

CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

Course Name: Crisis Intervention for First Responders and Paraprofessionals

POSTED FOR FEEDBACK

Structure: *Crisis Intervention for First Responders and Paraprofessionals* is offered for ten [10] days over a 6 to 9-month period which may be extended to a year depending on the group's professional schedule. The training days are six [6] hour days Face-to-Face with the entire group and with field experience offered in smaller groups should this be more convenient to participants.

Instructors: *Crisis Intervention for First Responders and Paraprofessionals* is provided with William Glasser International accredited faculty. It is recommended that basic/senior instructors lead the Training Days; whereas, faculty, supervisors, and facilitators [with mentor] may lead the field experience sessions.

Clientele/Participants: *Crisis Intervention for First Responders and Paraprofessionals* is ideal for first responders and paraprofessionals such as youth workers, law enforcement personnel, clergy, agency staff, career counsellors, care givers, foster care parents, and the like.

Objective: The purpose of the course is to teach skills that provide those with immediate contact with the public to connect quickly in settings that are highly-charged with frustration due to pain and/or stress. The course provides confidence and effective strategies in developing relationships with others in unusual circumstances. The focus on competencies prepares the learner to apply choice theory and reality therapy in their work environment. This course is designed to provide reality therapy information and skills to service providers who are seeking better ways to communicate with clients who may be struggling with stress-related issues. Reality therapy skills can be quickly learned, easily applied, and are non-judgmental, client-centered, and effective across a broad array of situations where stress, fear, anxiety, depression, or trauma may be affecting a person's behaviour.

Upon completion of the course, participants receive a William Glasser International certificate with the designation, Reality Therapy Skills [RTS]. There is no credentialing offered by WGI to counsel or teach the program as a WGI faculty member. What is offered is a curriculum with a field practice component for skill development. Participants are expected to complete all assignments within a framework of sixty [60] hours of direct instruction and individual study.

Recommended Group Size: Six [6] to sixteen [16] participants.

Fee Structure: TBD. Fee structure is to be determined upon feedback from member organizations and individual faculty, and reflecting the value of a commitment of 60 contact hours. In addition, consideration is to be given to the cost of translations for member organizations required to translate course from English to their own language(s).

Text: *Reality Therapy in Action* by Dr. William Glasser.

Manual: One curriculum manual shall be provided.

Mentors for Facilitators: All facilitators shall work directly with the instructor teaching the training days.

Marketing: TBD. Plan may be coordinated between WGI and its member organizations.



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 1: TRAINING - Focus on Basic Concepts [6 hours minimum]

Overview	Activities / Teaching Materials	Competencies – Be able to:
Introductory Activities <ul style="list-style-type: none"> Establishing relationships Creating the environment 	<ul style="list-style-type: none"> Methods of establishing relationships Four [4] kinds of relationship Criteria for safe, supportive, trusting environment in RT 	<ul style="list-style-type: none"> Define three methods to create strong, healthy relationships Explain the reasons for safe environment Describe ways you can create a supportive environment in a therapeutic situation
Main Concepts <ul style="list-style-type: none"> Introduction to Choice Theory concepts Introduction to Reality Therapy process Meeting Own Needs 	<ul style="list-style-type: none"> Simple explanation of six basic CT concepts RT environment, procedures for change 	<ul style="list-style-type: none"> Identify the five [5] needs Define QWP and explain where/how some of yours were chosen Describe the importance of knowing information is all we get from the world Explain how perception is unique for each person Identify the four [4] components of TB Define the 2 parts of RT
Interrelationship <ul style="list-style-type: none"> Choice Theory Reality Therapy 	<ul style="list-style-type: none"> Compare and contrast RT/CT 	<ul style="list-style-type: none"> Explain how using reality therapy relates to Choice Theory concepts Define the process in RT and how this is supported by theory
Relationship Habits <ul style="list-style-type: none"> Control issues Internal verses external locus of control 	<ul style="list-style-type: none"> Relationship habits, connecting and dis-connecting Locus of control-internal versus external control system 	<ul style="list-style-type: none"> Identify one disconnecting relationship habit that you will work on replacing with a connecting habit Explain the differences between internal and external motivation
Theory to Practice <ul style="list-style-type: none"> Round Robins for practice Dyads for dialogue 	<ul style="list-style-type: none"> Demonstration of RT Round robin with the instructor as client 	<ul style="list-style-type: none"> Identify how you are able to use RT process for self Delineate the procedures to change with a client
Exposure - main elements of Chart	Role-Play Practice	<ul style="list-style-type: none"> Apply CR/RT to your profession
Reflection <ul style="list-style-type: none"> Self evaluation Evaluation of the day 	<ul style="list-style-type: none"> Self-evaluation is and is not Group process learning for the day 	<ul style="list-style-type: none"> Provide at least three ways to practice self-evaluation
Book: Reality Therapy in Action	Assignment in text Chapters 2,18	Journal learning from text assignment Integration of ideas [personal entries]



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

FIELD EXPERIENCE –DAY 2 INTEGRATION AND DAY 3 SKILL DEVELOPMENT

DAY 2 FIELD INTEGRATION

Overview	Activities / Teaching Materials	Competencies – Be able to:
Team Building <ul style="list-style-type: none"> Reconnecting Activity [CT Exercise] 	Demonstrate warm-up for improving relationships	<ul style="list-style-type: none"> Provide at least three [3] ways of building relationships with others
Reality Therapy <ul style="list-style-type: none"> Environment Procedures 	Group share knowledge of environment setting and procedures for change	<ul style="list-style-type: none"> Describe RT process [procedures]
Dyad role-play processing <ul style="list-style-type: none"> Reality therapy procedures Reviewing Reality Therapy <ul style="list-style-type: none"> CT perspective Role play round robin for: <ul style="list-style-type: none"> Environment Wants [real want] Quality World Total Behaviour Glasser RP video [scripted] <ul style="list-style-type: none"> Viewing Processing Relating to chart Team Processing <ul style="list-style-type: none"> Strengths Goals [next session] Flipped Learning [team choice] 	Develop skills for confidence in reality therapy Provide feedback and processing of the reality therapy process Explanation of RT procedures in relationship to the CT chart Provide opportunity to brainstorm want, really want, quality WP, and TB questions Show a Glasser RP and process the points of learning; use CT chart Provide time for team discussion of strengths and improvement Explain flipped learning and assign text	<ul style="list-style-type: none"> Explain how you would establish comfort level in practice so fear is reduced/eliminated Describe a more effective means of communication Define the client wants with the QWP on CT chart Ask questions regarding all 4 components of Total Behaviour Design a RP script for personal learning Self-evaluate strengths and areas for improvement Set goals for self and group learning
Book: Reality Therapy in Action	Assignment in Text Chapters 3, 5	<ul style="list-style-type: none"> Journal learning from text assignment Integration of ideas [journal entries]



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 3 FIELD - SKILL DEVELOPMENT

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Team Building</p> <ul style="list-style-type: none"> Sharing flipped learning 	<p>Quality World Activity using learner's precious objects in purse or wallet <i>QW in My Pocket</i></p>	<ul style="list-style-type: none"> Lead group in relationship building
<ul style="list-style-type: none"> Using relationship habits\ Applications of RT in own life 	<p>Use card handouts:</p> <ul style="list-style-type: none"> Choice Game I've Got It/You Want It [Fist Activity] 	<ul style="list-style-type: none"> Share self-evaluation of a change you have made from using disconnecting to connecting behaviours
<p>Ethics & Policies - WGI</p> <ul style="list-style-type: none"> Respective agencies Roles of Intervention Referrals <p>Dyad practice</p> <ul style="list-style-type: none"> Awareness of own behaviours in connecting Trust building strategies Deal breaker <p>Triad practice [5 wants] What they say, mean, want, really want, need</p> <p>Role play Strategies with Challenging Clients</p> <ul style="list-style-type: none"> Client types [Choice] <p>Self-Evaluation Questions</p> <ul style="list-style-type: none"> Brainstorm strategies Open and/or closed <p>Planning Field Experience</p> <ul style="list-style-type: none"> Script scenario Self-study Analysis 	<p>Role-Play for practice: E.g. Three-round role-play in dyads [Murray High School Activity], Building Trust [Lies or use of disconnecting habit]</p> <p>Chart the five [5] wants on poster paper or in handout and practice as a group. The, dyads practice. Process activity.</p> <p>Brainstorming session. Strategies offered by instructor.</p> <p>Discuss the differences between open and closed-ended questions? What are advantages and disadvantages in using during role-play. Self-evaluation: Comparing what you 'really want' with the perception of what you 'have.'</p> <p>Effective use of language: rhetorical questions, telling vs inviting etc.</p> <p>Individual Planning</p>	<ul style="list-style-type: none"> Demonstrate areas of confidence in reality therapy Describe the importance of the 'awareness' of the environment Describe where trust may have been lost in using the role-play just completed Demonstrate the technique of five [5] wants Describe a time when your perceptions created challenges for you Explain the reason for open-ended and closed-ended questions Contrast self-evaluation with feedback Describe the reality therapy process using the choice theory language
<p>Book: Reality Therapy in Action</p>	<p>Assignment in text Chapters 6, 13</p>	<ul style="list-style-type: none"> Journal learning from text assignment Integration of ideas



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 4: TRAINING DAY - Focus on the Art of Listening [6 hours minimum]

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Introduction</p> <ul style="list-style-type: none"> Quality World, values and beliefs Relationship of needs to Quality World pictures Identify own Quality World pictures, values, and beliefs 	<p>Importance of listening skills: Three [3] ways to listen</p> <p>Accessing belief systems; values clarification</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> Collage of Quality World Vision Board Other 	<ul style="list-style-type: none"> Describe how you will recognize your listening behaviours Identify a way that you can practice to become a more effective listener Identify a belief or value that you hold which is embedded in one or more Quality World pictures Describe how you can tunnel for more information or clarifying the value behind the Quality World picture Identify the Quality World picture that is dearest to you
<p>Starting to build a repertoire of reality therapy questions relating to the Quality World</p> <ul style="list-style-type: none"> Scripted dyad Practice 	<p>Brainstorm by teams:</p> <ul style="list-style-type: none"> Repertoire of reality therapy questions relating to the Quality World Perception, and Comparing Place 	<ul style="list-style-type: none"> Describe a series of questions that you might use to clarify the client's Quality World pictures Apply different questions for accessing the client's perception and understanding of the situation Delineate question for comparing place
<p>Perception Comparing Place</p>	<ul style="list-style-type: none"> How to offer more information 	<ul style="list-style-type: none"> Explain how you might offer information to a client who is defiant or difficult Develop ways to establish trust with a defiant client
<p>Total behaviour concept</p>	<ul style="list-style-type: none"> Brainstorm questions for all 4 components 	<ul style="list-style-type: none"> Analyse the strengths of each component of Total Behaviour in various situations Modify questioning to focus on front wheels
<p>Practice in dyads</p>	<ul style="list-style-type: none"> When to ask what 	<ul style="list-style-type: none"> Explain your understanding of when to ask evaluation questions and when to cont. clarifying wants and needs



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

<p>Reflection</p> <ul style="list-style-type: none"> • Self evaluation <p>Evaluation of the day</p>	<p>Teams share self-evaluation and learning</p> <p>Set goals for field experience</p> <p>Journals for self-evaluation</p>	<ul style="list-style-type: none"> • Share your journal with team and expand on the areas for future learning
<p>Glasser text assignment</p>	<p>Flipped learning assignment</p>	<ul style="list-style-type: none"> • Describe your process of flipped learning for your search for information and strategies from Glasser
<p>Book: Reality Therapy in Action</p>	<p>Assignment in Text Chapters 7,12</p>	<ul style="list-style-type: none"> • Journal learning from text assignment • Integration of ideas

DAY 5 FIELD INTEGRATION

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Team Building</p> <ul style="list-style-type: none"> • Using scripted role-plays 	<p>Scripted role-play as a model</p> <p>Processing scripted role-play</p>	<ul style="list-style-type: none"> • Evaluate techniques and strategies that were effective in scripted role-plays
<p>Personal perceptions: Specific topics of interest to this group of paraprofessionals (service; respect; responsibility)</p>	<p>How values and beliefs relate to Quality World pictures [perceptions]</p> <p>Discussion and processing</p>	<ul style="list-style-type: none"> • Explain at least three [3] beliefs underpinning any two of your Quality World pictures • Describe how new information helped you see things differently
<p>Glasser Role-Play video Dyad Practice</p> <ul style="list-style-type: none"> • Use of CT/RT language • Practice flipping from external to internal statements • Interrelationship between CT/RT <p>Orders of perception</p> <ul style="list-style-type: none"> • Conflicting QWPs <p>Self-Evaluation</p> <ul style="list-style-type: none"> • 22 Ways [Wubbolding] • Self-Improvement • Alternate ways 	<p>'Stop and start' mode</p> <p>Review process Dr. Glasser uses</p> <p>Discussion on possible directions</p> <p>Complete viewing & Process RT</p> <p>Mindful of language</p> <p>Interrelationship between CT/RT</p> <p>Description of CT filters using practical real life situations</p> <p>How and when their QWPs conflict</p> <p>Conflicts with clients QWPs</p> <p>Handout [Cards] that offer the various ways of self-evaluation to distinguish KEY evaluation versus evaluating pictures, behaviors, perceptions etc.</p>	<ul style="list-style-type: none"> • Articulate how Glasser led the client to self-evaluate choices • State how you might change direction using a role-play recently played • Explain the interrelationship between choice theory and reality therapy • Describe the key self-evaluation question without using the exact terms of filters [use of own words] • Provide ten [10]written examples of questions leading the client to self-evaluate. Reread to improve effectiveness where possible.



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

<p>Reality Therapy</p> <ul style="list-style-type: none"> • Processing Role-Play • Roles in triad <p>Planning Field Experience</p> <ul style="list-style-type: none"> • Video role-play • Self-study • Analysis 	<p>Review roles in triad [Handout] Role-play practice [Round Robin/Fish Bowl . . .]</p> <p>Introduce 'Alternate Way' in Quads</p> <p>Planning in Larger Group</p> <ul style="list-style-type: none"> • Brainstorm situations for video • Steps for self-study • How to evaluate • Timeline for project 	<ul style="list-style-type: none"> • Evaluate your performance in a recent role-play using handout provided by instructor. [Strengths and skills] • Review criteria for project [group + instructor led] • Evaluate progress of video • Adjust plan, if necessary
<p>Book: Reality Therapy in Action</p>	<p>Assignment in text Chapters 14, 16</p>	<ul style="list-style-type: none"> • Journal learning from text assignment • Integration of ideas

DAY 6 FIELD - SKILL DEVELOPMENT

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Warm up/intro Processing</p>	<p>Differences</p> <ul style="list-style-type: none"> • Process observation • Feedback 	<ul style="list-style-type: none"> • Explain how observing the process helps with self-evaluation • Contrast with feedback from external point of view
<p>Perception from client perspective on written RP</p>	<p>Perceptions of Client Behaviour during intervention</p> <ul style="list-style-type: none"> • Inside/outside circle - role-play 	<ul style="list-style-type: none"> • Delineate breaks in level of trust during client interaction
<p>Four types of clients Role play each client type</p> <p>Difference between counselling and managing [Ways of Relating] Where to use what...</p> <p>Glasser Role-Play video</p> <ul style="list-style-type: none"> • Metaphors • Themes • Structured RT • Recognition & Use 	<p>Chart various] client types [Control Issues]</p> <ul style="list-style-type: none"> • Fix him/Fix her [First person] • He made me [Third Person] • Unattainable Want • I want this but . . . 	<ul style="list-style-type: none"> • Discuss three [3] ways to work with a client who demonstrates extremely controlling behaviours



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

<p>Challenging Clients</p> <ul style="list-style-type: none"> • Clear and appropriate confrontation • Denial situations • Difficult Clients <p>Self-Evaluation from clients</p> <ul style="list-style-type: none"> • Emphasis opportunities • Checking it out • Multiple ways of asking client to self-evaluate <p>Planning Field Experience</p> <ul style="list-style-type: none"> • Plan for creating own video • Self-study • Analysis 	<p>Brainstorm types of clients from participants' experience</p> <ul style="list-style-type: none"> • Instructor to watch role-play videos of Dr. Glasser and others • Discuss strategies, themes, metaphors used <p>Role-play practice</p> <p>'Counsellor in-balance' during challenging scenarios</p> <p>Who's in control?</p> <ul style="list-style-type: none"> • Stress level • Frustrations • Confusion • Comfort zone • Different belief system <p>Progress with Video Presentation</p> <ul style="list-style-type: none"> • Sharing challenges • Brainstorming solutions • Identifying new strengths • Check timeline • New resources 	<ul style="list-style-type: none"> • Describe at least three [3] strategies you learned from Dr. Glasser's role-play • Explain what is meant by the 'theme' of a role-play • Identify at least three [3] skills that you were able to demonstrate in role-play practice, other than create a supportive environment • Chart the knowledge [learning] and skills you have gained in role-play practice to date • Identify a skill you have learned to work with a client with a different belief system • Review and share your total behaviour with challenging role-play scenarios • Share at least two [2] ideas, that you have gained from others, and which have helped improve your video performance
<p>Book: Reality Therapy in Action</p>	<p>Assignment in Text Chapter 6, 10</p>	<ul style="list-style-type: none"> • Journal learning from text assignment • Integration of ideas



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 7: TRAINING DAY - BUILDING A COLLABORATIVE CULTURE

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Introduction</p> <ul style="list-style-type: none"> Review of previous two days Group Sharing/Review 	<p>Personal Integration</p> <ul style="list-style-type: none"> Personal & professional Wants Perception of learning Regaining balance 	<ul style="list-style-type: none"> Define at least three [3] professional competencies that you want to improve Describe how new learning in this course has helped you remain in balance with challenging clients
<p>Discussion</p> <ul style="list-style-type: none"> Examples from daily life using Chart 	<ul style="list-style-type: none"> Stress levels Frustration Anger, guilt, denial 	<ul style="list-style-type: none"> Elaborate on the skills you have learned in dealing with stress levels, frustration, and highly-charged emotions of your clients
<p>Practice with clients they have encountered from daily life</p> <ul style="list-style-type: none"> Dyads 	<ul style="list-style-type: none"> Dyads Triads Sharing 	<ul style="list-style-type: none"> Delineate advantages of using role-play to learn and improve skills
<p>Planning and Commitment</p> <ul style="list-style-type: none"> Elements of an effective plan Evaluation leading to the plan 	<p>Handouts</p> <ul style="list-style-type: none"> Effective Plans Steps in Planning Self-evaluation 	<ul style="list-style-type: none"> Identify elements of effective planning Explain importance of commitment from clients Relate how you have been successful in getting strong commitments from clients
<p>Planning for field work</p> <ul style="list-style-type: none"> Criteria for next three [3] sessions Glasser Books [Individual Choice] Journaling and/or script writing Identifying learning moments Dialoguing with other participants 	<p>Discussion/Social Contract</p> <ul style="list-style-type: none"> Small teams Open sharing Agreement <p>Learning Moments</p> <ul style="list-style-type: none"> Present knowledge/Skills Role of self-awareness Plan for improvement 	<ul style="list-style-type: none"> Explain how development a social contract relates to successful outcomes Describe the role that self-awareness plays in the self-evaluation process
<p>Application to individual's profession Useful Knowledge</p>	<p>Sharing Effective Strategies</p> <ul style="list-style-type: none"> Compare Contrast 	<ul style="list-style-type: none"> Identify at least three [3] experiences which demonstrate your application of RT skills in the workplace
<p>Book: Reality Therapy in Action</p>	<p>Assignment text Chapters 4, 15</p>	<ul style="list-style-type: none"> Journal learning from text assignment Integration of ideas



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 8 - FIELD EXPERIENCE - COMBINING KNOWLEDGE AND SKILLS FOR ENDORSEMENT

Overview	Activities / Teaching Materials	Competencies – Be able to:
<p>Team Building</p> <ul style="list-style-type: none"> Using self-evaluation Recognizing strengths 	<p>Team Building Activities [Examples] Yarn, Maze, V, Passport, Strength Cards . . . [to be explained in Manual]</p>	<ul style="list-style-type: none"> Indicate the strengths you perceived you had at the beginning and at the end of each of the 'team building' activities
<p>Relating scripted role-plays to the reality therapy process</p>	<ul style="list-style-type: none"> Enact scripted role-plays Explain why you asked the questions you did 	<ul style="list-style-type: none"> Describe three [3] skills you improved by scripting role-plays and enacting them within the group
<p>Group Role-Play Using Wubbolding Video</p> <ul style="list-style-type: none"> Commonalities Unexpected Metaphors/Themes Summarizing Solving Circle Teaching within a role-play <p>Strategies for practice</p> <ul style="list-style-type: none"> Listening skills Using language of client Alternate Ways 	<p>Play Wubbolding Video(s)</p> <ul style="list-style-type: none"> Group processing for strategies and techniques used <p>Choose role-play</p> <ul style="list-style-type: none"> Round robin using strategies and techniques used in Wubbolding video(s) <p>More role-play using different strategies and in varying configurations</p> <p>Configurations</p> <ul style="list-style-type: none"> Dyads/Triads Round Robin Fish Bowl Coach / Counsellor 	<ul style="list-style-type: none"> Describe the power of the use of 'metaphor' in client interactions Articulate a situation in which you taught a client a concept you learned in this training and how significant it was for client Identify a time when you were aware of using a specific listening skill and how this clarified the situation for you
<p>Planning Field Experience</p> <ul style="list-style-type: none"> Creating video role-play [Demonstration] Self-study Analysis 	<p>Small Teams</p> <ul style="list-style-type: none"> Set criteria for Quality Mechanics of video-making Copyright issues/permissions Objective of each video for individual learning 	<ul style="list-style-type: none"> Explain how the conditions of quality used as a benchmark for self-evaluation has improved your learning
<p>Book: Reality Therapy in Action</p>	<p>Text Assignment Chapters 9, 11</p>	<ul style="list-style-type: none"> Journal learning Integration of ideas



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 9 - ENDORSEMENT - DEMONSTRATION OF SKILLS

Overview	Activities / Teaching Materials	Competencies – Be able to:
Team Involvement	Application of Video Case Studies <ul style="list-style-type: none"> • Discuss criteria for self-evaluation of group processing • Relationship of study to RT and CT • Identification of strengths 	<ul style="list-style-type: none"> • Self-evaluate what you have learned • List aspects of your presentation you believe you could improve
Glasser Role-Play	<ul style="list-style-type: none"> • Play a scenario of Glasser video • View the Glasser video <ul style="list-style-type: none"> ○ Analyze similarities and differences ○ Share the reasons you chose certain direction with the client 	<ul style="list-style-type: none"> • Compare and contrast what you have learned from the Glasser video lessons with your participation in role-plays you have done • Explain value in taking the role-play in different directions
Role-play practice	Role-Play Demonstration with Unfamiliar Client Scenarios <ul style="list-style-type: none"> • Discuss criteria for self-evaluation • Identify strengths • Demonstrate strengths through role-play 	<ul style="list-style-type: none"> • Describe what you have learned about maintaining a comfort level when working with clients who are outside of your work
Skill set demonstrations	Define skill to be demonstrated Demonstration of the skill Self-Evaluate	<ul style="list-style-type: none"> • Self-evaluate on how you have demonstrated the skill as you had intended
Team Involvement	Team Activity <ul style="list-style-type: none"> • Individual self-evaluation from criteria developed by the group • Plan for improvement and/or practice for final Day 	<ul style="list-style-type: none"> • Explain how the criteria developed by the group helped you to increase your skill level
Set Schedule for final day	Participant-led group process	<ul style="list-style-type: none"> • Delineate some of the skills in group processing
Paperwork for Participant-Led Dialogue	Dialogue about learning and applications to real life Plans for moving forward	<ul style="list-style-type: none"> • Share your plan with the group
Closure Text Assignment Chapters 8, 17	<ul style="list-style-type: none"> • Circle Up • Conditions of Quality as a Benchmark for Self-evaluation 	<ul style="list-style-type: none"> • Describe how working in teams has helped you improve your knowledge and skills
Book: Reality Therapy in Action	Text Assignment Chapters 8, 17	



CRISIS INTERVENTION FOR FIRST RESPONDERS AND PARAPROFESSIONALS

DAY 10 - ENDORSEMENT - COMPLETION OF DEMONSTRATIONS AND CELEBRATION

Overview	Activities / Teaching Materials	Competencies – Be able to:
Team Involvement	<ul style="list-style-type: none"> • Social contract review • Completion of videos [If not completed during Day 1] • Video Case Studies 	<ul style="list-style-type: none"> • Describe your experiences in producing your video • Explain how creating the video helped you improved your self-awareness
Challenging Role-Plays for Growth	<ul style="list-style-type: none"> • Brainstorm scenarios as a group • Free choice in role-play 	<ul style="list-style-type: none"> • Compare your significant learning from scripted, instructor-led, and free choice scenarios
Participant-led dialogue as group activity and/or individuals	<ul style="list-style-type: none"> • Individual recognition of strengths • Feedback from other team members • Observations by instructor 	<ul style="list-style-type: none"> • Describe at least three [3] suggestions from team members that moved you to a more profound learning level
Planning	<ul style="list-style-type: none"> • Self-evaluation of two days • Evaluation of the Program • Next steps 	<ul style="list-style-type: none"> • Share how team involvement has helped you to formulate new ideas and goals for the future
Programs available through WGI	<ul style="list-style-type: none"> • Take Charge of Your Life • Certification CTRTC • Glasser Quality School • Affinity Groups • Courses through Member Organization 	Information sharing
Certificates & Celebration!	<ul style="list-style-type: none"> • Distribute certificates • Continue building a needs-Satisfying Experience 	Celebrate!

ENDNOTE

Once feedback is received by the Program Committee through the Executive Director, committee members shall modify this course accordingly, develop a Manual, and take steps for William Glasser International, Inc. and its member organizations to market to the general public.

Submitted for passage, posting and feedback,
Program Committee