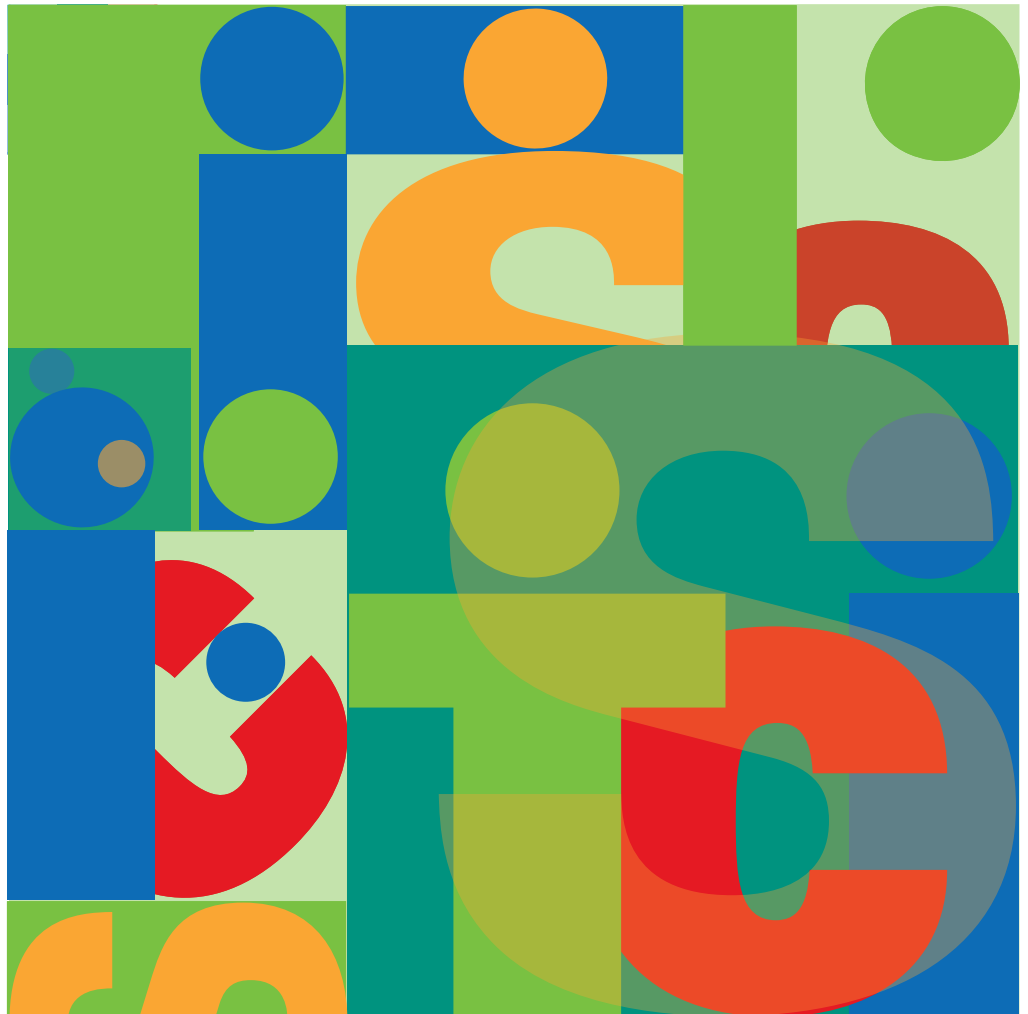


Therapeutic Crisis Intervention System for Schools, Edition 2

TCIS SYSTEM BULLETIN



Dear Colleague,

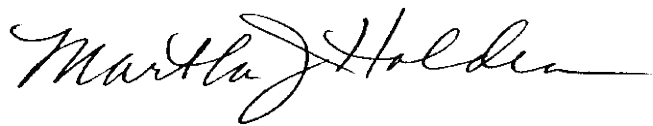
Enclosed you will find information about our Therapeutic Crisis Intervention for Schools (TCIS) system.

In 2023, we launched the 2nd edition of our TCIS system, celebrating 11 years of supporting schools and school districts in their efforts to provide safe and quality education through an adaptation of the TCI 7th edition of our TCI system. The TCI system has been supporting residential organizations and schools for over 40 years. When implemented with fidelity, TCIS has increased the ability of staff to manage and prevent crises, thus often reducing the use of high-risk interventions such as physical restraints. Implementation studies have also shown increased knowledge and skill on the part of all staff to handle crisis episodes effectively and a change in attitude regarding the use of physical restraint.

If TCIS is to be an effective crisis management system for your school/district, you need to address six general criteria: (a) leadership and administrative support, (b) student and family inclusion, (c) clinical and social work participation, (d) coaching and post-crisis response, (e) training and competency standards, and (f) documentation incident monitoring data-driven decision making feedback. The description of these criteria and the TCIS Theory of Change in this brochure will help you decide whether TCIS is right for your school/district.

If you need any other additional information, please contact Andrea Turnbull at ajt78@cornell.edu

Sincerely,

A handwritten signature in black ink that reads "Martha J. Holden". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Martha J. Holden

Director, Residential Child Care Project

Therapeutic Crisis Intervention System For Schools

Edition 2

Information Bulletin

Residential Child Care Project

Bronfenbrenner Center for Translational Research

Cornell Human Ecology

Cornell University, Ithaca, NY USA

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Preface

Residential Child Care Project

The Residential Child Care Project (RCCP) is an interdisciplinary team that has developed and implemented organizational interventions in child service settings since 1979. The project's primary settings for programming and research include residential care, schools, and foster care. These settings serve mental health, developmental disability, juvenile justice, and child welfare populations. Approximately 2,000 organizations worldwide currently implement RCCP programs (Therapeutic Crisis Intervention [TCI], CARE: Creating Conditions for Change [CARE], or one of the adaptations of these programs for school settings or foster care). The RCCP has been self-sufficient since 1984 through fee-for-service and contract dissemination of the TCI system and the CARE program model as well as grants for the development and/or evaluation of other programs for residential and child serving organizations.

The RCCP is housed in the Bronfenbrenner Center for Translational Research (BCTR), which is part of Cornell Human Ecology. The BCTR's mission is to expand, strengthen, and speed the connections among cutting edge research and the design, evaluation, and implementation of policies and practices that enhance human development, health, and wellbeing. The RCCP advances the BCTR mission through ongoing development, dissemination, evaluation, and research involving its two signature programs TCI and CARE. TCI has been adapted for school settings (TCIS) and foster care (TCIF). *This brochure describes the TCIS system in detail.*

Please visit the RCCP website
rccp.cornell.edu.com
for more information on all RCCP programs.

Residential Child Care Project Funders

Foundational funding for the RCCP was provided by: the National Center on Child Abuse and Neglect, the New York State Department of Social Services, the South Carolina Association of Children's Homes and Family Services, the South Carolina Department of Social Services, and the Duke Endowment Foundation.

Current grant and contract funders include the New York State Office for Child and Family Services, the Substance Abuse and Mental Health Administration (SAMHSA), and the National Institute of Justice (a grant to implement TCIS in a school district). RCCP's two grants from SAMHSA facilitate work with the National Child Traumatic Stress Network.

The Need for TCIS

The Therapeutic Crisis Intervention for Schools (TCIS) system is an adaptation of the Therapeutic Crisis Intervention System (TCI). TCI and TCIS embody the same concepts, but TCIS uses language and scenarios specific to the needs of a school audience. Additionally, TCIS recognizes the many challenges teachers and school staff face such as fluctuations in class size, staff shortages, ever-changing initiatives and regulations, children who live with complex trauma, and the

diverse social economic conditions among school districts.

TCIS is a trauma-informed system that provides school staff with safe, effective, and trauma-sensitive skills to manage the emotional and behavioral challenges they encounter in their daily interactions with students. Half of public school students across the United States live in poverty, putting them at high risk for exposure to trauma and other adverse childhood experiences.¹ These exposures often impair the development of self-regulation and executive function (skills that help us focus, plan, prioritize, work toward goals, self-regulate behaviors and emotions, adapt to new and unexpected situations, and ultimately engage in abstract thinking and planning), which manifest in the classroom as inattention, impulsivity, defiance, conflicts with peers and adults, and poor classroom and academic performance. Teachers need skills and strategies that help them interact with students in ways that help students learn to regulate their emotions and behavior. The stability of the classroom and the relationships between students and staff are critical to providing positive learning experiences that foster academic achievement. These skills are not available through standard teacher training or current approaches to school safety.²

The TCIS program recognizes the importance of school staff understanding students' social identities and worldviews, the importance of their families and community, and the need to develop relationships and build trust. Building trust is essential for staff as they work to be certain all students and families have the opportunity to be included and participate in the educational opportunities the school offers. When a school district or school understands and values how each element of diversity, equity, and inclusion

builds upon the others, the school becomes closer to a practice that is better equipped to create conditions for success with staff, students, families, and communities. (Please refer to *The Six Domains of the TCIS System* on page 8, which explains the interlocking relationships of the TCIS core principles.)

Endnotes

1. US DOE, 2021
2. Sellers, 2017.

The Evidence Base for TCIS

TCIS is a direct extension of TCI into school settings, therefore research on TCI provides some evidence for the efficacy of TCIS. Single case studies have used successive years of administrative data from pre-TCI to post-TCI implementation to document steady declines in the frequency and types of physical and verbal aggression and the use of high-risk interventions such as physical restraints. Titus (1989) documented a decrease in the frequency of child restraint after the implementation of TCI.¹ Faragher (2002) found a 75% decrease in the use of restraints over a six-year span while TCI strategies were increasingly implemented.² Nunno et al, (2003) discovered that over an 18-month period from pre- to post-TCI implementation aggressive and belligerent actions by children and young people that resulted in physical interventions decreased by 66%.³

Since TCIS was first used in schools (2012), evaluations of TCIS have relied on surveys of staff. (See *Table 1. School Staff Surveys After TCIS Training*). Over 75% of trained special education teachers (n=50), teacher assistants (n=101), and other school personnel (n=60) reported that TCIS strategies are “often” or “always” effective when they are managing aggressive behavior and power struggles.⁴ In a 2014 survey of 102 special education teachers and other school staff in New York State, over 70% report using the behavioral support skills taught in TCIS, with 61% using TCIS emotional self-regulation and 47% using crisis de-escalation techniques at least once a day. In addition, 66% of the respondents reported that TCIS makes the school safer, while 82% of respondents think that it helped them manage classroom crises more effectively.⁵

Table 1. School Staff Surveys After TCIS Training

2012 Post TCIS Training Survey Data	
PARTICIPANTS	RESPONSE
Special Education Teachers (n=50)	
Teaching Assistants (n=101)	
Other School Personnel(n=60)	
TCIS strategies are “often” or “always” effective when managing aggressive behavior and power struggles75%	
2014 Post TCIS Training Survey Data	
PARTICIPANTS	
Special Education Teachers and Other School Personnel(n=102)	
Used Behavior Support Techniques taught in TCIS 70%	
Used TCIS Emotional Self-Regulation	61%
Used Crisis De-Escalation Techniques	47%
TCIS makes the school safer	66%
TCIS helps me manage classroom crises more effectively.....	82%

The acceptability, feasibility, and usability of TCIS are evident in the extent of its dissemination and the strong continued interest in its use. As of mid-year 2023, there are 1,600 certified TCIS trainers worldwide. In the United States, TCIS has been implemented in 23 states, 325 US cities, and 30 of 39 New York State Board of Cooperative Educational Services (BOCES) system-wide. Additionally, TCIS has been used in 29 cities in Australia. The demand for TCIS training certification continues to be strong in 2023, with 35 TCIS Training-of-Trainers (TxT) and 34 Updates in the USA, 2 TxTs in Australia, and 1 TxT in Canada. (Please consult the RCCP website (www.cornell.edu) for updated figures.)

Notes

Endnotes

1. Titus, 1989.
2. Farragher, 2002.
3. Nunno, 2003.
4. Questar, 2014.
5. Holden & Mineroff, 2014.

TCIS System Implementation

The Therapeutic Crisis Intervention for Schools System: A Trauma-Informed Approach

The TCIS system helps schools create a trauma-informed environment that is trauma-sensitive where children and staff are safe and feel safe and all staff, including administrators, teachers, clinicians, classroom staff, and support staff understand the effects of trauma and adversity on students. The goal of the TCIS system is to prevent and de-escalate potential crises, build the capacity of staff to manage aggressive and violent behaviors, avoid potential injuries, and create a learning culture where everyone learns from experience.

Children whose lives are saturated with trauma and adversity (e.g., abuse, neglect, loss of a parent, witnessing violence) often develop problems managing their emotions and behaviors. They may have developed patterns of pain-based behaviors (expressions of trauma and pain) and stress responses such as aggression, rigidity and inflexibility, withdrawal, impulsive outbursts, and self-injury.¹ A trauma-informed school supports and facilitates trauma-informed practice and education through its policies, procedures, and practices that recognize and respond to the traumatic events children have experienced.

The TCIS system offers a school and district-wide approach to creating a safe, calm, predictable school and classroom environment, which includes supporting developmental relationships that help to prevent and de-escalate potential crises, as well as manage crises as they unfold. The premise is that supporting students socially, emotionally, and behaviorally motivates them to focus on academics and engage in classroom learning opportunities.²

The TCIS Theory of Change

To implement and sustain TCIS, schools and school districts need to fully embed the TCIS concepts and strategies within their practice, as well as provide robust system-wide support and accountability. Figure 1 summarizes the TCIS System Theory of Change which represents the pathways and key roles that lead to improved student outcomes. The TCIS system identifies roles and tasks as well as desired practices at all levels of the school and school district that when implemented, create a consistent approach to crisis prevention and management within a nurturing, safe, and predictable environment. Through TCIS training and technical assistance, the administration, TCIS coaches, teachers, and all staff learn and apply these tasks and practices. When staff understand the Theory of Change, they are more likely to implement TCIS with fidelity. The result is:

- strong leadership creating a culture of high support and high accountability
- administrators and TCIS coaches providing supportive and reflective practice
- teachers and staff using the knowledge, motivation, and practices necessary to prevent, de-escalate, and safely manage potential high-risk situations
- students achieving academic goals

The TCIS system trains staff on how to recognize a student's aggressive behaviors as pain-based and how to respond to the student's needs while reducing the potential for adult counter-aggression. With adult support, students feel safe and learn to regulate their emotions with help (co-regulation). When the student can discuss the incident with a trusted adult, they can develop



TCIS Theory of Change

The Goal of TCIS
To create safe, non-confrontational, trauma-sensitive environments supported at all levels of the school district that enable students to grow, develop, and learn

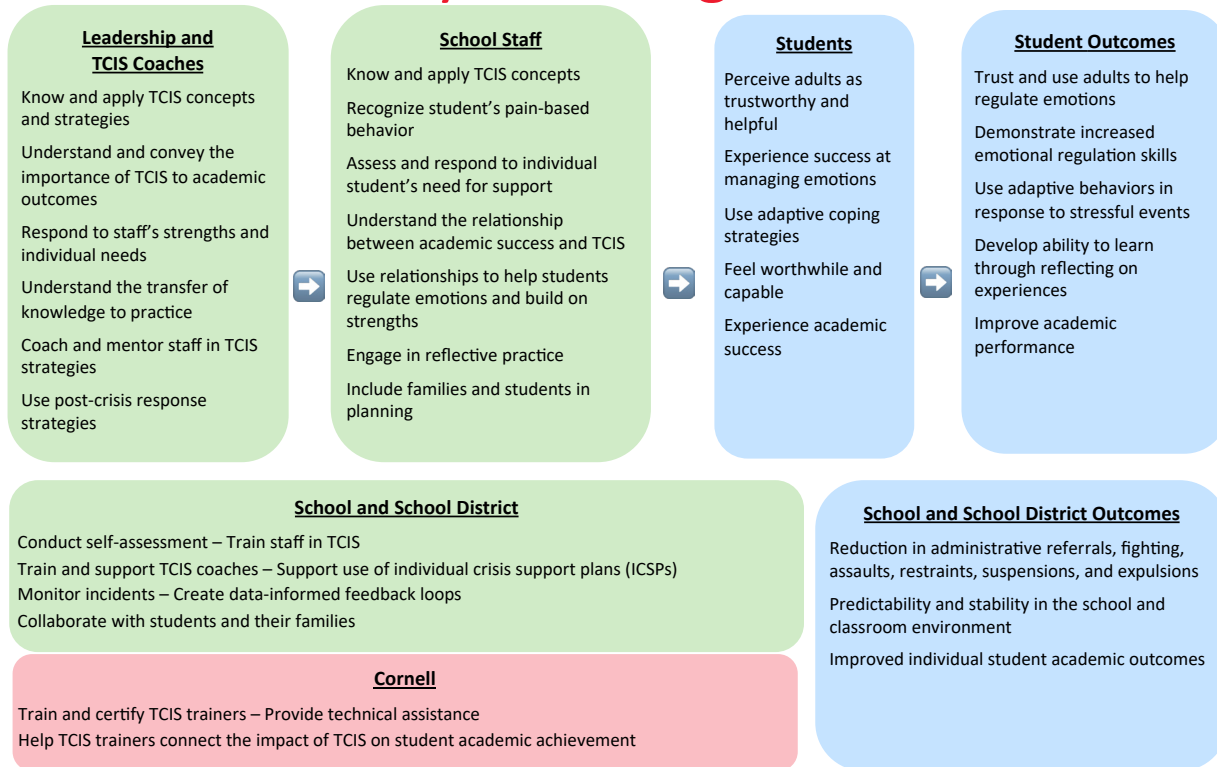


Figure 1. TCIS Theory of Change

better ways to handle stressful situations in the future. Ultimately students manage their own emotions and negotiate potentially stressful situations. This learned ability feeds a greater willingness to learn.

The Six Domains of the TCIS System

The TCIS system is a school-wide trauma-informed intervention requiring that staff develop new ways of understanding the students and families with whom they work and learn new skills for interacting in a trauma-sensitive manner with them. Sustaining norms and practices that meet the relationship and developmental needs of students requires school policies and procedures that

provide ongoing support to personnel at all levels of the school.

Implementing TCIS with the goal of reducing the need for high-risk intervention strategies and creating a safe place for students and staff to practice new skills requires that schools put in place a system to promote learning and reflective practice. Reflective practice is the ability to reflect on one's actions and engage in a process of continuous learning. This model gives schools and school districts a framework for implementing a crisis prevention and management system that reduces the need to rely on high-risk interventions.

For TCIS to be an effective trauma-informed crisis management system, the following six general

domains need to be addressed: (a) leadership and administrative support, (b) student and family inclusion, (c) clinical and social work participation, (d) coaching and post-crisis response, (e) training and competency standards, and (f) documentation, incident monitoring, and data-driven decision making and feedback.³ (See Figure 2).

Leadership and administrative support. The TCIS system is a school and district-wide trauma-informed intervention requiring that staff develop new ways of understanding the students and families with whom they work and develop new skills for interacting in a trauma-sensitive manner with them. Implementing and sustaining TCIS requires leadership buy-in, engagement, and involvement. Additionally establishing norms and practices that meet the relationship and developmental needs of students requires school policies and procedures that provide ongoing support to personnel at all levels of the school. For implementation and sustainability, it is critical for the school and district leadership to understand the need for their commitment and that TCIS implementation will necessitate adequate resources for activities such as training trainers, providing materials, and time built into staff schedules to complete the required initial training and then ongoing semi-annual and annual refreshers. (More information may be found under the domain: Training and competency standards).

Student and family inclusion. Student and family inclusion means that both the student and the family are active and meaningful participants in making decisions regarding the student's school experiences. Such experiences can be fostered by creating a welcoming school climate and communicating with families on specific ways to be involved in their child's experience inside and outside of school.⁴ Leadership and staff actively recruit and include students and families in

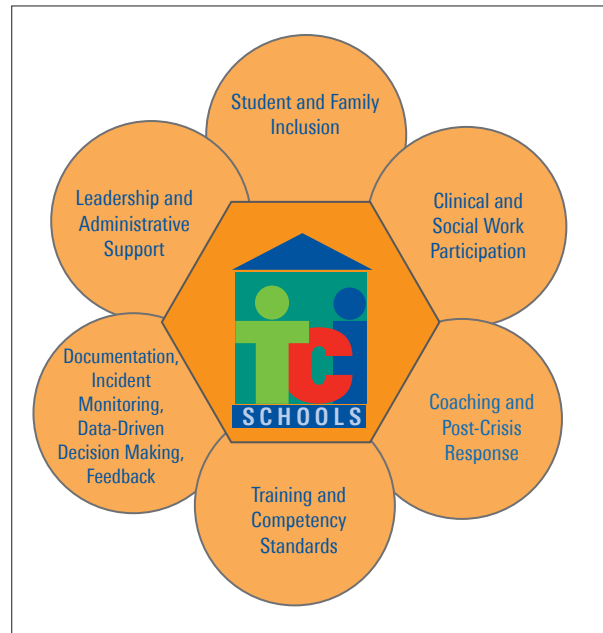


Figure 2. TCIS Six Domains

all activities. Students and families have a role in reviewing and evaluating school-wide and classroom policies and practices. This can make the school more culturally responsive to students and families and more respectful of their individuality and social identity. This level of inclusiveness requires honest and open relationships underpinned by respect, trust, and cultural responsiveness. When implementing the TCIS system, it is critical to promote the dignity and well-being of all students.

Clinical and social work participation. Clinical and social work services play an important role in overseeing and monitoring students' responses to stressful events and helping school staff to use trauma-informed intervention strategies. Developing and implementing an Individual Crisis Support Plan (ICSP) for students who exhibit patterns of high-risk behaviors is critical to responding appropriately and, in a trauma-sensitive manner to a student in crisis.⁵ These plans are most effective when they are written by clinical or social work staff with input from

classroom staff and administrators as well as the student and their family. Equally important is writing the ICSP in clear and concise language so that the classroom staff can implement the plan as intended. When a new student arrives at a school, a risk assessment of the student's likelihood to exhibit high-risk behaviors and the conditions that have triggered these behaviors in the past can provide valuable information. Keeping in mind that the ICSP is not needed for every student but only for those who have been identified as possibly needing extra support when they become stressed, or their history indicates a pattern of acting out pain-based behaviors and/or crisis behaviors.

Coaching and post-crisis response. Frequent and ongoing supportive supervision, mentoring, and coaching from administrators, instructional coaches, and TCIS trainers are essential and instrumental for creating and sustaining a school's ability to maintain good quality educational practices and appropriate use of need-based intervention strategies that can reduce the need for high-risk interventions.⁶ Once school staff are trained in TCIS, ongoing coaching and mentoring are essential to develop their confidence and competence to apply TCIS skills and strategies effectively in practice. The development of TCIS skills begins in the training room, but that alone is not enough. It is through the ongoing process of coaching and mentoring that staff are able to transfer their learning from the training room and apply it in the classroom. TCIS coaches play an integral role in providing ongoing support for school staff. Given the importance of their role, TCIS coaches need to be thoroughly skilled and knowledgeable in the use of TCIS strategies and have some degree of authority or oversight (formal or informal) of student crisis events.

Training and competency standards. Training and professional development are a cornerstone

of any school system and are generally a requirement of school governing bodies. Schools that keep emotionally competent staff informed and updated on the special needs of the students in their school can enhance social emotional learning, educational outcomes, and reduce potential crisis events. Students who have experienced complex trauma often have difficulty regulating their emotions even in routine, everyday situations. Consequently, all staff need support, guidance, and training in the use of trauma-sensitive developmentally appropriate strategies to prevent, de-escalate, and manage a situation.

A comprehensive training agenda includes use of positive instructional methods for addressing student behavior; prevention, de-escalation, and management of crises; child and adolescent development; trauma-informed interventions; cultural responsiveness; and individual and group behavior support strategies.⁷

Documentation, incident monitoring, data-driven decision-making, and feedback.

Documentation, data analysis, and feedback to all levels of staff teams are an important part of the TCIS system.⁷ Data management includes documenting staff coaching and training and documenting/monitoring behavioral incidents. Examples of student behavior incidents are students referred by a teacher to the administration, students who leave the building without permission, and the teacher having to call in support to help with a student in the classroom. A school-wide incident review committee, in addition to incident reviews held at clinical meetings and at the classroom level can assist schools in making changes to reduce the number of high-risk situations. All high-risk situations, physical restraints and/or crises need to be documented and thoroughly discussed to learn from them and assist in planning for potential future crisis situations.

TCIS **WITHOUT** PHYSICAL RESTRAINT

Direct Training Requirements

- 20 in-person training hours over 3-4 days for classroom staff
- Refresher training is recommended at a minimum 6 hours per year in staff meetings or training sessions conducted by the certified TCIS trainer(s)
- Refresher training should take place throughout the school year or at least once at the beginning of the year and again mid-year. Examples are 6, 1-hour sessions; 3, 2-hour sessions over the course of the school year.
- TCIS certification renewal is determined by annual knowledge testing.
- TCIS training can only be conducted by certified TCIS trainers. **Co-training is highly recommended.**

TCIS **WITH** PHYSICAL RESTRAINT

Direct Training Requirements

- TCIS training should be 4 to 5 days, with a minimum of 28 classroom hours if physical restraints are taught.
- The minimum requirement for TCIS refreshers is 10 hours, annually, to be delivered a minimum of 5 hours every 6 months, and should include de-escalation skills, physical restraint skills, and Life Space Interview Skills.
- TCIS certification for physical restraint renewal is determined by semi-annual physical restraint testing, and annual knowledge testing.
- TCIS training can only be conducted by certified TCIS trainers. **Co-training is highly recommended.**

The Use of High Risk Interventions

If your school uses physical restraints, special consideration is needed to provide the resources to support both students and staff. This will require an effective ICSP that guides staff on interventions, frequent refreshers on physical skills, recovery facilitators to provide post crisis support, medical staff to assess during and after the restraint, as well as well written policy to guide the use of restraints. If your school is seeking certification to use physical restraints, please contact the RCCP for further discussion. You may reach Andrea Turnbull at

ajt78@cornell.edu

Endnotes

1. Cole, O'Brien, Gadd, Ristuccia, Wallace, & Gregory, 2005.
2. Cole et al, 2005; Rodgers & Hasaan, 2021; Nunno et al, 2017.
3. Nunno et al, 2003; NASMHPD, 2013.
4. Leo, Wilcox, & Lawson, 2019.
5. Ridley & Leitch, 2019; NASMHPD, 2013; CWLA, 2004; Nunno et. al, 2003; Farragher, 2002.
6. Council for Children with Behavioral Disorders (CCBD), 2020; Child Welfare League of America, 2004.
7. CCBD, 2020; Farragher, 2002.

TCIS Implementation Assessment

Criteria for an Effective Therapeutic Crisis Intervention System for Schools (TCIS)

QUESTIONS FOR IMPLEMENTATION ASSESSMENT

Leadership and Administrative Support

System consistent with district and State regulations

- Is TCIS approved by the State/Provincial school district or local educational authorities?
- Does the school have a well thought out crisis response plan based on the population?
- Does the school have ongoing in-services based on the population served?

Administration

- Does the leadership of the school district/building understand and support the TCIS system?
- Are there adequate resources at the school to support the TCIS system, i.e., training hours, adequate staffing in classrooms, monitoring and coaching of classrooms, post crisis response, individual crisis support plans, and first responders/crisis staff?

Policies, rules, and procedures

- Do the policies and procedures clearly describe intervention strategies taught in the TCIS training?
- Are the procedures understandable and communicated to all staff?
- Are there clear guidelines against abusive practice?
- Is there an informed consent process in place for family or guardians?

External and internal monitoring

- Are there supports for an ongoing monitoring system?
- Are external monitoring organizations engaged to review the school's practice?
- Do students, parents, and advocates play a role in informing school practice and policy?

Culture and climate

- Does the organizational culture value developmentally appropriate practice above control and expediency?
- Do teachers and staff feel supported in using the techniques they learn in TCIS training?

Program appropriate to student's needs

- Is TCIS an appropriate and effective crisis management system based on the type of students served?

Student and Family Inclusion

Including students and families

- Do students and families play a role in informing school practice and policy?
- Are students and families meaningful participants in decisions regarding the student's school experience?
- Do students and families have input in the individual crisis support plans?

Post-crisis multi-level response

- Are families informed after a crisis event?
- Are students and families involved in debriefing after incidents?

Social Work and Clinical Services Participation

Individual Crisis Support Plans (ICSP)

- Is there an ICSP identifying the student's high risk behavior, medical, physical and emotional condition with individualized strategies to prevent and de-escalate potential crises?
- Has the function high-risk behavior been assessed?
- Are there specific intervention strategies tailored to the needs of the student?
- Is the student involved in identifying de-escalation preferences and triggers?
- If physical restraint may be necessary based on high-risk behaviors of the student, are specific restraints indicated and prescribed?
- If physical restraint is inappropriate based on the special needs or situation of the student, are there alternative interventions described?

Medical screening

- Has each student been medically screened for pre-existing conditions that might contraindicate physical restraint?
- Is there documentation about any medication prescribed or combinations of medication taken and the effects on the student?

Documented ongoing reviews

- Is the ICSP reviewed on a regular and frequent basis for progress or modification of intervention strategies?

Training and Competency Standards

Basic / core training

- Do teachers and staff members receive training in skills necessary to competently support and teach children with special needs, i.e., child development, transition planning, group processing, communication skills, relationship building, trauma informed responses in addition to quality instruction training?

TCIS training

- Do all teachers and staff members receive a minimum number of hours of core training in TCIS?
- Is the training delivered by certified trainers?

Ongoing staff development

- Do teachers and staff members attend additional, ongoing training that is relevant to the students and program, such as developing appropriate lessons and instruction and effective instructional strategies?

Refreshers

- Do teachers and staff members attend refreshers at least two times a year (preferably every 3-4 months)?
- Do staff members practice and receive corrective feedback on the main skills, i.e., active listening, behavior support techniques, co-regulation strategies, etc. during these refreshers (physical interventions if taught)?

Credentialling based on achieving a level of competence

- Are teachers and staff members tested by a certified trainer in the core skill areas?
- Is the level of competency of each person documented and maintained in that individual's personnel file?
- Are teachers and staff members required to demonstrate competency in crisis management skills?

Coaching and Post-Crisis Response

Administrators fully trained in TCIS

- Have the building administrators been trained in the post-crisis multi-level response so they can coach, support, and have reasonable expectations of teachers and staff members?

Coaching

- Do administrators, trainers and/or coaches provide on-the-job training in the form of coaching staff in early intervention and post crisis debriefing with students?
- Is coaching supportive, frequent, and ongoing?

Post-crisis multi-level response

- Do administrators, recovery facilitators and/or coaches provide on-the-spot debriefing and support in a crisis situation?
- Do staff members talk with the students after a crisis to reflect on how they can cope more effectively next time?
- Do staff members have time and support to immediately document critical incidents?
- Do administrators or recovery facilitators conduct a process debriefing with staff members within 24 hours of the incident?
- Are critical incidents discussed in meetings to share information and develop better intervention strategies and improve programming?

Data-Driven Incident Monitoring and Feedback

Critical incident review committee

- Is there a school-wide committee that reviews incidents? Does that committee have some authority to recommend and implement policy and changes? Are advocates and/or students involved in review of incidents?

Clinical review

- Is there a clinical review of incidents and interventions?

Data monitoring

- Are incidents documented in a timely and comprehensive manner?
- Is the following information collected: frequency, location/time, circumstances surrounding the event, student/staff frequency of events, student/staff injuries?

Feedback loop

- Is the information collected and reviewed by committees fed back into the system to inform the school?

Red flags / benchmarks

- Are there benchmarks that, when surpassed, call for review of different strategies?

Bringing TCIS to Your School/School District

TCIS should be one part of a comprehensive staff development program that provides core training as well as specialized training based on the population served. *TCIS training is only to be conducted by a trainer who has successfully completed a Cornell-sponsored Training-of-Trainers course.* Cornell University's Residential Child Care Project (RCCP) offers three ways to bring TCIS to your school/school district:

Open-Enrollment for TCIS Training-of-Trainers

The RCCP will provide open enrollment training for its TCIS Training-of-Trainers program on a first-come first-served basis at advertised locations throughout the U.S., Canada, and Australia. Prerequisite for this training is successful completion of core TCIS training (core training is the direct training staff receive from their school's TCIS Certified Trainers). *Note: TCIS training is a co-training model and is only to be conducted by trainers who have successfully completed a Cornell RCCP TCIS Train-the-Trainer.*

Information about registering for open-enrollment TCIS training may be found at:
https://rccp.cornell.edu/TCI_LevelTwo_1.html

Onsite TCIS Training-of-Trainers

The RCCP will come to your school/district to conduct a TCIS Training-of-Trainers (TCIS TxT) for up to 20 participants. Before attending the TCIS train-the-trainer course, participants are required to have successfully completed core TCIS training. *Note: TCIS training is a co-training model and is only to be conducted by trainers who have successfully completed a Cornell RCCP TCIS Train-the-Trainer.*

Information about working with the RCCP to hold a TCIS TxT at your school/district may be found at:

https://rccp.cornell.edu/downloads/TCIS_ON-SITE_BROCHURE.pdf

Comprehensive TCIS Assessment and Implementation Package

The RCCP will work with your school/district to implement the TCIS model in a 24-month collaboration. This includes:

- an assessment of the current crisis prevention and management system
- a plan to implement TCIS tailored for the school/district
- onsite training-of-trainers in TCIS
- onsite technical assistance to implement the comprehensive TCIS system

Information about the RCCP's TCIS Assessment and Implementation Package may be found at:
https://rccp.cornell.edu/downloads/TCIS_ON-SITE_BROCHURE.pdf

TCIS Trainer Selection Criteria

Using a train-the-trainer approach, RCCP instructors will instruct selected staff to deliver TCIS in-service training to all levels of staff in your organization. The selection of candidates for the TCIS train-the-trainer program is critical to the success of TCIS in your organization. Given the nature of their responsibility to play a key role in implementation, the training participants should have "hands on" experience in supporting students in crisis. If they are effective role models for new and experienced staff they can instill positive and supportive values to staff and can coach and give corrective feedback more effectively. The participant should be committed to conducting ongoing training for staff for a period of two years. It will be helpful to have training responsibilities written into the job description.

Materials

TCIS TxT participants receive a trainer's manual containing a complete TCIS curriculum, a PowerPoint™ presentation, and videos. They also receive corresponding workbook and testing materials to use in their direct training.

Technical Assistance

The Cornell RCCP team can provide technical assistance to support the needs of individual schools and school districts. This can be done through a Fee for Service contract. This assistance includes:

- Conducting training skills workshops for TCIS trainers
- Observing TCIS training and giving feedback
- Assessing TCIS trainers in delivering direct training
- Observing programs to assess the transfer of learning
- Assisting in implementing and testing an evaluation system

Some technical assistance may be adapted for virtual delivery. For more information, please contact Andrea Turnbull at ajt78@cornell.edu

TCIS Trainer Certification Process

The TCIS trainer certification program is designed to develop, maintain, and strengthen the standards of performance for individuals who have successfully completed the requirements of the 5-day TCIS training. This process affirms the RCCP's commitment to ensure that TCIS is implemented in organizations in a manner that meets the developmental needs of students, and the safety of students and staff. Certification includes an agreement to practice in accordance with TCIS principles, which provides a framework for TCIS practice and training and gen-

eral standards that include levels of certification, regulations, and requirements for continuing or maintaining the certification process.

TCIS Associate Certification

TCIS certification represents a high standard of professional practice. An associate certification is granted at the completion of training if the participant successfully completes the training and evaluation requirements. To maintain associate level certification, certified trainers must attend a Cornell sponsored TCIS update at least every two years (one year in New York State and in the United Kingdom/Ireland).

Basic requirements for associate certification:

- Successful completion of the training-of-trainers program. Successful completion is defined as complete attendance and a passing score on a written test and on skill demonstrations in key competency areas.
- Participants agree to practice in accordance with TCIS principles and follow the guidelines for training and implementing TCIS.

Privileges associated with associate certification:

- Certification to provide direct TCIS training according to the TCIS guidelines within your school
- Eligible to apply for professional certification after a minimum of one year and facilitation of at least four direct training programs

Therapeutic Crisis Intervention for Schools, Edt. 2

Training-of-Trainers Agenda

MONDAY (8:45 am to 5:00 pm)

Introduction to Course
Implementation of the TCIS System
Crisis Prevention: The Ecology of a Caring Classroom
Intentional Use of Self
Knowing the Student
Stress Model of Crisis
Assessing the Situation
Training assignments for Tuesday

TUESDAY (8:45 am to 5:00 pm)

Refocus
Assessing and Responding
Crisis Communication and Active Listening
Behavior Support Techniques
Emotional First Aid
The Power Struggle
Training assignments for Wednesday or Thursday

WEDNESDAY (8:45 am to 5:00 pm)

Refocus
Nonverbal Communication in Crisis Situations
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
Training assignments for Thursday

THURSDAY (8:45 am to 5:00 pm)

Refocus
Crisis Intervention Role Plays
Safety Intervention Considerations
Practicing Physical Interventions
Practicing Physical Interventions
The Letting Go Process
Practicing with Resistance
Documentation

FRIDAY (8:45 am to 4:00 pm)

Life Space Interview: Special Considerations
Certification Discussion
Criteria for Implementing TCIS System and Action Planning
Testing:
 Physical Intervention Techniques
 LSI
 Written Test
Close of Program

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