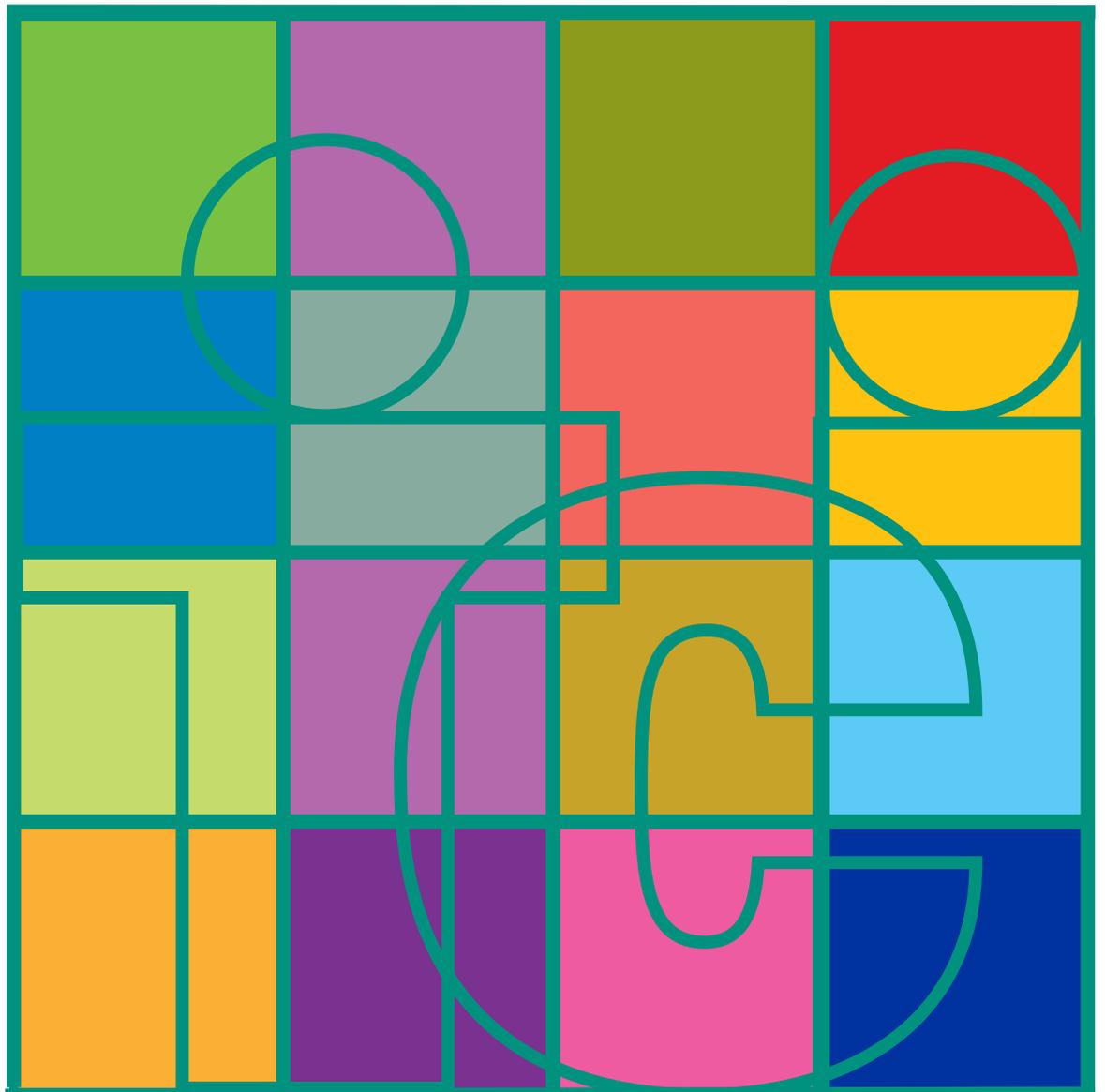




Course Descriptions for
TCITrain-the-Trainer Programs
TCI Updates

The Therapeutic Crisis Intervention System

Course Bulletin



Therapeutic Crisis Intervention System

Course Bulletin

Residential Child Care Project

Bronfenbrenner Center for Translational Research

College of Human Ecology

Cornell University, Ithaca, NY USA

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The Therapeutic Crisis Intervention System Overview

A Child in Crisis Needs Help

What kind of help and how it is given make a crucial difference between the child's learning from the experience or being set back. The Therapeutic Crisis Intervention (TCI) training program for child and youth care staff presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. The ability of the entire organization to respond effectively to children and young people in crisis situations is critical in establishing not only a safe environment, but also one that promotes growth and development. The skills, knowledge, and professional judgment of staff in responding to crises are critical factors in helping young people learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression. While TCI is primarily intended for those who care for children and young people living in out-of-home settings or in schools (private and public), it has also been adapted for foster care families.

How Does the TCI System Help?

The purpose of the TCI system is to provide a crisis prevention and intervention model for residential child care organizations that will assist in:

(a) preventing crises from occurring, (b) de-escalating potential crises, (c) effectively managing acute crises, (d) reducing potential and actual injury to children and staff, (e) teaching constructive ways to handle stressful situations, and (f) developing a learning circle within the organization.

Who is TCI Training for?

The RCCP offers three TCI training programs that have been adapted for specific audiences. Note that while the language of TCI instruction has been

tailored to specific audiences, all three programs teach the same TCI material.

TCI Training of Trainers (TxT)

This course is for trainers, managers, counselors, social workers, and care workers working in out-of-home settings who are capable of training therapeutic crisis intervention techniques. Participants who are taking part in the physical intervention part of the program must be capable of moderate physical activity.

TCI for Families Training of Trainers (TCIF TxT)

This course is for trainers, administrators, supervisors, social workers, foster and adoptive case workers and providers who are interested in training crisis prevention and intervention techniques to caregivers. There are no physical interventions associated with this program.

TCI for Schools Training of Trainers (TCIS TxT)

This course is for trainers, principals, school counselors/psychologists, teachers, social workers, teacher assistants, and other school personnel working in school settings who are capable of training crisis intervention techniques.

Participants who are taking part in the physical intervention part of the program must be capable of moderate physical activity.

How Was TCI Developed?

In 1979 with a grant from the National Center of Child Abuse and Neglect (NCCAN) staff of the Family Life Development Center (FLDC) at Cornell University undertook a study of child abuse and neglect in New York State group care institutions. The purpose of this study was to assess the nature

The RCCP offers three TCI training programs that have been adapted for specific audiences, including foster care families and school personnel. Note that while the language of TCI instruction has been tailored to these specific audiences, all three programs teach the same TCI material.

and extent of child abuse and neglect when it occurs in the institutional setting, and to identify those factors associated with its incidence. Factors associated with the incidence of abuse and neglect included the inappropriate use of discipline, isolation and restraint, and poor management practices. FLDC staff spent many months researching other crisis intervention curricula, meeting with child care experts, and visiting child care agencies in order to develop a comprehensive training program that addressed the issues outlined in the research. TCI training was developed and pilot-tested at approximately eight facilities from the study sample of sixteen. Concurrently, the entire sample was involved in the testing of a model response system in reporting and investigating child abuse. From 1981 to 1982, child abuse reports (not instances of abuse) in those facilities that had pilot-tested the Cornell curriculum decreased by forty percent. In those sample facilities, which were not exposed to the new training materials, reporting child abuse increased by more than two hundred percent. (Note: By virtue of being in the sample, all of these agencies were much more likely to be sensitive to reporting issues and were, therefore, more likely to make a report.)

How Does the RCCP Measure TCI Effectiveness?

From 1994-1997, the RCCP and child caring agencies in the Northeastern United States and the United Kingdom conducted joint evaluation projects that introduced TCI into residential treatment settings and evaluated its effect on the organizations. Throughout the life of this joint evaluation project, critical incidents were collected and an advisory group from the agencies met with the Cornell Team. Other data collection methods were pre-/post-tests, surveys, and interviews with staff, supervisors, and young people. All levels of residential child care personnel at both sites attended TCI training. Supervisors attended additional training, to assist them in monitoring and supporting the model. Results from both of the project sites indicated a decrease in physical restraint episodes, fighting

incidents, physical assaults, runaways, and verbal threats. Results also indicated that after attending TCI training staff felt more confident in their ability to manage any crisis situation, work effectively with co-workers, and help young people learn to cope more successfully with crisis. Staff reported they were less afraid to manage crisis situations and were more focused on the needs of the young people. They also reported an increase in knowledge about agency policy and procedures for crisis management.

The RCCP supports vigorous and ongoing in-house evaluation of TCI training and implementation efforts through testing participants' knowledge and skills, a certification program, formal assessment, and direct monitoring of agencies' use of high-risk interventions. The RCCP seeks to maintain a leadership role in discovering new knowledge, establishing new approaches to knowledge dissemination, and developing innovative programs to enable child caring agencies to serve children, youth, and families more effectively by building strong linkages among research, outreach activities, and evaluation efforts. These relationships are viewed as cyclical: research leads to the development of innovative and effective outreach programs, which are carefully evaluated. Evaluation activities contribute directly to the adaptation and improvement of outreach programs and may also contribute to new research. In-house and external evaluations have been essential in modifying intervention strategies and protocols to improve the TCI system's effectiveness for a wide range of organizations (see Figure 1).

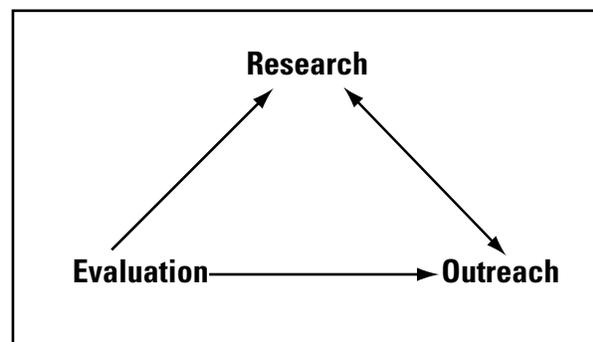


Figure 1. Research, Practice, and Evaluation Cycle

Since the curriculum's inception there have been five major revisions. The revision process has generally included (a) examining the evaluation results and research conducted by the RCCP, (b) reviewing related literature and research, (c) conducting surveys of organizations using the TCI system, (d) talking to other crisis management training providers, and (e) convening experts for consultation and review.

Where is TCI Being Practiced?

Worldwide, over 3000 professionals have been certified as TCI trainers. Trainers are located throughout the United States, Canada, the United Kingdom, Ireland, Israel, Australia, New Zealand, Bermuda, Vietnam, and the Republic of Korea.

Maintaining Professional TCI Standards: Trainer Certification

The TCI certification program is designed to develop, maintain, and strengthen the standards of training performance for individuals who have successfully completed the requirements of the five-day TCI training of trainers, TCI for Families training of trainers, and the TCI for Schools training of trainers. This process affirms the RCCP's commitment to ensure that TCI is implemented in child care organizations and schools in a manner that meets the developmental needs of children and the safety of children and staff. The TCI training certification includes an agreement to practice in accordance with TCI principles, which provides a framework for TCI practice and training. General standards include levels of certification, regulations, and requirements for continuing or maintaining certification.

Certification represents a high standard of professional practice. **Associate level** TCI trainers may provide direct TCI training at their level of certification at their home agency (the agency where they are employed) as part of their employment.

Professional certification is the highest level of certification offered by the RCCP. Professional

TCI trainers may provide direct training within their organization and fee-for-service training through their organization sponsors. Agencies may not charge for TCI training unless the training is delivered by a professionally certified trainer. Professional TCI trainers may also provide TCI training independently on a fee-for-service basis. All TCI training must adhere to RCCP guidelines. Professional Certification builds upon Associate Certification status, which represents a high standard of professional practice.

For more information about TCI trainer certification, please visit the RCCP web site at www.rccp.cornell.edu and download the RCCP's TCI Certification Guidelines brochure.

The Bronfenbrenner Center for Translational Research

In 1974, the Family Life Development Center (FLDC) merged with the Bronfenbrenner Life Course Center to create the Bronfenbrenner Center for Translational Research (BCTR) in the College of Human Ecology at Cornell University. The BCTR mission is to improve professional and public efforts to understand and deal with risk and protective factors in the lives of children, youth, families, and communities that affect family strength, child wellbeing, and youth development. The Therapeutic Crisis Intervention System is one of several programs delivered by the BCTR relevant to the lives of children, families, and care agencies.

TCI Train-the-Trainer Programs

Therapeutic Crisis Intervention (TCI) 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 or young person
- 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 and young people to help improve their coping strategies
- Effectively deliver TCI training in their agencies

Intended Audiences

The Therapeutic Crisis Intervention (TCI) System includes three training programs that have been adapted for specific audiences. Note that while the language of TCI instruction has been tailored to specific audiences, all three programs teach the same TCI material.

TCI Training-of-Trainers (TCI TxT)

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.

TCI for Schools Training-of-Trainers (TCIS TxT)

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

TCI for Families Training-of-Trainers (TCIF TxT)

This course is for trainers, administrators, supervisors, foster and adoptive case workers and providers interested in training crisis prevention and intervention techniques to caregivers.

Program Outline

Day 1: Crisis as Opportunity. Crisis is defined and ways that adults can prevent a crisis situation are identified. Participants are taught how to maintain self-control in preventing or handling a crisis through awareness of their own personal feelings and values, the young person's needs and wants, and environmental effects on behavior.

Day 2: Triggering and Escalation. Verbal and nonverbal techniques for crisis prevention and de-escalation are presented. How to avoid crisis cycles, use protective interventions, and methods to de-escalate a potentially violent child are practiced.

Day 3: Escalation, Outburst, and Recovery. Life Space Interviewing (LSI) techniques are taught and methods to de-escalate 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: Outburst and Recovery. Participants practice Life Space Interviewing. Safety concerns and documentation issues 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 the elements of the TCI system are reviewed. All participants are tested for certification.

A training agenda is on page 7 of this bulletin.

Materials

Participants who successfully complete the course receive a TCI trainer's reference and activity guide, a DVD and PowerPoint™ CD, and a student workbook.

TCI Certification

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

TCI Training Packages Offered

The RCCP offers three ways for agencies to access the TCI Train-the-Trainer program:

Regularly Scheduled Open TCI TxT Training. TCI programs are offered on a fee-for-service basis throughout the United States, Canada, the United Kingdom, Ireland, and Australia. Courses are limited to 20 participants. Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI training schedule.

Agency On-Site TCI TxT Training. Organizations can arrange, on a fee-for-service basis, to offer the TCI TxT program to their staff or member organizations. The program includes a 5-day TxT along with one day of technical assistance to help organization with assessment and planning for TCI implementation. Please visit the RCCP web site at www.rccp.cornell.edu and review the section on TCI Onsite Training for information about setting up this type of training at your organization.

Agency Onsite Assessment and Implementation Package. This is the most comprehensive package for building TCI into the structure of the organization through an 18-24 month contract that includes an onsite TCI TxT, for up to 20 participants, along with quarterly visits from the Cornell team to provide technical assistance. To discuss the implementation of TCI at your organization, contact: Martha Holden (mjh19@cornell.edu) or Eugene Saville (eas20@cornell.edu), The Residential Child Care Project, Bronfenbrenner Center for Translational Research, Beebe Hall, Ithaca, New York 14853 Tel. 607.254.5337 Fax. 607.255.4837.

Signing Up for TCI Training

Everything you need to register for a TCI Training of Trainers program is available on the RCCP web site at www.rccp.cornell.edu. Please proceed to the Registration Center of this web site to register for TCI training. RCCP cannot accept any registration or payment information via telephone. We accept registrations on a first-paid, first-served basis. Since there is limited space in each offering and classes fill up quickly, we recommend that you submit your application and payment as early as possible to avoid being "shut out" of a training you would like to attend.

TCI Train-the-Trainer Agenda

MONDAY 8:45 am

Introduction to Course
The TCI System
Crisis Prevention and Therapeutic Milieu
The Importance of Emotional Competence
Stress Model of Crisis
Assessing the Situation
Awareness of Self, Child and Environment
Assignments for Tuesday distributed to participants
Session Adjourned 5:00 pm

TUESDAY 8:45 am

Crisis Communication and Active Listening
Behavior Support Techniques
Emotional First Aid
Conflict Cycle
Managing Aggressive Behavior
Nonverbal Communication
Protective techniques
Assignments for Wednesday and Thursday distributed to participants
Session Adjourned 5:00 pm

WEDNESDAY 8:45 am

Crisis Co-Regulation
Life Space Interviewing
Choosing a Safety Intervention
Standing Restraint
Seated Restraint
Small Child Restraint
Team Prone Restraint and Transferring Control
Supine Restraint and Transferring Control
Assignments for Wednesday and Thursday distributed to participants
Session Adjourned 5:00 pm

THURSDAY

8:45 am
Crisis Intervention Role Plays
Practicing Physical Interventions
The Letting Go Process
Safety Concerns and Documentation
Practicing with Resistance
Criteria for Implementing TCI System and Action Planning
Session Adjourned 5:00 pm

FRIDAY 8:45 am

Implementation and Testing
Life Space Interviewing After Restraint
Testing
Physical Intervention Techniques
LSI
Written Test
Certification Process
Close of Program
Session Adjourned 4:00 pm

Therapeutic Crisis Intervention for Families 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

Trainers, administrators, supervisors, foster and adoptive case workers and providers interested in training crisis prevention and intervention techniques to caregivers.

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 management plans, and tests participants for certification.

A training agenda is on page 10 of this bulletin.

Materials

Participants who successfully complete the course receive a TCIF trainer's reference and activity guide, a DVD and PowerPoint™ presentation CD, and a student workbook.

TCI Certification

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

Signing Up for TCI Training

The RCCP offers three ways for agencies to access the TCIF Train-the-Trainer program:

Regularly Scheduled Open TCIF TxT Training. TCIF programs are offered on a fee-for-service basis throughout the United States, Canada, the United Kingdom, Ireland, and Australia. Courses are limited to 20 participants. Please visit the RCCP web site at www.rccp.cornell.edu to get the TCIF training schedule.

Agency On-Site TCIF TxT Training. Organizations can arrange, on a fee-for-service basis, to offer the TCIF TxT program to their staff or member organizations. The program includes a 5-day TxT along with one (1) day of technical assistance to help organization with assessment and planning for TCIF implementation. Please visit the RCCP web site at www.rccp.cornell.edu and review the section on TCIF Onsite Training for information about setting up this type of training at your agency.

Agency Onsite TCIF Assessment and Implementation Package. This is the most comprehensive package for building TCI into the structure of the organization through an 18-24 month contract that includes an onsite TCIF TxT, for up to 20 participants, along with quarterly visits from the Cornell team to provide technical assistance. To discuss the implementation of TCIF at your organization, contact: Martha Holden (mjh19@cornell.edu) or Eugene Saville (eas20@cornell.edu), The Residential Child Care Project, Bronfenbrenner Center for Translational Research, Beebe Hall, Ithaca, New York 14853 Tel. 607.254.5337 Fax. 607.255.483. [Click here to access a schedule of all TCI programs.](#)

TCI for Families Train-the-Trainer Agenda

MONDAY 8:45 am

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
 Assignments for Tuesday distributed to participants
 Session Adjourned 5:00 pm

TUESDAY 8:45 am

Managing the Environment
 Intervention Approaches
 Responding to Children Using the Listening Approach
 Active Listening
 Training assignments for Wednesday distributed to participants
 Session Adjourned 5:00 pm

WEDNESDAY 8:45 am

Negotiating Rules and Expectations
 Behavior Support Techniques
 Using Consequences
 Assessing "What the Child Feels, Needs, or Wants"
 Emotional First Aid
 Training assignments for Thursday distributed to participants
 Session Adjourned 5:00 pm

THURSDAY 8:45 am

The Power Struggle
 Nonverbal Communication
 Elements of a Potentially Violent Situation
 Crisis Co-regulation
 Life Space Interviewing
 Crisis Intervention Role Plays
 Session Adjourned 5:00 pm

FRIDAY 8:45 am

The Shortened LSI
 Developing Individual Crisis Management Plans
 Testing
 LSI
 Written Test
 Close of Program
 Session Adjourned 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 along with how crisis is defined, ways that adults can prevent a crisis situation in the classroom milieu, and how to help 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 participate in additional practicing of Life Space Interviewing skills, crisis co-regulation skills, and the various physical intervention skills. Individual Crisis Management Plans (ICMPs) 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.

A training agenda is on page 14 of this bulletin.

Materials

Participants who successfully complete the course receive a TCIS trainer's reference and activity guide, a DVD and PowerPoint™ CD, and a student workbook.

TCI Certification

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

Signing Up for TCI Training

The RCCP offers three ways for school districts and/or schools to access the TCIS Train-the-Trainer program:

Regularly Scheduled Open TCIS TxT Training TCIS programs are offered on a fee-for-service basis throughout the United States, Canada, the United Kingdom, Ireland, and Australia. Courses are limited to 20 participants. Please visit the RCCP web site at www.rccp.cornell.edu to get the TCIF training schedule.

School District/School On-Site TCI TxT Training. School districts can arrange, on a fee-for-service basis, to offer the TCIS TxT program to their staff or member schools. The program includes a 5-day TCIS TxT along with one (1) day of technical assistance to help school district with assessment and planning for TCIS implementation. Please visit the RCCP web site at www.rccp.cornell.edu and review the section on TCIF Onsite Training for information about setting up this type of training at your agency.

School District and/or School On-Site TCIS Assessment and Implementation Package This is the most comprehensive package for building TCIS into the structure of the organization through an 18-24 month contract that includes an on-site TCIS TxT, for up to 20 participants, along with quarterly visits from the Cornell team to provide technical assistance. To discuss the implementation of TCIS at your school district and/or school, contact: Martha Holden or Eugene Saville, The Residential Child Care Project, Bronfenbrenner Center for Translational Research, Beebe Hall, Ithaca, New York 14853 Tel. 607.254.5337 Fax. 607.255.4837.

TCI for Schools Train-the-Trainer Agenda

MONDAY 8:45 am

Introduction to Course
TCIS System
The Classroom Milieu and Crisis Prevention
Helping Students Feel Safe
The Importance of Emotional Competence
Stress Model of Crisis
Assessing the Situation
Awareness of Self
Assignments for Tuesday distributed to participants
Session Adjourned 5:00 pm

TUESDAY 8:45 am

Awareness of the Child and Environment
Crisis Communication and Active Listening
Behavior Support Techniques
Emotional First Aid
Power Struggle
Nonverbal Communication
Protective techniques
Training assignments for Wednesday and Thursday distributed to participants
Session Adjourned 5:00 pm

WEDNESDAY 8:45 am

Managing Aggressive Behavior
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
Training assignments for Thursday distributed to participants
Session Adjourned 5:00 pm

THURSDAY 8:45 am

Crisis Intervention Role Plays
Practicing Physical Interventions
The Letting Go Process
Safety Concerns and Documentation
Practicing with Resistance
ICMP Development
Criteria for Implementing TCIS System and Action Planning
Session Adjourned 5:00 pm

FRIDAY 8:45 am

Life Space Interviewing After Restraint
Testing: Physical, LSI and Written
Certification Process
Close of Program
Session Adjourned 4:00 pm

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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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI Two-Day Update: Designing Refresher Training

DAY ONE 9:00 am

Introduction and Expectations

Transfer of Training and Refresher Training

Conducting Refresher Activities

Participant Assignments

Participant Presentations

Physical Restraint Practice

Practicing Physical Restraints with Resistance

Session Adjourned 5:00 pm

DAY TWO 9:00 am

Refocus

Participant Presentations

Physical Skills Testing

Written Testing

Session Adjourned 5:00 pm

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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI Two-Day Update: Developing Professional Level Training Skills

DAY ONE 9:00 am

Introductions, Expectations, and Goals

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

Open Practice Session

Session Adjourned 5:00 pm

DAY TWO 9:00 am

Refocus

Skill Building Activities

Participant Presentations

Cognitive Strategies Activities

Stages of Skill Development

Participant Presentations

Practicing Physical Restraints

The TCI Model

Physical Testing

Written Test

Session Adjourned 5:00 pm

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 management plan (ICMP)
- 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 ICMP'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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI Two-Day Update: Post-Crisis Response

DAY ONE 9:00 am

Introduction and Expectations

The Role of Supervision in the TCI System

The Stress Model of Crisis: Staff/Agency

Perspective

Immediate Response

Direct Supervision

Physical Restraint Practice

Session Adjourned 5:00 pm

DAY TWO 9:00 am

The LSI and Documentation

Incident Review with Staff

Physical Restraint Practice

Incident Review with Team

Implementation Planning

Physical Skills Testing

Written Testing

Session Adjourned 5:00 pm

TCI for Developmental Disabilities

This update is a two-day program for current TCI certified trainers. The update provides materials to assist staff in adapting TCI skills for children and young people who have developmental disabilities such as autism, intellectual disabilities, or developmental delays. The material is designed to enhance the core TCI activities. Topics include: preventing aggression and violence, the hierarchy of communication, setting conditions and triggers, and adapting the LSI for young people with limited or no verbal communication skills.

Program Objectives

Participants will be able to:

- Identify and reduce environmental and personal setting conditions for challenging behavior
- Develop individualized crisis prevention plans for the developmentally disabled population
- Demonstrate a shortened Life Space Interview (LSI)
- Apply a hierarchy of communication when using the LSI

Program Outline

Day 1 explores how to prevent aggression and violence and how to apply the hierarchy of communication and behavior support strategies when using the LSI. Physical intervention techniques will be practiced for re-certification testing.

Day 2 focuses on using a shortened LSI technique, an advocate LSI and the use of safety interventions with this population. 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 TCI Developmental Disabilities reference guide, activity guide, student workbook, and a CD containing the PowerPoint™ presentation for use in their direct training.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI Two-Day Update: TCI for Developmental Disabilities

DAY ONE 9:00 am

Warm Up Activity

Preventing Aggression and Violence

Setting Conditions and Teaching Skills

Situational Management:

Behavior Support Techniques

Situational Management: Choosing a Safety

Intervention

Physical Restraint Practice

Session Adjourned 5:00 pm

DAY TWO 9:00 am

Crisis Communication Skills

The Life Space Interview

The Shortened LSI

The Advocate's LSI

Physical Testing

Written Testing

Session Adjourned 5:00 pm

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 management 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 management 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 management 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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI Two-Day Update: TCI for Families, Edt. 4

DAY ONE 9:00 am

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

Negotiating Rules and Expectations

Using Consequences

Session Adjourned 5:00 pm

DAY TWO 9:00 am

Refocus and Discussion of Certification

Assessing What the Child Feels, Needs, or Wants

Emotional First Aid

Nonverbal Communication

Elements of a Potentially Violent Situation

Help Me Help Myself: Crisis Co-regulation

Crisis Intervention Role Plays

Developing Individual Crisis Management Plans

Written Test

Session Adjourned 5:00 pm

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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCIF Two-Day Update: Designing Refresher Training

DAY ONE 9:00 am

Introduction and Expectations

Refresher Training and the Training Cycle

Developing a Refresher Training Activities

Participant Presentations

Session Adjourned 4:30 pm

DAY TWO 9:00 am

Refocus

Participant Presentations

Testing

Session Adjourned 4:30 pm

TCI for Schools: Designing Refresher Training

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.

Signing Up for This Training Update

Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCIS Two-Day Update: Designing Refresher Training

DAY ONE 9:00 am

Introduction and Expectations

Transfer of Training and Refresher Training

Conducting Refresher Activities

Participant Assignments

Participant Presentations

Physical Restraint Practice

Practicing Physical Restraints with Resistance

Session Adjourned 5:00 pm

DAY TWO 9:00 am

Refocus and Discussion of Trainer Certification

Participant Presentations

Participant Presentation

Physical Skills Testing

Session Adjourned 5:00 pm

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.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Adapting the LSI for Proactive Aggression

Introduction and Expectations 9:00 am
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
Physical Testing
Written Testing
Session Adjourned 5:00 pm

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 Management Plans (ICMP). 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 ICMPs, 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.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Assessing and Managing Risk

Introduction and Expectations 9:00 am

The Risk Assessment Process

Assessing Risk

Planning to Reduce Risk

Risk Management and Review

Assessing the Risk of Physical Restraints

Physical Restraint Practice

Physical Testing

Written Testing

Session Adjourned 5:00 pm

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 manual, an activity guide, student workbook, and a CD containing the PowerPoint™ presentation used during the training.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Conflict Resolution

Introduction and Expectations 9:00 am

Types of Conflict

Choosing A Response to Conflict

How We Look at Conflict

Conflict

Role Playing Conflict Resolution

Physical Restraint Practice

Written and Physical Intervention Testing

Session Adjourned 5:00 pm

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 student workbook and a CD containing the PowerPoint™ presentation to use in their direct training.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Documentation–Writing Incident Reports

Introduction and Expectations 9:00 am
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 testing)
Closing Session Questions and Answers
Session Adjourned 5:00 pm

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.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Legal Concepts in the Use of Physical Restraints

Introduction 9:00 am

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

Warm-Ups and Physical Practice

Testing of Physical Restraints, Holds, Releases

Written Test

Session Adjourned 5:00 pm

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 management plans (ICMPs) 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.

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: TCI Trainer Support

Introduction and Expectations 9:00 am

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 Set Up and Evaluation

Session Adjourned 5:00 pm

Testing, Evaluation, and the Transfer of Learning

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”.

High stakes testing and the impact of transfer of learning has been a controversial issue within the educational arena for many years and the field of training and developing competent care workers is no exception to this controversy. Training and evaluating care workers that participate in crisis intervention training provide a particular challenge for those who deliver the training within the agency because of the inherent risk associated with physical interventions. How do we fairly and competently assess and evaluate those who participate in residential care training? How can we provide inter-rater reliability with behavioral skill assessment? How can we maximize our training efforts to ensure as much transfer of the training as possible? How can we be certain that staff have learned the skills properly? How can we make certain that fidelity to the TCI model is adhered to?...are just some of the questions that need to be addressed in the conversation.

Program Objectives

Participants will be able to:

- State the criteria for fair testing and evaluation
- Demonstrate the process for development of agency testing and evaluation protocols
- Demonstrate application of the inter-rater reliability process to their agency’s behavioral skills evaluation
- Describe the importance of performance evaluations as they relate to the supervisory process and transfer of learning
- Recognize the important elements of transfer of learning

Program Outline

This one-day program will focus on a variety of issues related to the testing process as outlined in the “Standards for Educational and Psychological Testing” including test construction, evaluation, documentation, and fairness in testing. Additionally, there will be an opportunity for participants to observe and practice the inter-rater reliability process and receive feedback as well as discuss the importance of performance evaluations and the impact for transfer of learning. Fidelity to the TCI certification process will be considered and opportunities for clarification of the TCI certification requirements will be integral to the program.

Materials

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

Signing Up for This Training Update

Eligibility Is Restricted: Please Read Carefully: This one-day update is ONLY available to qualified applicants who have successfully completed two, two-day updates, preferably “Post-Crisis Response” and “Designing Refresher Training.” Please visit the RCCP web site at www.rccp.cornell.edu to get the TCI Update training schedules and registration information.

TCI One-Day Update: Testing, Evaluation, and the Transfer of Learning

Introduction 9:00 am

Transfer of Learning

Tests and High Stakes Testing

Test Elements

Setting Passing Scores (Cut Scores)

Inter-Rater Reliability

Physical Restraint Practice

Assessment And Planning

Physical Test

Written Test

Session Adjourned 5:00 pm

For more information about the Residential Child Care Project,
please visit our web site at <http://rccp.cornell.edu>

