

# **EXHIBIT A - PART 2**

**(Brochure pp. 13 - 25)**

## TCI Training of Trainers Program

This program includes an initial assessment and planning meeting, the five day program, and materials described below.

### Program Description

A child in crisis needs help. What kind of help and how it is given makes a crucial difference between the child's learning from the experience or being set back. Training of Trainers in Therapeutic Crisis Intervention presents a crisis prevention and intervention model designed to help staff assist children to learn constructive ways to handle feelings of frustration, failure, anger, and hurt. In addition, physical intervention techniques that respect the dignity of the worker and the child are practiced. The program also gives participants the tools to teach therapeutic crisis intervention techniques in their own agencies. Participants are prepared to supervise practice sessions; use role playing, small group discussions; and handle resistance to training. There is an opportunity to practice and gain immediate training experience. The course stresses crisis prevention.

### Learning Outcomes

Participants will be able to:

- proactively prevent and/or deescalate a potential crisis situation with a child or young person
- manage a crisis situation therapeutically and, if necessary, to intervene physically in a manner that reduces the risk of harm to children and staff
- help children and young people improve their coping strategies
- deliver the TCI training in their agencies effectively

### Intended Audience

Trainers, managers, counselors, and care workers capable of training therapeutic crisis intervention techniques. Participants are required to be capable of moderate physical activity and pass written and competency based testing at the end of the course. If participants are going to participate in the physical component they must not have any of the following conditions: heart condition, pregnancy, recent surgery, obesity, joint problems, severe asthma, or respiratory condition.

### Program Outline

- Day 1 defines crisis as an opportunity for the child to learn new coping skills; explores the importance of self, child, and environment awareness; and examines intervention approaches and effective training techniques
- Day 2 builds communication skills and behavior management techniques, explores how self-awareness and self-talk can prevent crises and avoid crisis cycles, and practices protective stances and self protection techniques
- Day 3 teaches Life Space Interviewing and verbal strategies to de-escalate an aggressive young person, examines the elements of a potentially violent situation, and introduces techniques to break up fights and physically restrain a young person if there is a safety concern
- Day 4 continues Life Space Interviewing practice and physical intervention techniques practice, and discusses safety issues and signs of distress in the child or young person
- Day 5 discusses implementation and certification requirements and tests participants for certification requirements

### Materials

Participants receive a trainer's material containing a complete curriculum, two video tapes, student workbook, CD PowerPoint presentation, and testing materials to use in their direct training.

## TCI Training of Trainers Program

### Agenda

#### MONDAY

8:45 am

Introductions

#### CRISIS AS OPPORTUNITY

Stress Model of Crisis

Assessing the Situation

*Lunch*

#### CRISIS AS OPPORTUNITY (cont.)

Awareness of Self, Child, and Environment

Intervention Approaches

Training Tips

*Assignments for the week distributed to participants*

5:00 pm

*Session adjourned*

#### TUESDAY

8:45 am

#### TRIGGERING AND ESCALATION PHASES

Verbal Crisis Communication

Behavior Management Techniques

*Lunch*

#### TRIGGERING AND ESCALATION PHASES

(cont.)

Behavior Management Techniques

Anger and the Crisis Cycle

Nonverbal Crisis Communication

Self Protection Techniques

5:00 pm

*Session adjourned*

#### WEDNESDAY

8:45 am

#### ESCALATION, OUTBURST AND RECOVERY PHASES

1 ASSIST (Verbal Strategies to De-escalate

Aggressive Behavior)

Life Space Interviewing

*Lunch*

#### WEDNESDAY, (cont.)

#### ESCALATION, OUTBURST AND RECOVERY PHASES (cont.)

Choosing a Safety Intervention

Breaking Up Fights

Standing Hold

Team Restraints

Small Child Restraint

Letting Go and Recovery

5:00

*Session adjourned*

#### THURSDAY

8:45 am

#### OUT BURST AND RECOVERY PHASES

Responding to Feelings Vs. Behavior

Life Space Interviewing

Practicing Physical Interventions

*Lunch*

#### OUT BURST AND RECOVERY PHASE (cont.)

Practicing Physical Interventions

Three Person Restraints and Transferring Control

Practicing With Resistance

5:00

*Session adjourned*

#### FRIDAY

8:45 am

#### IMPLEMENTATION AND TESTING

Signs of Distress and Safety Brief

Crisis Intervention Role Plays

Criteria For Implementing the TCI System

Testing

Physical Intervention Techniques

LSI

Written Test

Close of Program

## TCI Without Physical Interventions Training of Trainers

This program includes an initial assessment and planning meeting, the four day program, and materials described below.

### Program Description

A child in crisis needs help. What kind of help and how it is given makes a crucial difference between the child's learning from the experience or being set back. Therapeutic Crisis Intervention presents a crisis prevention and intervention model designed to assist children to learn constructive ways to handle feelings of frustration, failure, anger, and hurt. The program also gives participants the tools to teach therapeutic crisis intervention techniques in their own agencies. Participants are prepared to use role playing and small group discussions, and to handle resistance to training. There is an opportunity to practice and gain immediate training experience. The course stresses crisis prevention.

### Learning Outcomes

Participants will be able to:

- proactively prevent and/or deescalate a potential crisis situation with a child or young person
- manage a crisis situation therapeutically in a manner that reduces the risk of harm to children and staff
- help children and young people improve their coping strategies
- deliver the TCI training in their agencies effectively

### Intended Audience

Trainers, managers, counselors, and care workers capable of training therapeutic crisis intervention techniques. Participants are required to pass written and competency based testing at the end of the course.

### Program Outline

- Day 1 defines crisis as an opportunity for the child to learn new coping skills and explores the importance of self, child, and environment awareness
- Day 2 examines intervention approaches, builds communication skills and behavior management techniques, and teaches Life Space Interviewing
- Day 3 explores how self-awareness and self-talk can prevent crises and avoid the crisis cycle, teaches verbal strategies to de-escalate an aggressive young person, examines the elements of a potentially violent situation, and offers the opportunity to practice Life Space Interviews
- Day 4 discusses implementation and certification requirements and tests participants for certification requirements

### Materials

Participants receive a trainer's material containing a complete curriculum, one video tape, corresponding student workbook, CD PowerPoint presentation, and testing materials to use in their direct training.

# TCI Without Physical Interventions Training of Trainers

## Agenda

### DAY ONE

8:45 am

Introductions and Overview

Stress Model of Crisis

Assessing the Situation

*Lunch*

Awareness of Self, Young Person, and Environment

Training Tips

*Assignments for the week distributed to participants*

4:30 pm

*Session adjourned*

### DAY TWO

8:45 am

Intervention Approaches

Verbal Crisis Communication

*Lunch*

Behavior Management Techniques

Life Space Interviewing (LSI)

LSI Practice

4:30 pm

*Session adjourned*

### DAY THREE

8:45 am

Non-Verbal Behaviors

Anger and the Crisis Cycle

I ASSIST (Verbal Strategies to De-escalate

Aggressive Behavior)

*Lunch*

Responding to Feelings Rather Than Behavior

Practicing the LSI

Training Tips

4:30

*Session adjourned*

### DAY FOUR

8:45 am

Implementing The TCI System

Crisis Intervention Role Plays

Testing LSI

*Lunch*

Testing LSI, continued

Written Test

Close of Program

3:30 pm

*Session adjourned*

## TCI for Family Care Providers Training of Trainers

This program includes an initial assessment and planning meeting, the five day program, and materials described below.

### Program Description

Foster and adoptive parents often have children placed with them who exhibit destructive and aggressive behavior. One of the most critical skills for these family care providers is to teach children to manage their feelings of frustration, anger, and loss in more socially and developmentally appropriate ways. Therapeutic Crisis Intervention for Family Care Providers (TCIF) stresses crisis prevention and crisis de-escalation in ways that help children learn to avoid losing control. The five day train the trainer program gives trainers the tools to teach crisis prevention strategies and crisis intervention techniques to foster and adoptive parents. 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.

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.

### Learning Outcomes

Participants will be able to:

- proactively prevent and/or deescalate a potential crisis situation with a child or young person
- manage a crisis situation therapeutically in a manner that reduces the risk of harm to children and staff
- help children and young people improve their coping strategies
- deliver the TCI training in their agencies effectively

### Intended Audience

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

### Program Outline

- Day 1 defines crisis as an opportunity for the child to learn new coping skills, explores how self-awareness and awareness of the child relate to crisis prevention, and discusses how to assess a crisis situation
- Day 2 examines how managing the environment, setting limits, and giving choices can prevent crises, and presents different ways to approach children in crisis
- Day 3 practices communication skills and how to avoid power struggles, and demonstrates intervention strategies to address children's misbehaviors
- Day 4 teaches behavior management techniques, Life Space Interviewing, and demonstrates the I ASSIST technique that is used to defuse a potentially violent/aggressive situation
- Day 5 examines the dynamics of a temper tantrum, explains how to modify the Life Space Interview for pre-school children, discusses implementation, and tests participants for certification

### Materials

All participants will receive a comprehensive trainer's manual (reference and activity guide), student workbook, a video tape, and a CD PowerPoint presentation.

# TCI for Family Care Providers Training of Trainers

## Agenda

### MONDAY

9:00 am

Introductions, Review of Agenda, Expectations

SESSION 1: STRESS MODEL OF CRISIS

*Lunch*

SESSION 2: SELF AWARENESS AND CHILD AWARENESS

*Assignments for the week distributed to participants*

5:00 pm

*Session adjourned*

### TUESDAY

9:00 am

SESSION 3: AWARENESS OF THE ENVIRONMENT AND LIMIT SETTING

*Lunch*

SESSION 4: INTERVENTION APPROACHES

5:00 pm *General session adjourned*

### WEDNESDAY

9:00 am

SESSION 5: COMMUNICATION SKILLS AND AVOIDING THE CRISIS CYCLE

*Lunch*

SESSION 6: MANAGING CHILDREN'S BEHAVIOR

5:00 pm

*Session adjourned*

### THURSDAY

9:00 am

SESSION 7: LIFE SPACE INTERVENTIONS

*Lunch*

SESSION 8: NONVERBAL SKILLS AND I ASSIST

5:00 pm

*Session adjourned*

### FRIDAY

9:00 am

SESSION 9: TEMPER TANTRUMS AND PRESCHOOL LSI

*Lunch*

LSI test

Written Test

Close of Program

3:30 pm

*Session adjourned*

## TCI 2 Day Update: TCI For Family Care Providers

### Program Description

“Therapeutic Crisis Intervention for Family Care Providers” is based on the TCI curriculum, but has been revised for adults caring for children in family settings. Challenges that foster and adoptive parents face when managing difficult behaviors are highlighted. This curriculum stresses crisis prevention and crisis de-escalation in ways that help children learn to avoid losing control. Activities addressing developmental issues, temper tantrums, limit setting, and Driekur’s goals of misbehavior will be presented. Practice sessions focus on crisis prevention and intervention techniques designed for foster and adoptive parents.

### Learning Outcomes

Participants will:

- understand the specific challenges that family care providers experience when caring for children with challenging behavior
- analyze behavior based on goals children have
- select specific strategies to address misbehavior based on an analysis of the child’s the goal
- demonstrate effective use of behavior management techniques
- analyze the stages of a temper tantrum
- apply developmental theory to expectations of children’s behaviors
- demonstrate effective limit setting

### Program Outline

- Day 1 provides information on the challenges of managing difficult behaviors in family care settings. The first five modules of the curriculum “TCI for Family Care Providers” will be discussed with a focus on the Stress Model of Crisis, intervention approaches, the care team, foster parents as role models, developmental needs of children and young people, and understanding children’s behavior using Driekur’s model of the goals of misbehavior. Physical interventions will be practiced for certification testing.
- Day 2 continues with a discussion and practice session covering modules 6-9 of the curriculum. Life Space Interviewing with modifications for younger children will be introduced and practiced. Practice sessions will be conducted to examine how to intervene with behaviors driven by attention-seeking, power, revenge, and avoidance needs. The dynamics of the temper tantrum will be examined. All participants will be tested with written and competency based tests in order to be recertified.

### Materials

Participants will receive the curriculum, “TCI for Family Care Providers,” which includes a reference guide, an activity guide, student workbook, and a CD PowerPoint presentation.

### Agenda

#### DAY ONE

9:00 am Introductions, Expectations  
 Stress Model of Crisis  
 Self Awareness and Child Awareness  
*Lunch*  
 Awareness of the Environment  
 Intervention Approaches  
 Communication Skills  
 Physical Restraint Practice  
 5:00 pm *Session adjourned*

#### DAY TWO

9:00 am  
 Managing Children’s Behavior  
 Life Space Interventions  
 I Assist  
*Lunch*  
 Temper Tantrums and Preschool LSI  
 Physical Skills Test  
 Written Test  
 5:00 pm *Session adjourned*



## TCI 2 Day Update: Designing Refresher Training

### Program Description

This update is 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. Factors that facilitate skill transfer and maintenance will be discussed. An effective format for representing TCI 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 critical incidents (identifying information deleted) for review and use during the practice activities. A heavy emphasis is placed on advancing participants' skill development in the areas of the early interventions strategies, I ASSIST, Life Space Interview, physical skills, and risk assessment.

### Program Objectives

Participants will:

- design refresher training to meet agency specific goals and objectives
- design questions that 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 examines the differences between primary training and refresher training and highlights factors that facilitate skill transfer and maintenance. Participants will present TCI activities designed for refresher training. The training model of "discussion, demonstration and practice" and how to use critical incident reports as a training tool will be presented and practiced. Activities focusing on verbal crisis communications skills, LSIs, interventions strategies, crisis cycles, and physical intervention skills will be presented. Participants will learn how to set up a session for staff members to practice restraints with measured resistance.
- Day 2 continues with participant presentations highlighting behavior management techniques, I ASSIST, safety interventions and safety concerns. All participants will be tested with written and competency based tests.

### Materials

Participants successfully completing the update receive reference material and an activity guide.

### Agenda

#### DAY ONE

9:00 am

Introduction and Expectations

Refresher Training and the Training Cycle

Conducting Refresher Activities

*Lunch*

Participant Assignments

Participant Presentations

Physical Restraint Practice and Resistance Practice

5:00 pm

*Session adjourned*

#### DAY TWO

9:00 am

Refocus

Participant Presentations

*Lunch*

Participant Presentations

Physical Skills Testing

Written Testing

5:00 pm

*Session adjourned*

## TCI 2 Day Update: Post-Crisis Response

### Program Description

Supervisors need tools and resources for working with staff to help them prevent and de-escalate crises and ensure that the outcome of a crisis is a positive one for the young person, the staff member, and the program. This update addresses the emotional needs staff may have when managing aggressive clients and how supervisors can support front line staff. Crisis events are difficult for staff members, young people, and the entire program. They disrupt the normal day-to-day functioning of the program. Effort has to be expended to get things back on track. The goal of Therapeutic Crisis Intervention is to restore the child, the staff, and the program to a state of functioning at a higher level than it was before the crisis began. The post-crisis multilevel response model helps everyone involved learn from the crisis. It is also essential for maintaining the TCI system within the organization.

### Learning Outcomes

Participants will:

- analyze the effect of a crisis on staff members and the organization
- demonstrate immediate debriefing strategies
- demonstrate the incident review process with the staff member(s)
- demonstrate the incident review process with the team
- use the Individual Crisis Management Plan (ICMP) in the debriefing process
- 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 ICMPs, and facilitating a team/unit review. Participants have the opportunity to develop or refine 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 be re-certified.

### Materials

Participants successfully completing the update receive a reference guide, activity guide, student workbook and CD PowerPoint presentation.

### Agenda

#### DAY ONE

9:00 am

Introduction and Expectations

The Role of Supervision in the TCI System

Stress Model of Crisis: Staff/Agency Perspective

*Lunch*

Direct Supervision

Immediate Response

Immediate Response Practice

5:00 pm

*Session adjourned*

#### DAY TWO

9:00 am

Refocus

The LSI and Documentation

Incident Review With Staff

*Lunch*

Incident Review Practice

Incident Review With the Team

Closing

5:00 pm

*Session adjourned*

## TCI 2 Day Update: TCI for Developmental Disabilities

### Program Description

This update provides materials to assist staff in adapting TCI skills for children and young people who have developmental disabilities such as autism, communication difficulties, and mental retardation. The material is designed to enhance the core TCI activities. Topics include: preventing aggression and violence, hierarchy of communication, setting conditions and triggers, adapting the LSI for young people with limited or no verbal communication skills

### Learning Outcomes

Participants will:

- identify and reduce environmental and personal setting conditions for challenging behavior
- develop individualized prevention plans
- demonstrate a shortened LSI
- apply a hierarchy of communication when intervening

### Program Outline

- Day 1 explores how to prevent aggression and violence, and how to apply the hierarchy of communication and behavior management strategies when intervening. Physical intervention techniques will be practiced for recertification testing.
- Day 2 focuses on using a shortened Life Space Interviewing technique and highlights the use of safety interventions. All participants will be tested with written and competency based tests for re-certification.

### Materials

Participants successfully completing the update receive a reference guide, activity guide, student workbook and CD PowerPoint presentation.

### Agenda

#### DAY ONE

9:00 am

Warm Up

Preventing Aggression and Violence

*Lunch*

Crisis Communication Skills

Behavior Management Strategies

Physical Restraint Practice

5:00 pm

*Session adjourned*

#### DAY TWO

9:00 am

The Life Space Interview

The Shortened LSI

*Lunch*

The Advocate's LSI

Choosing a Safety Intervention

Physical Intervention Testing

Written Test

5:00 pm

*Session adjourned*

## TCI 1 Day Update: Conflict Resolution

**NOTE: This 1 day update is ONLY available to TCI trainers in the United Kingdom and Ireland who have successfully completed both updates: *Designing Refresher Training* and *The Post Crisis Response*. This update will be offered in North America in 2007.**

### Program Description

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

### Learning Outcomes

Participants will:

- identify their personal response to conflict
- describe the difference between compromise and collaborate
- demonstrate the steps in conflict resolution
- take the recertification test

### Program Outline

This one day program will provide participants with another alternative strategy to help young people work out interpersonal conflict 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 be re-certified.

### Materials

Participants successfully completing the update receive a reference material, an activity guide, corresponding student workbook, and a CD containing the overheads used during the training.

### Eligible Trainers

TCI associate and professional level trainers who have successfully completed the *Post Crisis Response* and *Designing Refresher Training Updates* are eligible to attend this one day update to apply for recertification.

## TCI 1 Day Update: Legal Concepts in the Use of Physical Restraint

**NOTE: This 1 day update is ONLY available to TCI trainers in the United Kingdom and Ireland who have successfully completed both updates: *Designing Refresher Training* and *The Post Crisis Response*. This update will be offered in North America in 2007.**

### Program Description

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.

### Learning Outcomes

Participants will:

- describe the different levels of oversight
- identify the connection between concepts and principles 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
- take the recertification test

### 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 least questionable incident of restraint. Participants will play the role of jurors, and will have an opportunity to question witnesses after the "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 be re-certified.

### Materials

Participants will receive an outline of the material presented in the day's program.

### Eligible Trainers

TCI associate and professional level trainers who have successfully completed the *Post Crisis Response* and *Designing Refresher Training Updates* are eligible to attend this one-day update to apply for recertification.

## TCI 1 Day Update: Adapting the Life Space Interview for Proactive Aggression

**NOTE: This 1 day update is ONLY available to TCI trainers in the United Kingdom and Ireland who have successfully completed both updates: *Designing Refresher Training* and the *Post Crisis Response*. This update will be offered in North America in 2007.**

### Program Description

The Life Space Interview (LSI) as taught in the TCI core curriculum is designed to intervene with children and young people who are overwhelmed with emotions and whose actions are emotion driven. By contrast, young people who display proactive aggression are acting on thought processes. Direct care staff need assessment skills to differentiate between proactive and reactive aggression and 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.

### Learning Outcomes

Participants will:

- analyze how proactive aggressive youth distance themselves from their emotions
- analyze when and how to use the modified LSI for proactive aggressive youth
- demonstrate how intervention approaches shape this LSI
- demonstrate the modified LSI
- take the recertification test

### 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 in having a program that reflects developmentally appropriate and 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 a 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 tests in order to be re-certified.

### Materials

Participants successfully completing the update receive a reference material, an activity guide, corresponding student workbook, and a CD containing the overheads used during the training.

### Eligible Trainers

TCI associate and professional level trainers who have successfully completed the *Post Crisis Response* and *Designing Refresher Training Updates* are eligible to attend this one-day update to apply for recertification.