



CPI Nonviolent Crisis Intervention[®] Training

2ND EDITION

Introduction

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

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





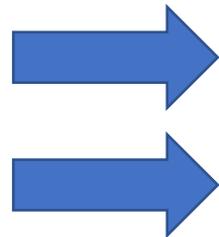
MODULE 1

The CPI *Crisis Development Model*SM

The CPI *Crisis Development Model*SM



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



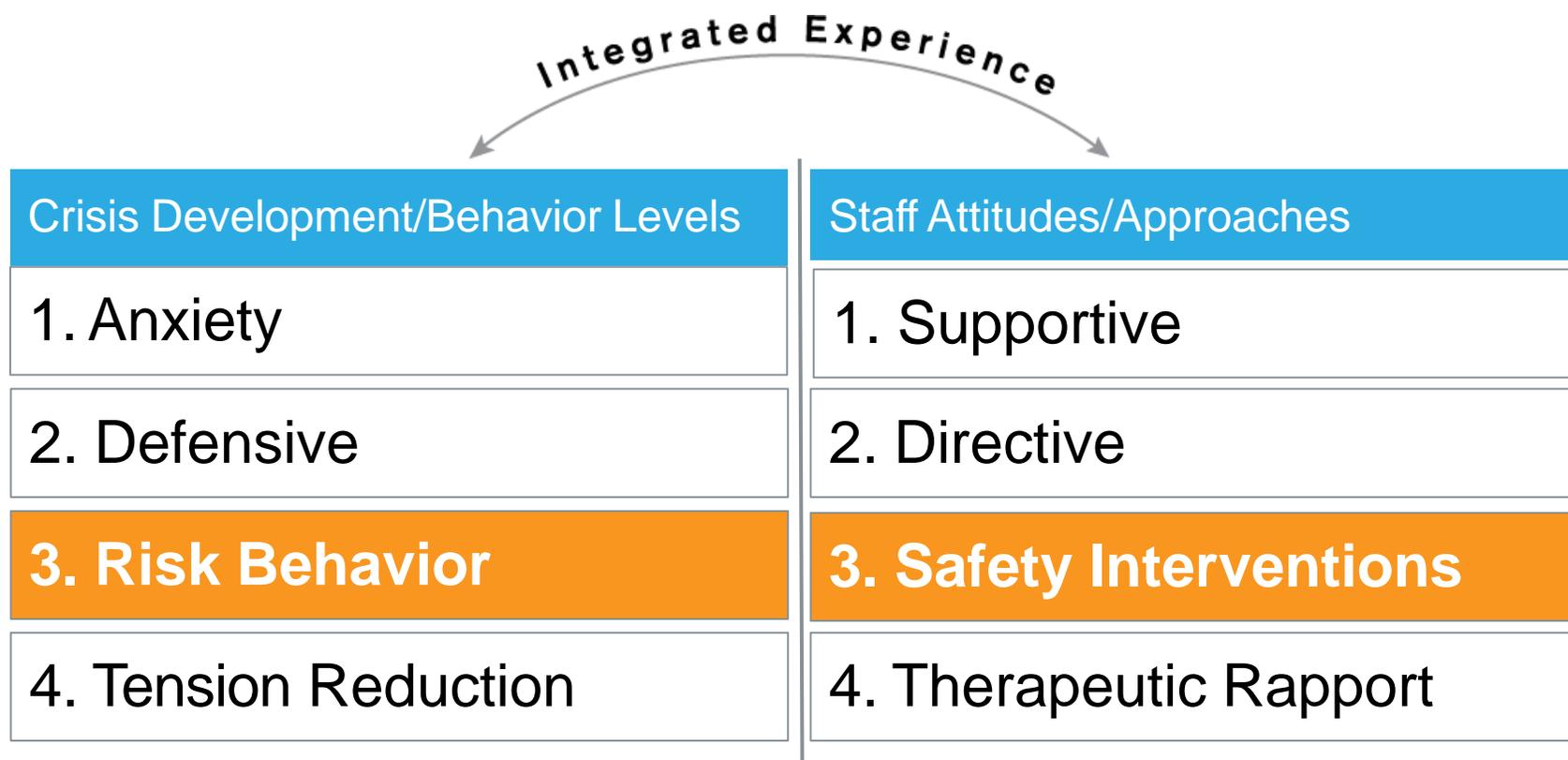


MODULE 7

Decision Making

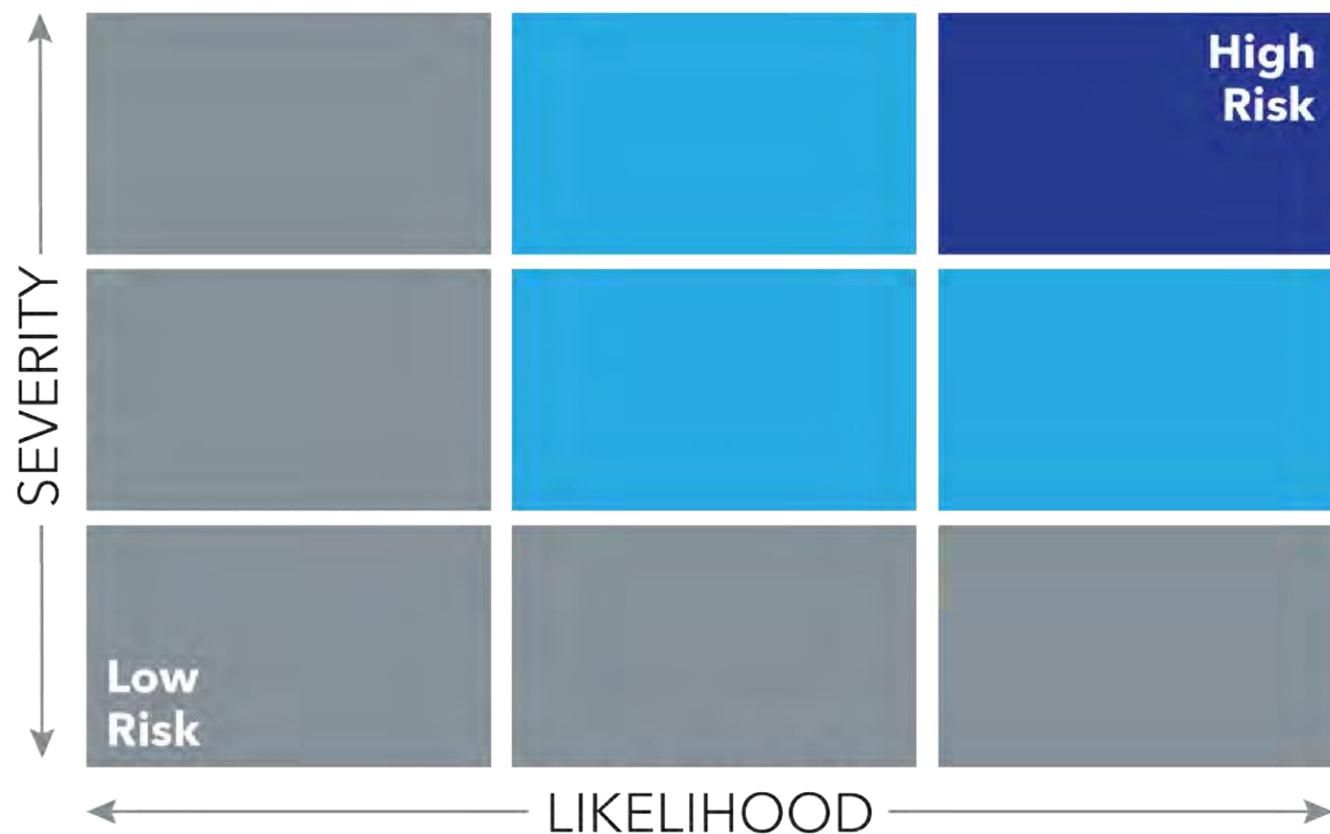
Decision Making

The CPI *Crisis Development Model*SM



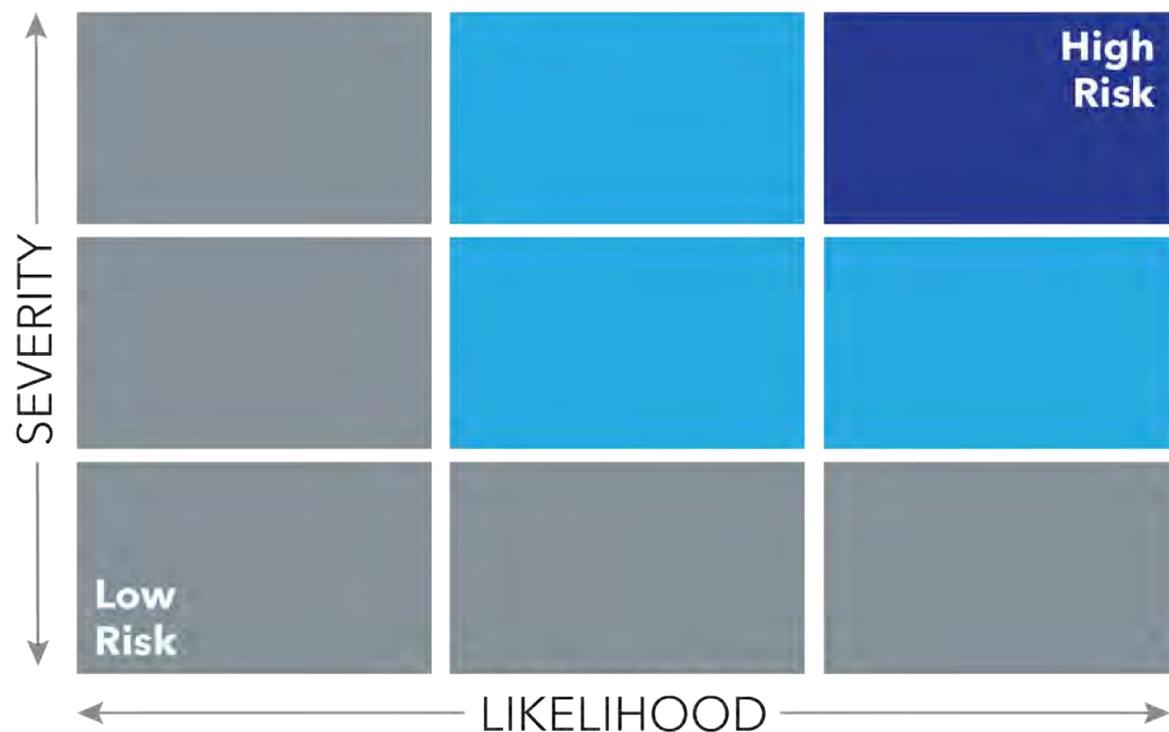
Decision Making

*Decision-Making Matrix*SM



Decision Making

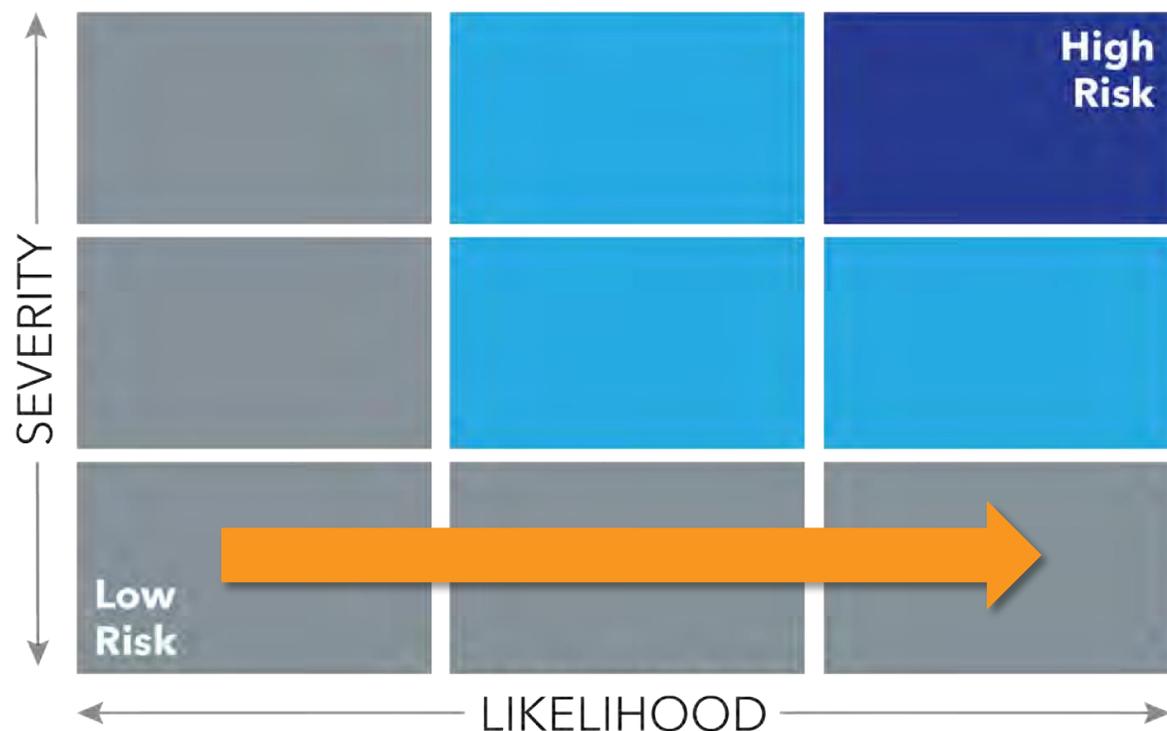
Decision-Making MatrixSM



Risk: The chance of a bad consequence.

Decision Making

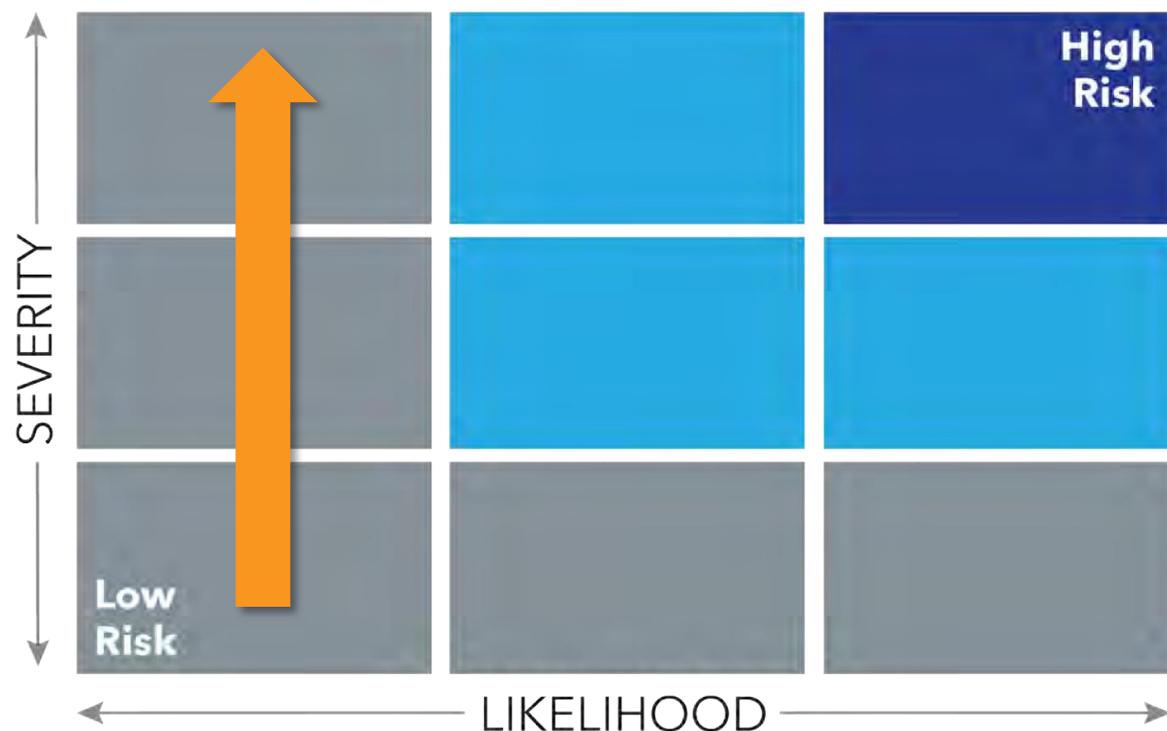
Decision-Making MatrixSM



Likelihood: The chance that an event or behavior may occur.

Decision Making

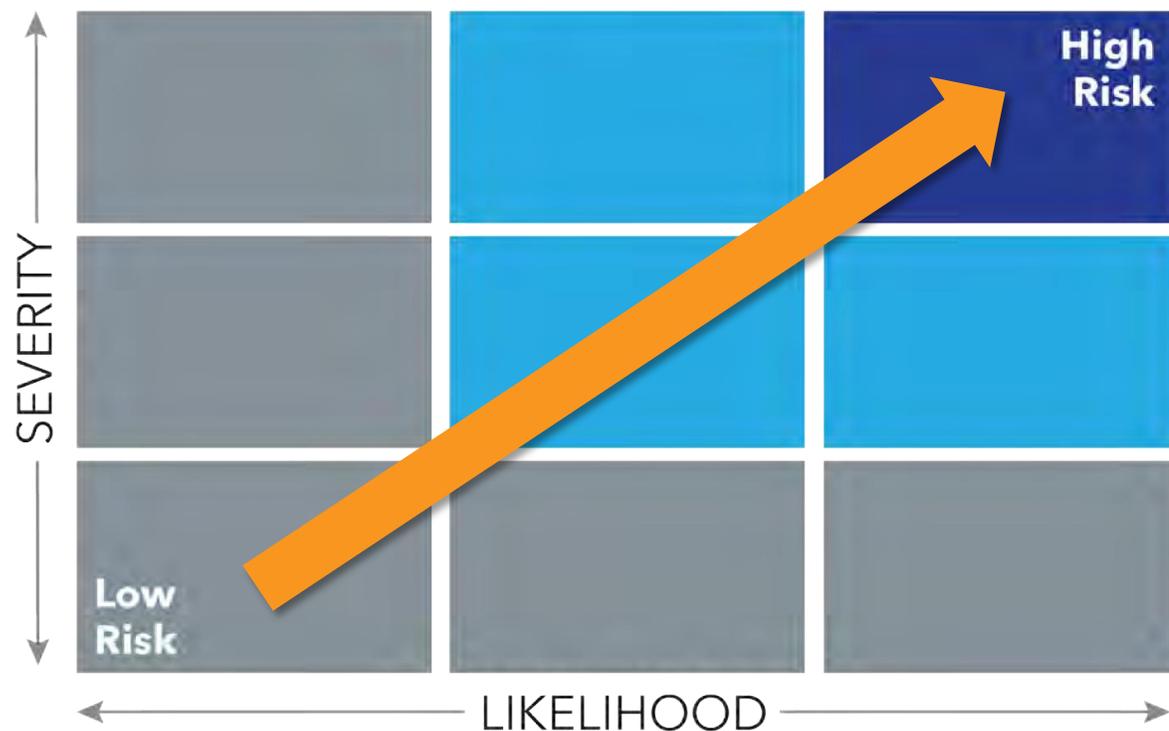
Decision-Making MatrixSM



Severity: The level of harm that may occur.

Decision Making

*Decision-Making Matrix*SM

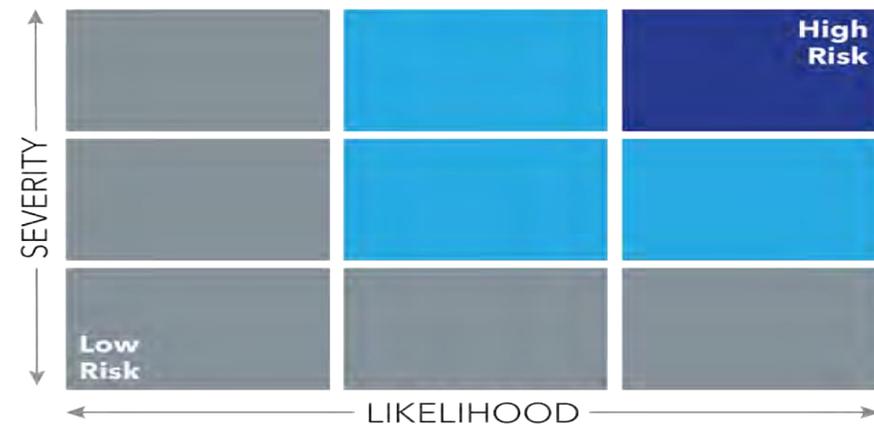


Assessing Risk Example



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Decision-Making MatrixSM

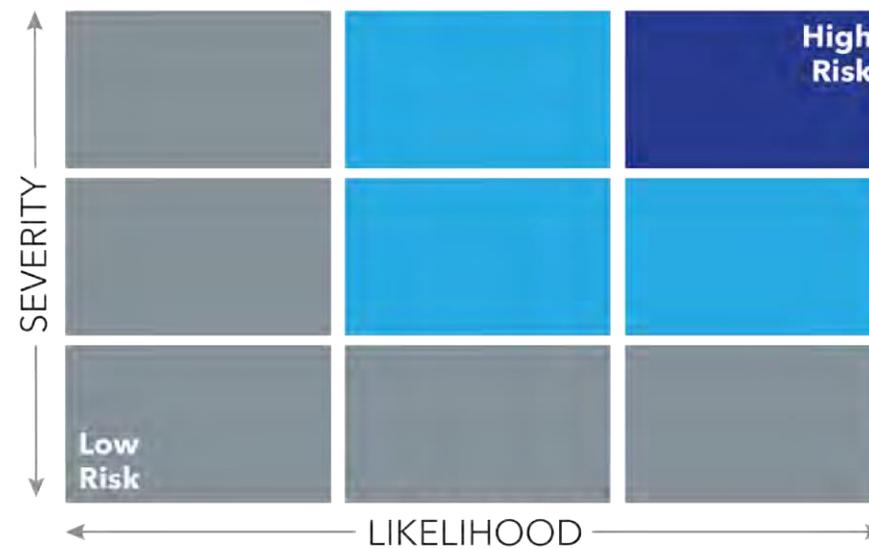


- A five-year-old boy, Henry, climbed onto a six-foot metal file cabinet.
- He has good balance and is very agile.
- File cabinet is against a wall and next to a desk.
- Cabinet is weighed down and unlikely to fall.

Assessing Likelihood



Decision-Making MatrixSM

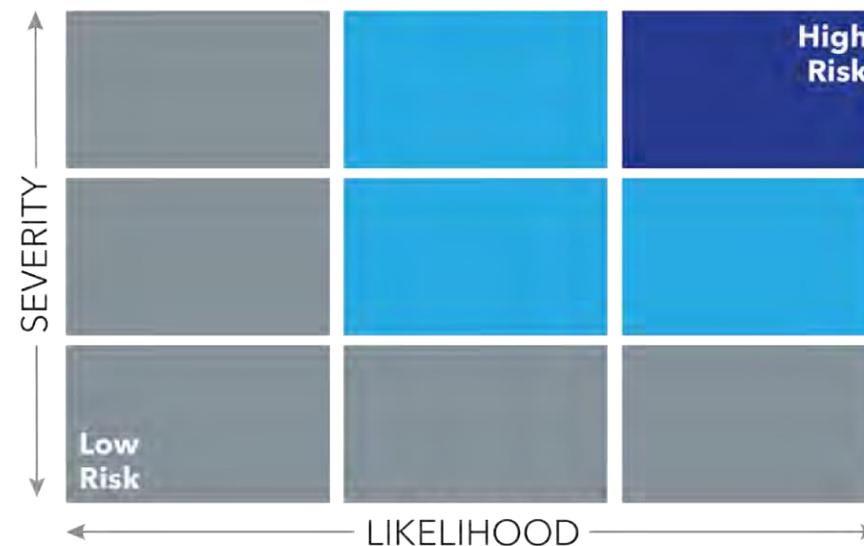


LIKELIHOOD of Henry falling = **Low**

Assessing Severity



Decision-Making MatrixSM



LIKELIHOOD of Henry falling = **Low**
SEVERITY of injury = **Medium**

Assessing Severity



Decision-Making MatrixSM



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?

*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?

*Decision-Making Matrix*SM

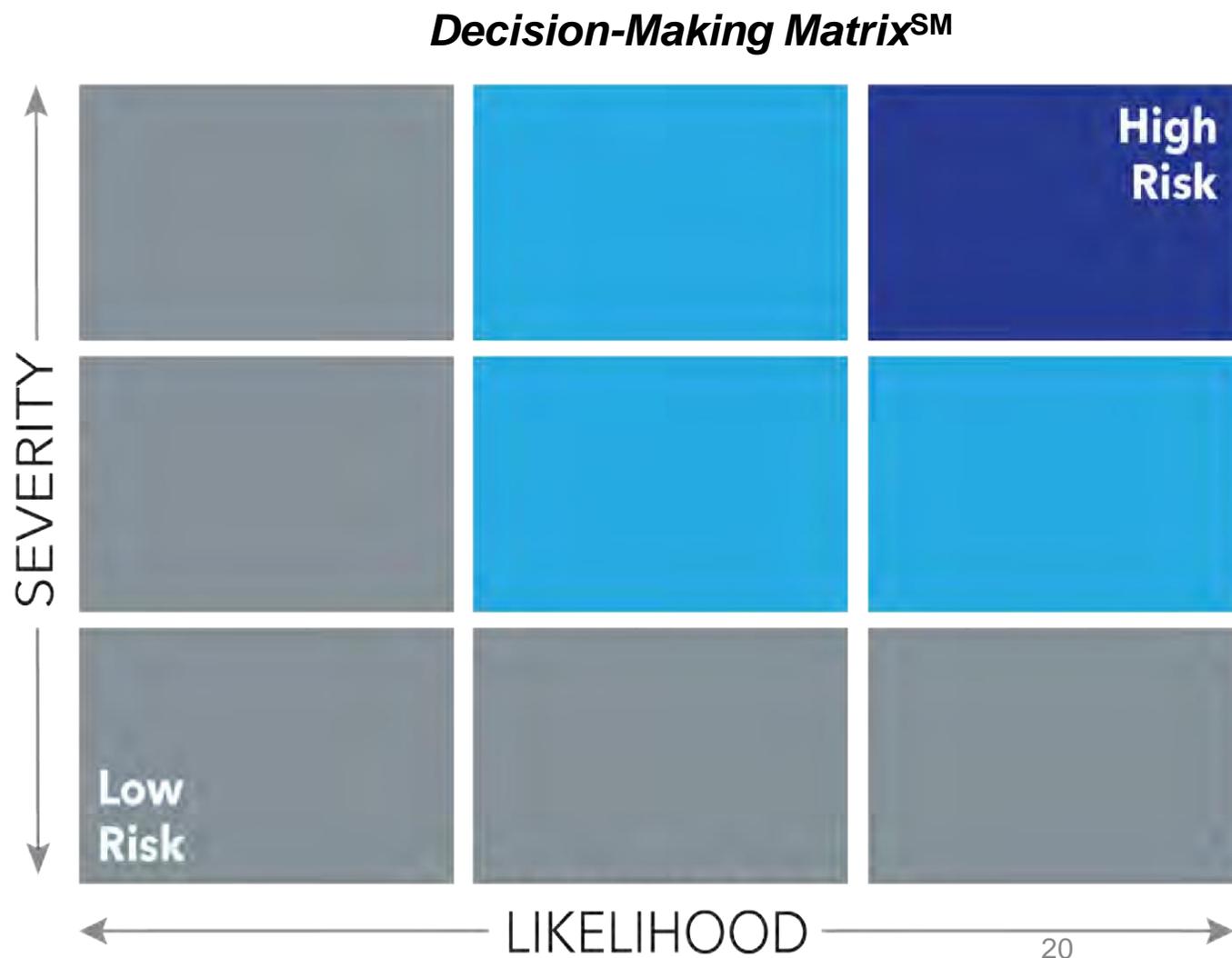
Case Study – Education

Zander is in 8th grade and 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

Activity: *Decision-Making Matrix*SM Part 2

- Using the previous case study example, how would you assess the **risk** using the matrix to determine appropriate Safety Interventions.
- Keep in mind your organizational policies and procedures.
 - How may you reduce the likelihood of injury?
 - How may you reduce the severity of harm?



Knowledge Check

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

- a. True
- b. False

Knowledge Check

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

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

Knowledge Check

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

- a. Consequence
- b. Severity
- c. Criminal/Civil law

Knowledge Check

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

- a. Consequence
- b. **Severity**
- c. Criminal/Civil law

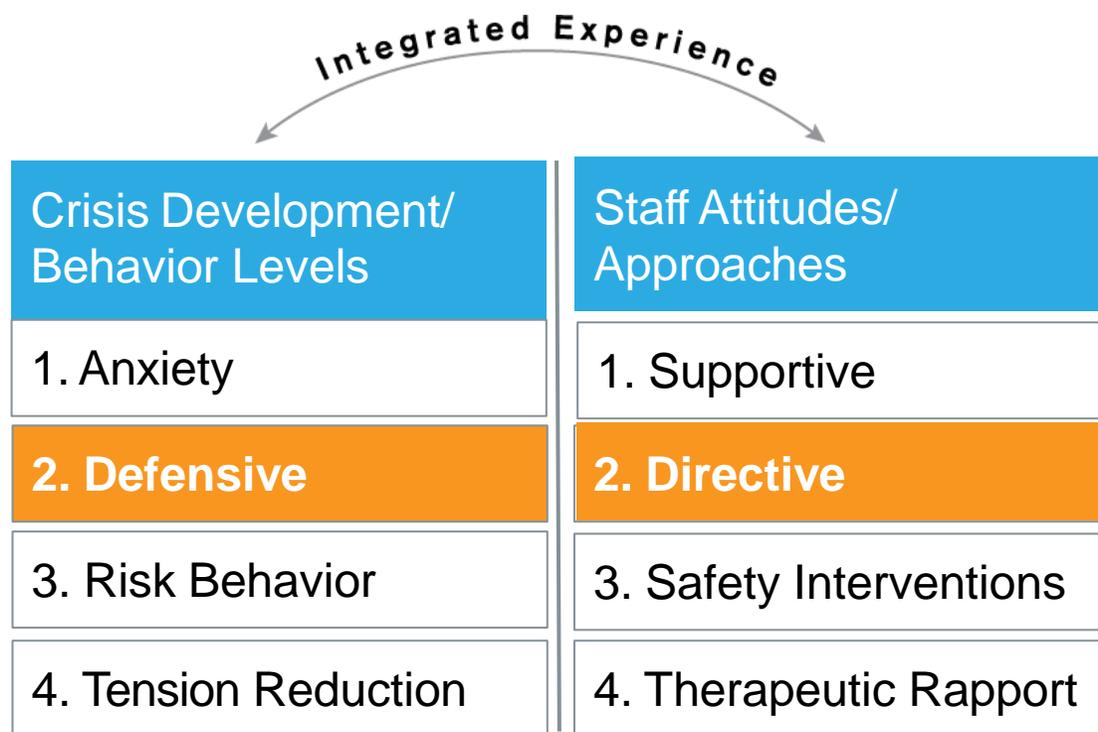


MODULE 4

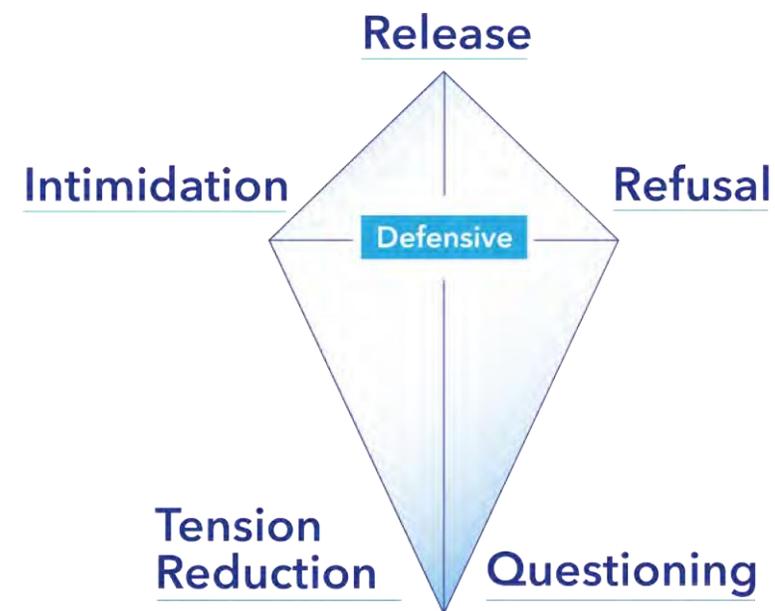
Responding to Defensive Behaviors

Defensive Behaviors and the *Verbal Escalation Continuum*SM

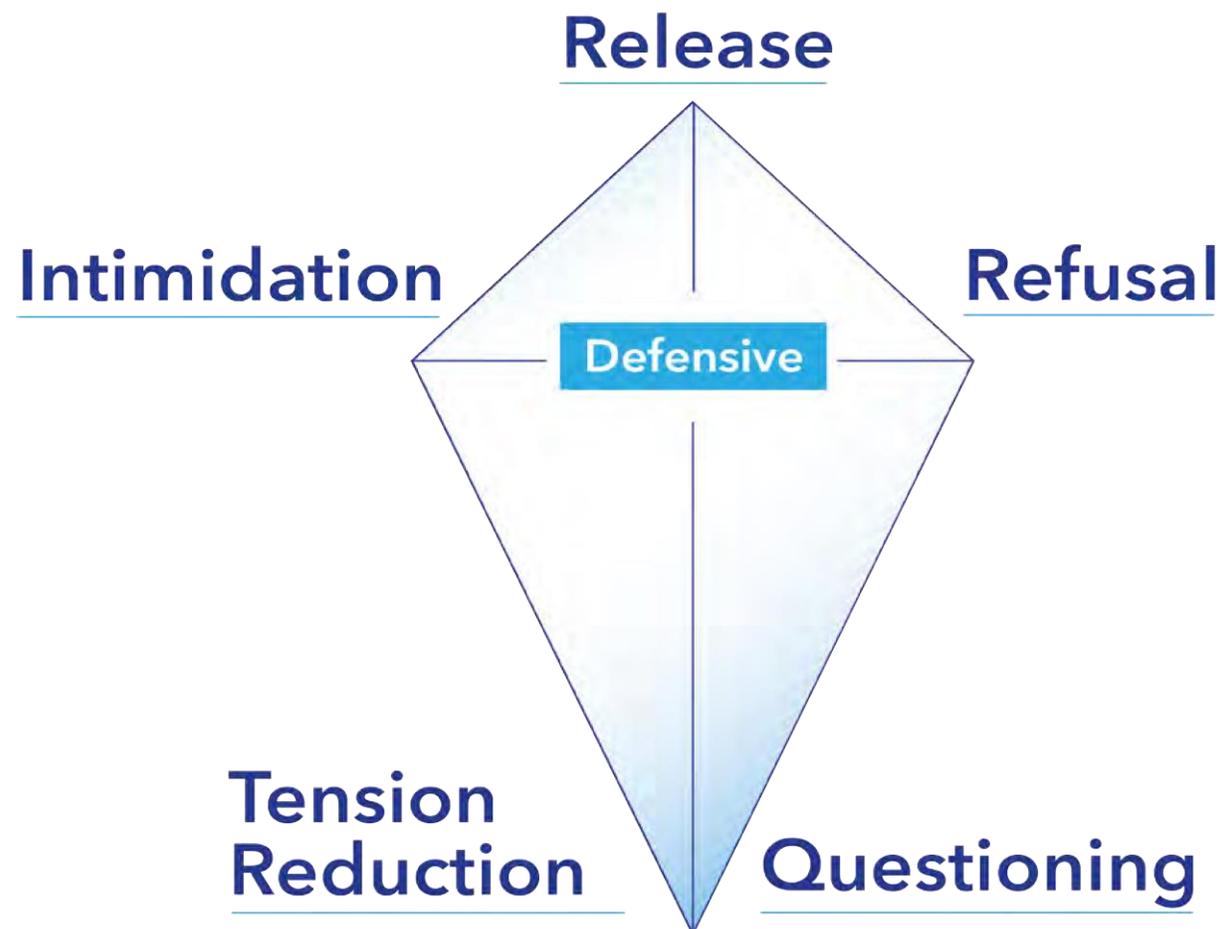
The CPI *Crisis Development Model*SM



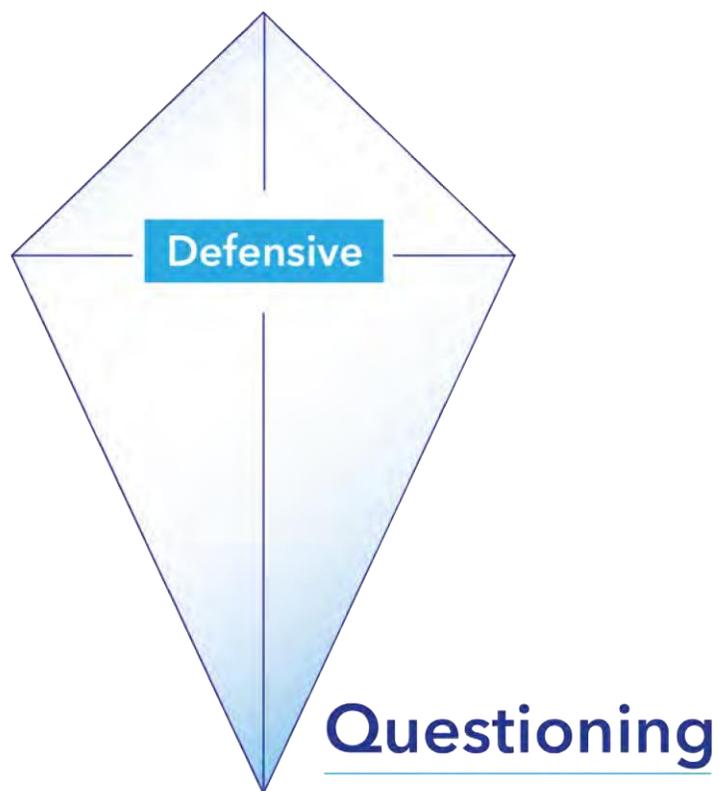
*Verbal Escalation Continuum*SM



The *Verbal Escalation Continuum*SM



The *Verbal Escalation Continuum*SM



Questioning

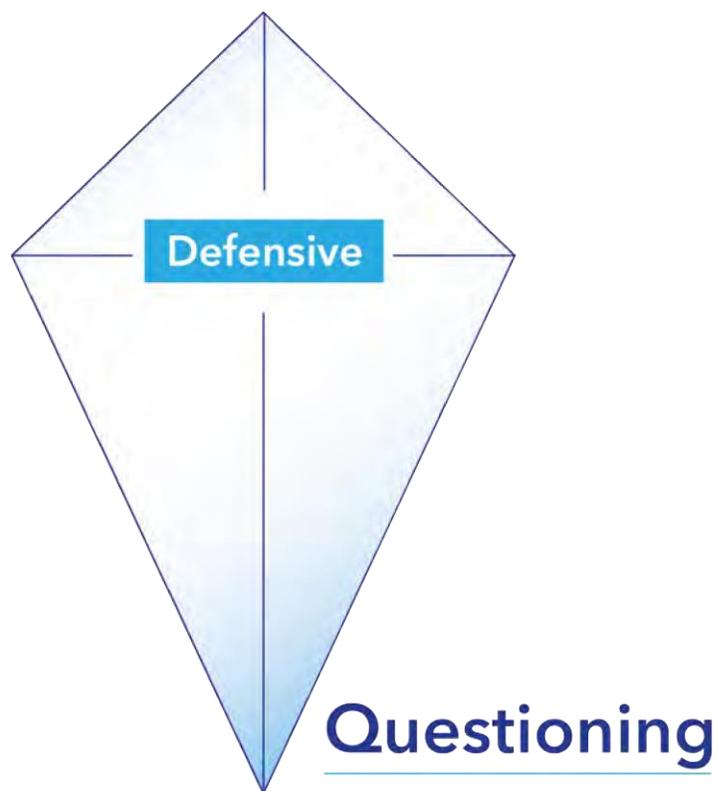
INFORMATION-SEEKING

A rational question seeking a rational response.

STAFF INTERVENTION

Give a rational response.

The *Verbal Escalation Continuum*SM



Questioning

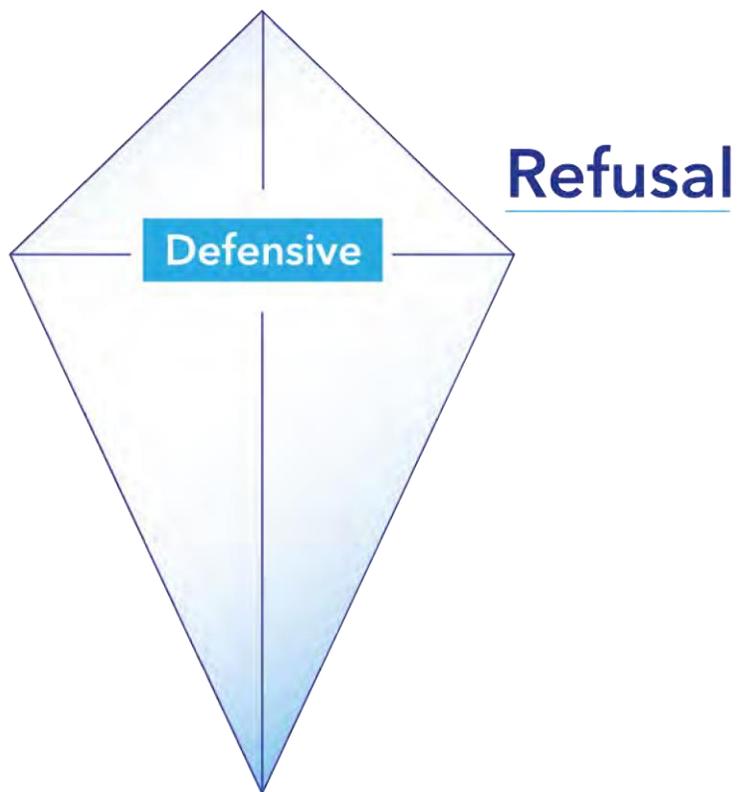
CHALLENGING

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

STAFF INTERVENTION

Downplay the challenge. Stick to the topic.

The *Verbal Escalation Continuum*SM



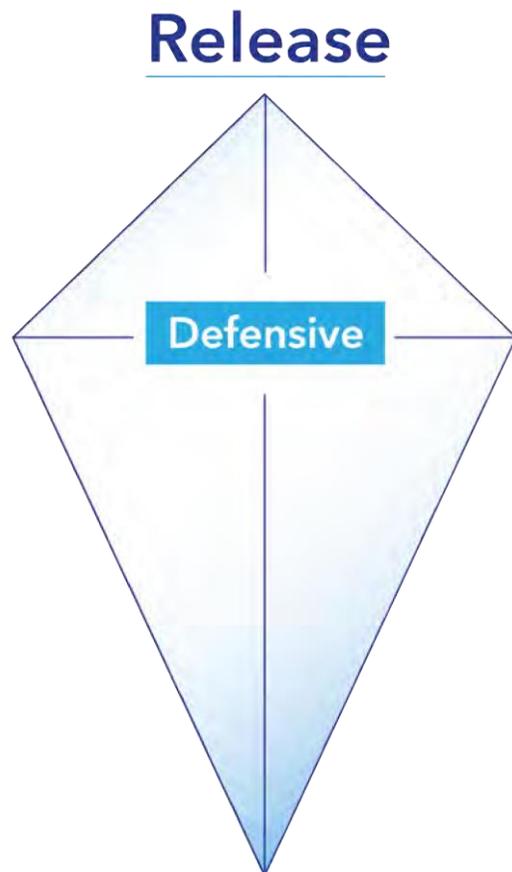
Refusal

Unwillingness to cooperate or follow instructions.

STAFF INTERVENTION

Limit setting.

The *Verbal Escalation Continuum*SM



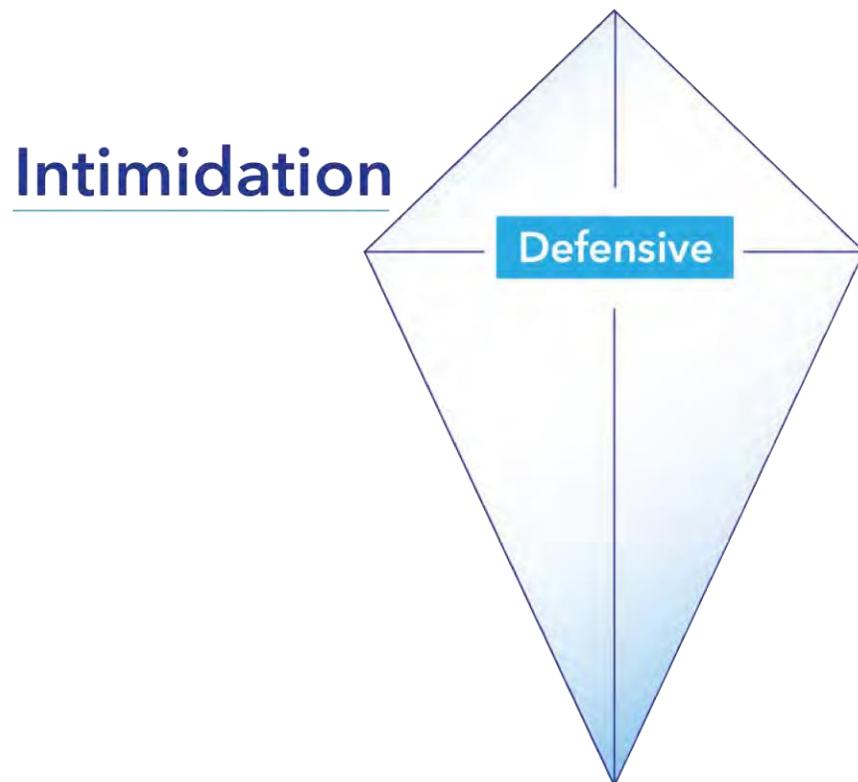
Release

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

STAFF INTERVENTION

Allow venting.

The *Verbal Escalation Continuum*SM



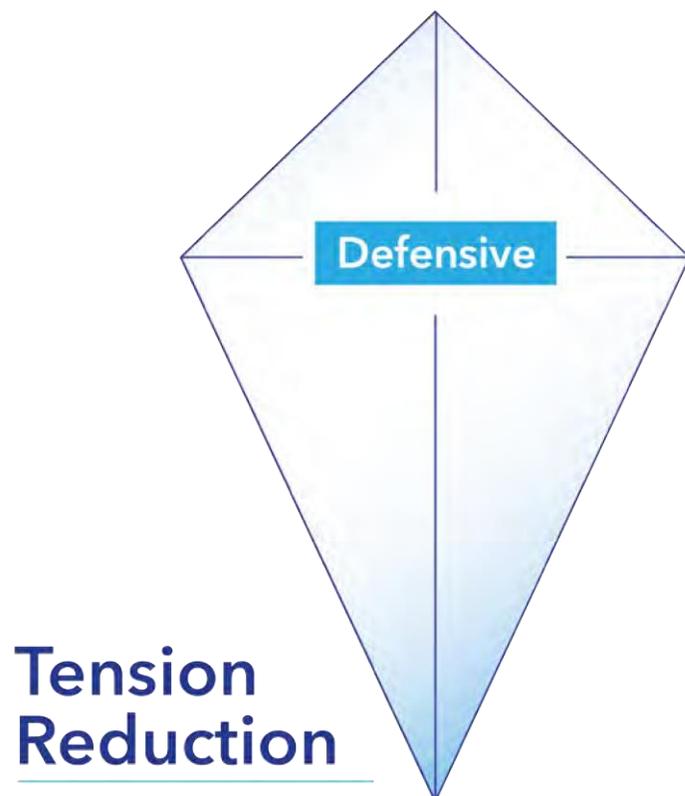
Intimidation

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

STAFF INTERVENTION

Take all threats seriously. Seek assistance.

The *Verbal Escalation Continuum*SM



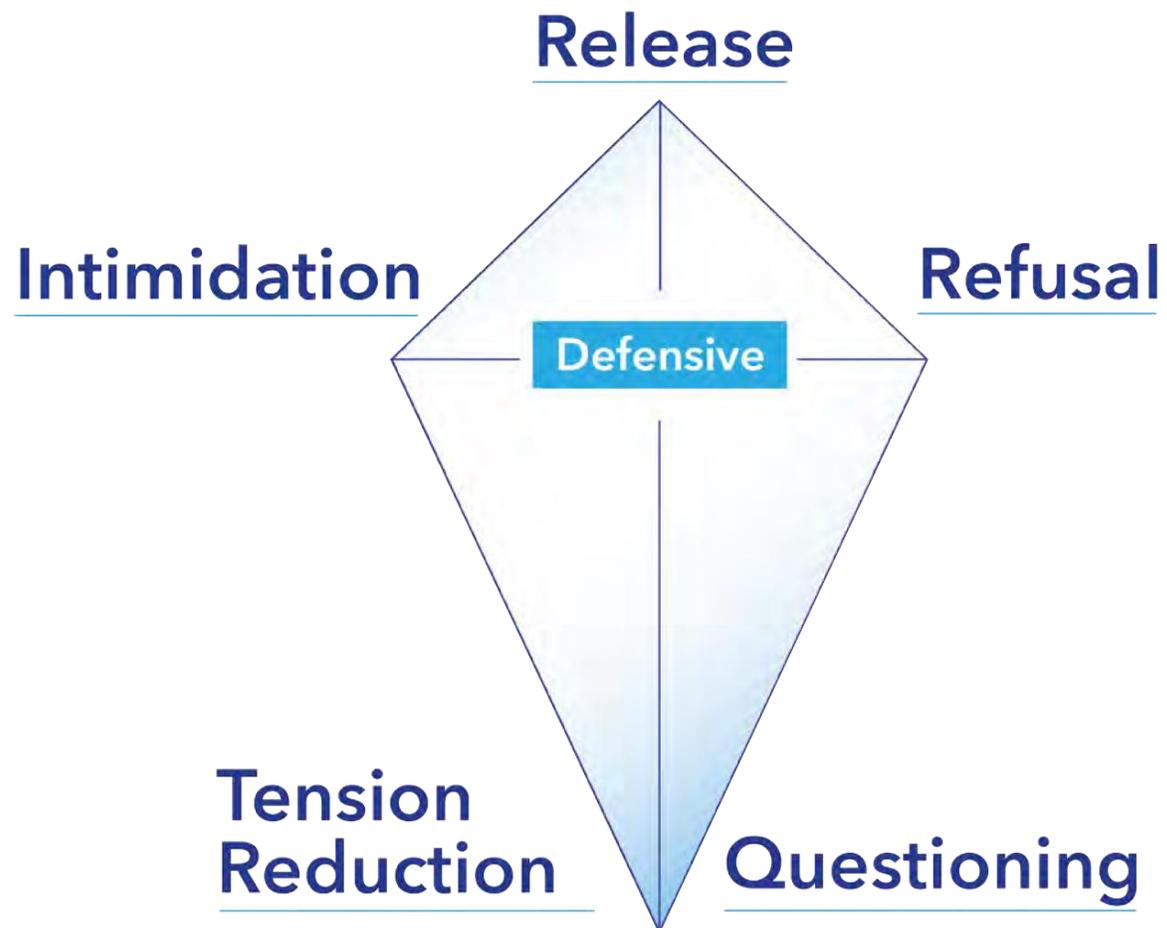
Tension Reduction

Decrease in physical and emotional energy.

STAFF INTERVENTION

Establish Therapeutic Rapport.

The *Verbal Escalation Continuum*SM



Activity: Identify the Defensive Behaviors

Identify the defensive behaviors and corresponding staff interventions.

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?

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?

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?

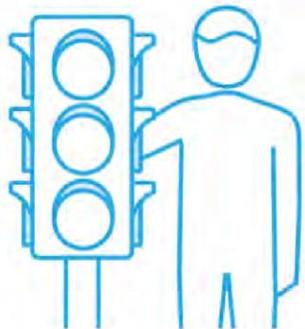
Activity – Example 4

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?

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.

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?”

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.

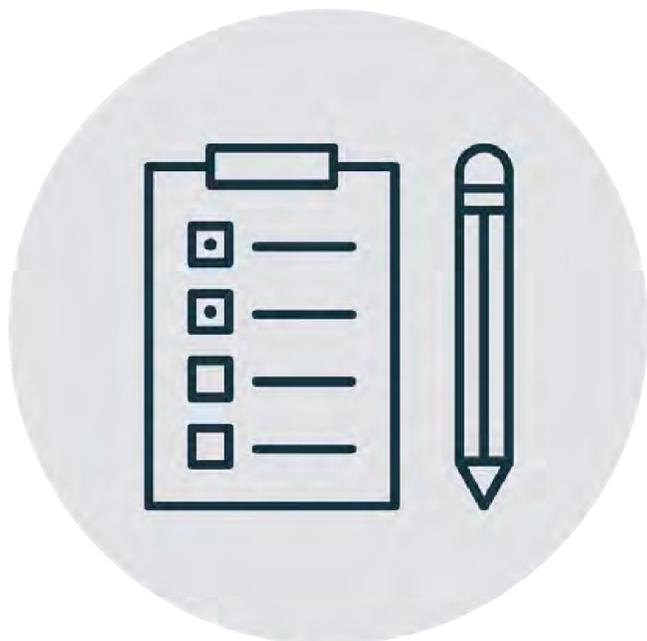
Delivering



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.

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

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.

Final Thoughts

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

THANK YOU!

