Training Content Outline

Program Summary and Philosophy

The *Nonviolent Crisis Intervention®* training program, developed by CPI, is embraced worldwide as a highly effective behavior management system for organizations committed to providing quality care and services in a respectful, safe environment.

Nonviolent Crisis Intervention® training offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best possible *Care, Welfare, Safety, and Security*SM for staff and those they are responsible for—even during crisis situations.

The strategies taught in the *Nonviolent Crisis Intervention®* training program provide staff with an effective framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive behavior. Furthermore, the philosophy of *Care, Welfare, Safety, and Security*SM expands throughout the continuum of interventions necessary when working toward the reduction or elimination of restraint. The program realistically addresses the serious issue of physical intervention through careful assessment of risks and an evaluation of what may be considered "last resort." The principles and dynamics taught in CPI's physical interventions (disengagement skills and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to dangerous situations. CPI Postvention strategies assist staff teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

CPI has learned what is crucial to incorporate into an ongoing *Nonviolent Crisis Intervention®* Training Process through the unparalleled follow-up support and services provided to organizations that have incorporated the training over the past 35 years. The *Nonviolent Crisis Intervention®* Training Process is best implemented through CPI's Instructor Certification Program, which allows for necessary tailoring and application of program content to evolving organizational realities, while maintaining the integrity of the program with the highest quality standards and services. Instructor certification, coupled with membership in the CPI Instructor Association, offers organizations a link to ongoing professional consultation, resources, and examples of best practices. CPI is dedicated to sharing exemplary practice throughout the world and provides immeasurable value to organizations striving for excellence in sustaining safe and respectful environments.

Facilitation Methods

The *Nonviolent Crisis Intervention®* training program is a highly interactive, reality-based training program combining visual, auditory, and experiential training methods to accommodate various adult learning styles. Program concepts and facilitation approaches have been designed to reinforce understanding and learning retention. Extensive demonstrations, application activities, simulations, practice, peer teaching activities, competency-based testing of physical intervention skills, and a written examination ensure that participants learn and understand program concepts.

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Day 1 - Training Content Outline does not include a one hour lunch break per day.		
Training Component	**Learning Intent and Objectives**	**Time Needed and Facilitation Methods**
Introduction and Pre-Test	Establishes the scope of the program while organizing the experiences of staff during moments of crisis. Professional and personal values of staff are linked to the purpose of the program, its concepts, and the approaches that will be taught.	45 minutes • Independent reflection and group discussion.
Unit 1: The CPI *Crisis Development Model*ᔆᴹ	Provides a foundational model of *Nonviolent Crisis Intervention®* training to organize staff thinking about how crisis situations evolve. Introduces the concept of an Integrated Experience to illustrate the significance of staff responses to various behavior. *Participants will:* • Learn four distinct behavior levels of a crisis situation. • Organize examples, relevant to their experiences, into behavior level categories. • Learn staff approaches most effective in responding at each behavior level to prevent further escalation. • Recognize implications of responses by understanding the Integrated Experience concept.	45 minutes • Lecture outlining terms and concepts in visual representation of the model to establish language. Discussion illustrating examples relevant to learner experiences.
Unit 2: Nonverbal Communication	Raises awareness of nonverbal communication and how it may positively or negatively impact an individual's behavior. *Participants will:* • Experience how body position, posture, touch, and proximity impact perception and comfort. • Learn the significance of position, proximity, and posture as aspects of staff nonverbal communication that can reduce the anxiety and behavioral escalation of a person in crisis and improve the safety of staff members. • Develop an awareness of nonverbal behaviors that can cue staff for effective interventions.	45 minutes • Experiential activity demonstrating concepts. • Lecture/discussion incorporating graphic illustration of concepts.
Unit 3: Paraverbal Communication	Examines the significance of how messages are conveyed by considering the vocal part of speech. Demonstrates *how* you say what you say can influence the receiver's perception of the message. *Participants will:* • Develop a distinct awareness of how staff convey a verbal message is as important as the words used. • Learn the components of speech that can affect how a verbal statement is interpreted. • Experience delivering verbal messages in ways that can be beneficial or problematic in defusing a crisis.	15 minutes • Experiential activity. • Lecture and discussion.

nonviolent crisis intervention

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Unit 4: Verbal Communication	Examines common verbal behaviors within the second level of the CPI *Crisis Development Model*^{SM}. Highlights verbal intervention and Empathic Listening approaches that can help de-escalate a situation and decelerate an individual's behavior. *Participants will:* • Experience the feeling of conveying various Defensive behaviors as examples of verbal escalation. • Experience responding to various types of Defensive behavior as someone escalates verbally. • Practice, list, and discuss effective staff responses to decelerate and defuse verbal behavior escalation. • Learn and practice limit-setting strategies as an intervention approach. • Explore components of Empathic Listening that can defuse behavior and offer learning opportunities to prevent future problems.	90 minutes • Experiential and practice activities. • Lecture and discussion organizing learner experiences through a graphic representation of mental model.
Unit 5: Precipitating Factors, Rational Detachment, Integrated Experience	Examines antecedents that may influence behaviors while exploring how the attitudes and actions of staff may influence the person in crisis. *Participants will:* • Consider internal and external factors that can influence an individual's behavior. • Discuss how behaviors can negatively impact staff responses and considerations for maintaining professionalism in difficult encounters. • Explore the Integrated Experience, which reflects on the reciprocal influence of behaviors, illustrating the significance of staff reactions or responses to behaviors demonstrated in defusing crisis situations.	30 minutes • Exploratory activity and discussion.
Unit 6: Staff Fear and Anxiety	Explores realities of staff fear and anxiety and what contributes to productive responses of staff during crisis situations. *Participants will:* • Increase awareness of the differences between fear and anxiety and what contributes to each. • Identify unproductive and productive reactions or responses to fear and anxiety. • Learn how fear and anxiety can stimulate positive and productive responses during crisis situations.	15 minutes • Experiential activity, lecture, and discussion.

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Unit 7: Decision Making	Organizes thinking regarding the risks associated with different behaviors, encouraging critical analysis and rational reasoning in response decisions. *Participants will*: • Categorize risk behaviors, considering likelihood and severity of potential outcomes. • Utilize the Decision-Making Matrix as a mental model for situational or behavioral risk assessment. • Consider professional and legal/regulatory issues impacting staff practices and decision making. • Consider themes specific to reasonable, proportionate, and least-restrictive interventions in conveying reasoning for responses to various risk behaviors.	30 minutes • Exploratory activity. • Graphic representation of mental model. • Lecture and group discussion.
Unit 8 – Physical Interventions – Disengagement Skills	Introduces principle-based skills for responding to various levels of physical risk behavior. *Participants will*: • Learn disengagement principles as nonharmful responses to risk behavior involving strikes or grabs. • Practice applying disengagement principles to examples demonstrated through classroom models. • Demonstrate an understanding of how disengagement principles, practiced through classroom models, can be generalized for application to other relevant workplace circumstances involving risk behavior. • Reflect on the application of principles and circumstances with a framework to consider how skills practiced are safe, effective, acceptable, and transferable. • Examine a *RESPONSE Continuum*[SM] to consider important communication elements that are critical when responding to risk behavior.	75 minutes • Lecture, demonstration, practice, and proficiency drills. • Review through graphic representations of classroom models.

Day 2 – Training Content Outline does not include a one hour lunch break per day.		
Training Component	**Learning Intent and Objectives**	**Time Needed and Facilitation Methods**
Review	Reviews information and skills presented in Units 1–8. *Participants will:* • Review and practice prevention and intervention skills. • Reflect on and discuss learning from day one as it relates to workplace circumstances.	60 minutes • Interactive discussion and practice activities.
Unit 8 – Physical Interventions – Disengagement Skills	Continued from Day 1.	75 minutes
Unit 9: Physical Interventions – Holding Skills	Examines the risks of restraint use. Expands upon learning from Unit 8 and explores progressive team responses to physical risk behaviors when a restrictive intervention is necessary for safety. Explores decision making to discontinue restraint use. *Participants will:* • Examine and discuss risks of restraint use. • Describe and demonstrate proper use of principles for holding an individual presenting physical risk behaviors. • Practice and rehearse using a progression of holding skills to manage aggressive behavior in least restrictive, safest manner. • Consider an *Opt-Out Sequence*SM as a decision-making tool to reduce risks. • Reflect on the application of principles and circumstances with a framework for considering how skills practiced are safe, effective, acceptable, and transferable. • Review *RESPONSE Continuum*SM and Decision-Making Matrix as they relate to responses to high-risk behaviors.	2 hours • Lecture, demonstration, skill practice, and proficiency drills. • Review through graphic representations of classroom models.

Day 2 – Training Content Outline does not include a one hour lunch break per day.		
Training Component	**Learning Intent and Objectives**	**Time Needed and Facilitation Methods**
Unit 10: Postvention	Provides a framework for a debriefing process aimed at establishing Therapeutic Rapport once an individual reaches Tension Reduction. Addresses emotions, antecedents, patterns, and behaviors associated with the crisis to prevent fueling another crisis. *Participants will:* • Learn an approach to facilitate learning and prevention planning after a crisis incident that includes staff involved and the individual who was in crisis. • Explore a framework to guide debriefing after a crisis for efficient and effective closure. • Learn approaches to prevent future crisis and improve staff interventions.	45 minutes • Interactive discussion guided by Instructor through a reflective framework and lecture.
Post-Test Assessment Activity **Course Evaluations** **Concluding Comments and Closure**	Assesses learning outcomes and gathers feedback via course evaluations. *Participants will:* • Demonstrate their understanding of key program concepts and principles by completing a written post-test. • Review and solidify core content and principles through written responses and group review of post-test answers to complete program. • Receive formal recognition of program completion.	30 minutes • Written assessment and discussion.

Instructor Certification Program Components

The 26-hour Instructor Certification Program includes:

1. Participation in the 14-hour *Nonviolent Crisis Intervention®* Foundation Course, Units 1–10.

2. Participation in 12 hours of training that includes:
   • Instructor certification information
   • Facilitation methods
   • Physical skills testing
   • Instructor exam

Training components below are taught immediately following and in addition to the 14-hour *Nonviolent Crisis Intervention®* training program content.

Day 3		
Training Component	**Objectives**	**Training Time and Methods**
Introduction to CPI Instructor Association	Orients participants to CPI Instructor benefits and policies. *Participants will:* • Identify Instructor Association's mission, terminology, and membership benefits and support. • Discuss the role of a Certified Instructor.	30 minutes • Interactive small-group activity and discussions prompted by video.
Instructional Goals	Develops awareness and understanding of effective methods for teaching the adult learner. *Participants will:* • Determine best practice for organizing training materials and maintaining program continuity and consistency. • Identify elements of an effective training environment. • Discuss group facilitation techniques to best engage staff and enhance learning.	40 minutes • Instructor-led discussion and exploratory activity.
Instructor Guide Overview	Reviews organization of Instructor Guide for efficient and effective facilitation. Considers customization of training, important transitions, and connectivity of units.	15 minutes • Instructor-led discussion.
Facilitation Practice	Introduces facilitation strategies. *Participants will:* • Learn facilitation dynamics for declarative and procedural knowledge. • Practice specific facilitation formulas.	60 minutes • Instructor-led discussion and small-group experiential activity.

Day 3		
Training Component	**Objectives**	**Training Time and Methods**
Program Quality Standards	Identifies benefits of membership in the CPI Instructor Association. Explores roles and responsibilities of the Certified Instructor. *Participants will:* • 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.	35 minutes • Video presentation, interactive group activity, facilitated lecture.
Facilitation Dynamics	Develops awareness and understanding of effective methods for teaching the adult learner. *Participants will:* • Discuss strategies for creating an effective training environment. • Explore how to handle difficult questions. • Learn how to manage challenging or disruptive participants.	40 minutes • Instructor-led discussion and exploratory activities.
Physical Intervention Teaching Practice – Disengagement Skills	Assesses proficiency in teaching Physical Interventions – Disengagement Skills. *Participants will:* • 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.	2 hours • Lecture, discussion, demonstration, practice, and peer teaching.

Day 4		
Training Component	**Objectives**	**Training Time and Methods**
Instructor Training Practicum	Applies facilitation strategies to assigned content area. *Participants will:* • Demonstrate relevant facilitation techniques. • Practice customizing assigned content to work setting, using instructional guidance.	2 hours and 30 minutes • Peer teaching and feedback.

Testing: Physical Interventions – Holding Skills	Assesses Instructor candidates' proficiency in teaching concepts and strategies of CPI's Physical Interventions – Disengagement Skills and Holding Skills.
	
	Participants will:
	• Review key principles and techniques.
	   – Apply knowledge of key principles when answering questions about holding skills.
	   – Review key principles.
	   – Review SEAT framework.
	   – Review *Opt-Out Sequence*SM.
	• Demonstrate proficiency teaching holding skills.
		2 hours
		• Lecture/ discussion, demonstration/practice, and peer teaching.

Final Written Examination	Assesses comprehensive understanding of all program content. *Participants will:* • Describe the relevance of implementing training as a process relative to program content and skills. • Provide evidence of their commitment to the program philosophy of *Care, Welfare, Safety, and Security*SM.	60–90 minutes • Test administration and participant evaluations.
Recognition of Certification	Formally recognizes successful completion of all participants who have earned certification privileges.	15 minutes • Closing remarks and presentation of certification.

Training Materials

Participant Workbook: Each training participant receives a *Nonviolent Crisis Intervention*® Participant Workbook to help 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 the Instructor Certification Program receive a comprehensive *Nonviolent Crisis Intervention*® 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 the Instructor Certification Program receive an Instructor Kit. This kit includes resource materials necessary to teach their first *Nonviolent Crisis Intervention*® training program.

Options for Training Implementation

Instructor Certification Program Facilitated by CPI	Content Included	Advantages
Nonviolent Crisis Intervention® **Instructor Certification Program** (26 hours)	Units 1–10 *Nonviolent Crisis Intervention*® Foundation Course. Program facilitation and skills practice to prepare for teaching course.	• Provides the opportunity to train all staff in *Nonviolent Crisis Intervention*® course content, including various refresher training options, through the certification of Instructors designated at the organization. • Offers information and resources for implementation of the *Nonviolent Crisis Intervention*® Training Process to support long-term, ongoing solutions in crisis prevention. • Explores the ongoing support including documentation and resources available exclusively through the CPI Instructor Association.

Certified Instructor Training Options

Certified Instructors are authorized to teach all components of the comprehensive 14-hour *Nonviolent Crisis Intervention*® training program. Instructors have the flexibility to structure programs to meet varying staff training needs. The Instructor Guide and Training Content Outline offer reference points to consider in planning programs. The *Nonviolent Crisis Intervention*® Participant Workbook includes perforated pages that allow Certified Instructors the flexibility to meet specific staff training needs through different course delivery options outlined below.

	Time	Customization Considerations
Comprehensive *Nonviolent Crisis Intervention*® training program	12–14 hours	• Comprehensive programs may omit specific physical intervention skills and practice based on the needs of the organization and the staff.
Abridged *Nonviolent Crisis Intervention*® training program	6–12 hours	• Abridged programs (6–8 hours) focus on preventive and verbal intervention practice while eliminating physical intervention skills. • Abridged programs (8–12 hours) may expand on preventive and verbal intervention practice while limiting or eliminating physical intervention skills.
***Nonviolent Crisis Intervention*® refresher training programs** *Recalibrate and build upon prior learning acquired through a previous Nonviolent Crisis Intervention® training program.*	3–14 hours	• Refresher training includes review of *Nonviolent Crisis Intervention*® core models and practice of any physical intervention skills previously taught. If adding skills not previously taught, refresher training is extended.

Please note:
• Any pages depicting physical intervention skill(s) omitted from the training program should be removed from the *Nonviolent Crisis Intervention*® Participant Workbook.
• Timing will vary based on organizational and learner-specific needs. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills impacting learning while improving performance.
• Policy/procedure and learner-specific needs should be determinants of if or how the program is abridged.