



nonviolent crisis intervention®

# Enhanced – Because We Have More to Share

CPI's *Nonviolent Crisis Intervention*® core content—proven to be effective since 1980—now incorporates additional information and skills to expand staff capabilities.

CPI has committed to learning from Certified Instructors who teach the *Nonviolent Crisis Intervention*® program to other staff, through unparalleled support and consultation services. Feedback loops, collaboration, and designated research efforts add to that learning.

Over the years, an extensive resource library, ancillary training materials, and advanced training programs for Instructors have been developed as optional references for Certified Instructors. Now, after a thorough program enhancement initiative, CPI has incorporated new components for knowledge and skill development into the core content of *Nonviolent Crisis Intervention*® training. New perspectives and learning models will increase the relevance of the program for an ever-evolving workforce. The enhancements include:

## ADDITIONAL LEARNING MODELS

Those familiar with *Nonviolent Crisis Intervention*® training understand the significance of learning models that connect staff experiences to program concepts. CPI has acquired new training content and organized it to help staff consider the various levels of risk behavior they encounter through:

- The **RESPONSE Continuum**<sup>SM</sup>, which focuses on staff approaches to support an individual in decelerating risk behaviors.
- A **Decision-Making Matrix** that informs staff risk analysis.
- An **Opt-Out Sequence**<sup>SM</sup> to encourage staff considerations about the duration of restrictive interventions.
- A **Physical Skills Evaluation Framework** to remind staff that any physical intervention occurrence will have unique variables to consider.

## EXPANDED PERSPECTIVES

Although the program content will be familiar, the enhancements offer different vantage points to consider, depending on learners' needs or level of experience with concepts.

## MORE PHYSICAL INTERVENTION OPTIONS

Disengagement principles have been added to develop staff capabilities for safe responses to risk behaviors. Skills for holding an individual exhibiting a range of risk behaviors increase options for matching the level of restrictiveness to the level of risk being presented.

## ENHANCED INSTRUCTOR CERTIFICATION

CPI's Instructor certification program is also enhanced and will add new flexibility to an organization's Training Process.

## ADDED CONTENT

Several new learning models and physical intervention options give you highly effective tools to better guide your day-to-day decision making.

# Nonviolent Crisis Intervention®

## TRAINING CONTENT ENHANCEMENTS

(Effective July 2015)

### UNIT 1: THE CPI CRISIS DEVELOPMENT MODEL<sup>SM</sup>

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.

**What's enhanced?** Exploration of the familiar *Crisis Development Model*<sup>SM</sup> considers risk behavior that may be presented, and previews a range of severity and decision-making considerations addressed in Unit 7.

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### UNIT 2: NONVERBAL COMMUNICATION

Raises awareness of nonverbal communication and how it may positively or negatively impact an individual's behavior.

**What's enhanced?** Expands upon *kinesic behavior* and what is communicated through *haptics*, or touch. The potential implication of staff position, posture, and proximity add dimension to the *Supportive Stance*<sup>SM</sup> classroom model.

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### 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.

**What's enhanced?** The significance of paraverbal communication components are established and linked to verbal communication in staff interventions.

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### UNIT 4: VERBAL COMMUNICATION

Examines common verbal behaviors within the second level of the CPI *Crisis Development Model*<sup>SM</sup>. Highlights verbal intervention and Empathic Listening approaches that can help de-escalate a situation and decelerate an individual's behavior.

**What's enhanced?** A *Verbal Escalation Continuum*<sup>SM</sup> activity incorporates feedback loops to illustrate team inter-dependence. Additional limit-setting information, skills, and practice are also presented. Unit name changes from Verbal Intervention.

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### 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.

**What's enhanced?** Enhanced connectivity among the three concepts taught within this unit magnifies the significance of the Integrated Experience.

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### UNIT 6: STAFF FEAR AND ANXIETY

Explores realities of staff fear and anxiety and what contributes to productive responses of staff during crisis situations.

**What's enhanced?** Staff fear and anxiety links back to the Integrated Experience and bridges ahead to Unit 7 discussions.

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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.

**What's enhanced?** Exploration of professional standards and legal themes offer a prelude to a Decision-Making Matrix that helps staff consider the likelihood and potential outcomes of various levels of risk behavior.

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## UNIT 8: PHYSICAL INTERVENTIONS – DISENGAGEMENT SKILLS

Introduces principle-based skills for responding to various levels of physical risk behavior.

**What's enhanced?** The *RESPONSE Continuum*<sup>SM</sup> is introduced and frames how nonverbal and verbal staff approaches can be considered before, during, and after a crisis situation involving risk behavior. Key Principles of Disengagement are introduced to support objectives for personal safety when risk behavior involves strikes or grabs. An evaluation framework introduces a reflection tool applicable to any physical intervention. The *Opt-Out Sequence*<sup>SM</sup> is also examined as a mean to enable staff to limit risks and achieve physical disengagement as soon as possible.

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## 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.

**What's enhanced?** An additional activity helps learners link the Unit 2 concept of haptics to physical interventions. Team intervention and the role of a team leader bridge back to decision making. The key principles for physical intervention and the Decision-Making Matrix are reviewed before introducing holding skills. The Principles of Holding are applied to a wider range of physical interventions, including seated and alternative options for low-, medium-, and high-level restriction in a standing position. CPI's *Team Control Position*<sup>SM</sup> and *Children's Control Position*<sup>SM</sup> are taught and practiced as high-level restrictions. A model to consider the discontinuation of a physical intervention and a discussion of the risks of restraints is added.

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## 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.

**What's enhanced?** New learning from the enhanced components are incorporated into staff exploration of skills needed for effective Therapeutic Rapport.

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