the <i>Supportive StanceSM</i>. Practice a range of communication skills at different levels of the <i>Crisis Development Model</i> including listening with empathy and nonverbal, verbal, and paraverbal skills. 	14 minutes	30 minutes	75 minutes

Day 1 and 2 - Training Content Outline

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed		Classroom Time Needed
		ONLINE	CLASSROOM	
Module 4: Responding to Defensive Behaviors	<p>Identify defensive behaviors in crisis situations using the <i>Verbal Escalation Continuum</i>SM. Use specific verbal patterns when de-escalating a crisis to develop a range of responses. Identify how to prepare for a difficult conversation.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Identify different levels of defensive behavior in the <i>Verbal Escalation Continuum</i>. Examine and apply effective interventions for defensive behaviors. Identify steps to prepare for a difficult conversation. 	18 minutes	40 minutes	90 minutes
Module 5: Safety Interventions	<p>Practice and apply skills needed to keep oneself safe when crisis escalates to risk behavior. Apply principles for using a coordinated and collaborative approach.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Examine environmental factors and approaches used to maintain safety. Determine how strikes can be managed or avoided. Apply how and when to use a coordinated approach. Define nonrestrictive intervention strategies. 	10 minutes	25 minutes	60 minutes
		DAY 1		DAY 2
Safety Interventions: Disengagement Skills	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using disengagement skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Practice applying disengagement skills for low-, medium-, and high-risk situations. Build confidence in keeping themselves and others safe in a crisis situation. 	n/a	85 minutes	90 minutes
Module 6: Introduction to Restrictive Interventions	<p>Identify restrictive interventions and explore the key legal and professional considerations when using restrictive interventions. Explore the Physical Skills Review Framework.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> Recognize that any restrictive interventions should be used as a last resort and if used, it should be reasonable, proportionate, and least restrictive to maximize safety and minimize harm. 	11 minutes	5 minutes	25 minutes

[End of Day 1 = 6.5 hours]

TRAINING COMPONENT	LEARNING INTENT	Blended Course Time Needed		Classroom Time Needed
		ONLINE	CLASSROOM	
		DAY 1		DAY 2
Module 7: Decision Making	<p>Organize thinking regarding the risks associated with different behaviors, encouraging critical analysis and rational reasoning in response decisions.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Categorize risk behaviors, considering likelihood and severity of potential outcomes. • Utilize the <i>Decision-Making Matrix</i>SM as a mental model for situational or behavioral risk assessment. 	10 minutes	15 minutes	45 minutes
Safety Interventions: Holding Skills	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using restrictive holding skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Practice applying restrictive holding skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. 	n/a	110 minutes	150 minutes
Module 8: Post-Crisis	<p>Introduce the <i>COPING Model</i>SM, which is a framework to help guide staff and the individuals in distress through the process of establishing Therapeutic Rapport after a crisis.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Explore Tension Reduction and how to re-establish the relationship after a crisis event. • Describe two key aspects of post-crisis management: support and learning. 	10 minutes	15 minutes	45 minutes
Conclusion and Assessment	<p>Reflect on new learning and complete an action plan. Revisit program values, person-centered care, and a culture of safety.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Reflect on how to apply the skills learned when returning to work. • Complete an online quiz prior to classroom training. • Complete a classroom test and training evaluation. 	12 minutes	15 minutes	35 minutes
Total Time		2 Hours Total	6.5 Hours Total	6.5 Hours/ per Day

Day 3 - Advanced Physical Skills Content Outline

TRAINING COMPONENT	LEARNING INTENT	Classroom Time Needed
Introduction	Welcome, review, and discussion.	30 minutes
Understanding the Risks of Physical Restraints	<p>Explore how to support and promote positive practice and to ensure that restrictive interventions are used as part of a commitment to <i>Care, Welfare, Safety, and Security</i>. Physical interventions should always be a last resort—there must be no safer alternative. They should be reasonable, proportionate, and least restrictive.</p> <p><i>Participants will learn about:</i></p> <ul style="list-style-type: none"> • Potential risks associated with the use of restrictive interventions. • Factors contributing to restraint-related deaths. • Best practice indicators that should shape practice to reduce avoidable restraints and minimize the risks of restraint when such measures are unavoidable. • <i>Opt-Out Sequence</i>SM, an active decision-making framework to enable staff to assess the continued risks in order to minimize the duration of restraints. • Risks of restraints: warning signs and corrective actions. 	30 minutes
Safety Interventions: Disengagement Skills Review and Expansion	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using disengagement skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Review and practice applying disengagement skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. • Apply principles of disengagement to a variety of realistic situations. 	30 minutes
Safety Interventions: Holding Skills Review and Expansion	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using physical holding skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Practice applying physical holding skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. • Learn how to add staff to assist with holding skills. • Review frameworks to convey reasoning for the level of intervention used as a response to risk presented. 	60 minutes
Emergency Floor Holds: Supine	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supine.</p> <p><i>Participants will learn how to:</i></p> <ul style="list-style-type: none"> • Safely manage an individual who is moving from a standing to seated or supine position on the floor. • Practice applying the principles of holding for Emergency Floor Hold: Supine. • Review frameworks to convey reasoning for the level of intervention used as a response to risk presented. 	60 minutes

TRAINING COMPONENT	LEARNING INTENT	Classroom Time Needed
Emergency Floor Holds: Supported Prone	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supported Prone.</p> <p><i>Participants will learn how to:</i></p> <ul style="list-style-type: none"> • Safely manage an individual who is moving from a standing to a kneeling or lying position on the floor. • Practice applying the principles of holding for Emergency Floor Hold: Supported Prone. • Review frameworks to convey reasoning for the level of intervention used as a response to risk presented. 	60 minutes
Seated Holding: Children's Control PositionSM	<p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Seated Holding: <i>Children's Control PositionSM</i>.</p> <p><i>Participants will learn how to:</i></p> <ul style="list-style-type: none"> • Practice applying the principles of <i>Children's Control PositionSM</i> when an individual is seated in a chair. 	15 minutes
Scenario Practice Activities	<p>Practice and rehearse skills learned in the program through scenarios simulating "real-world" situations.</p> <p><i>Learners will participate in crisis simulations that require them to:</i></p> <ul style="list-style-type: none"> • Assess the prevailing risk presented by an individual in distress. • Apply appropriate intervention skills learned in the program. • Utilize corrective actions in response to warning signs of physical and/or psychological distress occurring during the application of physical interventions. • Debrief after physical interventions using the <i>COPING Model</i>. • Provide peer-to-peer feedback. 	60 minutes
Wrap Up	Review and discussion of learning that took place during the day.	15 minutes
Total Time		6 Hours

CPI Instructor Certification Program Components

PROGRAM HOURS - BLENDED DELIVERY

The 26.5-hour CPI Instructor Certification Program includes:

PART 1: Participation in 2 hours of *Nonviolent Crisis Intervention*®, 2nd Edition Training online.

PART 2: Participation in 12.5 hours of *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills classroom activities.

PART 3: Participation in 12 hours of Certified Instructor training that includes:

- Preparing to teach the adult learner
- Comprehensive Instructor training practicum
- Managing the Certified Instructor role
- Certified Instructor examination and recognition

Note: On days 3-5, more breaks will be given as the content becomes more physically and mentally demanding; therefore the required time in classroom is 8 hours, yet the contact hours will decrease due to more break time.

PROGRAM HOURS - CLASSROOM DELIVERY

The 31-hour CPI Instructor Certification Program includes:

PART 1: Participation in 19 hours of *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills classroom activities.

PART 2: Participation in 12 hours of Certified Instructor training that includes:

- Preparing to teach the adult learner
- Comprehensive Instructor training practicum
- Managing the Certified Instructor role
- Certified Instructor examination and recognition

Note: On days 3-5, more breaks will be given as the content becomes more physically and mentally demanding; therefore the required time in classroom is 8 hours, yet the contact hours will decrease due to more break time.

The training components below outline the Train-the-Trainer content for *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills.

Day 4 - Train the Trainer

TRAINING COMPONENT	DESCRIPTION	TRAINING TIME
Introduction	<p>Orients participants to becoming a CPI Certified Instructor.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Identify Instructor Association’s mission, terminology, and membership benefits and support. • Discuss the role of a Certified Instructor. 	<p>30 minutes</p> <ul style="list-style-type: none"> • Discussion and Interactive Activity
Safety Interventions Teaching Practice and Assessment - Disengagement Skills	<p>Assesses proficiency in teaching Safety Interventions – Disengagement Skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Review key principles. • Apply an understanding of these principles. • Demonstrate ability to teach disengagement skills. • Identify group facilitation techniques that can best engage staff and enhance learning. 	<p>90 minutes</p> <ul style="list-style-type: none"> • Lecture, discussion, demonstration, practice, and peer teaching
Safety Interventions Teaching Practice and Assessment - Holding Skills	<p>Assesses Instructor candidates’ proficiency in teaching concepts and strategies of CPI’s Safety Interventions - Holding Skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Review key principles. <ul style="list-style-type: none"> - Apply knowledge of key principles when answering questions about holding skills. - Review Physical Skills Review Framework (SEAT). - Review <i>Opt-Out Sequence</i>. • Demonstrate proficiency teaching holding skills. 	<p>90 minutes</p> <ul style="list-style-type: none"> • Lecture, discussion, demonstration, practice, and peer teaching
Safety Interventions Teaching Practice and Assessment - Advanced Physical Skills	<p>Assesses Instructor candidates’ proficiency in teaching concepts and strategies of CPI’s Safety Interventions - Advanced Physical Skills.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Review key principles. <ul style="list-style-type: none"> - Apply knowledge of key principles when answering questions about Advanced Physical Skills. - Review Physical Skills Review Framework (SEAT). - Review <i>Opt-Out Sequence</i>. • Demonstrate proficiency teaching Advanced Physical Skills. 	<p>120 minutes</p> <ul style="list-style-type: none"> • Lecture, discussion, demonstration, practice, and peer teaching
Program Quality Standards	<p>Identifies benefits of membership in the CPI Instructor Association. Explores roles and responsibilities of the Certified Instructor.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Learn the components and requirements of the Instructor Excellence Renewal Process. • Understand the importance of training as an ongoing process. • Become familiar with the resources, processes, and procedures for initial and refresher training programs. 	<p>30 minutes</p> <ul style="list-style-type: none"> • Facilitated lecture and interactive group activity
Total Time		6 Hours

Day 5 - Train the Trainer

TRAINING COMPONENT	DESCRIPTION	TRAINING TIME
Instructional Goals and Facilitation Strategies	<p>Develops awareness and understanding of effective methods for teaching the adult learner.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Determine best practice for organizing training materials and maintaining program continuity and consistency. • Gain an understanding of CPI learning modalities (blended and classroom). • Principles and tips for training the adult learner. • How to use a variety of activity types and facilitation methods. • Become familiar with the Instructor Guide, Workbook and Electronic Presentation. 	<p>60 minutes</p> <ul style="list-style-type: none"> • Instructor-led discussion and exploratory activity
Purpose of Content	<p>Reviews each module of the program looking at it through the lens of an instructor and focusing on the purpose and objectives of each module.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Understand the learning objectives of each module. • Understand the structure of the program and how to connect modules for ease of learning. 	<p>60 minutes</p> <ul style="list-style-type: none"> • Instructor-led discussion and small-group experiential activity
Facilitation Practice/ Practicum Assignment	<p>Applies facilitation strategies to assigned content area.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Demonstrate relevant facilitation techniques. • Practice customizing assigned content to work setting, using instructional guidance. • Using the CPI Verbal Intervention Checklist, Instructor will evaluate participants in their successful application of verbal intervention skills using a role-play activity. 	<p>180 minutes</p> <ul style="list-style-type: none"> • Peer teaching and feedback
Final Written Examination	<p>Assesses comprehensive understanding of all program content.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> • Describe the relevance of implementing training as a process relative to program content and skills. • Provide evidence of their commitment to the program philosophy of <i>Care, Welfare, Safety, and Security</i>. 	<p>30 minutes</p> <ul style="list-style-type: none"> • Test administration and participant evaluations
Recognition of Certification	<ul style="list-style-type: none"> • Formally recognizes successful completion of all participants who have earned certification privileges. 	<p>30 minutes</p> <ul style="list-style-type: none"> • Closing remarks and presentation of certification
Total Time		6 Hours

Training Materials

After gaining your certification, you are eligible to teach, and you'll receive the following CPI training materials.

- **Participant Workbook:** Each training participant receives a CPI *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills Participant Workbook to help enhance learning, organize the participant's thoughts regarding concepts taught in the program, and serve as a valuable reference tool following the program.
- **Instructor Guide:** Those who successfully complete the Instructor Certification Program receive a comprehensive CPI *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills Instructor Guide to assist them in facilitating thorough and effective staff training that is consistent with program quality standards, policies, and procedures.
- **Instructor Kit:** All participants who successfully complete the Instructor Certification Program receive an Instructor Kit. This kit includes resource materials necessary to teach their first CPI *Nonviolent Crisis Intervention*®, 2nd Edition With Advanced Physical Skills Training.

Nonviolent Crisis Intervention®, 2nd Edition With Advanced Physical Skills Training Options

	CPI VERBAL INTERVENTION™ TRAINING	CPI NONVIOLENT CRISIS INTERVENTION® 2ND EDITION TRAINING	CPI NONVIOLENT CRISIS INTERVENTION®, 2ND EDITION WITH ADVANCED PHYSICAL SKILLS
Prevention and verbal de-escalation strategies	■	■	■
Safety interventions - disengagement skills	■	■	■
Tools for decision making		■	■
Safety interventions - holding skills		■	■
Tools to manage high-risk, complex behaviors			■
Advanced physical skills			■
Training Options: Online + Classroom	With Disengagement: 1.5 hours online + 4 hours in class Without Disengagement: 1.5 hours online + 2.5 hours	2 hours online + 6.5 hours in class	2 hours online + 16 hours in class
Training Options: Classroom Only	n/a	13 hours	18 hours

Please note:

- Organizational and participant-specific needs will impact timing. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills and learning while improving performance.
- Policy/procedure and participant-specific needs should determine the program option delivered.
- You are strongly encouraged to maintain a record of each program you've facilitated and the names of the participants in those programs.