

ALIGNMENT



Arkansas Department of Education Advisory Guidelines of the Use of Student Restraints in Public School or Educational Settings

Correlation to the Crisis Prevention Institute's (CPI)
Nonviolent Crisis Intervention® training program



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CPI commends the Arkansas Department of Education for developing the Advisory document to provide guidelines and recommendations to Arkansas school districts on essential principles, policies and practices to implement in order to meet the stated goals.

Since 1980, CPI has supported organizations that strive to become restraint-free. Not only will the *Nonviolent Crisis Intervention*® training program meet the expectations outlined in the Advisory Guidelines, CPI's train-the-trainer program and its family of advanced programs also offer a comprehensive array of curriculums. These curriculums can meet all the needs an organization has for supporting a physical restraint-free environment with an emphasis on crisis intervention and de-escalation techniques to better assist education staff with achieving this goal.

Additionally, by participating in the *Nonviolent Crisis Intervention*® program, education staff will gain the skills and confidence necessary to handle crisis situation with minimal anxiety and maximum security. The training will help staff intervene more safely when behavior become dangerous, and most important, won't damage the professional bond school staff have worked so hard to establish with the individuals in their care.

The following chart is designed to assist you in identifying some of the ways CPI's *Nonviolent Crisis Intervention*® training program can help schools in the state of Arkansas develop policies and procedures in relation to the prevention and reduction of physical restraint in Arkansas public schools. It will also assist in identifying areas that may require a review and/or revision in your school's current policies and procedures.

Program Alignment

§ 1 - Definitions

- (1) **Arkansas Department of Education (ADE)** - the State educational agency (SEA) designated in State law as responsible for the State supervision of public elementary and secondary schools.
- (3) **Behavior intervention** - the implementation of services, supports, or strategies to teach and increase appropriate behavior and/or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of the student and/or other students.
- (7) **Crisis** - a situation where a student is engaging in behaviors that threaten the health and safety of self or others. Often these are situations in school where a student becomes aggressive or violent and is unable to regain self-control without posing a danger of injury to self or others.
- (8) **Crisis Intervention** - the implementation of services, supports, and strategies to immediately stabilize a crisis situation, and after the crisis is over, to prevent the crisis from reoccurring.
- (9) **Crisis Intervention Training Program** - a program that provides training, using effective evidence-based practices, in: (a) the prevention of the use of physical restraint; (b) keeping both school personnel and students safe in imposing physical restraint in a manner consistent with these guidelines; (c) the use of data-based decision making and evidence-based positive behavioral interventions and supports, safe physical escort, conflict prevention, behavioral antecedents, functional behavior assessments, de-escalation of challenging behaviors, and conflict management; and (d) first aid, including the signs of medical distress, and cardiopulmonary resuscitation; and requires certification, including periodic renewal, in the practices and skills necessary for school personnel to properly implement the program.
- (12) **De-escalation** - the use of behavior management techniques that help a student become more emotionally and behaviorally in control, thus reducing a present or potential level of danger that, in turn, reduces the imminent danger of serious physical harm to self or others.
- (15) **Imminent danger** - when a danger exists that could reasonably be expected to cause death or serious physical harm immediately.

§ 1 - Definitions

(21) **Physical escort** - a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of redirecting or inducing a student to move to a safe location.

(22) **Physical restraint** - a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. This does not include a physical escort.

(23) **Positive Behavioral Supports (PBS)** - the application of behavior analysis to achieve socially important behavior change. PBS occurs (a) at the prevention level for all students in a school; (b) at the strategic intervention level for students who are not responding, from a social, emotional, and behavioral perspective, to the prevention level; and (c) at the intensive service or crisis-management level for students who need multi-faceted and/or comprehensive behavioral or mental health services. PBS involves a planned and collaborative school-wide approach with a goal of establishing positive and supportive school environments that teaches and reinforces students' prosocial behavior, holding students positively accountable for meeting established behavioral expectations, and maintaining a level of consistency throughout the implementation process. This goal is accomplished by using positive behavioral programs, strategies, and approaches.

(24) **Prone restraint** - occurs when a student is restrained in a facedown position on the floor or other surface, and physical pressure is applied to the student's body to keep the student in the prone position.

(25) **Punishment** - an action, usually following an inappropriate student behavior, whose goal is to decrease, stop, or eliminate that inappropriate behavior's reoccurrence in the future. Punishments generally are not focused on replacing inappropriate behaviors with future appropriate behavior(s).

(26) **School personnel** - any person who works with students in an elementary or secondary public school, a public charter school, a school district, or an education service cooperative.

(30) **Supine restraint** - occurs when a student is restrained in a face-up position on the student's back on the floor or other surface, and physical pressure is applied to the student's body to keep the student in the supine position.

§ 2 - Prevention	Correlation With <i>Nonviolent Crisis Intervention</i> [®] Training Program
<p>Safe, effective, evidence-based strategies are available to support children who display challenging behaviors in school settings. Staff training focused on evidence-based positive behavior supports, de-escalation techniques, and physical restraint prevention, can reduce the incidence of injury, trauma, and death.</p> <p>The effective implementation of school-wide positive behavior supports is linked to greater academic achievement, significantly fewer disciplinary problems, increased instruction time, and staff perception of a safer teaching environment.</p>	<p>CPI's <i>Nonviolent Crisis Intervention</i>[®] training program is an evidence-based internationally recognized training program that equips staff with the skills to safely and effectively prevent and manage crisis moments by using positive behavior supports. The curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. It is the core belief of the <i>Nonviolent Crisis Intervention</i>[®] training program that every effort should be made to prevent the need for the use of physical restraint.</p> <p>CPI's <i>Nonviolent Crisis Intervention</i>[®] training correlates with the themes, premises, and strategies of Positive Behavioral Interventions and Supports (PBIS). The use of this non-aversive effective behavioral system, Positive Behavioral Intervention and Supports (PBIS) enhances a learning environment which promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.</p>

§ 3 - Physical Restraint	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training Program
<p>The ADE recommends that all Arkansas school districts adhere to the following guidelines:</p> <p>(1) Physical restraint should not be used except in situations where the student's behavior poses imminent danger of serious physical harm to self or others, and it should be discontinued as soon as the imminent danger of serious physical harm to self or others has dissipated.</p> <p>(2) School personnel should not impose the following on any student at any time:</p> <p>(a) Mechanical restraint;</p> <p>(b) Chemical restraint;</p> <p>(c) Aversive behavioral interventions that compromise health and safety;</p> <p>(d) Physical restraint that is life-threatening; and</p> <p>(e) Physical restraint that is medically contraindicated unless the student's behavior poses imminent danger of serious physical harm to self or others.</p> <p>(3) Physical restraint should never be used:</p> <p>(a) As punishment or discipline;</p> <p>(b) As a means of coercion to force compliance;</p> <p>(c) As retaliation;</p> <p>(d) As a substitute for appropriate educational or behavioral support;</p> <p>(e) As a routine school safety measure;</p> <p>(f) As a planned behavioral intervention in response to behavior that does not pose imminent danger of serious physical harm to self or others;</p> <p>(g) As a convenience for staff; or</p> <p>(h) To prevent property damage unless the act of damaging property causes imminent danger of serious physical harm to self or others.</p>	<p>(1) CPI's <i>Nonviolent Crisis Intervention</i>® training program teaches restraint techniques—to be used as a last resort—that may be implemented to provide for safety when an individual is an imminent danger to self or others. The <i>Nonviolent Crisis Intervention</i>® training program teaches that physical restraint should be terminated at the earliest possible moment when the individual is no longer an imminent risk to self or others.</p> <p>(2)(a-e) The <i>Nonviolent Crisis Intervention</i>® training program does not teach to the use of seclusion, chemical restraint, mechanical restraint, aversive behavioral interventions or any physical restraint that is life-threatening. CPI supports that restraints should not be used with a student who has a contraindication to the use of restraints. The curriculum covers several alternatives for the use of physical restraint.</p> <p>(3)(a-h) CPI's <i>Nonviolent Crisis Intervention</i>® training program teaches that restraint should be used only when the danger being presented by the risk behavior outweighs the risks associated with the use of restraint.</p> <p>Restraint should never be used as compensation for a lack of sufficient staff, as a substitute for treatment, or as retaliation. The <i>Nonviolent Crisis Intervention</i>® training program teaches that it is inappropriate to utilize restraint as a punishment or discipline, to force compliance, as behavioral supports, or to prevent property damage absent imminent danger, as a routine safety measure, or for the convenience of staff.</p>

§ 3 - Physical Restraint	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training Program
<p>(4) Prone restraint or other restraints that restrict breathing should never be used because they can cause serious injury or death.</p> <p>(5) When implementing a physical restraint, personnel should use only the amount of force reasonably believed to be necessary to protect the student or others from imminent danger of serious physical harm to self or others.</p> <p>(6) The use of physical restraint should never be accompanied by any verbal abuse, ridicule, humiliation, taunting, or the equivalent, which could result in the emotional distress or trauma of the student involved.</p> <p>(7) Restraint should only be used for limited periods of time and should cease immediately when the imminent danger of serious physical harm to self or others has dissipated or a medical condition occurs putting the student at risk of harm.</p> <p>(8) School personnel should use the least restrictive technique necessary to end the threat of imminent danger of serious physical harm.</p> <p>(9) A student's ability to communicate should not be restricted unless less restrictive techniques would not prevent imminent danger of serious physical harm to the student or others.</p> <p>(10) If restraint is used, the student should be continuously and visually observed and monitored while he or she is restrained.</p>	<p>(4) The <i>Nonviolent Crisis Intervention</i>® training program does not teach physical restraints that take place in the higher risk positions such as prone, supine, or side restraints. In addition, CPI does not teach any physical restraints that involve holding the student against a hard surface such as a wall, table or floor. Furthermore, CPI teaches safer standing and seated restraint positions that minimize the risks associated with restraint-related positional asphyxia. The interventions do not restrict the diaphragm, the chest, or the airway, and do not interrupt normal breathing or speech.</p> <p>(5) The physical restraints taught in the <i>Nonviolent Crisis Intervention</i>® training program are designed for safety and are designed to use only the amount of force necessary to regain control of the situation and to protect the student and others from imminent danger or serious physical harm.</p> <p>(6) The <i>Nonviolent Crisis Intervention</i>® training program teaches physical restraint techniques are taught only as a last resort, when less-restrictive interventions have failed. All verbal and physical techniques are designed to ensure the dignity of students and do not include verbal abuse or pain compliance techniques. The <i>Nonviolent Crisis Intervention</i>® training program also includes discussion on how to monitor for signs of physical or psychological distress while a person is being restrained. CPI advocates for making this determination based on several factors, including the student's medical and psychological conditions.</p> <p>(7) Physical restraint should be ended at the earliest possible moment when the student no longer presents imminent risk of injury or harm to self or others. Staff monitoring the physical restraint should continuously assess for signs of Tension Reduction and call for an end to the physical restraint upon the evidence of any sign of physical or psychological distress.</p> <p>(8) A range of interventions are taught within the <i>Nonviolent Crisis Intervention</i>® training program, allowing staff a full continuum of strategies to ensure the use of the least restrictive intervention.</p> <p>(9) The physical restraints taught in the <i>Nonviolent Crisis Intervention</i>® training program are designed to minimize risk and maximize safety. CPI accomplishes this goal by teaching physical interventions that are safer standing and seated restraint positions which does not restrict the student's ability to communicate.</p> <p>(10) CPI's <i>Nonviolent Crisis Intervention</i>® training program teaches a team approach to ensure that restraints are continuously monitored. During the use of physical interventions, staff must closely monitor the well-being of the individual.</p>

§ 3 - Physical Restraint	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>(11) School personnel administering physical restraint should use the safest method available and appropriate to the situation. Supine restraint should only be used if the school personnel administering the restraint has received training by an individual or individuals who are certified by a training program that meets the established criteria in Section 7 of these Guidelines, and in the judgment of the trained staff member, such method is required to provide safety for the student or others present.</p> <p>(14) Physical restraint should only be implemented by assigned personnel appropriately trained to administer physical restraint.</p> <p>(15) School personnel administering physical restraint in accordance with these guidelines</p> <p>(a) Be trained by an individual or individuals who are certified by a training program that meets the established criteria in Section 7 of these Guidelines, except in the case of clearly unavoidable emergency circumstances when trained school personnel are not immediately available due to the unforeseeable nature of the emergency circumstance</p>	<p>(11) The <i>Nonviolent Crisis Intervention</i>® training program teaches a continuum of interventions staff can opt for to ensure the safest, least restrictive intervention is utilized. CPI supports that only those staff who have been trained in, and have demonstrated competency in, the safe application of physical restraint should engage in a physical restraint.</p> <p>(14) CPI's curriculum teaches that only staff who have been trained and demonstrated competency in the implementation of a restraint technique should apply the restraint technique.</p> <p>(15)(a) Each school should ensure that it has an adequate number of staff trained in both the preventive techniques and the physical restraints to effectively respond to emergency situations in the school building. This avoids not having enough trained school personnel on site when an emergency situation arises.</p>

§5 - Documentation/Notification/Debriefing	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>After a restraint incident occurs, it is recommended that school personnel complete the following documentation and notification activities:</p> <p>(1) All incidents involving the use of physical restraint should be documented by a written record and be maintained in the student's education record. Each incident record should include all information contained on the ADE recommended Physical Restraint Incident Record, attached, and any additional documentation the district deems necessary.</p>	<p>(1) CPI recommends documenting all incidents of restraint with all relevant information. It is recommended that education staff document the student's actions that occurred before, during, and after the incident and that staff document their own responses to the observed behavior that occurred before, during, and after the incident. This aids staff in assessing the strengths and weaknesses of their responses to the student's behavior and allow them to make necessary changes to their responses and to the student's IEP if relevant. CPI also recommends that each incident of restraint be documented as part of the Postvention process. Staff should evaluate each incident through the lens of the <i>Nonviolent Crisis Intervention</i>® training program to look for opportunities to adjust their intervention strategies at earlier levels of the crisis. Furthermore, CPI suggests embedding the program language into debriefing and documentation forms to ensure that objective, common language is used so that documentation is a useful tool to all who review it. As part of the Postvention process organizations can use the data collected to assess patterns of student and staff behavior to help create a more comprehensive prevention approach. CPI can assist organizations with data collection through our research and development department. An organization can only change what it measures.</p>

§5 - Documentation/Notification/Debriefing	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>(3) The principal of the school, or other designated building administrator, should be notified of the use of physical restraint as soon as possible, but no later than the end of the school day on which it occurred.</p> <p>(4) The parent(s) of the student should be notified of the use of physical restraint verbally or through electronic communication as soon as possible but no later than the end of the day on which it occurred. If the parent cannot be reached by either means within (24) hours, a written communication should be sent to the parent within (48) hours of the incident.</p> <p>(5) A debriefing meeting should be held within two school days of the incident involving the use of restraint.</p> <p>(6) The debriefing meeting should include all district personnel present during the restraint incident, district personnel who were in the proximity of the student immediately before and during the time of the incident, a district administrator, and other staff determined appropriate by the district.</p>	<p>(3) CPI agrees that the principal of the school should be notified immediately following the incident and be involved in the Postvention process.</p> <p>(4) In addition, parents should be notified as soon as possible after the restraint incident occurred. Immediately following the incident is in the best interest of the student and for the parent/guardian, but no more than 24 hours via verbal communication is still within the recommended time frame.</p> <p>(5) CPI recommends and discusses within the <i>Nonviolent Crisis Intervention</i>® curriculum that debriefing is a critical element needed to eliminate the use of restraint and seclusion in organizations. Organizations should follow their internal policies and procedures and use internal reporting tools as required.</p> <p>(6) CPI supports the debriefing of all incidents of restraint and seclusion for the student, the staff involved, and any bystanders or witnesses to the event. Unit 10: Postvention of the <i>Nonviolent Crisis Intervention</i>® curriculum includes a process that can be used for both student and staff debriefing.</p>

§6 - Personnel Training	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>School districts should conduct the following personnel training activities:</p> <p>(1) Appropriate school personnel should be trained to use an array of positive behavior interventions, strategies, and supports to increase appropriate student behaviors and decrease inappropriate or dangerous student behaviors.</p> <p>(2) Appropriate school personnel should be trained annually on how to respond to students in a behavioral crisis and how to prevent a behavioral crisis. The training may be delivered utilizing web-based applications and should include:</p>	<p>(1) Each school should ensure that it has an adequate number of staff trained in both the preventive techniques and the physical restraints to effectively respond to emergency situations in the school building.</p> <p>(2) CPI's program is focused on equipping staff with the skills to prevent, respond and de-escalate behavioral crisis situations. CPI recommends that training be an ongoing process and that formal refreshers be conducted every 6 to 12 months. Formal refreshers, taught within the guidelines of the Instructor Guide, are a minimum of 3 hours.</p>

§6 - Personnel Training	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training Program
<p>(a) Appropriate procedures to prevent the need for physical restraint and crisis intervention, including positive behavior management and support strategies;</p> <p>(b) The proper use of positive reinforcement;</p> <p>(c) The continuum of alternative behavioral interventions;</p> <p>(d) Crisis prevention; and</p> <p>(e) De-escalation strategies for problematic behavior, including verbal de-escalation, and relationship building.</p> <p>(3) A core team of selected school personnel should be designated to respond to crisis and emergency situations, which may require the physical restraint of students. The core team should receive annual training in the following areas:</p>	<p>(a-e) CPI's <i>Nonviolent Crisis Intervention</i>® training program focuses on the detection of early warning signs of potential crisis moments. Those who participate receive as part of the curriculum verbal and nonverbal de-escalation strategies, Empathic Listening skills, limit-setting skills, and the knowledge of how relationship building can help de-escalate a crisis, as well as information about how to support positive behavior changes.</p> <p>(3) Each school should ensure that it has an adequate number of staff trained in both the preventive techniques and the physical restraints to effectively respond to emergency situations in the school building. CPI recommends that, at a minimum, all staff be trained in de-escalation strategies. CPI also recommends that organizations train staff in the high-risk areas discussed in the entire curriculum, including the use of physical restraint as a last resort.</p>
<p>(a) Appropriate procedures for preventing the need for physical restraint or crisis intervention that shall include the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraints;</p> <p>(b) A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint or crisis intervention and methods for evaluating the risk of harm in individual situations, in order to determine whether the use of physical restraint or crisis intervention is safe and warranted;</p> <p>(c) Simulated experience of administering and receiving physical restraint and crisis intervention, and instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;</p> <p>(d) Instruction regarding documentation reporting requirements and investigation of injuries; and</p>	<p>(a) CPI's <i>Nonviolent Crisis Intervention</i>® training program is an evidence-based internationally recognized training program that equips staff with the skills to safely and effectively prevent and manage crisis moments by using positive behavior supports. The curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills.</p> <p>(b) The <i>Nonviolent Crisis Intervention</i>® program teaches participants to recognize and respond to early signs of a potential crisis. Participants are instructed to be aware of nonverbal, paraverbal, and verbal communication from students who might signal a potential crisis behavior.</p> <p>(c) During The <i>Nonviolent Crisis Intervention</i>® training program, several different physical restraints are taught and practiced. There is also classroom discussion about the effects physical restraints have on the individual and how to monitor for signs of distress and a review of the organization's response protocols for accessing medical assistance.</p> <p>(d) CPI recommends that staff document the student's actions that occurred before, during, and after the incident. In addition, CPI recommends that staff document their own responses to the observed behavior that occurred before, during, and after the incident. This aids staff in assessing the strengths and weaknesses of their responses to the student's behavior, and allows them to make necessary changes to their responses.</p>

§6 - Personnel Training	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
(e) Demonstration by participants of proficiency in administering physical restraint and crisis intervention.	(e) <i>The Nonviolent Crisis Intervention</i> ® training program has pass/fail criteria for those who attend the training. A post-test is given at the end of the training session for written competency of the training material taught which includes crisis intervention. Participants also have to demonstrate a proficiency in the use of the physical restraints taught to pass the training course and become certified. CPI promotes and encourages that each school district maintain this same pass/fail criteria for its staff. It is recommended that once trained, staff regularly practice and rehearse procedures for team interventions.

§7- Crisis Intervention Training Program Criteria	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>Any program used by a district to train its personnel should have the following characteristics or components:</p> <p>(1) Teach evidence-based techniques that are shown to be effective in the prevention and safe use of physical restraint;</p> <p>(2) Provide evidence-based skills training related to positive support, conflict prevention, de-escalation, and crisis response techniques, including:</p> <p>(a) Guidelines on when to intervene (understanding imminent danger to self and others);</p> <p>(b) Emphasis on safety and respect for the rights and dignity of all persons involved (using concepts of least restrictive interventions and incremental steps in an intervention);</p> <p>(c) Refresher information on alternatives to the use of restrictive interventions;</p> <p>(d) Strategies for the safe implementation of restrictive interventions;</p>	<p>(1-2) CPI's <i>Nonviolent Crisis Intervention</i>® training program is an evidence-based, internationally recognized training program that equips staff with the skills to safely and effectively prevent and manage crisis moments by using positive behavior supports. The curriculum focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. Additionally, staff are taught to use Empathic Listening and effective limit-setting skills to de-escalate while understanding how their own behaviors and attitudes serve to either escalate or de-escalate the situation. Postvention is taught as a tool to prevent future occurrences of risk behavior and as a strategy for re-establishing a Therapeutic Rapport with the student.</p> <p>(a) CPI's <i>Nonviolent Crisis Intervention</i>® training program teaches restraint techniques—to be used as a last resort—that may be implemented to provide for safety when an individual is an imminent danger to self or others. Physical restraint should be terminated at the earliest possible moment when the individual is no longer an imminent risk to self or others.</p> <p>(b) CPI teaches a range of interventions and alternatives to restraint that can be utilized to ensure the least restrictive intervention is being used.</p> <p>(c) CPI recommends that training is an ongoing process, and formal refreshers should be conducted every 6 to 12 months. Formal refreshers, taught within the guidelines of the Instructor Guide, are a minimum of 3 hours.</p> <p>(d) Because of the inherent danger in using any restraint, the <i>Nonviolent Crisis Intervention</i>® training program provides extensive information on safe restraint use.</p>

§7- Crisis Intervention Training Program Criteria	Correlation With <i>Nonviolent Crisis Intervention</i>® Training Program
<p>(e) The use of emergency safety interventions which include continuous assessment and monitoring of the physical well-being of the student and the safe use of restraining throughout the duration of the restrictive intervention;</p> <p>(f) Prohibited procedures;</p> <p>(g) Debriefing strategies, including their importance and purpose; and</p> <p>(h) Documentation methods/procedures;</p> <p>(3) Be competency-based, and include measurable learning objectives, measurable testing (written and by observation of behavior) on those objectives, and measurable methods to determine passing or failing the course;</p> <p>(4) Require re-certification a minimum of biennially.</p>	<p>(e) CPI teaches that all episodes of restraint should be continuously monitored by a staff member not directly involved in the restraint. This individual can help assess for signs of Tension Reduction and ensure that the restraint is ended at the earliest possible moment.</p> <p>(f-h) <i>Nonviolent Crisis Intervention</i>® training program curriculum addresses a process for debriefing both with the student and any staff who were involved in the situation. Part of this process includes documenting the facts and filing any required incident reports or notifications.</p> <p>(3) CPI encourages organizations to create a program philosophy that includes written and physical competency testing, and demonstration and participation in nonverbal, verbal, and physical de-escalation strategies. A range of interventions are taught within the <i>Nonviolent Crisis Intervention</i>® training program, allowing staff a full continuum of strategies to ensure the use of the least restrictive intervention. Competencies should be consistent with organization protocols.</p> <p>(4) CPI recommends that training be an ongoing process and that formal refreshers be conducted every 6 to 12 months. Formal refreshers, taught within the guidelines of the Instructor Guide, are a minimum of 3 hours.</p>