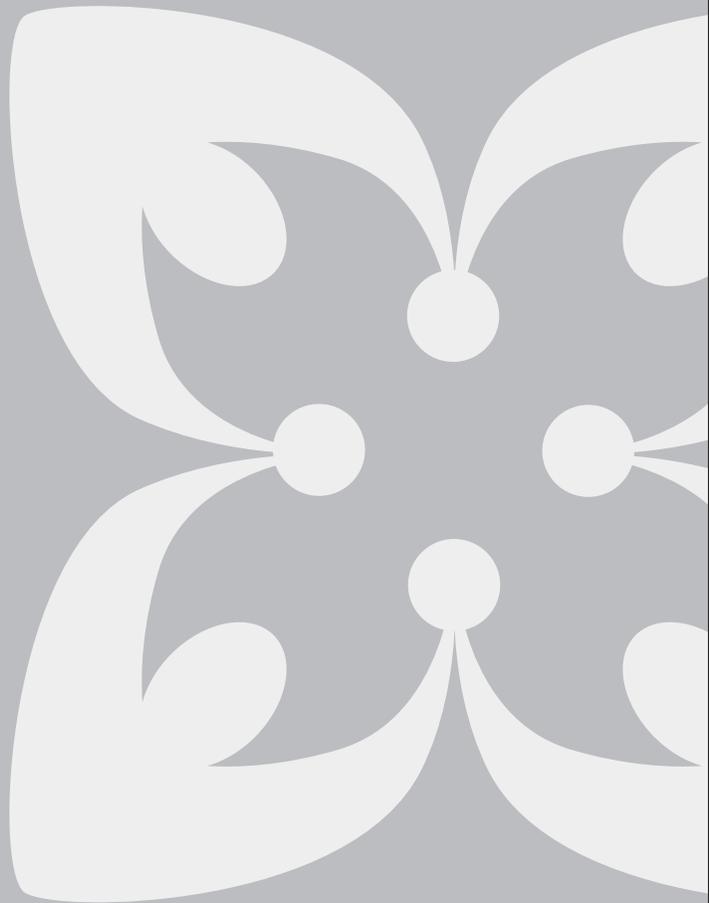




nonviolent crisis intervention

a CPI specialized offering

IDEA Part B and the
*Nonviolent Crisis
Intervention*[®] Training
Program



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IDEA Part B and the *Nonviolent Crisis Intervention*[®] Training Program

Under the Individuals with Disabilities Education Improvement Act (IDEA), Part B funds are reserved for required and authorized activities such as those listed below. Use this alignment to guide your school in requesting and allocating IDEA Part B funds to implement the *Nonviolent Crisis Intervention*[®] training program.

<p>IDEA Part B – Section 611 Authorized activities. – Funds reserved under subparagraph (A) may be used to carry out the following activities:</p>	<p><i>Nonviolent Crisis Intervention</i>[®] Training Program</p>
<p>For support and direct services, including technical assistance, personnel preparation, and professional development and training.</p>	<p>As a part of ongoing professional development, the <i>Nonviolent Crisis Intervention</i>[®] program provides school personnel with the skills and strategies for safely managing assaultive and disruptive behavior. The highly interactive, reality-based training is suitable for a variety of adult learning styles. Extensive demonstration, role-plays, and practice, as well as written examinations and competency-based testing, ensure that participants learn and understand program concepts.</p>
<p>To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.</p>	<p>Founded on the philosophy of providing for the best possible <i>Care, Welfare, Safety, and Security</i>SM of everyone involved in a crisis moment, the <i>Nonviolent Crisis Intervention</i>[®] training program curriculum supports and coincides with the Positive Behavior Support curriculum.</p> <p>A comprehensive Positive Behavior Support Plan includes a range of intervention strategies that are designed to prevent the problem behavior while teaching socially appropriate alternative behaviors. The goal is an enhanced quality of life for individuals involved and their support providers in a variety of settings.</p> <p>For additional information about how the <i>Nonviolent Crisis Intervention</i>[®] training and Positive Behavior Support curriculum, please see our alignment.</p>
<p>To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.</p>	<p>The <i>Nonviolent Crisis Intervention</i>[®] program focuses on preventing disruptive behavior by communicating with students respectfully and with concern for their well-being.</p> <p>Outcomes of successful implementation include a change in organizational culture, a change in adult professional behavior, and a change in staff relationships with students.</p> <p>From one of our Certified Instructors: “The most consistent trend that has emerged is that the children are better cared for in the early stages of crisis. Staff are more aware of the early stages and ways to intervene before the child gets out of control. Therefore, we have fewer verbal attacks. We have reduced the number of verbal altercations and decreased the severity of these verbal outbursts because our staff understand the importance of early and effective intervention.”</p>

<p>IDEA Part B – Section 611 Authorized activities. – Funds reserved under subparagraph (A) may be used to carry out the following activities:</p>	<p><i>Nonviolent Crisis Intervention</i>[®] Training Program</p>
<p>To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in 1116 (e) of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement to meet or exceed the objectives established by the State.</p>	<p>CPI's <i>Nonviolent Crisis Intervention</i>[®] training program, along with its supporting advanced programs and resources, is a part of the comprehensive training approach to improve the quality and safety of the learning environments in every district for both regular education students and students with disabilities.</p> <p>CPI strives to keep Certified Instructors of the <i>Nonviolent Crisis Intervention</i>[®] training program and other interested parties informed of the evidence and research that exists regarding the effectiveness of the program. CPI also works with Certified Instructors to find ways of measuring their own organization's successes implementing training and achieving the positive outcomes they seek.</p> <p>The Oregon Department of Human Services Addictions and Mental Health Division (AMH) has recognized <i>Nonviolent Crisis Intervention</i>[®] training as an Evidenced-Based Practice.</p>