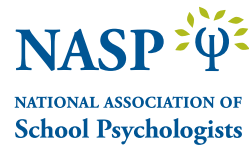




## Workshop 2 (3rd Edition, 2019)



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# Handout 32: Elements of Individual Crisis Intervention

## 1. *Establish psychological contact.*



- a. Introduction:
  - i. Identify self.
  - ii. Inquire about and address basic needs as indicated.
- b. Empathy:
  - i. Identify crisis facts.
  - ii. Identify crisis-related feelings.
- c. Respect:
  - i. Pause to listen.
  - ii. Do not dominate the conversation.
  - iii. Do not try to smooth things over.
- d. Warmth:
  - i. Ensure that verbal communication is congruent with nonverbal behaviors.
  - ii. Consider the use of, and when indicated provide, physical contact (e.g., a reassuring arm around the shoulder of a frightened student).

## 2. *Verify emotional readiness to begin problem identification and problem solving.*



- a. If the student is not ready, stabilize the student.
- b. If the student is ready, begin the problem-solving process.

## 3. *Identify and prioritize crisis-generated problems. Identify the most immediate concerns.*



- a. Ask about what happened and gain understanding of the crisis story.
- b. Ask about the problems generated by the crisis event.
- c. Rank order crisis-generated problems.

## 4. *Address crisis-generated problems. Encourage the student to be as responsible as possible for coping with crisis-generated challenges.*



- a. Ask about coping attempts already made and validate adaptive coping strategies already identified by the student.
- b. Facilitate exploration of additional coping strategies and, as indicated, encourage the student to identify his or her own adaptive coping strategies.
- c. Propose alternative coping strategies and, as indicated, do not hesitate to explicitly direct the student toward adaptive coping strategies.

- i. If lethality is low and the student is capable of action, then take a facilitative stance (i.e., the student initiates and is responsible for coping actions).
- ii. If lethality is high or student is not capable of acting, then take a directive stance (i.e., the crisis intervener initiates and is responsible for coping actions).

5. *Evaluate and conclude the ICI session. Ensure that the individual is moving toward adaptive crisis resolution.*



- a. Secure identifying information and identify and ensure connection with primary support systems (e.g., parents, teachers).
- b. Agree on a time for recontact and follow-up.
- c. Assess whether immediate coping has been restored.
  - i. Physical and emotional support have been obtained, and any lethality has been reduced.
  - ii. Crisis problems have been identified, and adaptive coping has been initiated.
  - iii. Using the assessed trauma risk level, the student has been linked to appropriate helping resources.
    - If these goals have not been obtained, then restart the ICI process.
    - If these goals have been obtained, compliment the student on his or her problem-solving skills, convey the expectation that he or she will cope with the trauma, and conclude ICI. Social supports may now become the primary crisis intervention.
    - Keep in mind that triage is a process and that ongoing monitoring of the recovery process is always important.

*Note.* From *School Crisis Prevention and Intervention: The PREP<sub>a</sub>RE Model* (pp. 232–233), by S. E. Brock et al., 2009, Bethesda, MD: NASP. Copyright 2009 by the National Association of School Psychologists. Adapted with permission.