

CONTENT OUTLINE

NCI™ Specialized Renewal: Autism Spectrum Disorder

Program Summary and Philosophy

The NCI™ Specialized Renewal: Autism Spectrum Disorder enhances the skillsets of Certified Instructors who support individuals with autism spectrum disorder. The program facilitates a deeper understanding of *Nonviolent Crisis Intervention*® core content facilitated through the lens of autism spectrum disorder.

The blended program is comprised of three parts. Part one is an online course, which includes Introduction to Autism Spectrum Disorder, which provides an overview of autism spectrum disorder, including the causes, its prevalence in the world, and videos of individuals describing life with the condition in their own words. Case studies and intervention strategies are shared. *Nonviolent Crisis Intervention*® training provides a review of the core program content. Part two is an in-person classroom day where participants review safety intervention skills and practice teaching them. Part three is one in-person or live virtual day focusing on specialized autism content.

The classroom program has three classroom days that include review and facilitation practice of *Nonviolent Crisis Intervention*® content and safety intervention skills, and specialized autism content.

Any Certified Instructor who has completed the *Nonviolent Crisis Intervention*® Foundation Course is able to participate in the Autism Spectrum Disorder Specialized Renewal course.

Program Objectives

- Understand autism and its impact on development.
- Understand the needs, characteristics, and strengths of individuals with autism and apply them to intervention strategies when working with individuals in your care.
- Learn how to respond to various levels of crisis behaviors.
- Understand how to keep your behavior consistent and calm in order to encourage 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*™ when assessing risk behavior.
- Practice non-restrictive and restrictive interventions that are consistent with a set of physiological principles.
- Explore a framework to help guide staff and 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 all components, including the instructor exam, they are qualified to teach at your organization using the approved CPI training materials.

Facilitation Methods

The online portion of the course includes video and activities to support the content. The content learned in the online portion of the course will be practiced in the classroom.

Classroom and live virtual portions of the course include use of an Electronic Presentation with activities that will aid participants in the implementation of autism-specific training for their *Nonviolent Crisis Intervention*® courses. Participants will complete teach backs of the content.

CPI Renewal Program Components - Blended Delivery

PROGRAM HOURS – BLENDED DELIVERY

The 14-hour CPI Renewal Program includes:

PART 1: Participation in 3 hours of Introduction to Autism Spectrum Disorder and *Nonviolent Crisis Intervention*® 2nd Edition training online.

PART 2: Participation in 5.5 hours of classroom training that includes Safety Interventions teaching practice and assessment.

PART 3: Participation in 5.5 hours (one live virtual day) focusing on autism spectrum disorder content.

Part 1: Online Course

INTRODUCTION TO AUTISM SPECTRUM DISORDER	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
Introduction	<ul style="list-style-type: none"> Course overview.
What is Autism?	<ul style="list-style-type: none"> Define autism spectrum disorder. Discuss associated medical or mental health conditions. Explain the differences in behavioral features and severity in those impacted by autism.
Causes of Autism	<ul style="list-style-type: none"> Describe the possible causes of autism. Identify the prevalence of autism.
Communication and Interaction	<ul style="list-style-type: none"> Describe the effects of autism on social interactions. Explain how autism impacts communication.
Repetitive Behaviors	<ul style="list-style-type: none"> Explain the repetitive behaviors a person with autism may demonstrate.
Sensory Input	<ul style="list-style-type: none"> Discuss how someone with autism may process external stimuli differently.
Skills and Abilities	<ul style="list-style-type: none"> Identify the strengths and abilities of people with autism.
Case Studies	<ul style="list-style-type: none"> Review case studies demonstrating characteristics of autism. Apply knowledge of autism spectrum disorder to the case studies.
Total Time: 1 Hour	

NONVIOLENT CRISIS INTERVENTION® TRAINING ONLINE	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
Introduction	Establish the learning expectations and guidelines for the training. Explore the concept of behavior as communication.
Module 1: The CPI Crisis Development ModelSM	Explore the <i>Crisis Development ModelSM</i> , which identifies the four levels of an escalating crisis, as well as de-escalation approaches for each level.
Module 2: Integrated Experience	Explore the Integrated Experience and underlying causes of behavior. Recognize the importance of consistent, calm behavior. Learn ways to rationally detach.
Module 3: Communication Skills	Identify communication strategies and explore ways to remain supportive.
Module 4: Responding to Defensive Behaviors	Identify defensive behaviors in crisis situations using the <i>Verbal Escalation ContinuumSM</i> . Develop a range of responses. Identify how to prepare for a difficult conversation.
Module 5: Safety Interventions	Examine skills needed to keep oneself safe when crisis escalates to risk behavior. Define non-restrictive intervention strategies. Explore principles for using a coordinated and collaborative approach.
Module 6: Introduction to Restrictive Interventions	Identify restrictive interventions and explore the key legal and professional considerations when using restrictive interventions. Explore the Physical Skills Review Framework.
Module 7: Decision Making	Organize thinking regarding the risks associated with different behaviors, encouraging critical analysis and rational reasoning in response decisions.
Module 8: Post-Crisis	Introduce the <i>COPING ModelSM</i> , which is a framework to help guide staff and the individuals in distress through the process of establishing Therapeutic Rapport after a crisis.
Conclusion and Assessment	Reflect on how to apply the skills learned when returning to work. Complete an online quiz prior to classroom training.
Total Time: 2 Hours	

Part 2: Classroom Day

NONVIOLENT CRISIS INTERVENTION® TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Program Quality Standards	<p>Identifies benefits of membership in the CPI Certified Instructor Professional Association. Explores roles and responsibilities of the Certified Instructor.</p> <p>Participants will:</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. 	60 minutes
Safety Interventions Teaching Practice and Assessment – Disengagement Skills	<p>Assesses proficiency in teaching Safety Interventions — Disengagement Skills.</p> <p>Participants will:</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. 	120 minutes
Safety Interventions Teaching Practice and Assessment – Holding Skills	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills.</p> <p>Participants will:</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. - Review <i>Opt-Out Sequence</i>SM. • Demonstrate proficiency teaching holding skills. 	150 minutes
Total Time:		5.5 Hours

Note: The final exam is online. You will receive a link to complete it.

Part 3: Virtual Day – Specialized Topic (Autism Spectrum Disorder)

AUTISM SPECTRUM DISORDER TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction and Welcome	Orients participants to the autism spectrum disorder specialty topic. Participants will: <ul style="list-style-type: none"> • Connect with fellow participants and discuss how the care of individuals with autism spectrum disorder applies to them. 	30 minutes
Understanding and Awareness of Autism Spectrum Disorder	Offers a better understanding of autism spectrum disorder and how it affects those we serve. Participants will: <ul style="list-style-type: none"> • Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who have autism spectrum disorder. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with autism spectrum disorder in their care. 	60 minutes
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. Participants will: <ul style="list-style-type: none"> • Discuss relevant best practices for person-centered support for those with autism spectrum disorder. • Practice and apply these strategies to a variety of workplace scenarios. 	60 minutes
Looking at <i>Nonviolent Crisis Intervention</i>® Content and Autism Spectrum Disorder	Discussion of <i>Nonviolent Crisis Intervention</i> ® content through the lens of autism spectrum disorder. Participants will: <ul style="list-style-type: none"> • Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply strategies specific to autism spectrum disorder to each module. 	90 minutes
Restrictive Practices	Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices. Participants will: <ul style="list-style-type: none"> • Gain a better understanding of the risks associated with restrictive practices for those with autism spectrum disorder. • Understand how to avoid the use of restrictive practices with those they serve. 	30 minutes
Facilitation Options	Learn how to train <i>Nonviolent Crisis Intervention</i> ® content with autism-specific content. <ul style="list-style-type: none"> • Refresher and initial training options • Blended and classroom options • Discuss how to incorporate autism-specific content into <i>Nonviolent Crisis Intervention</i>® training 	30 minutes
Action Plan	Participants plan an implementation strategy to bring content back to their workplace.	30 minutes
Total Time:		5.5 Hours

CPI Renewal Program Components - Classroom Delivery

PROGRAM HOURS – CLASSROOM DELIVERY

The 17.5-hour CPI Renewal Program includes:

- Participation in 11 hours of classroom training that includes *Nonviolent Crisis Intervention*® content and Safety Interventions teaching practice and assessment.
- Participation in 6.5 hours focusing on autism spectrum disorder content.

Day 1

NONVIOLENT CRISIS INTERVENTION® TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction to Instructor Training	Orients participants to becoming CPI Certified Instructors. Participants will: <ul style="list-style-type: none"> • Identify Instructor Association’s mission, terminology, and membership benefits and support. • Discuss the role of a Certified Instructor. 	30 minutes
Instructional Goals and Facilitation Strategies	Develops awareness and understanding of effective methods for teaching the adult learner. Participants will: <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). • Gain principles and tips for training the adult learner. • Explore how to use a variety of activity types and facilitation methods. • Become familiar with CPI <i>Nonviolent Crisis Intervention</i>® Instructor Guide, Workbook, and Electronic Presentation. 	60 minutes
Purpose of Content	Participants will review each module of the program, looking at it through the lens of an instructor and focusing on the purpose and objectives of each module. Participants will: <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. 	60 minutes
Facilitation Practice/ Practicum Assignment	Applies facilitation strategies to assigned content area. Participants will: <ul style="list-style-type: none"> • Demonstrate relevant facilitation techniques. • Practice customizing assigned content to work setting, using instructional guidance. 	180 minutes
Total Time:		5.5 Hours

Day 2

NONVIOLENT CRISIS INTERVENTION® TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Program Quality Standards	<p>Identifies benefits of membership in the CPI Certified Instructor Professional Association. Explores roles and responsibilities of the Certified Instructor.</p> <p>Participants will:</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. 	60 minutes
Safety Interventions Teaching Practice and Assessment – Disengagement Skills	<p>Assesses proficiency in teaching Safety Interventions — Disengagement Skills.</p> <p>Participants will:</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. 	120 minutes
Safety Interventions Teaching Practice and Assessment – Holding Skills	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills.</p> <p>Participants will:</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. - Review <i>Opt-Out Sequence</i>SM. • Demonstrate proficiency teaching holding skills. 	150 minutes
Total Time:		5.5 Hours

Note: The final exam is online. You will receive a link to complete it.

Day 3: Specialized Topic (Autism Spectrum Disorder)

AUTISM SPECTRUM DISORDER TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction and Welcome	Orients participants to the autism spectrum disorder specialty topic. Participants will: <ul style="list-style-type: none"> • Connect with fellow participants and discuss how the care of individuals with autism spectrum disorder applies to them. 	30 minutes
Introduction	Course overview.	60 minutes
What is Autism?	<ul style="list-style-type: none"> • Define autism spectrum disorder. • Discuss associated medical or mental health conditions. • Explain the differences in behavioral features and severity in those impacted by autism. 	
Causes of Autism	<ul style="list-style-type: none"> • Describe the possible causes of autism. • Identify the prevalence of autism. 	
Communication and Interaction	<ul style="list-style-type: none"> • Describe the effects of autism on social interactions. • Explain how autism impacts communication. 	
Repetitive Behaviors	<ul style="list-style-type: none"> • Explain the repetitive behaviors a person with autism may demonstrate. 	
Sensory Input	<ul style="list-style-type: none"> • Discuss how someone with autism may process external stimuli differently. 	
Skills and Abilities	<ul style="list-style-type: none"> • Identify the strengths and abilities of people with autism. 	
Case Studies	<ul style="list-style-type: none"> • Review case studies demonstrating characteristics of autism. • Apply knowledge of autism spectrum disorder to the case studies. 	
Understanding and Awareness of Autism Spectrum Disorder	Offers a better understanding of autism spectrum disorder and how it affects those we serve. Participants will: <ul style="list-style-type: none"> • Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who have autism spectrum disorder. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with autism spectrum disorder in their care. 	60 minutes
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. Participants will: <ul style="list-style-type: none"> • Discuss relevant best practices for person-centered support for those with autism spectrum disorder. • Practice and apply these strategies to a variety of workplace scenarios. 	60 minutes
Looking at <i>Nonviolent Crisis Intervention</i>® Content and Autism Spectrum Disorder	Discussion of <i>Nonviolent Crisis Intervention</i> ® content through the lens of autism spectrum disorder. Participants will: <ul style="list-style-type: none"> • Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply strategies specific to autism spectrum disorder to each module. 	90 minutes

AUTISM SPECTRUM DISORDER TRAINING		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Restrictive Practices	<p>Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Gain a better understanding of the risks associated with restrictive practices for those with autism spectrum disorder. • Understand how to avoid the use of restrictive practices with those they serve. 	30 minutes
Facilitation Options	<p>Learn how to train <i>Nonviolent Crisis Intervention</i>® content with autism-specific content.</p> <ul style="list-style-type: none"> • Refresher and initial training options • Blended and classroom options • Discuss how to incorporate autism-specific content into <i>Nonviolent Crisis Intervention</i>® training 	30 minutes
Action Plan	<p>Participants plan an implementation strategy to bring content back to their workplace.</p>	30 minutes
Total Time:		6.5 Hours

Training Materials:

Participant Workbook: Each training participant receives a Participant Workbook to 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 this program receive a comprehensive 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 this program receive an Instructor Kit. This kit includes resource materials necessary to teach their first program.

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.