Welcome to CPI’s eRefresher Series for Nonviolent Crisis Intervention® Certified Instructors

Moderator: Susan Keith
Program Developer and Professional Staff Instructor

- Pre-Test (aired October 6, 2010)
- Unit I: The CPI Crisis Development Model™ (aired November 10, 2010)
- Unit II: Nonverbal Behavior (aired December 15, 2010)
- Unit III: Paraverbal Communication (aired January 12, 2011)
- Unit IV: Verbal Intervention (aired February 9, 2011)
- Unit V: Precipitating Factors, Rational Detachment, Integrated Experience (aired March 9, 2011)
eRefresher Series

✓ Unit VI: Staff Fear and Anxiety (aired April 13, 2011)
✓ Unit VII: CPI’s Personal Safety Techniques™
   (aired May 11, 2011)
❑ Unit VIII: Nonviolent Physical Crisis Intervention™
   ▪ Unit IX: Situational Role-Plays (July 8, 2011)
   ▪ Unit X: Postvention, Post-Test, and Evaluation
     (scheduled August 17, 2011)
   ▪ Improving Training Transfer
     (scheduled September 14, 2011)

Outline for Sessions

▪ Primary Objective
▪ Meeting the Primary Objective
▪ Instructional Objectives
▪ Facilitation Dynamics
▪ Content Presentation

Outline for Sessions

▪ Unit Discussion
▪ Transitions
▪ Ideas for Your Refreshers
▪ Reinforcing Adult Learning
▪ Questions
Primary Objective

To provide staff with practical knowledge to handle the small percentage of cases where, as a last resort, physical intervention is necessary.

To reinforce critical elements of Nonviolent Physical Crisis Intervention℠.

Meeting the Primary Objectives

- To demonstrate and practice Classroom Models for physical intervention.
- To review necessary elements for using Nonviolent Physical Crisis Intervention℠.
- To understand steps that will reduce the risk of restraint if such actions are dictated by the situation.
- To understand key elements of team interventions.

Poll Question 1

Which statement(s) is true for Instructors in Unit VIII: Nonviolent Physical Crisis Intervention℠?

- You may teach only Units I–VII and X.
- You may teach only Nonviolent Physical Crisis Intervention℠.
- Deliver lecture, demonstrate, and practice Classroom Models.
Facilitating Nonviolent Physical Crisis Intervention℠

- Emphasize that Nonviolent Physical Crisis Intervention℠ is used as a last resort.
- Highlight your organization’s policy for using physical interventions.
- Focus on the reason we use Nonviolent Physical Crisis Intervention℠ or any type of restraint.
- Prior to demonstrating Nonviolent Physical Crisis Intervention℠, review the Due Care guidelines with your group.

Facilitating Nonviolent Physical Crisis Intervention℠

- Introduce basic principles and techniques using Classroom Models.
- Build confidence in the learners.
- Look for opportunities to focus on the success of the learner.
- Professionalism starts with you!

Professional Facilitation

- Review Due Care guidelines, jewelry, etc.
- Talk about principles.
- “Demonstrate, Participate, Explain” for the Classroom Models.
- Establish begin and end cues.
Professional Facilitation

- Ask for volunteers, thank them, rotate.
- Plan for space, safety.
- Lines, groups, or other.
- Positioning and visibility.

CPI Punch Block

The screenshots presented are from the DVD Nonviolent Physical Crisis Intervention℠ II.

CPI Pull Through

The screenshots presented are from the DVD Nonviolent Physical Crisis Intervention℠ II.
Poll Question 2

Check the statements that are true for the CPI Children’s Control Position℠.

- Used with children or someone smaller than the staff member.
- Acceptable to use as a punishment.
- Does not need to be taught in every training.

CPI Children’s Control Position℠

The screenshots presented are from the DVD Nonviolent Physical Crisis Intervention℠ II.

CPI Team Control Position℠

- Learners should experience the CPI Team Control Position℠ as a Classroom Model and without any resistance from the acting-out person.
- After the learner has experienced the CPI Team Control Position℠ without resistance, the Certified Instructor should gradually introduce resistance by the acting-out person.
- Control Dynamics and gradual resistance by the acting-out person should occur simultaneously.
The screenshots presented are from the DVD Nonviolent Physical Crisis Intervention℠ II.

© 2011 CPI Team Control Position℠

The screenshots presented are from the DVD Nonviolent Physical Crisis Intervention℠ II.

© 2011 The CPI Transport Position℠ and the CPI Interim Control Position℠

Classroom Models From the Nonviolent Crisis Intervention℠ Participant Workbook

© 2011 CPI Interim Control Position℠
Poll Question 3

Check which statements are true about Unit VIII.

☐ All Control Dynamics must be used to control an acting-out person.

☐ The CPI Children’s Control Position℠ and the CPI Team Control Position℠ prevent the person from moving.

Risks of Restraints

High-Risk Positions for Restraint-Related Positional Asphyxia

Psychological
- Traumatic
- Behavioral
- Relational

Physical
- Soft tissue injury
- Structural
- Neurological
- Death
## Team Intervention

### Team Versus Solo
- Safety
- Professionalism
- Litigation

### Team Intervention

#### Who’s the Team Leader?
- First on the scene.
- Competence and confidence.
- Rapport with the acting-out person.

### Team Intervention

#### Duties of the Team Leader
- Assess the situation.
- Plan the intervention.
- Direct team members.
- Communicate.
Team Intervention

**Auxiliary Team Members**
- Check
- Address
- Recognize
- Engage

Unit Discussion

- Consult with CPI.
- Review and practice regularly.
- Application, utility, Training Process.
- “Train and hope”—does not work
  (Fixsen, et al., 2005)

Transitions

Transitions help link chunks of content.

- **Between Units VII and VIII:**
  If an acting-out-person becomes an imminent danger to self or others, only as a last resort, we may need to use Nonviolent Physical Crisis Intervention℠.

- **Within the Unit:**
  Learning Nonviolent Physical Crisis Intervention℠ will also help us keep ourselves and service users safe. Please join me by forming two lines in the back of the room.
Ideas for Your Refreshers

- Must use Nonviolent Crisis Intervention® resource with post-test.
- Review all nonverbal and verbal strategies before reviewing Personal Safety Techniques℠ and Nonviolent Physical Crisis Intervention℠.
- Consider using competency testing cards.
- Problem-solve questions; apply principles to "What ifs."

Reinforcing Adult Learning

CPI’s Nonviolent Physical Crisis Intervention℠ and Team Intervention

- Learners are motivated by the realities of their jobs to personalize and apply the information.
- Activities promote experiential learning and development of knowledge, skills, and attitudes.
- Promotes thinking at work and allows for the generalization of learning to real situations.
- Adult learners are more problem-solving-oriented than content-oriented. Explore CPI’s Nonviolent Physical Crisis Intervention℠ in the context of your organization.
Questions?

Please feel free to submit a question.

We will answer a few in the remaining time.

If we do not cover your question on air, we will contact you within a few days. Or please feel free to call Instructor Services at 877.877.5390.

Thank You!

The next webinar in this eRefresher Series will be:

Date: July 8, 2011
Time: 10:00 a.m. CT
Topic: Situational Role-Plays