Welcome,

On behalf of CPI, I would like to welcome you to *Enhancing Verbal Skills: Applications of Life Space Crisis Intervention SM.*

As our CPI Global Professional Instructors have talked and listened to Certified Instructors over the past several years, we learned that many wanted us to explore the connections between the *Nonviolent Crisis Intervention®* training program and Life Space Crisis Intervention (LSCI). We listened and began work on an advanced program that would enhance the verbal skills of our Certified Instructors. Thus the collaborative professional relationship with Dr. Nicholas Long evolved, as well as my status as an approved Senior Trainer of LSCI.

We have developed this program to serve as a bridge of the content from both of these highly respected training programs to help staff work with difficult, challenging, and aggressive individuals. *Enhancing Verbal Skills: Applications of Life Space Crisis Intervention SM* is intended to give you additional skills to enhance your trainings at your facility. We believe that if you have more skills and alternatives in your repertoire of interventions, the care receivers at your facility will be treated with greater respect.

We believe, in turn, that the Care, Welfare, Safety, and Security SM of your care receivers and caregivers will also be enhanced. Thank you for taking the time to join us.

Sincerely,

Randolph M. Boardman, Ed.D.
Executive Director of Research and Development
CPI
Enhancing Verbal Skills Options

CPI recommends that you follow the course outline for Option 1 if you are teaching a three- to six-hour formal refresher, and follow Option 2 if you are teaching a six- to 12-hour formal refresher.

Option 1:

Option 1 includes all of the content for the CPI Crisis Development Model℠, as well as the LSCI content units of the Conflict Cycle and Breaking the Conflict Cycle. This is for Instructors who want to do a three- to six-hour formal refresher and would like to introduce just the LSCI content relating to de-escalation in Levels 1 and 2 of the CPI Crisis Development Model℠. Most Instructors have found a course of at least five hours to be most effective with this unique content. The LSCI content units and the pages relating to the Six Stages of LSCI and Reclaiming Interventions are perforated for those who do not wish to teach these sections.

- Pre-Test
- The CPI Crisis Development Model℠
- The LSCI Conflict Cycle
- Level 1: Anxiety and Supportive
- Breaking the Conflict Cycle (i.e., Emotional First Aid)
- Level 2: Defensive and Directive
- Breaking the Conflict Cycle (i.e., Adult Choices to Behavior)
- Level 3: Acting-Out Person and Personal Safety
- Level 3: Acting-Out Person and Nonviolent Physical Crisis Intervention℠ if taught in the original training
- Level 4: Tension Reduction and Therapeutic Rapport
- Problem Solving, Role-Play, and Applications Based on Staff Needs
- Post-Test and Participant Evaluation

Option 2:

Option 2 includes all of the content for the CPI Crisis Development Model℠ and LSCI content units of the Conflict Cycle, Breaking the Conflict Cycle, the Six Stages of LSCI, and two Reclaiming Interventions. This is for Instructors who want a six- to 12-hour formal refresher and would like to incorporate more extensive LSCI content relating to the CPI COPING Model℠ and debriefing skills.

- Pre-Test
- The CPI Crisis Development Model℠
- The LSCI Conflict Cycle
- Level 1: Anxiety and Supportive
- Breaking the Conflict Cycle (i.e., Emotional First Aid)
- Level 2: Defensive and Directive
- Breaking the Conflict Cycle (i.e., Adult Choices to Behavior)
- Level 3: Acting-Out Person and Personal Safety
- Level 3: Acting-Out Person and Nonviolent Physical Crisis Intervention℠ if taught in the original training
- Level 4: Tension Reduction and Therapeutic Rapport
- The Six Stages of LSCI
- Red Flag and Double Struggle Reclaiming Interventions
- Problem Solving, Role-Play, and Applications Based on Staff Needs
- Post-Test and Participant Evaluation
The page titled **The CPI Crisis Development Mode** allows you to review the basic behavioral levels and corresponding staff approaches along with their definitions. It is useful to engage participants in developing a list of examples of each behavior and approach.

The four pages titled **Introduction to Life Space Crisis Intervention** and **The Conflict Cycle** allow you to discuss the three possible outcomes of a crisis situation, and also introduce the various dimensions of the Conflict Cycle. Please refer to Chapter 2 from the LSCI textbook for supporting information on this content. Incorporate realistic examples from participants at your facility. Unbroken, the Conflict Cycle spirals into a crisis. Identify similar concepts evident in both the CPI Crisis Development Model and the LSCI Conflict Cycle. The page titled **Models** may also assist you in the facilitation of this discussion.

The page titled **Level 1** expands on the Anxiety/Supportive level of the CPI Crisis Development Mode. The Refresher Workbook is organized so you can address Proxemics, Kinesics, the CPI Supportive Stance, and Paraverbal Communication relating to both the individual in crisis and staff members.

The page titled **Breaking the Conflict Cycle** allows you to discuss additional ways to support the individual in crisis and attempt to de-escalate the situation. The concepts of Emotional First Aid, Surface Management of Behavior, and Decoding Behavior are to be discussed. Please refer to Chapters 3 and 6 of the LSCI textbook for supporting information. Incorporate realistic examples from participants at your facility.
The page titled **Level 2** expands on the Defensive/Directive level of the CPI *Crisis Development Model*™. The CPI *Verbal Escalation Continuum*™ is positioned along the side for the individual in crisis because it represents a variety of defensive behaviors. Along the staff side, appropriate interventions are discussed. This is a good opportunity to incorporate a practice exercise of having staff respond to a given behavior with an appropriate intervention. For example, if the staff member responds to someone in the refusal level by setting limits, the individual de-escalates. If not, the individual continues to verbally escalate. Empathic Listening covers both sides because it is an active process that occurs between staff members and individuals in their care.

The page titled **Precipitating Factors, Rational Detachment, and Integrated Experience** allows you to review these concepts and the resulting impact of either escalating or de-escalating an individual in crisis.

The page titled **Breaking the Conflict Cycle** allows you to continue to discuss additional ways to support the individual in crisis and attempt to de-escalate the situation. The concepts of Responding to Behaviors, Verbal Messages, and Staff Counteraggression are to be discussed. Please refer to Chapter 6 of the LSCI textbook for supporting information. Incorporate realistic examples from participants at your facility.

The page titled **Level 3** expands on the Acting-Out Person/Nonviolent Physical Crisis Intervention™ level of the CPI *Crisis Development Model*™. This page focuses on the continuum of acting-out behaviors and the continuum of physical interventions ranging from the least restrictive all the way to restraint as a last resort. Continue to stress what is really meant by a last resort at your facility. Also, continue to review alternatives available to your staff to de-escalate the situation even once the person has become physical. Team interventions are also included as a key aspect of this level.

Please refer to the CPI Classroom Models for personal safety. This would be the appropriate time to review these with your staff as a requirement for a formal refresher training. Problem solve any areas your staff may have questions about.
Surface Management of Behavior

On page 14 of your workbook, under the heading Breaking the Conflict Cycle, Surface Management of Behavior is introduced. The goal is to utilize the least intrusive intervention necessary to direct or redirect behavior. The following is a list of some additional Surface Management techniques for managing off-task behaviors, as well as some examples. The staff objective is to redirect the individual away from the inappropriate behavior, while directing or encouraging her toward the more appropriate behaviors.

1. **Planned Ignoring:** An inappropriate or undesirable behavior is being displayed by an individual who is trying to seek the attention of staff. The staff member ignores the negative behavior while providing positive attention to others who are displaying the desired behavior. As soon as the desired behavior is displayed, the staff member provides the individual with positive reinforcement. (Example: A student is doodling rather than starting his work. The staff member commends students who are working, while ignoring the student who is off task. Once the student begins his work, the staff member praises him for his on-task behavior.)

2. **Proximity Control:** When staff use their proximity with an individual who is off task or beginning to disrupt others. (Example: A staff member walks close to the individual to allow him to feel her presence. This close proximity tends to interrupt the negative behavior, allowing the individual to redirect back to the task.)

3. **Restructuring:** Changing the environment or the routine to reduce disruptive behavior. (Example: By readjusting the seating or the type of work, we may allow a situation that was beginning to escalate to de-escalate or change negative dynamics in the classroom.)

4. **Signal Interference:** Nonverbal signals used to stop or redirect inappropriate behavior. (Example: As a negative behavior is just beginning, the staff member will give the “look” to stop the behavior from continuing. This includes gestures such as pointing to your watch to remind the group they are running out of time and need to complete work.)

5. **Hurdle Help:** Assisting an individual at a time of intense frustration that is beyond what she is capable of managing alone. Just the initial assistance in the right direction can often help the individual complete the task alone. (Example: A resident is overwhelmed with cleaning the room and can’t seem to get started. Staff begin to work with the individual, and then ask her to continue alone.)

6. **Hypodermic Affection:** Providing individual attention and positive regard for the person in crisis. A caring response that provides positive expectations for the individual's behavior. (Example: “Things may seem tough right now, but I know you’re good at making positive choices. You did such a great job last week in a similar situation.”)

7. **Antiseptic Bounce:** When a staff member observes restlessness or a buildup of frustration, it may be beneficial to allow the individual a break from the activity, so he can refresh or regroup before continuing. (Example: Allowing the person to help stack supplies before going back to a task elsewhere.)

8. **Infusion With Affection:** The staff member offers a positive, supportive, and appreciative approach to help the individual who is experiencing difficulty. (Example: The individual is beginning to escalate and becomes argumentative. The staff member responds, “It’s a nice sunny day. Let’s go for a walk; maybe you can tell me why you are so upset.”)

Sample Simulation Template

Roles:

Background:

Incident:

Client’s Assignment:

Debrief as a group.

Six Stages of Life Space Crisis Intervention

<table>
<thead>
<tr>
<th>Stage Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Stage 1: Drain Off</td>
<td>1</td>
</tr>
<tr>
<td>Diagnostic Stage 2: Timeline</td>
<td>2</td>
</tr>
<tr>
<td>Diagnostic Stage 3: Central Issue</td>
<td>3</td>
</tr>
<tr>
<td>Reclaiming Stage 4: Insight</td>
<td>4</td>
</tr>
<tr>
<td>Reclaiming Stage 5: New Skills</td>
<td>5</td>
</tr>
<tr>
<td>Reclaiming Stage 6: Transfer of Training (Learning)</td>
<td>6</td>
</tr>
</tbody>
</table>
Sample Simulation Template

Roles:

Background:

Incident:

Staff Interviewer’s Assignment:

Debrief as a group.

Six Stages of Life Space Crisis Intervention

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Guidance for Questions From Six Stages of LSCI

Please refer to the Life Space Crisis Intervention textbook by Long, Wood, and Fecser for additional examples (Chapters 1, 5, 8, and 13).

Diagnostic Stages

Stage 1: Drain Off
- I can tell you are frustrated right now.
- I would like to help; please sit down.
- May I close the door so we are not interrupted?
- I can see why you are so upset.
- Please step over here so we can talk.
- Take a deep breath and talk slowly; that sometimes helps.

Stage 2: Timeline
- And you were just sitting there minding your own business?
- Can you tell me what happened next?
- Where were you standing when she did that?
- Who else was there at the time?
- This just happened, right? In the TV room? What did you say then?
- OK, let me get this straight. First he said . . . and then you said . . . ?

Stage 3: Central Issue
- She acts like she knows everything, and that really gets to you, right?
- Did he know this was bothering you?
- So maybe it was your friend who made you so upset.
- That is a very mature observation on your part. Say that again; that is very important.
- It seems that when you touch others, you end up back in my office.
- Maybe this is not about group. Maybe it is about your boyfriend breaking up with you.

Reclaiming Stages

Stage 4: Insight
- I appreciate your honesty. I think you are telling me you were really confused.
- I am not saying those feelings are wrong, but you had some choices, right?
- Do you think your fear of failing may have affected your response?
- And how did that behavior work for you this time?
- Think about this. When you cursed at him, did that make the situation better or worse?
- When you could not communicate your anger, whom did you give it to instead?

Stage 5: New Skills
- So, what can you do to help turn this around?
- Do you think coming to see me first would help you cool down?
- It may be hard to say "no" to your friends if they try that again. What else could you do?
- That sounds like a great plan, and I can help by talking to the hall monitor.
- What could you say the next time she calls you a name that you do not like?
- Let's pretend that I am the teacher. How would you say that?

Stage 6: Transfer of Training (Learning)
- When you left the group, they were writing reports. What are they doing now?
- When you go back to your room, what can you do if someone teases you?
- I will go with you and help talk to the teacher before you go back to the room.
- You have made much progress today. Keep thinking of our plan and have a good day.
- Are you ready to meet Billie and the lunch supervisor together now?
- Let's go to the lunch area and practice how that may look.

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