Program Summary and Philosophy

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

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

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

CPI has learned what is crucial to incorporate into an ongoing Nonviolent Crisis Intervention® Training Process through the unparalleled follow-up support and services provided to organizations that have incorporated the training over the past 30 years. The Nonviolent Crisis Intervention® Training Process is best implemented through CPI’s Instructor Certification Program, which allows for necessary tailoring and application of program content to evolving organizational realities, while maintaining the integrity of the program with the highest quality standards and services. The Instructor Certification Program offers organizations a link to ongoing professional consultation, resources, and examples of best practices through CPI. CPI is dedicated to sharing exemplary practice throughout the world and provides immeasurable value to organizations striving for excellence in sustaining safe and respectful environments.
The *Nonviolent Crisis Intervention®* training program consists of 10 units, designed to be taught in a 12-hour time frame. However, Units I through VII and Unit X may be presented as a six-hour Introductory Seminar if deemed appropriate by the Certified Instructor assessing participant needs.

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| **Introduction and Pre-Test**       | Assesses the knowledge base of participants and introduces program concepts.  
*Participants will:*  
- Reflect on their personal experiences regarding behavior management and crisis intervention.  
- Receive an overview of program material and learn to establish a common language.  
- Be introduced to the program philosophy of *Care, Welfare, Safety, and Security*®.  | 15–30 minutes  
- Includes lecture, test administration, and participant discussion.                                                                                                        |
| **Unit I – The CPI Crisis Development Model®** | Provides the foundation of the *Nonviolent Crisis Intervention®* training program.  
*Participants will:*  
- Learn how to identify four behavior levels that may be exhibited by an individual during a crisis situation.  
- Learn what staff approaches are effective at each level in responding to behaviors being exhibited and prevent the crisis from continuing.  | 30–45 minutes  
- Includes lecture and introduction of graphic for visual presentation of crisis development.                                                                                                                |
| **Unit II – Nonverbal Behavior**    | Raises awareness of nonverbal communication and how it may positively or negatively impact an individual's behavior.  
*Participants will:*  
- Explore nonverbal elements of communication that can significantly impact a crisis situation.  
- Understand the importance of and demonstrate that appropriate body language can reduce the anxiety of a person in crisis and improve the safety of staff members.  
- Develop an awareness of nonverbal behaviors and cues that can assist in effective intervention.  | 30–45 minutes  
- Includes demonstration, participant exercises, lecture/discussion, and graphic support.                                                                                          |
| **Unit III – Paraverbal Communication** | Demonstrates how you say what you say can influence the outcome of a potential crisis.  
*Participants will:*  
- Foster an awareness of how the delivery of a verbal statement is more important than the actual words used.  
- Understand the components of speech that affect how a verbal statement is interpreted.  
- Practice delivering verbal statements in ways that are productive and unproductive in defusing a crisis.  | 15–20 minutes  
- Includes participant exercise and lecture/discussion.                                                                                                                     |
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| **Unit IV – Verbal Intervention**  | Identifies and applies verbal techniques and effective listening strategies that can help de-escalate a crisis situation and prevent acting-out behavior. Participants will:  
  - Learn to identify different stages of escalation in verbal behavior.  
  - Learn staff responses to each stage of verbal escalation that can prevent the crisis from developing further.  
  - Learn how to set limits with individuals who are acting out verbally.  
  - Learn effective listening techniques that can assist in defusing a crisis situation. | 30–45 minutes  
  * Includes participant exercises, simulation, lecture/discussion, and introduction of graphic for visual presentation of the phases of escalating verbal behavior and staff interventions. |
| **Unit V – Precipitating Factors, Rational Detachment, Integrated Experience** | Identifies underlying factors that may lead to acting-out behaviors and explores the value of understanding aspects of antecedent behaviors in helping staff maintain a professional attitude. Participants will:  
  - Develop an awareness of the external circumstances and influences that impact an individual’s behavior.  
  - Learn how to avoid taking an individual’s challenging behavior personally.  
  - Understand the reciprocal relationship between the behavior of staff and the behavior of those in care, particularly during a crisis.  
  - Develop coping mechanisms that can help staff maintain a calm, professional manner during confrontations. | 30–45 minutes  
  * Includes lecture/discussion. |
| **Unit VI – Staff Fear and Anxiety** | Explores the causes of fear and anxiety for staff and helps staff maximize the effectiveness of their interventions during a crisis. Participants will:  
  - Increase their awareness of the different sources of fear.  
  - Identify unproductive and productive behaviors caused by fear.  
  - Learn how fear and anxiety can stimulate positive and productive responses during crisis situations. | 15–20 minutes  
  * Includes participant exercises, lecture/discussion. |
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| Unit VII – CPI's Personal Safety Techniques<sup>SM</sup> | Demonstrates and applies the principles and techniques for personal safety to avoid injury and maximize the Care, Welfare, Safety, and Security<sup>SM</sup> for all stakeholders if behavior becomes physical.  
  **Participants will:**  
  • Learn the different forms of physical attacks.  
  • Learn how to maintain safety when a person becomes physically aggressive.  
  • Practice CPI Personal Safety Techniques<sup>SM</sup> to avoid injury to both staff and acting-out individuals if behavior becomes physical.  
  • Build confidence in their abilities to keep themselves and others safe in crisis situations. | 45–75 minutes  
  • Includes demonstration, graphic support, and participant practice and drills. |
| Review                    | Reviews material presented in Units I–VII covered in the first day of training.  
  **Participants will:**  
  • Reinforce their understanding of preventive techniques.  
  • Continue to develop proficiency in CPI Personal Safety Techniques<sup>SM</sup>. | 30–60 minutes  
  • Includes lecture/discussion, demonstration, and participant practice. |
| Unit VIII – Nonviolent Physical Crisis Intervention<sup>SM</sup> | Explores how to control and transport physically aggressive individuals in a safe, nonharmful manner and how to use an effective team approach during intervention.  
  **Participants will:**  
  • Develop an awareness of the key principles of safe physical intervention, the risks involved with physical intervention, and how to avoid those risks.  
  • Decide when it's appropriate to physically intervene.  
  • Develop team intervention strategies and techniques.  
  • Effectively control and transport an individual who has acted out physically.  
  • Assess the physical and psychological well-being of those involved in a crisis. | 3–4 hours  
  • Includes lecture, demonstration, graphic support, and participant practice and drills. |
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| **Unit IX – Situational Role-Plays** | Provides the opportunity for practical application of program information.  
*Participants will:*  
• Apply material covered in training to “real-life” scenarios.  
• Develop an understanding of the point of view of the individual in crisis. | 15–20 minutes  
• Includes participant exercises, simulations, and discussion.                                                                                                 |
| **Unit X – Postvention**   | Provides a model for using the time after the crisis to re-establish and maintain rapport with the person who acted out, bring closure for staff involved, and learn from the crisis incident.  
*Participants will:*  
• Learn how to re-establish communication with the person who acted out and protect the therapeutic relationship between the caregiver and care receiver.  
• Learn the key steps for debriefing after a crisis.  
• Learn how to use a crisis experience to help the care receiver prevent future crises and improve future staff interventions. | 30–45 minutes  
• Includes lecture/discussion and graphic support.                                                                                                                  |
| **Post-Test Assessment Activity**  | Assesses the learning outcomes with a post-test and gathers feedback via course evaluations to set the stage for ongoing training transfer.  
*Participants will:*  
• Demonstrate competency by completing a written post-test.  
• Participate in post-test answer discussion and final content review.  
• Receive formal recognition of program completion. | 15–30 minutes  
• Includes written assessment and discussion.                                                                                                                      |
Instructor Certification Program Components

The 24-hour Instructor Certification program begins with the 12-hour *Nonviolent Crisis Intervention*® course content, Units I–X. All aspects of the *Nonviolent Crisis Intervention*® training program are thoroughly covered and reviewed as those certified as Instructors of the *Nonviolent Crisis Intervention*® training program by CPI are authorized to provide training in all content areas. Certified Instructors are also authorized to provide training in the six-hour seminar information covered in Units I–VII and X as deemed necessary.

Training components noted below are taught immediately following and in addition to the 12-hour *Nonviolent Crisis Intervention*® training program content.

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| Standards and Certification                 | Reviews benefits, policies, standards, and procedures that are required to maintain certification and membership in the CPI Instructor Association.  
Participants will:  
• Gain knowledge of Instructor Association’s mission, association definitions, and membership benefits and support.  
• Learn the components and requirements of the Instructor Excellence Renewal Process.  
• Understand the importance of training as an ongoing process.  
• Become familiar with the processes and procedures for initial training programs and formal refresher training programs. | 60–90 minutes  
• Includes lecture/discussion and distribution of Instructor Manual and handouts. |
| Competency-Based Testing: CPI Personal Safety Techniques℠ | Assesses Instructor candidates’ proficiency in teaching all concepts and strategies of CPI’s Principles of Personal Safety.  
Participants will:  
• Review concepts and techniques.  
• Demonstrate understanding of concepts and techniques.  
• Demonstrate teaching ability of concepts and techniques. | 90 minutes–2 hours  
• Includes lecture discussion, demonstration/practice, and peer teaching. |
| Competency-Based Testing: Nonviolent Physical Crisis Intervention℠ | Assesses Instructor candidates' proficiency in teaching all physical intervention CPI Classroom Models.  
Participants will:  
• Review concepts and techniques.  
• Demonstrate understanding of concepts and techniques.  
• Demonstrate teaching ability of concepts and techniques. | 3 hours–3 hours and 30 minutes  
• Includes lecture/discussion, demonstration/practice, and peer teaching. |
| Peer Practicum Assignment and Final Exam Review | Assigns participants a program unit to teach to the class and discusses questions to prepare for the peer practicum and the written examination on the final day of the Instructor Certification Program. | 30 minutes  
• Includes lecture/discussion. |
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| **Facilitation Dynamics**   | Develops awareness and understanding of effective methods for teaching the adult learner.  
*Participants will:*  
• Learn how to organize program content, use training materials, and maintain program continuity and consistency.  
• Learn how to create an effective training environment.  
• Learn group facilitation techniques to best engage training participants and enhance learning.  
• Understand how to handle difficult questions.  
• Learn how to manage challenging or disruptive participants. | 60–75 minutes  
• Includes lecture/discussion, demonstrations, and participant exercises.                                                                                                           |
| **Peer Practicum Presentations** | Delivers an assigned unit of the training program to the class.  
*Participants will:*  
• Develop a personal teaching style.  
• Demonstrate the ability to adapt the program to their unique work settings and staff needs.                                                                                                           | 3 hours–3 hours and 15 minutes  
• Includes peer teaching and peer evaluation.                                                                                                                                   |
| **Final Written Examination** | Assesses comprehensive understanding of all program content.  
*Participants will:*  
• Apply program concepts to situations within their facilities.  
• Demonstrate understanding of the importance of implementing an ongoing Training Process and the ability to create a Training Process Plan for their facility.  
• Provide evidence of their commitment to the program philosophy of Care, Welfare, Safety, and SecuritySM.                                                   | 60–90 minutes  
• Includes test administration and participant evaluations.                                                                                                                     |
| **Recognition of Certification** | Formally recognizes successful completion of all participants who have earned certification privileges.                                                                                                                                                                                                                                  | 15 minutes  
• Includes closing remarks and presentation of certificates.                                                                                                                     |

**Training Methodology**

The *Nonviolent Crisis Intervention®* training program is highly interactive, reality-based training. The program combines visual, auditory, and experiential training methods to accommodate various adult learning styles and reinforce understanding of program concepts and techniques. Extensive demonstrations, simulations, role-plays and practice, a written examination, peer teaching activity, and competency-based testing ensure that participants learn and understand program concepts.

**Training Materials**

**Participant Workbook:** Each training participant receives a *Nonviolent Crisis Intervention®* Participant Workbook to help enhance learning, organize the participant’s thoughts regarding concepts taught in the program, and serve as a valuable reference tool following the program.

**Instructor Manual:** Those who successfully complete the Instructor Certification Program receive a comprehensive *Nonviolent Crisis Intervention®* Instructor Manual to assist them in facilitating thorough and effective staff training that is consistent with program quality standards, policies, and procedures.

**Instructor Kit:** All participants who successfully complete the Instructor Certification Program receive an Instructor Kit. This kit includes Participant Workbooks and other materials necessary to teach their first *Nonviolent Crisis Intervention®* training program.
## Options for Implementation of CPI's *Nonviolent Crisis Intervention*® Training Program

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<tr>
<td>**Nonviolent Crisis Intervention®  **&lt;br&gt;Instructor Certification Program  <strong>(24 hours)</strong></td>
<td>Units I–X (complete) <em>Nonviolent Crisis Intervention</em>® training program (review pages 2–5 for content areas).&lt;br&gt;Training and competency testing for Instructors (review pages 6–7 for content area).</td>
<td>• Information and resources for implementation of the <em>Nonviolent Crisis Intervention</em>® Training Process to support long-term, ongoing solutions in crisis prevention.&lt;br&gt;• Provides the opportunity to train all organization staff in <em>Nonviolent Crisis Intervention</em>® course content, offering options to instruct in Introductory Seminar concepts (Units I–VII and X); Comprehensive Workshop (Units I–X); and various refresher training options, through the certification of Instructors designated at the organization.&lt;br&gt;• Includes ongoing support, consultation, documentation, and resources available exclusively through CPI Instructor Association.</td>
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<td>**Nonviolent Crisis Intervention®  **&lt;br&gt;Introductory Seminar  <strong>(6 hours)</strong></td>
<td>Units I–VII and X (review pages 1–3 for content areas).</td>
<td>• Provides staff members with strategies and skills for preventing and de-escalating disruptive situations before they become violent.&lt;br&gt;• Includes crucial information and skills to maintain personal safety and the safety of others should an individual act out in a physically aggressive manner.&lt;br&gt;• Seminar closes by exploring aspects to consider after disruptive incidents in order to improve preventive efforts in the future.</td>
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<td>**Nonviolent Crisis Intervention®  **&lt;br&gt;Comprehensive Workshop  <strong>(12 hours)</strong></td>
<td>Units I–X (review pages 1–3 for content areas).</td>
<td>• Includes Introductory Seminar content and builds upon preventive concepts. Workshop expands to explore staff responses that are most effective to maintain <em>Care, Welfare, Safety, and Security</em>® as a crisis escalates.&lt;br&gt;• Introduces <em>Nonviolent Physical Crisis Intervention</em>® methods, designed to maintain safety and minimize risks when managing violent behavior.&lt;br&gt;• Follow-up Postvention strategies are explored to establish a structure for reviewing crisis situations with goals of future prevention.</td>
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