

# CPI Training

## An Experience to Remember – A Training You Will Use

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For more than 30 years, CPI has offered training for organizations on practical behavior management strategies. From the start, the *Nonviolent Crisis Intervention*<sup>®</sup> program used training methods designed specifically to get participants out of their seats, experiencing how the program content could be applied within their organization. Rather than dumping information onto the participant, CPI's trainings focus more on the experience of learning how to apply and problem solve strategies to safely de-escalate a crisis moment.

Although “blended” learning has recently come to mean a combination of classroom and computer-based modes of training, CPI has used multiple resources and blended delivery options to help make learning an experience beyond a lecture approach.

Using a *demonstrate, participate, explain* formula throughout the program, learners see the content come to life. Demonstrations like CPI's proxemics exercise allow learners to feel the discomfort of another person invading the learner's personal space, and vice versa. The *CPI Verbal Escalation Continuum*<sup>SM</sup> exercises walk participants through each stage of the continuum for a better understanding of what each stage looks like, and what staff responses might be most helpful to verbally de-escalate a situation. Role-plays give participants an opportunity to apply concepts from the program throughout a simulated crisis, and learn how debriefing an incident can help prevent future crises.

Verbal and physical intervention skills from any program may degrade over time, and from the company's beginning, CPI recognized the need for regular refresher training. As the need for different refresher training options arose, CPI developed new ways to introduce the standard content of the *Nonviolent Crisis Intervention*<sup>®</sup> program, so the material would seem fresh, whether a participant has been through the program once, twice, or many times.

## CPI's Training Process

Because the training applies to so many different professions and services, new ways to customize the program content were also needed to ensure that each learner could adapt the training models to his or her specific setting. Understanding that some staff might use the program content more infrequently on the job, less formal, but more frequent training opportunities allow staff to renew their skills. Thus, the concept of refresher training was expanded to include the various components of an ongoing Training Process.

It's important for Instructors and organizations to understand that training needs to be executed as a process and not a one-time event. Conducting *Nonviolent Crisis Intervention*<sup>®</sup> training is a starting point that lays a solid foundation for that process.

The initial training provides staff with the philosophy of *Care, Welfare, Safety, and Security*<sup>SM</sup> and a framework for problem solving. It is necessary to build upon that foundation in order to enhance skills, apply the course concepts to workplace realities, and ultimately reduce and prevent crisis incidents.

The Training Process also gives Certified Instructors greater opportunity to make minor adaptations to program content—while maintaining program fidelity—for differences that may exist for specific populations. For example, CPI's *Verbal Escalation Continuum*<sup>SM</sup> can be applied to individuals who communicate nonverbally by re-interpreting what the individual's proxemics and kinesics may mean along the continuum.

## **New Innovations – New Training Opportunities**

As new technologies emerge, CPI has continually sought opportunities to capitalize on these technologies to provide effective new training methods for Certified Instructors and their participants.

### **Video-Based Training Options**

In the 1980s, CPI began offering video-based refresher training options as a new medium for visual-based learning. The video-based refreshers allow Certified Instructors to apply CPI's principles depicted on screen and as a means to begin refresher training with new examples and ways to apply the content. Certified Instructors then could use examples from the video during a review of the *Nonviolent Crisis Intervention*<sup>®</sup> training concepts.

Moving from VHS tape to DVD allowed CPI to add additional content to the refresher videos, including profession-specific training content, closed-captioning, additional video examples, and application activities. More recently, the CPI training videos have moved to an on-demand format option available on the CPI website.

### **Electronic Presentations**

As more Certified Instructors sought to use computer-based presentations either in conjunction with or as an advancement from more traditional training tools such as flip charts or overhead projections, CPI developed Electronic Presentation resources for each initial and refresher training option. Upgrades to these Electronic Presentations have allowed CPI to also add additional content and training options.

### **Internet/Electronic Resources**

To give Certified Instructors easier access to additional training materials, CPI continuously adds to its resources at the **crisisprevention.com** website to help fill those needs. Over the last 20 years, the [crisisprevention.com](http://crisisprevention.com) website has developed a wealth of informative resources in the Training Center for Certified Instructors to improve their skills as trainers. Adding to CPI's traditional publications like the *Instructor Forum* and the *Journal of Safe Management of Disruptive and Assaultive Behavior*, CPI also publishes the *Supportive Stance* online. The Instructor Community site was developed to allow Instructors an opportunity to network with fellow Certified Instructors from around the world, as well as CPI staff.

Recently, the traditional *Nonviolent Crisis Intervention*<sup>®</sup> Instructor Manual has been converted to an ePublication and Certified Instructors now have quick access to training materials and online learning opportunities at the **crisisprevention.com** website.

### **Online Learning**

CPI has continued to be responsive to emerging trends in adult learning and explore electronic learning opportunities, while ensuring that learner outcomes were still accomplished. Time demands and shrinking training budgets have led to more organizations exploring web-based learning opportunities. Where possible, CPI continues to answer that call.

In 2004, CPI developed the free online Instructor Excellence Renewal Exam, testing Instructor competency, content knowledge, and application of the *Nonviolent Crisis Intervention*<sup>®</sup> training program. In 2008, CPI introduced the *ProficiencyPlus* program, allowing Certified Instructors the opportunity to fulfill fourth year Instructor Excellence

Renewal requirements by attending a one-day training program after completing the *ProficiencyPlus* exam electronically as a prerequisite.

In 2008, CPI also introduced the first series of topical webinars for Certified Instructors, which have evolved into CPI's eRefresher and eLearning Series. These webinars offer an efficient way for Certified Instructors to review each unit, receive training tips and strategies directly from CPI trainers, consider new ideas for facilitating training, and review the different refresher training options that CPI offers.

CPI's next advancement in eLearning came in 2009, when the *Nonviolent Crisis Intervention*® hybrid training option was released. CPI's hybrid training option is a blended delivery approach of both web-based and classroom-based instruction. This training option gives Certified Instructors greater flexibility, in that the internet is used to deliver much of the material covered during traditional classroom presentations.

CPI also has made use of the internet to streamline the way Certified Instructors validate the training. Certified Instructors using online training documentation with the new Blue Card™ Participant Workbooks now have the opportunity to issue Blue Card™ confirmations to their participants immediately upon completion of training. This new method for documentation will allow for various opportunities relating to validation of training in the future, including: immediate validation and recognition of the training, faster processing of training documentation, and easier access to training information.

CPI continually strives to thoughtfully use advancements in technology to enhance the learning experience. But just because one *can* use a new technology, does not necessarily mean one *should* use it. New methods to provide training and support should be strategically matched with learner and organizational needs, while ensuring that learning objectives and training standards are met.