

# MAPA® (Management of Actual or Potential Aggression) Certified Instructor Guidance Document

## Transitioning From MAPA® to CPI Safety Intervention™

As a MAPA® Certified Instructor, you already know that CPI® training is a safe, nonharmful behaviour management system designed to help professionals in any setting provide the best possible *Care, Welfare, Safety, and Security*™ of individuals presenting a range of crisis behaviours.

CPI® has committed to learning from Certified Instructors through unparalleled support and consultation services. Feedback loops, collaboration, and designated research added to that learning and influenced efforts to simplify language in past materials. And this improvement process continues with *CPI Safety Intervention*™.

As a Certified Instructor you have access to *CPI Safety Intervention*™ instructional materials (Instructor Guide and Electronic Presentation are on My Account). The outline below includes simplified language and new content you may wish to incorporate into your programmes as you transition to *CPI Safety Intervention*™ while exhausting your current inventory of workbooks. If you are prepared to train *CPI Safety Intervention*™ in its entirety, it is recommended that you use the *CPI Safety Intervention*™ workbook to minimise prep time and create the most effective learning experience for your participants.

## General Considerations

- During each module, refer to the corresponding level on the **Crisis Development Model**™.
- Use the **Electronic Presentation** that corresponds with the workbook your learners will use.
- All recommendations and suggestions can be found in your Instructor Guide in the **My Account** section.

Unit	Transitioning from MAPA® to CPI Safety Intervention™
<b>Unit 1:</b> <b>The CPI Crisis Development Model<sup>SM</sup></b>	<p>The <i>Crisis Development Model<sup>SM</sup></i> continues to be the foundation of CPI's training programmes.</p> <ul style="list-style-type: none"> <li>• Use this model as your foundation and point out how upcoming sections will build more knowledge about each level of a crisis.</li> <li>• In the third level, Physical Intervention is now called <b>Safety Intervention</b>, as this response can include non-restrictive and restrictive interventions.</li> <li>• <b>Non-restrictive interventions, such as verbal de-escalation, are always your first resort.</b></li> </ul>
<b>Unit 2:</b> <b>Non-verbal Communication</b>	<p>Teach as usual and start with how critical communication is to support a person in distress and for staff to de-escalate the situation.</p> <p>Instead of proxemics, kinesics, and haptics, use the simplified language of:</p> <ul style="list-style-type: none"> <li>• Personal Space</li> <li>• Body Language</li> <li>• Communication Through Touch</li> </ul> <p>The focus is on the definition and not the term.</p>
<b>Unit 3:</b> <b>Paraverbal and Verbal Communication</b>	<ul style="list-style-type: none"> <li>• Paraverbal communication is the tone, volume and rhythm of speech.</li> <li>• Paraverbal and verbal communication work together to express a person's thoughts and feelings.</li> </ul>
<b>Unit 4:</b> <b>Verbal Intervention</b>	<p>In the introduction:</p> <ul style="list-style-type: none"> <li>• Bridge back to the <i>Crisis Development Model<sup>SM</sup></i> and discuss how this level will expand on ways staff can respond to defensive behaviours.</li> </ul> <p>Use <b>listening with empathy</b> in place of Empathic Listening.</p> <p>As you cover limit setting:</p> <ul style="list-style-type: none"> <li>• Mention the importance of planning your responses. Considering what you can say in common situations when people refuse directives can help you respond in the moment.</li> <li>• Introduce the <b>Fail Safe Choice</b>. This is providing an individual with two acceptable options for fulfilling a request. You are encouraging them to do something by asking them to choose between two things that achieve the same outcome, based on the assumption that they are likely to agree. <ul style="list-style-type: none"> <li>– “John, would you like to talk about this now or later in private?”</li> </ul> </li> </ul>
<b>Unit 5:</b> <b>Precipitating Factors, Rational Detachment, Integrated Experience</b>	<p>Begin with: “Your approach changes everything.” Your behaviours can influence the behaviours of others and escalate or de-escalate the situation.</p> <p>In the Rational Detachment Discussion, share these tips and engage participants by asking how they think these tips would be useful in their work.</p> <ul style="list-style-type: none"> <li>• Take a deep breath.</li> <li>• Choose your words carefully.</li> <li>• Ask for help or step in.</li> </ul>

 **Thank you for everything you do as a Certified Instructor!** If you have questions or require further guidance, please call us on **1300 244 674 (within Australia)** or **0800 244 674 9 (from New Zealand)**.

Unit	Transitioning from MAPA® to CPI Safety Intervention™
<b>Unit 6:</b> <b>Staff Fear and Anxiety</b>	<p>Include these Tips to Manage Fear and Anxiety.</p> <ul style="list-style-type: none"> <li>• Take slow, deep breaths.</li> <li>• Don't rush into the room.</li> <li>• Check your perception. Maybe things aren't as bad as you thought.</li> <li>• Understand what led to their behaviour.</li> <li>• Once there is a threat, get help.</li> </ul>
<b>Unit 7:</b> <b>Decision Making</b>	<p>Teach as usual and then add new points to Team Intervention.</p> <ul style="list-style-type: none"> <li>• Discuss a range of responses including non-restrictive and restrictive interventions.</li> <li>• Discuss how environmental modifications and using a team can assist in avoiding restrictive interventions.</li> </ul> <p>Examples of non-restrictive interventions:</p> <ul style="list-style-type: none"> <li>• Remove items that could be dangerous.</li> <li>• Remove the person.</li> <li>• Remove other people from the area.</li> <li>• Ask a staff member to help or call for help.</li> </ul> <p>Consider a coordinated and collaborative approach. Know your procedures for calling for help and support your co-workers.</p>
<b>Unit 8:</b> <b>Physical Interventions — Disengagement Skills</b>	<p>Teach as usual and include these points:</p> <ul style="list-style-type: none"> <li>• Risk Behaviour can pose a risk of harm to the person in distress, to you, or to others.</li> <li>• The range of interventions can include non-restrictive and restrictive interventions.</li> <li>• <b>The purpose of CPI Safety Intervention™ is to maximise safety and minimise harm.</b></li> <li>• Think about the safety of your work environment. Watch for things that could be used to harm others. These items should be reported as potential hazards and removed.</li> <li>• <b>Know when and how to use a collaborative approach.</b> Sometimes this might be stepping in for a co-worker or stepping back for a co-worker to take the lead. Other times, it might be helping to remove the audience to ensure the safety of bystanders. A team approach will help you and others stay safe.</li> </ul>
<b>Unit 9:</b> <b>Physical Interventions — Holding Skills</b>	<p>Teach as usual and include the same points mentioned above for disengagement.</p>
<b>Unit 10:</b> <b>Post-Crisis</b>	<ul style="list-style-type: none"> <li>• Emphasise that your goal when de-escalating an individual in distress is to help them reach Tension Reduction.</li> <li>• Explain how Therapeutic Rapport is about re-establishing the relationship with people in your care.</li> </ul>
<b>Post-Test</b>	<p>Begin referring to the post-test as the <b>classroom test</b>.</p>
<b>Action Plan</b>	<p>The Safety Intervention workbook has an action plan for participants. The purpose of this tool is to let participants reflect on what they've learned and identify opportunities for additional development. It contains steps for them to achieve goals and gain confidence in their abilities. We've included this takeaway resource for you to share with your participants if you'd like. You can walk through this in class if time permits. Or participants can complete it with a manager or trusted mentor after class.</p>

# Action Plan – Putting it Together

Use this action plan to implement the strategies you learned in the training into your everyday practice.

**Goal(s):** What skills do you want to develop further? What practices do you want to stop doing?

**Tasks/Action Steps:** What will be done?

**Structure for Accountability:** What support do you need to ensure you are implementing the steps?

**Evidence of Success:** How will you know that you are making progress?



Suite 601 Level 6  
845 Pacific Highway  
Chatswood, NSW 2067  
Australia

Free phone (within Australia): 1300 244 674  
Free phone (from New Zealand): 0800 244 674

[information@crisisprevention.com](mailto:information@crisisprevention.com) (general information for non-Instructors)

[instructor@crisisprevention.com](mailto:instructor@crisisprevention.com) (assistance for Instructors)

© 2021 CPI. All rights reserved. CPI-MAPA-QST-0117-GEN-0121-AUNZ 02/21

FOLLOW US ON

