

# Learning Objectives

## ❖ **Introduction to The Comprehensive Guide to Crisis Intervention Planning**

Readers will be able to:

- Understand how to use this learning tool in terms of the purposes and features of each section

## ❖ **The Comprehensive Guide to Crisis Intervention Planning: Learning Objectives**

Readers will be able to:

- Locate materials that match exactly what they'd like to learn
- Select which sections best meet their needs and priorities

## ❖ **Values and Principles for Crisis Planners and Responders**

Readers will be able to:

- Describe the values and principles that are useful in crisis planning and response
- State at least three specific elements or justifications for at least ten of the values and principles

## ❖ **Anatomy of a Crisis Response**

Readers will be able to:

- Describe the actions that comprise crises responses in detail.
- Select the action steps of crisis response that are most relevant for their own practice
- Describe the procedures relevant to each step of crisis response
- Select the procedures that are most relevant for their own practice
- Describe the clinical perspectives that inform the actions and procedures central to crisis response
- Describe how the values and principles of crisis plan design and response fit with the actions, procedures and clinical perspectives of a crisis response
- Select the values and principles of crisis plan design and response that are most relevant for their own practice
- Describe the administrative and program design considerations of crisis planning and response
- Select the administrative and program design considerations that are most relevant for their own practice

## ❖ **Introduction: Crisis, Safety and Transition**

Readers will be able to:

- State the fundamentals of safety assessment

- Identify important questions to answer in a safety assessment
- Describe the rationales and fundamentals of initial crisis planning
- Use a formal assessment tool as effectively and efficiently as possible
- Describe the factors that should be assessed for transition planning
- Determine when crisis, safety and transition planning are needed

### ❖ **Bobby's Story**

Readers will be able to:

- Identify likely potential crisis incidents
- Identify possible reactive crisis plans for each incident, above
- Identify possible proactive crisis plans for each incident, above
- Describe how strengths can assist in crisis planning

### ❖ **Crisis, Safety & Transitions: An In Depth Look**

Readers will be able to:

- Define what a crisis is
- Describe how events become crises<sup>1</sup>
- Describe the roles of perception, responsive support and specific coping skills in determining whether or not an event becomes a crisis<sup>2</sup>
- Define the escalation, peak and recoil in a crisis<sup>3</sup>
- Describe at least ten principles of crisis planning
- Describe when a crisis plan, a safety plan and/or a transition plan is needed
- List the salient features of crisis plans, safety plans and transition plans
- Define reactive and proactive crisis plans and describe when they are needed
- Define safety plans and describe when they are needed
- Define transition plans and describe when they are needed
- State at least five factors to consider when developing crisis, safety and transition plans

### ❖ **Jorge's Story**

Readers will be able to:

- Identify crisis and safety issues

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<sup>1</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

<sup>2</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

<sup>3</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

- Recognize risky behaviors and crisis triggers
- Develop reactive and proactive plans that respond to specific crisis and safety issues
- Recognize when and why strengths are useful in crisis planning

### ❖ **Discovering Strengths**

Readers will be able to:

- State why it's important to learn individual and family strengths when developing crisis, safety and transition plans
- Describe at least five ways to learn strengths
- Assess the strengths, values, choices and preferences of an adult
- Assess the strengths, values, choices and preferences of a child
- Describe how to do a brief strengths assessment with an adult and a child

### ❖ **Allyson's Story**

Readers will be able to:

- Identify crisis and safety issues
- Recognize risky behaviors and crisis triggers
- Develop reactive and proactive plans that respond to specific crisis and safety issues
- Recognize when and why strengths are useful in crisis planning

### ❖ **Crisis Analysis: Thinking Through a Crisis**

Readers will be able to:

- Describe specifically what everyone involved in a crisis is actually doing
- Describe what each person is getting and/or avoiding related to what each is doing
- Establish what level of risk best reflects each person's safety
- Identify possible next steps for each participant in a crisis
- Determine which crisis participants are angry, allied, isolated
- State how each person involved in the crisis may perceive it<sup>4</sup>
- State how developmental factors affect crises
- Identify family system issues that may impact a crisis
- Predict, as accurately as possible, how each participant in a crisis is likely to respond to community members and service providers
- Describe what a responsive network of support can do for people in crisis and who might be part of it<sup>5</sup>

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<sup>4</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

- Describe the relationship between coping skills and crisis response<sup>6</sup>
- Explain what crisis-specific coping skills are
- Define the role of short term outcomes in crisis planning and response

### ❖ **Ernesto's Story**

Readers will be able to:

- Describe what it's like to learn about peoples' strengths, preferences, values, choices and experiences before learning about the crisis in which they are involved
- List who could be involved in a crisis plan or response
- Describe significant strengths that may be utilized in crisis planning and response
- Select a likely crisis from a scenario and develop reactive and proactive response to it

### ❖ **Putting Cultural Icons to Work in Strength-Based Strategies**

Readers will be able to:

- Use at least five elements (film, books, public figures, etc.) of current American culture to develop proactive crisis plans for each of five persons the reader knows

### ❖ **Crisis Severity Rating Scale**

Readers will be able to:

- Predict and differentiate from each other the likely perspectives about the severity of each crisis as relates to each individual, program or system
- Give at least one reason why each individual, program or system responds to severity

### ❖ **Components of a Crisis Plan<sup>7</sup>**

Readers will be able to:

- Identify the important components of a crisis plan document

### ❖ **Jonathon's Story**

Readers will be able to:

- Describe the importance of knowing about strengths in designing crisis plans and responses

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<sup>5</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

<sup>6</sup> Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, Numerous published and non-published writings, 1994-present

<sup>7</sup> New Jersey Partnership for Children

- Describe the difficulty of crisis plans and responses when no strengths are known
- Identify impending crisis, immediate safety issues and challenging transitions in a family scenario
- Identify potential resource people and the roles they will play in crisis planning and responses
- Describe the strengths, values and preferences of the family in the scenario
- Develop reactive and proactive crisis plans, safety plans and transition plans for the family in the scenario
- Describe barriers in your community that relate to the crisis plans developed above

### ❖ **James & Gina's Story**

Readers will be able to:

- Describe what it's like to develop a crisis plan with no resource people and then, with resource people
- Complete an initial safety analysis
- Describe the strengths, choices and values of the family in the scenario
- Develop reactive and proactive crisis plans, safety plans and transition plans for the family in the scenario

### ❖ **Toby's Story**

Readers will be able to:

- Use the safety planning steps (above: Crisis, Safety and Transitions: An In Depth Look) to develop a safety plan for a family in a scenario

### ❖ **Developing a Safety Plan for Someone You Know**

Readers will be able to:

- Name the steps necessary to develop effective safety plans

### ❖ **Evaluating a Crisis Plan**

Readers will be able to:

- Evaluate a crisis plan they've developed for themselves, a family member, a friend or a consumer

### ❖ **Transitional Crisis Plans**

Readers will be able to:

- Describe key elements of transitional crisis plans
- State at least five potentially challenging transitions
- Create realistic, strength-based plans for personal transitions
- Develop a transition plan for a family they know

