



CPI Nonviolent Crisis Intervention[®] Training

2ND EDITION

For attendance
purposes please
put your name in
the chat box.
Thank you!

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



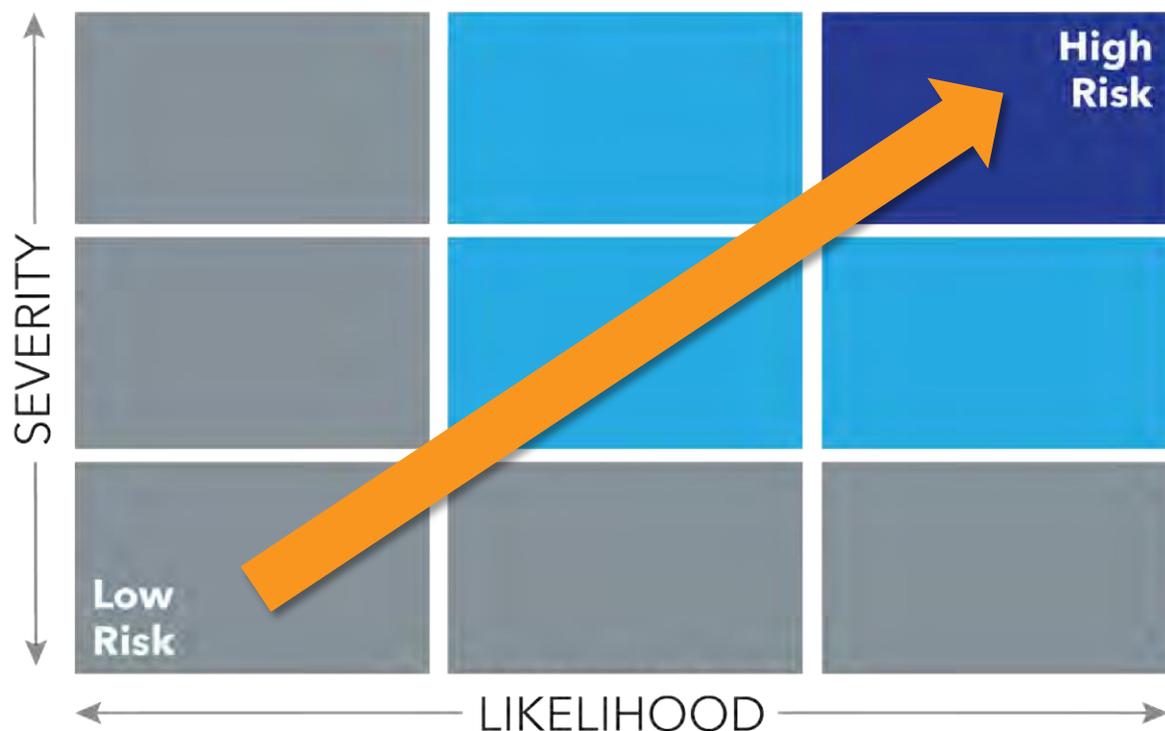
Decision Making

The CPI *Crisis Development Model*SM



Decision Making

Decision-Making MatrixSM



Decision Making Matrix (sm) Definitions

Risk: The chance of a bad consequence.

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

Severity: The level of harm that may occur.

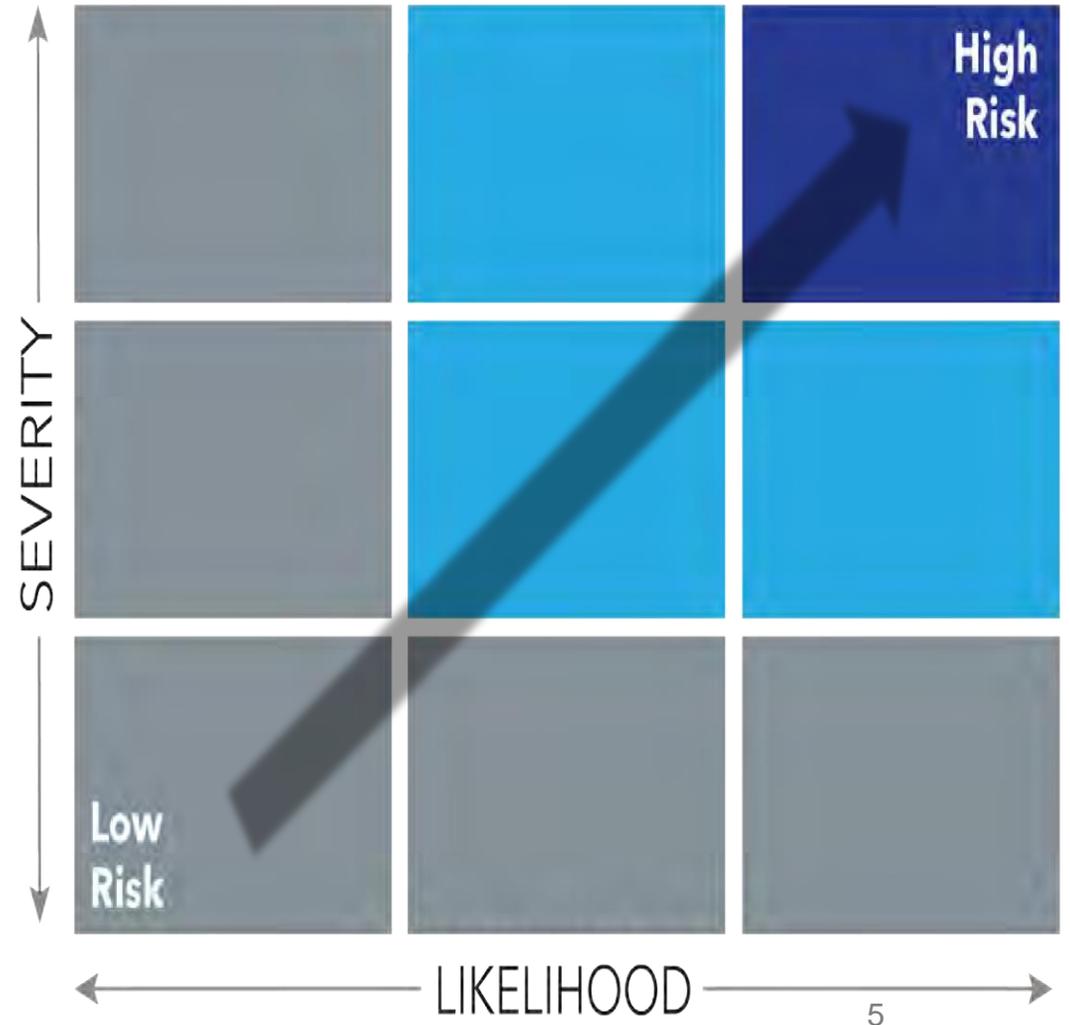
****As the Likelihood and Severity increase so does the level of Risk. (Grey = low risk, Light Blue = Medium Risk, Dark Blue = High Risk)***

Decision-Making MatrixSM

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.

Decision-Making MatrixSM



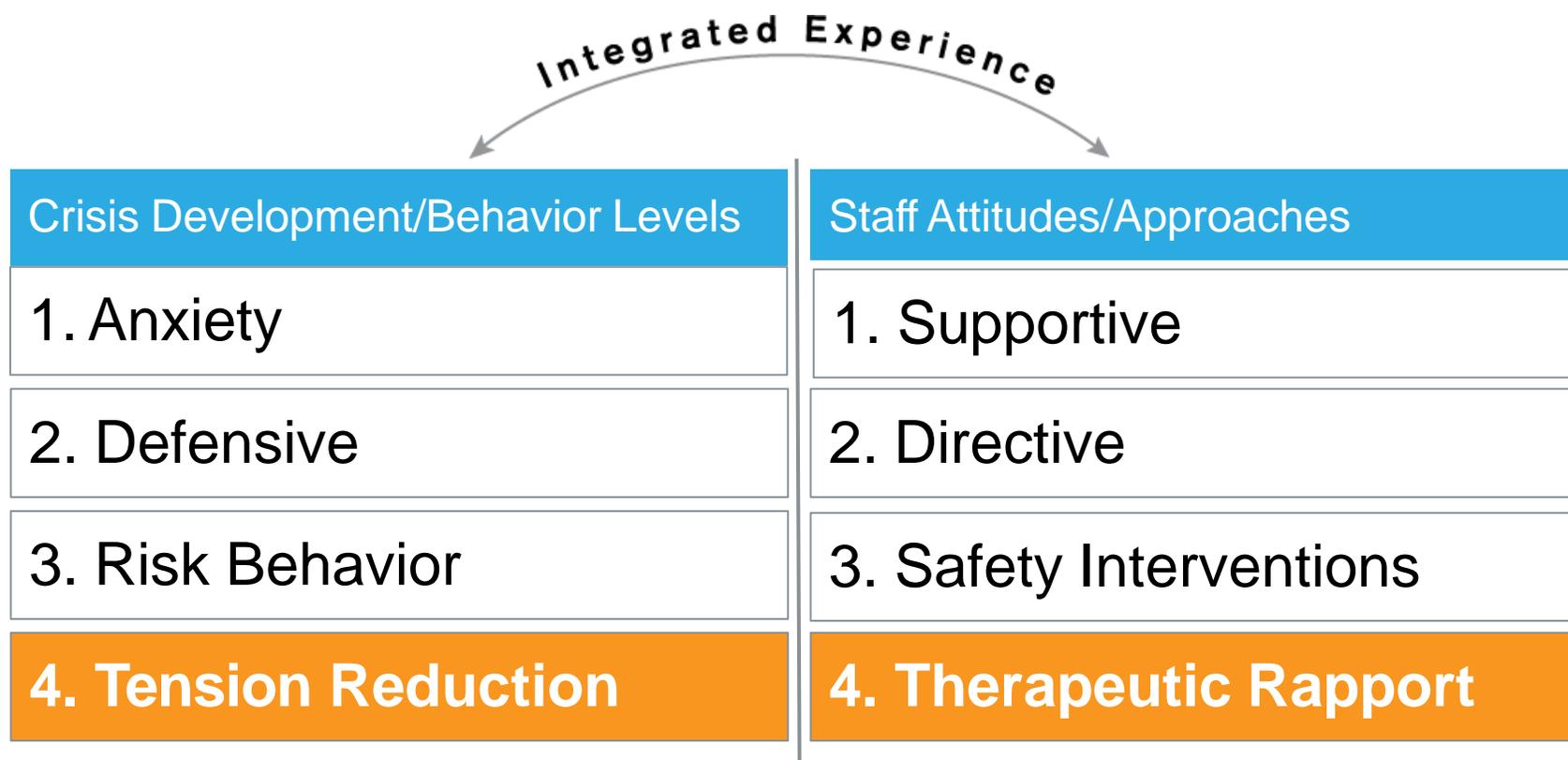


MODULE 8

Post-Crisis

Post-Crisis

The CPI *Crisis Development Model*SM



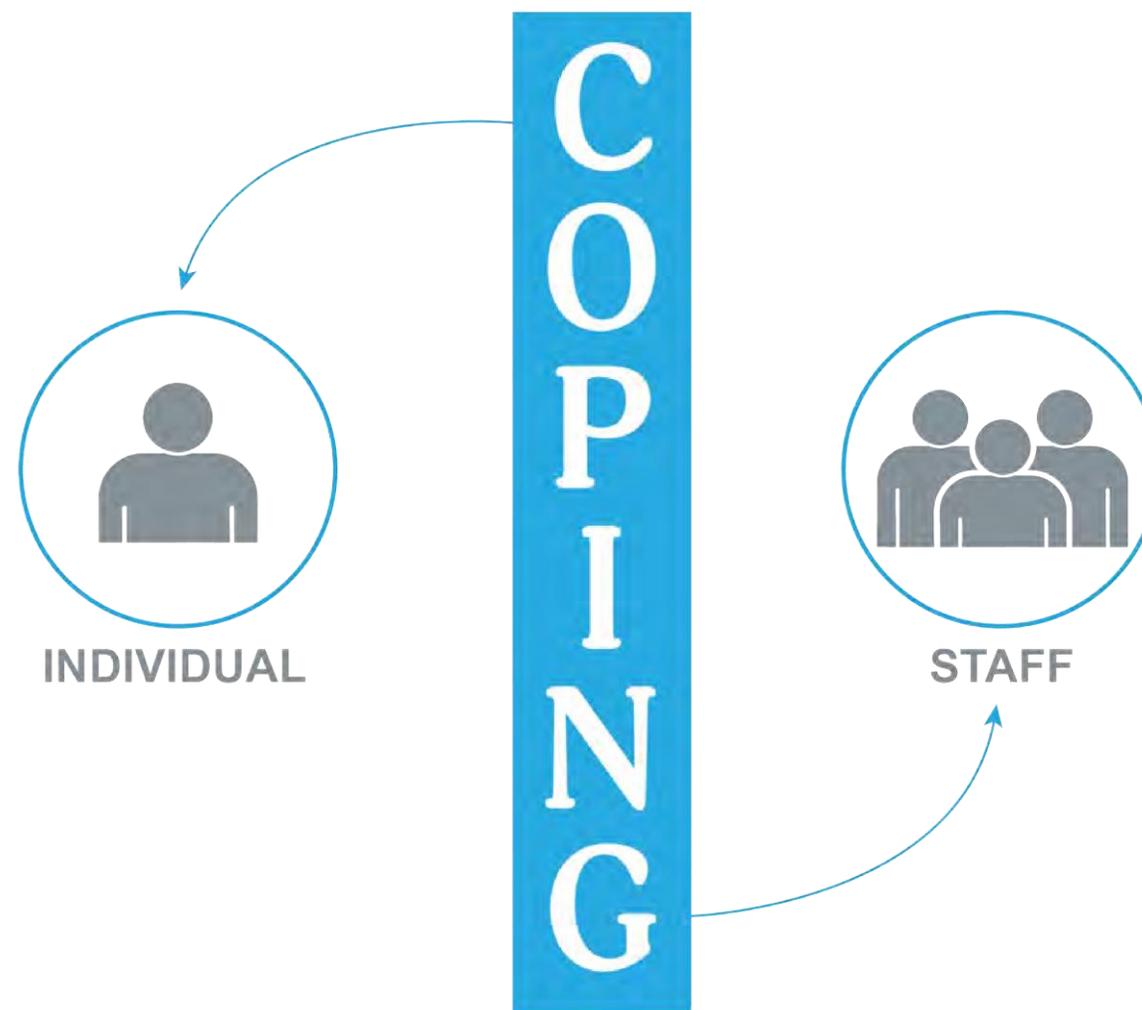
Typical physical and emotional examples that may indicate a person has reached Tension Reduction

- ✓ Relaxed posture
- ✓ Crying
- ✓ Decrease in breathing rate
- ✓ Guilt
- ✓ Apologizing
- ✓ Returning complexion
- ✓ Reduced muscle tension
- ✓ Embarrassment

The *COPING Model*SM

Control
Orient
Patterns
Investigate
Negotiate
Give

The *COPING Model*SM



The *COPING Model*SM – Individual



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O
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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?”

The *COPING Model*SM – Individual



INDIVIDUAL

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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



INDIVIDUAL

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Patterns – Look for patterns for the behavior.

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

The *COPING Model*SM – Individual



INDIVIDUAL

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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?

The *COPING Model*SM – Individual



INDIVIDUAL

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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

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Give back responsibility; provide support and encouragement.

Example:

“I appreciate you talking with me. Do you agree with the plan that we just discussed?”

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?



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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.



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The *COPING Model*SM – Staff

Give support and encouragement.

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



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STAFF

COPING MODEL at a Glance.....

The COPING ModelSM



INDIVIDUAL



STAFF

<p>CONTROL - Ensure that emotional and physical control is regained.</p> <ul style="list-style-type: none"> I'd like to talk about what happened earlier. Do you have a few minutes? 	C	<p>CONTROL - Ensure that emotional and physical control is regained by the staff.</p> <p>Start the conversation by acknowledging staff's feelings and then asking permission to discuss.</p>
<p>ORIENT yourself to the basic facts.</p> <ul style="list-style-type: none"> What happened? When did it happen? Who else has been affected? Why did it happen? Where did it happen? 	O	<p>ORIENT yourself to the basic facts.</p> <ul style="list-style-type: none"> What happened? When did it happen? Who else has been affected? Why did it happen? Where did it happen?
<p>PATTERNS - Look for patterns for the behavior.</p> <ul style="list-style-type: none"> Is this the first time the individual reacted that way, or has it become a recurring event? 	P	<p>PATTERNS - Look for patterns in staff responses to the behavior.</p> <p>Review the staff response history. Are there patterns in how the team or specific staff members responded?</p>
<p>INVESTIGATE alternatives to the behavior.</p> <ul style="list-style-type: none"> 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? 	I	<p>INVESTIGATE ways to strengthen staff responses. With team members, propose and discuss potential solutions.</p> <ul style="list-style-type: none"> 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?
<p>NEGOTIATE future approaches and expectations of behavior.</p> <ul style="list-style-type: none"> What can we do to help you when you feel distressed? Is there anything you don't want us to do during these moments? 	N	<p>NEGOTIATE changes that will improve future interventions. Reinforce what's working well.</p> <p>Example: "Is there anything you would have done differently?"</p> <p>Discuss and gain commitment from all staff to ensure that any improvements will be made.</p>
<p>GIVE back responsibility; provide support and encouragement.</p> <ul style="list-style-type: none"> I appreciate you talking with me. Do you agree with the plan that we just discussed? 	G	<p>GIVE support and encouragement. Express trust and confidence in their ability to respond during the next crisis.</p>

Post-Crisis

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.

Questions to think about.....

1. What level of Crisis did this incident reach?
2. How will you know when the individual is ready to talk about the incident?
3. Using the COPING MODEL what are some questions you would ask the individual?
4. How can the COPING MODEL achieve therapeutic rapport with staff and provide a learning opportunity for staff?
5. What questions would you ask the staff? Would you address staff fear and anxiety?

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?



Thank You!