Nonviolent Crisis Intervention®:Trauma

2ND EDITION - Classroom

Introduction

All **behavior** is a
form of **communication**.

CPI

CPI Values and Philosophy

CARE
Respect, dignity, empathy, person-centered

WELFARE
Maintaining independence, choice and well-being

SAFETY
Protecting rights and minimizing harm

SECURITY
Safe, effective, harmonious and collaborative relationships
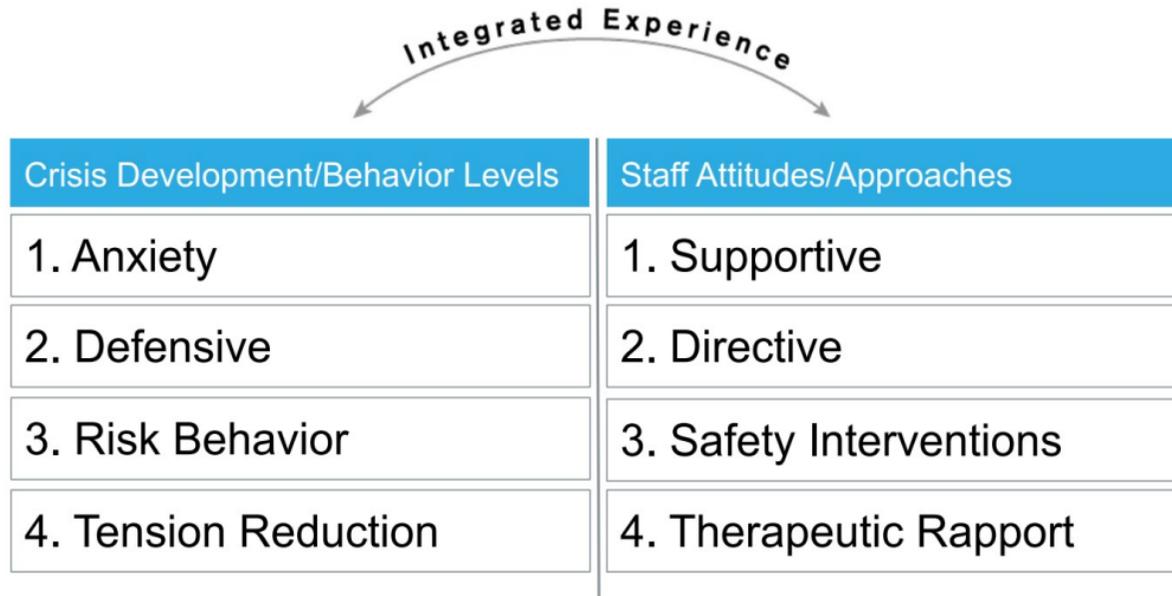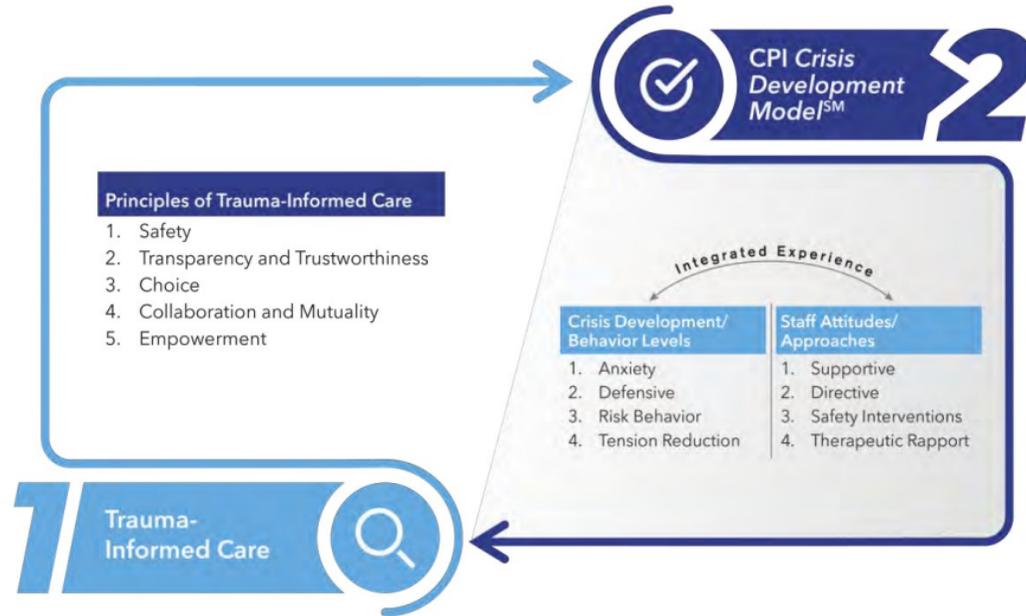
The CPI *Crisis Development Model*^{SM}

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

The CPI *Crisis Development Model*^{SM}

Principles of Trauma-Informed Care
1. Safety
2. Transparency and Trustworthiness
3. Choice
4. Collaboration and Mutuality
5. Empowerment

CPI Crisis Development Model^{SM}

2

Integrated Experience

Crisis Development/ Behavior Levels	Staff Attitudes/ Approaches
1. Anxiety	1. Supportive
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1

Trauma-Informed Care

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	

A change in typical behavior.

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The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	**1. Supportive**

An empathic, nonjudgmental approach.

CPI

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	

Protecting oneself from a real or perceived challenge.

CPI

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive

Providing clear direction or instruction.

CPI

The CPI *Crisis Development Model*℠

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	

Behavior that presents an imminent or immediate risk to self or others.

The CPI *Crisis Development Model*SM

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	**3. Safety Interventions**

Non-restrictive and restrictive strategies to maximize safety and minimize harm.

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The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	

Decrease in physical and emotional energy.

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The CPI *Crisis Development Model*SM

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	**4. Therapeutic Rapport**

Re-establish the relationship.

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
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Activity: *Crisis Development Model*^{SM}

Case Study – Choose your industry

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Activity: *Crisis Development Model*^{SM}

Case Study – Healthcare

A patient waits to meet with a doctor. She's pacing, fidgeting with her phone, and constantly asking the receptionist where the doctor is. A nurse comes to collect preliminary information regarding her symptoms. When asked to have an X-ray taken, the patient immediately becomes verbally abusive. She refuses the procedure and argues, "You just want to waste my time with unnecessary tests!" She belittles the nurse by calling her "stupid" and saying, "None of you know what you're doing."

Continue

CPI

Activity: *Crisis Development Model*^{SM}

Case Study – Education

A parent waits to meet with her son's teacher. This is the third time in a month she's been called into the office regarding her son's performance. She is a single mother working two jobs and had to take time off from work to be here. She's pacing, fidgeting with her phone, and constantly asking the school secretary where the teacher is. When the teacher arrives, the parent yells at her for wasting her time when she should be at work. When asked to work with her son to complete supplemental worksheets to help him improve his math scores, she argues, "I don't have time for this! Isn't this your job?"

Continue

CPI

Activity: *Crisis Development Model*^{SM}

Case Study – Human Services

A client waits to meet with his case manager after riding the bus for over an hour. Due to his intellectual disabilities, he often becomes frustrated when trying to communicate his needs. He's pacing, fidgeting with his phone, and constantly asking the receptionist where his case manager is. The case manager arrives to discuss his support plan. While reviewing the plan, the client accuses the case manager of treating him like a baby because he feels the plan is too restrictive. The client continues screaming and making statements such as, "You just want to control me!" and "You can't make me!"

Continue

CPI

Activity: *Crisis Development Model*^{SM}

Activity Questions

- What behaviors/level of crisis did you see?

- What staff approach would you take?

- What would you say or do?

Knowledge Check

When an individual is demonstrating behaviors such as kicking and biting, they are displaying:

a. Anxiety

b. Defensive

c. Risk Behavior

d. Tension Reduction

CPI

Knowledge Check

When an individual is demonstrating behaviors such as kicking and biting, they are displaying:

a. Anxiety

b. Defensive

c. **Risk Behavior**

d. Tension Reduction

CPI

Knowledge Check

An individual is looking at the clock and pacing back and forth. What behavior level is the person exhibiting?

a. Anxiety

b. Defensive

c. Risk Behavior

d. Tension Reduction

CPI

Knowledge Check

An individual is looking at the clock and pacing back and forth. What behavior level is the person exhibiting?

a. **Anxiety**

b. Defensive

c. Risk Behavior

d. Tension Reduction

CPI

Knowledge Check

How would you respond to help an individual who is saying "no" and refusing to perform a task?

a. Supportive words and attitude.

b. Call for help.

c. Provide choices with consequences.

d. Re-establish the relationship.

Knowledge Check

How would you respond to help an individual who is saying "no" and refusing to perform a task?

a. Supportive words and attitude.

b. Call for help.

c. **Provide choices with consequences.**

d. Re-establish the relationship.

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

MODULE 2

Integrated Experience

Integrated Experience

Your **approach** changes **everything**.

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Integrated Experience

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

INTEGRATED EXPERIENCE

Behavior influences behavior.

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Principles of Trauma-Informed Care

- Safety

- Transparency and Trustworthiness

- Choice

- Collaboration and Mutuality

- Empowerment

CPI

Integrated Experience

What are factors that might negatively impact your ability to remain consistent and calm in your responses?

- ❑ Waking up late
- ❑ Lack of caffeine
- ❑ Not enough sleep
- ❑ Family stress
- ❑ Illness

- ❑ Trying to fit too much into one day
- ❑ Interpersonal conflicts at work
- ❑ Traffic jams
- ❑ Work dissatisfaction

CPI

PRECIPITATING FACTORS

Factor's influencing a person's behavior.

CPI

Precipitating Factors

Understanding Precipitating Factors helps you to:

- Avoid becoming a Precipitating Factor yourself.

- Address the factors that lead to crisis situations.

- Not take crisis personally.

RATIONAL DETACHMENT

Recognizing the need to remain professional by managing your own behavior and attitude.

CPI

Creating New Assumptions

- What is wrong with you?

- Victim

- Overreaction

- Dysfunction

- Difficult to deal with

CPI

Rational Detachment

Observe the Behavior

- What is the other person communicating?

- How am I responding?

- What am I expressing or conveying?

- How are they responding to me?

CPI

Rational Detachment Tips

Take a deep breath.

Choose your words carefully.

Ask for help.

CPI

Activity: Identifying Triggers

Instructions:

Choose from the list below or write your own based on experiences with people you interact with. Write the factors in the **Triggers** column.

Determine how you can positively impact the Triggers. Write your responses in the **Positive Impact** column.

- Gender of staff
- Small spaces
- Touch
- Loud noises
- Emergency vehicles
- Crowded room

- Authority figures
- Limited feeling of control
- Physical appearance of staff
- Dimly lit spaces
- Noisy or stressful environment
- Memories

CPI

Integrated Experience

KNOWN →

← UNKNOWN

CPI

Knowledge Check

Which of the following best describes Rational Detachment?

a. The underlying reasons for behavior

b. A staff response to calm someone

c. Maintaining your professionalism by not taking it personally

Knowledge Check

Which of the following best describes Rational Detachment?

a. The underlying reasons for behavior

b. A staff response to calm someone

c. **Maintaining your professionalism by not taking it personally**

Knowledge Check

The Integrated Experience means that:

a. Change happens when you can control the behavior

b. Behavior influences behavior

c. You should always match the other person's behavior

CPI

Knowledge Check

The Integrated Experience means that:

a. Change happens when you can control the behavior

b. **Behavior influences behavior**

c. You should always match the other person's behavior

CPI

Knowledge Check

Precipitating Factors is a concept that refers to:

a. The underlying reasons for behavior

b. An empathic, nonjudgmental approach

c. Postures, gestures, facial expressions, and movement used to communicate

CPI

Knowledge Check

Precipitating Factors is a concept that refers to:

a. **The underlying reasons for behavior**

b. An empathic, nonjudgmental approach

c. Postures, gestures, facial expressions, and movement used to communicate

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

MODULE 3

Communication Skills

Communication Skills

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
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Forms of Communication

Verbal

Paraverbal

Nonverbal

Communication Considerations

CULTURE

GENDER IDENTITY

AGE

COGNITIVE FUNCTIONING

TRAUMA

- How would you alter your communication when considering these factors?

- What about your postures or gestures?

Verbal Communication

- Short, simple, clear
- Respectful
- Positively phrased

Instead of. . .

"You are not supposed to be in this area."

Say. . .

"You seem lost. How may I help you?"

CPI

Paraverbal Communication

TONE

VOLUME

RHYTHM OF SPEECH

CPI

Paraverbal Communication Tips

- Use caring, supportive tones.

- Keep the volume appropriate to the situation.

- Deliver your message at a rate the person can process.

Nonverbal Communication

- Personal space

- Body language

- Communication through touch

- Listening with empathy

CPI

Pop Question

Personal space is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

CPI

Pop Question

Personal space is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

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Social Zone

Social Zone | Personal Zone | Intimate Zone

Personal Zone

Social Zone | Personal Zone | Intimate Zone

CPI

Intimate Zone

Social Zone   Personal Zone   **Intimate Zone**

CPI

Pop Question

Body language is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

Pop Question

Body language is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

CPI

Communication Skills

When someone is anxious or defensive, how may their body language communicate this?

- ❏ Crossed arms
- ❏ Avoiding eye contact
- ❏ Slouching
- ❏ Fake smile

- ❏ Angling their body away from you
- ❏ Wringing hands

CPI

Communication Skills

When someone is anxious or defensive, how may their body language communicate this?

- ✓ Crossed arms
- ✓ Avoiding eye contact
- ✓ Slouching
- ✓ Fake smile

- ✓ Angling their body away from you
- ✓ Wringing hands

CPI

Pop Question

Communication through touch is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

CPI

Pop Question

Communication through touch is:

a. The postures, gestures, facial expressions, and movement used to communicate.

b. A form of physical contact that expresses feelings or emotion.

c. The distance people prefer to maintain between themselves and others.

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Communication Through Touch

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The *Supportive Stance*^{SM}

POSITION

POSTURE

PROXIMITY

CPI

The *Supportive Stance*^{SM}

Consider your position in relation to the person.

POSITION

POSTURE

PROXIMITY

CPI

The *Supportive Stance*^{SM}

Be sure your posture remains nonthreatening and relaxed.

POSITION

POSTURE

PROXIMITY

CPI

The *Supportive Stance*^{SM}

Be sure to manage the distance between yourself and another person.

POSITION

POSTURE

PROXIMITY

CPI

The *Supportive Stance*^{SM}

- Communicates respect

- Appears nonthreatening

- Maximizes safety

CPI

Pop Question

Listening with empathy is:

a. Giving judgments and advice.

b. A way of listening and responding to another person that improves mutual understanding and trust.

c. Managing your approach in relation to the person.

CPI

Pop Question

Listening with empathy is:

a. Giving judgments and advice.

b. A way of listening and responding to another person that improves mutual understanding and trust.

c. Managing your approach in relation to the person.

CPI

Listening With Empathy

- Remain nonjudgmental

- Give your undivided attention

- Listen to facts and feelings

- Allow time for silence and reflection

- Paraphrase what you understand

CPI

Knowledge Check

Which is a nonverbal, supportive response to a person in distress?

a. Limit setting

b. Respecting personal space

c. Downplaying the challenge

CPI

Knowledge Check

Which is a nonverbal, supportive response to a person in distress?

a. Limit setting

b. **Respecting personal space**

c. Downplaying the challenge

CPI

Knowledge Check

Which of the following is a paraverbal way of demonstrating support?

a. Your word choice

b. Your body language

c. Your tone of voice

Knowledge Check

Which of the following is a paraverbal way of demonstrating support?

a. Your word choice

b. Your body language

c. **Your tone of voice**

Knowledge Check

When demonstrating the *Supportive Stance*^{SM}, think about your Position, Posture, and _____.

a. Power

b. Proximity

c. Personhood

CPI

Knowledge Check

When demonstrating the *Supportive Stance*^{SM}, think about your Position, Posture, and _____.

a. Power

b. Proximity

c. Personhood

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

MODULE 4

Responding to Defensive Behaviors

Defensive Behaviors and the *Verbal Escalation Continuum*^{SM}

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/ Behavior Levels	Staff Attitudes/ Approaches
1. Anxiety	1. Supportive
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4. Tension Reduction	4. Therapeutic Rapport

Verbal Escalation Continuum^{SM}

Release

Intimidation   Refusal

Defensive

Tension Reduction   Questioning

CPI

The *Verbal Escalation Continuum*^{SM}

Release

Intimidation

Refusal

Defensive

Tension Reduction

Questioning

CPI

The *Verbal Escalation Continuum*^{SM}

Defensive

Questioning

Questioning

INFORMATION-SEEKING

A rational question seeking a rational response.

STAFF INTERVENTION

Give a rational response.

CPI

The *Verbal Escalation Continuum*^{SM}

Questioning

CHALLENGING

Questioning authority; attempting to draw a staff into a power struggle.

STAFF INTERVENTION

Downplay the challenge. Stick to the topic.

CPI

The *Verbal Escalation Continuum*^{SM}

Refusal

Defensive
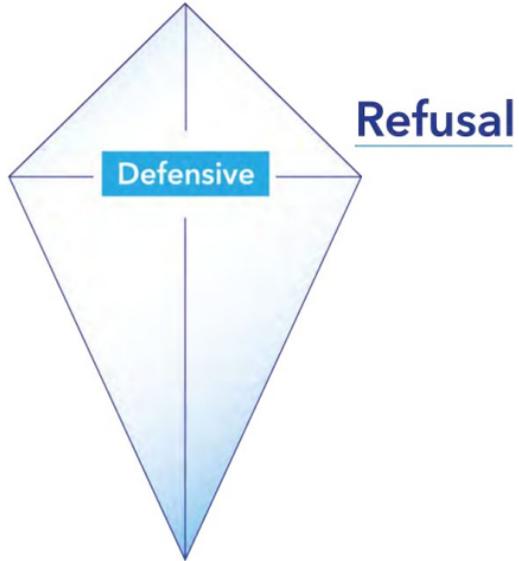
Refusal

Unwillingness to cooperate or follow instructions.

STAFF INTERVENTION

Limit setting.

CPI

The *Verbal Escalation Continuum*^{SM}

Release

Verbal and emotional outburst; screaming, swearing, high-energy output.

STAFF INTERVENTION

Allow venting.

The *Verbal Escalation Continuum*^{SM}

Intimidation

Defensive

Intimidation

The individual is verbally and/or nonverbally threatening staff in some manner.

STAFF INTERVENTION

Take all threats seriously. Seek assistance.

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The *Verbal Escalation Continuum*^{SM}

Tension Reduction

Decrease in physical and emotional energy.

STAFF INTERVENTION

Establish Therapeutic Rapport.

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The *Verbal Escalation Continuum*^{SM}

Release

Intimidation

Refusal

Defensive

Tension Reduction

Questioning

CPI
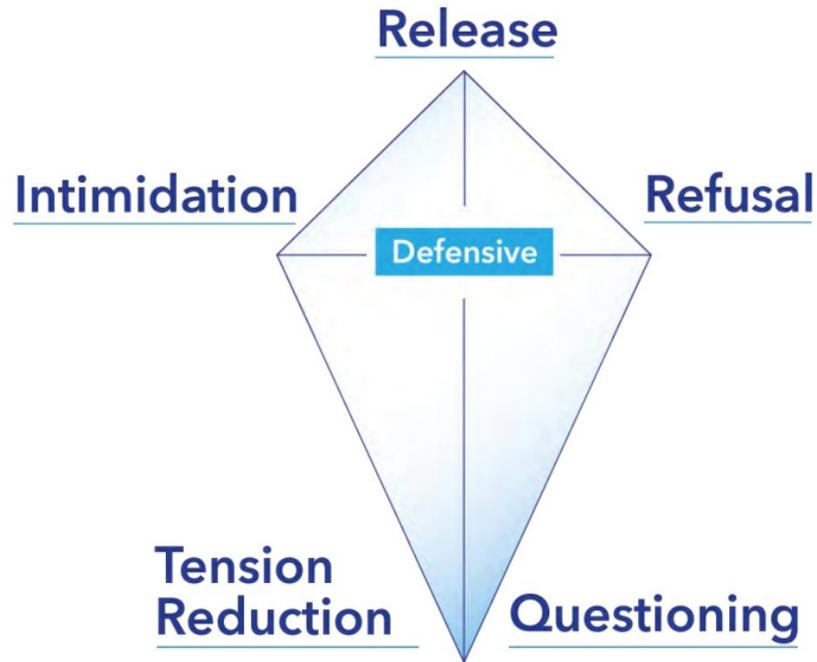
Activity: Identify the Defensive Behaviors

Identify the defensive behaviors and corresponding
staff interventions.

CPI

Activity – Example 1

Beatrice tells staff to "just hurry up and do your damn job" and asks, "Do you even know what you're doing?'"

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

CPI

Activity – Example 2

Theo becomes aggressive and makes threatening statements like "you better watch your back" and "I'm going to mess you up."

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

CPI

Activity – Example 3

Grace grows increasingly angry before she finally stands up from her chair and starts shouting at staff, "I'm sick of waiting! I want to see someone NOW!"

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

CPI

Activity – Example 4

Seth becomes increasingly agitated when asked to perform a task. Suddenly he responds, "No! You can't make me!"

What is the defensive behavior?

What is the staff intervention? Be specific. What would you say/do?

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LIMIT Setting
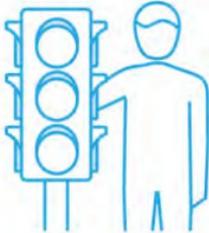
Respectful
Phrase limits in a positive way using effective nonverbal, verbal, and paraverbal skills.

Simple
Limit the number of words you use.

Reasonable
Connect the expectation to the person's circumstances and level of ability.

CPI

Examples of Limit Setting

INTERRUPT AND REDIRECT
(Interrupt) "Juan, you're shouting. **(Redirect)** Please speak quietly. Thank you."

WHEN/THEN PATTERN
"Juan, **when** you lower your voice, **then** I'll be able to address your concerns."

IF/THEN PATTERN
"Juan, **if** you lower your voice, **then** I'll be able to address your concerns."

FAIL SAFE CHOICE
"Juan, would you like to talk about this now or later in private?"

CPI

Framework for Planning a Difficult Conversation

PLANNING   **SCRIPTING**   **DELIVERING**   **DOCUMENTING**

CPI

Planning

PLANNING

- Think about how you'll remain rationally detached.

- Consider where and when to conduct the conversation.

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Scripting

SCRIPTING

- Develop a written or mental roadmap of what you will say.

- Keep it factual.

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Delivering

DELIVERING

- Respect the dignity of the person.

- Rationally detach.

- Deliver the facts.

- Offer something.

- Listen and respond with empathy.

- Bring closure.

CPI
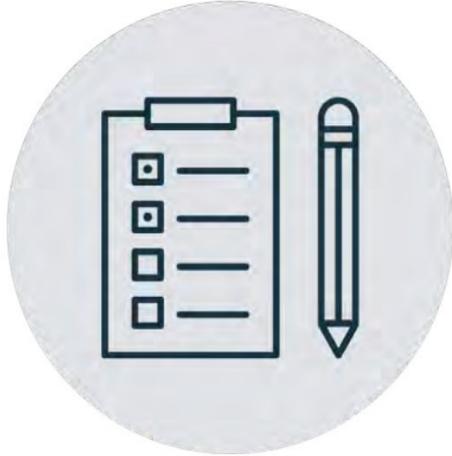
Documenting

DOCUMENTING

- Summarize the conversation.

- Note observations.

- Objectively assess your performance.

CPI

Demonstrating Consistency With Communication

- Listen to understand the other person.

- Allow time to process.

- Remain flexible; situations evolve.

- Make the conversation private if possible.

- Don't get pulled into power struggles.

CPI

Activity: Planning a Difficult Conversation

Practice using the framework for planning a difficult conversation.

Activity Roles

Individual in Distress
Be prepared to react to the news the staff person will give you.

Staff
Deliver the script you wrote in your workbook from the previous activity.

Observer
Be ready to discuss what you saw the staff person do effectively.

Knowledge Check

Planning and practicing your preferred verbal responses is important when intervening with a person demonstrating **Refusal**.

a. True

b. False

CPI

Knowledge Check

Planning and practicing your preferred verbal responses is important when intervening with a person demonstrating **Refusal**.

a. **True**

b. False

Knowledge Check

Limits should be respectful, simple, and _____.

a. Trustworthy

b. Reasonable

c. Sane

d. Accountable

Knowledge Check

Limits should be respectful, simple, and _____.

a. Trustworthy

b. **Reasonable**

c. Sane

d. Accountable

CPI

Knowledge Check

"Would you like to talk about this now or later?" is an example of which type of limit setting?

a. When/Then

b. Interrupt and Redirect

c. Fail Safe Choice

d. If/Then

CPI

Knowledge Check

"Would you like to talk about this now or later?" is an example of which type of limit setting?

a. When/Then

b. Interrupt and Redirect

c. **Fail Safe Choice**

d. If/Then

CPI

Tips to Manage Fear and Anxiety

- Take slow, deep breaths.

- Don't rush into the room.

- Check your perception.

- Understand what led to their behavior.

- Get help.

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

MODULE 5
Safety Interventions

Safety Interventions

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	**3. Safety Interventions**
4. Tension Reduction	4. Therapeutic Rapport

CPI

Safety From Different Perspectives

KEEPING YOURSELF SAFE

KEEPING THE INDIVIDUAL IN CRISIS SAFE

KEEPING OTHERS AROUND THEM SAFE

Non-Restrictive Interventions

- Remove items that could be dangerous.

- Remove the person.

- Remove other people.

- Ask a staff member to help.

- Call for help.

CPI

Activity: Coordinated and Collaborative Approach

Case Study – Choose your industry

Activity: Coordinated and Collaborative Approach

Case Study – Healthcare

In the lobby of a healthcare facility, several people wait for their appointments. Two people sitting next to each other begin arguing. One is blaming the other for their loved one being in an accident. The other individual refuses to take the blame. The argument becomes louder and more animated. A staff member approaches the people arguing to try to de-escalate the situation.

Continue

CPI

Activity: Coordinated and Collaborative Approach

Case Study – Education

In the school cafeteria, several students are eating their lunch. Two students sitting next to each other begin arguing. One student accuses the other of cheating on a test. The other student denies cheating. The argument becomes louder and more animated. A staff member approaches the table to try to de-escalate the situation.

Continue

CPI

Activity: Coordinated and Collaborative Approach

Case Study – Human Services

In the day room of a treatment center, several people are watching television, playing games, or reading. Two residents sitting next to each other begin arguing over who gets to pick the next program to watch. The argument becomes louder and more animated. A staff member approaches them to try to de-escalate the situation.

Continue

CPI

Safe Participation Guidelines

Maintaining Safety in the Training Program

- Be professional and respectful.
- Notify the Instructor of any past injuries.
- Accept the Instructor's guidance.
- Follow the Instructor's directions.
- Stop any classroom activity when asked.
- Do not engage in disruptive activity.
- Report all injuries.
- Maintain legal responsibilities.

CPI

Physical Strike Intervention

Block

Move away to safety

CPI

Knowledge Check

What are some essential safety strategies for you to consider in your approach?

a. Immediately call for help no matter what.

b. Use an authoritative tone to gain compliance.

c. Remain calm and call for help.

CPI

Knowledge Check

What are some essential safety strategies for you to consider in your approach?

a. Immediately call for help no matter what.

b. Use an authoritative tone to gain compliance.

c. **Remain calm and call for help.**

Knowledge Check

In the event of a crisis, it's important to remove the person or relocate bystanders from the environment.

a. True

b. False

CPI

Knowledge Check

In the event of a crisis, it's important to remove the person or relocate bystanders from the environment.

a. **True**

b. False

CPI

Knowledge Check

When intervening with a person demonstrating Risk Behavior, non-restrictive interventions are the first resort.

a. True

b. False

CPI

Knowledge Check

When intervening with a person demonstrating Risk Behavior, non-restrictive interventions are the first resort.

a. True

b. False

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

SAFETY INTERVENTIONS

Disengagement Skills

Disengagement Skills

Key Themes to Consider With Physical Intervention

- Duty of care

- Reasonable and proportionate

- Last resort and least restrictive

- Risk of doing something vs risk of doing nothing

- Human rights

- Reduce use, prevent misuse and abuse

- Risk of causing additional trauma

CPI

Disengagement Skills

Key Principles

Position – Posture – Proximity

Biomechanical Benefit

Principles of Disengagement

Hold and Stabilize

Pull/Push

Lever

CPI

Disengagement Skills - Wrist

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Disengagement Skills - Clothing

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Disengagement Skills - Hair

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Disengagement Skills - Neck

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Disengagement Skills - Body

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Disengagement Skills - Bite

MEDIUM- and HIGH-LEVEL RISK

CPI

Introduction to Restrictive Interventions

Introduction to Restrictive Interventions

The CPI *Crisis Development Model*^{SM}

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	**3. Safety Interventions**
4. Tension Reduction	4. Therapeutic Rapport

Physical Skills Review Framework

Safe

Effective

Acceptable

Transferable

CPI

CPI Values and Philosophy

CARE
Respect, dignity, empathy, person-centered

WELFARE
Maintaining independence, choice and well-being

SAFETY
Protecting rights and minimizing harm

SECURITY
Safe, effective, harmonious and collaborative relationships

Introduction to Restrictive Interventions

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

Use restrictive intervention as a last resort.

CPI

Introduction to Restrictive Interventions

When considering restrictive interventions, use them as a last resort and ensure they are:

- Reasonable

- Proportionate

- Least Restrictive

CPI

RESTRICTIVE INTERVENTION

Physical holding to maximize safety and minimize harm.

Legal and Professional Considerations

- Duty of care.

- Best interests.

- Reasonable and proportionate.

- Last resort and least restrictive.

- The risk of doing something and the risk of doing nothing.

- Human rights.

CPI

Restrictive Intervention

**What are the foreseeable risks
if I do something
and the foreseeable risks
if I do nothing?**

Choose the option that presents
the least amount of risk.

Be aware of your organization's approved policy and the risk of restrictive interventions.

CPI

Physical Skills Review Framework

Safe
Effective
Acceptable
Transferable

CPI

Physical Skills Review Framework

Safe

Effective

Acceptable

Transferable

SAFE
In what way does the specific restrictive intervention enable you to maximize safety and minimize harm?

CPI

Physical Skills Review Framework

Safe

Effective

Acceptable

Transferable

EFFECTIVE
What makes your intervention effective? How well does it maximize safety and minimize harm?

CPI

Physical Skills Review Framework

Safe

Effective

Acceptable

Transferable

ACCEPTABLE
How would this be viewed as an acceptable response to risk behavior?

CPI

Physical Skills Review Framework

Safe

Effective

Acceptable

Transferable

TRANSFERABLE
How can you transfer the principles back into your workplace?

CPI

Trauma-Responsive Practice

- Awareness of prevalence of trauma

- Use of the principles of trauma-informed care

- Listening with empathy

- Developing supportive relationships

CPI

Knowledge Check

The use of restrictive interventions for Risk Behavior should only be considered as a last resort.

a. True

b. False

CPI

Knowledge Check

The use of restrictive interventions for Risk Behavior should only be considered as a last resort.

a. **True**

b. False

CPI

Knowledge Check

Restrictive interventions include which of the following?

a. Calling for help

b. Disengagements

c. Limit setting

d. Physical holding

e. Removing items that could be dangerous

CPI

Knowledge Check

Restrictive interventions include which of the following?

a. Calling for help

b. Disengagements

c. Limit setting

d. **Physical holding**

e. Removing items that could be dangerous

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

MODULE 7

Decision Making

Decision Making

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	**3. Safety Interventions**
4. Tension Reduction	4. Therapeutic Rapport

CPI

Decision Making

Decision-Making Matrix^{SM}

Decision Making

Decision-Making Matrix^{SM}
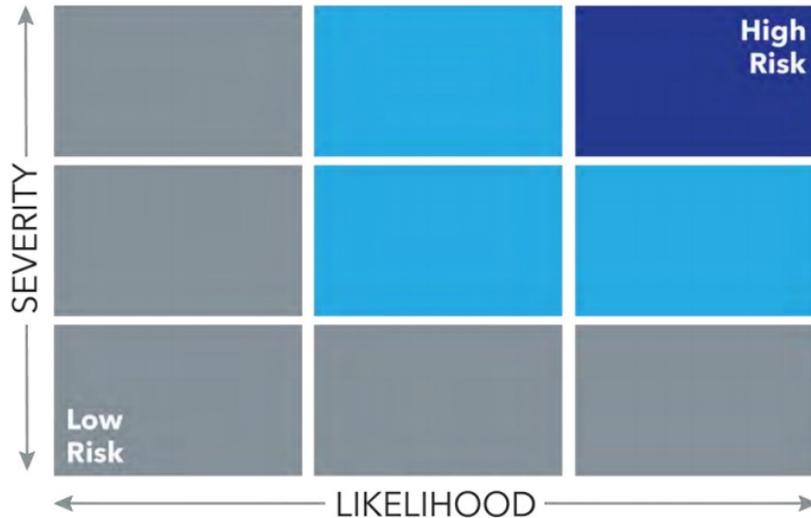
Risk: The chance of a bad consequence.

Decision Making

Decision-Making Matrix^{SM}
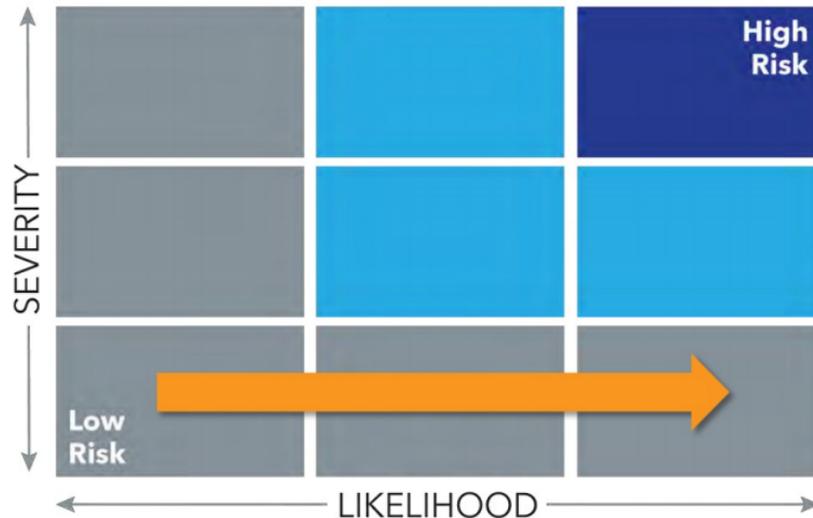
Likelihood: The chance that an event or behavior may occur.

Decision Making

Decision-Making Matrix^SM
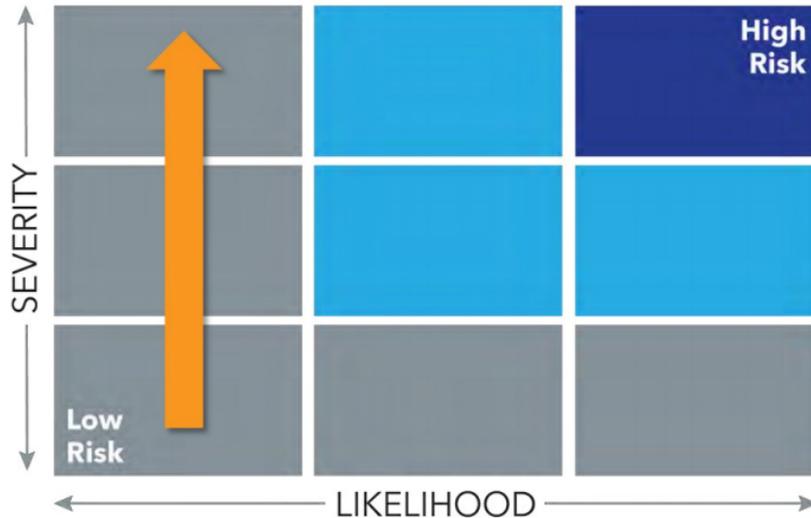
Severity: The level of harm that may occur.

Decision Making
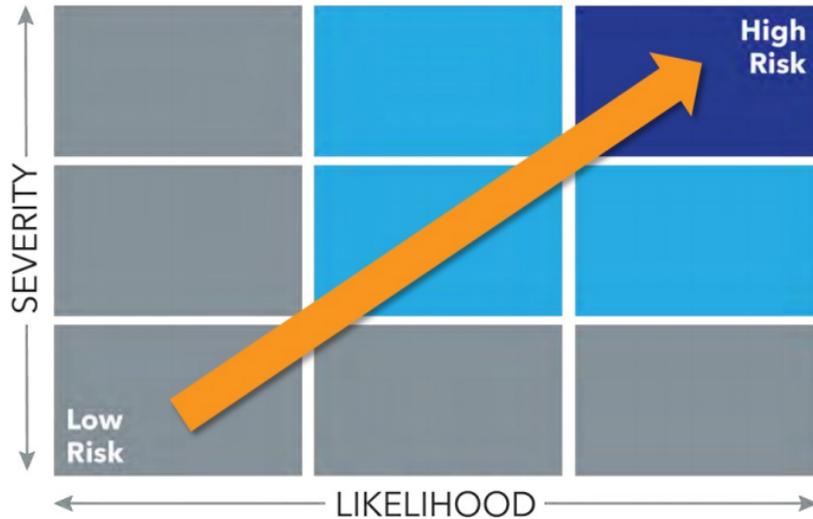
Decision-Making Matrix^{SM}

Assessing Risk Example

Decision-Making Matrix[SM]

SEVERITY

High Risk

Low Risk

LIKELIHOOD

CPI
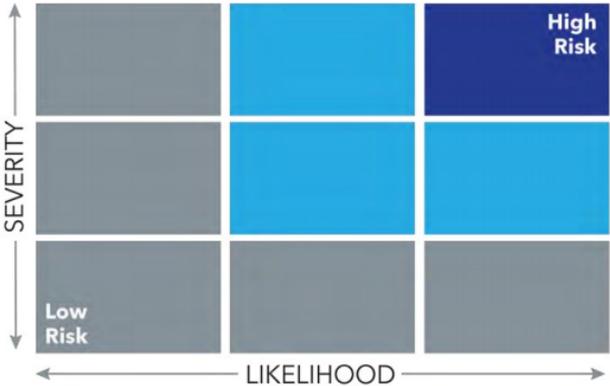
Assessing Risk Example

A five-year-old boy, Henry, climbed onto a six-foot metal file cabinet.

He has good balance and is very agile.

File cabinet is against a wall and next to a desk.

Cabinet is weighed down and unlikely to fall.

CPI

Assessing Likelihood
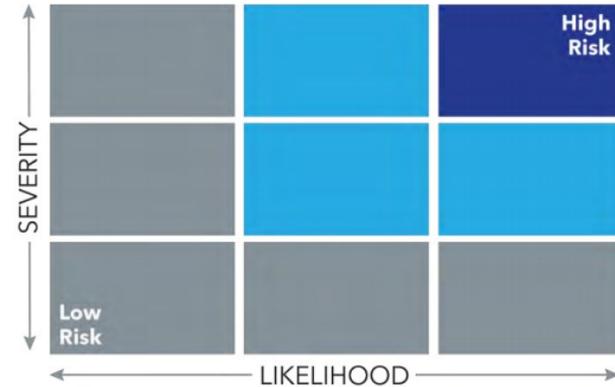
Decision-Making Matrix^{SM}

LIKELIHOOD of Henry falling = **Low**

CPI

Assessing Severity

Decision-Making Matrix^{SM}

LIKELIHOOD of Henry falling = **Low**

SEVERITY of injury = **Medium**

CPI
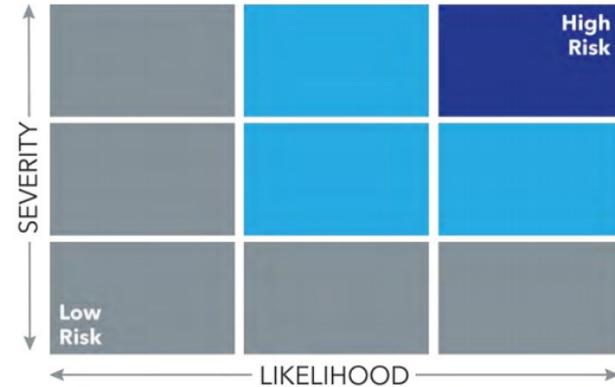
Assessing Severity

Decision-Making Matrix[SM]
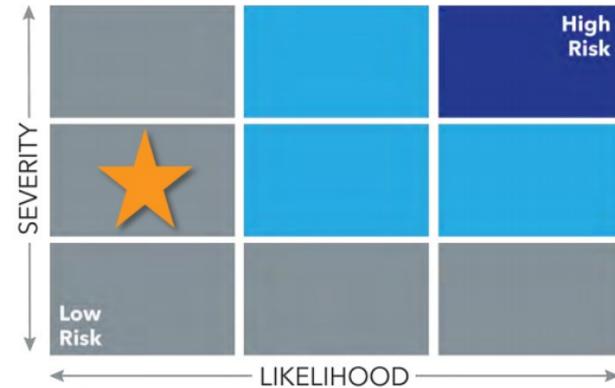
LIKELIHOOD of Henry falling = **Low**

SEVERITY of injury = **Medium**

Safety Interventions

In the scenario with Henry, how may you reduce the likelihood of him falling?

How may you reduce the severity of harm?

CPI

Decision-Making Matrix^{SM}

To get started, consider the following:

- No right or wrong answers.

- How may your past experiences, fear, or anxiety influence your assessment?

CPI

Activity: *Decision-Making Matrix*SM Part 1

Case Study – Choose your industry

Decision-Making Matrix^{SM}

Case Study – Healthcare

One evening, Connie arrives in the emergency room with a badly broken arm and a black eye. This is not the first time that she has come to the emergency room with similar injuries. The staff suspects she is experiencing domestic abuse and called the police for her, but she has refused to press charges. When she is asked about how the injuries occurred this time she becomes very agitated and refuses to answer the questions or complete the necessary paperwork to be admitted. When told she cannot be treated until she completes the paperwork, she grabs scissors from behind the desk and threatens to hurt someone in the waiting room if she is not seen immediately.

Continue

CPI

Decision-Making Matrix^{SM}

Case Study – Education

Zander is in 8th grade and is currently living in his second foster home. He has a history of violence and getting into fights. He has returned from a 3-day suspension after his last fight. When Zander goes to math class, he sees that Mr. Grey, a substitute teacher, is filling in. Math is the only class Zander does well in and enjoys, in part, because of his teacher. Zander is upset that his regular teacher is absent. He begins to badger the other students, refuses to cooperate, and creates chaos. When Mr. Grey tells Zander to sit down or he'll send him to the principal's office, Zander starts swearing and making threats. Then he knocks over a chair.

Continue

CPI

Decision-Making Matrix^{SM}

Case Study – Human Services

Erma, 44, admits herself into a psychiatric hospital for treatment of schizophrenia with suicidal thoughts. As a child Erma was committed to a mental institution for several years. Erma has been able to manage her schizophrenia with medication. As she's checking herself in, she appears calm and rational. When a staff member comes to show her the room where she'll stay during treatment, her behavior drastically changes. She starts screaming at the staff person, accusing them of conspiring with "the man" to lock her up, and she refuses treatment. Erma grabs a vase from the desk, telling staff she'll throw it.

Continue

CPI

Activity: *Decision-Making Matrix*^{SM} Part 2

- Using the previous case study example, determine appropriate Safety Interventions.

- Keep in mind your organizational policies and procedures.

- In groups, determine:

  - How may you reduce the likelihood of injury?
  - How may you reduce the severity of harm?
  - How does their history of trauma impact your decision?

- Write your responses on the flipchart paper provided.

- Be prepared to discuss.

CPI

Knowledge Check

You need to align your safety intervention with your organizational policies and procedures.

a. True

b. False

CPI

Knowledge Check

You need to align your safety intervention with your organizational policies and procedures.

a. True

b. False

CPI

Knowledge Check

The *Decision-Making Matrix*^{SM} assesses risk based on likelihood and _____.

a. Consequence

b. Severity

c. Criminal/Civil law

CPI

Knowledge Check

The *Decision-Making Matrix*^{SM} assesses risk based on likelihood and _____.

a. Consequence

b. Severity

c. Criminal/Civil law

CPI

Knowledge Check

If you use restrictive intervention strategies, they need to be reasonable, proportionate, and least restrictive.

a. True

b. False

CPI

Knowledge Check

If you use restrictive intervention strategies, they need to be reasonable, proportionate, and least restrictive.

a. True

b. False

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

Holding Skills

Holding Skills - Seated

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Holding Skills - Standing

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

CPI

Holding Skills – *Team Control Position*SM

HIGH-LEVEL RISK

CPI

Holding Skills – *Children's Control Position*^{SM}

LOW-LEVEL RISK

MEDIUM-LEVEL RISK

HIGH-LEVEL RISK

MODULE 8

Post-Crisis

Post-Crisis

The CPI *Crisis Development Model*[SM]

Integrated Experience

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behavior	3. Safety Interventions
4. Tension Reduction	**4. Therapeutic Rapport**

CPI

Pop Question

What are physical and emotional examples that may indicate a person has reached Tension Reduction?

- ❑ Relaxed posture
- ❑ Crying
- ❑ Decrease in breathing rate
- ❑ Guilt

- ❑ Apologizing
- ❑ Returning complexion
- ❑ Reduced muscle tension
- ❑ Embarrassment

CPI

Pop Question

What are physical and emotional examples that may indicate a person has reached Tension Reduction?

- ✓ Relaxed posture
- ✓ Crying
- ✓ Decrease in breathing rate
- ✓ Guilt

- ✓ Apologizing
- ✓ Returning complexion
- ✓ Reduced muscle tension
- ✓ Embarrassment

CPI

The *COPING Model*^{SM}

C ontrol

O rient

P atterns

I nvestigate

N egotiate

G ive
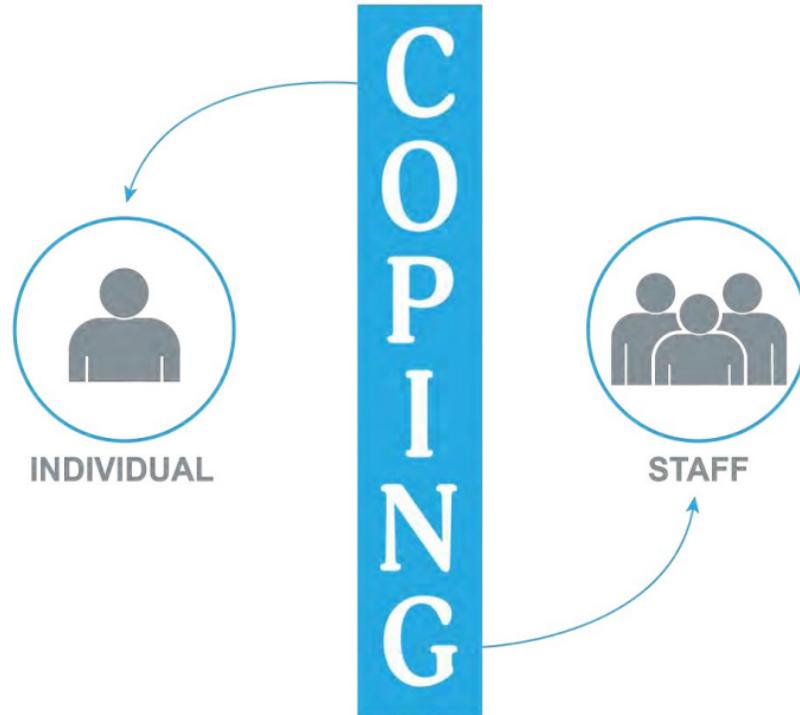
CPI

The *COPING Model*^{SM}

INDIVIDUAL

COPING

STAFF

The *COPING Model*[SM] – Individual

Control – ensure that emotional and physical control is regained.

Example:
"I'd like to talk about what happened earlier. Do you have a few minutes?"

INDIVIDUAL

COPING

The *COPING Model*[SM] – Individual

INDIVIDUAL

COPING

Orient yourself to the basic facts.

- What happened?
- When did it happen?
- Who else has been affected?
- Why did it happen?
- Where did it happen?

The *COPING Model*^{SM} – Individual

Patterns – Look for patterns for the behavior.

Is this the first time the individual reacted that way or has it become a recurring event?

COPING

INDIVIDUAL

CPI

The *COPING Model*^{SM} – Individual

Investigate alternatives to the behavior.

Examples may include:
- What could you do differently next time?
- What should we do to put things right?
- What were you thinking about at the time of the incident?

INDIVIDUAL

CPI

The *COPING Model*^{SM} – Individual

INDIVIDUAL

COPING

Negotiate future approaches, expectations and behavior.

Suggestions may include:
- *"What can we do to help you when you feel distressed?"*
- *"Is there anything you don't want us to do during these moments?"*

The *COPING Model*^{SM} – Individual

INDIVIDUAL

COPING

Give back responsibility; provide support and encouragement.

Example:
"I appreciate you talking with me. Do you agree with the plan that we just discussed?"

CPI

Principles of Trauma-Informed Care

- Safety

- Transparency and Trustworthiness

- Choice

- Collaboration and mutuality

- Empowerment

The *COPING Model*^{SM} – Staff

Control – ensure that emotional and physical control is regained by the staff person.

Start the conversation by acknowledging their feelings and then asking permission to discuss.

The *COPING Model*^{SM} – Staff

Orient yourself to the basic facts.

Staff may have arrived at different points and observed different things. Acknowledge what you observed and prompt for more details if needed.

- What happened?
- When did it happen?
- Who else has been affected?
- Why did it happen?
- Where did it happen?

The *COPING Model*^{SM} – Staff

Patterns – Look for patterns in staff responses to the behavior.

Review the staff response history. Are there patterns in how the team or specific staff members responded?

The *COPING Model*^{SM} – Staff

Investigate ways to strengthen staff responses.

With team members, propose and discuss potential solutions.

What were you thinking about at the time of the incident?

What changes should be considered to help prevent future crisis events or to improve a future response?

STAFF

The *COPING Model*^{SM} – Staff

Negotiate changes that will improve future interventions. Reinforce what's working well.

Example:

"Is there anything you would have done differently?"

Discuss and gain commitment from all staff to ensure that any improvements will be implemented.

The *COPING Model*^{SM} – Staff

Give support and encouragement.

Express trust and confidence in their ability to respond during the next crisis.

COPING

STAFF

Activity: The *COPING Model*^{SM}

Case Study – Choose your industry

Post-Crisis

Case Study – Healthcare

Zak is a 40-year-old small business owner who lives alone. He's in the emergency room after a car ran a red light and smashed into his car, nearly totaling it. The worst of Zak's injuries is a broken left wrist. Zak is frustrated that he can't open his store or work with his dominant hand. When the physician assistant, Manuel, tells Zak that he'll need a cast, he yells, "I don't have time for this!" and pushes his chair at Manuel. After several minutes of ranting and swearing, he slumps into his chair, resigned.

Continue

CPI

Post-Crisis

Case Study – Education

Cassandra is 11 years old and just starting 6th grade. She's been in and out of foster care since the age of 6. Her current foster mom is misusing the funds allocated for Cassandra's basic care. On her first day, Cassandra arrives in tattered clothes and does not have any school supplies. The other children bully her throughout the day. In PE class, the teacher steps in to address the bullying. Cassandra throws a ball at her face. She screams at her teacher, "Leave me alone! I hate you!" Then she runs to the other side of the gym, slumps against a wall, and starts crying.

Continue

CPI

Post-Crisis

Case Study – Human Services

Jasmine just turned 20 and has been struggling with anorexia nervosa since she was 15 years old. After being hospitalized for respiratory issues due to malnutrition, she was admitted to an inpatient treatment program for eating disorders. At breakfast, a counselor confronts Jasmine about hiding food with the intent to throw it away. Jasmine throws her tray at the wall and screams at the counselor, "You can't make me eat!" After continuing to rant for a few minutes, she curls up on the floor and starts crying, appearing inconsolable.

Continue

CPI

Knowledge Check

What is the goal when de-escalating crisis behavior?

a. Maintain Rational Detachment.

b. Manage defensive behavior.

c. Manage high-risk behavior.

d. Help person reach Tension Reduction.

CPI

Knowledge Check

What is the goal when de-escalating crisis behavior?

a. Maintain Rational Detachment.

b. Manage defensive behavior.

c. Manage high-risk behavior.

d. **Help person reach Tension Reduction.**

Knowledge Check

When supporting an individual after a crisis, what is the first thing you should do?

a. Address medical and/or emotional needs.

b. Contact Security to file a report.

c. Take care of yourself and get back to calm.

CPI

Knowledge Check

When supporting an individual after a crisis, what is the first thing you should do?

a. **Address medical and/or emotional needs.**

b. Contact Security to file a report.

c. Take care of yourself and get back to calm.

CPI

Knowledge Check

The *COPING Model*^{SM} can only facilitate a restorative conversation between staff.

a. True

b. False

Knowledge Check

The *COPING Model*^{SM} can only facilitate a restorative conversation between staff.

a. True

b. **False**

CPI

Restorative Question Framework

- What happened?

- What were you thinking about at the time of the incident?

- Who else has been affected?

- What should we do to put things right?

- How can we do things differently in the future?

CPI

Final Thoughts

Review the **Points to Remember** and reflect on your **Key Takeaways** from the module.

CPI

Conclusion

Action Plan

Trauma-Responsive Practice

- Programming
- Environment
- Language
- Values

Trauma-Informed Care

- Safety
- Transparency and Trustworthiness
- Choice
- Collaboration and Mutuality
- Empowerment

Evaluation and Classroom Test

CPI