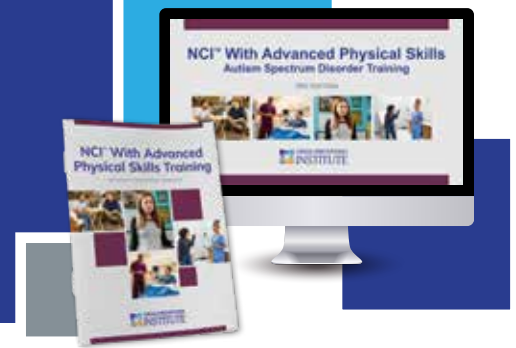


NCI™ With Advanced Physical Skills Autism Spectrum Disorder Training, 3rd Edition

CONTENT OUTLINE



Program Summary and Philosophy

NCI™ With Advanced Physical Skills Autism Spectrum Disorder Renewal Program facilitates a deeper understanding of the course that the Certified Instructor will be teaching back at your organization and provides Instructor Training for participants to enhance their skill set related to teaching the course and integrating it within your organization. They'll practice strategies to identify escalating behaviors in others as well as use effective approaches to intervene during different crisis levels through the lens of autism spectrum disorder. Participants will gain a broad range of tools to help them manage their own emotional responses and implicit bias in stressful situations.

The blended program is comprised of three parts. Part one is an online course which includes Introduction to Autism Spectrum Disorder and *Nonviolent Crisis Intervention*® training. Introduction to Autism Spectrum Disorder provides an overview of autism spectrum disorder, including associated features and its prevalence in the world. Case studies and intervention strategies are shared. *Nonviolent Crisis Intervention*® training provides a review of the core program content. Part two is two classroom days where participants review safety intervention skills and practice teaching them. Part three is one live virtual day focusing on autism spectrum disorder content.

Any Certified Instructor who has completed the NCI™ With Advanced Physical Skills Course is able to participate in the NCI™ With Advanced Physical Skills Autism Spectrum Disorder Renewal course.

Crisis Prevention Institute trains and certifies designated people from your organization. After they have been trained by a CPI Global Professional Instructor and successfully passed all components, including the instructor exam, they are qualified to teach at your organization using the approved CPI training materials.

Facilitation Methods

The online portion of the course presents the content through narration, video, and interactive activities. The content learned in the online portion of the course will be practiced in the classroom.

The classroom portion of the course includes use of an Electronic Presentation with activities that will aid participants in the implementation of NCI™ With Advanced Physical Skills 3rd Edition Training. Participants will complete teach backs of the content.

Program Objectives

- Understand autism and its impact on development.
- Understand the needs, characteristics, and strengths of individuals with autism and apply them to intervention strategies when working with individuals in your care.
- Use the philosophy of *Care, Welfare, Safety, and Security*™ and a person-centered and trauma-informed approach when responding to a person in distress.
- Interpret distress behaviors and address the cause of the behavior to de-escalate the situation.
- Assess risk of behavior using the *Decision-Making Matrix*™ and identify preventive strategies to mitigate risk.
- Identify and respond appropriately to various levels of crisis behaviors.
- Manage your own emotional responses to distress behavior.
- Use your communication skills to be supportive and strengthen your interventions to de-escalate potential conflict situations.
- Use directive strategies when verbally intervening to de-escalate defensive behaviors.
- Use the *Decision-Making Matrix*™ in the moment of Risk Behavior to determine Safety Interventions that represent a reasonable, proportionate, least restrictive, and last-resort course of action.
- Use safety intervention strategies to maximize safety and minimize harm in situations where behavior presents an imminent or immediate risk of harm to self or others.
- Apply a process for support and learning at the end of a crisis situation.
- Explain how you will consider the Physical Skills Review Framework and key legal and professional considerations when using non-restrictive disengagements and restrictive interventions.
- Describe and demonstrate proper use of non-restrictive disengagements and restrictive interventions for an individual presenting risk behavior.
- Practice restrictive interventions for higher-risk situations in the workplace.

CPI Renewal Program Components - BLENDED DELIVERY

Program Hours – Blended delivery

The 20.5-hour CPI Renewal Program includes:

- PART 1:** Completion of 3 hours of Introduction to Autism Spectrum Disorder and *Nonviolent Crisis Intervention*® 3rd Edition online training.
- PART 2:** Participation in 12 hours of classroom training that includes Safety Interventions teaching practice and assessment.
- PART 3:** Participation in 5.5 hours (one live virtual day) focusing on autism spectrum disorder content.

NOTE: A certificate of completion with CPI's continuing education information will be awarded upon full participation in and completion of program components and successful passing exam score (80%).

Part 1: Online Course

Introduction to Autism Spectrum Disorder	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
Introduction	<ul style="list-style-type: none"> • Course overview.
What is Autism?	<ul style="list-style-type: none"> • Define autism spectrum disorder. • Discuss associated medical or mental health conditions. • Explain the differences in behavioral features and severity in those impacted by autism.
Causes of Autism	<ul style="list-style-type: none"> • Describe the possible causes of autism. • Identify the prevalence of autism.
Communication and Interaction	<ul style="list-style-type: none"> • Describe the effects of autism on social interactions. • Explain how autism impacts communication.
Repetitive Behaviors	<ul style="list-style-type: none"> • Explain the repetitive behaviors a person with autism may demonstrate.
Sensory Input	<ul style="list-style-type: none"> • Discuss how someone with autism may process external stimuli differently.
Skills and Abilities	<ul style="list-style-type: none"> • Identify the strengths and abilities of people with autism.
Case Studies	<ul style="list-style-type: none"> • Review case studies demonstrating characteristics of autism. • Apply knowledge of autism spectrum disorder to the case studies.
TOTAL TIME: 1 Hour	

Nonviolent Crisis Intervention® 3rd Edition Training	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
Introduction	State the learning expectations and guidelines for the training. Explore the philosophy of the training.
Module 1: Understanding Behavior and Its Risk	Interpret the brain's response to threat as one of the causes of distress behavior. Explain how to identify the level of risk of the behavior and identify preventive strategies to mitigate risk.
Module 2: The CPI Crisis Development ModelSM	Identify behavior using the CPI <i>Crisis Development Model</i> SM . Identify staff approaches effective in responding at each behavior level to prevent further escalation.
Module 3: Integrated Experience	Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.
Module 4: Supportive Communication Skills	Describe communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.
Module 5: Responding to Defensive Behaviors	Identify stages of defensive behavior using the <i>Verbal Escalation Continuum</i> SM . Identify intervention strategies that are most effective at each stage.
Module 6: Safety Interventions	In the moment of Risk Behavior, explain how to choose Safety Interventions that are a last resort, reasonable, and proportionate. Identify non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.
Module 7: Post-Crisis	Describe a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. List coping strategies to build your resilience.
Conclusion and Assessment	Summarize the training. Complete an online quiz and survey prior to classroom training.
TOTAL TIME: 2 Hours	

DAY 1 Part 2: Classroom Days

NCI™ With Advanced Physical Skills Autism Spectrum Disorder Training, 3 rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction/ Review	Transition to the review and expansion of disengagement, holding, and advanced physical skills.	30 minutes
Safety Interventions Disengagement Skills Review and Expansion	Review and practice applying disengagement skills. Participants will: <ul style="list-style-type: none"> Apply principles of disengagement to a variety of realistic situations. Review Physical Skills Review Framework to convey reasoning for the level of intervention used as a response to risk presented. 	60 minutes
Safety Interventions Holding Skills Review and Expansion	Review and practice applying holding skills. Participants will: <ul style="list-style-type: none"> Apply principles of holding to a variety of realistic situations. Practice how to add staff to assist with holding skills. Practice applying the principles of Children's Seated Holding when an individual is on the floor. Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i>SM to convey reasoning for the level of intervention used as a response to risk presented. 	90 minutes
Floor Transition and Emergency Floor Holding: Supine	Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supine. Participants will: <ul style="list-style-type: none"> Safely manage an individual who is moving from a standing to seated or supine position on the floor. Practice applying the principles of holding for Emergency Floor Hold: Supine. Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i>SM to convey reasoning for the level of intervention used as a response to risk presented. 	60 minutes
Floor Transition and Emergency Floor Holding: Supported Prone	Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supported Prone. Participants will: <ul style="list-style-type: none"> Safely manage an individual who is moving from a standing to a kneeling or lying position on the floor. Practice applying the principles of holding for Emergency Floor Hold: Supported Prone. Practice applying the principles of Emergency Floor Holding: Supported Prone to Supine. Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i>SM to convey reasoning for the level of intervention used as a response to risk presented. 	80 minutes
Scenario Practice Activities	Practice and rehearse skills learned in the program through scenarios simulating "real-world" situations. Participants will: <ul style="list-style-type: none"> Assess the prevailing risk presented by an individual in distress. Apply appropriate intervention skills learned in the program. Use corrective actions in response to warning signs of physical and/or psychological distress occurring during the application of physical interventions. Debrief after physical interventions. Provide peer-to-peer feedback. 	40 minutes
TOTAL TIME		6 Hours

DAY 2 Part 2: Classroom Days

NCI™ With Advanced Physical Skills Autism Spectrum Disorder Training, 3 rd Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Program Quality Standards	<p>Explores roles and responsibilities of the Certified Instructor, and benefits of CIPA membership.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Explain the program quality standards and benefits associated with Certified Instructors. • List the components and requirements of the Certified Instructor Renewal Process. • Explain the importance of training as an ongoing process. • Demonstrate familiarity with the resources, processes, and procedures for initial and refresher training programs. • Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support. 	30 minutes
Assessing Competency	<p>Guides participants through the assessment of their learners' competence to award them a Blue Card®.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Describe the various strategies and tools they can use during and at the end of the training to assess their learners' competence. • Identify next steps when their learners are struggling or not able to demonstrate competence. 	15 minutes
Safety Interventions Teaching Practice and Assessment – Disengagement Skills	<p>Assesses proficiency in teaching Safety Interventions – Disengagement Skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • List key principles. • Apply knowledge of key principles when answering questions about disengagement skills. • Review Physicals Skills Review Framework. • Demonstrate ability to teach disengagement skills using CPI's Safety Intervention teaching framework. • Identify group facilitation techniques that can best engage staff and enhance learning. 	45 minutes
Safety Interventions Teaching Practice and Assessment – Holding Skills	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • List key principles. • Apply knowledge of key principles when answering questions about holding skills. • Review <i>Opt-Out Sequence</i>SM, Physical Skills Review Framework, and Risk of Restraints. • Demonstrate proficiency teaching holding skills using CPI's Safety Intervention teaching framework. 	30 minutes
Safety Interventions Teaching Practice and Assessment – Advanced Physical Skills	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Advanced Physical Skills.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • List key principles. • Apply knowledge of key principles when answering questions about Advanced Physical Skills. • Review <i>Opt-Out Sequence</i>SM, Physical Skills Review Framework, and Risk of Restraints. • Demonstrate proficiency teaching Advanced Physical Skills using CPI's Safety Intervention teaching framework. 	150 minutes

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TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Scenario Practice Activities	<p>Practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Assess the prevailing risk presented by an individual in distress. • Apply appropriate intervention skills learned in the program. • Use corrective actions in response to warning signs of physical and/or psychological distress occurring during the application of physical interventions. • Debrief after physical interventions. • Provide peer-to-peer feedback. 	30 minutes
Instructor Exam	Participants will take the instructor exam as the final component of their certification.	30 minutes
TOTAL TIME:		5.5 Hours

DAY 3 Part 3: Live Virtual Day – Specialized Topic (Autism)

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TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
Introduction	Orients participants to the autism spectrum disorder specialty topic. Participants will: <ul style="list-style-type: none"> Connect with fellow participants and discuss how the care of individuals with autism applies to them. 	30 minutes
Understanding and Awareness of Autism Spectrum Disorder	Offers a better understanding of autism spectrum disorder and how it affects those we serve. Participants will: <ul style="list-style-type: none"> Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who have autism spectrum disorder. Apply this understanding to the specific population they serve. Discuss and understand how they can support those with autism spectrum disorder in their care. Discuss implicit bias and understand how they can support people in their care. 	60 minutes
Discussion and Application of Best Practices	Discussion of best practices in supporting those with autism spectrum disorder and practice of these strategies. Participants will: <ul style="list-style-type: none"> Discuss relevant best practices for person-centered support for those with autism spectrum disorder. Practice and apply these strategies to a variety of workplace scenarios. 	60 minutes
Looking at Nonviolent Crisis Intervention® Content and Autism Spectrum Disorder	Discussion of <i>Nonviolent Crisis Intervention</i> ® content through the lens of autism spectrum disorder. Participants will: <ul style="list-style-type: none"> Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply strategies specific to autism spectrum disorder to each module. 	90 minutes
Restrictive Practices	Discussion of specific autism spectrum disorder considerations and how they apply to restrictive practices. Participants will: <ul style="list-style-type: none"> Gain a better understanding of the risks associated with restrictive practices for those with autism spectrum disorder. Understand how to avoid the use of restrictive practices with those they serve. 	30 minutes
Facilitation Options	Learn how to train <i>Nonviolent Crisis Intervention</i> ® content with autism-specific content. Participants will: <ul style="list-style-type: none"> Explore options for blended and classroom delivery of refresher and initial training. Discuss how to incorporate autism-specific content into <i>Nonviolent Crisis Intervention</i>® training 	30 minutes
Action Plan	Participants plan an implementation strategy to bring content back to their workplace.	30 minutes
TOTAL TIME:		5.5 Hours

Training Materials:

Participant Workbook: Each training participant receives a Participant Workbook to enhance learning, organize the participant's thoughts regarding concepts taught in the program, and serve as a valuable reference tool following the program.

Instructor Guide: Those who successfully complete this program receive a comprehensive Instructor Guide to assist them in facilitating thorough and effective staff training that is consistent with program quality standards, policies, and procedures.

Instructor Kit: All participants who successfully complete this program receive an Instructor Kit. This kit includes resource materials necessary to teach their first program.

Please note:

- Organizational and participant-specific needs will impact timing. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills and learning while improving performance.
- Policy/procedure and participant-specific needs should determine the program option delivered.
- You are strongly encouraged to maintain a record of each program you've facilitated and the names of the participants in those programs.