



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

Unit VIII:
Nonviolent Physical Crisis InterventionSM
and Team Intervention




nonviolent crisis intervention
a CPI specialized offering

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eRefresher Series



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


Moderator: Susan Keith
Program Developer and
Professional Staff Instructor



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eRefresher Series


- ✓ Pre-Test (aired October 6, 2010)
- ✓ Unit I: The CPI *Crisis Development Model*SM (aired November 10, 2010)
- ✓ Unit II: Nonverbal Behavior (aired December 15, 2010)
- ✓ Unit III: Paraverbal Communication (aired January 12, 2011)
- ✓ Unit IV: Verbal Intervention (aired February 9, 2011)
- ✓ Unit V: Precipitating Factors, Rational Detachment, Integrated Experience (aired March 9, 2011)



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eRefresher Series

- ✓ Unit VI: Staff Fear and Anxiety (aired April 13, 2011)
- ✓ Unit VII: CPI's *Personal Safety Techniques*SM (aired May 11, 2011)
- ❑ **Unit VIII: *Nonviolent Physical Crisis Intervention*SM**
- ❑ Unit IX: Situational Role-Plays (July 8, 2011)
- ❑ Unit X: Postvention, Post-Test, and Evaluation (scheduled August 17, 2011)
- ❑ Improving Training Transfer (scheduled September 14, 2011)

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Outline for Sessions

- Primary Objective
- Meeting the Primary Objective
- Instructional Objectives
- Facilitation Dynamics
- Content Presentation

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Outline for Sessions

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


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Materials You Will Need






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Nonviolent Physical Crisis InterventionSM



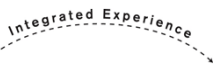
AlGene P. Caraula
Executive Director of
Operations




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Nonviolent Physical Crisis InterventionSM

The CPI *Crisis Development Model*SM




Crisis Development/ Behavior Levels	Staff Attitudes/ Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Acting-Out Person	3. <i>Nonviolent Physical Crisis InterventorSM</i>
4. Tension Reduction	4. Therapeutic Rapport

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Primary Objective


To provide staff with practical knowledge to handle the small percentage of cases where, as a last resort, physical intervention is necessary.

To reinforce critical elements of *Nonviolent Physical Crisis Intervention*SM.

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Meeting the Primary Objectives


- To demonstrate and practice Classroom Models for physical intervention.
- To review necessary elements for using *Nonviolent Physical Crisis Intervention*SM.
- To understand steps that will reduce the risk of restraint if such actions are dictated by the situation.
- To understand key elements of team interventions.

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Poll Question 1


Which statement(s) is true for Instructors in Unit VIII: *Nonviolent Physical Crisis Intervention*SM?

- You may teach only Units I–VII and X.
- You may teach only *Nonviolent Physical Crisis Intervention*SM.
- Deliver lecture, demonstrate, and practice Classroom Models.

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Facilitating *Nonviolent Physical Crisis Intervention*SM

- Emphasize that *Nonviolent Physical Crisis Intervention*SM is used as a last resort.
- Highlight *your* organization's policy for using physical interventions.
- Focus on the reason we use *Nonviolent Physical Crisis Intervention*SM or any type of restraint.
- Prior to demonstrating *Nonviolent Physical Crisis Intervention*SM, review the Due Care guidelines with your group.

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Facilitating *Nonviolent Physical Crisis Intervention*SM

- Introduce basic principles and techniques using Classroom Models.
- Build confidence in the learners.
- Look for opportunities to focus on the success of the learner.
- Professionalism starts with *you!*

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Professional Facilitation

- Review Due Care guidelines, jewelry, etc.
- Talk about principles.
- "Demonstrate, Participate, Explain" for the Classroom Models.
- Establish begin and end cues.

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Professional Facilitation

- Ask for volunteers, thank them, rotate.
- Plan for space, safety.
- Lines, groups, or other.
- Positioning and visibility.

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CPI Punch Block




The screenshots presented are from the DVD *Nonviolent Physical Crisis Intervention™ II*

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CPI Pull Through




The screenshots presented are from the DVD *Nonviolent Physical Crisis Intervention™ II*

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Poll Question 2

Check the statements that are true for the CPI *Children's Control Position*SM.


- Used with children or someone smaller than the staff member.
- Acceptable to use as a punishment.
- Does not need to be taught in every training.

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CPI *Children's Control Position*SM




The screenshots presented are from the DVD *Nonviolent Physical Crisis Intervention II*


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CPI *Team Control Position*SM

- Learners should experience the CPI *Team Control Position*SM as a Classroom Model and without any resistance from the acting-out person.
- After** the learner has experienced the CPI *Team Control Position*SM without resistance, the Certified Instructor should gradually introduce resistance by the acting-out person.
- Control Dynamics and gradual resistance by the acting-out person should occur simultaneously.

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CPI Team Control PositionSM




Control Dynamics:
1. Reduce upper body strength by controlling arms as weapons


Control Dynamics:
2. Reduce lower body strength by controlling back incline

Control Dynamics:
3. Reduce mobility through close body contact


The screenshots presented are from the DVD *Nonviolent Physical Crisis Intervention II*

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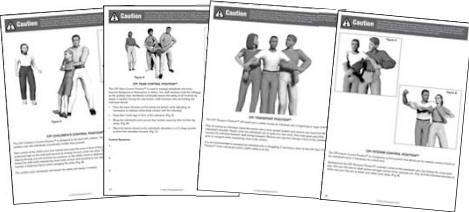
The CPI Transport PositionSM and the CPI Interim Control PositionSM




The screenshots presented are from the DVD *Nonviolent Physical Crisis Intervention II*

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Classroom Models From the *Nonviolent Crisis Intervention*[®] Participant Workbook



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Poll Question 3


Check which statements are true about Unit VIII.

- All Control Dynamics must be used to control an acting-out person.
- The CPI *Children's Control Position*™ and the CPI *Team Control Position*™ prevent the person from moving.

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Risks of Restraints

High-Risk Positions for Restraint-Related Positional Asphyxia



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Risks of Restraints

Psychological

- Traumatic
- Behavioral
- Relational

Physical

- Soft tissue injury
- Structural
- Neurological
- Death

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Team Intervention

Team Versus Solo


- Safety
- Professionalism
- Litigation

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Team Intervention

Who's the Team Leader?


- First on the scene.
- Competence and confidence.
- Rapport with the acting-out person.

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Team Intervention

Duties of the Team Leader


- Assess the situation.
- Plan the intervention.
- Direct team members.
- Communicate.

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Team Intervention


Auxiliary Team Members


- Check
- Address
- Recognize
- Engage

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Unit Discussion

- Consult with CPI.
- Review and practice regularly.
- Application, utility, Training Process.
- “Train and hope” — does not work
(Fixsen, et al., 2005)




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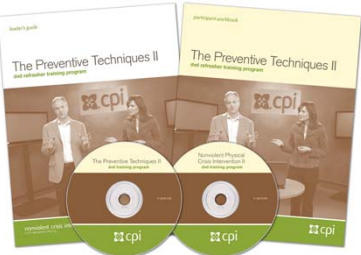
Transitions

Transitions help link chunks of content.


- ❑ **Between Units VII and VIII:**
If an acting-out-person becomes an imminent danger to self or others, only as a last resort, we may need to use *Nonviolent Physical Crisis Intervention™*.
- ❑ **Within the Unit:**
Learning *Nonviolent Physical Crisis Intervention™* will also help us keep ourselves and service users safe. Please join me by forming two lines in the back of the room.

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Ideas for Your Refreshers




The image shows two manuals titled "The Preventive Techniques II" and two corresponding CDs. The manuals are for "and verbal de-escalation training program" and "and physical de-escalation program". The CDs are labeled "The Preventive Techniques II and verbal de-escalation" and "Nonviolent Physical Crisis Intervention II and physical de-escalation".

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Ideas for Your Refreshers


- Must use *Nonviolent Crisis Intervention*[®] resource with post-test.
- Review all nonverbal and verbal strategies before reviewing *Personal Safety Techniques*SM and *Nonviolent Physical Crisis Intervention*SM.
- Consider using competency testing cards.
- Problem-solve questions; apply principles to "What ifs."

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Reinforcing Adult Learning

CPI's *Nonviolent Physical Crisis Intervention*SM and Team Intervention

- Learners are motivated by the realities of their jobs to personalize and apply the information.
- Activities promote experiential learning and development of knowledge, skills, and attitudes.
- Promotes thinking at work and allows for the generalization of learning to real situations.
- Adult learners are more problem-solving-oriented than content-oriented. Explore CPI's *Nonviolent Physical Crisis Intervention*SM in the context of **your** organization.


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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 please feel free to call Instructor Services at **877.877.5390**.

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Thank You!



AlGene P. Caraulia
Executive Director of
Operations

The next webinar in this **eRefresher Series** will be:

Date: July 8, 2011
Time: 10:00 a.m. CT
Topic: Situational Role-Plays

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