



# *Nonviolent Crisis Intervention*<sup>®</sup> TRAINING CONTENT OUTLINE

## Program Summary and Philosophy

The *Nonviolent Crisis Intervention*<sup>®</sup> 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.

The strategies taught in the *Nonviolent Crisis Intervention*<sup>®</sup> training program provide staff with an effective framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive behavior. Furthermore, the philosophy of *Care, Welfare, Safety, and Security*<sup>SM</sup> underpins the continuum of interventions necessary when working toward the reduction or elimination of restraint. 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.” The principles and dynamics taught in CPI’s physical interventions (disengagement skills and holding skills) recognize the critical importance of staff confidence and their ability to safely respond to crisis situations. CPI Postvention strategies assist staff teams in recognizing opportunities to learn prevention strategies in the aftermath of a crisis.

## Facilitation Methods

The *Nonviolent Crisis Intervention*<sup>®</sup> training program is available as a classroom or blended delivery option.

Both deliver a highly interactive training program combining visual, auditory, and experiential training methods to accommodate various adult learning styles. Program concepts and facilitation approaches have been designed to reinforce understanding and learning retention. Extensive demonstrations, application activities, simulations, practice, peer teaching activities, competency-based testing of physical intervention skills, and a written examination ensure that participants learn and understand program concepts.

## Training Materials

**Participant Workbook or Job Aid:** Each training participant receives a *Nonviolent Crisis Intervention*<sup>®</sup> Participant Workbook or Job Aid to help reinforce learning, and serve as a valuable reference tool following the program.

**Instructor Guide:** Those who successfully complete the Instructor Certification Program receive a comprehensive *Nonviolent Crisis Intervention*<sup>®</sup> 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 the Instructor Certification Program receive an Instructor Kit. This kit includes resource materials necessary to teach their first *Nonviolent Crisis Intervention*<sup>®</sup> training program.

# What's Included

TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
<b>Introduction</b>	Establishes scope of program. Links professional and personal values of staff to the purpose of the program, its concepts, and the approaches that will be taught.
<b>Unit 1: The CPI Crisis Development Model<sup>SM</sup></b>	Provides a foundational model to explain how crisis situations evolve. Introduces the concept of Integrated Experience to illustrate the significance of staff responses to various behaviors.
<b>Unit 2: Nonverbal Communication</b>	Raises awareness of nonverbal communication and how it may positively or negatively impact an individual's behavior.
<b>Unit 3: Paraverbal and Verbal Communication</b>	Examines the significance of how messages are conveyed by considering the vocal part of speech—how you say what you say.
<b>Unit 4: Verbal Intervention</b>	Examines common verbal behaviors within the second level of the CPI Crisis Development Model <sup>SM</sup> . Highlights verbal intervention and Empathic Listening approaches that can help de-escalate a situation and decelerate an individual's behavior.
<b>Unit 5: Precipitating Factors, Rational Detachment, Integrated Experience</b>	Examines antecedents that may influence behaviors while exploring how the attitudes and actions of staff may influence the person in crisis.
<b>Unit 6: Staff Fear and Anxiety</b>	Explores realities of staff fear and anxiety and what contributes to productive responses of staff during crisis situations.
<b>Unit 7: Decision Making</b>	Provides a model to help evaluate risks.
<b>Unit 8: Physical Interventions – Disengagement Skills</b>	Introduces the considerations that must be in place before physically intervening in risk behavior. Teaches disengagement skills.
<b>Unit 9: Physical Interventions – Holding Skills</b>	Introduces the considerations that must be in place before physically intervening in risk behavior. Teaches holding skills.
<b>Unit 10: Postvention</b>	Provides a debriefing process to establish Therapeutic Rapport once an individual has reached the Tension Reduction level.
<b>Post-Test and Course Evaluations Renewal Exam</b>	Assesses learning outcomes and gathers feedback via course evaluations.
<b>Instructor Certification Program</b>	Includes both practice and evaluation of teaching the facilitator-led and physical skills portions of the program.
<b>Recognition of Certification</b>	Formally recognizes successful completion of all participants who have earned certification privileges.



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