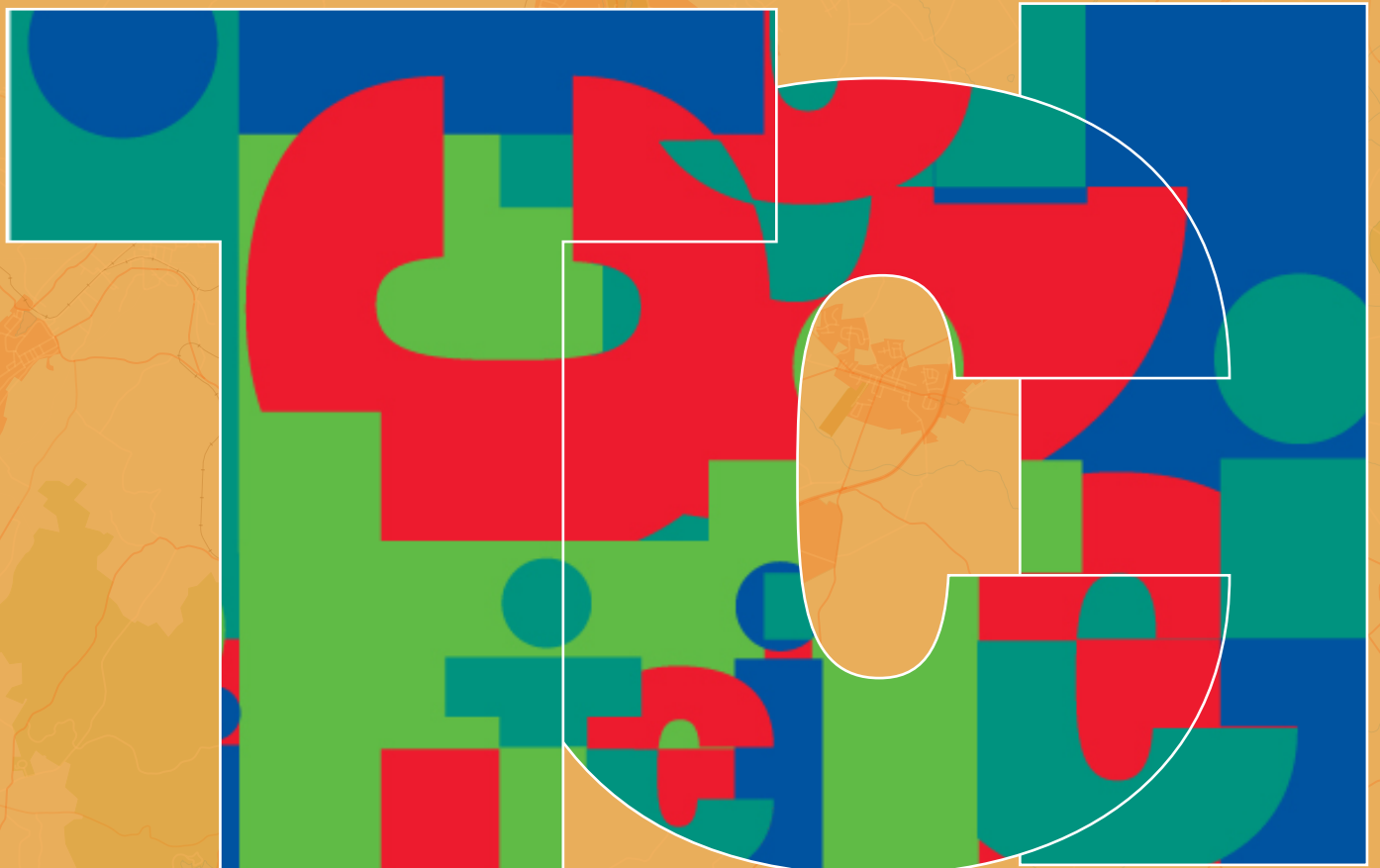
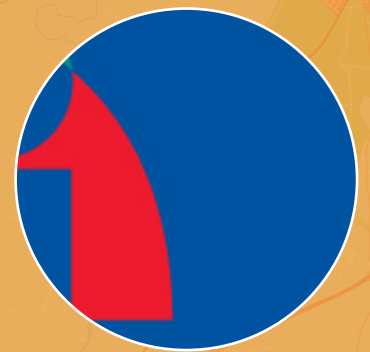




Courses and Programs  
Procedures for Sponsoring  
Timelines  
Certification

# Bringing the TCI for Schools System To Your Organization



**Dear Colleague,**

As requested, I am sending you information on how to bring our Therapeutic Crisis Intervention for Schools (TCIS) Program to your organization. Our goal is to disseminate model techniques in the prevention of institutional child abuse and neglect by preventing and de-escalating aggressive behavior in schools/districts. Schools/districts have been able to reduce the need for physical restraint by effectively implementing our Therapeutic Crisis Intervention for Schools system. Implementation of TCIS has resulted in an increased ability on the part of staff to manage and prevent crises. Implementation studies have also shown an 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.

For TCIS to be an effective crisis management system, the following five general domains need to be addressed: (a) leadership and administrative support, (b) social work and clinical services participation, (c) supervision and post crisis response, (d) training and competency standards, and (e) data-driven incident monitoring and feedback. Information about how we can help you implement the TCI System is on page 10.

Many larger schools/districts request onsite training of trainers in order to train large numbers of trainers in a cost effective manner. Please see page 11 for information about sponsoring an onsite training of trainers.

The TCIS certification program is designed to develop, maintain, and strengthen the standards of performance for individuals who have successfully completed the requirements of the TCIS training of trainers. This process affirms our commitment to ensure that TCIS is implemented in child caring agencies in a manner that meets the developmental needs of children, and the safety of both children and staff. Please note that all participants must pass the certification requirements during the training in order to train TCIS. Attendance alone does not qualify them to be TCIS trainers.

If you need any other additional information, please contact us.

Sincerely,

A handwritten signature in cursive script, reading "Martha J. Holden".

CHIEF, EDUCATION SERVICES

*Project Director*

*Residential Child Care Project*

# **Therapeutic Crisis Intervention for Schools**

## **Bringing TCIS to Your School/District**

### **Residential Child Care Project**

*Bronfenbrenner Center for Translational Research*

*College of Human Ecology*

*Cornell University, Ithaca, NY USA*

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## TCIS Programs Offered Onsite

The Residential Child Care Project is prepared to bring the following programs to your schools/district:

### System Wide

#### Comprehensive TCIS Implementation Package

This is the most comprehensive program the RCCP offers. It includes assessment, technical assistance, and training, that takes place over a 24 month period. Staff from the RCCP work with the school/district to implement the TCIS model of crisis prevention and management. Please contact the RCCP for pricing information for this package.

### Training

#### TCI for Schools (TCIS) Training of Trainers Program

This program includes an initial assessment and planning meeting and a five day training of trainers program. The number of training participants is limited to 20. The cost of this program is \$34,000. US; £30,000. UK; €34,000.

#### TCI for Schools (TCIS) Updates

Two day training programs are offered for those who have completed any of the above train the trainer programs. The number of training participants is limited to 25. The cost of these program is \$12,100. US; £8,400. UK; €10,500. Note that TCIS trainers are required to attend and successfully complete a TCIS update every two years in North America, Bermuda, and Australia, and every year in OCFS agencies in New York State and in the United Kingdom and Ireland to maintain their certification status. (For more information about certification, please go to page 11).

The RCCP is offering one day updates for TCI trainers who have successfully completed two two day updates, preferably the Designing Refresher Training Update and the Post Crisis Response Update. The number of training participants is limited to 25. The cost of these one day updates is \$6,500. US; £4,650. UK; and €5,950. Ireland.

## Preplanning Considerations

### A Model for Eliminating the Need for Restraint

In his book, *The Fifth Discipline, The Art and Practice of the Learning Organization*, (1990, p. 3) Peter Senge defines learning organizations as:

*...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.*

Organizations can only learn when the people that make up the organization learn. Leadership must foster openness, collaborative decision making, professional development, and a shared vision of how the organization should work. Leadership needs to set bold goals and high expectations for staff and children and provide the support and resources necessary to achieve the goals. Implementing TCI with the goal of reducing the need for high risk management strategies requires that organizations put in place a system to promote learning and reflective practice.

For TCIS to be an effective crisis management system, the following five general domains need to be addressed: (a) leadership and administrative support, (b) social work and clinical services participation, (c) supervision and post crisis response, (d) training and competency standards, and (e) data-driven incident monitoring and feedback (Nunno et al., 2006). (See Figure 1).

#### **Leadership and administrative support.**

The level of effectiveness to prevent and reduce the need for high-risk interventions depends on and begins with leadership's commitment to TCIS (Bullard, Fulmore, & Johnson, 2003; Carter, Jones, & Stevens, 2008; Child Welfare

League of America Best Practice Guidelines, 2004; Colton, 2008; Donat, 1998, 2005; Farragher, 2002; Hellerstein et al., 2007; Huckshorn, 2006; Miller et al., 2006; Murphy & Bennington-Davis, 2005; National Association of State Mental Health Program Directors (NASMHPD), 2003; Nunno et al., 2003; Paterson, Leadbetter, Miller, & Chrichton, 2008; Petti et al., 2003; Ryan, Peterson, Tetrault, & Van der Hagen, 2007; Stefan & Phil, 2006; Thompson, Huefner, Vollmer, Davis, & Daly, 2008). For schools, the leadership commitment begins with the district leadership or local educational agencies who in turn provide the school leadership with guidance and support to fully implement the crisis management system. When leadership is fully informed about the TCIS crisis prevention and management system and understands its foundation, it is more likely that leaders will be able to support the necessary components that are integral to its implementation and maintenance. This means that school leadership can clearly communicate the crisis procedures, policies, and guidelines to everyone in the organization so that all staff members know what to do when



Figure 1. Implementation Criteria: Organizational Cornerstones of the TCIS System

confronted with potential crises. It also means that staff members throughout the building know how to prevent, de-escalate, and contain a student's aggressive and acting out behavior consistent with school guidelines. A clear school and school district philosophy and framework are essential for establishing a school culture that promotes the academic and social growth and development of students with emotional and behavioral difficulties and for establishing practices.

**Social work and clinical services participation.** Social work and clinical services play an important role in overseeing and monitoring staff's responses to students in crisis. Developing and implementing an individual crisis management plan (ICMP) or some form of emergency restraint plan is critical to responding appropriately and in the best interest of a student in crisis (Bullard et al., 2003; Carter et al., 2008; CWLA Best Practice Guidelines, 2004; Donat, 1998, 2005; Farragher, 2002; Hellerstein et al., 2007; Huckshorn, 2006; Murphy & Bennington-Davis, 2005; NASMHPD, 2003; Nunno et al., 2003; Paterson et al., 2008; Salias & Wahlbeck, 2005; Stefan & Phil, 2006). The United States Federal Law, Individuals with Developmental Education Improvement Act (IDEA), governs how states provide early intervention and educational services to children with disabilities. IDEA stresses the importance of Individual Education Plan (IEP) teams developing behavioral and educational plans to minimize the need for physical restraints. An individual crisis management plan (ICMP) or emergency safety plan should be developed and in place for any student who is likely to be restrained. The ICMPs are more effective when developed with input from classroom team members, the student, and the student's family, and are written in clear and concise language so that the classroom staff can implement the plan. All students with IEPs should have a risk assessment of the student's propensity to engage in high-risk behaviors. The conditions that have provoked these behaviors in the past can provide valuable information.

Key questions to address are: (a) How can high-risk behaviors be prevented? (b) Is there a need for an ICMP? (c) What intervention strategies should be used if an ICMP is necessary? Well developed ICMPs include strategies for preventing, de-escalating, and managing potential high-risk behavior specific to the student. Included in the plan are specific physical interventions, if appropriate, or alternative strategies if physical intervention is not an option. It is important to screen all students in schools for any pre-existing medical conditions that would be exacerbated if the student were involved in a physical restraint. Any medications that the student may be taking which would affect the respiratory or cardiovascular system should also be noted. If there is a history of physical or sexual abuse that could contribute to the student experiencing emotional trauma during a physical restraint, it is equally important to consider this but care should be taken for confidentiality reasons not to write this in the plan. Confidentiality can be maintained by focusing on strategies to help the child in crisis that have the least risk for re-traumatizing that child. Ongoing reviews of the student's ICMP with revisions as the student's condition changes will help staff develop more effective ways to prevent and intervene with the student's high-risk behaviors. This process should be data-driven. These decisions should be informed by the data generated from incident reports.

**Supervision and post crisis response.** Frequent and ongoing supportive staff supervision, mentoring, and coaching are essential for creating and sustaining a school's ability to reduce the need for restraint and to serve the best interests of the student (Bullard

#### **THERAPEUTIC CRISIS INTERVENTION SYSTEM FOR SCHOOLS: Residential Child Care Project, Cornell University 9**

Criteria for an Effective Crisis Prevention and Management System et al., 2003; Colton, 2008;

CWLA Best Practice Guidelines, 2004; Donat, 1998, 2005; Farragher, 2002; Huckshorn, 2006; Miller et al., 2006; Murphy & Bennington-Davis, 2005; NASMHPD, 2003; Nunno et al., 2003; Petti et al., 2003; Ryan, Peterson, Tetreault & van der Hagen, 2008; Thompson et al., 2008). Reflective and supportive supervision is built into the implementation and ongoing monitoring of the TCIS crisis management system. Building administrators who are fully trained in all of the prevention, de-escalation, and intervention techniques can provide effective supervision, coaching, and monitoring of their staff members. Fully trained and effective building administrators should have reasonable expectations with realistic time frames and schedules for staff so that staff members can accomplish tasks and respond to students' needs in a thoughtful and well-planned manner. A post crisis response system ensures that all students and staff members receive immediate support and debriefing following a crisis as well as a brief medical assessment (Bullard et al., 2003; CWLA Best Practice Guidelines, 2004; Farragher, 2002; Huckshorn, 2006; Miller et al., 2006; Murphy & Bennington-Davis, 2005; NASMHPD, 2003; Nunno et al., 2003; Petti et al., 2003; Ryan et al., 2009). Once things are back to normal, all staff members involved in the restraint can deconstruct the incident to develop strategies for intervening in the future. It is important to notify families when their child has been involved in a physical intervention (Ryan et al., 2009). Building a discussion of student crisis incidents into team meetings helps staff learn from these situations and provides accountability and support at the highest level.

**Training and competency standards.** Training and professional development are cornerstones of any professional organization. Schools that keep staff informed and updated on the special needs of the students in their classrooms can enhance academic success and improve student outcomes. A comprehensive training agenda includes prevention, de-escalation, and management of crises as well as child and adolescent development, trauma

sensitive interventions, and individual and classroom behavior support strategies (Bullard et al., 2003; CWLA Best Practice Guidelines, 2004; Donat, 2005; Farragher, 2002; M. J. Holden & Curry, 2008; Huckshorn, 2006; Murphy & Bennington-Davis, 2005; NASMHPD, 2003; Nunno et al., 2003; Paterson et al., 2008; Petti et al., 2003; Ryan et al., 2008; Thompson et al., 2008). TCIS training is only one part of a comprehensive staff development program that provides core training and specialized training based on the population served. TCIS training is only to be conducted by a certified TCIS trainer. The TCIS training should be 4-5 days in length with a minimum of 28 classroom hours if physical restraint is taught, 3.5 days with a minimum of 24 hours if protective interventions are taught, and 3 days with a minimum 21 hours without physical interventions. TCIS trainers are required to attend a Cornell University sponsored TCIS Update and pass testing requirements at least every 2 years in order to maintain their certification. Training for staff to refresh TCIS skills is required semi-annually at a minimum. Refreshers are designed to give staff the opportunity to practice de-escalation skills, Life Space Interviewing, emotional first aid, crisis co-regulation, and physical restraint skills, if trained. At the completion of the initial training and each refresher, staff are expected to perform the skills at an acceptable standard of performance. Documentation of these training events and staff's level of competency is critical in order to maintain the TCIS system and ensure that staff can competently use the skills and interventions.

**Data-driven incident monitoring and feedback.** Documentation, data analysis, and feedback to all levels of staff teams are an important part of restraint reduction efforts (Bullard et al., 2003; Carter et al., 2008; CWLA Best Practice Guidelines, 2004; Donat, 2005; Farragher, 2002; H.R. 4247, 2010; Huckshorn, 2006; Miller et al., 2006; Murphy & Bennington-Davis, 2005; NASMHPD, 2003; Nunno et al., 2003; Petti et al., 2003; Ryan



& Peterson, 2004; Stefan & Phil, 2006; Thompson et al., 2008). Data management includes the documentation of staff supervision and training and the documentation and monitoring of incidents throughout the school. A school-wide restraint committee appointed by leadership with the authority and responsibility to enforce documentation requirements and track the frequency, location, and type of incidents as well as any injuries or medical complaints that occur in the school helps to monitor the effectiveness of the TCIS system. This documentation and monitoring system allows the school to review incidents and make decisions about individual and organizational practice and recommend corrective actions. In addition to a school-wide restraint review committee, a clinical review of incidents, and a team review can assist schools in making changes to help reduce high-risk situations. These reviews focus on different aspects of the incident and provide feedback on any information or suggestions to a team, clinical services, or administration. Some type of benchmarking or red flagging should call attention to any situation that exceeds the norm and requires a special review. For example, a red flag might appear when the number of incidents per month exceeds a set number, when restraints exceed a certain length of time, or when specific complaints or injuries that are unlikely to occur during a restraint are reported. Schools have been able to reduce physical restraint episodes and aggressive behavior by following these guidelines and effectively implementing the TCIS system. Implementation of TCIS has resulted in an increased ability on the part of staff to manage and prevent crises. Implementation studies have also shown an increased knowledge and skill on the part of all staff to handle crisis episodes effectively, and a change in staff attitude regarding the use of physical restraint when TCIS is implemented as designed (Nunno et al., 2003).



## Comprehensive TCIS Assessment and Implementation Package

The Residential Child Care Project has developed a comprehensive implementation package for schools/districts. A school/district can expect an increased ability to prevent and manage crisis situations, including fewer physical restraint episodes, fewer injuries to students and staff, increased knowledge and skill levels on the part of all staff to handle crisis episodes effectively, and an overall change in the organizational culture.

Over a 24-month period, staff from Cornell University's Residential Child Care Project will work closely with the school/district to implement the TCIS model of crisis prevention and management. This includes:

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

### Assessment Phase

RCCP staff will meet with school/district staff to administer surveys and to conduct interviews (all surveys and interviews are confidential and anonymous); observe student-staff interaction; and review school/district policies, procedures, and critical incident reports. The assessment process focuses on the six critical organizational domains: leadership and administrative support, social work and clinical services participation, supervision and post crisis response, training and competency standards, and data-driven incident monitoring and feedback. At the end of the phase, RCCP staff will conduct an assessment and planning meeting with key school/district staff.

### Training Phase

Selected agency personnel will attend a "Training of Trainers in TCIS" program. Using a train the trainer approach, RCCP staff will instruct selected school staff to deliver TCIS in-service training to all levels of school staff. The selection of candidates for our TCIS train the trainer program is critical to the success of TCIS in your school/district. Given the nature of their responsibility to play a key role in implementation, the training participants should have "hands on" experience in dealing with students in crisis. If they are effective role models for new and experienced staff they can instill positive and supportive values to student care staff and can coach and give corrective feedback to staff more effectively. The participant should be committed to conducting ongoing training for your staff for a period of two years. It will be helpful to have training responsibilities.

### Technical Assistance Phase

A school/district implementation team will meet with RCCP staff throughout the project to help facilitate the process and to tailor the model to meet the school/district's specific needs. Technical assistance and training will be ongoing and available throughout the life of the project.

### Special Features of the TCIS System

- Organizational capacity to maintain the TCIS system
- Onsite training and technical assistance
- Selected school/district staff trained as trainers in TCIS
- Training materials to conduct 30 hours of in-service training

For further discussion of this project, please contact Andrea Turnbull at [ajt78@cornell.edu](mailto:ajt78@cornell.edu).

# Sponsoring Onsite Training

The process for bringing the TCIS training of trainers to your agency is as follows:

- 1. In North America, you will work with Alissa Medero, RCCP Project Assistant, to determine a mutually convenient week during which this program could be offered. (Please see Timeline for Sponsoring a TCI Onsite Training on page 8). In the United Kingdom and Ireland, you will work with local RCCP representatives. ★
- 2. At a date decided by you and a RCCP staff member, an assessment and planning meeting will be scheduled for your school/district to prepare for implementing TCIS.
- 3. The completed applications (page 14) of all training candidates must be received by the RCCP 30 days prior to the training. If the applications are not sent to us by the designated date, the training will be cancelled. Upon receipt of the applications, the RCCP will send information and assignments to the candidates to be completed before the training. Substitutions may be made up to two weeks prior to the training. Substitutes must receive materials mailed prior to training from the person they are replacing.
- 4. If you wish to open the training to other schools/districts please let us know. We must have prior review of any materials that will be sent out to other organizations promoting the training. We also require that the tuition fee remain at \$2,750./£1,800./€1,980. per participant in the five day TCIS training of trainers program, \$910./£880./€970. per participant in the two day TCIS update trainings, and \$570./£445./€500. per participant in the one day TCIS update trainings.
- 5. At the completion of the training, your agency will be billed for the cost of the program:

TCIS Training of Trainers	\$34,500. /£30,000. /€34,000.
TCIS Two Day Updates	\$12,100. /£ 8,400. /€10,500.
- 6. The RCCP is offering one day updates for TCIS trainers who have successfully completed two two-day updates, preferably the Designing Refresher Training Update and the Post Crisis Response Update. The number of training participants is limited to 25. The cost of these one day updates is \$6,500. US; £4,500. UK; and €5,950. Ireland.

★ In the United Kingdom and Ireland, contact our TCIS Europe representatives at [ams354@cornell.edu](mailto:ams354@cornell.edu)

## Timeline for Sponsoring an Onsite Training

### Before Training Occurs

<b>16-20 weeks</b>	The sponsoring school and the RCCP set a training date; the school contact person is established.
<b>12-16 weeks</b>	The school contact person works with Alissa Medero, RCCP Project Assistant or local representative, to secure an appropriate training site and lodging for TCIS instructors. The school/ distributes information and applications for training. <i>(Any materials to be distributed that are not Cornell University originated must be reviewed by the RCCP before distribution).</i>
<b>6 weeks</b>	Training site details are confirmed with the RCCP.
<b>5 weeks</b>	The school sends completed candidate applications to the RCCP. Training will be cancelled if applications are not received 30 days prior to training. The RCCP sends confirmation letters and reading assignments to candidates. If there are substitutions, the substitute candidates must receive the information two weeks prior to training from the person they are replacing. Travel arrangements are confirmed.
<b>1 week</b>	RCCP finalizes details with school. Materials are sent to the site.
<b>One Month Before or After Training Occurs</b>	Assessment and Planning Day: This meeting, held from 9:00 am to 4:00 pm, involves assessing the current crisis management system according to TCIS criteria and developing a plan to fully implement TCIS. RCCP staff will meet with key staff members of your school to present TCIS implementation criteria, facilitate your staff in assessing your present system of crisis management, and help develop a plan specifically tailored for your school to successfully implement TCIS. There is no maximum number of participants in the assessment and planning meeting. The members of the group should have the authority to carry out the implementation plan. This work group should be carefully selected to represent various expertise, disciplines, and programs.

## Responsibilities of the Sponsoring School

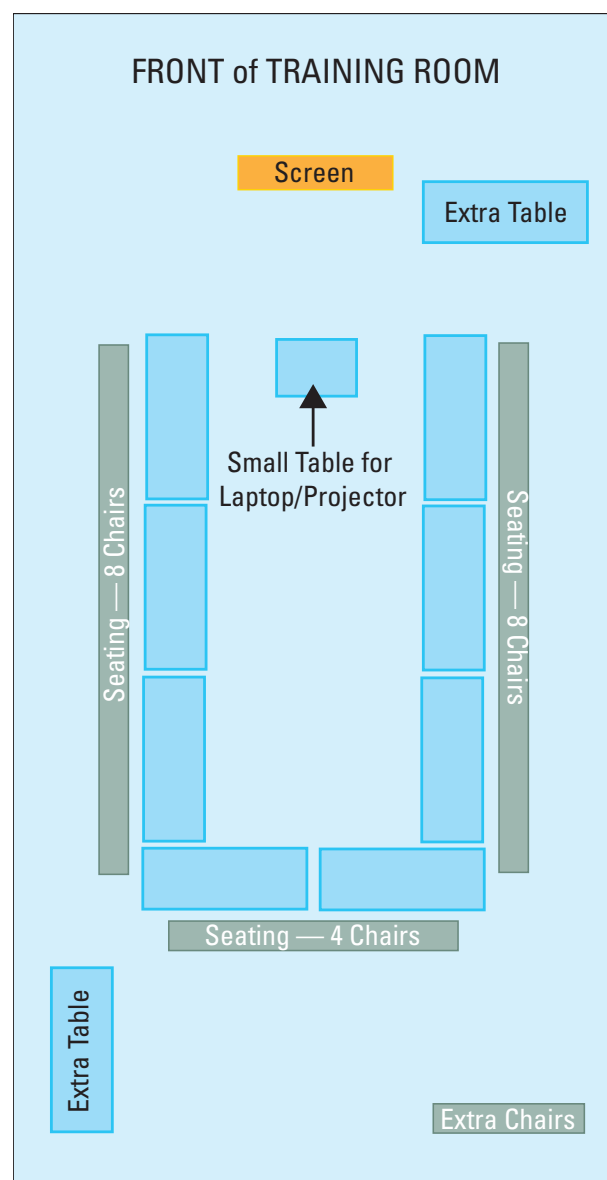
### Training Room Requirements

1. The training room must be available as follows  
***TCIS Train the Trainer Programs:***  
 8:00 am until 6:00 pm Monday - Thursday  
 8:00 am until 5:00 pm Friday  
***TCIS Updates:***  
 8:00 am until 6:00 pm daily
2. The training room must be at least 1500 sq. feet (140 sq meters) with no obstacles (i.e., columns).
3. Set up should be a “U-shaped” arrangement of standard size banquet tables at least 30 inches (76 cm) wide. Place chairs on the outside of the “U,” and 8-10 extra chairs in the room.
4. There should be an extra table to the side for organizing training materials.
5. Coffee, tea, fruit, and/or snacks (e.g., pastry, muffins, bagels) should be set up first thing in the morning and available to participants at their leisure. Drinks should be replenished at 10:30 am.
6. Cold drinks should be set up between 2:30 pm and 3:00 pm.
7. There must be one flip chart stand with flip chart paper and markers.
8. There must be equipment capable of projecting a PowerPoint™ presentation.
9. There must be a screen/monitor and/or projector (capable of playing audio/visual material and running Microsoft PowerPoint™). If a computer cannot be provided, contact RCCP immediately.

### Registering Training Participants

The agency is responsible for collecting application forms from candidates. RCCP provides a blank application form for this purpose (see page 14). All completed applications must be received by

the RCCP 30 days prior to the training. If the applications are not received by this date, the training will be cancelled. Upon receipt of the applications, the RCCP will send reference material for pre-course reading. This reference material can be sent to the on-site school, or to individual candidates. Candidates must read pre-course reference material prior to attending the training to be completed before the training. Substitutions may be made up to two weeks prior to the training.





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

