11B

CPI Training
2018-19 Staff

RHS Teachers
- Elise Krueger
- Conley, Robin
- Blum, Joe
- Fleitman, Adam
- Holme, Karen
- Ross, Shelly
- Lentz, Brian
- Wolf, Joel
- Nelson, Derek
- Rhoden, Jana
- S-Wagner, Jennifer
- Rashieda Ross
- Simon, Denise
- **Total - 13**

RHS Paras
- Bloomer, Kelly
- Biever, Beau
- Denesen, Jeffrey
- Corley, Nancy
- Michalik, Sharon
- Cousins, Michelle
- Bartlett, Christine
- Clay, Stanley
- Zubah, Lucy
- Cardwell, Judy
- **Total - 10**

Centennial Teachers
- Foster, Manford
- Kuker, Laura
- Kinsella, Kelsey
- Christianson, Sharon
- Reincke, Victoria
- Banz, Rachel
- Schnackenberg, Cathy
- **Total - 7**

Centennial Paras
- Hun, Melynda
- Oakley, Jake
- Westvig, Susan
- Zazay, Fralinda
- Alger, Joan
- Boie, Jason
- Thomas, Heidi
- Lundin, Paul
- **Total - 8**

Sheridan Teachers
- Greeley, Deb
- Bastian, Shelby
- Owen Wells
- Avila, Katie
- Tobey, Michelle
- Tharp, Gay
- **Total-6**

Sheridan Paras
- Aberg, William
- Ahlstrom, Debbie
- Bedor, Stephanie
- Benz, Jamie
- Williams, Tamika
- Niday, John
- Lien, Leslie
- Quale, Reid
- Akehurst, Ashely
- **Total-9**

RMS Teachers
- Hoehn, Meg
- Ritt, Shannon
- Hanson, Chris
- Myhra, Morgan
- Maiers, Carl
- Duenow, Tanya
- Wolowick, Heather
- Blesi, Molly
- Wheeler, Leah
- Rice, Alaina
- Alec Kalbow
- **Total -11**

RMS Paras
- Johnson, Bonnie
- Ferreira, Catherine
- Maggie Sauer
- Holtgrave, Sheila
- Kunkel, Amy
- Mattson, Emily
- Maria Feight
- Olson, Diane
- Beyel, Dan
- Shivley, Carleen
- Thibodeaux, Jesse
- Rhoades, Christina
- Kellogg, Dorren
- **Total - 13**

RDLS Teachers
- Thoemke, Michelle
- Hultengren, Tania
- Sarah Langer
- **Total -3**

RDLS Paras
- Paredes, Silvia
- Magana, Juana
- **Total -2**

SEC Teachers
- Doran, Kim
- LuAnn Tauer
- Daraitis, Kim
- Erickson, Lindsey
- Swenson, Linnea
- Hiller, Suzy
- **Total-6**

SEC Paras
- Hassan, Zac
- Jennifer Woldum
- Knoblauch, Catherine
- Rutherford, Jenny
- Harvieux, Daniel
- **Total-5**

STEM Teachers
- Virant, Emily
- Sagmoe, Maribeth
- Semon, Zach
- Donahue, Jodi
- Gulland, Kirstin
- Stecker, Tiffany
- Cowley, Allison
- Schieffer, Pamela
- Lawrence-Smith, Melanie
- Winter, Amy
- **Total -10**

Stem Paras
- Hellesvig, Leona
- Eshete, Genet
- Hernandez, Analy
- Hennessey, Wendy
- Finley, Ashley
- Nelson, Jan
- Sahlstrom, Stephanie
- Erickson, Kristi
- Paguyo, Tracy
- Okell, Cassandra
- Rupiper, Lisa
- McMillan, Laurie
- Shimkus, Alex
- Swisher, Linda
- Smith, Valorie
- **Total - 15**

ECSE Teachers
- Lampron, Amber
- Norwick, Emily
- Franz, Michelle
- Berens, Laura
- Olson, Tanya
- Morgan, Katrina
- Skajewski, Jola
- Wald, Rebecca
- Ruhland, Marueen
- Schramm, Melissa
- **Total-10**

ECSE Paras
- Theisen, Alejandra
- Lamberger, Kathy
- Nelson, Dana
- Hughes, Elizabeth
- Ford-Washington, Sierra
- Carrillo, Esther
- **Total-6**

DAPE Teachers
- Popp, Stephanie
- Coleman, Craig
- Sander, Bryan
- **Total -3**

Social Workers
- Kalata, Lisa
- Slaught, Karen
- Hauer, Chelsey
- Eberly, Chrissy
- **Total -4**

SPL Teachers
- Markle, Amanda
- Needham, Erica
- Ward, Kristin
- Myrika, Mina
- Rehm, Allison
- Thompson, Dana
- Hoffman, Jessica
- Fish, Angela
- **Total -8**

SES
- Warren Matthews
- Shelby Lageson
- Henry Lake
- Megan Helberg
- Stanley Luke
- Tre Jackson
- Alexandra Halzsahuh
- **Total - 7**

Psychologists
- Sweeney, Kaye
- Wolfgram, Jessica
- Williams, Melissa
- Joann Baumgardner
- **Total -4**

OT Teachers
- Feyen, Maureen
- **Total -1**

TOTAL TRAINED = 161

1/14/2019

Richfield PS# 6
Case # 68086

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Nonviolent Crisis Intervention CPI training power point

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- Position computer between you and participants.
- Avoid defaulting to a “point, click, read” approach.

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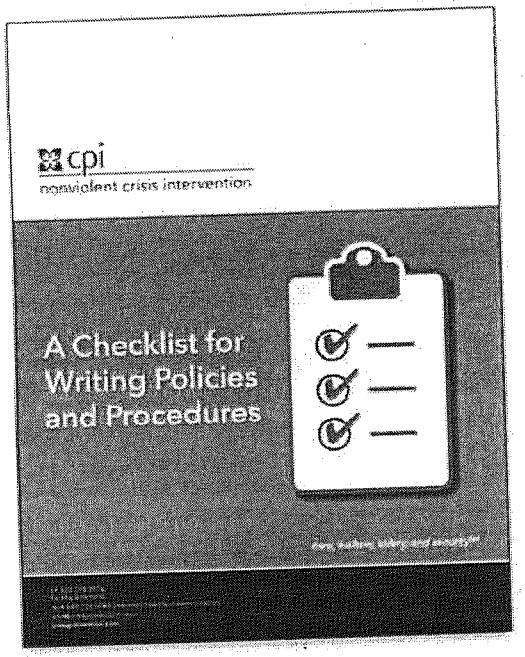

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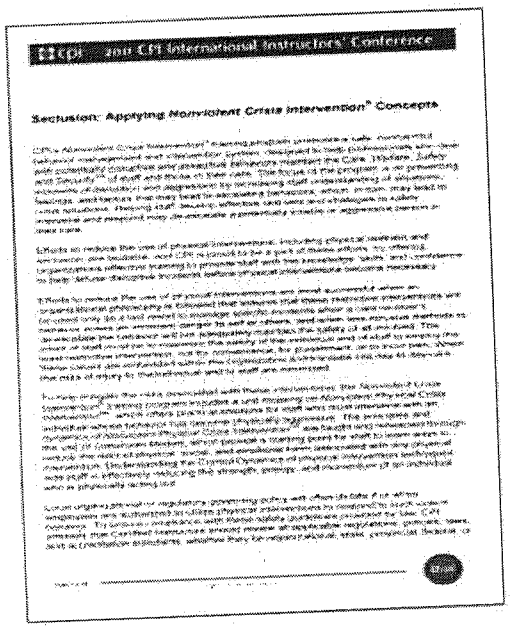
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Seclusion: Applying Nonviolent Crisis Intervention® Concepts

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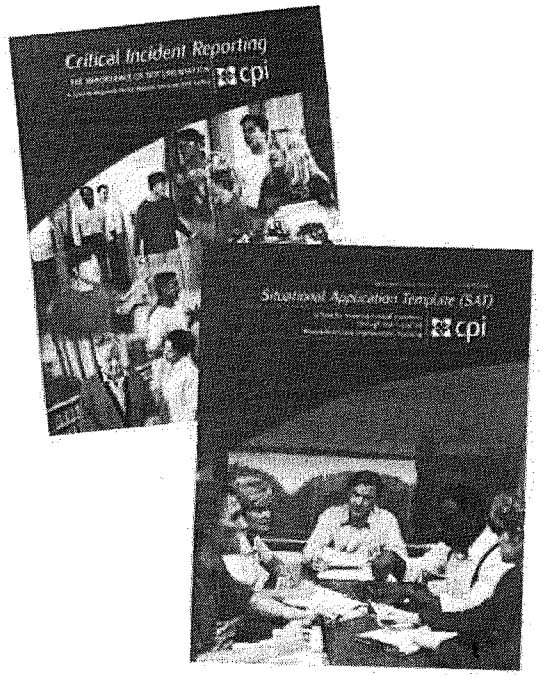

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- ***Critical Incident Reporting***
- ***Situational Application Template***

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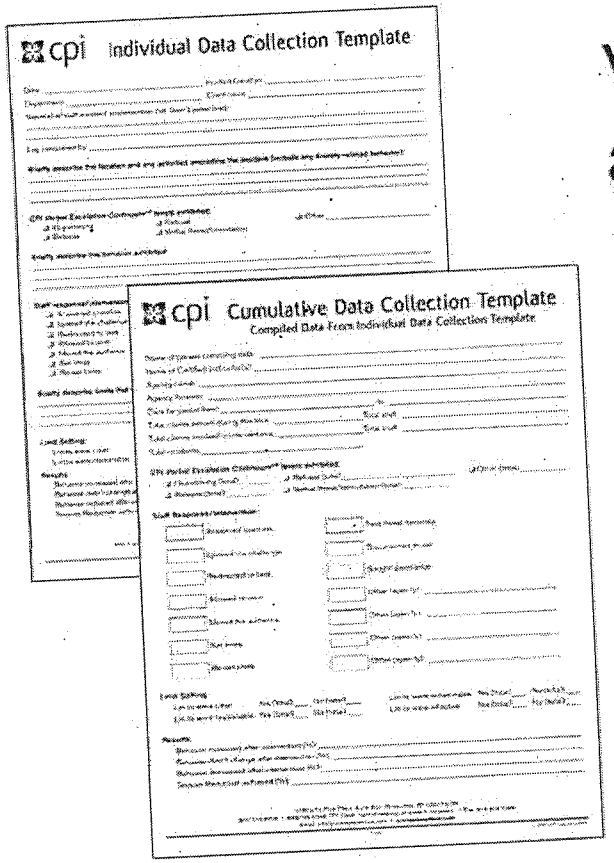

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Electronic Presentation

NONVIOLENT CRISIS INTERVENTION®
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Due Care Guidelines for Participants

Maintaining Safety in the *Nonviolent Crisis Intervention*® Training Program

- I will respect other participants as peers.
- I am responsible for the safety of others with regard to my actions.
- I am responsible for gauging myself with regard to any past/current injuries and my comfort level performing any given skill. If I have any concerns, I will see my Instructor at a break.
- I will not engage in horseplay.
- I will not teach other skills.
- In all role-plays/skills, I will act only on my Instructor's direction.
- I will cooperate, not compete.

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Due Care Guidelines for Participants

Maintaining Safety in the *Nonviolent Crisis Intervention*® Training Program

- I will take time to physically prepare before performing any physical activity, and I will drink plenty of fluids throughout the day.
- I will be conscious of the space around me and always consider safety while practicing physical skills. I must remember that there are others who are practicing near me.
- During physical activities, the Instructor and any participant can ask to stop the activity at any time, for any reason. If, while practicing physical activities, my partner asks me to stop the activity, I will take the request seriously and immediately discontinue the activity.
- I will inform my Instructor prior to class of any injuries or limitations.
- I will report all injuries to my Instructor immediately.
- I will have respect for confidentiality when sharing examples of persons in my care.

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Pre-Test

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Nonviolent Crisis Intervention® Training Program

Pre-Test

Name _____ Date _____

Title _____

Organization _____

1. Define aggression and violence

   List the two types that you may encounter in your job:

   a

   b

2. What are the core values that underpin your work practice?

3. List the levels of behavior an individual may experience for you may observe in a crisis situation and give an appropriate staff response to each

Crisis Development/Behavior Levels	Staff Attitudes/Approaches
1	1
2	2
3	3
4	4

4. Crisis results in a traumatic experience for those involved. **True** or **False**

5. What are your responsibilities after a crisis event?

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The CPI Crisis Development Model™

UNIT 1

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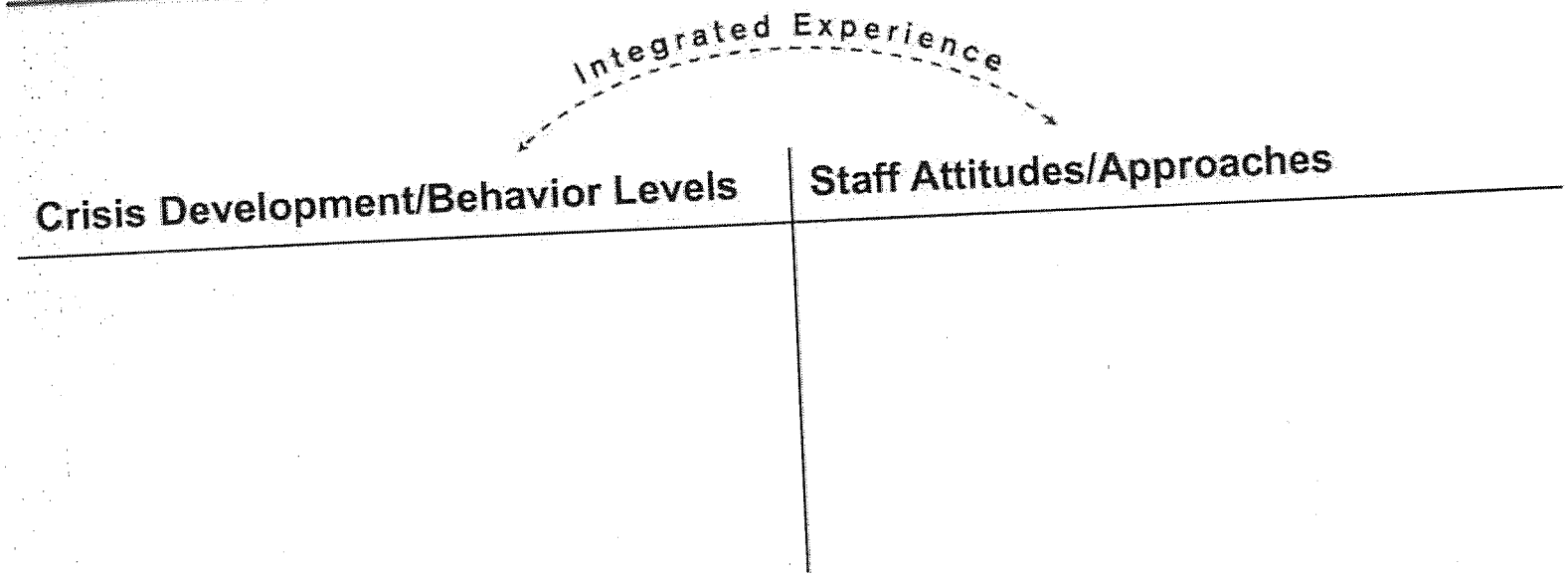
Unit 1: The CPI *Crisis Development Model*℠



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Unit 1: The CPI *Crisis Development Model*℠

Integrated Experience

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

A change in behavior

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Unit 1: The CPI *Crisis Development Model*℠

Integrated Experience

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

An empathic, nonjudgmental approach

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Unit 1: The CPI *Crisis Development Model*℠

Integrated Experience

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

Beginning to lose rationality

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Unit 1: The CPI *Crisis Development Model*℠

Integrated Experience

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

Decelerating an escalating behavior

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Unit 1: 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	

Behaviors that may present a risk to self or others

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Unit 1: 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	**3. Physical Intervention**

Disengagement and/or holding skills to manage risk behavior

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Unit 1: 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. Physical Intervention
4. Tension Reduction	

Decrease in physical and emotional energy

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Unit 1: 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	3. Physical Intervention
4. Tension Reduction	**4. Therapeutic Rapport**

Re-establish communication

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Nonverbal Communication

UNIT 2

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Unit 2: Nonverbal Communication

Proxemics

- Personal space

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Unit 2: Nonverbal Communication

Proxemics

- Personal space

Kinesics

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Unit 2: Nonverbal Communication

Proxemics

- Personal space

Kinesics

- Body language

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Unit 2: Nonverbal Communication

Proxemics

- Personal space

Kinesics

- Body language

Haptics

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Unit 2: Nonverbal Communication

Proxemics

- Personal space

Kinesics

- Body language

Haptics

- Communication through touch

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Reasons for Using the *Supportive Stance*SM

The *Supportive Stance*SM

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Unit 2: Nonverbal Communication

Reasons for Using the *Supportive Stance*SM

- **Communicate respect**

The *Supportive Stance*SM

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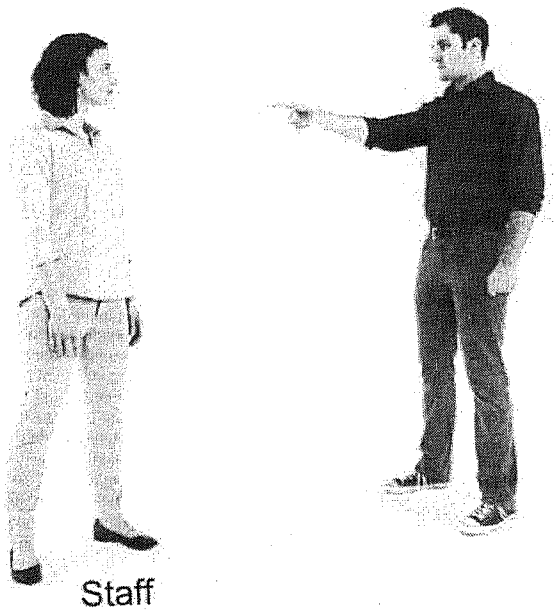
Unit 2: Nonverbal Communication

Reasons for Using the *Supportive Stance*SM

- **Communicate respect**
- **Nonthreatening**



The *Supportive Stance*SM

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Unit 2: Nonverbal Communication

Reasons for Using the *Supportive Stance*SM

- **Communicate respect**
- **Nonthreatening**
- **Maintain safety**

The *Supportive Stance*SM

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Unit 2: Nonverbal Communication

Consider:

The *Supportive Stance*SM

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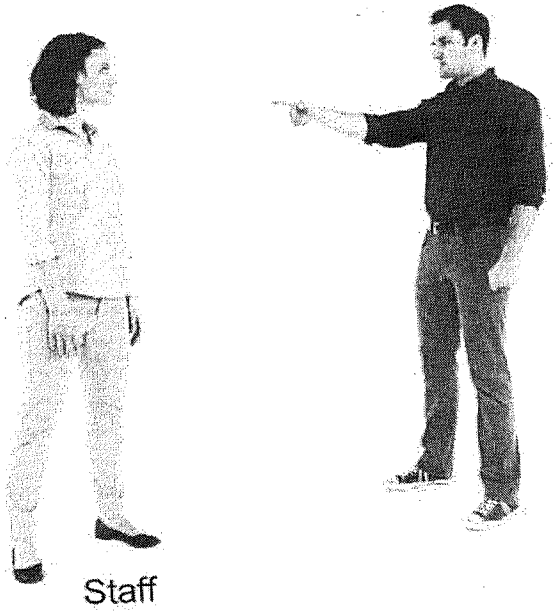
Unit 2: Nonverbal Communication

Consider:

Position

- **Where you are in relation to others—your orientation**



The *Supportive Stance*SM

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Unit 2: Nonverbal Communication

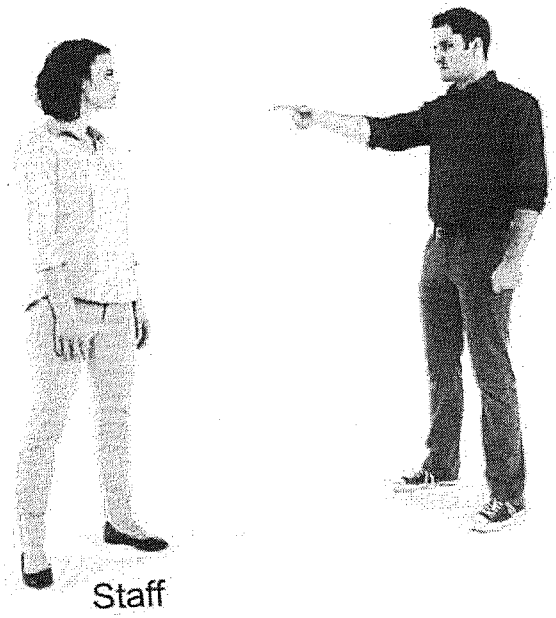
Consider:

Position

- Where you are in relation to others—your orientation

Posture

- How you hold and move your body



The *Supportive Stance*SM

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Unit 2: Nonverbal Communication

Consider:

Position

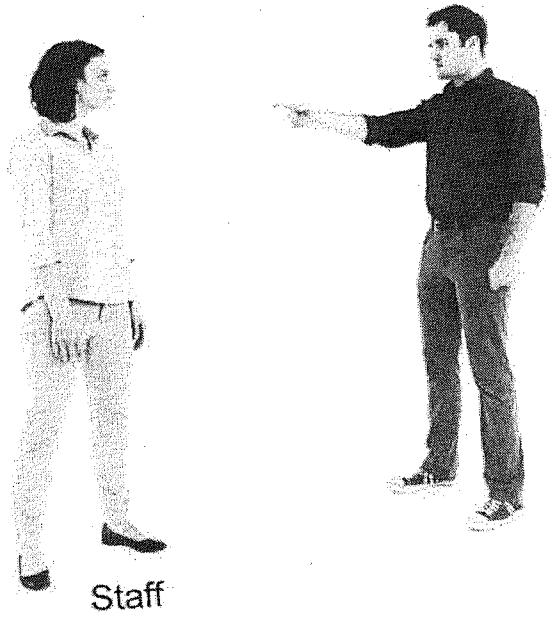
- Where you are in relation to others—your orientation

Posture

- How you hold and move your body

Proximity

- Distance between individuals



The *Supportive Stance*SM

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Paraverbal and Verbal Communication

UNIT 3

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Unit 3: Paraverbal and Verbal Communication

Paraverbal Communication

The vocal part of speech, excluding words.

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Unit 3: Paraverbal and Verbal Communication

Paraverbal Communication

The vocal part of speech, excluding words.

- **Tone**

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Unit 3: Paraverbal and Verbal Communication

Paraverbal Communication

The vocal part of speech, excluding words.

- **Tone**
- **Volume**

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Unit 3: Paraverbal and Verbal Communication

Paraverbal Communication

The vocal part of speech, excluding words.

- **Tone**
- **Volume**
- **Cadence**

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Verbal Intervention

UNIT 4

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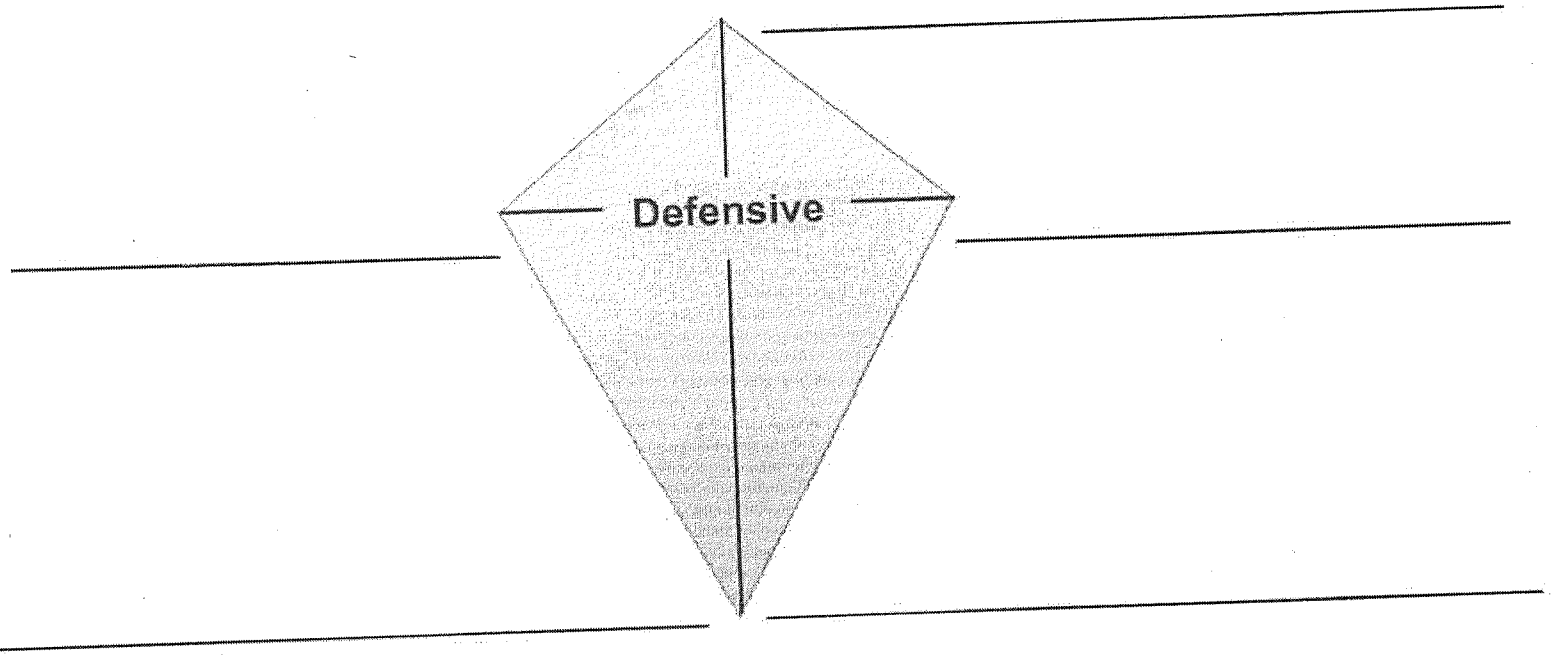
Unit 4: Verbal Intervention

*Verbal Escalation Continuum*SM



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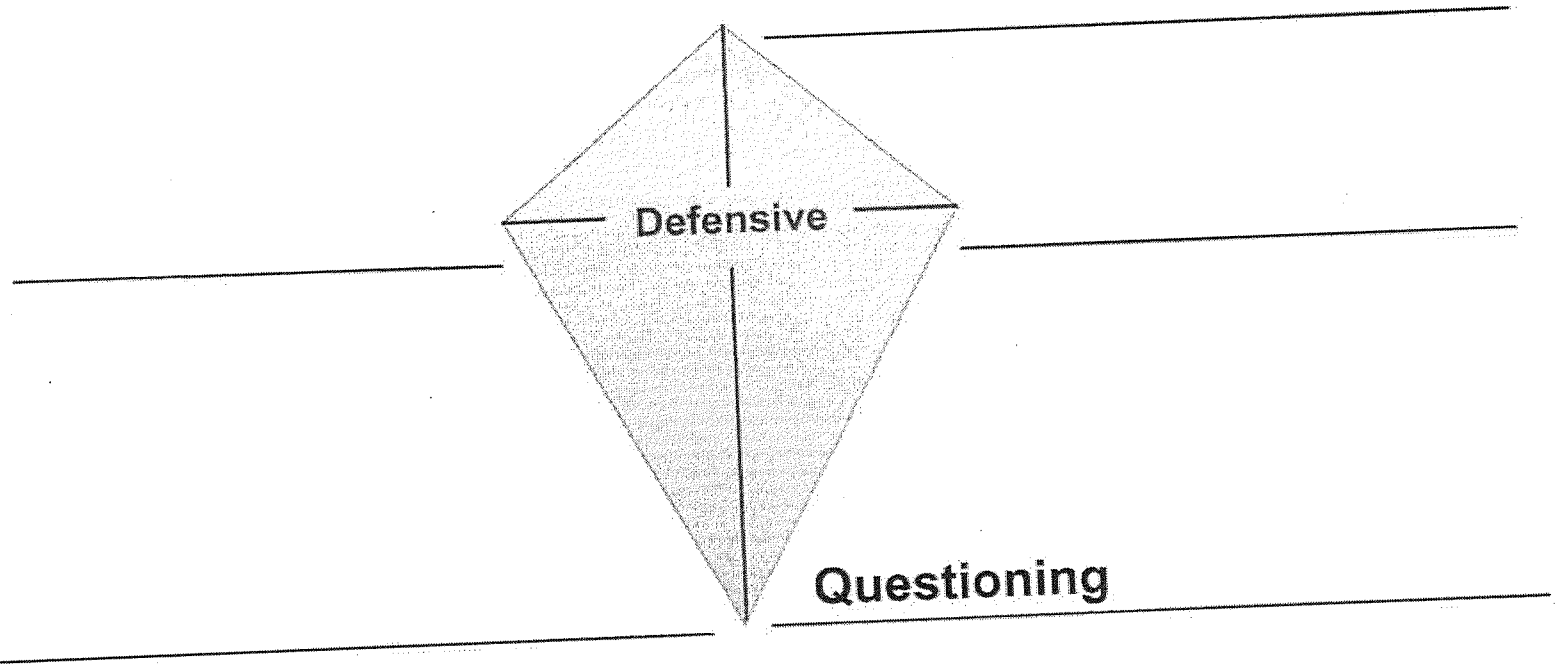
Unit 4: Verbal Intervention

*Verbal Escalation Continuum*SM



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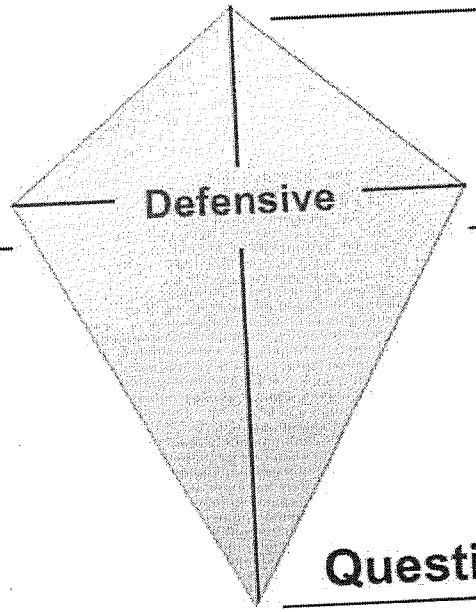
Unit 4: Verbal Intervention

*Verbal Escalation Continuum*SM



Questioning

1. *Information-seeking:* A rational question seeking a rational response.
   - Give a rational response.

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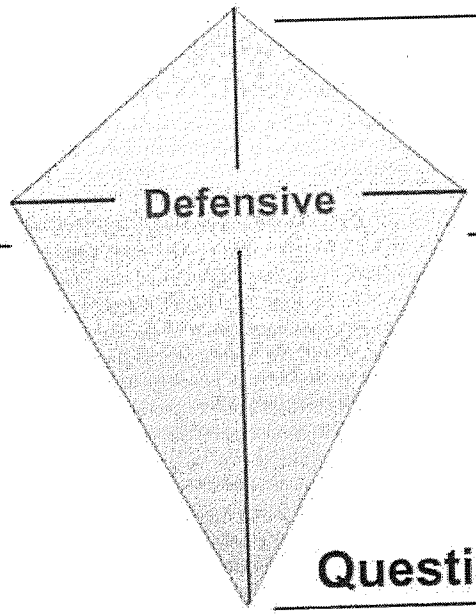
Unit 4: Verbal Intervention

*Verbal Escalation Continuum*SM



Questioning

1. *Information-seeking:* A rational question seeking a rational response.
   - Give a rational response.
2. *Challenging:* Questioning authority.
   - Downplay the challenge. Stick to the topic. Set limits.

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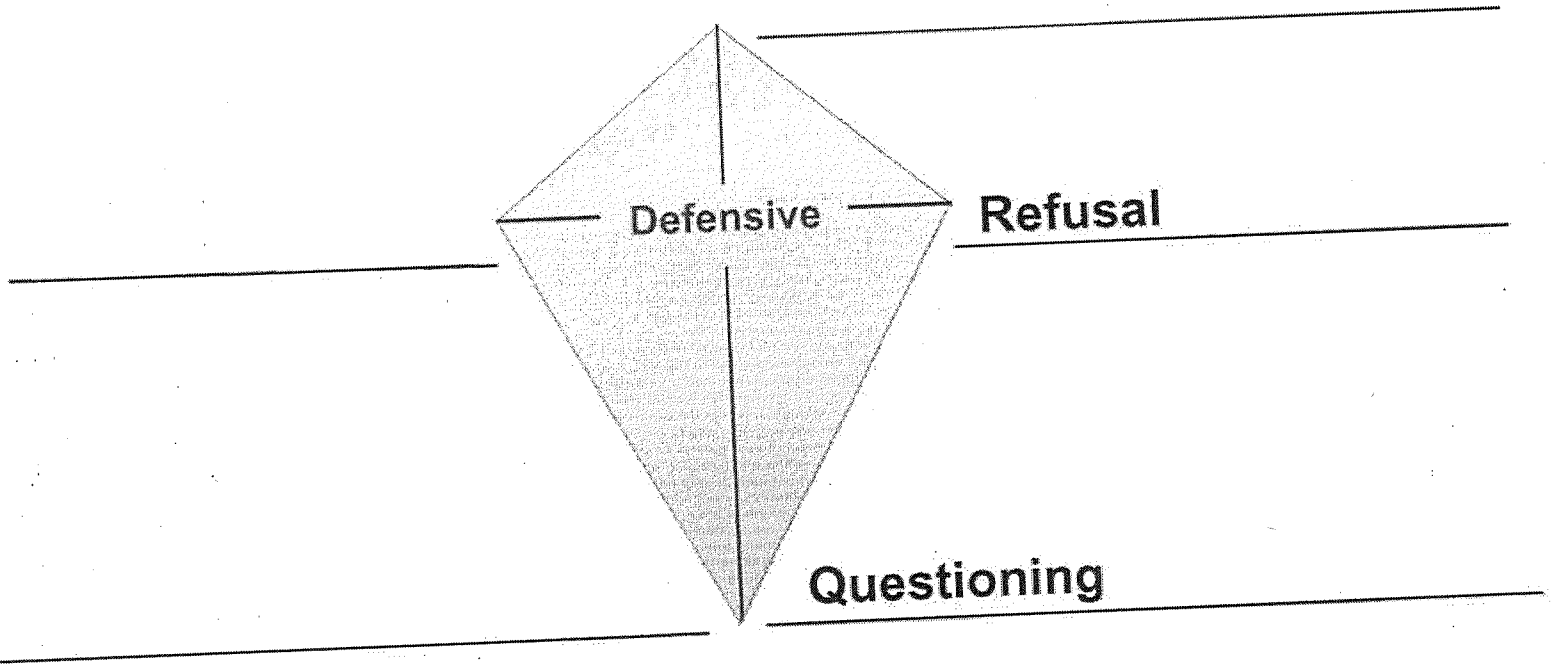
Unit 4: Verbal Intervention

*Verbal Escalation Continuum*SM



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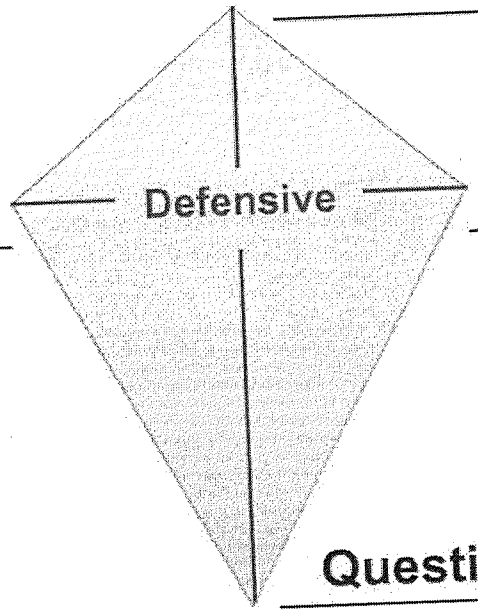
*Verbal Escalation Continuum*SM



Refusal

Noncompliance.

- Set limits.

Questioning

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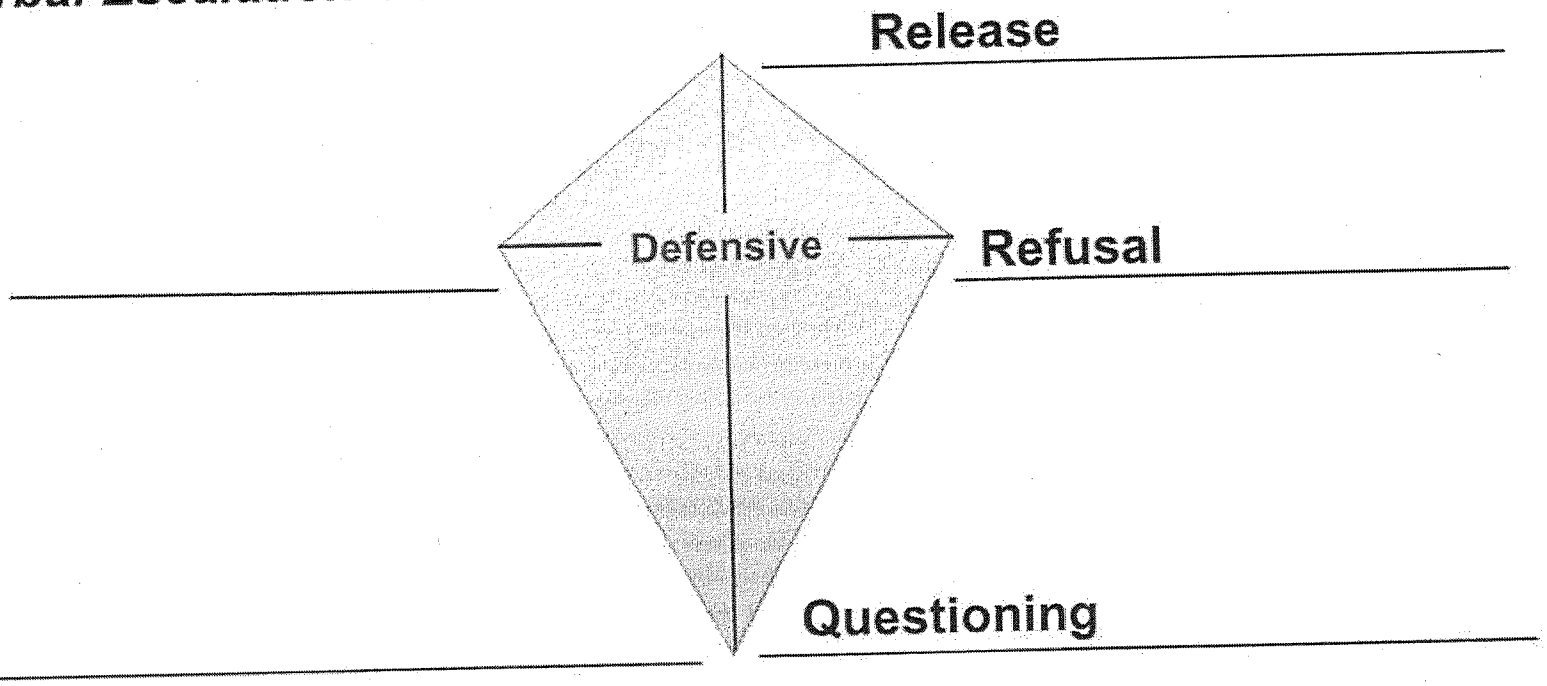
Unit 4: Verbal Intervention

***Verbal Escalation Continuum*SM**



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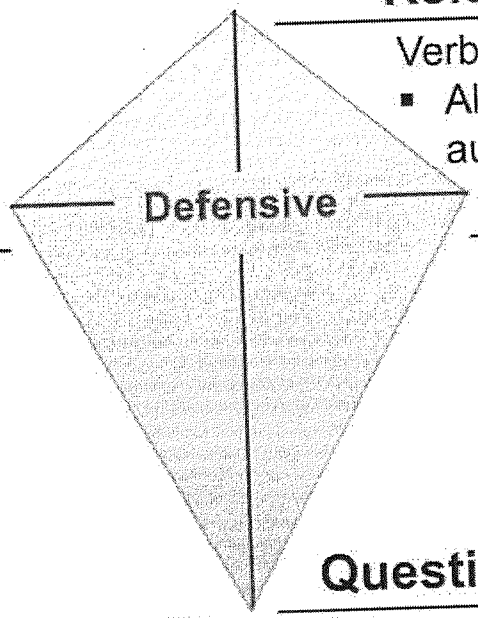
*Verbal Escalation Continuum*SM



Release

Verbal and emotional outburst.

- Allow venting; remove the audience or the person.

Refusal

Questioning

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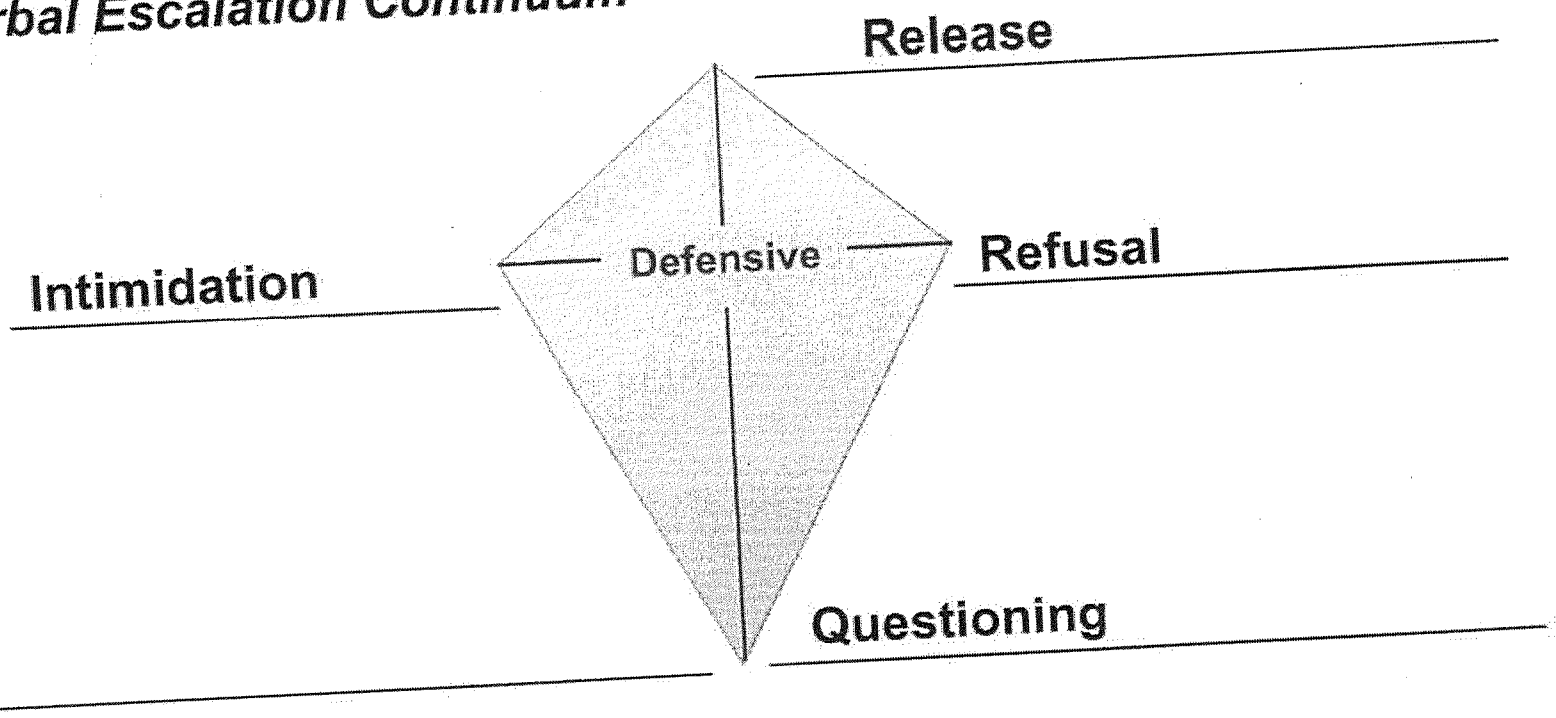
Unit 4: Verbal Intervention

***Verbal Escalation Continuum*SM**



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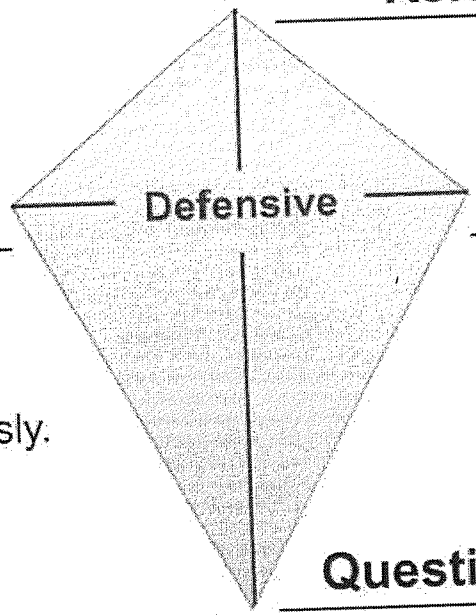
*Verbal Escalation Continuum*SM



Intimidation

The individual is verbally and/or nonverbally threatening staff.

- Take all threats seriously.
- Seek assistance.

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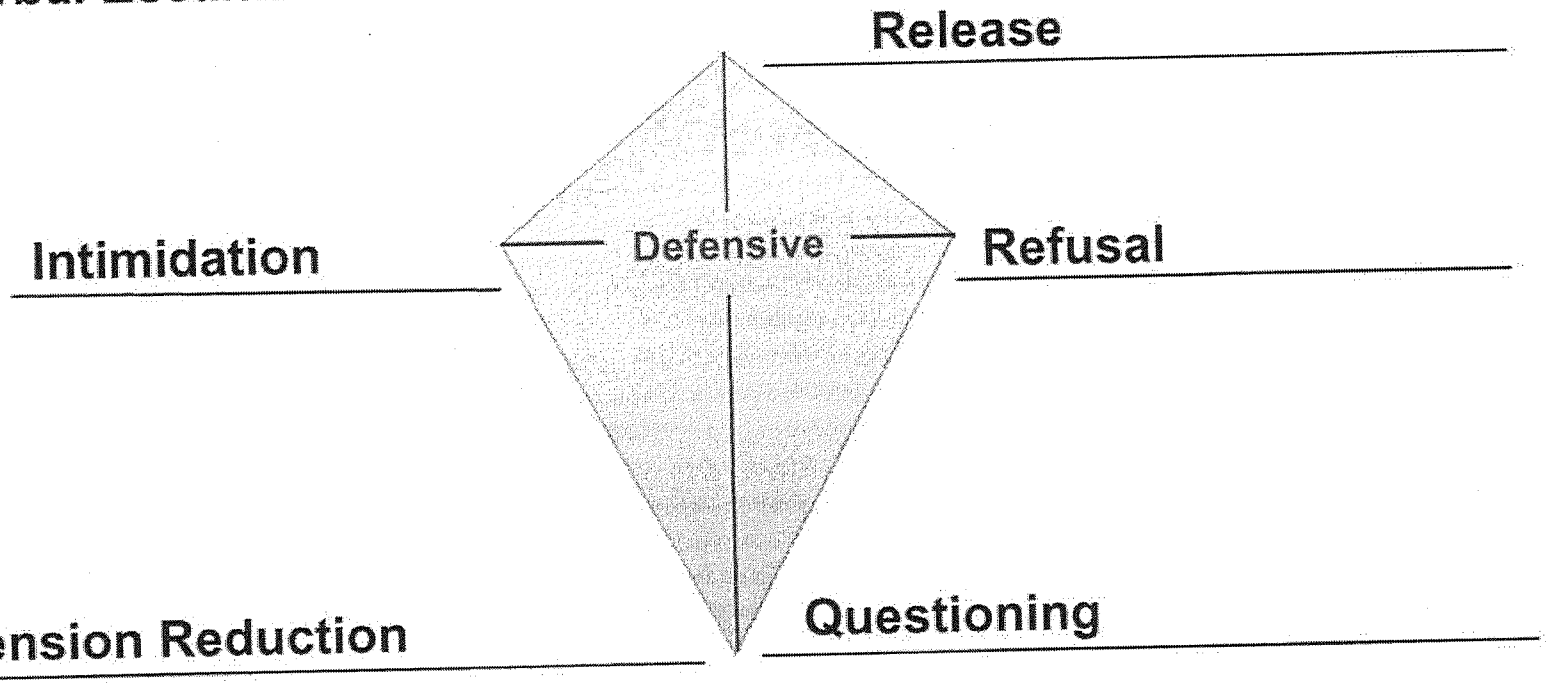
Unit 4: Verbal Intervention

***Verbal Escalation Continuum*SM**



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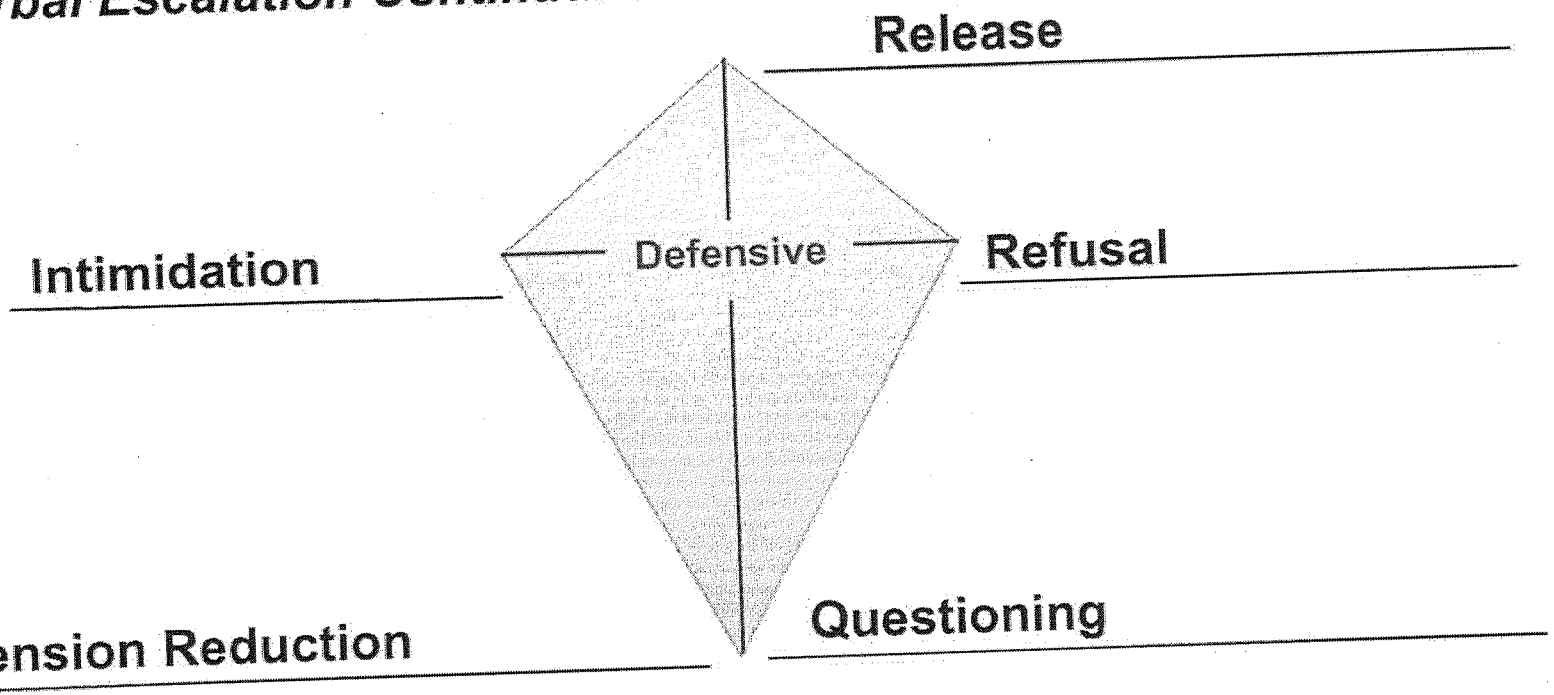
*Verbal Escalation Continuum*SM



Decrease in physical and emotional energy.

- Therapeutic Rapport.

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Keys to Limit Setting

Offer choices and consequences.

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Keys to Limit Setting

Offer choices and consequences.

- **Simple/clear**

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Keys to Limit Setting

Offer choices and consequences.

- **Simple/clear**
- **Reasonable**

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Keys to Limit Setting

Offer choices and consequences.

- **Simple/clear**
- **Reasonable**
- **Enforceable**

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Approaches for Limit Setting

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Unit 4: Verbal Intervention

Approaches for Limit Setting

- **Interrupt and redirect**

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Approaches for Limit Setting

- **Interrupt and redirect**
- **When and then**

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Unit 4: Verbal Intervention

Approaches for Limit Setting

- Interrupt and redirect
- When and then
- If and then

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Empathic Listening

An active process to discern what a person is saying.

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Empathic Listening

An active process to discern what a person is saying.

- **Nonjudgmental**

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Empathic Listening

An active process to discern what a person is saying.

- **Nonjudgmental**
- **Undivided attention**

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Empathic Listening

An active process to discern what a person is saying.

- **Nonjudgmental**
- **Undivided attention**
- **Listen carefully (focus on feelings and facts)**

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Empathic Listening

An active process to discern what a person is saying.

- **Nonjudgmental**
- **Undivided attention**
- **Listen carefully (focus on feelings and facts)**
- **Allow silence for reflection**

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Unit 4: Verbal Intervention

Empathic Listening

An active process to discern what a person is saying.

- **Nonjudgmental**
- **Undivided attention**
- **Listen carefully (focus on feelings and facts)**
- **Allow silence for reflection**
- **Restate and paraphrase**

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