Individual Crisis Intervention

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October 11, 2023

Disclaimer and Funding Statement

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).
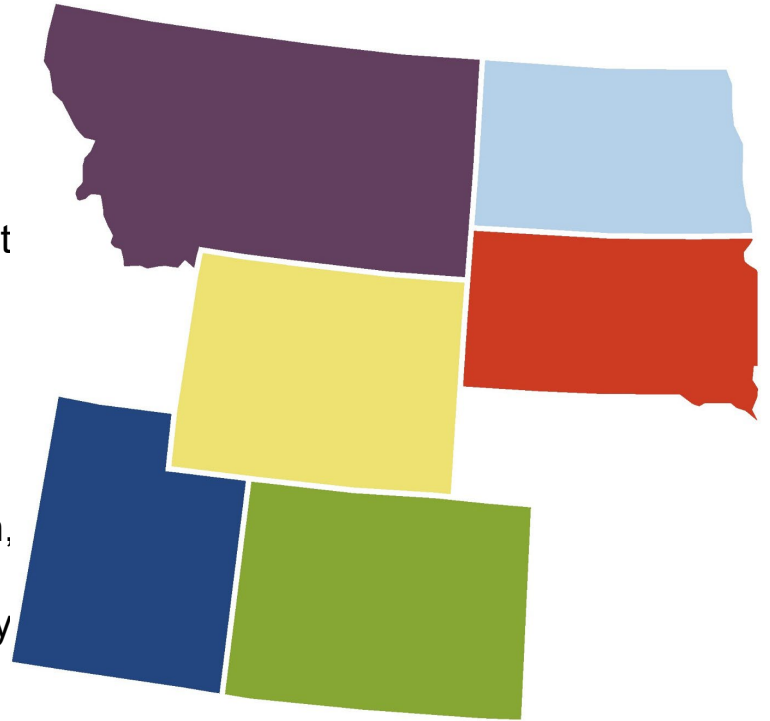
Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

Strengths-based AND HOPEFUL

Inclusive and accepting of diverse cultures, genders, perspectives, and experiences

Healing-centered and trauma-responsive

Inviting to individuals participating in their OWN JOURNEYS

Person-first and free of labels

Non-judgmental and avoiding assumptions

Respectful, clear and understandable

Consistent with OUR ACTIONS, policies, and products

Adapted from: https://mhcc.org.au/wp-content/uploads/2019/08/Recovery-Oriented-Language-Guide_2019ed_v1_20190809-Web.pdf

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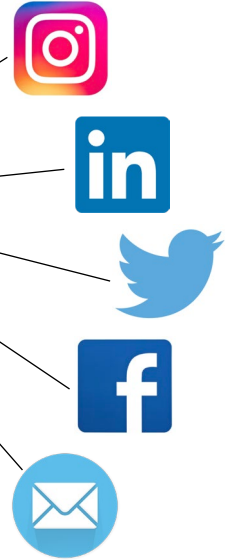
ICI: Individual Crisis Intervention

Developed from the NASP PREPaRE curriculum for use during the 2023 Maui Wildfire crisis

Unique needs of Hawaii

As we convene, we acknowledge Hawai'i as an indigenous space where the descendants of the original people are Kānaka Maoli or Native Hawaiian. We recognize that her majesty Queen Lili'uokalani yielded the Hawaiian Kingdom and these territories under duress and protest to the United States to avoid the bloodshed of her people, who are recognized in the Kingdom's law and today as Kānaka Maoli. We further recognize that generations of indigenous Hawaiians and their knowledge systems shaped Hawai'i in a sustainable way that allow us to enjoy her gifts today. For this, we are truly grateful.

Unique Needs of Children

It is generally accepted now that children represent a highly vulnerable population, for whom levels of symptoms may often be higher than for adults.

Recent literature also suggests that childhood trauma can have a lasting impact on child cognitive, moral, and personality development, interpersonal relationships, and coping abilities.

Barenbaum et al. (2004, p. 42)

Psychological Intervention

- 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)

Individual Crisis Intervention (ICI)

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

ICI General Considerations

- That it is not psychotherapy
- Who should be offered ICI
- Where ICI should be offered
- When to offer ICI
- ICI providers
- When follow-up is needed
- Parental permission
- Limits of confidentiality

ICI Steps

1.*Establish* psychological contact
    a.Goals:
        I. Establish rapport.
        Ii. Determine problem-solving readiness.
    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.

5. Evaluate & Conclude

1. Establish Psychological Contact

2. Verify Readiness to Proceed

3. Identify & Prioritize Crisis Problems

4. Address Crisis Problems
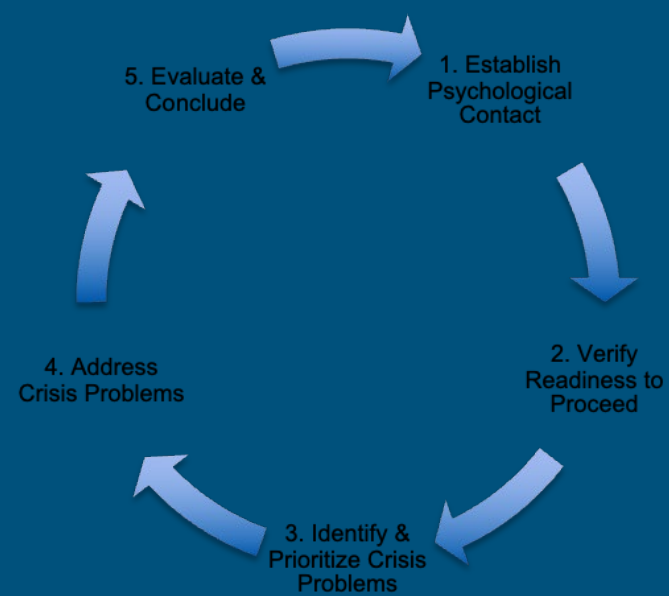
ICI Steps

2. *Verify* readiness to problem solve

    a. Goals:

        I. Verify basic needs are met.

        Ii. Confirm readiness to problem solve.

    b. Strategies:

        I. Address physiological and safety needs.

        Ii. Refer to Handout 9 for guidance on responding to distressed and emotional students.

ICI Steps

3. *Identify* crisis problems

    a. Goals:

        I. State crisis problems.

        Ii. Prioritize crisis problems.

    b. 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.

ICI Steps

4.*Address* crisis problems

    a.Goals:

        I. Restore immediate coping.

        Ii. Begin problem solving.

    b.Strategies:

        I. Ask about coping attempts.

        Ii. Facilitate exploration of alternative coping strategies.

        Iii. Direct adaptive coping (control the situation).

ICI Steps

5. *Evaluate* the intervention

    a. Goals:

        I. Restore immediate coping.

        Ii. Identify and empower caregiving support.

        Iii. Reduce lethality, if present.

    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.

ICI Role Play

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 Handout 38 for a copy of the sample ICI dialogue.

As the script is read, look for examples of ICI elements.

ICI in small group

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.

5. Crisis intervener shares what they were trying to accomplish. Then the person-in-crisis shares what they experienced. Finally, have observers report what they saw.

Questions/Comments?

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For more information about PREPaRE:
https://www.nasponline.org/professional-development/prepare-training-curriculum

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