Verbal Intervention™ Autism Spectrum Disorder Training, 3ʳᵈ Edition

CONTENT OUTLINE

Program Summary and Philosophy

CPI's *Verbal Intervention*™ Autism Spectrum Disorder 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 *Verbal Intervention*™ Autism Spectrum Disorder course provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behavior through the lens of the impact of autism spectrum disorder. 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*ˢᴹ and using trauma-informed and person-centered approaches in their interactions with the people in their care. 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 blended program is comprised of two parts. Part one is an online course, which includes Introduction to Autism Spectrum Disorder and *Verbal Intervention*™ training. Introduction to Autism Spectrum Disorder provides an overview of autism spectrum disorder, including associated features and its prevalence in the world. Case studies and intervention strategies are shared. *Verbal Intervention*™ training provides the core program content. Part two has two classroom or live virtual days that focus on application of *Verbal Intervention*™ content, Instructor Training, and specialized autism spectrum disorder content.

The classroom program has two and a half classroom days, which include core *Verbal Intervention*™ content, Instructor Training, and specialized autism spectrum disorder content.

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.

Program Objectives

- Understand autism and its impact on development.
- Understand the needs, characteristics, and strengths of individuals with autism and apply them to intervention strategies when working with individuals in your care.
- Use the philosophy of *Care, Welfare, Safety, and Security*ˢᴹ 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*ˢᴹ 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*ˢᴹ 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.

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 live virtual or classroom portions of the course include use of an Electronic Presentation with activities that will aid participants in the implementation of training for their *Verbal Intervention*™ courses. 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.

CPI Instructor Certification Program Components - BLENDED DELIVERY

Program Hours – Blended delivery

The 15-hour CPI Instructor Certification Program includes:

PART 1: Completion of 3 hours of Introduction to Autism Spectrum Disorder and *Verbal Intervention*™ 3rd Edition online training.

PART 2: Participation in 6.5 hours of *Verbal Intervention*™ 3rd Edition activities and Certified Instructor live virtual training that includes: Preparing to teach the adult learner, comprehensive Instructor training practicum, managing the Certified Instructor role.

PART 3: Participation in 5.5 hours of live virtual training focusing on autism spectrum disorder content.

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

Introduction to Autism Spectrum Disorder	
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**
Introduction	• Course overview.
What is Autism?	• Define autism spectrum disorder. • Discuss associated medical or mental health conditions. • Explain the differences in behavioral features and severity in those impacted by autism.
Causes of Autism	• Describe the possible causes of autism. • Identify the prevalence of autism.
Communication and Interaction	• Describe the effects of autism on social interactions. • Explain how autism impacts communication.
Repetitive Behaviors	• Explain the repetitive behaviors a person with autism may demonstrate.
Sensory Input	• Discuss how someone with autism may process external stimuli differently.
Skills and Abilities	• Identify the strengths and abilities of people with autism.
Case Studies	• Review case studies demonstrating characteristics of autism. • Apply knowledge of autism spectrum disorder to the case studies.
	TOTAL TIME: 1 Hour

Verbal Intervention™ Training, 3rd Edition	
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**
Introduction	State the learning expectations and guidelines for the training. Explore the philosophy of the training.
Module 1: Understanding Behavior and Its Risk	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.
Module 2: The CPI *Crisis Development Model*SM	Identify behavior using the CPI *Crisis Development Model*SM. Identify staff approaches effective in responding at each behavior level to prevent further escalation.
Module 3: Integrated Experience	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.
Module 4: Supportive Communication Skills	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.
Module 5: Responding to Defensive Behaviors	Identify stages of defensive behavior using the *Verbal Escalation Continuum*SM. Identify intervention strategies that are most effective at each stage.
Module 6: Safety Interventions	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.
Module 7: Post-Crisis	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.
Conclusion and Assessment	Summarize the training. Complete an online quiz and survey prior to classroom training.
	TOTAL TIME: 2 Hours

Part 2: Classroom or Live Virtual Days

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Introduction	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.	**20 minutes**
Module 1: Understanding Behavior and Its Risk	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.	**20 minutes**
Module 2: The CPI *Crisis Development Model*SM	Identify behavior using the CPI *Crisis Development Model*SM. Apply staff approaches effective in responding at each behavior level to prevent further escalation.	**20 minutes**
Module 3: Integrated Experience	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.	**20 minutes**
Module 4: Supportive Communication Skills	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.	**25 minutes**
Module 5: Responding to Defensive Behaviors	Identify stages of defensive behavior using the *Verbal Escalation Continuum*SM. Use the appropriate intervention strategies that are most effective at each stage.	**50 minutes**

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Module 6: Safety Interventions	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.	**25 minutes**
Module 7: Post-Crisis	Apply a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis.	**30 minutes**
Conclusion and Assessment	Reflect on new learning and complete an action plan.	**15 minutes**
Introduction to Instructor Training	Orients participants to becoming CPI Certified Instructors. *Participants will:* • Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support. • Describe the role of a Certified Instructor.	**20 minutes**
Instructional Goals and Facilitation Strategies	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. • Explain CPI learning modalities (blended and classroom). • List principles and tips for training the adult learner. • Explain how to use a variety of activity types and facilitation methods. • Demonstrate their familiarity with *Verbal Intervention*™ Instructor Guide, Workbook and Electronic Presentation.	**40 minutes**
Purpose of Content	Participants will review each module of the program, looking at it through the lens of an instructor and focusing on the purpose and objectives of each module. *Participants will:* • Describe the learning objectives of each module. • Explain the structure of the program and how to connect concepts for ease of learning.	**45 minutes**
Facilitation Practice/ Practicum Assignment	Applies facilitation strategies to assigned content area. *Participants will:* • Demonstrate relevant facilitation techniques. • Practice customizing assigned content to work setting, using instructional guidance.. • Explore the roles and responsibilities of the Certified Instructor.	**60 minutes**
	TOTAL TIME:	**6.5 Hours**

Note: The final exam is online. You will receive a link to complete it.

Specialized Topic (Autism Spectrum Disorder)

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Introduction	Orients participants to the autism spectrum disorder specialty topic. *Participants will:* • Connect with fellow participants and discuss how the care of individuals with autism spectrum disorder applies to them.	**30 minutes**
Understanding and Awareness of Autism Spectrum Disorder	Offers a better understanding of autism spectrum disorder and how it affects those we serve. *Participants will:* • Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who have autism spectrum disorder. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with autism spectrum disorder in their care. • Discuss implicit bias and understand how they can support people in their care.	**60 minutes**
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. *Participants will:* • Discuss relevant best practices for person-centered support for those with autism spectrum disorder. • Practice and apply these strategies to a variety of workplace scenarios.	**60 minutes**
Looking at *Verbal Intervention*™ Content and Autism Spectrum Disorder	Discussion of *Verbal Intervention*™ content through the lens of autism spectrum disorder. *Participants will:* • Gain a deeper understanding of *Verbal Intervention*™ content while learning how to apply strategies specific to autism spectrum disorder to each module.	**90 minutes**
Restrictive Practices	Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices. *Participants will:* • Gain a better understanding of the risks associated with restrictive practices for those with autism spectrum disorder. • Understand how to avoid the use of restrictive practices with those they serve.	**30 minutes**
Facilitation Options	Learn how to train *Verbal Intervention*™ content with autism-specific content. *Participants will:* • Explore options for blended and classroom delivery of refresher and initial training. • Discuss how to incorporate autism-specific content into *Verbal Intervention*™ training.	**30 minutes**
Action Plan	Participants plan an implementation strategy to bring content back to their workplace.	**30 minutes**
	TOTAL TIME:	**5.5 Hours**

Note: The final exam is online. You will receive a link to complete it.

CPI Instructor Certification Program Components - CLASSROOM DELIVERY

Program Hours – Classroom delivery

The 16.75-hour CPI Instructor Certification Program includes participation in *Verbal Intervention*™ 3rd Edition classroom activities and Certified Instructor training that includes preparing to teach the adult learner, comprehensive Instructor training practicum, and 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

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition

TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction	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.	30 minutes
Module 1: Understanding Behavior and Its Risk	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.	45 minutes
Module 2: The CPI *Crisis Development Model*^{SM}	Identify behavior using the CPI *Crisis Development Model*^{SM}. Apply staff approaches effective in responding at each behavior level to prevent further escalation.	45 minutes
Module 3: Integrated Experience	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.	40 minutes
Module 4: Supportive Communication Skills	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.	60 minutes
Module 5: Responding to Defensive Behaviors	Identify stages of defensive behavior using the *Verbal Escalation Continuum*^{SM}. Use the appropriate intervention strategies that are most effective at each stage.	70 minutes
Module 6: Safety Interventions	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.	40 minutes
Module 7: Post-Crisis	Apply a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis.	40 minutes
Conclusion and Assessment	Reflect on new learning and complete an action plan.	20 minutes
	TOTAL TIME:	**6.5 Hours**

DAY 2

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Introduction to Instructor Training	Orients participants to becoming CPI Certified Instructors. *Participants will:* • Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support. • Describe the role of a Certified Instructor.	**20 minutes**
Instructional Goals and Facilitation Strategies	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. • Explain CPI learning modalities (blended and classroom). • List principles and tips for training the adult learner. • Explain how to use a variety of activity types and facilitation methods. • Demonstrate their familiarity with *Verbal Intervention*™ Instructor Guide, Workbook, and Electronic Presentation.	**55 minutes**
Purpose of Content	Participants will review each module of the program, looking at it through the lens of an instructor and focusing on the purpose and objectives of each module. *Participants will:* • Describe the learning objectives of each module. • Explain the structure of the program and how to connect concepts for ease of learning.	**60 minutes**
Facilitation Practice/ Practicum Assignment	Applies facilitation strategies to assigned content area. *Participants will:* • Demonstrate relevant facilitation techniques. • Practice customizing assigned content to work setting, using instructional guidance. • Explore the roles and responsibilities of the Certified Instructor.	**90 minutes**
Introduction to Specialized Topic: Autism Spectrum Disorder	Orients participants to the autism spectrum disorder specialty topic. *Participants will:* • Connect with fellow participants and discuss how the care of individuals with autism applies to them.	**30 minutes**
Introduction to Autism Spectrum Disorder	Course overview	**60 minutes**
What is Autism?	• Define autism spectrum disorder. • Discuss associated medical or mental health conditions. • Explain the differences in behavioral features and severity in those impacted by autism.	
Causes of Autism	• Describe the possible causes of autism. • Identify the prevalence of autism.	
Communication and Interaction	• Describe the effects of autism on social interactions. • Explain how autism impacts communication.	
Repetitive Behaviors	• Explain the repetitive behaviors a person with autism may demonstrate.	
Sensory Input	• Discuss how someone with autism may process external stimuli differently.	
Skills and Abilities	• Identify the strengths and abilities of people with autism.	
Case Studies	• Review case studies demonstrating characteristics of autism. • Apply knowledge of autism spectrum disorder to the case studies.	

Verbal Intervention™ Autism Spectrum Disorder Training, 3ʳᵈ Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Understanding and Awareness of Autism Spectrum Disorder	Offers a better understanding of autism spectrum disorder and how it affects those we serve. *Participants will:* • Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who have autism spectrum disorder. • Apply this understanding to the specific population they serve. • Discuss and understand how they can support those with autism spectrum disorder in their care. • Discuss implicit bias and understand how they can support people in their care.	**60 minutes**
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. *Participants will:* • Discuss relevant best practices for person-centered support for those with autism spectrum disorder. • Practice and apply these strategies to a variety of workplace scenarios.	**15 minutes**
	TOTAL TIME:	**6.5 Hours**

Note: The final exam is online. You will receive a link to complete it.

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DAY 3 Specialized Topic (Autism Spectrum Disorder) continued

Verbal Intervention™ Autism Spectrum Disorder Training, 3ʳᵈ Edition		
TRAINING COMPONENT	**LEARNING INTENT AND OBJECTIVES**	**TIME NEEDED**
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. *Participants will:* • Discuss relevant best practices for person-centered support for those with autism spectrum disorder. • Practice and apply these strategies to a variety of workplace scenarios.	**45 minutes**
Looking at *Verbal Intervention*™ Content and Autism Spectrum Disorder	Discussion of *Verbal Intervention*™ content through the lens of autism spectrum disorder *Participants will:* • Gain a deeper understanding of *Verbal Intervention*™ content while learning how to apply strategies specific to autism spectrum disorder to each module.	**90 minutes**
Restrictive Practices	Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices. *Participants will:* • Gain a better understanding of the risks associated with restrictive practices for those with autism spectrum disorder. • Understand how to avoid the use of restrictive practices with those they serve.	**30 minutes**
Facilitation Options	Learn how to train *Verbal Intervention*™ content with autism-specific content. *Participants will:* • Explore options for blended and classroom delivery of refresher and initial training. • Discuss how to incorporate autism-specific content into Verbal Intervention™ training.	**30 minutes**
Action Plan	Participants plan an implementation strategy to bring content back to their workplace.	**30 minutes**
	TOTAL TIME:	**3.75 Hours**

Training Materials:

Participant Workbook: Each training participant receives a Participant Workbook 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 a comprehensive 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 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.

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9