


Seminar in Preventive Psychological Interventions: Specific Crisis Interventions

Specific Crisis Interventions

Adapted from Brock, S. E. et al. (2016). School crisis prevention and intervention. Bethesda, MD: NASP.



Providing Crisis Interventions and Responding to Mental Health Needs

Immediate,
Least
Restrictive

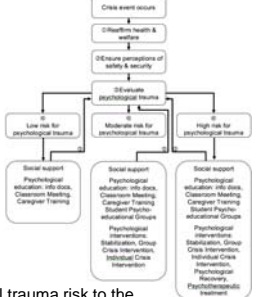
Least
Most
Restrictive

1. Social Support
 - Reunite naturally occurring social support systems
 - Empower social support systems
2. Psychological Education
 - Teach how to cope
3. Psychological Intervention
 - Facilitate immediate coping
 - Treat psychopathology

Place PREPaRE mental health crisis interventions on a multitiered continuum ranging from least to 2

Providing Crisis Interventions Matching Need to Intervention

1. Reaffirm health & welfare.
2. Ensure perceptions of safety & security.
3. Evaluate psychological trauma.
4. Determine initial crisis intervention risk classifications.
5. Reevaluate and make more informed crisis intervention treatment decisions.



Match degree of psychological trauma risk to the appropriate school crisis interventions. 3

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Providing Crisis Interventions Levels of School Mental Health Crisis Interventions

Place PREP_aRE mental health crisis interventions on a multitiered continuum ranging from least to most restrictive.

THREE MENTAL HEALTH CRISIS INTERVENTION CLASSIFICATIONS

Place PREP_aRE mental health crisis interventions on a multitiered continuum ranging from least to

Providing Crisis Interventions

Social Support

- Social support defined:
 - [A]n individual's perception that he or she is loved or cared for, esteemed, and valued by people in his or her social network, which enhances personal functioning, assists in coping adequately with stressors, and may buffer him or her from adverse outcomes.

Demaray et al. (2005, p. 691)
- Social support during times of crisis:
 - Social support . . . is essential throughout all phases of disaster. Providers [of crisis intervention] should help families to access social support and use community resources.
 - [C]hildren should be encouraged to talk to parents, teachers and other caretakers.


Pfefferbaum & Shaw (2013, p. 1230)

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Social Support (cont.)

- Types of social support
 - Emotional (help managing feelings)
 - Instrumental (help with tasks)
 - Informational (give guidance or direction)
- Sources of social support
 - Family
 - Formal
 - Informal
 - Social media



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Social Support (cont.)

- Affected by developmental level
 - Younger children look for support from adult caregivers.
 - Adolescents also view friends and romantic partners as important providers of social support.



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Social Support (cont.)

- Affected by culture
 - Formal kinship support vs. professional support
 - Some feel needs should be met within the family
 - Emotional support vs. instrumental or informational support




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Social Support (cont.)

- Predicts recovery from trauma
 - moderates acute and long-term mental health problems
 - Lower support predicts severe traumatic stress
 - Low perceived social support associated with mental illness



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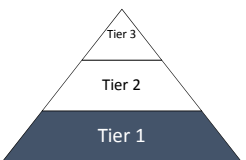
Social Support (cont.)

- Strategies
 1. Reunite with primary caregivers & siblings
 2. Reunite with peers & teachers
 3. Return to familiar environments & routines
 4. Empower caregivers

Immediate, Least Restrictive

Later, More Restrictive

Universal Interventions




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Social Support (cont.)

- Strategy 1: Reunite with primary caregivers and siblings
 - Provide emotional and instrumental support.
 - Younger children are reunification priorities.
 - Requires a Reunification Annex.




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Social Support (cont.)




- Strategy 2: Reunite students with peers and teachers

- Peers provide informational and emotional support.




- Teachers provide informational support.




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Social Support (cont.)



- Strategy 3: Return to familiar environments and routines
 - Provides stability, continuity, predictability and rules for behavior.



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Social Support (cont.)



- Strategy 4: Empower caregivers
 - Offer instruction on providing social support.




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Social Support (cont.)




- Limitations
 1. Not sufficient following significant trauma.
 2. Caregivers may be traumatized.
 3. Caregivers sometimes not viewed as helpful.
 4. Presence of preexisting mental illness or complex trauma.
 5. Social support may deteriorate over time.


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Social Support (cont.)



- Activity
 1. Rate your school's ability to reestablish social support systems (e.g., caregivers, peers, community resources):
 - a. No ability
 - b. Limited ability
 - c. Partial ability
 - d. Complete ability



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Rate your school's ability to reestablish social support systems


No ability	A
Limited ability	B
Partial ability	C
Complete ability	D

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Social Support (cont.)

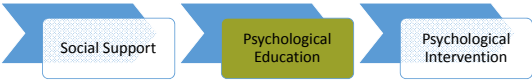


- Small group discussion
 1. How might you improve your school's ability to reestablish social support systems?
 2. Share results of your discussion.




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THREE MENTAL HEALTH CRISIS INTERVENTION CLASSIFICATIONS



Social Support → Psychological Education → Psychological Intervention



Place PREPaRE mental health crisis interventions on a multitiered continuum ranging from least to most restrictive.

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Providing Crisis Interventions

Psychological Education

- Definition
 - *The provision of direct instruction and/or the dissemination of information that helps crisis survivors and their caregivers in understanding, preparing for, and responding to the crisis event, and the problems and reactions it generates (both in oneself and among others).*

Brock et al. (2016, p. 261)

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Providing Crisis Interventions

Psychological Education (cont.)

• Strategies:

1. Informational Documents
2. Caregiver Trainings
3. Classroom Meetings
4. Student Psychoed Groups

Immediate,
Less
Restrictive

↓

Later,
More
Restrictive

Universal
Interventions

Selected
Intervention

Tier 3
Tier 2
Tier 1

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Providing Crisis Interventions

Psychological Education (cont.)

• Strategy 1: Informational Documents

- Provide facts.
- Predict possible reactions.
- Identify intervention resources.
 - Examples:
 - NASP Crisis Resources
www.nasponline.org
 - SAMHSA's Disaster Distress Helpline
Phone: 1-800-985-5990
Text: "TalkWithUs" to 66746

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Psychological Education (cont.)


• Strategy 2: Caregiver Training Goals

- Parents, teachers, and other caregivers will . . .
 1. Have crisis facts.
 2. Predict common crisis reactions.
 3. Identify pathological crisis reactions and maladaptive coping.
 4. Know how to respond to and manage crisis reactions.
 - Brymer, Taylor et al. (2012, pp. 57–69), provides information that may help realize this goal
 5. Engage in secondary triage.





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Psychological Education (cont.) 

- Strategy 2: Caregiver Training Elements

-  1. *Introduce* the training (5 minutes)
-  2. *Provide* facts (10 minutes)
-  3. *Prepare* for reactions that follow crisis exposure (15 minutes)
-  4. *Review* techniques for responding to reactions (15 minutes)


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Providing Crisis Interventions


Psychological Education (cont.) 

- Strategy 2: Caregiver Training

1. *Introduce* the training
 - a. Approximate duration 5 minutes
 - b. Goals:
 - i. Identify group leaders.
 - ii. Understand purpose, process, and steps.



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Psychological Education (cont.) 


- Strategy 2: Caregiver Training

2. *Provide* facts
 - a. Approximate duration 10 minutes
 - b. Goals:
 - i. Caregivers have facts needed to help children understand the crisis.
 - ii. Caregivers know not to give children unasked-for frightening crisis details.



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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 2: Caregiver Training
 3. Prepare for reactions that follow crisis exposure
 - a. Approximate duration 15 minutes
 - b. Goals:
 - i. Prepare caregivers for common crisis reactions.
 - ii. Identify pathological reactions and maladaptive coping strategies.




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Providing Crisis Interventions
Psychological Education (cont.)





- Strategy 2: Caregiver Training
 3. Prepare for reactions that follow crisis exposure (cont.)
 - c. Helpful resources



Understanding Child Traumatic Stress: A Guide for Parents




Child Trauma Toolkit for Educators




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 2: Caregiver Training
 4. Review techniques for responding to reactions
 - a. Approximate duration 15 minutes
 - b. Goal:
 - i. Caregivers learn helpful responses to children's stress reactions.



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
Providing Crisis Interventions
Psychological Education (cont.)







- Strategy 3: Classroom Meeting Goals
 1. Students have . . .
 - a. Knowledge of reassuring crisis facts.
 - b. Crisis rumors addressed.
 2. Teachers have . . .
 - a. Begun to identify students in need of mental health crisis intervention assistance.

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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting Elements
 -  1. *Introduce* the meeting (5 minutes)
 -  2. *Provide* reassuring crisis facts (5 minutes)
 -  3. *Answer* students' questions (5 minutes)
 -  4. *Refer* students who have coping challenges

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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting
 1. *Introduce* the meeting
 - a. Approximate duration 5 minutes
 - b. Goal:
 - i. Understand the meeting's purpose, process, and steps.




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting (cont.)
 2. Provide reassuring crisis facts
 - a. Approximate duration 5 minutes
 - b. Goals:
 - i. Ensure developmentally appropriate understanding of the crisis.
 - ii. Avoid unnecessary or frightening details.
 - c. Read fact sheet
 - i. Fact sheet script read.




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting (cont.)
 3. Answer students' questions
 - a. Approximate duration 5 minutes
 - b. Goals:
 - i. Address questions.
 - ii. Stop rumors.
 - iii. Acknowledge unresolved crisis details.




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting (cont.)
 3. Answer students' questions (cont.)
 - c. Use the fact sheet to answer questions:
 - i. Anticipate questions.
 - ii. Let questions guide the meeting.
 - iii. Use care when giving frightening details.
 - iv. Redirect students who share experiences or reactions.




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting (cont.)
 3. Answer students' questions (cont.)
 - g. Help distressed students calm down by shifting to a neutral activity:
 - i. Drawing or coloring
 - ii. Writing
 - iii. Breathing exercises
 - h. Distressed students provided Stabilization or Individual Crisis Intervention.




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Providing Crisis Interventions
Psychological Education (cont.)






- Strategy 3: Classroom Meeting (cont.)
 4. Refer individuals demonstrating coping challenges
 - a. Goals:
 - i. Identify those at risk for traumatic stress.
 - ii. Ensure students know how to get crisis intervention support.



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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 3: Classroom Meeting Discussion
 - A teacher reads the following Classroom Meeting script.
 - Given the discussion of Classroom Meetings just offered, how would you respond to the following?
 - i. A student asks: "Is this going to happen again?"
 - ii. A student asks: "Why does God let things like this happen?"
 - iii. A student starts to cry hysterically.

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Psychological Education (cont.)




- Strategy 4: Student Psychoeducational Group (SPG) Goals
 - Students
 1. Recognize crisis facts.
 2. Appreciate common crisis reactions.
 3. Recognize pathological reactions and maladaptive coping.
 4. Identify adaptive coping strategies.
 - Crisis interveners collect secondary triage data.
 - SPGs are *not* the setting for discussion of experiences or reactions.

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Providing Crisis Interventions

Psychological Education (cont.)




- Strategy 4: SPG Elements
 1. *Introduce* lesson (5 minutes)
 2. *Answer* questions and *dispel* rumors (20 minutes)
 3. *Prepare* for reactions (15 minutes)
 4. *Teach* how to manage reactions (15 minutes)
 5. *Close* by evaluating reaction management plans (5 minutes)


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Psychological Education (cont.)




- Strategy 4: Student Psychoeducational Groups




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Providing Crisis Interventions
Psychological Education (cont.)




- Strategy 4: SPG
 1. *Introduce lesson*
 - a. Approximate duration 5 minutes
 - b. Goal:
 - i. Understand purpose, process, and steps.
 - ii. Identify facilitators.
 - iii. Review or establish ground rules.





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Psychological Education (cont.)




- Strategy 4: SPG
 2. *Answer questions and dispel rumors*
 - a. Approximate duration 20 minutes
 - b. Goals:
 - i. Understand crisis details.
 - ii. Address rumors.
 - c. Strategies:
 - i. Read crisis fact sheet.
 - ii. Be careful when giving frightening details.
 - iii. Let questions guide discussion.
 - iv. Acknowledge unresolved details.




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Providing Crisis Interventions
Psychological Education (cont.)



- Strategy 4: SPG
 2. *Answer questions and dispel rumors (cont.)*
 - c) Strategies (cont.):
 - iv. Calm distressed students down by shifting to neutral activities.
 - v. Stabilize by taking a break and doing a calming activity.




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Providing Crisis Interventions
Psychological Education (cont.)


- Strategy 4: SPG
 3. Prepare for crisis reactions
 - a. Approximate duration 15 minutes
 - b. Goals:
 - i. Normalize common reactions.
 - ii. Identify pathological reactions and coping behaviors.
 - iii. Identify mechanisms for obtaining support.



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Providing Crisis Interventions
Psychological Education (cont.)


- Strategy 4: SPG
 4. Teach how to manage reactions
 - a. Approximate duration 15 minutes
 - b. Goals:
 - i. Teach or identify stress management and relaxation techniques.
 - ii. Promote adaptive coping.
 - iii. Redirect away from maladaptive coping.
 - iv. Identify supports.
 - v. Specify how to obtain support.



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Providing Crisis Interventions
Psychological Education (cont.)

- Strategy 4: SPG
 5. Close by evaluating reaction management plans
 - a. Approximate duration 5 minutes
 - b. Goal:
 - i. Students can demonstrate knowledge of self-care.




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Providing Crisis Interventions

Psychological Education (cont.)




- Limitations of Psychological Education
 1. It is not sufficient for severe reactions.
 2. It must be paired with other interventions.
 3. More research is needed.


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Providing Crisis Interventions

Psychological Education (Cont.)



- Activity
 1. Rate your school's ability to facilitate psychological education.
 - a. No ability
 - b. Limited ability
 - c. Partial ability
 - d. Complete ability



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Rate your school's ability to facilitate psychological education.


No ability	
Limited ability	
Partial ability	
Complete ability	

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Providing Crisis Interventions

Psychological Education (Cont.)

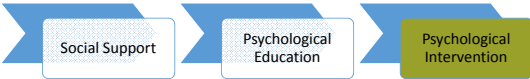


- Small group discussion
 1. How might you improve your school's ability to facilitate psychological education?
 - Are there any current practices in place that could be modified to provide crisis-related psychological education?
 2. Identify Internet resources (like www.nasponline.org) that provide psychological education.
 3. Share results of your discussion.



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THREE MENTAL HEALTH CRISIS INTERVENTION CLASSIFICATIONS




Place PREPaRE mental health crisis interventions on a multitiered continuum ranging from least to most restrictive.

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Providing Crisis Interventions

Psychological Intervention

- Definition
 - Active and direct attempts on the part of crisis interveners to respond to acute distress and promote adaptive coping.



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Providing Crisis Interventions

Psychological Intervention (cont.)

- Preliminary Considerations
 1. Doing no harm
 2. Addressing acute distress
 3. Parental permission
 4. Limits to the school response

Primum non nocere
Ψ
First, do no harm

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Providing Crisis Interventions

Psychological Intervention (cont.)

- Strategies:
 1. Stabilization
 2. Group Crisis Intervention
 3. Individual Crisis Intervention
 4. Psychological Recovery
 5. Psychotherapeutic Treatments

Immediate,
Less
Restrictive

↑
↓

Later,
More
Restrictive

} Selected
Interventions

} Indicated
Interventions

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Providing Crisis Interventions

Psychological Intervention (cont.)


- Strategy 1: Stabilization Goal
 - To calm and orient [in the moment] emotionally overwhelmed or disoriented students and school staff.

Brymer, Taylor et al. (2012, p. 35)

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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 1: Stabilization
 - Strategies: Responding to the distressed adult or older student
 - a. Reestablish social support.
 - b. Respect privacy:
 - Remain calm, quiet, and present
 - Give physical and emotional space
 - c. Offer assistance.
 - d. Provide practical guidance.
 - e. Support understanding of crisis facts.
 - f. Help identify crisis problems.

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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 1: Stabilization
 - Strategies: Responding to the distressed younger child
 - a. Reestablish support from a familiar (and stable!) caregiver (ideally a primary caregiver).
 - b. Remain calm, quiet (speak in low tone), and reassuring (sit with child at eye level).
 - c. Consider placing (never forcing) a reassuring or protective arm across the child's shoulder.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 1: Stabilization
 - Strategies: Responding to the distressed child (cont.)
 - d. Distract the child.
 - Ask carefully chosen safe and neutral questions about the child's interests.
 - e. Give reassuring crisis facts.
 - Talk about events in a developmentally appropriate manner.
 - f. Child's questions determine additional information given.

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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 1: Stabilization
 - Strategies: Responding to extreme agitation and disorientation
 - a. Get at eye level.
 - b. Prompt attention.
 - Ask the student to listen to you.
 - c. Determine if oriented to person, place, and setting:
 - Ask where you both are.
 - Ask the child to describe immediate surroundings.
 - d. Consider a grounding activity.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 1: Stabilization Discussion
 - Consider the following situation:
 - Your principal has been informed of a student's death before the start of school. From primary triage you identify a best friend of the deceased and are concerned about how this friend will react. A teacher who has established a positive relationship with the student offers to be with the school psychologist when she breaks this tragic news. Upon hearing of his friend's death, the student becomes agitated, paces, holding and shaking his head, shouting "No, no, no!"
 - How would you respond to stabilize the situation?

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: Group Crisis Intervention (GCI)
 - *GCI is similar to and sometimes identified as debriefing; however, the PREPgRE GCI has modified this approach so that GCI sessions take into account both students' developmental differences and questions of efficacy that have been raised by empirical investigations of debriefing.*
Brock et al. (2016, p. 282)



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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Goals
 1. Improve the person's ability to cope.
 - a. Understand facts and recognize rumors.
 - b. Appreciate common experiences and reactions.
 - c. Recognize pathological reactions and maladaptive coping.
 - d. Know how to obtain a mental health crisis intervention.
 - e. Identify stress management strategies.
 2. Collect secondary triage data.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Elements



1. *Introduce* session (5–10 min)
2. *Provide* facts & dispel rumors (30 min)
3. *Share* stories (30–60 min)
4. *Identify* reactions (30 min)
5. *Empower* students (60 min)
6. *Close* (30 min)

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: When to Provide GCI

Indications	Contraindications
<ol style="list-style-type: none"> 1. Secondary/vicarious victims 2. A desire to talk about experiences 3. Part of an MTSS 4. More involved intervention 5. Led by professionals 6. Similar crisis exposure 7. Provided in a group setting 8. Cohesive group support 	<ol style="list-style-type: none"> 1. Primary victims 2. Immediately after crisis exposure 3. Stand-alone intervention 4. Less involved intervention 5. Led by poorly trained facilitators 6. Different crisis exposures 7. An individual intervention 8. Group hurtful, divisive, unsupportive 9. Witnesses to a crime

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Providing Crisis Interventions
Psychological Intervention (Cont.)






- Strategy 2: GCI General Considerations
 1. Who should participate
 2. Optimal group size
 3. Where to offer
 4. When to offer
 5. Providers
 6. Group leaders
 7. Teacher's role
 8. Decisions about follow-up
 9. Parental permission
 10. Limits of confidentiality

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
Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI vs. Psychological Education
 - Similarities and differences
 - All provide crisis facts. 
 - SPG adds direct instruction regarding crisis reaction coping strategies. 
 - GCI allows sharing of experiences and reactions and facilitates identification of coping strategies. 

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
 1. Introduce session
 - a. Approximate duration 5–10 minutes
 - b. Goals:
 - i. Understand purpose, process, and steps.
 - ii. Identify facilitators.
 - iii. Review or establish ground rules.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
 2. Provide facts & dispel rumors
 - a. Approximate duration 30 minutes
 - b. Goals:
 - i. Understand crisis details.
 - ii. Stop rumors.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
 2. Provide facts and dispel rumors (cont.)
 - c. Strategies:
 - i. Read crisis fact sheet.
 - ii. Use questions to guide information (beyond basic, reassuring facts).
 - iii. Exercise care when giving frightening details.
 - iv. Acknowledge unresolved crisis details.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
 3. Share stories
 - a. Approximate duration 30-60 minutes
 - b. Goals:
 - i. Share common experiences.
 - ii. Identify common group experience.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 3. *Share* stories (cont.)
- c. Strategies:
 - i. Ask for volunteers.
 - ii. Give all a chance to share (not required to do so).
 - iii. Account for developmental level.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 4. *Identify* crisis reactions and challenges
- a. Approximate duration 30 minutes
- b. Goals:
 - i. Share crisis reactions and challenges.
 - ii. Identify common reactions and challenges.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 4. *Identify* crisis reactions and challenges (cont.)
- c. Strategies:
 - i. Give students a chance to share (not required to do so)
 - ii. Identify common crisis reactions.
 - iii. Discuss self-referral procedures.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 5. Empower with coping knowledge
- a. Approximate duration 60 minutes
- b. Goals:
 - i. Teach or identify stress management and relaxation techniques.
 - ii. Identify existing supports.
 - iii. Identify adaptive coping strategies.
 - iv. Redirect away from maladaptive coping.
 - v. Collect secondary triage data.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 5. Empower with coping knowledge (cont.)
- c. Strategies:
 - i. Allow for independent problem solving.
 - ii. Teach how to cope.
 - iii. Instruct in how to make crisis intervention referrals.




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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 2: GCI Steps
- 6. Close
- a. Approximate duration 30 minutes
- b. Goal:
 - i. Begin to place the crisis in the past and look forward.




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
Seminar in Preventive Psychological Interventions: Specific Crisis Interventions

Providing Crisis Interventions

Psychological Intervention (cont.)




- Strategy 2: GCI Steps
- 6. *Close* (cont.)
- c. Strategies:
 - i. Prepare for funerals.
 - ii. Supervise memorials.
 - iii. Create get well & condolence cards or write letters
 - iv. Decide what to do with deceased's belongings?
 - v. Summarize what has been learned.
 - vi. Reiterate self-referral.



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Providing Crisis Interventions

Psychological Intervention (Cont.)




- Strategy 2: GCI Follow-Up
- 1. Communicate with families.
- 2. Continue to be available.
- 3. Conduct secondary triage.

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Providing Crisis Interventions


Psychological Intervention (cont.)



- Strategy 2: GCI Demonstration (Situation 1)
- The community has experienced a flash flood that damaged the area surrounding your school. Although floodwaters quickly receded, there was property damage. While your school was undamaged, and there were no fatalities, there were several minor injuries. One of the injured was a student in this sixth-grade classroom (a sprained ankle) who has not yet returned to school. It is now several days after the flood, and teachers have reported that significant numbers of students (all of whom had similar exposure to the flood, and none of whom were injured) are wanting to tell their crisis stories and share how the flood has affected them. Secondary triage has confirmed that this classroom is appropriate for a GCI. It is Tuesday morning as the teacher, school psychologist, and counselor enter the classroom.


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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: Individual Crisis Intervention (ICI)
 - *This form of psychological crisis intervention is not psychotherapy, nor a substitute for such. It does not have crisis resolution (or solving of crisis-generated problems) as its goal. Rather, ICI aims at placing crisis-exposed students in a position from which they can independently cope with crisis-generated problems (if the psychological injury was not severe), or from which they can access psychotherapeutic treatment (if the psychological injury was severe).*

Brock et al. (2016, p. 301)



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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Goals
 1. Reestablish immediate coping.
 - a. Provide safety and support.
 - b. Contain distress.
 - c. Identify problems.
 - d. Support coping and problem solving.
 2. Conduct secondary triage.

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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Elements




1. *Establish* psychological contact.
2. *Verify* readiness to problem solve.
3. *Identify* crisis problems.
4. *Address* crisis problems.
5. *Evaluate* the intervention.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI General Considerations
 1. That it is not psychotherapy
 2. Who should be offered ICI
 3. Where ICI should be offered
 4. When to offer ICI
 5. ICI providers
 6. When follow-up is needed
 7. Parental permission
 8. Limits of confidentiality

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Providing Crisis Interventions
Psychological Intervention (Cont.)




- Strategy 3: ICI Steps
 1. Establish psychological contact
 - a. Goals:
 - i. Establish rapport.
 - ii. Determine problem solving readiness.




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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Steps
 1. Establish psychological contact (cont.)
 - b. Strategies:
 - i. Introduce self and inquire about basic needs.
 - ii. Give student "personal space."
 - iii. Don't force conversation.
 - iv. Demonstrate empathy, respect, and warmth.





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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Steps
 - 2. *Verify* readiness to problem solve
 - a. Goal:
 - i. Verify readiness to talk.
 - b. Strategy:
 - i. Refer to Handout 9 for guidance on responding to distressed and emotional students.



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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Steps
 - 3. *Identify* crisis problems
 - a. Goals:
 - i. State crisis problems.
 - ii. Prioritize crisis problems.



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Providing Crisis Interventions
Psychological Intervention (cont.)

- Strategy 3: ICI Steps
 - 3. *Identify* crisis problems (cont.)
 - a. Strategies:
 - i. Ask about immediate needs.
 - ii. Ask for the crisis story (don't press for details).
 - iii. Ask about crisis impact.
 - iv. Ask about concerns for immediate future.
 - v. Prioritize problems.
 - vi. Assess coping capacity and resources and lethality.





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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Steps
 - 4. *Address* crisis problems
 - a. Goals:
 - i. Restore immediate coping.
 - ii. Begin problem solving.



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Providing Crisis Interventions
Psychological Intervention (cont.)



- Strategy 3: ICI Steps
 - 4. *Address* crisis problems (cont.)
 - b. Strategies:
 - i. Ask about coping attempts.
 - ii. Facilitate exploration of alternative coping strategies.
 - iii. Direct adaptive coping (control the situation).



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Providing Crisis Interventions
Psychological Intervention (cont.)


- Strategy 3: ICI Steps
 - 5. *Evaluate* the intervention
 - a. Goals:
 - i. Restore immediate coping.
 - ii. Identify and empower caregiving support.
 - iii. Reduce lethality, if present.




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Seminar in Preventive Psychological Interventions: Specific Crisis Interventions

Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Steps
 5. Evaluate (cont.)
 - b. Strategies:
 - i. Secure identifying information.
 - ii. Contract for recontact and follow-up.
 - iii. Contact social support providers (caregivers).
 - iv. Verify that adaptive problem solving has begun.



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
Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Demonstration
 - This crisis situation begins with an intermediate-grade student, Chris, crying in a corner of a schoolyard, just out of view of the playground. Two days earlier, Chris had witnessed a lightning strike on a school playground.
 - Refer to your book for a copy of the sample ICI dialogue.
 - As the script is read look for examples of ICI elements.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Large Group Simulation
 - While walking to school 2 days ago, a student who attends one of your middle schools was stabbed and killed. You are now checking in with an eighth grader (Taylor), who was best friends with the student (Juan) who died. It is 3 days after the stabbing, and Taylor had been refusing to come to school (this is his first day back to school). You are talking to Taylor in your office just after Taylor was brought to school by a social worker.
 - How might you establish rapport with Taylor?





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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Large Group Simulation (cont.)
 - You have established rapport with Taylor. His or her basic needs are currently met, and he or she is willing to talk to you. What is your next step?
- How might you identify and prioritize Taylor's problems?




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Large Group Simulation (cont.)
 - You have identified that Taylor is fearful of walking to school and that he or she is feeling very alone. With Juan gone, Taylor sees no reason to go to school. What is your next step?
- How might you help Taylor address his or her problems?
- Remember, adolescents may have impulses to do something risky, just to feel better temporarily. They may not see the need to be careful. Consider asking these youth to try talking to an adult they trust before acting impulsively.





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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Large Group Simulation (cont.)
 - Taylor's initial strategy to cope with being afraid of going to school is to kill the person he or she knew had been bullying his friend Juan and (incorrectly) thought had murdered his or her friend. Taylor is also suicidal.
- What is your next step?
 - We will need to use a very directive approach.
- Evaluate the effectiveness of this intervention.



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Seminar in Preventive Psychological Interventions: Specific Crisis Interventions


Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 3: ICI Role Plays
 1. Divide into groups of two pairs (four people).
 2. Identify roles of person-in-crisis, crisis intervener, and observer.
 3. Each pair develop a crisis situation that the pair feels will allow them to demonstrate the entire ICI model.
 4. Observers use the ICI Observation Form in the syllabus.
 5. Crisis intervener shares what he or she was trying to accomplish. Then the person-in-crisis shares what he or she experienced. Finally, have observers report what they saw.
 6. Credit for this activity will be earned by attendance at this class meeting and observed participation in the role play AND the submission for at least four (4) completed ICI Observation Forms.

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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 4: Psychological Recovery
 - Some need assistance extending beyond crisis interventions.




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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 4: Psychological Recovery
 - Consider use of *Skills for Psychological Recovery (SPR): A Field Operations Guide*
 - The SPR skill sets are designed to be helpful in addressing the survivors' and responders' needs and concerns. These interventions have had good results following individual as well as group traumas, including disasters and acts of terrorism. They are also in alignment with the literature on improving resilience and facilitating recovery of function following traumatic stress.







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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 4: Psychological Recovery
 - Six *SPR* skills include
 1. Gathering information and prioritizing assistance.
 2. Building problem-solving skills.
 3. Promoting positive activities.
 4. Managing reactions.
 5. Promoting helpful thinking.
 6. Rebuilding healthy social connections.




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Providing Crisis Interventions
Psychological Intervention (cont.)






- Strategy 5: Psychotherapeutic Treatment Options
 1. Trauma-focused cognitive-behavioral approaches
 2. Eye Movement Desensitization and Reprocessing
 3. Medication



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Providing Crisis Interventions
Psychological Intervention (cont.)




- Strategy 5: Psychotherapeutic Treatment Options (cont.)
 - Websites for referral for community-based treatment
 - <http://211.org> 
 - <http://locator.apa.org/> 

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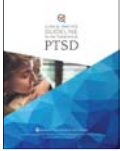
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Providing Crisis Interventions


Psychological Intervention (cont.)



- Strategy 5: Treatment Options for Adults
 - Refer to the American Psychological Association's *Clinical Practice Guideline for the Treatment of PTSD*.




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Final Exam

- From today's lecture and assigned readings what are the main ideas or important points that should be considered for inclusion on a comprehensive final exam?

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Next Meeting April 24

- **Read:** Miller et al. (2009); Brock & Reeves (2018); Lieberman et al. (2014)
- **Obtain:** Brock (2019a; 2019b)
- **Turn in:**
 1. CBITS Provider Basic Training Course certificate (part 1) for April 17 attendance credit
 2. Psychological First Aid Script
 3. CBITS Provider Basic Training Course certificate (part 2) for extra credit

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