

CONTENT OUTLINE

Nonviolent Crisis Intervention®: Mental Health

INSTRUCTOR CERTIFICATION PROGRAM

Program Summary and Philosophy

Nonviolent Crisis Intervention®: Mental Health provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behavior and looks at this core content through the lens of mental health. The program will focus on what's happening from two perspectives: the person in distress and the staff person. Participants will gain a broad range of tools to help them manage their own emotional responses and identify escalating behaviors in others. They'll practice effective approaches to keep their "emotional brain" from taking over in stressful situations. They'll also discover how having a plan before behavior escalates helps manage their fear and cultivate consistent practices.

The philosophy of *Care, Welfare, Safety, and Security*™ expands throughout the continuum of interventions necessary when working toward the reduction or elimination of restraint. The program realistically addresses the serious issue of restrictive intervention through careful assessment of risks and an evaluation of what may be considered "last resort." The principles and techniques taught in CPI's safety interventions (disengagement skills and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to crisis situations. CPI Post-Crisis strategies assist staff teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

The blended program is comprised of three parts. Part one is an online course, which includes Introduction to Mental Health and *Nonviolent Crisis Intervention*® training. Introduction to Mental Health provides an overview of mental illness, its prevalence in the world, and resources to be person-centered in your practice. Specific examples and intervention strategies are shared. *Nonviolent Crisis Intervention*® training provides the core program content. Part two has three classroom days that focus on application of *Nonviolent Crisis Intervention*® content and Instructor Training. Part three is one live virtual day focusing on mental health content.

The classroom program has five classroom days, which include core *Nonviolent Crisis Intervention*® content, Instructor Training, and specialized mental health content.

Program Objectives

- Define common mental health disorders.
- Explain, in general terms, the causes and symptoms.
- Describe the social stigmas and stereotypes associated with mental health disorders and their negative impact.
- Explain how common myths and personal biases create false assumptions about individuals with mental health disorders.
- Identify change strategies for working together to combat stigmas using a person-centered, trauma-informed care approach.

- 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*SM 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 mental health-specific training for their *Nonviolent Crisis Intervention*® courses. Extensive application, case studies, examples, competency-based testing, and an exam ensure that participants gain knowledge and are able to demonstrate skills introduced in the program. Participants will also complete teach backs of the content.

CPI Instructor Certification Program Components - Blended Delivery

PROGRAM HOURS – BLENDED DELIVERY

The 26-hour CPI Instructor Certification Program includes:

PART 1: Participation in 3 hours of Introduction to Mental Health and *Nonviolent Crisis Intervention*® training online.

PART 2: Participation in 17.5 hours of *Nonviolent Crisis Intervention*® 2nd Edition classroom activities and Certified Instructor classroom training that includes:

- Preparing to teach the adult learner
- Comprehensive Instructor training practicum
- Managing the Certified Instructor role

PART 3: Participation in 5.5 hours (one live virtual day) focusing on mental health content.

Part 1: Online Course

| INTRODUCTION TO MENTAL HEALTH | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES |
| Introduction | <ul style="list-style-type: none"> Describe mental health, which is not just the absence of mental disorder but a state of well-being. Identify factors that influence mental health to include environmental, social, psychological, biological, and cultural factors. |
| Mental Health Disorders | <ul style="list-style-type: none"> Define mental disorders specific to mood, anxiety, personality, and psychotic disorders which involve changes in thinking, mood, and behavior. Describe the symptoms of the disorders. Identify the demographics impacted by the disorders. |
| Myths and Stigmas About Mental Illness | <ul style="list-style-type: none"> Identify common myths associated with mental illness. Describe social stigmas and stereotypes associated with mental health disorders. Identify the negative impact stigmas have on individuals with mental health disorders. |
| Working Together to Combat Stigmas | <ul style="list-style-type: none"> Identify change strategies to combat stigmas, including education and interaction. |
| Total Time: 1 Hour | |

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING ONLINE | |
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| 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 Days (Day 1)

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction | <p>Establish the learning expectations and guidelines for the training. Relate the impact of crisis behavior to participants' experiences in the workplace.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Evaluate the impact of fear and anxiety when managing a crisis and making decisions. • Explore the concept of behavior as communication. | 15 minutes |
| Module 1: The CPI Crisis Development ModelSM | <p>Identify behavior using the <i>Crisis Development ModelSM</i> and apply staff approaches most effective in responding at each behavior level to prevent further escalation.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Use the <i>Crisis Development ModelSM</i> to identify behaviors that indicate an escalation of behavior. • Learn appropriate and effective staff approaches to crisis behavior. | 15 minutes |
| Module 2: Integrated Experience | <p>Explore underlying causes of behavior, recognize the need to maintain consistent, calm behavior in a time of crisis, and understand how the behavior of one person impacts the behavior of others.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Assess how the behavior of one person impacts the behavior of others. • Identify causes of behavior and how staff may positively impact outcomes. • Recognize the need to maintain professionalism through Rational Detachment in the face of escalating behaviors. | 15 minutes |
| Module 3: Communication Skills | <p>Practice communication strategies and observe how different approaches positively and/or negatively impact an individual's behavior.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize how communication skills are important for building, strengthening, and maintaining rapport with individuals in crisis. • Practice awareness of position, posture, and proximity in the use of the <i>Supportive StanceSM</i>. • Practice a range of communication skills at different levels of the <i>Crisis Development ModelSM</i> including listening with empathy and nonverbal, verbal, and paraverbal skills. | 30 minutes |
| Module 4: Responding to Defensive Behaviors | <p>Identify defensive behaviors in crisis situations using the <i>Verbal Escalation ContinuumSM</i>. Use specific verbal patterns when de-escalating a crisis to develop a range of responses. Identify how to prepare for a difficult conversation.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Identify different levels of defensive behavior in the <i>Verbal Escalation ContinuumSM</i>. • Examine and apply effective interventions for defensive behaviors. • Identify steps to prepare for a difficult conversation. | 40 minutes |
| Module 5: Safety Interventions | <p>Practice and apply skills needed to keep oneself safe when crisis escalates to risk behavior. Apply principles for using a coordinated and collaborative approach.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Examine environmental factors and approaches used to maintain safety. • Determine how strikes can be managed or avoided. • Apply how and when to use a coordinated approach. • Define non-restrictive intervention strategies. | 25 minutes |

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Safety Interventions: Disengagement Skills | <p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using disengagement skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Practice applying disengagement skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. | 90 minutes |
| Module 6: Introduction to Restrictive Interventions | <p>Identify restrictive interventions and explore the key legal and professional considerations when using restrictive interventions. Explore the Physical Skills Review Framework.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize that any restrictive interventions should be used as a last resort, and if used, should be reasonable, proportionate, and least restrictive to maximize safety and minimize harm. | 5 minutes |
| Module 7: Decision Making | <p>Organize thinking regarding the risks associated with different behaviors, encouraging critical analysis and rational reasoning in response decisions.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Categorize risk behaviors, considering likelihood and severity of potential outcomes. • Utilize the <i>Decision-Making Matrix</i>SM as a mental model for situational or behavioral risk assessment. | 15 minutes |
| Safety Interventions: Holding Skills | <p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using physical holding skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Practice applying physical holding skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. | 110 minutes |
| Module 8: Post-Crisis | <p>Introduce the <i>COPING Model</i>SM, which is a framework to help guide staff and the individuals in distress through the process of establishing Therapeutic Rapport after a crisis.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore Tension Reduction and how to re-establish the relationship after a crisis event. • Describe two key aspects of Post-Crisis management: support and learning. | 15 minutes |
| Conclusion and Assessment | <p>Reflect on new learning and complete an action plan. Revisit program values, person-centered care, and a culture of safety.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Reflect on how to apply the skills learned when returning to work. • Complete a classroom test and training evaluation. | 15 minutes |
| Total Time: | | 6.5 Hours |

Part 2: Classroom Days (Day 2)

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction to Instructor Training | <p>Orients participants to becoming CPI Certified Instructors.</p> <p>Participants will:</p> <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 | <p>Develops awareness and understanding of effective methods for teaching the adult learner.</p> <p>Participants will:</p> <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 | <p>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.</p> <p>Participants will:</p> <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 | <p>Applies facilitation strategies to assigned content area.</p> <p>Participants will:</p> <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 |

Part 2: Classroom Days (Day 3)

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
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| 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 (Mental Health)

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|---|---|------------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction and Welcome | Orients participants to the mental health specialty topic. Participants will: <ul style="list-style-type: none"> • Connect with fellow participants and discuss how the care of individuals with mental illness applies to them. | 30 minutes |
| Understanding and Awareness of Mental Health | Offers a better understanding of mental health 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 are impacted by mental health. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with mental illness in their care. | 60 minutes |
| Discussion and Application of Best Practices | Discussion of best practices in supporting those with mental illness and practice of these strategies. Participants will: <ul style="list-style-type: none"> • Discuss relevant best practices for person-centered support for those with mental illness. • Practice and apply these strategies to a variety of workplace scenarios. | 60 minutes |
| Looking at Nonviolent Crisis Intervention® Content and Mental Health | Discussion of <i>Nonviolent Crisis Intervention</i> ® content through the lens of mental health. Participants will: <ul style="list-style-type: none"> • Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply mental health strategies to each module. | 90 minutes |
| Restrictive Practices | Discussion of specific mental health 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 mental illness. • 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 mental health content. <ul style="list-style-type: none"> • Refresher and initial training options • Blended and classroom options • Discuss how to incorporate mental health 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 Instructor Certification Program Components - Classroom Delivery

PROGRAM HOURS – CLASSROOM DELIVERY

The 30.5-hour CPI Instructor Certification Program includes:

- Participation in 13 hours of *Nonviolent Crisis Intervention*® 2nd Edition classroom activities.
- Participation in 11 hours of Certified Instructor training that includes:
 - Preparing to teach the adult learner
 - Comprehensive Instructor training practicum
 - Managing the Certified Instructor role
- Participation in 6.5 hours focusing on mental health content.

Days 1 and 2

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction | Establish the learning expectations and guidelines for the training. Relate the impact of crisis behavior to participants' experiences in the workplace. Participants will: <ul style="list-style-type: none"> • Evaluate the impact of fear and anxiety when managing a crisis and making decisions. • Explore the concept of behavior as communication. | 50 minutes |
| Module 1: The CPI Crisis Development ModelSM | Identify behavior using the <i>Crisis Development Model</i> SM and apply staff approaches most effective in responding at each behavior level to prevent further escalation. Participants will: <ul style="list-style-type: none"> • Use the <i>Crisis Development Model</i>SM to identify behaviors that indicate an escalation of behavior. • Learn appropriate and effective staff approaches to crisis behavior. | 65 minutes |
| Module 2: Integrated Experience | Explore underlying causes of behavior, recognize the need to maintain consistent, calm behavior in a time of crisis, and understand how the behavior of one person impacts the behavior of others. Participants will: <ul style="list-style-type: none"> • Assess how the behavior of one person impacts the behavior of others. • Identify causes of behavior and how staff may positively impact outcomes. • Recognize the need to maintain professionalism through Rational Detachment in the face of escalating behaviors. | 50 minutes |

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|--|---|-------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Module 3: Communication Skills | <p>Practice communication strategies and observe how different approaches positively and/or negatively impact an individual's behavior.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize how communication skills are important for building, strengthening, and maintaining rapport with individuals in crisis. • Practice awareness of position, posture, and proximity in the use of the <i>Supportive Stance</i>SM. • Practice a range of communication skills at different levels of the <i>Crisis Development Model</i>SM including listening with empathy and nonverbal, verbal, and paraverbal skills. | 75 minutes |
| Module 4: Responding to Defensive Behaviors | <p>Identify defensive behaviors in crisis situations using the <i>Verbal Escalation Continuum</i>SM. Use specific verbal patterns when de-escalating a crisis to develop a range of responses. Identify how to prepare for a difficult conversation.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Identify different levels of defensive behavior in the <i>Verbal Escalation Continuum</i>SM. • Examine and apply effective interventions for defensive behaviors. • Identify steps to prepare for a difficult conversation. | 90 minutes |
| Module 5: Safety Interventions | <p>Practice and apply skills needed to keep oneself safe when crisis escalates to risk behavior. Apply principles for using a coordinated and collaborative approach.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Examine environmental factors and approaches used to maintain safety. • Determine how strikes can be managed or avoided. • Apply how and when to use a coordinated approach. • Define non-restrictive intervention strategies. | 60 minutes |
| Safety Interventions: Disengagement Skills | <p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using disengagement skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Practice applying disengagement skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. | 90 minutes |
| Module 6: Introduction to Restrictive Interventions | <p>Identify restrictive interventions and explore the key legal and professional considerations when using restrictive interventions. Explore the Physical Skills Review Framework.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Recognize that any restrictive interventions should be used as a last resort, and if used, should be reasonable, proportionate, and least restrictive to maximize safety and minimize harm. | 25 minutes |
| Module 7: Decision Making | <p>Organize thinking regarding the risks associated with different behaviors, encouraging critical analysis and rational reasoning in response decisions.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Categorize risk behaviors, considering likelihood and severity of potential outcomes. • Utilize the <i>Decision-Making Matrix</i>SM as a mental model for situational or behavioral risk assessment. | 45 minutes |

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|--|---|-----------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Safety Interventions: Holding Skills | <p>Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using physical holding skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Practice applying physical holding skills for low-, medium-, and high-risk situations. • Build confidence in keeping themselves and others safe in a crisis situation. | 150 minutes |
| Module 8: Post-Crisis | <p>Introduce the <i>COPING Model</i>SM, which is a framework to help guide staff and the individuals in distress through the process of establishing Therapeutic Rapport after a crisis.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore Tension Reduction and how to re-establish the relationship after a crisis event. • Describe two key aspects of Post-Crisis management: support and learning. | 45 minutes |
| Conclusion and Assessment | <p>Reflect on new learning and complete an action plan. Revisit program values, person-centered care, and a culture of safety.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Reflect on how to apply the skills learned when returning to work. • Complete a classroom test and training evaluation. | 35 minutes |
| Total Time: | | 13 Hours |

Day 3

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|--|---|------------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction to Instructor Training | <p>Orients participants to becoming CPI Certified Instructors.</p> <p>Participants will:</p> <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 | <p>Develops awareness and understanding of effective methods for teaching the adult learner.</p> <p>Participants will:</p> <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 | <p>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.</p> <p>Participants will:</p> <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 | <p>Applies facilitation strategies to assigned content area.</p> <p>Participants will:</p> <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 4

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION 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 5: Specialized Topic (Mental Health)

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|---|--|-------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction and Welcome | <p>Orients participants to the mental health specialty topic.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Connect with fellow participants and discuss how the care of individuals with mental illness applies to them. | 30 minutes |
| Introduction to Mental Health | <ul style="list-style-type: none"> • Describe mental health, which is not just the absence of mental disorder but a state of well-being. • Identify factors that influence mental health to include environmental, social, psychological, biological, and cultural factors. | 60 minutes |
| Mental Health Disorders | <ul style="list-style-type: none"> • Define mental disorders specific to mood, anxiety, personality, and psychotic disorders which involve changes in thinking, mood, and behavior. • Describe the symptoms of the disorders. • Identify the demographics impacted by the disorders. | |
| Myths and Stigmas About Mental Illness | <ul style="list-style-type: none"> • Identify common myths associated with mental illness. • Describe social stigmas and stereotypes associated with mental health disorders. • Identify the negative impact stigmas have on individuals with mental health disorders. | |
| Working Together to Combat Stigmas | <ul style="list-style-type: none"> • Identify change strategies to combat stigmas, including education and interaction. | |
| Understanding and Awareness of Mental Health | <p>Offers a better understanding of mental health and how it affects those we serve.</p> <p>Participants will:</p> <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 are impacted by mental health. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with mental illness in their care. | 60 minutes |
| Discussion and Application of Best Practices | <p>Discussion of best practices in supporting those with mental illness and practice of these strategies.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Discuss relevant best practices for person-centered support for those with mental illness. • Practice and apply these strategies to a variety of workplace scenarios. | 60 minutes |
| Looking at Nonviolent Crisis Intervention® Content and Mental Health | <p>Discussion of <i>Nonviolent Crisis Intervention</i>® content through the lens of mental health.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply mental health strategies to each module. | 90 minutes |

| NONVIOLENT CRISIS INTERVENTION® 2 ND EDITION TRAINING | | |
|--|---|------------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Restrictive Practices | Discussion of specific mental health 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 mental illness. • 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 mental health content. <ul style="list-style-type: none"> • Refresher and initial training options • Blended and classroom options • Discuss how to incorporate mental health 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: | | 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.