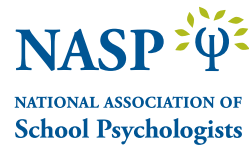




Workshop 2 (3rd Edition, 2019)



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Handout 39: Individual Crisis Intervention Observation Form

Use this handout to record your observations relative to each step of the Individual Crisis Intervention process.

1. Establish psychological contact.



- a. Introduce the session.
 - i. Identifies caregiver.
 - ii. If necessary, addresses basic needs.
- b. Express empathy.
 - i. Shares understanding of crisis facts.
 - ii. Demonstrates understanding of crisis-related feelings.
- c. Show respect.
 - i. Pauses to listen.
 - ii. Does not dominate the conversation.
 - iii. Does not try to smooth things over.
- d. Show warmth.
 - i. Verbal and paraverbal communication is congruent.
 - ii. If appropriate, uses physical contact.

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



a. Determines if the student is ready to problem-solve.

b. If the student is not ready, stabilizes the student.

c. If the student is ready, begins the problem-solving process.

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



a. Crisis story.

b. Problems generated by the crisis event.

c. Crisis-generated problems, ranked from most to least important.

i.

ii.

iii.

iv.

v.

4. Address crisis-generated problems. Encourage the crisis survivor to be as responsible for coping with crisis-generated challenges as is possible.



- a. Ask: Has student made coping attempts already? Validates adaptive coping strategies.

- b. Facilitate: Explores additional coping strategies. To the extent possible, has helped the student identify his or her own adaptive coping strategies.

- c. Propose: As indicated, proposes using alternative coping strategies. Does not hesitate to explicitly direct the crisis survivor toward adaptive coping strategies.

- d. Level of lethality:
 - i. If lethality is low and student is capable of action, takes a facilitative stance (i.e., the crisis survivor initiates and is responsible for coping actions).
 - ii. If lethality is high or student is not capable of acting, then takes 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. Verify identifying information.

- b. Identify a time for recontacting and following up.

- c. Conduct assessment regarding whether immediate coping has been restored.