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## **DIGGING DEEPER INTO CRISIS PLANNING & SAFETY PROGRAMMING**

### Opportunities for Proactive Response

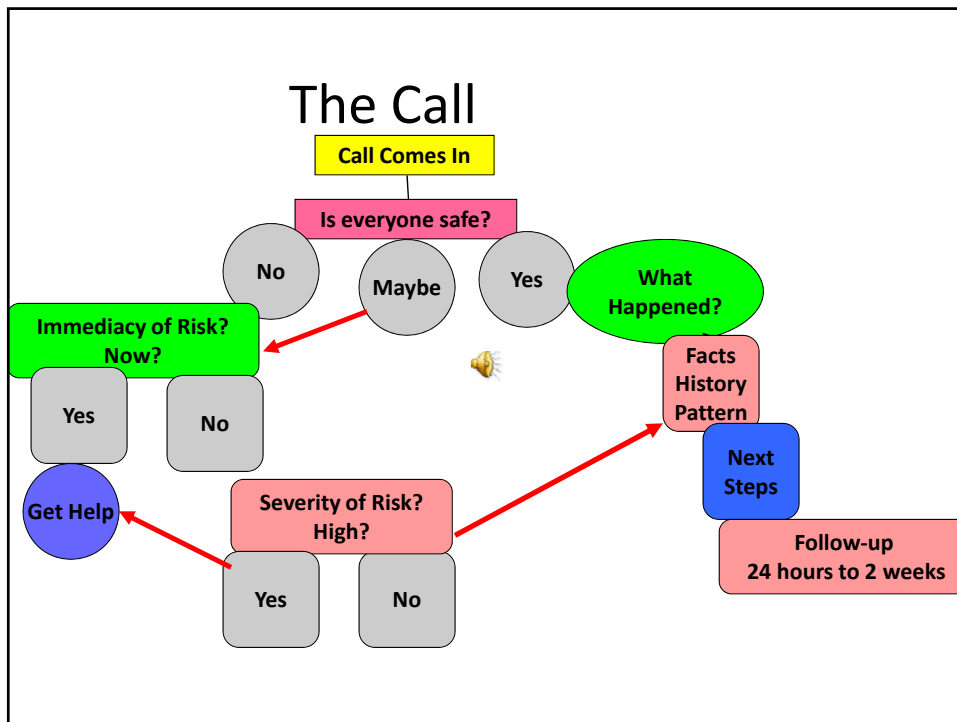
- **Crisis Planning**
  - A time when you don't know what to do
  - Associates with a general loss of purpose
  - A sense of disequilibrium
  - Creates a sense of helplessness
  - Is different than safety planning
  - May or may not require immediate reaction
- **Safety Programming**
  - A time when basic health and safety is compromised
  - Requires a reaction to keep someone safe
  - A person may know what to do but choose not to do it
  - Should promote skills & abilities for increased safety
  - Requires immediate reaction
  - Is non-negotiable

## Big Ideas

- Crisis and safety are two different things
- Community defines safety or safe enough
- Families define their own crisis
- Helpers have choice when it comes to crisis
  - You can respond or not
  - Crisis planning can make people feel better
- Safety is nonnegotiable
  - You must respond if risk is severe & imminent
  - In safety areas it's about doing more than planning

## Big Question

- How to help staff and families know the difference between crisis and safety?



## Another Big Idea

- Higher risk equals a greater the need for multi-dimensional, high frequency practice.

## Five “R”s of Safety Programming

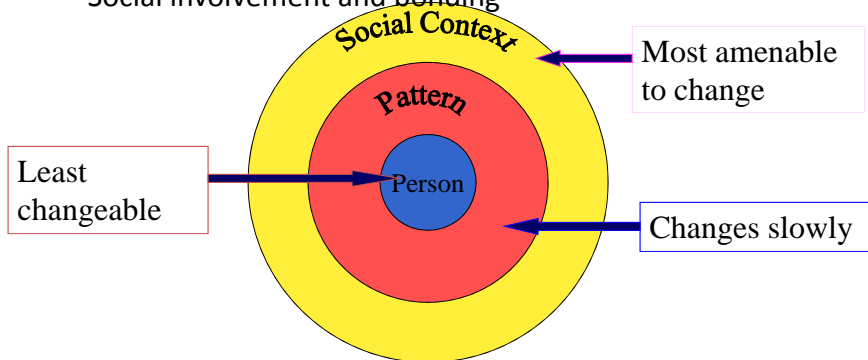


## Possible Activities for Each “R”

- Risk: Overview of cycle of violence, what is it, how does it happen, how it impacts each family, behaviorally specific assessment of situation & likelihood of reoccurrence
- Regret: **Context Building**: Creates ways for families to gather new insights, methods for self forgiveness
- Rehabilitation: **Capacity Building**: Development of reasonable safety plans, holding safety drills, teaching people what to do when things are unsafe
- Restoration: **Confidence building**, Methods to make amends for the damage done, restore the confidence of those harmed and the community
- Reconnection: **Community Building**, creating connections to pay attention, help out and reinforce insight,

## The Structure of Protective Factors

- Three inter-related categories
  - Individual characteristics
  - Attitudes, beliefs and patterns of behavior
  - Social involvement and bonding



## Increasing Protective Factors

- Look for a social context or individual activity that builds on a functional strength
- Establish a baseline and create a target for the expression of the factor
- Provide necessary support
- Track changes over time

## Targeting Behaviors

- High Priorities
  - Interfere in daily life
  - Keep people from getting what they want
  - Represent a threat
- Pick your battles by starting with the highest risk
- Pick low fruit
  - Increased confidence will lead to increased capacities
- Create a lifestyle plan, not a behavior plan
  
- Generate a list of five unsafe behaviors you worry about

## Reporting the Facts of Behavior Is it really a protective issue?

- When
  - Describe the last incident of the behavior
  - Time of day, day of week, etc.
- What
  - Describe what happened
  - Behaviorally specific
  - The last incident not a string of incidents
  - Stick with the facts
- Who
  - Describe who was involved
  - Prior to the behavior, immediately before the behavior, during the behavior, when the behavior was over
- Where
  - Where did it start
  - Where did it continue
  - Where did it end

## Joining with the Family

- **What** is the family's perception:
  - Of the risk?
  - Of the court's perception of the risk?
  - Of your perception of the risk?
- **What** are the limits:
  - What is the family willing to do?
  - What aren't they willing to do?
  - Has anyone spoken about the consequences of those stands?
- **How** do you balance:
  - Danger & Safety Factors
  - Agency & Family Goals
  - Family & Professional Knowledge

## Tips for Addressing Risk

- Assume positive intent
- Define the facts of the event in a respectful manner
  - Avoid describing your reaction to the event
- Identify that risk looks different from other views
  - The person at risk, the person who is initiating the event, the bystander
- Reach agreement about the concern
  - Either that there is a risk or that there will be community action
- Generate who will do what, when and the next steps
- Follow through

# Risk Scaling

## Person's Perspective

- Define the event or risk
  - What, Who, When, Where
- Ask the person to rate on a scale:
  - What the likelihood of it happening again, *from their perspective?*
  - What is the likelihood that someone will suffer harm if it did happen again, *from their perspective?*

## Community Perspective

- Define the event or risk
- Ask the person to rate on a scale:
  - What the likelihood of it happening again, *from a ))) (police, child welfare, probation)?*
  - What the likelihood that someone will suffer harm, *if you were the person harmed?*

## Risk Scaling Samples

Event	Persons Rating	Persons Rating of System Perspective	Persons Rating of victim's perspective
Parent has been sober for three months following a several year drug addiction	3: "I'm committed to recovery"	8: "I can see why my child welfare worker would be cautious"	2: "My child knows they come first"
Young person has been suspended during September the last three years. School year is starting.	1: "It's a new year"	9: "The principal sees me as a bad kid"	8: "My mom hates it when I get kicked out"
Young person has returned home from placement. Placed because of hurting little siblings.	2: "I've learned my lesson in treatment"	4: "My probation officer knows how hard I've worked"	7: "I can see how my little sister would be scared."

Review these situations. Identify an opportunity to reach agreement about moving forward using these ratings.

Next, think about a situation you are currently working and imagine doing this with that person. What would the ratings be?

## Building Protective Skills

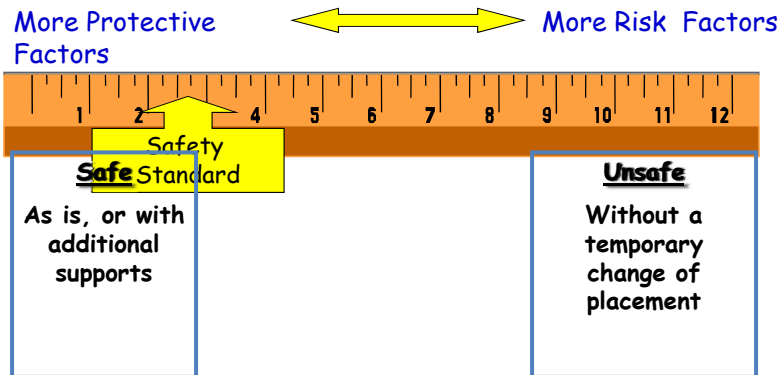
### Setting Your Target

- Brainstorm at least ten things people who have demonstrated protective capacity can do in each of the following areas:
  - Home
    - Example: Checks on the child regularly in the home environment
  - School
    - Example: Introduces self in school & solicits feedback on child's performance
  - Community
    - Example: Teaches the child to distinguish between safe & unsafe situations
- Match your protective list with your 5 problem behaviors

## Design Safety Skill Development Strategy

- Step One: Reach Agreement
  - Start with praise or empathy
  - About the situation or the resolution
- Step Two: Describe the behavior
  - When, where, who, what
  - Avoid Judgment
- Step Three: Describe the target
  - Be Specific: Tailor to the person
  - Identify a Payoff
- Step Four: Practice the skill
  - Try it, ask for clarification
  - Be creative & have fun
- Step Five: Define the Follow up
  - Take responsibility for implementation
  - Set a follow up

## Key Issues with leaving mandated systems: Making Judgments Using the Risk O' Meter



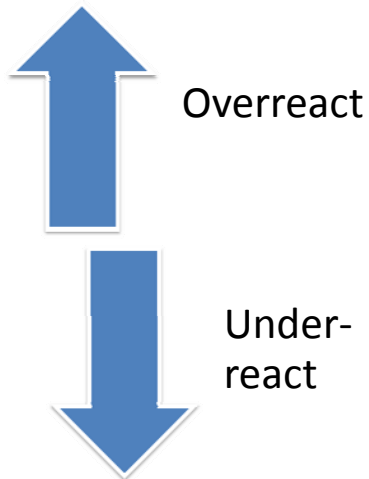
## Elements of Good Safety Responses

- Promote skills & capacities to avoid harm
- Assure family voice (negotiated before the event)
- Binding for all parties (family & system)
- Outer limits are established (when aren't you safe enough)
- Can be implemented without us
- Establishes "representatives" to speak for the family or person when things aren't safe
- Individualized about who does what and when
- Clarifies when it's over
- Inclusive: Witnessed by whole team
- Makes immediate decisions & follow through
- Reviewed & Updated as new skills are learned
- Action oriented, more than talking

## Some Thoughts About Crisis

- Definition: An unexpected or out of control event that causes pain, suffering or instability for the family
- Consider the following areas:
  - **Duration:** Has the event gone on for long periods? Has it gone on so long that it has become familiar to the family
  - **Intensity:** In terms of the family's life is this event a higher level or degree than many other events that the family manages on a day by day level?
  - **Impact:** Does the event have a significant and noticeable consequence on the family's *stability*?

## Crisis: Right Size Response



- Too much reaction can cause
  - Paralysis
  - Dependence
  - Intrusion
- Too little reaction can cause
  - Danger
  - Mistrust
  - Anger

## A Crisis is not necessarily.....

- When a child or family doesn't do what you wanted them to
- An opportunity to throw principles out the window
- A sign that all hope is lost and you should quit
- High impact or excitement for you
- A sign that your plan is not working

## Crisis should be....

- Defined by the person having it
- An opportunity to practice strength based and creative interventions
- Expected, anticipated and planned for
- A test of a team's ability to stay together during the hard times
- A chance to uncover hidden needs missed in the original planning process

## When to develop Crisis Plans

- Early enough in the process to assure anticipation
- When the team is willing to move to actions
- When the team is feeling supported enough to be creative
- When you “know” it’s coming
- When agency pressures are mounting

## Steps in Developing an On-going Crisis Response

1. Review past crises
2. Triage/order by families sense of the “worst”
3. Develop “Reactive” and “Proactive” plans
4. Implement plan with family and community partners
5. Review after each implementation

## Reviewing Past Crises

- Look at what's happened in the past
  - Start with the family's listing of a crisis
- Use methods to get the family's story to determine what has happened
- Check with all family members
  - Remember that each family member may see the event differently
    - The parent may see missing school as a crisis, while the young person may not see this as a crisis at all
- Allow input from other team members
  - People with history with the family may be able to fill in the blanks
- Remember that a crisis is defined by the person having it
  - Use the family's language in defining the crisis event
- **Activity:** Generate a list of potential crisis that the people you work with experience

## Triage and Select Crises for Planning

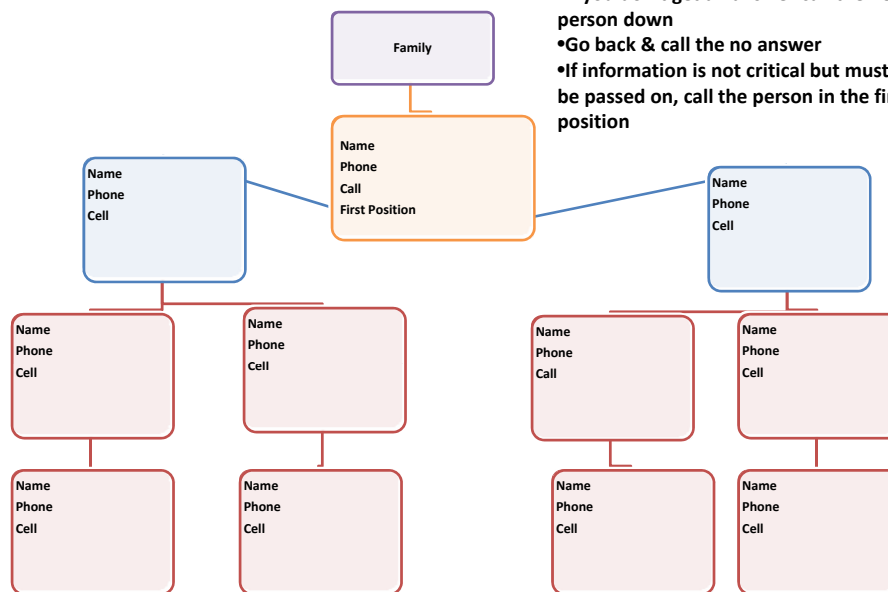
- Start with the family's rating
  - Do the parents rate the event has
    - High impact: would rather not go through that again
    - Medium impact: prefer not to but could live with it
    - Low impact: We've got bigger fish to fry
- Plan for the "worst", build on the "best"
  - All crisis plan activities should tie to a family's strengths
- Remember all parts of life (Domains)
  - Fun, Health, Family, Place to Live, Emotions, Legal, School, Safety
- **Activity:** Rank your lists from the point of view of a family, from most impact to least impact

## Develop the Plan(s)

- Proactive Plans
  - Focus on preventing crisis from happening
  - Typically augment or flex existing interventions
- Building on strengths & interests to avoid crisis
- Use formal and informal supports to avoid crisis
- Document who is responsible for what & when
- Think about the worst that can happen
  - Brainstorm 10 different ways to keep it from happening
- **Activity:** Take your “worst” and brainstorm 10 ways you could keep it from happening
- Reactive Plans
  - Focus on what to do when happens
  - Develop clear roles for everyone
- Keep other team members involved through clear roles & responsibilities
  - Develop lines of communication post-crisis
  - Give everyone a crisis plan they can call their own
- Develop concrete interventions
  - Remember “art of distraction”
  - Keep it from moving towards a safety situation
- Think about the worst that can happen
  - Identify at least three things you could do to manage it effectively
- **Activity:** Take your worst and write down at least three steps that should occur to manage it. Try to imagine sharing the job

## A Crisis Response Telephone Tree

- Each person is responsible for moving information down the tree
- If you don't get an answer call the next person down
- Go back & call the no answer
- If information is not critical but must be passed on, call the person in the first position



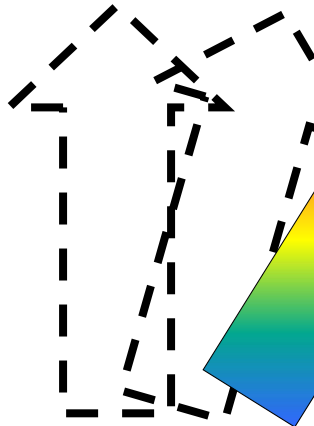
## Implement the Plan

- Practice, Practice, Practice
  - Start with planned rehearsals (at least 2)
    - Time response, resolution & responsibilities
    - Make sure whole team is aware of the plan
  - Move to unplanned rehearsals (at least 2)
    - Negotiate a range of times but set the response in motion
    - The more you practice the greater the impact
- Notify & manage communication
  - File plan with community resources as needed
    - Letters for the family & appropriate community agencies
  - Develop and use an emergency communication plan
    - Standard a telephone tree
- Stick with the plan as agreed as much as possible
  - Set up a feedback opportunity for adjustment
- Establish a referee
  - Coolest head declares the crisis over

## Review & Modify After Each Implementation

- Start with the Rehearsals
  - Review, as a team, within 48 - 96 hours of the event
- Establish benchmarks to build a sense of progress
  - Duration: Is the situation resolved more quickly
  - Impact: Has the after effect lessened at all
- Use institutional responses as last resort
  - Establish a time limit
  - Pre-negotiate the response
- Reinforce cool heads & calm hearts
  - Identify someone on the team who can define the nature of the crisis
    - Rather than responding emotionally focusing on the unmet need

## Tips for Crisis Planning



- **Build stabilization plans**
- **Build reactive & proactive crisis plans**
- **Hold crisis “drills”**
- **Inform community resources**
- **Avoid over-reliance on any one person**
- **Use crisis data to revise your plan**

## Good Crisis Plans

- **Preserves the right of the family to continue to live in crisis if they choose**
  - Avoid confusing compliance with good crisis management
- **Assures the “right” timed responses**
  - Balance between over and under reactions
- **Addresses self care for all family members**
  - Reassure families they can feel okay
  - Respond with a holistic response including multiple people and multiple strategies
- **Pays attention to family suffering**
  - Allows staff to separate their emotional response from the family’s emotional responses
- **Negotiates next steps**
  - Steps for communication
  - Defines when you have moved from crisis to safety situations

## Elements of Good Crisis Planning

- Avoid overreaction
- History counts: Pay attention to what happened before you got there
- Continue to ask and clarify about the family's experience
- Communicate the family's perspective to the team if the family is unable to communicate it
- Reach agreement with everyone about how you are defining a crisis
- Put the event in the context of the family's story, stressors and sensibility
- Reach agreement about the appropriate response
- Promote family choice even during a crisis, families can choose to live their life in crisis
- Identify the difference between a crisis situation and a safety situation

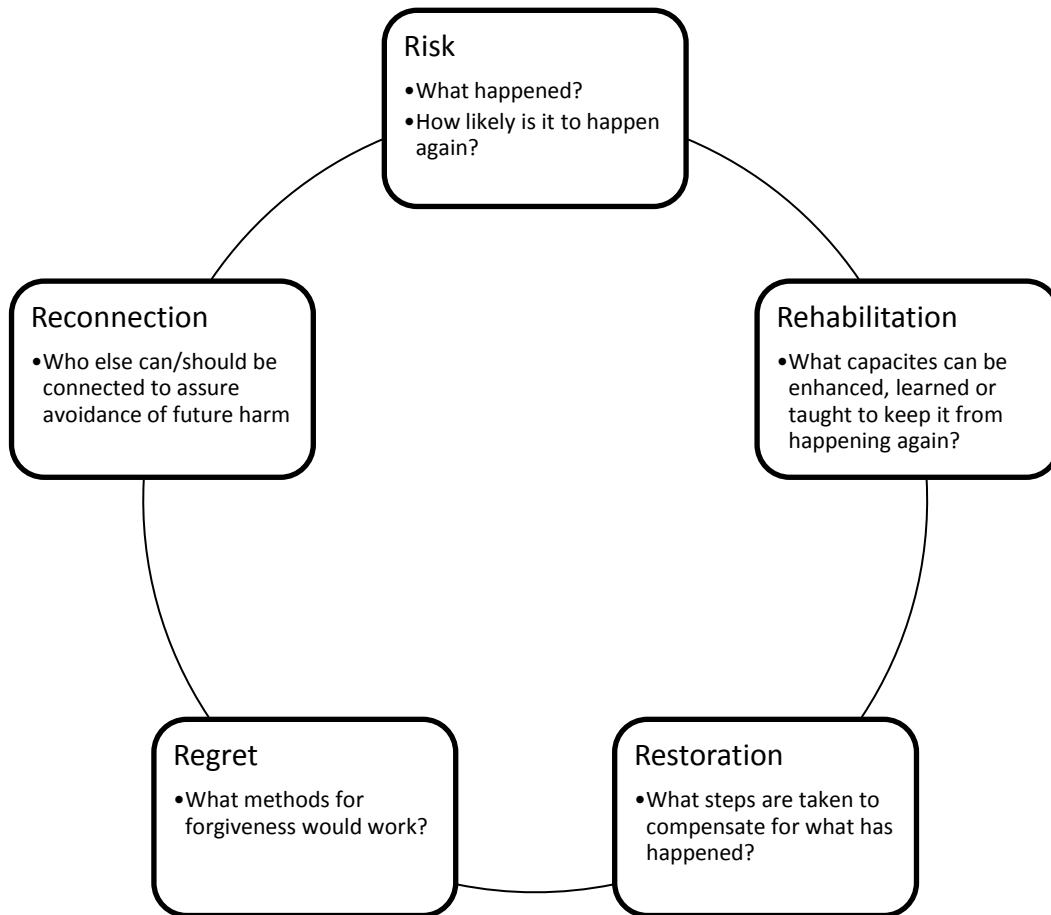
## Final Thoughts on Connecting with Families

- About Crisis
  - Normalize the experience
    - “We all have times when we don't know what to do”
  - Define a crisis as a time when you're not sure what to do
    - Provide examples that are relevant to the family's experience
  - Ask the family to define times when it has happened to them
    - Seek feedback about the family's experience
- About Safety
  - Talk about harm & risk
    - Define severity & immediacy of the risk
  - Use legal mandates & concerns
    - As a way to define risk issues
  - Ask the family what their (Child Welfare Worker, Probation Officer, Police officer) would say
  - Find a way to talk about initial conditions
    - That brought the family to the first system response
  - Explain that this will result in response
    - Not because of “mandates” but because of a belief system

## Multi-dimensional Safety Programming

Use the diagram below to identify the following:

- Risk: Be specific about what happened, when, who was involved and where and place that in the middle of the diagram. When you have completed the description of the risk give it a rating of likelihood of happening again from 1 unlikely to 5 very likely.
- The next four “R”s can be addressed in any order using the form at the bottom of the page. If likelihood is low you may only address some of the remaining four “R”s.



Dimension	Task: Describe what will be done to address this area	Responsibility: Who?	Timeline: List start date
Reconnection			
Regret			
Restoration			
Rehabilitation			