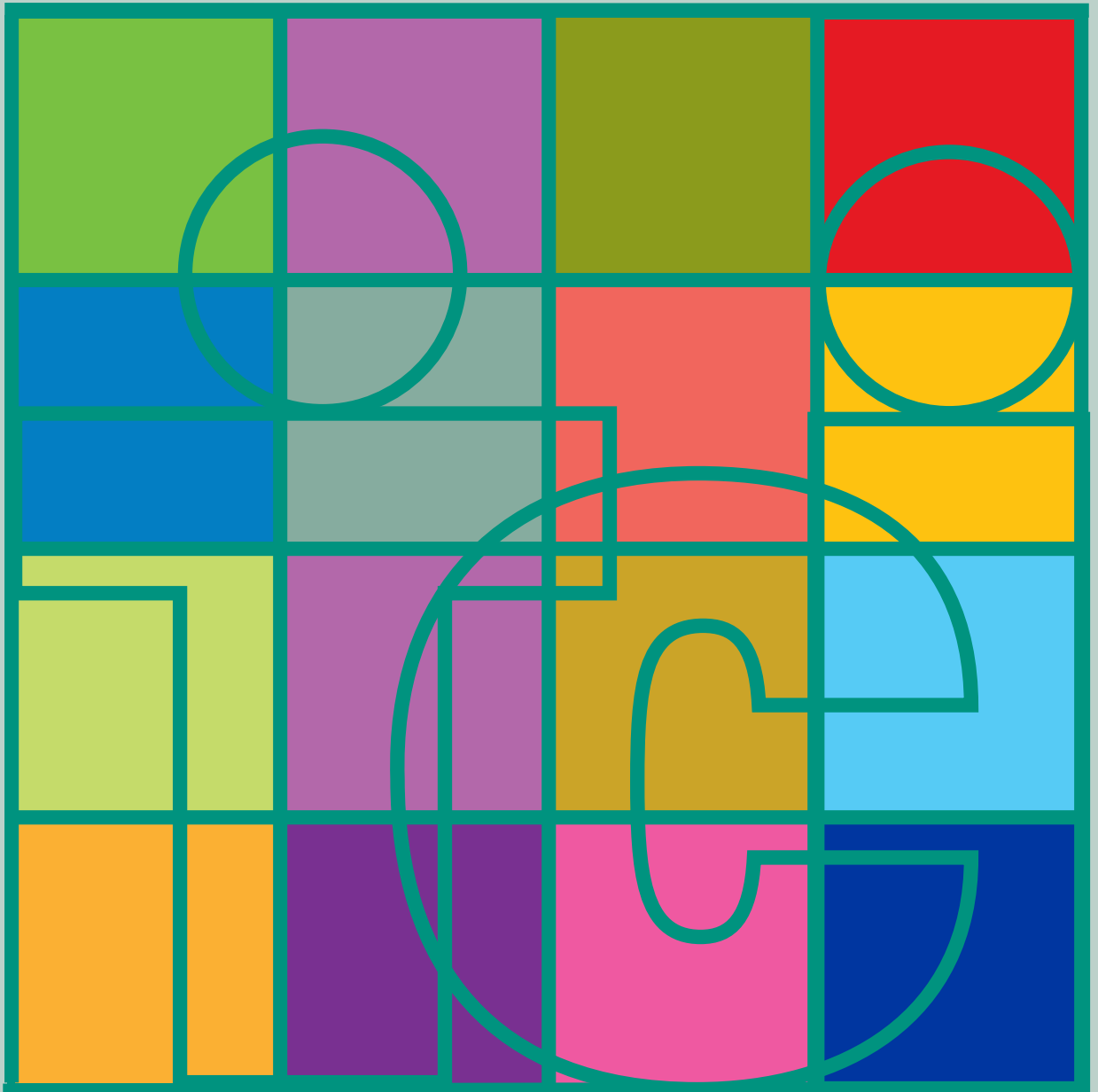




Course Descriptions
TCI Train-the-Trainer Programs

Therapeutic Crisis Intervention System

Course Bulletin



Therapeutic Crisis Intervention System

Course Bulletin

Residential Child Care Project

Bronfenbrenner Center for Translational Research

Cornell Human Ecology

Cornell University, Ithaca, NY USA

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TCI Train-the-Trainer Programs

Therapeutic Crisis Intervention (TCI) Training Services Offered

The RCCP offers three TCI training programs that have been tailored for specific settings, including foster care families and school personnel. Information about TCI, TCI for Schools (TCIS), and TCI for Families (TCIF) can be found at: http://rccp.cornell.edu/TCI_LevelOne.html.

These training programs are offered on a fee-for-service basis throughout the **United States, Canada, the United Kingdom, Ireland, and Australia.**



The RCCP offers three ways for organizations to access TCI/TCIS/TCIF Train-the-Trainer and Update program:

- **Regularly Scheduled Open Enrollment Training.** TCI training programs are offered on a fee-for-service, first come first served, basis throughout the United States, Canada, the United Kingdom, Ireland, and Australia. Please visit the RCCP web site at http://rccp.cornell.edu/TCI_LevelTwo_1.html to access the open enrollment training schedules and applications.
- **Organization On-Site TCI TxT Training.** Organizations can arrange, on a fee-for-service basis, to host on-site TCI TxT or Update training programs for their staff or member organizations. Please visit the RCCP web site at http://rccp.cornell.edu/TCI_LevelTwo_1.html to access the information about setting up this type of training at your organization.
- **Agency On-Site Assessment and Implementation Package.** This is the most comprehensive package for building TCI into the structure of the organization through a 24-month contract that includes an on-site training of trainers course, for up to 20 participants, along with quarterly visits from the Cornell team to provide technical assistance. To discuss the implementation of TCI/TCIS/TCIF at your organization, please contact Andrea Turnbull at ajt78@cornell.edu.

Training Courses

The training courses offered include:

- The initial Train-the-Trainer certification courses
- Various Update courses to provide current trainers the opportunity to renew their certification, as well as provide new information and skills designed to improve TCI/TCIS/TCIF implementation

Trainer Certification

The Residential Child Care Project has a certification process for TCI/TCIS/TCIF trainers. Please note that all participants must pass the certification requirements during the training in order to train TCI/TCIS/TCIF. Attendance alone does not qualify a participant to be a trainer.

Therapeutic Crisis Intervention Train-the-Trainer Program

This intensive five-day TCI train-the-trainer certification course provides organizations with the opportunity to develop an in-house training capacity in the TCI curriculum. Participants will develop knowledge, skills, and attitudes in the TCI curriculum necessary to deliver the training to staff in their organizations. Participants will have the chance to participate, practice, and receive feedback in conducting activities to gain immediate training experience. Training techniques such as role playing, leading small group discussions, using guided fantasies, conducting practice sessions, and using audiovisual aids will be demonstrated. Participants will receive all the necessary materials to conduct the TCI training program in their agency.

Program Objectives

Participants will be able to:

- Proactively prevent and/or de-escalate a potential crisis situation with a child.
- Manage a crisis situation in a therapeutic manner, and, if necessary, intervene physically in a manner that reduces the risk of harm to children and staff.
- Process the crisis event with children to help improve their capacity to regulate their emotions and use positive coping strategies.
- Effectively deliver TCI training in their agencies.

Intended Audience

This course is for trainers, managers, counselors, and care workers capable of training therapeutic crisis intervention techniques. If participating in the physical intervention part of the program, participants must be capable of moderate physical activity.

Program Outline

Day 1: Crisis Prevention: Creating a Safe Place for Learning and Crisis as Opportunity. The six domains of the TCI trauma-informed system are examined. How to use trauma-informed practice to create a therapeutic milieu that prevents crises and promotes growth and learning is discussed. Participants are taught how the use of self and self-awareness of their own personal feelings and values, the young person's needs and wants, and environmental effects on behavior can prevent a crisis. Crisis is defined and ways that adults can prevent a crisis- situation are identified.

Day 2: De-escalating a Crisis. Verbal and nonverbal techniques for crisis prevention and de-escalation are presented. How to provide behavior support, use crisis communication, avoid power struggles, help children and young people regulate their emotions through co-regulation strategies, and select appropriate methods to de-escalate a potentially violent child are practiced.

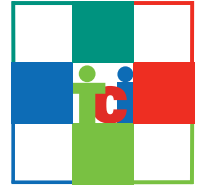
Day 3: Managing a Crisis, Safety Interventions, and Recovery. Life Space Interviewing (LSI) techniques are taught and methods to deescalate a potentially violent child are practiced. The rationale for safety interventions is explained and situations when restraint should and should not be used are discussed. The use of various physical intervention techniques and safety concerns are discussed and practiced.

Day 4: Safety Interventions and Recovery. Participants practice Life Space Interviewing. Professional, ethical and organizational considerations are discussed. Participants have opportunities to practice the use of various physical intervention techniques.

Day 5: Implementing the TCI System. Life Space Interviewing is practiced and documentation issues are presented. All participants are tested for certification.

Materials

Participants who successfully complete the course receive a TCI trainer's reference and activity guide, a flash drive (containing videos and the TCI PowerPoint presentation), and a student workbook.



TCI, Edition 7 | Training-of-Trainers Agenda

MONDAY

Introduction to Course
 Implementation of the TCI System
 Therapeutic Milieu and Crisis Prevention
 Intentional Use of Self
 Knowing the Child
 Stress Model of Crisis
 Assessing the Situation
 Assignments for Tuesday distributed to participants

TUESDAY

Refocus
 How do I Best Respond?
 Crisis Communication and Active Listening
 Behavior Support Techniques
 Emotional First Aid
 The Power Struggle
 Nonverbal Communication in Crisis Situations
 Training assignments for Wednesday or Thursday

WEDNESDAY

Refocus
 Elements of a Potentially Violent Situation
 Crisis Co-regulation
 Post Crisis Multi Level Response
 Life Space interview
 Reducing Risk of Harm
 Protective Interventions
 Standing Restraint
 Seated Restraint
 Small Child Restraint
 Supine Restraint and Transferring Control
 Prone Restraint and Transferring Control
 Training assignments for Thursday

THURSDAY

Refocus
 Crisis Intervention Role Plays
 Safety Intervention Considerations
 Practicing Physical Interventions
 Practicing Physical Interventions
 The Letting go Process
 Practicing with Resistance
 Documentation
 Certification Discussion
 Criteria for Implementing TCI System and Action Planning

FRIDAY

Life Space Interview After an Outburst
 Break
 Testing:
 Physical Intervention Techniques
 LSI
 Written

*Daily training begins at 8:45 am and concludes at 5:00 pm
 (except for day 5 when training adjourns at 4:00 pm)*

Therapeutic Crisis Intervention for Families (TCIF) Train-the-Trainer Program

This intensive five-day TCIF train-the-trainer certification course provides agency trainers with the tools to teach crisis prevention strategies and crisis intervention techniques to adults who care for children in their homes. Trainers are prepared to coach learners during skill practice sessions, to use role playing, to facilitate small group discussions, and to handle resistance to training. There are opportunities to practice activities and to gain immediate training experience in the subject matter. TCIF stresses crisis prevention and crisis de-escalation in ways that help children learn to avoid losing control. Participants will receive all the necessary materials to deliver the training.

Program Objectives

Participants will be able to:

- Present strategies for dealing with upset children to prevent and de-escalate potential crises
- Teach methods to help adults avoid power struggles and enlist a child's cooperation
- Show how a crisis can be an opportunity for the child to learn new coping skills and,
- Effectively deliver TCIF training in their agencies

Intended Audience

This course is for trainers, principals, school counselors/psychologists, teachers, teacher assistants, and other school personnel capable of training crisis intervention techniques.

Program Outline

Day 1 Defines crisis as an opportunity for the child to learn new coping skills, examines the effects of trauma on children, explores how self-awareness and an awareness of the child and the environment relate to crisis prevention, and discusses how to assess a crisis situation.

Day 2 Examines how managing the environment, setting clear expectations, and using active listening skills can prevent crises and presents different ways to approach children when intervening.

Day 3 Practices behavior support techniques and giving emotional first aid, examines how to negotiate rules and expectations, discusses the use of consequences, and demonstrates how to assess what children need.

Day 4 Teaches how to avoid power struggles, Life Space Interviewing, and practices crisis co-regulation techniques to defuse a potentially violent/aggressive situation.

Day 5 Examines how to modify the Life Space Interview for children with communication deficits, develops individual crisis support plans, and tests participants for certification.

Materials

Participants who successfully complete the course receive a TCIF trainer's reference and activity guide, a flash drive (containing videos and the TCIF PowerPoint presentation), and a student workbook.

TCI For Families | Training-of-Trainers Agenda



MONDAY

Introduction to Course
Effects of Trauma on Children
Preventing Crises by Creating a Safe and Secure Environment
The Importance of Emotional Competence
Stress Model of Crisis
Assessing the Situation
Knowing Ourselves
Knowing the Child

TUESDAY

Managing the Environment
Intervention Approaches
Responding to Children
Using the Listening Approach
Active Listening

WEDNESDAY

Negotiating Rules and Expectations
Behavior Support Techniques Using Consequences
Assessing “What the Child Feels, Needs, or Wants
Emotional First Aid

THURSDAY

The Power Struggle
Nonverbal Communication
Elements of a Potentially Violent Situation
Crisis Co-regulation
Life Space Interview (LSI)
Crisis Intervention Role Plays

FRIDAY

The Shortened LSI
Developing Individual crisis support plans
Testing:
LSI
Written

*Daily training begins at 8:45 am and concludes at 5:00 pm
(except for day 5 when training adjourns at 4:00 pm)*

Therapeutic Crisis Intervention for Schools Train-the-Trainer Program

This intensive five-day TCIS train-the-trainer competency-based certification course provides school districts the opportunity to develop an in-house training capacity in the TCIS curriculum. Participants will develop knowledge, skills, and attitudes in the TCIS curriculum necessary to deliver the training to staff in their schools. Participants will have the chance to participate, practice, and receive feedback in conducting activities to gain immediate training experience. Training techniques such as role plays, small group discussions, guided fantasies, conducting practice sessions, and using audiovisual aids will be demonstrated. The curriculum is evidence informed and trauma sensitive. Participants will receive all the necessary materials to conduct the TCIS training program in their school district.

Program Objectives

Participants will be able to:

- Pro-actively prevent and/or de-escalate potential crisis situations with students
- Manage a crisis situation in a therapeutic manner and, if necessary, intervene physically in a manner that reduces the risk of harm to students and staff
- Process the crisis event with students to help improve their coping strategies
- Effectively deliver TCIS training in their schools

Intended Audience

This course is for trainers, principals, school counselors/psychologists, teachers, teacher assistants, and other school personnel capable of training crisis intervention techniques.

Program Outline

Day 1: Crisis as Opportunity. The TCIS system is presented, including the definition of crisis, ways that adults can prevent a crisis situation in the classroom milieu, and helping students feel safe by creating a culture of nonviolence. Participants are taught how to assess a situation, identify setting conditions in a classroom, the importance of good classroom instruction, the effects of trauma, and the importance of emotional competence in preventing crisis, and how to maintain self-control in preventing or handling a crisis through awareness of personal feelings and values.

Day 2: Triggering and Escalation. The importance of knowing the student and awareness of the environment in a crisis situation are discussed. Verbal and nonverbal techniques for crisis prevention and de-escalation, behaviors support techniques, emotional first aid, how to avoid power struggles, and use of protective interventions are presented and practiced.

Day 3: Escalation, Outburst and Recovery. Managing aggressive behavior, elements of a potentially violent situation are discussed. Strategies for co-regulating with a student when at the height of crisis outburst will be taught and practiced as well as the Life Space Interviewing following a crisis event. The rationale for safety interventions is explained and situations when restraint should and should not be used are discussed. The use of various physical intervention techniques and safety concerns are discussed, presented, and practiced.

Day 4: Outburst, Recovery and Implementing the TCIS System. Participants practice of Life Space Interviewing skills, crisis co-regulation skills, and the various physical intervention skills. Individual Crisis Support Plans (ICSPs) are presented and practiced. Safety concerns and documentation issues are discussed. The elements of the TCIS system are reviewed and the implementation of the TCIS system in school districts and/or schools is discussed and recommended action plans are developed for the individual school districts and/or schools.

Day 5: Certification Evaluation and Testing: Crisis Co-regulation and Life Space Interviewing are practiced. All participants are tested for TCIS Associate Certification status with a written knowledge test and a Life Space Interview evaluation and physical intervention skills behavioral skills evaluation.

Materials

Participants who successfully complete the course receive a TCIS trainer's reference and activity guide, a flash drive (containing videos and the TCIS PowerPoint presentation), and a student workbook.

TCI For Schools | Training-of-Trainers Agenda



MONDAY

Introduction to Course
TCIS System
The Classroom Milieu & Crisis Prevention
Helping Students Feel Safe
The Importance of Emotional Competence
Stress Model of Crisis
Assessing the Situation
Awareness of Self

TUESDAY

Awareness of Child & Environment
Crisis Communication & Active Listening
Behavior Support Techniques
Emotional First Aid
Power Struggle
Nonverbal Communication
Protective techniques

WEDNESDAY

Elements of a Potentially Violent Situation
Crisis Co-regulation
Life Space Interviewing Choosing a safety intervention
Standing Restraint
Seated Restraint
Small Child Restraint
Supine Restraint and Transferring Control

THURSDAY

Crisis Intervention Role Plays Practicing Physical
Interventions The Letting Go Process
Safety Concerns and Documentation
Practicing with Resistance
ICSP Development
Criteria for Implementing TCIS System and Action
Planning

FRIDAY

Life Space Interviewing After Restraint
Testing:
Physical Intervention Techniques
LSI
Testing (written)

*Daily training begins at 8:45 am and concludes at 5:00 pm
(except for day 5 when training adjourns at 4:00 pm)*

Two-Day TCI Updates

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Designing Refresher Training

This update is a two-day program for current TCI certified trainers. The update provides materials designed to assist certified TCI trainers in designing and implementing effective and agency specific TCI refresher training in order to enhance individual and organization performance. Topics include: the difference between primary training and refresher training; factors that facilitate skill transfer and maintenance; an effective format for presenting TCI materials using the model of discussion, demonstration, and practice; and assessing, designing, delivering, and evaluating refresher training. Participants will be asked to present activities appropriate for refresher training during this update. In advance of the update, participants will be asked to bring their activity guides and sample critical incidents (with all personally identifying information deleted) for review and use during the practice activities. An emphasis is placed on advancing the skill development of the participants in the areas of the early interventions strategies, crisis co-regulation, Life Space Interview (LSI), physical skills, and risk assessment.

Program Objectives

Participants will be able to:

- Design refresher training to meet agency-specific goals and objectives
- Develop questions to test recall and application of TCI skills and concepts
- Deliver an activity that advances skills and provides for corrective feedback

- Demonstrate effective training strategies that meet the objectives of refresher training
- Practice physical restraint skills with moderate resistance

Program Outline

Day 1 provides an overview of the differences between primary training and refresher training; highlights factors that facilitate skill transfer and maintenance; presents how to redesign TCI activities for refresher training and how to deliver these activities to the training group; how to use the training model (discussion, demonstration, and practice); and how to use incident reports as a training tool. Activities focusing on LSIs and deconstructing crisis events. Physical interventions skills will be presented.

Day 2 focuses on participant presentations that highlight self-talk, crisis co-regulation skills, safety interventions, and risk assessment skills. All participants will be tested with written and competency based tests in order to be re-certified.

Materials

Participants who successfully complete the update receive a Designing Refresher Training reference guide and activity guide.

Designing Refresher Training Agenda

DAY ONE

Introduction and Expectations
 Transfer of Training and Refresher Training
 Conducting Refresher Activities
 Participant Assignments
 Participant Presentations
 Physical Restraint Practice
 Practicing Physical Restraints with Resistance

DAY TWO

Refocus
 Participant Presentations
 Physical Skills Testing
 Testing (written)



Developing Professional Level Training Skills

This is a two-day program for any associate level TCI trainer. Successful completion of this update is a requirement for those interested in applying for professional level certification. This update focuses on developing professional level trainer skills, understanding the stages of skill development, learning how skills are learned and maintained, and facilitating the transfer of learning from the classroom to the workplace. Major topics include: setting the stage for training, presentation skills, group process and communication skills, knowledge of subject matter, demonstrations of skills, coaching and corrective feedback, and managing the training. Participants present a range of activities in order to receive feedback and enhance their skills in these areas. This update will look at every aspect of planning, delivering, and evaluating TCI training from the trainer's perspective.

Program Objectives

Participants will be able to:

- Identify the criteria for effective training programs
- Consider characteristics of adult learners when delivering TCI training
- Demonstrate presentation skills, group processing skills, and open communication skills
- Apply the learning process to TCI training
- Demonstrate TCI skills clearly and appropriately
- Demonstrate coaching and feedback skills during practice sessions

Program Outline

Day 1 presents the criteria for effective training programs, characteristics of adult learners, and the qualities of effective trainers. The learning process and learning hierarchies are discussed and applied to TCI training. Participants have the opportunity to present activities in small groups focusing on verbal information outcomes. Individual corrective feedback on presentation skills is a part of all activities for this update. There will be time at the end of the day for physical restraint practice and/or building a portfolio for professional certification.

Day 2 continues with participant presentations highlighting skill building activities, cognitive strategies, and motor skills. The TCI model and stages of skill development, is discussed. All participants will be tested with written and competency based tests at the end of the day for re-certification.

Materials

Participants who successfully complete the update receive a Developing Professional Level Training Skills participant guidebook designed to help them prepare for the professional level certification process.

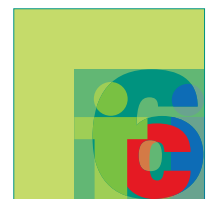
Developing Professional Level Training Skills Agenda

DAY ONE

Effective training programs
Adults as learners
TCI trainer competencies
TCI instructional design: The Learning Process
Delivering TCI training
Verbal Information Activities
Participant presentations
Attitude Activities
Building a Portfolio

DAY TWO

Refocus
Skill Building Activities
Participant presentations
Cognitive Strategies Activities
Stages of Skill Development
Participant presentations
Practicing physical restraints
The TCI model
Testing (written and physical)



Post-Crisis Response

This update is a two-day program for current TCI certified trainers. The TCI Post-Crisis Response.

(TCI-PCR) update provides materials to assist TCI certified trainers in designing and implementing the TCI Post-Crisis Multilevel Response Model (PCR). Topics include, how to address the emotional needs staff may have when managing aggressive clients; how the supervisor, after crisis incidents reflecting, can support front line staff; and utilizing the Post-Crisis Multilevel Response Model (immediate debriefing, LSI, documentation, incident review with staff, and team review).

Program Objectives

Participants will be able to:

- Analyze the effect of a crisis on staff members and the organization
- Demonstrate immediate debriefing strategies
- Use the LSI process more effectively with the youth after crisis
- Use documentation to assist in the post-crisis response
- Demonstrate the incident review process with the staff member(s)
- Demonstrate the incident review process with the team
- Demonstrate the incident review process with the team, using the incident report and the individual crisis support plan (ICSP)

- Develop an implementation plan for the post-crisis multilevel response system

Program Outline

Day 1 provides an overview of the TCI System and focuses on the importance of the supervisor and the post-crisis multilevel response. Participants practice immediate debriefing of staff members and learn how to provide direct supervision to front line staff. Participants also practice all of the physical intervention techniques.

Day 2 continues with a demonstration and practice session on conducting incident reviews with staff members, using critical incident reports and ICSP's, and facilitating a team/unit review. Participants have the opportunity to develop an implementation plan for instituting the post-crisis multilevel response system in their own organizations. All participants are tested with written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive a TCI Post-Crisis Response reference guide, an activity guide, a corresponding student workbook and a CD containing the PowerPoint™ presentation to use in their direct training.

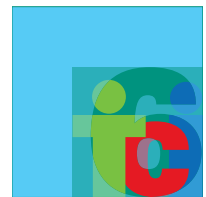
Post-Crisis Response Agenda

DAY ONE

Introduction and Expectations
 The Role of Supervision in the TCI System
 The Stress Model of Crisis: Staff/Agency Perspective
 Immediate Response
 Direct Supervision

DAY TWO

The LSI and Documentation
 Incident Review with Staff
 Incident Review with Team
 Implementation Planning
 Testing (written and physical)



TCI for Complex Needs and Neurodiversity

Note: *This update is only open to certified TCI trainers.*

This update provides materials to assist staff in adapting TCI skills for children and young people who have complex needs potentially including Autism, Attention-deficit/Hyperactivity Disorder (ADHD), intellectual and communication challenges. The material is designed to enhance the core TCI activities. Topics include sources of trauma for children with complex needs, adapting setting conditions to improve quality of life, planning for success when encouraging learning, supporting communication so that the child or young person can engage in an adapted Life Space Interview (LSI).

Program Objectives

Participants will be able to:

- Apply TCI concepts to children and young people with complex needs
- Identify the environmental and personal setting conditions that are causing distress and trauma and adapt the environment and communication modes to restore calm
- Develop a person centered Individual Crisis Support Plan (ICSP)
- Demonstrate an adapted LSI
- Consider the risks involved in the use of restraint

Program Outline

Day 1 explores how to apply TCI concepts to children with complex needs, how to plan for success in skills acquisition, and how to adapt TCI behavior support techniques. Physical intervention techniques will be practised for recertification testing.

Day 2 focuses on communication matters including empathy activities, communication strategies when a child is distressed, and using communication modalities to successfully engage a child in an LSI adapted to their needs. All participants will be tested with written and competency based tests at the end of the day for recertification.

Material

Participants who successfully complete the update receive:

- TCI for Complex Needs and Neurodiversity: Planning for Success reference guide, activity guide, and workbook
- TCI for Complex Needs and Neurodiversity: Communication reference guide, activity guide, and workbook
- Powerpoint presentation for use in their direct training

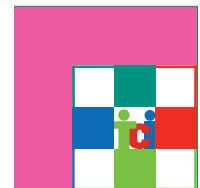
TCI for Complex Needs and Neurodiversity Agenda

DAY ONE

Preventing incidents and reducing risks
Attunement to personal setting conditions
Planning for success and long-term change
Situational management: behaviour support techniques
Situational management: choosing a safety intervention
Physical intervention practice

DAY TWO

Communication matters
The Life Space Interview
The adapted LSI
Practising the adapted LSI
The advocate's LSI
Physical Testing
Written Testing



TCI for Families, Edt. 4

This update is a two-day program for current TCI certified trainers to learn the content and revisions to the Therapeutic Crisis Intervention for Families (TCIF) curriculum. TCIF is based on the TCI6 core curriculum but revised for families who are caring for challenging children in their own homes. Edition 4 stresses crisis prevention and de-escalation strategies and the topics presented will include; the effects of trauma on children; preventing crisis by creating a safe and secure environment; emotional competence; negotiating rules and expectations; using consequences; assessing what the child feels, needs, and wants; and developing individual crisis support plans. In addition to reviewing minor revisions in the TCIF curriculum, new techniques and skills to help prevent and de-escalate crises will be demonstrated and then practiced.

Program Objectives

Participants will be able to:

- Identify additions and changes to the revised TCIF materials
- Describe the effects of trauma on children
- Assess what children feel, need, and want
- Demonstrate how to negotiate rules and expectations
- Demonstrate using consequences appropriately
- Develop individual crisis support plans

Program Outline

Day One provides an overview of the new additions in the TCIF curriculum, 4th edition, including the following topics, the effects of trauma on children; preventing crisis by creating a safe and secure environment; emotional competence; and inappropriate versus understanding responses with active listening. At the end of the day, participants will review and practice physical intervention techniques to prepare for Day 2 testing and evaluation.

Day Two focuses on negotiating rules and expectations; using consequences; assessing what the child feels, needs, and wants; and developing individual crisis support plans. All participants will be tested with written and competency based tests in order to be re-certified.

Materials

Participants who successfully complete the update receive a TCIF4 reference guide, activity guide, student workbook, and Power Point™ to use in their direct training.

TCI for Families, Edt. 4 Agenda

DAY ONE

Introduction
 Effects of Trauma on Children
 Preventing Crisis by Creating a Safe and Secure Environment
 The Importance of Emotional Competence
 The Care Team and The World of the Child
 Knowing the Child
 Managing the Environment
 Inappropriate Versus Understanding Responses
 Physical Restraint Practice

DAY TWO

Refocus and Discussion of Trainer
 Certification
 Negotiating Rules and Expectations
 Using Consequences
 Assessing What the Child Feels, Needs, or Wants
 The Shortened LSI
 Developing Individual Crisis Support Plans
 Testing (physical)



TCI for Families: Designing Refresher Training

Note: *This update is only open to certified TCIF trainers.*

This update is designed to assist certified TCIF trainers in implementing effective and agency specific TCIF refresher training to enhance individual and organization performance. Factors that facilitate skill transfer and maintenance are discussed. An effective format for representing TCIF materials using the model of “discussion, demonstration, and practice” is presented. Participants present activities appropriate for refresher training during this update. In advance of the update, participants are asked to prepare critical incident information (identifying information deleted) for review and use during the practice activities. A heavy emphasis is placed on advancing the skill development of the participants in the areas of the early intervention strategies, I ASSIST, Life Space Interview, and risk assessment.

Program Objectives

Participants will be able to:

- Develop refresher training to meet agency specific goals and objectives
- Use questioning techniques to test recall and application of TCIF skills and concepts
- Deliver an activity that advances skills and provides for corrective feedback
- Demonstrate effective training strategies that meet the objectives of refresher training

Program Outline

Day 1 examines the differences between primary training and refresher training and highlights factors that facilitate skill transfer and maintenance. Participants deliver TCIF activities developed for refresher training to the training group. The training model of “discussion, demonstration, and practice”, and the use of critical incident reports as a training tool are presented and practiced.

Day 2 continues with participant presentations highlighting ways to deconstruct a crisis event, I ASSIST, and the crisis cycle. All participants are tested using written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive TCIF: Designing Refresher Training reference material and an activity guide.

TCI for Families: Designing Refresher Training Agenda

DAY ONE

Introduction and Expectations
Refresher Training and the Training Cycle
Conducting Refresher Training Activities
Participant Presentations

DAY TWO

Refocus
Participant Presentations
Testing (written)



TCI for Schools: Designing Refresher Training

Note: *This update is only open to certified TCIS trainers.*

This update is designed to assist certified TCIS trainers in designing and implementing effective and school specific TCIS refresher training in order to enhance individual and organization performance. Factors that facilitate skill transfer and maintenance will be discussed. An effective format for representing TCIS materials using the model of “discussion, demonstration, and practice” will be presented. Participants will be asked to present activities appropriate for refresher training during this update. In advance of the update, participants will be asked to bring their activity guides and bring critical incidents (identifying information deleted) for review and use during the practice activities. A heavy emphasis is placed on advancing the skill development of the participants in the areas of the early interventions strategies, crisis co-regulation, Life Space Interview, physical skills and risk assessment.

Program Objectives

Participants will be able to:

- Design refresher TCIS training to meet school specific goals and objectives
- Develop questions to test recall and application of TCIS skills and concepts
- Deliver an activity that advances skills and provides for corrective feedback
- Demonstrate effective training strategies that meet the objectives of refresher training
- Practice physical restraint skills with moderate resistance

Program Outline

Day 1 examines the differences between primary training and refresher training and highlights factors that facilitate skill transfer and maintenance. Participants will learn how to redesign TCIS activities for refresher training and deliver these activities to the training group. The training model of “discussion, demonstration, and practice” and how to use incident reports as a training tool will be presented and practiced. Activities focusing on LSIs, deconstructing crisis events, and physical interventions skills will be presented.

Day 2 continues with participant presentations highlighting self-talk, crisis co-regulation skills, and safety interventions and risk assessment skills. All participants will be tested with written and competency based tests in order to be re-certified.

Material

Participants who successfully complete the update receive the TCIS: Designing Refresher Training reference guide and activity guide.

TCI for Schools: Designing Refresher Training Agenda

DAY ONE

Introduction and Expectations
Transfer of Training and Refresher Training
Conducting Refresher Activities
Participant Presentations

DAY TWO

Refocus
Participant Presentations
Testing (written)



Trainer Support: Connecting Concepts and Enhancing Skills

Note: *This update is only open to certified TCI trainers.*

TCI trainers must have a deeper understanding of how the essential concepts, principles, and skills in TCI are interwoven in order to assist staff in their understanding and ability to assist a child. The essential concepts and principles in TCI influence the application of strategies when supporting children before, during, and after a crisis. The update, *Trainer Support—Connecting Concepts and Enhancing Skills*, is designed to help agency certified TCI trainers identify the connections between concepts in the 7th edition of TCI and enhance their ability to demonstrate skills during the training. Participants in the update will have an opportunity to discuss and experience more of the newer aspects of this latest edition of TCI that were not explored in depth during the virtual update.

Program Objectives

Participants will be able to:

- Describe the connections between key concepts such as the Theory of Change, the effects of trauma, developmental relationships, milieu spaces, intentional use of self, and skills used in crisis de-escalation and recovery such as active listening, emotional first aid, and the LSI.
- Demonstrate non-verbal and the eliciting and encouraging techniques of active listening to encourage a child to talk

- Describe and demonstrate empathic responses
- Demonstrate presenting behavior support techniques and showing an example of what the technique would look like
- Describe how the adult becomes a source of support and strength for a child when giving emotional first aid
- Demonstrate being a calm presence – co-regulation strategies
- Demonstrate the “Explore” step of the LSI
- Demonstrate the LSI

Program Outline

This two-day program will focus on the connections between a variety of concepts in the 7th edition of TCI and the skills required for trainers to enhance their ability to train TCI. Exploring these connections will help trainers enhance their ability to demonstrate skills during the training. Additionally, there will be an opportunity for participants to demonstrate the LSI.

Material

Participants who successfully complete the update receive an outline of the material presented in the day’s program.

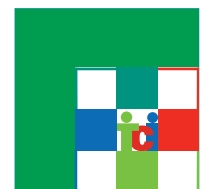
Trainer Support: Connecting Concepts and Enhancing Skills Agenda

DAY ONE

Introduction and Expectations
Connecting essential concepts and the LSI
Active Listening
Behavior Supports
Emotional First Aid
Physical skills practice

DAY TWO

Refocus
Essential concepts and the LSI
Practicing the LSI
Physical skills practice
Testing (written and physical)



TCI One-Day Updates

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Please note: The one-day TCI Updates are **ONLY** available to TCI trainers who have successfully completed 2 two-day updates, preferably Designing Refresher Training and Post Crisis Response.

Adapting the Life Space Interview for Proactive Aggression

Note: This update is only open to qualified applicants who have successfully completed both updates: “Designing Refresher Training” and “The Post-Crisis Response”.

The Life Space Interview (LSI), as taught in the TCI core curriculum, is designed to be used to intervene with children and young people who are overwhelmed with emotions and whose actions are emotion driven. They may be described as displaying reactive aggression. By contrast, young people who display proactive aggression are acting out of deliberate thought processes. Direct care staff need assessment skills to differentiate between proactive and reactive aggression and to adjust the LSI accordingly. This update is designed to assist direct care staff to apply a modified LSI with youth who display proactive aggressive behavior.

Program Objectives

Participants will be able to:

- Analyze how proactive aggressive youth distance themselves from their emotions
- Analyze when and how to use the modified LSI for proactive aggressive youth
- Demonstrate the modified LSI

Program Outline

This one-day program examines in detail the behavioral and verbal manifestations of reactive and proactive aggression and the mechanisms by which proactive youth distance themselves from their emotions. The importance of having a program that reflects developmentally appropriate value based expectations of pro-social behavior that guide youth and staff behavior is emphasized. A breakdown of the knowledge, skills, and attitudes required to conduct an LSI with youth who display proactive aggression is presented. Techniques include presentation, discussion, demonstration, role play, and practice. All participants will be tested with written and competency based test in order to be re-certified.

Materials

Participants who successfully complete the update receive an Adapting the LSI for Proactive Aggression reference manual, an activity guide, corresponding student workbook, and a CD containing the PowerPoint™ presentation used during the training.

Adapting the Life Space Interview for Proactive Aggression Agenda

Introduction and Expectations
Discussion of Trainer Certification
The Role of Emotions in Reactive and Proactive Aggression
Legitimate and Non-Legitimate Goals of Proactive Aggression
Engaging With Young People Who Use Proactive Aggression
The LSI for Proactive Aggression
Practicing The LSI for Proactive Aggression
Physical Restraint Practice
Testing (written and physical)



Assessing and Managing Risk

Note: This update is only open to qualified applicants who have successfully completed two 2-day TCI updates, preferably *Designing Refresher Training and The Post-Crisis Response*.

In core TCI training the main goal is to provide direct care workers with positive, therapeutic, practical, and proven methods for preventing crisis and safely managing children in crisis. One strategy to achieve this goal in the core training is the development and use of Individual crisis support plans (ICSP). It calls for teams to develop and write a plan to prevent, reduce, and manage crisis events specific to an individual child. Another strategy, equally effective and also useful in the development of ICSPs, is a risk assessment process designed to develop strategies and plans to reduce risk in many situations. This update is designed to assist staff in achieving a greater understanding of the numerous variables in assessing risk and to help staff develop better plans for reducing and managing risk in crises and everyday events. This understanding will assist staff in managing risk so that staff and children can take appropriate risks to grow and develop without creating unsafe situations.

Program Objectives

Participants will be able to:

- Focus on the concept of reducing the risk of injury and trauma while providing meaningful experiences for

children so that they may continue to grow and develop necessary life skills

- Utilize a five-step risk assessment model that care workers, supervisors, and managers can use to assess, manage, and review risk in their programs
- Explore tools that encourage individuals to consider individual, situational, decision-making, management, and system-wide risk factors which influence risk-taking and therefore positively or negatively impact the life experiences of children in their care.

Program Outline

This one-day program will focus on the risk assessment process. Participants will focus on key competency areas such as assessing risk, planning to reduce risk, risk management and review, and assessing the risk of physical restraints. All participants are tested with written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive an Assessing and Managing Risk reference guide, an activity guide, a corresponding student workbook and the PowerPoint™ presentation to use in their direct training.

Assessing and Managing Risk Agenda

Introduction and Expectations
 The Risk Assessment Process
 Assessing Risk
 Planning to Reduce Risk
 Risk Management and Review
 Assessing the Risk of Physical Restraints
 Physical Restraint Practice
 Testing (written and physical)



Conflict Resolution

Note: This update is only open to qualified applicants who have successfully completed both updates: “Designing Refresher Training” and “The Post-Crisis Response”.

Every conflict has at least two sides with differing viewpoints. Each side usually thinks their viewpoint is correct. It is impossible (and undesirable) to eliminate conflict from our lives. Instead we can view interpersonal conflict as an opportunity to work out individual differences without resorting to violence. Direct care workers are in the unique position of modeling conflict resolution strategies and teaching children how to become effective conflict managers.

Program Objectives

Participants will be able to:

- Identify their personal response to conflict
- Describe the difference between compromise and collaboration
- Demonstrate the steps in conflict resolution

Program Outline

This one-day program will provide participants with a strategy to help young people work out interpersonal conflicts without resorting to violence. Activities include a set of conflict resolution steps to practice and an opportunity

for participants to examine their own personal response to conflict. Techniques include a self-assessment survey, presentation, discussion, demonstration, role play, and practice. All participants will be tested with written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive a Conflict Resolution reference guide, an activity guide, a corresponding student workbook and the PowerPoint™ presentation to use in their direct training.

Conflict Resolution Agenda

Introduction and Expectations
Types of Conflict
Choosing A Response to Conflict
How We Look at Conflict
Conflict Resolution
Role Playing Conflict Resolution
Physical Restraint Practice
Testing (written and physical)



Documentation—Writing Incident Reports

Note: This update is only open to qualified applicants who have successfully completed both updates: “Designing Refresher Training” and “The Post-Crisis Response”.

A goal of the Therapeutic Crisis Intervention system is to restore the child, the staff, and the program to a state of functioning higher than it was before the crisis began. This circle of learning occurs when there is an appropriate response to the crisis event that ensures safety, support, and an opportunity for reflective practice. Learning from crisis begins when the immediate event is over and is enhanced through effective

documentation of the crisis event on an incident report. The incident report can be a useful supervisory tool to enhance learning at all levels of the organization when it is written in a thorough, accurate, and organized manner that objectively describes what took place. Direct care staff and supervisors are responsible for the documentation of many incidents throughout their shift with often little training or instruction in how to write effective and useful reports. This one-day program is designed to assist them by clearly outlining the goals, purpose, and elements of incident reports.

Program Objectives

Participants will be able to:

- Identify essential components for effective incident documentation
- Document incidents accurately, objectively, and sequentially using intervention-response cycles and
- Demonstrate an ability to accurately transfer what was observed during an unusual event and describe that incident in writing

Program Outline

This one-day program will focus on providing direct care staff and others with the necessary tools for documenting incidents so the information will lead to opportunities for learning. Participants will focus on key competency areas that are essential in providing staff members with the information and skills necessary to thoroughly and accurately document these events. All participants are tested with written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive a Documentation—Writing Incident Reports reference guide, an activity guide, a corresponding student workbook and the PowerPoint™ presentation to use in their direct training.

Documentation—Writing Incident Reports Agenda

Assessing Our Practice
 The Basics of Writing Incident Reports
 Well-Written Reports
 Documenting Intervention-Response Cycles
 Practice Writing Incident Reports
 Documenting Physical Restraints
 Testing (written and physical)



Legal Concepts in the Use of Physical Restraint

Note: This update is only open to qualified applicants who have successfully completed both updates: “Designing Refresher Training” and “The Post-Crisis Response”.

This update is an overview of the various legal concepts involved in using physical restraint. Such concepts will incorporate the practices and principles taught in TCI as they relate to best practices. Participants will be introduced to levels of oversight (professional conduct, agency policy, regulations, and laws) and the consequences for violating each level. An explanation of necessary components of negligence and how each is related to a failure to conduct a proper physical restraint will be outlined. Participants will then be presented with a hypothetical situation in which a child was injured following an inappropriate, or at least questionable, incident of restraint. A mock civil trial will be conducted with the participants as the jury.

Program Objectives

Participants will be able to:

- Identify the connection between concepts and principles taught in TCI and legal concerns
- Explain the requirements regarding documentation and responding to critical incidents
- Identify the importance of consistent and accurate training, supervision, and oversight

Program Outline

The first part of the update will be an explanation of the various legal concepts involved in using physical restraint. Participants will then be presented with a hypothetical situation in which a child was injured following a questionable incident of restraint. Participants will play the role of jurors, and will have an opportunity to question witnesses after “lawyers” have done so. Participants will have “jury instructions” consisting of a synopsis of the relevant law from which they will determine whether an individual or an agency has any liability for a child’s injury and, if so, to what extent. Techniques include presentation, discussion, case study, mock trial, and practice. All participants will be tested with written and competency based tests in order to apply for re-certification.

Materials

Participants who successfully complete the update receive an outline of the material presented in the day’s program.

Legal Concepts in the Use of Physical Restraint Agenda

Introduction
Responses to Crisis
The Judicial System
Causes of Action — Civil and Criminal
Review of Case File, Witness Preparation
Mock Trial of a Civil Suit Following an Injury During Restraint
Jury Deliberations and Decision
Physical Skills Practice
Testing (written and physical)



TCI Trainer Support

Note: This update is only open to qualified applicants who have successfully completed two two-day updates, preferably “Designing Refresher Training” and “The Post-Crisis Response”.

Becoming a skilled and effective trainer requires thoughtful self-reflection, openness to feedback, and honest self-assessment of one’s skills, knowledge and attitudes. It is helpful to pause and reflect upon one’s strengths and weaknesses as a TCI trainer and work with other experienced trainer to increase knowledge and improve skills. This one day update will assist TCI trainers in assessing their knowledge and skill level in conducting the TCI training and provide them opportunities practice skills with coaching and feedback.

Program Objectives

Participants will be able to:

- Analyze their strengths and needs in terms of TCI training skills
- Demonstrate effective life space interview, crisis co-regulation, or emotional first aid skills
- Describe TCI guidelines around the use of specific intervention strategies
- Assess their agency’s use of individual crisis support plans (ICSPs) or general TCI System implementation
- Demonstrate effective coaching and feedback of physical intervention skills

Program Outline

This one-day program will focus on a variety of issues related to TCI training and skill development. Participants will self-assess their own TCI training skills and knowledge and, as a group, select different topics for the day based on their own needs. Additionally, there will be an opportunity for participants to observe, practice, and give feedback to each other on a variety of TCI skills and implementation issues.

Materials

Participants who successfully complete the update receive handouts and resource material.

TCI Trainer Support Agenda

Introduction and Expectations
 Trainer Self Reflection Activity
 TCI FAQ’s Discussion
 Activity from Section 1 of the Trainer Support Survey
 Activity from Section 2 of the Trainer Support Survey
 Activity from Section 3 of the Trainer Support Survey
 Physical Skills Practice
 Testing (written and physical)



Competence, Testing, and Evaluation

Note: This update is only open to qualified applicants who have successfully completed TWO two-day updates, preferably “Designing Refresher Training” and “The Post-Crisis Response”.

Social science literature defines competence in various ways. There are numerous descriptions of what competence entails, how it is acquired, and what it means in terms of on-the-job performance. Despite the differences, the literature is clear that competence involves three domains: knowledge, skills, and attitudes. Because TCI training is competency-based, all three of these domains must be considered when developing competence, assessing competence, or determining whether or not competency standards have been achieved in the training setting. TCI trainers have a critical role in not only training staff, but also in assessing staff competence, determining whether a training participant has met agency competency standards, and communicating competency assessments to supervisors for follow-up and additional staff development. The following learning objectives will be addressed.

Program Objectives

Participants will be able to:

- Define the meaning of competence
- Describe strategies for assessing knowledge, skills, and attitudes

- Describe the variety of considerations regarding the development and scoring of high-stakes tests
- Demonstrate the process for developing inter-rater reliability
- Develop a plan for incorporating new learning into agency TCI testing, evaluation, and certification practices

Program Outline

This one-day program will focus on one of the six domains of effective TCI implementation, Training and Competency Standards. Competence, assessing knowledge, skills, and attitudes, high-stakes testing, and developing inter-rater reliability will be explored.

Materials

Participants who successfully complete the update receive an Participants receive a *Competence, Testing, and Evaluation Participant Guidebook*.

Testing, Evaluation, and the Transfer of Learning Agenda

- Tests and high-stakes testing
- Taking and scoring high-stakes tests
- Developing and implementing TCI direct training competency standards
- Planning for next steps
- Physical skills and inter-rater reliability practice
- Testing (written and physical)



Trainer Support: Applying Theory to Practice Using the LSI

Note: *This update is only open to qualified applicants who have successfully completed TWO two-day updates, preferably “Designing Refresher Training” and “The Post-Crisis Response”.*

After any crisis situation subsides, and once the child has returned to a calmer state and feels safe and supported by the trusted adult, there is an opportunity to help the child learn from the experience. The Life Space Interview (LSI) is a relational process that helps reframe the incident as manageable, and motivates children to stay engaged and try again. The update, *Training Support: Applying Theory to Practice Using the LSI*, is designed to help certified TCI trainers identify the connection between concepts in the 7th edition of TCI and the LSI. Participants in the update will have an opportunity to discuss these connections and enhance their demonstration of the LSI. The following learning objectives will be addressed.

Program Objectives

Participants will be able to:

- Describe the connections between key concepts such as the TOC, the triune brain and effects of trauma, developmental relationships, milieu spaces, intentional use of self, and the LSI.
- Identify and demonstrate skills required to conduct the LSI (e.g., attunement, empathic responses, etc.)

- Demonstrate the “Explore” step
- Demonstrate the LSI
- Explore progress toward restraint reduction efforts
- Demonstrate physical restraint techniques

Program Outline

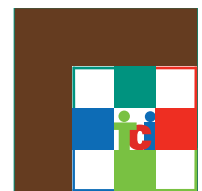
This one-day program will focus on the connections between a variety of concepts in the 7th edition of TCI and the LSI. Exploring these connections will help trainers enhance their understanding of the LSI. Additionally, there will be an opportunity for participants to demonstrate the LSI.

Materials

Participants who successfully complete the update receive an outline of the material presented in the day’s program.

Trainer Support: Applying Theory to Practice Using the LSI

Introductions and expectations
 Connecting essential concepts and the LSI
 Exploring the child’s point of view
 The LSI
 Physical skills practice
 Testing (written and physical)





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