Welcome to CPI's eRefresher Series for Nonviolent Crisis Intervention® Certified Instructors

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Program Developer and Professional Staff Instructor
eRefresher Series

- Pre-Test (aired October 6, 2010)
- Unit I: The CPI Crisis Development Model™ (aired November 10, 2010)
- Unit II: Nonverbal Behavior (aired December 15, 2010)
- Unit III: Paraverbal Communication
- Unit IV: Verbal Intervention (February 9, 2011)
- Unit V: Precipitating Factors, Rational Detachment, Integrated Experience (March 9, 2011)
- Unit VI: Staff Fear and Anxiety
- Unit VII: CPI’s Personal Safety Techniques™
- Unit VIII: Nonviolent Physical Crisis Intervention™
- Unit IX: Situational Role-Plays
- Unit X: Postvention, Post-Test, and Evaluation
- Improving Training Transfer

Outline for Sessions

- Primary Objective
- Meeting the Primary Objective
- Instructional Objectives
- Facilitation Dynamics
- Content Presentation
Outline for Sessions

- Unit Discussion
- Transitions
- Ideas for Your Refreshers
- Reinforcing Adult Learning
- Questions

Materials You Will Need

Paraverbal Communication

Today's Presenter:
Gary Weber
Professional Staff
Instructor
Poll Question 1

1. Check all statements that are true about Unit III: Paraverbal Communication.
   - The meaning of communication is delivered mostly by words.
   - Help staff link communication concepts with experiences.
   - Help staff understand if message is harsh, so is response.
   - Body language is important part of paraverbal communication.
   - How you say what you say is important part of communication.

Primary Objective

To teach staff to hear themselves through the perspective of the client.

Meeting the Primary Objective

Paraverbal Communication
- Provides a common, first-hand experience through a brief introductory exercise.
- Uses the teaching model "Demonstrate—Participate—Explain" to help connect new concepts to familiar experiences.
- Helps participants to understand the three components that impact how others perceive our message.
### Instructional Objectives

By end of Unit III, participants will:

- Foster an awareness of the fact that **how** a verbal statement is delivered may be more important than the actual words used.
- Identify the three key components involved in paraverbal communication.
- Provide the best possible Care, Welfare, Safety, and Security™ for individuals in our facilities.

### Facilitation Dynamics

- Complete the introductory exercise **before** giving the lecture. Demonstrate first, then explain.
- Set up the exercise for success:
  - Use a realistic, work-related example.
  - Clearly explain the roles and the setting.
  - You deliver the message.
  - Use the same words each time.
  - Emphasize the paraverbals.
- **After** the exercise, complete the lecture.
  - Term - Definition - Examples (Mine ➔ Theirs)

### Unit Presentation

**Unit III: Paraverbal Communication**

**Definition:**

**Components:**

[Image of the instructor]
Unit III: Paraverbal Communication

Definition: the vocal part of speech, excluding the actual words one uses.

Components:
- Tone
- Volume
- Cadence

Poll Question 2

2. Why is it important to conduct the exercise before the lecture? Check all that apply.
- It's written that way in the Instructor Manual.
- Provides example to serve as foundation for paraverbal unit.
- Stimulates staff thinking about personal examples.
- Raises awareness about how our paraverbals help or hinder.

Unit Discussion

Paraverbal Communication
- Exercise: Repeat the same words - change the paraverbals.
- Try to include all three components in your exercise examples.
- Keep the emphasis on the paraverbals.
- It's "How you say what you say."
## Unit Discussion

**Relate paraverbals to the CPI Crisis Development Model**:  
- How does staff’s paraverbal communication affect a person at Anxiety level?  
- How can we use it to be Supportive?  
- What often happens with paraverbals when a person is defensive?  
- What are the implications for staff when we are Directive or at Therapeutic Rapport level?  
- What are the implications for de-escalating a crisis?  
- How can staff’s paraverbals escalate a crisis or contribute by being a Precipitating Factor?

## Unit Discussion

- Demonstrate - Participate - Explain  
- Term - Definition - Examples  
- Remind your participants that our use of paraverbal components is a controllable part of our behavior.  
- Connect to the Integrated Experience.  
- Parallels to written communication?  
- How does paraverbal communication translate to the world of our nonverbal clients?  
- Relate to phone conversations.

## Transitions

**Transitions help link chunks of content.**

- **Within the Unit**: In the introductory exercise, we saw how our paraverbal communication can affect the listener. Identifying the components of paraverbal communication can help us stay in better control of how we deliver messages.  
- **Between Units**: We’ve learned that successful verbal intervention involves controlling our nonverbal and paraverbal behavior—but that’s not enough. Let’s explore how effective verbal intervention strategies can help us in Unit IV.
Ideas for Your Refreshers

• Have all participants be your volunteer for the introductory exercise!
• Add a little fun with your examples.
• Apply what we’ve learned.
• Invite participants to share examples.
• Use situational applications.
• Various workbooks; such as Personal Prevention Plan™, Key Point Refresher, Preventive Technique II DVD and workbook

Reinforcing Adult Learning

• Make it relevant to your setting.
• Demonstrate first, then explain.
• Term – Definition – Examples (Mine → Yours).
• Experiential learning opportunity.
• Helps connect new concepts to experience.
Questions?

Please feel free to submit a question.

We will answer a few in the remaining time.

If we do not cover your question on air, we will contact you within a few days or you can call Instructor Services at 877.877.5390.

Thank You

The next webinar in this eRefresher Series will be:

Date: February 9, 2011
Time: 10:00 a.m. CT
Topic: Unit IV:
  Verbal Intervention

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