

# Nonviolent Crisis Intervention® With Intermediate Physical Skills, 3<sup>rd</sup> Edition

## COURSE OUTLINE

### Program Summary and Philosophy

CPI's *Nonviolent Crisis Intervention*® With Intermediate Physical Skills 3rd Edition Instructor Certification Program models the course that the Certified Instructor will be teaching back at your organization and provides Instructor Training for participants to gain knowledge and practice related to teaching the course and integrating it within your organization.

The *Nonviolent Crisis Intervention*® 3rd Edition course provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behavior. The program introduces how to apply knowledge of brain and behavior to understand distress behavior and the reasons for distress. Participants will look at analyzing the risk of behavior and identifying strategies to mitigate the risk. They'll practice strategies to identify escalating behaviors in others as well as use effective approaches to intervene during different crisis levels. Participants will gain a broad range of tools to help them manage their own emotional responses and implicit bias in stressful situations.

There is a focus on staff using the philosophy of *Care, Welfare, Safety, and Security*<sup>SM</sup> and using trauma-informed and person-centered approaches in their interactions with the people in their care. This expands throughout the continuum of interventions necessary when working toward the reduction or elimination of restraint. The program realistically addresses the serious issue of restrictive intervention through careful assessment of risks and an evaluation of what is the last-resort, reasonable, proportionate, and least restrictive intervention. The principles and techniques taught in CPI's safety interventions (disengagement skills and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to crisis situations. CPI post-crisis strategies assist staff to support individuals and collaborate to identify plans as well as help staff teams recognize opportunities to learn prevention strategies in the aftermath of a crisis.

The Intermediate Physical Skills content gives Certified Instructors a deeper understanding of how and why principle-based skills are foundational to safe and effective Safety Interventions. Through extensive practice, Certified Instructors will grow their competence and confidence in both responding to Risk Behavior and in training their staff to safely and capably intervene. This program introduces several Safety Interventions that are additional to the *Nonviolent Crisis Intervention*® skills and reinforces the concept of last-resort, least restrictive interventions in every situation. Participants can expand their skills through critical-thinking practice, including problem-solving common complex risk behavior situations and practicing a team response.

The blended program is comprised of two parts. Part one is an online course, *Nonviolent Crisis Intervention*® training, which provides the core program content. Part two has four classroom days that focus on application of *Nonviolent Crisis Intervention*® With Intermediate Physical Skills content and Instructor Training.

The classroom program has five classroom days that provide the core *Nonviolent Crisis Intervention*® With Intermediate Physical Skills content, application of content, and Instructor Training.

Crisis Prevention Institute trains and certifies designated people from your organization. After they have been trained by a CPI Global Professional Instructor and successfully passed all components, including the instructor exam, they are qualified to teach at your organization using the approved CPI training materials.

## Facilitation Methods

The online portion of the course presents the content through narration, video, and interactive activities. The content learned in the online portion of the course will be practiced in the classroom.

The classroom portion of the course includes use of an Electronic Presentation with activities that will aid participants in the implementation of the *Nonviolent Crisis Intervention® With Intermediate Physical Skills* training. Extensive application, case studies, examples, competency-based testing, and an exam ensure that participants gain knowledge and are able to demonstrate skills introduced in the program. Participants will also complete teach backs of the content.

## Program Objectives

- Use the philosophy of *Care, Welfare, Safety, and Security*<sup>SM</sup> and a person-centered and trauma-informed approach when responding to a person in distress.
- Interpret distress behaviors and address the cause of the behavior to de-escalate the situation.
- Assess risk of behavior using the *Decision-Making Matrix*<sup>SM</sup> and identify preventive strategies to mitigate risk.
- Identify and respond appropriately to various levels of crisis behaviors.
- Manage your own emotional responses to distress behavior.
- Use your communication skills to be supportive and strengthen your interventions to de-escalate potential conflict situations.
- Use directive strategies when verbally intervening to de-escalate defensive behaviors.
- Use the *Decision-Making Matrix*<sup>SM</sup> in the moment of Risk Behavior to determine Safety Interventions that represent a reasonable, proportionate, least restrictive, and last-resort course of action.
- Use safety intervention strategies to maximize safety and minimize harm in situations where behavior presents an imminent or immediate risk of harm to self or others.
- Apply a process for support and learning at the end of a crisis situation.
- Explain how you will consider the Physical Skills Review Framework and key legal and professional considerations when using non-restrictive disengagements and restrictive interventions.
- Describe and demonstrate proper use of non-restrictive disengagements and restrictive interventions for an individual presenting risk behavior.
- Explain why a classroom model is used to learn how to intervene when responding to Risk Behaviors and how to use classroom models to teach principle-based skills.
- Apply key biomechanical benefits to ensure accuracy and effectiveness when applying safety interventions.
- Apply and facilitate proper use of disengagement and physical holding interventions (additional to those learned in NCI<sup>TM</sup>) for an individual presenting risk behavior.
- Apply and facilitate skills learned in the program through scenarios simulating “real-world” situations.

# CPI Instructor Certification Program Components - BLENDED DELIVERY

## Program Hours – Blended delivery

The 25-hour CPI Instructor Certification Program includes:

**PART 1:** Completion of 2 hours of *Nonviolent Crisis Intervention*® 3rd Edition online training.

**PART 2:** Participation in 23 hours of *Nonviolent Crisis Intervention*® With Intermediate Physical Skills 3rd Edition classroom activities and Certified Instructor classroom training that includes: Preparing to teach the adult learner, comprehensive Instructor training practicum, managing the Certified Instructor role.

NOTE: A certificate of completion with CPI's continuing education information will be awarded upon full participation in and completion of program components and successful passing exam score (80%).

## Part 1: Online Course

<i>Nonviolent Crisis Intervention</i> ® Training, 3rd Edition	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
<b>Introduction</b>	State the learning expectations and guidelines for the training. Explore the philosophy of the training.
<b>Module 1: Understanding Behavior and Its Risk</b>	Interpret the brain's response to threat as one of the causes of distress behavior. Explain how to identify the level of risk of the behavior and identify preventive strategies to mitigate risk.
<b>Module 2: The CPI Crisis Development Model<sup>SM</sup></b>	Identify behavior using the <i>CPI Crisis Development Model</i> <sup>SM</sup> . Identify staff approaches effective in responding at each behavior level to prevent further escalation.
<b>Module 3: Integrated Experience</b>	Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.
<b>Module 4: Supportive Communication Skills</b>	Describe communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.
<b>Module 5: Responding to Defensive Behaviors</b>	Identify stages of defensive behavior using the <i>Verbal Escalation Continuum</i> <sup>SM</sup> . Identify intervention strategies that are most effective at each stage.
<b>Module 6: Safety Interventions</b>	In the moment of Risk Behavior, explain how to choose Safety Interventions that are a last resort, reasonable, and proportionate. Identify non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.
<b>Module 7: Post-Crisis</b>	Describe a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. List coping strategies to build your resilience.
<b>Conclusion and Assessment</b>	Summarize the training. Complete an online quiz and survey prior to classroom training.
<b>TOTAL TIME: 2 Hours</b>	

## DAY 1 Part 2: Classroom Days

Nonviolent Crisis Intervention® Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introduction</b>	State the learning expectations and guidelines for the training. Connect the philosophy of the training to the participants' values and relate the training to their experiences in the workplace.	<b>30 minutes</b>
<b>Module 1: Understanding Behavior and Its Risk</b>	Interpret the brain's response to threat as one of the causes of distress behavior. Identify the level of risk of the behavior and identify preventive strategies to mitigate risk.	<b>20 minutes</b>
<b>Module 2: The CPI Crisis Development Model<sup>SM</sup></b>	Identify behavior using the CPI <i>Crisis Development Model</i> <sup>SM</sup> . Apply staff approaches effective in responding at each behavior level to prevent further escalation.	<b>20 minutes</b>
<b>Module 3: Integrated Experience</b>	Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.	<b>20 minutes</b>
<b>Module 4: Supportive Communication Skills</b>	Practice communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.	<b>25 minutes</b>
<b>Module 5: Responding to Defensive Behaviors</b>	Identify stages of defensive behavior using the <i>Verbal Escalation Continuum</i> <sup>SM</sup> . Use the appropriate intervention strategies that are most effective at each stage.	<b>50 minutes</b>
<b>Module 6: Safety Interventions</b>	In the moment of Risk Behavior, choose Safety Interventions that are a last resort, reasonable, and proportionate. Identify and apply non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.	<b>25 minutes</b>
<b>Module 7: Post-Crisis</b>	Apply a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. Explore the formal documentation process when a non-restrictive disengagement or a restrictive intervention was used.	<b>30 minutes</b>
<b>Safety Interventions: Disengagement Skills</b>	<p>Explain Safety Intervention Considerations, Defendable Decision-Making, Safe and Cooperative Practice, and Principle-Based methodology in relation to using disengagements.</p> <p>Demonstrate use of CPI disengagement principles for Risk Behavior and use the Physical Skills Review Framework to convey reasoning for the intervention used as a response to risk presented.</p> <p>Use critical thinking that incorporates Dynamic Practice to respond to movement and energy.</p> <p>Problem solve utilizing the Physical Skills Review Framework and realistic application scenarios.</p>	<b>90 minutes</b>

Nonviolent Crisis Intervention® Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Safety Interventions: Holding Skills</b>	<p>Explain Safety Intervention Considerations, Considerations with Touch, Defendable Decision-Making, Safe and Cooperative Practice, and Principle-Based methodology in relation to using holding skills.</p> <p>Describe how to consider the Risks of Restraints and the <i>Opt-Out Sequence</i><sup>SM</sup> when using the CPI holding principles.</p> <p>Demonstrate use of CPI holding principles for risk behavior and use the Physical Skills Review Framework to convey reasoning for the intervention used as a response to risk presented.</p> <p>Use critical thinking that incorporates Dynamic Practice to respond to movement and energy.</p> <p>Problem solve utilizing the Physical Skills Review Framework and realistic application scenarios.</p>	<b>65 minutes</b>
<b>Conclusion and Assessment</b>	Reflect on new learning and complete an action plan.	<b>15 minutes</b>
<b>TOTAL TIME:</b>		<b>6.5 Hours</b>

## DAY 2 Part 2: Classroom Days

Nonviolent Crisis Intervention® Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introduction to Instructor Training</b>	<p>Orients participants to becoming CPI Certified Instructors and to the training materials.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>Describe the role of a Certified Instructor.</li> <li>Explain the requirements for a successful instructor certification.</li> <li>Determine best practice for organizing training materials and maintaining program continuity and consistency.</li> </ul>	<b>25 minutes</b>
<b>Teaching Content</b>	<p>Develops awareness and understanding of effective methods for teaching the content.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>Explain the layout of the content in each module and the teaching sequence.</li> <li>Describe effective facilitation strategies such as the use of effective examples, responding to participants, and facilitating discussion questions.</li> <li>Practice applying facilitation strategies using sample content.</li> </ul>	<b>70 minutes</b>
<b>Facilitating Activities</b>	<p>Develops awareness and understanding of effective methods for facilitating activities.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>Explain the benefits of using activities and the types of activities in the program.</li> <li>Describe strategies for effective facilitation of activities.</li> <li>Practice applying facilitation strategies using a sample activity.</li> </ul>	<b>50 minutes</b>
<b>Adapting Your Training</b>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>Identify how to customize the program to meet their learners' needs.</li> <li>Explain considerations to identify their staff training needs and individual needs.</li> <li>Explain considerations for preparation and adaptation to meet these learner needs.</li> <li>Practice adapting training using sample content.</li> </ul>	<b>10 minutes</b>
<b>Training Practice/ Practicum Assignment</b>	<p>Participants apply the knowledge and skills gained by teaching content and facilitating activities from a sample module.</p>	<b>175 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

## DAY 3 Part 2: Classroom Days

Nonviolent Crisis Intervention® Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introductions and Program Reflections</b>	Participants review successful instructor certification requirements and reflect on the training practice from the day before.	<b>20 minutes</b>
<b>Program Quality Standards</b>	<p>Explores roles and responsibilities of the Certified Instructor, and benefits of CIPA membership.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the program quality standards and benefits associated with Certified Instructors.</li> <li>• List the components and requirements of the Certified Instructor Renewal Process.</li> <li>• Explain the importance of training as an ongoing process.</li> <li>• Demonstrate familiarity with the resources, processes, and procedures for initial and refresher training programs.</li> <li>• Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support.</li> </ul>	<b>20 minutes</b>
<b>Assessing Competency</b>	<p>Guides participants through the assessment of their learners' competence to award them a Blue Card®.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Describe the various strategies and tools they can use during and at the end of the training to assess their learners' competence.</li> <li>• Identify next steps when their learners are struggling or not able to demonstrate competence.</li> </ul>	<b>15 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Disengagement Skills</b>	<p>Assesses proficiency in teaching Safety Interventions – Disengagement Skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about disengagement skills.</li> <li>• Review Physicals Skills Review Framework.</li> <li>• Demonstrate ability to teach disengagement skills using CPI's Safety Intervention teaching framework.</li> <li>• Identify group facilitation techniques that can best engage staff and enhance learning.</li> </ul>	<b>125 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Holding Skills</b>	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about holding skills.</li> <li>• Review <i>Opt-Out Sequence</i><sup>SM</sup>, Physical Skills Review Framework, and Risk of Restraints.</li> <li>• Demonstrate proficiency teaching holding skills using CPI's Safety Intervention teaching framework.</li> </ul>	<b>120 minutes</b>
<b>Instructor Exam</b>	Participants will take the instructor exam as the final component of their certification.	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

## DAY 4 Part 2: Classroom Days

NCI™ With Intermediate Physical Skills Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Welcome and Introduction</b>	Orient participants to learning Intermediate Physical Skills.	<b>20 minutes</b>
<b>Classroom Models and Principle-Based Interventions</b>	<p>Organize thinking regarding the best ways to learn and develop realistic and usable Safety Intervention skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Define a classroom model and define principle-based skills.</li> <li>• Explain why principle-based skills increase confidence and competence in responding to a diverse set of risk behaviors.</li> <li>• Explain how the Safety Intervention Facilitation Steps develop principle-based skills.</li> <li>• Explain how principles from the classroom model can be applied to real-world situations.</li> <li>• Explain the risks of adapting disengagement classroom models and holding classroom models.</li> <li>• Recall the <i>Decision-Making Matrix</i><sup>SM</sup>, Physical Skills Review Framework, and <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Apply principles from the classroom model in a last-resort, reasonable, proportionate, and least restrictive manner when intervening in a realistic situation, with the help of the <i>Decision-Making Matrix</i><sup>SM</sup>, the Physical Skills Review Framework, and the <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Explain how to keep adaptations of the classroom model safe when applying principles to realistic situations.</li> </ul>	<b>30 minutes</b>
<b>Disengagement Principles</b>	<p>Deepen understanding of why disengagement principles work to create a release.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Define a biomechanical benefit.</li> <li>• Describe and demonstrate how to apply key biomechanical benefits or movement adjustments in the <i>Supportive Stance</i><sup>SM</sup>, Pull/Push, and Lever to ensure accurate and effective disengagements.</li> </ul>	<b>25 minutes</b>
<b>Disengagement Expansion</b>	<p>Develop competence and confidence in how to create a release when an individual is at the Risk Behavior Level.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Safely and appropriately apply disengagement principles to a variety of problem-solving situations.</li> <li>• Describe and demonstrate proper use of disengagement principles used in Lever: Neck (from behind).</li> <li>• Use the Safety Intervention Facilitation Steps to teach Lever: Neck (from behind).</li> <li>• Practice coaching participants in using principles from the classroom models.</li> </ul>	<b>65 minutes</b>

NCI™ With Intermediate Physical Skills Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Holding Principles</b>	<p>Deepen understanding of why holding principles work to safely and effectively manage the movement of an individual when holding.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Contrast “limiting the range of motion” with “stopping movement” in holding and explain why “limiting the range of motion” helps ensure safety.</li> <li>• Explain how the proper application of key biomechanical benefits and movement adjustments can help ensure a least restrictive approach.</li> <li>• Describe and demonstrate how to apply key biomechanics or movement adjustments in limiting the range of motion, managing upper and lower body movement, maintaining close body contact, and managing the mobilizing joints to ensure accurate, effective, and least restrictive holding interventions.</li> </ul>	<b>25 minutes</b>
<b>Holding Expansion</b>	<p>Develop competence and confidence in how to safely and effectively use holding skills to respond to Risk Behavior.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the risks associated with using <i>Team Control Position</i><sup>SM</sup> with individuals in your care.</li> <li>• Safely and appropriately apply holding principles to a variety of problem-solving situations.</li> <li>• Describe and demonstrate proper use of holding principles used in Additional Staff Seated: Shoulders, Additional Staff Standing: Shoulders, and <i>Team Control Position</i><sup>SM</sup>.</li> <li>• Use the Safety Intervention Facilitation Steps to teach Additional Staff Seated: Shoulders and Additional Staff Standing: Shoulders.</li> <li>• Practice coaching participants in using principles from the classroom models.</li> <li>• Use the Safety Intervention Facilitation Steps to teach <i>Team Control Position</i><sup>SM</sup>.</li> </ul>	<b>130 minutes</b>
<b>Scenarios</b>	<p>Practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Apply principles of disengagement to practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</li> <li>• Apply principles of holding to practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</li> <li>• Safely apply a multi-staff intervention to intervene in situations of Risk Behavior.</li> <li>• Recognize when not to use safety interventions because an individual’s behavior is remaining at the Defensive behavior level and not escalating to Risk Behavior.</li> <li>• Recognize the potential warning signs associated with the risks of restraint.</li> <li>• Take immediate action to respond appropriately to potential warning signs associated with the risks of restraint to maintain safety.</li> <li>• Facilitate one scenario practice session.</li> </ul>	<b>30 minutes</b>
<b>Reflections and Conclusion</b>	<p>Participants will reflect on their learning and take a survey self-assessing their confidence in using and training CPI skills.</p>	<b>5 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

# CPI Instructor Certification Program Components - CLASSROOM DELIVERY

## Program Hours – Classroom delivery

The 29.5 hour CPI Instructor Certification Program includes participation in *Nonviolent Crisis Intervention® With Intermediate Physical Skills 3rd Edition* classroom activities and Certified Instructor training that includes preparing to teach the adult learner, comprehensive Instructor training practicum, managing the Certified Instructor role.

NOTE: A certificate of completion with CPI's continuing education information will be awarded upon full participation in and completion of program components and successful passing exam score (80%).

### DAY 1

<i>Nonviolent Crisis Intervention® Training, 3rd Edition</i>		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introduction</b>	State the learning expectations and guidelines for the training. Connect the philosophy of the training to the participants' values and relate the training to their experiences in the workplace.	<b>30 minutes</b>
<b>Module 1: Understanding Behavior and Its Risk</b>	Interpret the brain's response to threat as one of the causes of distress behavior. Identify the level of risk of the behavior and identify preventive strategies to mitigate risk.	<b>40 minutes</b>
<b>Module 2: The CPI Crisis Development Model<sup>SM</sup></b>	Identify behavior using the <i>CPI Crisis Development Model<sup>SM</sup></i> . Apply staff approaches effective in responding at each behavior level to prevent further escalation.	<b>40 minutes</b>
<b>Module 3: Integrated Experience</b>	Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.	<b>40 minutes</b>
<b>Module 4: Supportive Communication Skills</b>	Practice communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.	<b>60 minutes</b>
<b>Module 5: Responding to Defensive Behaviors</b>	Identify stages of defensive behavior using the <i>Verbal Escalation Continuum<sup>SM</sup></i> . Use the appropriate intervention strategies that are most effective at each stage.	<b>65 minutes</b>
<b>Module 6: Safety Interventions</b>	In the moment of Risk Behavior, choose Safety Interventions that are a last resort, reasonable, and proportionate. Identify and apply non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.	<b>35 minutes</b>
<b>Module 7: Post-Crisis</b>	Apply a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. Explore the formal documentation process when a non-restrictive disengagement or a restrictive intervention was used.	<b>50 minutes</b>
<b>Conclusion</b>	Review classroom test, post-program pieces, wrap up, and set up for next day expectations.	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>6.5 Hours</b>

**DAY 2**

<b>Nonviolent Crisis Intervention® Training, 3rd Edition</b>		
<b>TRAINING COMPONENT</b>	<b>LEARNING INTENT AND OBJECTIVES</b>	<b>TIME NEEDED</b>
<b>Welcome Back</b>	Reflection on materials covered on Day one.	<b>30 minutes</b>
<b>Safety Interventions: Disengagement Skills</b>	<p>Explain Safety Intervention Considerations, Defendable Decision-Making, Safe and Cooperative Practice, and Principle-Based methodology in relation to using disengagements.</p> <p>Demonstrate use of CPI disengagement principles for Risk Behavior and use the Physical Skills Review Framework to convey reasoning for the intervention used as a response to risk presented.</p> <p>Use critical thinking that incorporates Dynamic Practice to respond to movement and energy.</p> <p>Problem solve utilizing the Physical Skills Review Framework and realistic application scenarios.</p>	<b>165 minutes</b>
<b>Safety Interventions: Holding Skills</b>	<p>Explain Safety Intervention Considerations, Considerations with Touch, Defendable Decision-Making, Safe &amp; Cooperative Practice, and Principle-Based methodology in relation to using holding skills.</p> <p>Describe how to consider the Risks of Restraints and the <i>Opt-Out Sequence</i><sup>SM</sup> when using the CPI holding principles.</p> <p>Demonstrate use of CPI holding principles for risk behavior and use the Physical Skills Review Framework to convey reasoning for the intervention used as a response to risk presented.</p> <p>Use critical thinking that incorporates Dynamic Practice to respond to movement and energy.</p> <p>Problem solve utilizing the Physical Skills Review Framework and realistic application scenarios.</p>	<b>165 minutes</b>
<b>Conclusion and Assessment</b>	Reflect on new learning and complete an action plan.	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>6.5 Hours</b>

**DAY 3**

<b>Nonviolent Crisis Intervention® Training, 3rd Edition</b>		
<b>TRAINING COMPONENT</b>	<b>LEARNING INTENT AND OBJECTIVES</b>	<b>TIME NEEDED</b>
<b>Introduction to Instructor Training</b>	<p>Orients participants to becoming CPI Certified Instructors and to the training materials.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Describe the role of a Certified Instructor.</li> <li>• Explain the requirements for a successful instructor certification.</li> <li>• Determine best practice for organizing training materials and maintaining program continuity and consistency.</li> </ul>	<b>25 minutes</b>
<b>Teaching Content</b>	<p>Develops awareness and understanding of effective methods for teaching the content.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the layout of the content in each module and the teaching sequence.</li> <li>• Describe effective facilitation strategies such as the use of effective examples, responding to participants, and facilitating discussion questions.</li> <li>• Practice applying facilitation strategies using sample content.</li> </ul>	<b>70 minutes</b>
<b>Facilitating Activities</b>	<p>Develops awareness and understanding of effective methods for facilitating activities.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the benefits of using activities and the types of activities in the program.</li> <li>• Describe strategies for effective facilitation of activities.</li> <li>• Practice applying facilitation strategies using a sample activity.</li> </ul>	<b>50 minutes</b>
<b>Adapting Your Training</b>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Identify how to customize the program to meet their learners' needs.</li> <li>• Explain considerations to identify their staff training needs and individual needs.</li> <li>• Explain considerations for preparation and adaptation to meet these learner needs.</li> <li>• Practice adapting training using sample content.</li> </ul>	<b>10 minutes</b>
<b>Training Practice/ Practicum Assignment</b>	<p>Participants apply the knowledge and skills gained by teaching content and facilitating activities from a sample module.</p>	<b>175 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

**DAY 4**

<b>Nonviolent Crisis Intervention® Training, 3rd Edition</b>		
<b>TRAINING COMPONENT</b>	<b>LEARNING INTENT AND OBJECTIVES</b>	<b>TIME NEEDED</b>
<b>Introductions and Program Reflections</b>	Participants review successful instructor certification requirements and reflect on the training practice from the day before.	<b>20 minutes</b>
<b>Program Quality Standards</b>	Explores roles and responsibilities of the Certified Instructor, and benefits of CIPA membership. <b>Participants will:</b> <ul style="list-style-type: none"> <li>• Explain the program quality standards and benefits associated with Certified Instructors.</li> <li>• List the components and requirements of the Certified Instructor Renewal Process.</li> <li>• Explain the importance of training as an ongoing process.</li> <li>• Demonstrate familiarity with the resources, processes, and procedures for initial and refresher training programs.</li> <li>• Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support.</li> </ul>	<b>20 minutes</b>
<b>Assessing Competency</b>	Guides participants through the assessment of their learners' competence to award them a Blue Card®. <b>Participants will:</b> <ul style="list-style-type: none"> <li>• Describe the various strategies and tools they can use during and at the end of the training to assess their learners' competence.</li> <li>• Identify next steps when their learners are struggling or not able to demonstrate competence.</li> </ul>	<b>15 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Disengagement Skills</b>	Assesses proficiency in teaching Safety Interventions – Disengagement Skills. <b>Participants will:</b> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about disengagement skills.</li> <li>• Review Physicals Skills Review Framework.</li> <li>• Demonstrate ability to teach disengagement skills using CPI's Safety Intervention teaching framework.</li> <li>• Identify group facilitation techniques that can best engage staff and enhance learning.</li> </ul>	<b>125 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Holding Skills</b>	Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills. <b>Participants will:</b> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about holding skills.</li> <li>• Review <i>Opt-Out Sequence</i>™, Physical Skills Review Framework, and Risk of Restraints.</li> <li>• Demonstrate proficiency teaching holding skills using CPI's Safety Intervention teaching framework.</li> </ul>	<b>120 minutes</b>
<b>Instructor Exam</b>	Participants will take the instructor exam as the final component of their certification.	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

**DAY 5**

NCI™ With Intermediate Physical Skills Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Welcome and Introduction</b>	Orient participants to learning Intermediate Physical Skills.	<b>20 minutes</b>
<b>Classroom Models and Principle-Based Interventions</b>	<p>Organize thinking regarding the best ways to learn and develop realistic and usable Safety Intervention skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Define a classroom model and define principle-based skills.</li> <li>• Explain why principle-based skills increase confidence and competence in responding to a diverse set of risk behaviors.</li> <li>• Explain how the Safety Intervention Facilitation Steps develop principle-based skills.</li> <li>• Explain how principles from the classroom model can be applied to real-world situations.</li> <li>• Explain the risks of adapting disengagement classroom models and holding classroom models.</li> <li>• Recall the <i>Decision-Making Matrix</i><sup>SM</sup>, Physical Skills Review Framework, and <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Apply principles from the classroom model in a last-resort, reasonable, proportionate, and least restrictive manner when intervening in a realistic situation, with the help of the <i>Decision-Making Matrix</i><sup>SM</sup>, the Physical Skills Review Framework, and the <i>Opt-Out Sequence</i><sup>SM</sup>.</li> <li>• Explain how to keep adaptations of the classroom model safe when applying principles to realistic situations.</li> </ul>	<b>30 minutes</b>
<b>Disengagement Principles</b>	<p>Deepen understanding of why disengagement principles work to create a release.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Define a biomechanical benefit.</li> <li>• Describe and demonstrate how to apply key biomechanical benefits or movement adjustments in the <i>Supportive Stance</i><sup>SM</sup>, Pull/Push, and Lever to ensure accurate and effective disengagements.</li> </ul>	<b>25 minutes</b>
<b>Disengagement Expansion</b>	<p>Develop competence and confidence in how to create a release when an individual is at the Risk Behavior Level.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Safely and appropriately apply disengagement principles to a variety of problem-solving situations.</li> <li>• Describe and demonstrate proper use of disengagement principles used in Lever: Neck (from behind).</li> <li>• Use the Safety Intervention Facilitation Steps to teach Lever: Neck (from behind).</li> <li>• Practice coaching participants in using principles from the classroom models.</li> </ul>	<b>65 minutes</b>

NCI™ With Intermediate Physical Skills Training, 3rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Holding Principles</b>	<p>Deepen understanding of why holding principles work to safely and effectively manage the movement of an individual when holding.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Contrast “limiting the range of motion” with “stopping movement” in holding and explain why “limiting the range of motion” helps ensure safety.</li> <li>• Explain how the proper application of key biomechanical benefits and movement adjustments can help ensure a least restrictive approach.</li> <li>• Describe and demonstrate how to apply key biomechanics or movement adjustments in limiting the range of motion, managing upper and lower body movement, maintaining close body contact, and managing the mobilizing joints to ensure accurate, effective, and least restrictive holding interventions.</li> </ul>	<b>25 minutes</b>
<b>Holding Expansion</b>	<p>Develop competence and confidence in how to safely and effectively use holding skills to respond to Risk Behavior.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the risks associated with using <i>Team Control Position</i><sup>SM</sup> with individuals in your care.</li> <li>• Safely and appropriately apply holding principles to a variety of problem-solving situations.</li> <li>• Describe and demonstrate proper use of holding principles used in Additional Staff Seated: Shoulders, Additional Staff Standing: Shoulders, and <i>Team Control Position</i><sup>SM</sup>.</li> <li>• Use the Safety Intervention Facilitation Steps to teach Additional Staff Seated: Shoulders and Additional Staff Standing: Shoulders.</li> <li>• Practice coaching participants in using principles from the classroom models.</li> <li>• Use the Safety Intervention Facilitation Steps to teach <i>Team Control Position</i><sup>SM</sup>.</li> </ul>	<b>130 minutes</b>
<b>Scenarios</b>	<p>Practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Apply principles of disengagement to practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</li> <li>• Apply principles of holding to practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</li> <li>• Safely apply a multi-staff intervention to intervene in situations of Risk Behavior.</li> <li>• Recognize when not to use safety interventions because an individual’s behavior is remaining at the Defensive behavior level and not escalating to Risk Behavior.</li> <li>• Recognize the potential warning signs associated with the risks of restraint.</li> <li>• Take immediate action to respond appropriately to potential warning signs associated with the risks of restraint to maintain safety.</li> <li>• Facilitate one scenario practice session.</li> </ul>	<b>30 minutes</b>
<b>Reflections and Conclusion</b>	<p>Participants will reflect on their learning and take a survey self-assessing their confidence in using and training CPI skills.</p>	<b>5 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

## Training Materials:

**Participant Workbook:** Each training participant receives both an NCI™ Participant Workbook and a supplemental *Nonviolent Crisis Intervention® With Intermediate Physical Skills Learner Worksheet* to 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 this program receive both a comprehensive NCI™ Instructor Guide and a *Nonviolent Crisis Intervention® With Intermediate Physical Skills Instructor Guide Supplement* 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 this program receive an Instructor Kit. This kit includes resource materials necessary to teach their first program.

## Please note:

- Organizational and participant-specific needs will impact timing. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills and learning while improving performance.
- Policy/procedure and participant-specific needs should determine the program option delivered.
- You are strongly encouraged to maintain a record of each program you've facilitated and the names of the participants in those programs.