



Safe & Caring Schools

PROCEDURE 4

Nonviolent Crisis Intervention Guidelines

Nonviolent Crisis Intervention Guidelines

The Department of Education and the school districts of Newfoundland and Labrador are committed to providing safe, caring and inclusive learning environments for all students in the kindergarten to grade 12 school system.

1.0 Department of Education

- 1.1. Nonviolent Crisis Intervention© training, as provided by the Crisis Prevention Institute (CPI), is recommended by the Department of Education, Newfoundland and Labrador, for the prevention and management of disruptive behaviour. The Department of Education, in partnership with school districts, will ensure that certified instructors are available provincially to provide training and support to school-based CPI teams.

2.0 School Districts

- 2.1. The school districts, in partnership with Department of Education, will ensure that certified instructors are available provincially to provide training and support to school-based CPI teams.
- 2.2. District personnel, who recommend candidates for CPI instructor training, should consider the following criteria:
 - 2.2.1. Interest and physical requirements of program delivery
 - 2.2.2. Commitment to provide long-term training and to maintain certification requirements
 - 2.2.3. Availability to provide district wide training
 - 2.2.4. Facilitation skills
- 2.3. District staff, in consultation with school administrators, will ensure that CPI team members have appropriate CPI training.
- 2.4. School districts are required to establish a data base or running record of trained personnel, the training provided, and date of completion.

3.0 CPI Certified Instructors

- 3.1. CPI certified instructors will maintain certification with CPI, according to their requirements and the requirements of the school district.
- 3.2. CPI certified instructors will adhere to CPI philosophy and practice:

- 3.2.1. Nonphysical interventions are always preferred.
- 3.2.2. Physical interventions must be used as a last resort.
- 3.2.3. Physical intervention should be combined with other approaches that will help the individual learn more adaptive behaviour (diminishing the need for physical intervention in the future).
- 3.2.4. Physical interventions are never used to punish or coerce.
- 3.2.5. Physical interventions are intended to be pain free.
- 3.2.6. While safety is always the priority, preserving the dignity of the individual will also be considered.
- 3.2.7. The least amount of force necessary should be used, and for the least amount of time necessary.
- 3.2.8. During the use of physical interventions, staff will closely monitor the well-being of the individual.
- 3.2.9. The individual should be provided therapeutic rapport, which is a means of giving responsibility back to the individual in a way that communicates continued support and respect.
- 3.2.10. Staff members will debrief after utilizing personal safety techniques and/or student restraints. This is a time to examine different perspectives on the situation and evaluate the strategies implemented. It involves exploring options for earlier detection and earlier intervention, as well as identifying effective and ineffective patterns of intervention with this individual or in this type of situation.

4.0 School Administrators and School-based CPI Trained Team

- 4.1. When the school composition dictates the need for staff to utilize personal safety techniques and/or possible student restraints, then the school administrator will ensure the establishment of a school-based CPI team.
- 4.2. The school administrator will ensure the formation of a school-based CPI team that adheres to the Nonviolent Crisis Intervention Guidelines.
- 4.3. The CPI intent to respect individuals and to provide the best Care, Welfare, Safety and Security in all situations will be maintained.
- 4.4. Strategies for the early intervention and de-escalation of behaviours will be identified in a student's behaviour management plan.
- 4.5. CPI team members will successfully complete the CPI 2-day training (minimum of 8 hours).
- 4.6. Team members are responsible for completion of refresher courses (minimum of 3 hours) at least every 2 years. The refresher course will include the review and practice of nonviolent physical crisis intervention techniques, so that personnel maintain proficiency in the use of restraints.

- 4.7. CPI team members who do not complete at least a refresher course within 2 years of their last certification, are required to repeat the CPI 2-day training (minimum of 8 hours).
- 4.8. In order to use nonviolent physical crisis intervention (physical restraints), school personnel must have been certified by a school district CPI instructor and have completed the CPI 2-day training (minimum of 8 hours). Therefore, **personnel who have completed only 1 day of training (6 hours) are not qualified to use nonviolent physical crisis intervention.** This will be indicated on the CPI certification card.
- 4.9. Persons who have completed 1 day of training (minimum of 6 hours) must receive Day 2 training within 1 month of receiving Day 1 training, in order to be certified to use nonviolent physical crisis intervention.
- 4.10. School-based teams have an obligation to adhere to the training process, as outlined by the Crisis Prevention Institute. See Appendix 1.
- 4.11. School administrators will ensure the regular and consistent practice of personal safety and nonviolent physical crisis intervention techniques by the school-based CPI team.
- 4.12. CPI instructors will be available to support school-based team practice and other elements of the training process.
- 4.13. School-based teams, in consultation with the school administrator, will determine:
 - 4.13.1. How the team will be utilized.
 - 4.13.2. The protocol for deployment.
 - 4.13.3. Roles and responsibilities of team members.
 - 4.13.4. Documentation procedures.
 - 4.13.5. De-briefing procedures using the CPI Coping Model.
 - 4.13.6. Supplemental training, resources or other needs as identified.
- 4.14. A school administrator should be informed immediately after each incident of student restraint.
- 4.15. As outlined by the Crisis Prevention Institute:
 - 4.15.1. "Physical restraint is recommended only when all less restrictive methods of intervening have been exhausted and when the individual presents a danger to self or others."
 - 4.15.2. "Even when physical restraint is employed, it is used in such a way as to allow the person an opportunity to calm down at his own pace and to assist in the process of re-establishing Therapeutic Rapport." (Therapeutic rapport is defined as the re-establishment of communication.)
 - 4.15.3. "Any physical intervention is potentially dangerous and should be looked at as an emergency response procedure." Therefore, physical restraints should be considered only as a last resort.
- 4.16. Documentation of the use of nonviolent physical crisis intervention techniques is critical. See Appendix 2 for a CPI Incident Report checklist, which may support schools/districts in developing their own Nonviolent Physical Crisis Intervention Incident Report.
- 4.17. The Nonviolent Physical Crisis Intervention Incident Report will be completed by the team members involved in the intervention. It should be signed by an administrator and stored in the student's confidential file.

- 4.18. School administrators are responsible for tracking the frequency of incidents involving the use of nonviolent physical crisis intervention. Data collected will include:
 - 4.18.1. Student name.
 - 4.18.2. Date of incident.
- 4.19. School administrators need to be cognizant that repeated use of physical restraints for any one student or multiple physical restraints across different students may indicate a need to review restraint protocols and procedures.
- 4.20. School administrators may determine that a student needs a Functional Behavioural Analysis and a Behaviour Management Plan, or have an existing Behaviour Management Plan reviewed and revised.
- 4.21. Parents/guardians should be informed as soon as possible after the use of restraint.

CPI Training Process

The Training Process gives us an opportunity to continue to develop strategies after the formal initial training. It is an opportunity for staff to further increase confidence and competence to defuse situations and to use the best practice of Care, Welfare, Safety and SecuritySM on a daily basis.

Activity	Goals of Training Process Component
REVIEWS	<ul style="list-style-type: none"> • To reinforce specific concepts and principles from the Nonviolent Crisis Intervention® training program in a focused manner. • To provide staff with ongoing exposure to the course content, so that they remain familiar with the information and confident in their abilities to utilize the information effectively and safely.
POLICY DISCUSSIONS	<ul style="list-style-type: none"> • To clearly reinforce expectations of staff who intervene in escalating situations in the workplace. • To discuss necessary changes in policies and procedure as regulations, standards, legislation, and organizational circumstances change, and to connect policy changes to training concepts. • To maintain and promote open communication about policy and procedure issues that relate to Nonviolent Crisis Intervention® training.
PRACTICE	<ul style="list-style-type: none"> • To assist staff in improving their crisis intervention skills. • To teach problem-solving skills necessary for use when situations occur that were not specifically addressed in the Foundation training.
REHEARSALS AND DRILLS	<ul style="list-style-type: none"> • To provide staff with opportunities to apply and adapt intervention strategies from training to more realistic situations. • To increase skill and build confidence in abilities to problem solve and respond to the realities and unpredictability of crisis situations. • To assess skill levels of crisis response teams and in planning future components of the ongoing Training Process.
SITUATIONAL APPLICATIONS	<ul style="list-style-type: none"> • To review situations that have occurred and specifically examine the application of concepts taught in the Nonviolent Crisis Intervention® training program. • To reinforce information and skills and to problem solve for future similar situations. • To apply and discuss Nonviolent Crisis Intervention® program strategies as they relate to organization incidents/situations.
FORMAL REFRESHERS	<ul style="list-style-type: none"> • To review and expand on the Nonviolent Crisis Intervention® training concepts. • To regularly and formally assess staff competence and proficiency in the intervention strategies taught in the Nonviolent Crisis Intervention® training program. • To assess team member strengths and areas needing improvement relating to crisis prevention and intervention.

CPI Incident Report Checklist

An incident report form should be designed to make it as easy as possible for staff to write accurate and complete reports. Listed below are some items you may wish to include on your report form as reminders to staff to address these areas. Use this checklist as a guide in assessing your current incident report form.

Not every item is applicable to every incident.

Statements from key participants (staff, acting-out persons, and witnesses) may be part of an incident report, or they may be attached as supplemental reports.

1. Day, date, and time of the incident.
2. Name and title of the person writing the report.
3. Exact location of the incident.
4. Conditions (e.g., weather, lighting, slippery floor).
5. List of key participants and their relationship to one another.
 - Names/titles of staff involved.
 - Names of witnesses.
 - Names of injured or acting-out persons.
 - Identify persons as staff, students, parent/guardian, visitors, etc.
6. Complete description of the incident in chronological order.
 - What led up to the incident?
 - At what point were you alerted to the incident?
 - What verbal and/or physical interventions were attempted?
 - How was the incident resolved?
7. Emergency action taken (e.g., called police, parents/guardian, medical help).
8. Consequences (e.g., injuries; property damage).
9. Persons verbally notified of the incident (include name/title/date/time).
10. Persons receiving a copy of the report (include name/title).
11. Signature of the author and date of the report.