



# *CPI Nonviolent Crisis Intervention<sup>®</sup> Training*

2ND EDITION

# Framework for Planning a Difficult Conversation



**PLANNING**



**SCRIPTING**



**DELIVERING**



**DOCUMENTING**

# Planning



## PLANNING

- Think about how you'll remain rationally detached.
- Consider where and when to conduct the conversation.

# Scripting



## SCRIPTING

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

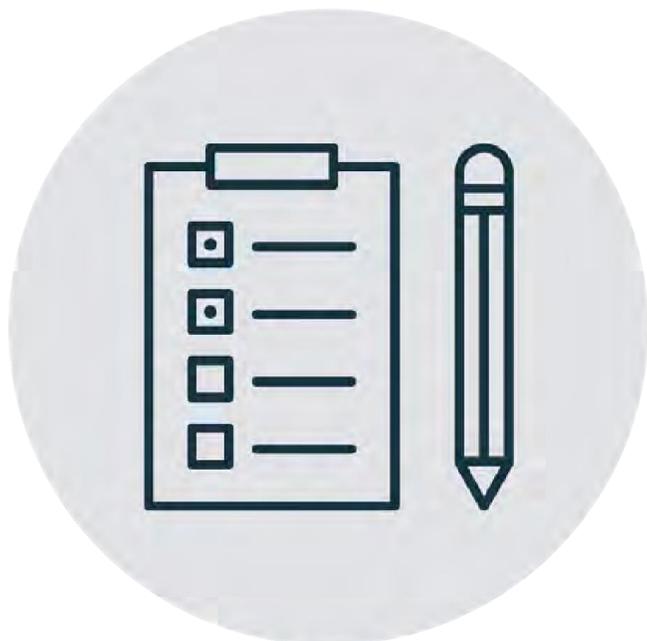
# Delivering



## DELIVERING

- Respect the dignity of the person.
- Rationally detach.
- Deliver the facts.
- Offer something.
- Listen and respond with empathy.
- Bring closure.

# Documenting



## DOCUMENTING

- Summarize the conversation.
- Note observations.
- Objectively assess your performance.

## 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.

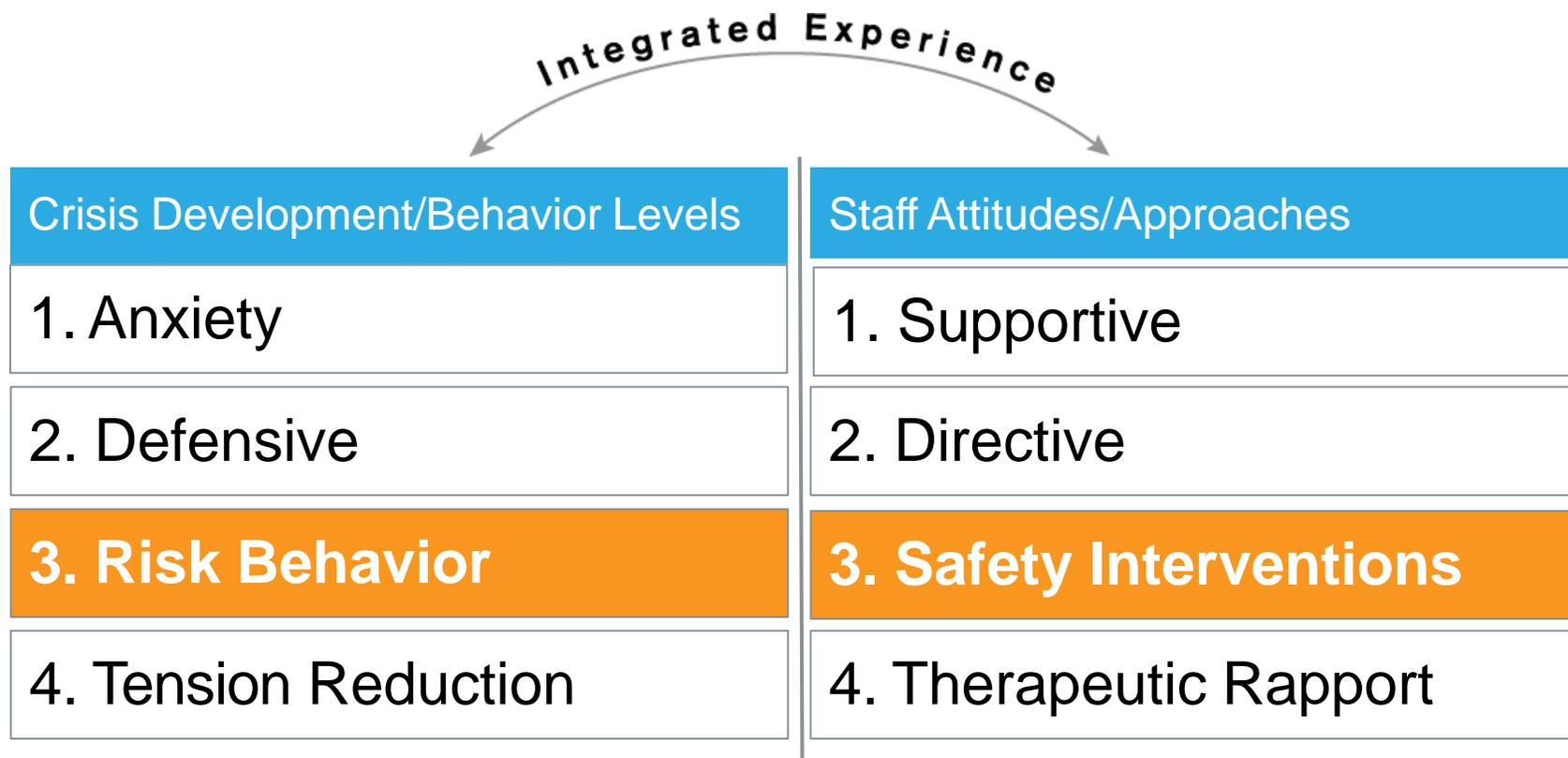


## MODULE 5

# Safety Interventions

# Safety Interventions

## The CPI *Crisis Development Model*<sup>SM</sup>



# 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.

# Activity – Assessing the Environment

- Let's pause for a minute and assess our current environment. Imagine there is an individual in the room displaying risk behavior. Look around the room and take note of items which you think could be used to harm or injure you, the person in distress, or others in the room.
- What items do we see that could cause harm?
- Do the number of items surprise you?

## **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](#)

# 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.

## The *Supportive Stance*<sup>SM</sup>

- Communicates respect
- Appears nonthreatening
- Maximizes safety

<file:///C:/Users/lemanuele/OneDrive%20-%20Hempstead%20Union%20Free%20School%20District/Desktop/CPI%20Training%20Video%20-%20Block.html>



# Physical Strike Intervention



**Block**

**Move away to safety**

## Knowledge Check

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

- a. True
- b. False

# 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

## 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

## 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

## 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

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

## 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

## Knowledge Check

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

- a. True
- b. False

## Knowledge Check

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

- a. **True**
- b. False

## Final Thoughts

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