

## Training Content Outline

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### Program Summary and Philosophy

This five-day renewal option is for Certified Instructors whose staff support individuals who engage in behaviors that are complex or present a greater risk than most crisis situations. The training builds on Foundation Course principles and helps Certified Instructors expand their ability to assess risk, actively problem solve, develop appropriate interventions, and help staff manage these complex situations.

This course offers Certified Instructors a solid foundation and additional skills to structure prevention in risk assessment, effective frameworks, and problem solving, along with facilitation strategies for teaching advanced physical interventions to staff. Instructors gain a deeper understanding of the Foundation Course principles to prevent, de-escalate, and safely respond to disruptive or assaultive behavior and expand their approaches for minimizing the use and duration of physical intervention.

Furthermore, the philosophy of *Care, Welfare, Safety, and Security*<sup>SM</sup> expands throughout the continuum of interventions necessary when working toward the reduction or elimination of restraint. The program realistically addresses the serious issue of physical intervention through careful assessment of risks and an evaluation of what may be considered “last resort.” The principles and dynamics taught in CPI’s physical interventions (both foundation and advanced disengagement and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to dangerous situations. CPI Postvention strategies assist staff teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

The course is available to current Certified Instructors who want to upgrade their certification, especially those who have completed CPI’s *Applied Physical Training*<sup>SM</sup>. It is also available as a renewal option for CPI Certified Instructors who have experienced the enhanced content and who train staff who need to manage higher-risk or complex behaviors.

CPI has learned what is crucial to incorporate into an ongoing *Nonviolent Crisis Intervention*<sup>®</sup> Training Process through the unparalleled follow-up support and services provided to organizations that have incorporated the training over the past 35 years. The *Nonviolent Crisis Intervention*<sup>®</sup> Advanced Physical Skills Training Process is best implemented through CPI’s Instructor Certification Program, which allows for necessary tailoring and application of program content to evolving organizational realities, while maintaining the integrity of the program with the highest quality standards and services. Instructor certification, coupled with membership in the CPI Instructor Association, offers organizations a link to ongoing professional consultation, resources, and examples of best practices. CPI is dedicated to sharing exemplary practice throughout the world and provides immeasurable value to organizations striving for excellence in sustaining safe and respectful environments.

## Facilitation Methods

The *Nonviolent Crisis Intervention*® Advanced Physical Skills training program is a highly interactive program combining visual, auditory, and experiential learning. The program offers a combination of Instructor-centered and learner-centered approaches, teachable moments, physical skills teaching strategies, responses to “what if” questions, and dynamic practice activities for facilitating physical interventions. Program concepts and facilitation approaches have been designed to provide optimal learning opportunities, reinforce understanding, and increase learning retention. Extensive demonstrations, application activities, simulations, practice, peer teaching activities, competency-based testing of physical intervention skills, and a written examination ensure that participants learn and understand program concepts.

Certified Instructors develop skills and receive specific strategies to maximize adult learning retention to improve learner transfer of concepts from the classroom to the workplace. The program is designed to help individuals apply what they learn to real-life situations and evaluate physical skills through a framework that considers how skills practiced are safe, effective, acceptable, and transferable. During teach backs, Certified Instructors will engage in practicum assignments, teaching physical skills, and physical skills confirmation.

**Day 1** - Training Content Outline does not include a one hour lunch break per day.

Training Component	Learning Intent and Objectives	Time Needed and Facilitation Methods
<b>Introduction and Pre-Test</b>	Establishes the scope of the program while organizing the experiences of staff during moments of crisis. Professional and personal values of staff are linked to the purpose of the program, its concepts, and the approaches that will be taught.	45 minutes <ul style="list-style-type: none"> <li>• Independent reflection and group discussion.</li> </ul>
<b>Unit 1: The CPI Crisis Development Model<sup>SM</sup></b>	Provides a foundational model of <i>Nonviolent Crisis Intervention</i> <sup>®</sup> training to organize staff thinking about how crisis situations evolve. Introduces the concept of an Integrated Experience to illustrate the significance of staff responses to various behaviors.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Learn four distinct behavior levels of a crisis situation.</li> <li>• Organize examples, relevant to their experiences, into behavior level categories.</li> <li>• Learn staff approaches most effective in responding at each behavior level to prevent further escalation.</li> <li>• Recognize implications of responses by understanding the Integrated Experience concept.</li> </ul>	45 minutes <ul style="list-style-type: none"> <li>• Lecture outlining terms and concepts in visual representation of the model to establish language.</li> <li>• Discussion illustrating examples relevant to participant experiences.</li> </ul>
<b>Unit 2: Nonverbal Communication</b>	Raises awareness of nonverbal communication and how it may positively or negatively impact an individual's behavior.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Experience how body position, posture, proximity, and touch impact perception and comfort.</li> <li>• Learn the significance of position, posture, and proximity as aspects of staff nonverbal communication that can reduce the anxiety and behavioral escalation of a person in crisis and improve the safety of staff members.</li> <li>• Develop an awareness of nonverbal behaviors that can cue staff for effective interventions.</li> </ul>	45 minutes <ul style="list-style-type: none"> <li>• Experiential activity demonstrating concepts.</li> <li>• Lecture/discussion incorporating graphic illustration of concepts.</li> </ul>
<b>Unit 3: Paraverbal and Verbal Communication</b>	Examines the significance of how messages are conveyed by considering the vocal part of speech. Demonstrates how you say what you say can influence the receiver's perception of the message.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• • Develop a distinct awareness of how staff convey a verbal message is as important as the words used.</li> <li>• Learn the components of speech that can affect how a verbal statement is interpreted.</li> <li>• Experience delivering verbal messages in ways that can be beneficial or problematic in defusing a crisis.</li> </ul>	15 minutes <ul style="list-style-type: none"> <li>• Experiential activity.</li> <li>• Lecture and discussion.</li> </ul>

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Training Component	Learning Intent and Objectives	Time Needed and Facilitation Methods
<p><b>Unit 4: Verbal Intervention</b></p>	<p>Examines common verbal behaviors within the second level of the CPI <i>Crisis Development Model</i><sup>SM</sup>. Highlights verbal intervention and Empathic Listening approaches that can help de-escalate a situation and decelerate an individual's behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Experience the feeling of conveying various defensive behaviors as examples of verbal escalation.</li> <li>• Experience responding to various types of defensive behavior as someone escalates verbally.</li> <li>• Practice, list, and discuss effective staff responses to decelerate and defuse verbal behavior escalation.</li> <li>• Learn and practice limit-setting strategies as an intervention approach.</li> <li>• Explore components of Empathic Listening that can defuse behavior and offer learning opportunities to prevent future problems.</li> </ul>	<p>90 minutes</p> <ul style="list-style-type: none"> <li>• Experiential and practice activities.</li> <li>• Lecture and discussion organizing participant experiences through graphic representation of mental model.</li> </ul>
<p><b>Unit 5: Precipitating Factors, Rational Detachment, Integrated Experience</b></p>	<p>Examines antecedents that may influence behaviors while exploring how the attitudes and actions of staff may influence the person in crisis.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Consider internal and external factors that can influence an individual's behavior.</li> <li>• Discuss how behaviors can negatively impact staff responses and considerations for maintaining professionalism in difficult encounters.</li> <li>• Explore the Integrated Experience, which reflects on the reciprocal influence of behaviors, illustrating the significance of staff reactions or responses to behaviors demonstrated in defusing crisis situations.</li> </ul>	<p>30 minutes</p> <ul style="list-style-type: none"> <li>• Exploratory activity and discussion.</li> </ul>
<p><b>Unit 6: Staff Fear and Anxiety</b></p>	<p>Explores realities of staff fear and anxiety and what contributes to productive responses of staff during crisis situations.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Increase awareness of the differences between fear and anxiety and what contributes to each.</li> <li>• Identify unproductive and productive reactions or responses to fear and anxiety.</li> <li>• Learn how fear and anxiety can stimulate positive and productive responses during crisis situations.</li> </ul>	<p>15 minutes</p> <ul style="list-style-type: none"> <li>• Experiential activity, lecture, and discussion.</li> </ul>

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Training Component	Learning Intent and Objectives	Time Needed and Facilitation Methods
<p><b>Unit 7: Decision Making</b></p>	<p>Organizes 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"> <li>• Categorize risk behaviors, considering likelihood and severity of potential outcomes.</li> <li>• Utilize the Decision-Making Matrix as a mental model for situational or behavioral risk assessment.</li> <li>• Consider professional and legal/regulatory issues impacting staff practices and decision making.</li> <li>• Consider themes specific to reasonable, proportionate, and least-restrictive interventions in conveying reasoning for responses to various risk behaviors.</li> <li>• Consider how to utilize all the skills covered up to this point in the program to prevent the need to use physical interventions.</li> <li>• Ensure that decisions for the use of physical interventions are reasonable and proportionate to the level of risk behavior and are only used for the minimum amount of time, using the minimum amount of restriction.</li> </ul>	<p>45 minutes</p> <ul style="list-style-type: none"> <li>• Exploratory activity.</li> <li>• Graphic representation of mental model.</li> <li>• Lecture and group discussion.</li> </ul>
<p><b>Unit 8 - Physical Interventions – Disengagement Skills</b> <b>(Focused Practice)</b></p>	<p>Introduces principle-based skills for responding to various levels of physical risk behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Learn disengagement principles as nonharmful responses to risk behavior involving strikes or grabs.</li> <li>• Practice applying disengagement principles to examples demonstrated through classroom models.</li> <li>• Demonstrate an understanding of how disengagement principles, practiced through classroom models, can be generalized for application to other relevant workplace circumstances involving risk behavior.</li> <li>• Reflect on the application of principles and circumstances with a framework to consider how skills practiced are safe, effective, acceptable, and transferable.</li> <li>• Examine a <i>RESPONSE Continuum</i><sup>SM</sup> to consider important communication elements that are critical when responding to risk behavior.</li> </ul>	<p>90 minutes</p> <ul style="list-style-type: none"> <li>• Lecture, demonstration, practice, and proficiency drills.</li> <li>• Review through graphic representations of classroom models.</li> </ul>

**Day 2** - Training Content Outline does not include a one hour lunch break per day.

Training Component	Learning Intent and Objectives	Time Needed and Facilitation Methods
<b>Content Review/ Situational Role-Plays</b>	Reviews information and skills presented in Units 1-8.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Review and practice prevention and intervention skills.</li> <li>• Reflect on and discuss learning from Day 1 as it relates to workplace circumstances.</li> </ul>	60 minutes <ul style="list-style-type: none"> <li>• Interactive discussion and practice activities.</li> </ul>
<b>Unit 8 - Physical Interventions – Disengagement Skills</b>  <b>(Dynamic Practice)</b>	Expands on principle-based disengagement skills for responding to various levels of physical risk behavior.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Maximize the ability to properly apply Principles of Disengagement when an individual is presenting a range of risk.</li> <li>• Adapt Principles of Disengagement to a wide range of realistic situations.</li> <li>• Understand the risks associated with higher-risk behaviors, along with the risks of staff responses.</li> <li>• Review frameworks to convey reasoning for the level of intervention used as a response to risk presented.</li> </ul>	90 minutes <ul style="list-style-type: none"> <li>• Lecture, demonstration, skill practice, and proficiency drills.</li> <li>• Review through graphic representations of classroom models.</li> </ul>
<b>Unit 9: Physical Interventions – Holding Skills</b>  <b>(Focused Practice)</b>	Examines the risks of restraint use. Expands upon learning from Unit 8 and explores progressive team responses to physical risk behaviors when a restrictive intervention is necessary for safety. Explores decision making to discontinue restraint use.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Examine and discuss risks of restraint use.</li> <li>• Describe and demonstrate proper use of principles for holding an individual presenting physical risk behaviors.</li> <li>• Practice and rehearse using a progression of holding skills to manage risk behavior in the least restrictive, safest manner.</li> <li>• Apply principles of holding to higher-risk situations, which may include:               <ul style="list-style-type: none"> <li>» Adding staff.</li> <li>» Responding to situations where individuals are on the floor.</li> </ul> </li> <li>• Consider an <i>Opt-Out Sequence</i><sup>SM</sup> as a decision-making tool to reduce risks.</li> <li>• Apply frameworks to convey reasoning for the level of intervention used as a response to risk presented.</li> <li>• Reflect on the application of principles and circumstances with a framework for considering how skills practiced are safe, effective, acceptable, and transferable.</li> </ul>	270 minutes <ul style="list-style-type: none"> <li>• Lecture, demonstration, skill practice, and proficiency drills.</li> <li>• Review through graphic representations of classroom models.</li> </ul>

**Day 3** - Training Content Outline does not include a one hour lunch break per day.

Training Component	Learning Intent and Objectives	Time Needed and Facilitation Methods
<p><b>Content Review</b></p>	<p>Reviews information and skills presented in Units 1-9.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Reflect on and discuss learning from Day 2 as it relates to workplace circumstances.</li> </ul>	<p>30 minutes</p> <ul style="list-style-type: none"> <li>• Interactive discussion and practice activities.</li> </ul>
<p><b>Unit 9: Physical Interventions – Holding Skills</b></p> <p><b>(Dynamic Practice)</b></p>	<p>Expands principle-based holding skills for responding to various levels of physical risk behavior.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Maximize the ability to properly apply Principles of Holding when an individual is presenting a range of risk.</li> <li>• Adapt Principles of Holding to a wide range of realistic situations.</li> <li>• Understand the risks associated with higher-risk behaviors along with the risks of staff responses.</li> <li>• Review frameworks to convey reasoning for the level of intervention used as a response to risk presented.</li> <li>• Utilize dynamic practice activities to simulate a situation where an individual in crisis displays warning signs of distress and team members take appropriate corrective actions.</li> <li>• Review risks of restraints and <i>Opt-Out Sequence</i><sup>SM</sup> to reduce risks.</li> </ul>	<p>180 minutes</p> <ul style="list-style-type: none"> <li>• Lecture, demonstration, skill practice, and proficiency drills.</li> <li>• Review through graphic representations of classroom models.</li> </ul>
<p><b>Unit 10: Postvention</b></p>	<p>Provides a framework for a debriefing process aimed at establishing Therapeutic Rapport once an individual reaches Tension Reduction. Addresses emotions, antecedents, patterns, and behaviors associated with the crisis to prevent fueling another crisis.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Learn an approach to facilitate learning and prevention planning after a crisis incident that includes staff involved and the individual who was in crisis.</li> <li>• Explore a framework to guide debriefing after a crisis for efficient and effective closure.</li> <li>• Learn approaches to prevent future crisis situations and improve staff interventions.</li> </ul>	<p>60 minutes</p> <ul style="list-style-type: none"> <li>• Interactive discussion guided by Instructor through a reflective framework and lecture.</li> <li>• Exploratory activity and practice activities.</li> </ul>
<p><b>Post-Test Assessment Activity</b></p>	<p>Assesses learning outcomes and gathers feedback.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate their understanding of key program concepts and principles by completing a written post-test.</li> </ul>	<p>30 minutes</p> <ul style="list-style-type: none"> <li>• Written assessment and discussion.</li> </ul>

## Instructor Certification Program Components

The 35-hour Instructor Certification Program includes:

1. Participation in the 19-hour *Nonviolent Crisis Intervention*® Advanced Physical Skills Course, Units 1-10.
2. Participation in 16 hours of training that includes:
  - Instructor certification information
  - Facilitation methods
  - Assessment of an Instructor’s ability to lead others in the application of disengagement and holding principles consistent with *Care, Welfare, Safety, and Security*™
  - Instructor exam

Training components below are taught immediately following and in addition to the 19-hour *Nonviolent Crisis Intervention*® training program content.

Day 3 - Training Content Outline does not include a one hour lunch break per day.		
Training Component	Objectives	Training Time and Methods
<b>Instructor Guide Overview</b>	Reviews organization of the Instructor Guide for efficient and effective facilitation. Considers customization of training, important transitions, and connectivity of units.	15 minutes • Instructor-led discussion.
<b>Facilitation Dynamics</b>	Develops awareness and understanding of effective methods for teaching the adult learner.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Discuss strategies for creating an effective training environment.</li> <li>• Consider instructional goals and organization of training materials for maintaining program continuity and consistency.</li> <li>• Explore facilitation formulas for declarative and procedural knowledge.</li> </ul>	30 minutes • Instructor-led discussion and exploratory activity.
<b>Facilitation Practice</b>	Develops facilitation strategies and skills.  <i>Participants will:</i> <ul style="list-style-type: none"> <li>• Practice facilitation of introducing course themes.</li> <li>• Practice use of teaching formulas for declarative and procedural knowledge.</li> <li>• Receive practicum assignments.</li> </ul>	75 minutes • Experiential activities.



**Day 4** - Training Content Outline does not include a one hour lunch break per day.

Training Component	Objectives	Training Time and Methods
<b>Instructor Practicum</b>	<p>Applies facilitation strategies to assigned content area.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Practice and gain experience applying the strategies and learning formulas taught in Training That Transforms.</li> <li>• Demonstrate relevant facilitation techniques.</li> <li>• Practice customizing assigned content to work setting, using instructional guidance.</li> </ul>	<p>150 minutes</p> <ul style="list-style-type: none"> <li>• Peer teaching and feedback.</li> </ul>
<b>Teaching Physical Skills</b>	<p>Assesses proficiency in teaching physical interventions.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Review key principles and frameworks.</li> <li>• Apply understanding of these principles and frameworks.</li> <li>• Demonstrate ability to teach disengagement and holding skills.</li> <li>• Identify group facilitation techniques that can best engage staff and enhance learning.</li> <li>• Utilize dynamic practice activities to simulate a situation where an individual in crisis displays warning signs of distress and team members take appropriate corrective actions.</li> <li>• Review risks of restraints and <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Review framework to convey reasoning for the level of restriction used as a response to risk presented.</li> </ul>	<p>270 minutes</p> <ul style="list-style-type: none"> <li>• Lecture/discussion, demonstration/practice, and peer teaching.</li> </ul>

**Day 5 - Training Content Outline** does not include a one hour lunch break per day.

Training Component	Objectives	Training Time and Methods
<b>Continued Teaching of Physical Skills</b>	<p>Assesses proficiency in teaching physical interventions.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Review key principles and frameworks.</li> <li>• Apply understanding of these principles and frameworks.</li> <li>• Demonstrate ability to teach advanced physical holding skills.</li> <li>• Identify group facilitation techniques that can best engage staff and enhance learning.</li> <li>• Utilize dynamic practice activities to simulate a situation where an individual in crisis displays warning signs of distress and team members take appropriate corrective actions.</li> <li>• Review risks of restraints and <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Review framework to convey reasoning for the level of restriction used as a response to risk presented.</li> </ul>	<p>270 minutes</p> <ul style="list-style-type: none"> <li>• Lecture/discussion, demonstration/practice, and peer teaching.</li> </ul>
<b>Introduction to CPI Instructor Association</b>	<p>Orients participants to CPI Instructor benefits and policies.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Identify Instructor Association's mission, terminology, and membership benefits and support.</li> <li>• Discuss the role of a Certified Instructor.</li> </ul>	<p>30 minutes</p> <ul style="list-style-type: none"> <li>• Interactive small-group activity and discussions prompted by video.</li> </ul>
<b>Program Quality Standards</b>	<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"> <li>• Learn the components and requirements of Instructor renewal program options.</li> <li>• Understand the importance of training as an ongoing process.</li> <li>• Become familiar with the resources, processes, and procedures for initial and refresher training programs.</li> </ul>	<p>45 minutes</p> <ul style="list-style-type: none"> <li>• PowerPoint presentation, interactive group activity, and facilitated lecture.</li> </ul>
<b>Final Written Examination</b>	<p>Assesses comprehensive understanding of all program content.</p> <p><i>Participants will:</i></p> <ul style="list-style-type: none"> <li>• Describe the relevance of implementing training as a process relative to program content and skills.</li> <li>• Provide evidence of their commitment to the program philosophy of <i>Care, Welfare, Safety, and Security</i><sup>SM</sup>.</li> </ul>	<p>60 minutes</p> <ul style="list-style-type: none"> <li>• Test administration and participant evaluations.</li> </ul>
<b>Recognition of Certification</b>	<p>Formally recognizes successful completion of all participants who have earned certification privileges.</p>	<p>15 minutes</p> <ul style="list-style-type: none"> <li>• Closing remarks and presentation of certification.</li> </ul>

## Training Materials

**Participant Workbook:** Each training participant receives a *Nonviolent Crisis Intervention*® 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 *Nonviolent Crisis Intervention*® 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 *Nonviolent Crisis Intervention*® Advanced Physical Skills training program.

## Options for Training Implementation

Instructor Certification Program Facilitated by CPI	Content Included	Advantages
<p><b>Nonviolent Crisis Intervention® Advanced Physical Skills Instructor Certification Program</b></p> <p>(35 hours)</p>	<p><i>Nonviolent Crisis Intervention®</i> Foundation Course Units 1-10.</p> <p>Program facilitation and skills practice to prepare for teaching course.</p>	<ul style="list-style-type: none"> <li>• Provides the opportunity to train all staff in <i>Nonviolent Crisis Intervention®</i> course content, including various refresher training options, through the certification of Instructors designated at the organization.</li> <li>• Offers information and resources for implementation of the <i>Nonviolent Crisis Intervention®</i> Training Process to support long-term, ongoing solutions in crisis prevention.</li> <li>• Explores the ongoing support including documentation and resources available exclusively through the CPI Instructor Association.</li> </ul>

### Certified Instructor Training Options

Certified Instructors are authorized to teach all components of the comprehensive 14-hour *Nonviolent Crisis Intervention®* training program, including any or all advanced physical skills. Instructors have the flexibility to structure programs to meet varying staff training needs. The Instructor Guide and Training Content Outline offer reference points to consider in planning programs. The *Nonviolent Crisis Intervention®* Participant Workbook includes perforated pages that allow Certified Instructors the flexibility to meet specific staff training needs through different course delivery options outlined below.

	Time	Customization Considerations
<p><b>Comprehensive <i>Nonviolent Crisis Intervention®</i> training program</b></p>	12-14 hours	<ul style="list-style-type: none"> <li>• Comprehensive programs may omit specific physical intervention skills and practice based on the needs of the organization and the staff.</li> </ul>
<p><b>Abridged <i>Nonviolent Crisis Intervention®</i> training program</b></p>	6-12 hours	<ul style="list-style-type: none"> <li>• Abridged programs (6-8 hours) focus on preventive and verbal intervention practice while eliminating physical intervention skills.</li> <li>• Abridged programs (8-12 hours) may expand on preventive and verbal intervention practice while limiting or eliminating physical intervention skills.</li> </ul>
<p><b><i>Nonviolent Crisis Intervention®</i> refresher training programs</b></p> <p>Recalibrate and build upon prior learning acquired through a previous <i>Nonviolent Crisis Intervention®</i> training program.</p>	3-14 hours	<ul style="list-style-type: none"> <li>• Refresher training includes review of <i>Nonviolent Crisis Intervention®</i> core models and practice of any physical intervention skills previously taught. If adding skills not previously taught, refresher training is extended.</li> </ul>

#### Please note:

- Any pages depicting physical intervention skill(s) omitted from the training program should be removed from the *Nonviolent Crisis Intervention®* Participant Workbook.
- Timing will vary based on organizational and participant-specific needs. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills impacting learning while improving performance.
- Policy/procedure and participant-specific needs should be determinants of if or how the program is abridged.