

## A. TRAINING IN *PREVENTION AND ALTERNATIVES TO RESTRAINT, SECLUSION, ISOLATION TIMEOUT* COMPETENCIES CROSSWALK

In order to help the Curriculum Review Committee evaluate your training program, please use this form to show where in your curriculum to find training content as outlined in published competencies for training for Restraint, Seclusion and Timeout. Each competency is listed on the left side below. On the right side of the form please indicate the name of your curriculum, and section(s) and page number(s) where content that addresses each competency can be found. Look to the end of this document for the contents of the application package and information on where to send it. You will receive notification that your curriculum is in the review and approval process.

<b>Competencies</b> <b>Prevention and Alternatives to Restraint, Seclusion, Isolation Timeout</b>	<b>Curriculum</b> _____ (Please indicate section(s) and page number(s) where content can be found.)	<b>Approval</b>
<b>A.1a</b> emotional and learned factors that may influence staff behavior and that of the person being served in a program		
<b>A.1b</b> emotional and learned factors that may influence the behavior of the person being served in a program		
<b>A.1c</b> general ways that a person's mental illness, developmental disability or substance abuse may affect how he/she thinks, interacts with others, works or goes to school and participates in community life		
<b>A.1d</b> how anger, fear and other emotions' affect escalating behavior		
<b>A.1e</b> ways to recognize health issues that may contribute to the person's behavior		
<b>A.1f</b> ways that environmental and organizational factors may affect the way a person acts and reacts		
<b>A.1g</b> behavioral ways that people communicate wants and needs		

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<b>A.1h</b> behaviors and attitudes that create barriers to positive interaction		
<b>A.2a</b> Verbal and non-verbal communication strategies/skills that promote positive interactions with people		
<b>A.2b</b> Ways to identify and respond to issues particular to each person being served		
<b>A.2c</b> Ways that respect can be communicated to people receiving services		
<b>A.2d</b> Ways to develop and maintain a relationship that focuses on the needs/personal goals of the individual receiving services		
<b>A.2e</b> differences between a professional and social relationship with a person receiving services		
<b>A.3a</b> ways that loss of control over daily and long range decisions can affect a person receiving services		
<b>A.3b</b> ways to put the person receiving services “in charge” of what is happening		
<b>A.3c</b> ways that staff can empower and encourage people with disabilities in making their decisions		

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<b>A.4a</b> behavioral cues that may indicate staff's distress, change in ability to cope, or possible loss of control		
<b>A.4b</b> behavioral cues that may indicate a person's distress, change in ability to cope, or possible loss of control		
<b>A.4c</b> reasons that people engage in challenging behaviors		
<b>A.4d</b> how the behavior/actions of self and others may contribute to escalation of behavior		
<b>A.4e</b> environmental factors that may contribute to the distress of staff and people with disabilities in a way that would compromise safety		
<b>A.4f</b> internal factors that may contribute to the distress of staff and people with disabilities in a way that would compromise safety		
<b>A.5a – A.5m</b> No longer required for prevention / alternatives. However this section is required for personnel competencies.		
<b>A.6a</b> Verbal and non-verbal communication strategies/skills that are calming to a person in distress		
<b>A.6b</b> ways to model/teach alternatives to potentially dangerous behavior		
<b>A.6c</b> ways to help a person manage distress		

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<b>A.6d</b> responsibilities, protocol and strategies for effectively and immediately intervening with a colleague when observing behavior that has the potential to trigger or escalate a person with disabilities' emotional distress		
<b>A.7a</b> risk and protective factors that may affect a person's behavior		
<b>A.7b</b> Importance of teaching appropriate and useful interpersonal, social, coping and self-management skills (domains of thinking, doing and feeling)		
<b>A.7c</b> ways to help a person identify and engage in behavior and activities that are effective alternatives to unsafe behavior		
<b>A.7d</b> ways to help a person identify and develop strategies and resources to accomplish alternatives to unsafe behavior		

With your permission, we will post the outcome of your application on the Division web page.  Yes, you may publish the outcome of this application.  No, you may not publish the outcome of this application.

**Mail application package containing cover letter, completed crosswalk, and curriculum to:**  
 Communication and Training Section, DMH/DD/SAS, 3022 Mail Service Center, Raleigh, N.C. 27699-3022  
 For information, contact dmh.training@ncmail.net or 919-715-2780.