

CRISIS PLANNING IMPLEMENTATION  
FOR YOUTH RECEIVING BEHAVIORAL HEALTH SERVICES:

“COLLABORATIVE CRISIS PLANNING WITH FAMILIES”

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Toolkit PowerPoint Handout

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Teaching Goals for This Toolkit

- To provide participants with an integrated theory and approach to crisis planning and safety programming.
- To build a community-based approach to crisis management and risk prevention for young people and their families.
- To impart and implement a best-practice crisis planning methodology.

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MODULE 1-A

Crisis and Safety:  
What’s the Difference?

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### Opportunities for Proactive Response

Crisis:

- A time when you don't know what to do
- Associates with a general loss of purpose
- A sense of disequilibrium
- Creates a sense of helplessness
- Is different than safety situations
- May or may not require immediate reaction
- Response is negotiable

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### Opportunities for Proactive Response

Safety:

- A time when basic health is compromised and risk is high
- Requires a reaction to keep someone safe
- A person may know what to do but choose not to do it
- Should promote skills & abilities for increased safety, decreased risk
- Requires immediate reaction
- Is non-negotiable

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### Big Ideas

- Crisis and safety are two different things
- Community sets standards & definitions of safety or safe enough
- Families define their own crisis

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Big Question

- How to help staff and families know the difference between *crisis* and *safety*?

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Big Ideas

- Helpers and families have choice when it comes to crisis:
  - You can respond or not
  - You can keep doing what you're doing
  - Crisis planning can help people feel better

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Big Ideas

- Safety is non-negotiable
  - Helpers must respond if risk is severe & imminent
  - Families will experience intervention if danger is high
  - In safety situations it's about doing more than planning

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Consider the Difference in Response

Crisis

Teenager  
Experiments with  
Alcohol and Drinks  
Too Much

**Safety**

**Teenager Has  
Diabetes and  
Is Insulin  
Dependent**

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Consider the Difference in Response

Crisis

Mother Doesn't get  
Bills Paid on Time,  
Utilities Often Shut  
Off for a Few Days

**Safety**

**Child is Dependent  
on Medicine That  
Has to be  
Refrigerated**

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Consider the Difference in Response

Crisis

Parent & Child  
Often Fight, Yell  
and Throw Things

**Safety**

**Parent or Child  
Throws Things At  
Each Other**

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Key Concepts in Telling the Difference

**Immediacy of Risk**  
 How imminent is the risk?

- Now
  - Under an hour
  - Make the call
- Soon
  - 60 minutes to 2 hours
  - Intervene: resources or interruption
- Later
  - 2 hours or more
  - Gather more information, disrupt and distract

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Key Concepts in Telling the Difference

**Severity of Risk**

- Degree of harm
  - How impactful is the risk to who?
  - How deeply will the impact be felt?
- Degree of impact
  - What is the breadth of the impact?
  - How many will be effected?
- Degree of consequence
  - How lasting a result?
  - How long will the result be experienced?

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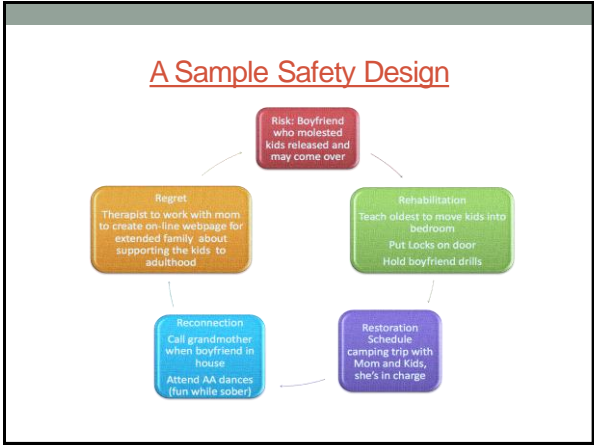
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### Module 1-A: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

Activity Instructions

- Take a few minutes and sort the activities on Page 6 by crisis and safety situation
  - Use the concepts just presented
- At your table share your results
  - What were the agreements? Disagreements
  - What are the implications for your LIPT? For families accessing that body?

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## MODULE 1-B

### Crisis and Safety: Risk Assessment

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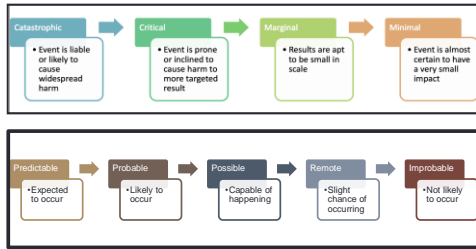
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### Scaling Methods: "Impact & Likelihood"




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### Sample Risk Assessment Matrix

Define the event in specific behavioral terms

15 year old oldest of three, single mom, homeless family living in shelter	Mother of three, living in shelter
1. Threatens family members	A. "Shuts down" in crisis
2. Hits her mother	B. Takes off with her boyfriend leaving kids in shelter
3. Takes off with guys	C. Misses appointments
4. Kicks, slams doors at shelter	D. Frequent job absences, stays in bed

Likelihood Of Occurrence:	Impact/Severity:			
	Catastrophic	Critical	Marginal	Minimal
Predictable	2		1	4 A
Probable			B	3 C
Possible		D		
Remote				
Improbable				

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### Module 1-B: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

#### Activity Instructions

- Think of a family you get to serve
- Review the behaviors listed on Page 8 and check those that are a concern for that family
- Complete a Risk Assessment Matrix on Page 9
  - Start with likelihood of reoccurrence
  - Move over to the impact
- Where did things land?

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Risk Assessment Matrix

Consider a range of safety and crisis events from a family you are serving. Using the impact and likelihood ratings identify where each of these events would be placed.

**Define the event in specific behavioral terms:**

Likelihood Of Occurrence	Impact/Severity			
	Catastrophic	Critical	Marginal	Minimal
<b>Predictable</b>				
<b>Probable</b>				
<b>Possible</b>				
<b>Remote</b>				
<b>Improbable</b>				

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Tips for Telling the Difference

- Pay attention to the history of the family
  - Use immediacy & impact as a way to predict future issue
- Promote choice for families
  - Don't confuse stability with good outcome
  - A quiet situation isn't necessarily the best situation
- Manage your own bias and reaction
  - Some people prefer to live a life filled with crisis
  - Manage your own emotional reaction, avoiding the catastrophe

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Tips for Telling the Difference

- Avoid making crisis planning or safety programming a requirement
  - Just because a form is completed doesn't mean people are safe
  - Just because families have been asked doesn't mean the crisis is managed
- Beware the collaborative gang-up
  - Build partnerships with families about crisis and safety
  - Identify ways to "join with" rather than "intervene in"
- Continuously seek information
  - Safe today may be risky tomorrow

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MODULE 2

System of Care

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System of Care Efforts Tell Us...

- Families, communities and professionals working together lead to the best results
- Community can be a potent environment to deliver services that achieve outcomes

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System of Care Efforts Tell Us...

- Families deserve a mix of support, coordination, and intervention for raising their children
- Families must be involved if you want to improve the system

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### Four Common Factors Associated With Positive Behavior Change

- Client Factors 40%  
*internal and external resources, fortuitous events unrelated to treatment*
- Hope and Expectancy 15%  
*those who expect to get better, do get better*
- Model and Technique 15%  
*staff procedures, techniques and beliefs*
- Relationship Factors 30%  
*the strength of the alliance*

M. J. Lambert, Psychotherapy Outcome Research: Implications for Integrative and Eclectic Therapists, HANDBOOK OF PSYCHOTHERAPY INTEGRATION (John C. Norcross & Marvin R. Goldfried eds., Basic Books 1992).

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### Four Conceptual Shifts in Providing Service

- From emphasizing problems to emphasizing competence
- From the role of expert to the role of accountable ally
- From working on professional turf to working on family turf
- From "teaching to," to "learning with"

Collaborative Therapy with Multi-Stressed Families: From Old Problems to New Futures  
William C. Madsen, The Guilford Press, 1999.

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### People With Voice in the Service System...

- Tend to be able to exercise choice
  - Can leave or avoid undesirable services
  - Get access to new services
  - Can choose among services they see as of benefit to them
- Often experience better outcomes
  - Voice contributes to up to 78% of explanatory power for positive outcomes
    - Child in community, in their family with the support they need to live a quality life

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### How Do Families Experience Effective Help?

#### Access

Valid option for inclusion in decision-making process.

#### Voice

Feel heard, listened to, at all junctures of planning.

#### Ownership

Agree with and committed to any plan concerning them.

From: An Analysis of the Interaction Among Systems, Services & Individualized & Tailored Care: A Report from the Field by Whitebeck, Kimball, Olson, Lonner, McKenna, Robinson

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### How Do Families Experience Effective Help?

#### Holistic Reframing

Start of a facilitated, participatory, ongoing process in which the person/family voice their needs & begin to take ownership for their problems & solutions along with the gathered community

#### Life Domains

- Place to Live
- Family
- Social
- School/Work
- Emotional
- Legal
- Safety
- Cultural/Ethnic
- Other

From: An Analysis of the Interaction Among Systems, Services & Individualized & Tailored Care: A Report from the Field by Whitebeck, Kimball, Olson, Lonner, McKenna, Robinson

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### How Do Families Experience Effective Help?

#### Planning Process

"Bundling" of the reframing options tied to life domains to produce an individual based, in-depth plan with various levels of crisis contingency planning for anticipated possible crises or problems

#### Team Building

A critical interaction of process & environmental elements in which the person, family & other hands-on representatives of formal & informal community agents having contact with this person & family work together over time to support the child in the community

From: An Analysis of the Interaction Among Systems, Services & Individualized & Tailored Care: A Report from the Field by Whitebeck, Kimball, Olson, Lonner, McKenna, Robinson

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MODULE 3

Collaborative Crisis Planning and Response

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Crisis: Right Size Response



Overreact

- Too much reaction can cause
  - Paralysis
  - Dependence
  - Intrusion

Under-react

- Too little reaction can cause
  - Danger
  - Mistrust
  - Anger

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A Crisis is not necessarily.....

- When a child or family doesn't do what you wanted them to
- An opportunity to throw principles out the window
- A sign that all hope is lost and you should quit

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A Crisis is not necessarily.....

- High impact or excitement for you
- A sign that your plan is not working
- A helper's responsibility to stop or change or manage....

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Crisis should be....

- Defined by the person having it
- An opportunity to practice strength-based and creative interventions
- Expected, anticipated and planned for
- A test of a collaborative group's ability to stay together during the hard times

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Crisis should be....

- An opening to discover more information
- A gateway to develop a range of self care and/or support activities
- A chance for you to manage your own bias and response

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### When to Develop Crisis Plans

- Early enough in the process of help to assure anticipation
- When everyone involved (especially direct service providers) is willing to move to action

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### When to Develop Crisis Plans

- When everyone involved (especially families) is feeling supported enough to be creative
- When you anticipate it's about to happen
- When agency pressures are mounting

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### And Especially Develop a Collaborative Crisis Plan . . .

- When you run the risk of moving away from a focus on what the child NEEDS to a focus on where the child NEEDS TO GO
  - No child should have to sacrifice life-long attachments in order to access treatment
  - No child is too ill to have a family

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### Steps in Developing an On-going Crisis Response

1. Introduce concept and review past crisis
2. Triage/order by family's sense of the "worst"
3. Develop "Reactive" and "Proactive" plans
4. Implement plan with family and community partners
5. Review after each implementation

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### Reviewing Past Crises

- Define the concept of crisis
  - Use "regular" language, normalize the event
- Use methods to get the family's story to determine what has happened
  - Review what you know and what the family has told you about their own story
- Look at what's happened in the past
  - Start with the family's listing of a crisis

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### Reviewing Past Crises

- Check with all family members
  - Remember that each family member may see the event differently
    - The child may see going to a relative's house out of cell phone range as a crisis while the parent may not see that as a crisis at all
- Allow input from other's involved in helping the family
  - People with history with the family may be able to fill in the blanks
- Remember that a crisis is defined by the person having it
  - Use the family's language in defining the crisis event

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### Module 3: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

#### Activity Instructions

- Complete the Crisis Brainstorming Worksheet on Page 13 for a family you know.

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### Triage and Select Crises for Planning

- Start with the family's rating
  - Do the parents rate the event as:
    - High impact: would rather not go through that again
    - Medium impact: prefer not to but could live with it
    - Low impact: We've got bigger fish to fry

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### Triage and Select Crises for Planning

- Remember all parts of life (Domains)
  - Fun, Health, Family, Place to Live, Emotions, Legal, School, Safety
- Remember for some families, crisis is their constant
  - Seek clarification from families, feedback from others
- Reinforce: Family experience drives the rating

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**Module 3: Activity**

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

Activity Instructions

- On Page 15, complete the "ratings" for the Crisis Brainstorming Worksheet you filled out in the previous activity.

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MODULE 4-A

Develop the Plan

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**Develop the Plan**

Proactive Prevention

- Big idea: If the event is unpleasant, steps can be taken to keep it from happening

Reactive Response

- Big Idea: Knowing what to do when a crisis happens helps people feel better

Collaborative Crisis Planning

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### Develop the Proactive Prevention

- Focused on prevention, diversion rather than intervention
- Good Proactive Preventions
  - Avoid making the first step dependent on the person with the crisis behavior
  - Don't wait for it to start to get something going; if you know it's coming, do something
  - Use existing services, interventions to prevent a reoccurrence
  - Build on strengths & interests to avoid destabilizing events

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### Develop the Proactive Prevention

- Process for Development
  - Brainstorm at least 10 different ways to keep it from happening
  - Sort and select the list of ten to those that build on strengths or interests
  - Sort and select the strengths/interest list to those with highest payoff

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### Module 4-A: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

#### Activity Instructions

- Complete the Proactive Prevention Planning Form on Page 18 and brainstorm a range of things that could be done to keep the event from happening.

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### Develop the Reactive Response

- Focused on managing responses and responders
- Good Reactive Responses
  - Timing: Right sized response
  - Empowering: Increase decision making and control options for the person
  - Collaborative Action: Everyone works together rather than just the person with the crisis
  - Clear Communication: Managed communication

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### Develop the Reactive Response

- Three Features of the Reactive Response
  - Support
    - Defining what you can do to just make people feel better
  - Education
    - Providing information and resources to increase knowledge people have
  - Intervention
    - Purposeful activities designed to change the result to a more desirable state

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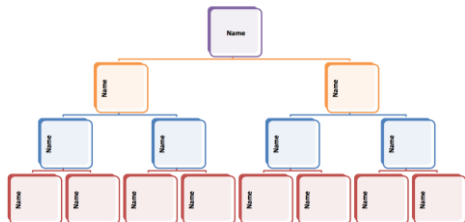
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### A Crisis Response Telephone Tree

- Each person is responsible for moving information down the tree
- If you don't get an answer, call the next person down
- Go back and call the "no answer"
- If information is not critical but must be passed on, call the person in the first position




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### Module 4-A: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

#### Activity Instructions

- Review your Crisis Event on Page 18
- On Page 21 identify three types of responses you could provide to react appropriately to the event.
- Identify who will do the responding, making sure that the responsibility for implementation is shared.
- Finally, complete the telephone tree on Page 22, identifying who must be notified and in what order.

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### Tips for Effective Plans

#### **Proactive Prevention**

- Share the responsibility for prevention
- Avoid making the person who is the most vulnerable to be the most responsible
- Remember the art of distraction can be an intervention in and of itself
- Beware the trap of success: Because it worked doesn't mean you can stop
- Continue to promote family voice

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### Tips for Effective Plans

#### **Reactive Response**

- Remember the importance of managing everyone
  - Give everyone a job
- Manage & distribute a communication plan
- Negotiate time frames before the event
  - For response, for completion, for review
- Continue to assess for safety and risk threats

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### Quality Elements of Crisis Plans

- Shared responsibility
  - Best plans involve a group of individuals working together
- Timely response & implementation
  - "Just in time" responses are likely to make people feel better; waiting until later doesn't
- Family experience drives response
  - Families define and call crisis
  - Avoid burdening families with making all decisions, but be prepared to modify responses based on their opinion
- Outcome oriented
  - Describes when and how long it will take for things to get better

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### MODULE 4-B

### A Sample Plan

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### Sample Crisis Plan

Proactive Steps		Reactive Steps	
What	Who	What	Who
Call everyday so she can "vent"	Therapist	Call Care Manager	Family member
Enroll in kickboxing class	Care Manager	Call shelter manager	Care Manager
Set aside 15 minutes a day to talk	Mother	Offer her protected time in office	Shelter Manager
Practice SODAS problem solving	Girl Therapist	Talk with her about options	Care Manager (in person or telephone)
		Take her out or return her to shelter	Girl Care Manager Mother
		Repair property	Girl Community Carpenter

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### Implement the Plan

- Practice, Practice, Practice
  - Start with planned rehearsals (at least 2)
    - Time response, resolution & responsibilities
    - Make sure everyone is aware of the plan
  - Move to unplanned rehearsals (at least 2)
    - Negotiate a range of times but set the response in motion
    - The more you practice the greater the impact
- Notify & manage communication
  - File plan with community resources as needed
    - Letters for the family & appropriate community agencies
  - Develop and use an emergency communication plan
    - Standard a telephone tree

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### Implement the Plan

- Stick with the plan as agreed as much as possible
  - Set up a formal feedback opportunity for adjustment
- Establish a referee
  - Coolest and calmest head gets to declare the event over

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### Module 4-B: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

#### Activity Instructions

- Review the Crisis Practice Record on Page 24.
- Imagine you have completed three rehearsals; rate your response.
- What can you anticipate needing improvement?

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Review & Modify After Each Implementation

- Start with the Rehearsals
  - Review, together, within 48 - 96 hours of the practice sessions
- Establish benchmarks to build a sense of progress
  - Duration: Is the situation resolved more quickly?
  - Impact: Has the after-effect lessened at all?
- Use institutional responses as last resort
  - Establish a time limit
  - Pre-negotiate the response
- Reinforce cool heads & calm hearts
  - Identify someone on the team who can define the nature of the crisis
  - Rather than responding emotionally, focus on the unmet need

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Module 4-B: Activity

*Please pause the video NOW.  
Refer to the Toolkit Workbook and complete the activity below.  
Restart the video to view the rest of the module.*

Activity Instructions

- On Page 25 - Identify the event's current duration and impact
  - Next, identify what the family would like the target to be
- On Page 27 - Review the past 3 months
  - Identify your baseline as of today, your target and your measurement
- Now consider each week and identify whether you have achieved your target, or are stalling at baseline

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Review & Modify After Each Implementation

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### Good Crisis Plans

- Preserves the right of the family to continue to live in crisis if they choose
  - Avoid confusing compliance with good crisis management
- Assures the “right” timed responses
  - Balance between over and under reactions
- Addresses self care for all family members
  - Reassure families they can feel okay
  - Respond with a holistic response including multiple people and multiple strategies

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### Good Crisis Plans

- Pays attention to family suffering
  - Allows staff to separate their emotional response from the family's emotional responses
- Negotiates next steps
  - Steps for communication
  - Defines when you have moved from crisis to safety situations

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