

Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition

CONTENT OUTLINE



Program Summary and Philosophy

CPI's *Verbal Intervention™* Autism Spectrum Disorder Renewal Program facilitates a deeper understanding of the course that the Certified Instructor will be teaching back at their organization and provides Instructor Training for participants to enhance their skill set related to teaching the course and integrating it within your organization. They'll practice strategies to identify escalating behaviors in others as well as use effective approaches to intervene during different crisis levels through the lens of autism spectrum disorder. Participants will gain a broad range of tools to help them manage their own emotional responses and implicit bias in stressful situations.

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 a review of 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.

Any Certified Instructor who has completed the *Verbal Intervention™* Foundation Course is able to participate in the *Verbal Intervention™* Renewal course.

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.

Live virtual or classroom portions of the course include use of an Electronic Presentation with activities that will aid participants in the implementation of the *Verbal Intervention™* training. Participants will complete teach backs of the content.

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™* 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™* 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™* 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.

CPI Renewal Program Components - BLENDED DELIVERY

Program Hours – Blended delivery

The 15-hour CPI Renewal 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 | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES |
| Introduction | <ul style="list-style-type: none"> Course overview. |
| What is Autism? | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describe the possible causes of autism. Identify the prevalence of autism. |
| Communication and Interaction | <ul style="list-style-type: none"> Describe the effects of autism on social interactions. Explain how autism impacts communication. |
| Repetitive Behaviors | <ul style="list-style-type: none"> Explain the repetitive behaviors a person with autism may demonstrate. |
| Sensory Input | <ul style="list-style-type: none"> Discuss how someone with autism may process external stimuli differently. |
| Skills and Abilities | <ul style="list-style-type: none"> Identify the strengths and abilities of people with autism. |
| Case Studies | <ul style="list-style-type: none"> 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 | |
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| 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 ModelSM | Identify behavior using the CPI <i>Crisis Development Model</i> 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 <i>Verbal Escalation Continuum</i> 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 | | |
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| 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 ModelSM | Identify behavior using the CPI <i>Crisis Development Model</i> 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 <i>Verbal Escalation Continuum</i> SM . Use the appropriate intervention strategies that are most effective at each stage. | 50 minutes |

| Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition | | |
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| 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>Verbal Intervention™</i> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 |

Specialized Topic (Autism Spectrum Disorder)

| Verbal Intervention™ Autism Spectrum Disorder Training, 3rd Edition | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Introduction | Orients participants to the autism spectrum disorder specialty topic. Participants will: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>Verbal Intervention™</i> content through the lens of autism spectrum disorder. Participants will: <ul style="list-style-type: none"> Gain a deeper understanding of <i>Verbal Intervention™</i> 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: <ul style="list-style-type: none"> 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 <i>Verbal Intervention™</i> content with autism-specific content. Participants will: <ul style="list-style-type: none"> Explore options for blended and classroom delivery of refresher and initial training. Discuss how to incorporate autism-specific content into <i>Verbal Intervention™</i> 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 Renewal Program Components - CLASSROOM DELIVERY

Program Hours – Classroom delivery

The 16.75-hour CPI Renewal 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

| <i>Verbal Intervention</i> ™ 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 ModelSM | Identify behavior using the <i>CPI Crisis Development ModelSM</i> . 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 <i>Verbal Escalation ContinuumSM</i> . 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. <i>Participants will:</i> <ul style="list-style-type: none"> 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. <i>Participants will:</i> <ul style="list-style-type: none"> 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 <i>Verbal Intervention™</i> 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. <i>Participants will:</i> <ul style="list-style-type: none"> 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. <i>Participants will:</i> <ul style="list-style-type: none"> 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. <i>Participants will:</i> <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describe the possible causes of autism. Identify the prevalence of autism. | |
| Communication and Interaction | <ul style="list-style-type: none"> Describe the effects of autism on social interactions. Explain how autism impacts communication. | |
| Repetitive Behaviors | <ul style="list-style-type: none"> Explain the repetitive behaviors a person with autism may demonstrate. | |
| Sensory Input | <ul style="list-style-type: none"> Discuss how someone with autism may process external stimuli differently. | |
| Skills and Abilities | <ul style="list-style-type: none"> Identify the strengths and abilities of people with autism. | |
| Case Studies | <ul style="list-style-type: none"> Review case studies demonstrating characteristics of autism. Apply knowledge of autism spectrum disorder to the case studies. | |

| Verbal Intervention™ Autism Spectrum Disorder Training, 3 rd Edition | | |
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| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Understanding and Awareness of Autism Spectrum Disorder | <p>Offers a better understanding of autism spectrum disorder and how it affects those we serve.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • 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 | <p>Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • 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.

DAY 3 Specialized Topic (Autism Spectrum Disorder) continued

| Verbal Intervention™ Autism Spectrum Disorder Training, 3 rd Edition | | |
|---|--|-------------------|
| TRAINING COMPONENT | LEARNING INTENT AND OBJECTIVES | TIME NEEDED |
| Discussion and Application of Best Practices | <p>Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • 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 | <p>Discussion of <i>Verbal Intervention™</i> content through the lens of autism spectrum disorder.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Gain a deeper understanding of <i>Verbal Intervention™</i> content while learning how to apply strategies specific to autism spectrum disorder to each module. | 90 minutes |
| Restrictive Practices | <p>Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • 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 | <p>Learn how to train <i>Verbal Intervention™</i> content with autism-specific content.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explore options for blended and classroom delivery of refresher and initial training. • Discuss how to incorporate autism-specific content into <i>Verbal Intervention™</i> training. | 30 minutes |
| Action Plan | <p>Participants plan an implementation strategy to bring content back to their workplace.</p> | 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.