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Writing a Safety Crisis Plan

Operationalizing DD 4.300 Series #02

Objectives

Today you will learn

- 👤 A Quick Review of DD4.300
- 👤 Definitions of “Reactive Strategies” and “Safety Crisis Plan”
- 👤 Answers to some common questions regarding Safety Crisis Plans
- 👤 Common factors that should be considered when writing a Safety Crisis Plan
- 👤 Components of a Safety Crisis Plan and their purpose

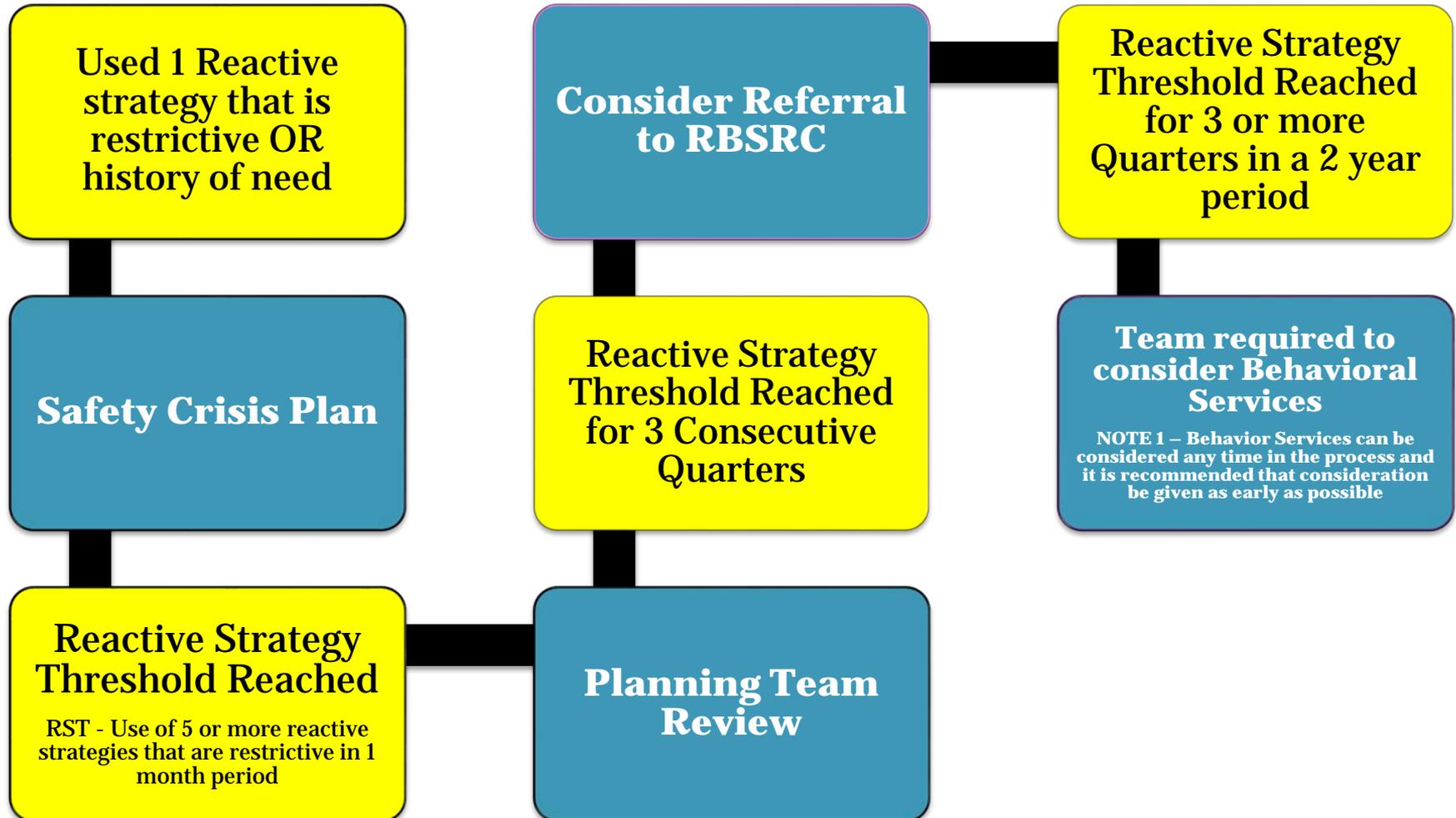
Quick Review of DD 4.300



- 👤 HCBS Compliance for the use of reactive strategies and restrictive interventions
- 👤 Responsibilities across the system

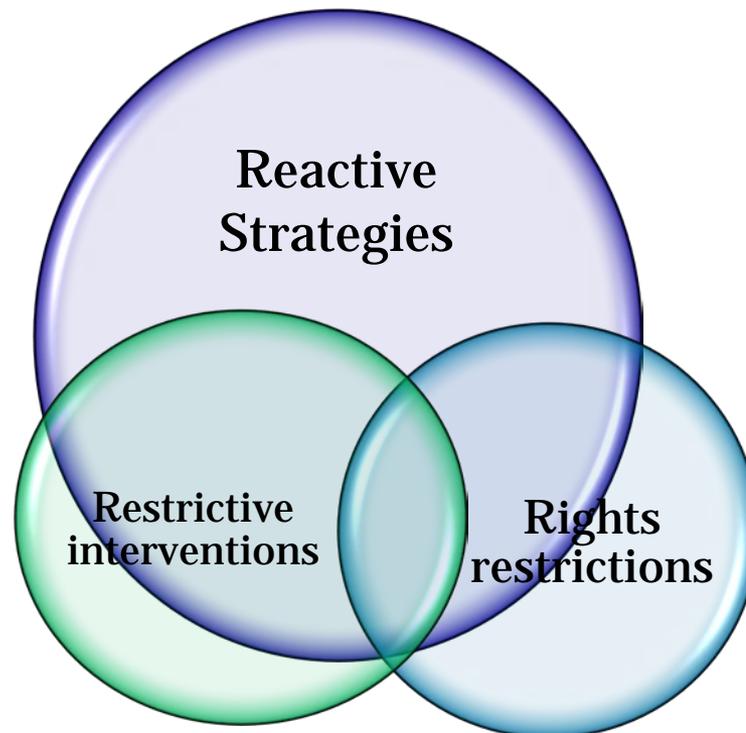


DD 4.300 Requirements

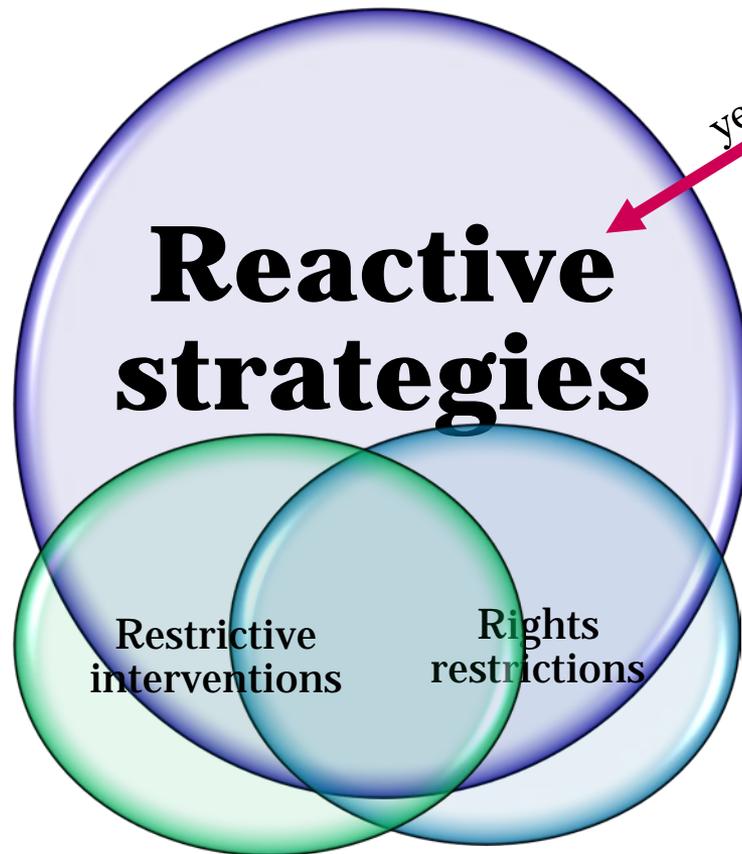


Reactive strategies, restrictive interventions and rights restrictions

- 👤 Are related, sometimes one strategy is all three, sometimes not
- 👤 Context is important and must be considered
- 👤 Restrictive Interventions is a CMS term and definition

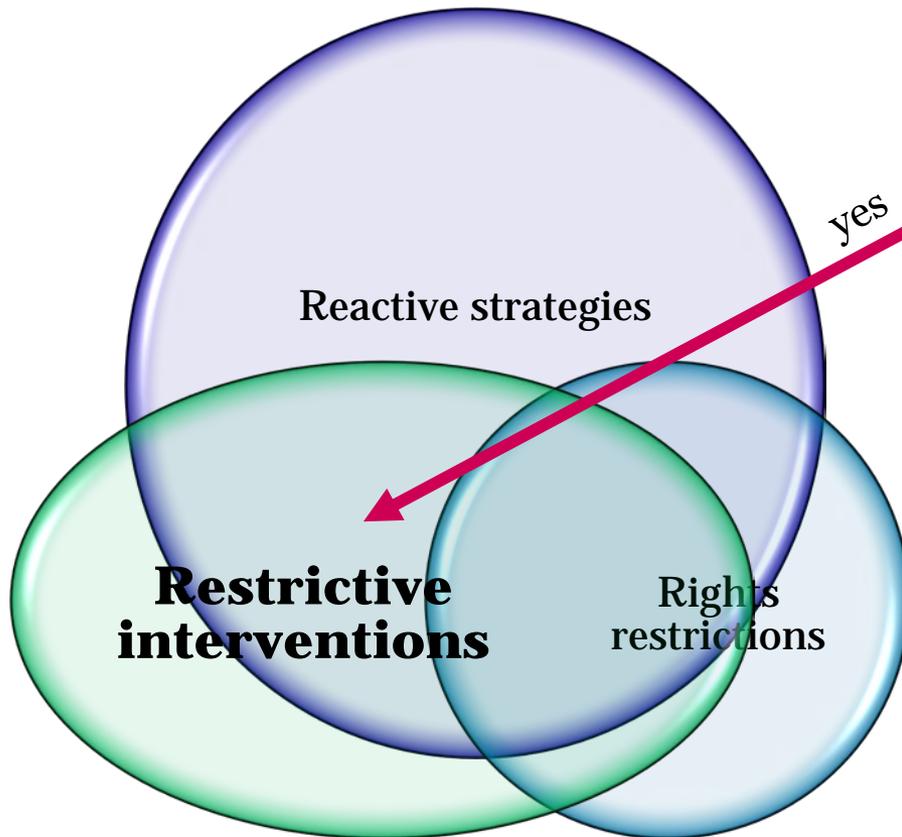


Classifying Strategies: Reactive Strategies



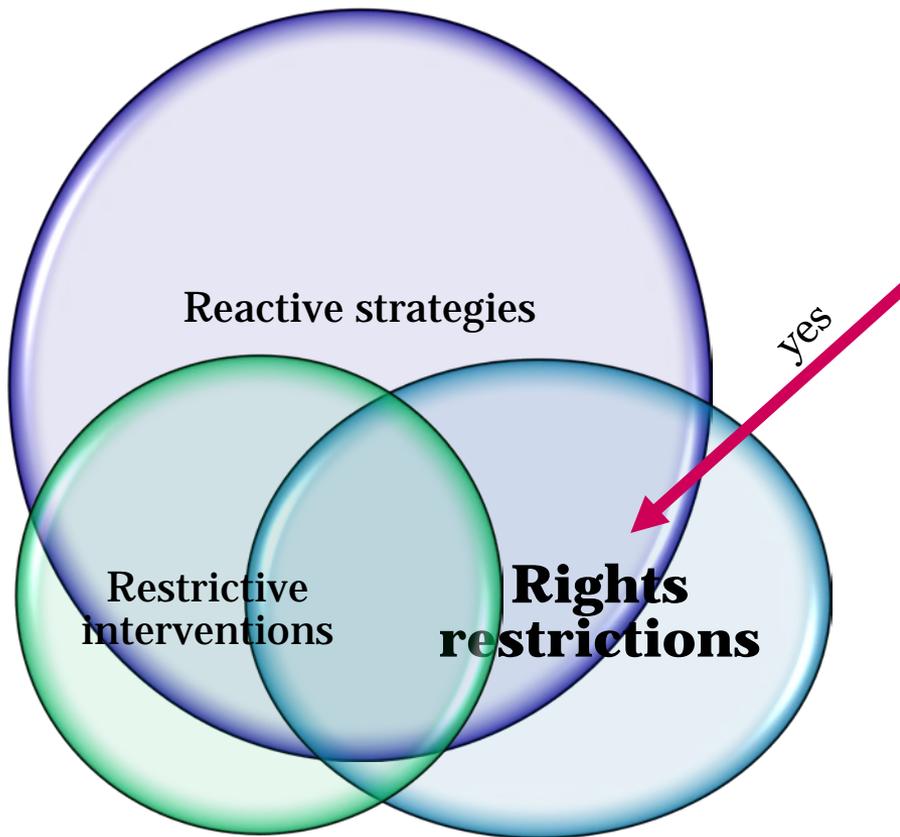
- Is it used in response to an undesirable behavior?
- Is the aim of the strategy to bring about an immediate change in the environment, situation or behavior?
- (To reduce risk associated with the behavior?)

Classifying Strategies: Restrictive Interventions



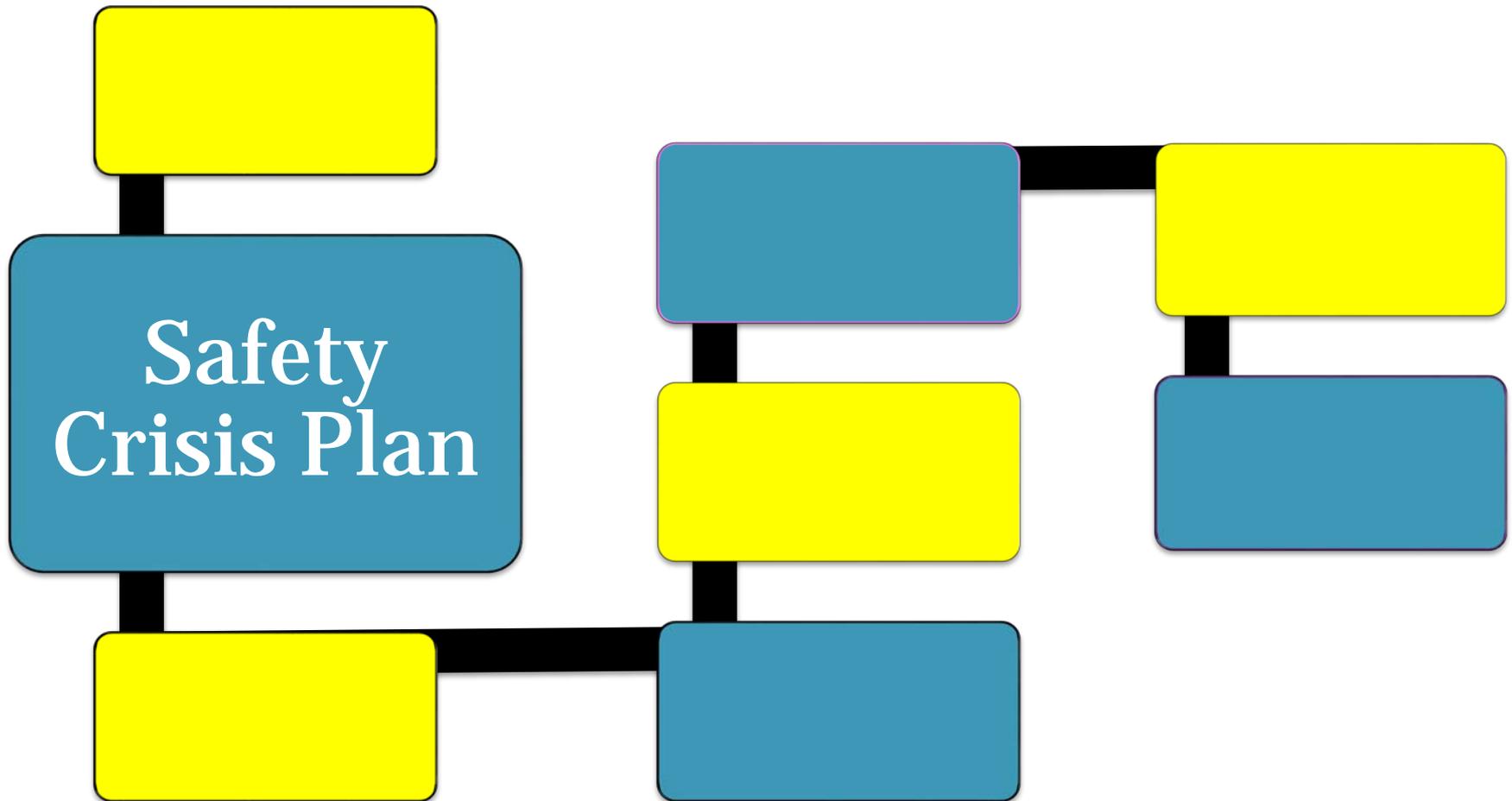
- Is it an intervention that restricts movement, access to other individuals, locations, activities, or personal objects?
- Is it an intervention that restricts rights?
- Does it employ aversive methods?

Classifying Strategies: Rights Restrictions



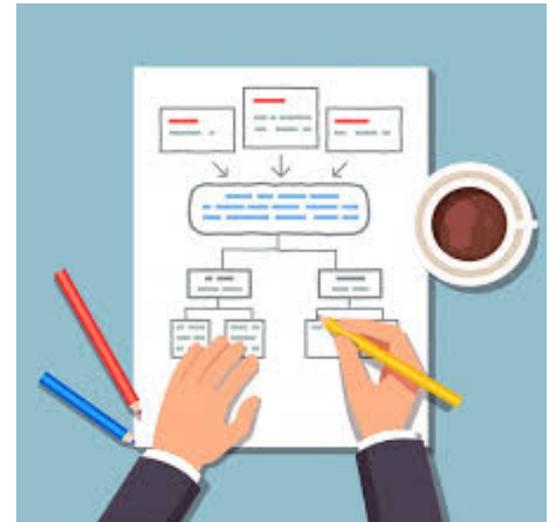
- Does it place a limitation of any general liberties that are available to all citizens?
- Does it limit freedom of movement?
- Does it limit choice?
- Does it limit communication with others?
- Does it limit leisure activities, personal property or \$, access to parts of the home or community?
- Does it limit any of the rights assured to clients of the Department of Mental Health?
- Does it promote treating the person with respect, dignity and least restrictive environment?

The Requirements



Plan to prevent crisis

Respond appropriately if it happens



Common Questions



- 👤 Who is qualified to create an SCP?
- 👤 Who writes the plan?
- 👤 Who is responsible for the plan?
- 👤 Who initiates the plan?
- 👤 Who approves the plan?

Common Questions



 Who is qualified to create an SCP?

Common Questions



Who writes the plan?

Common Questions



 **Who is responsible for the plan?**

Common Questions



 Who initiates the plan?

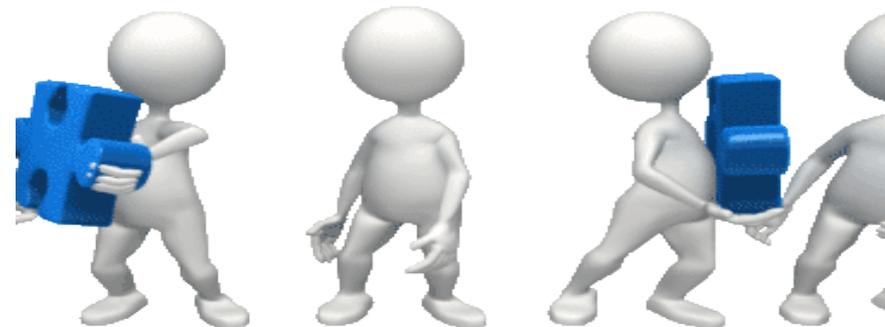
Common Questions



 Who approves the plan?

Who Makes up the Planning Team?

All the people (including the individuals themselves) that work together to support an individual living in the community





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The Crisis Cycle

What we typically think...



The Crisis Cycle

But it could be...



The Crisis Cycle

We also don't realize...



The Crisis Cycle

Argument with housemate

No gas to go out

Another argument with housemate

Staff are coercive

1:1 staff within arms reach

Make up with Housemate

Watches favorite TV show instead

Goes for a walk

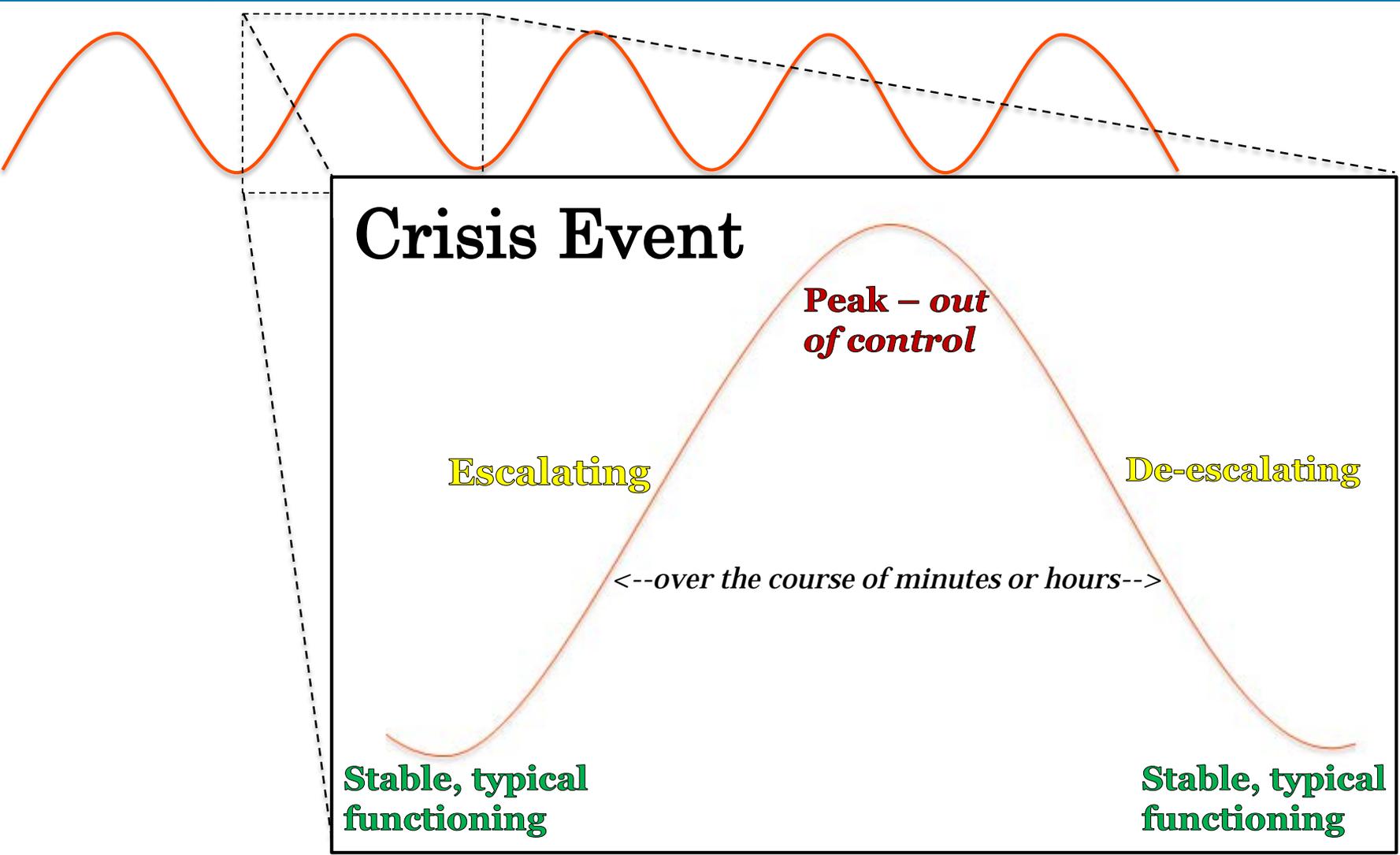
Staff check-in frequently (stay close)



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What To Do?

What to Do?



What to Do?

Plan and Prevent



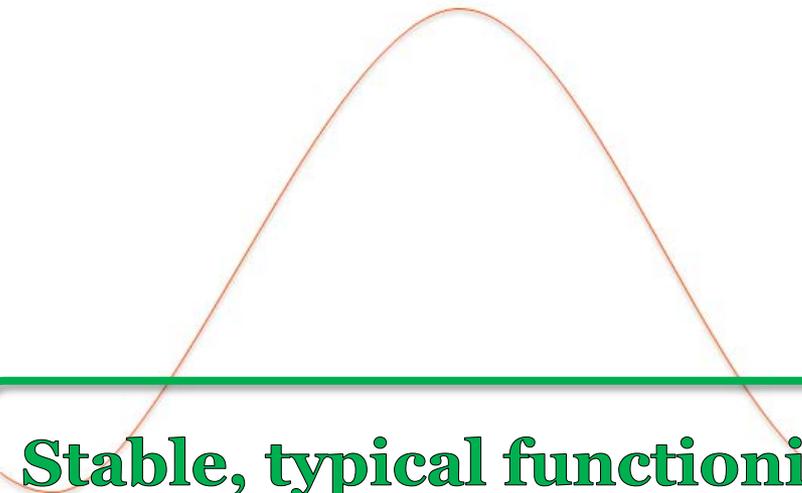
Staying Stable



Stable, typical functioning



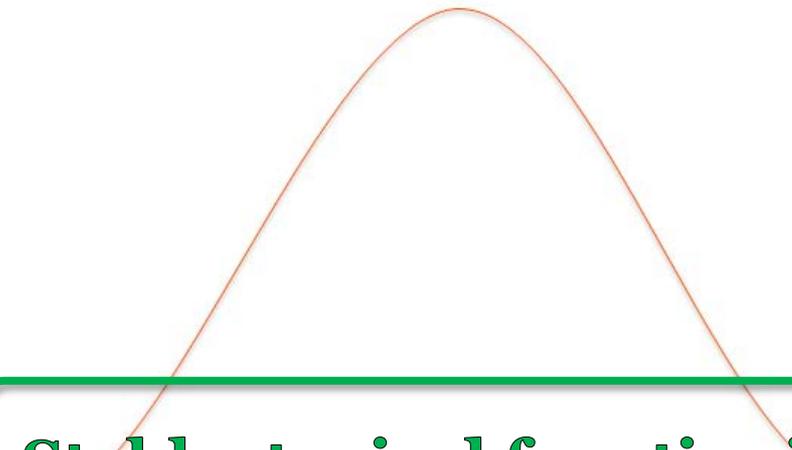
Staying Stable cont.

A red bell curve graph is shown, with its peak centered above the text box. The curve starts at a low point on the left, rises to a peak, and then falls to a low point on the right.

Stable, typical functioning



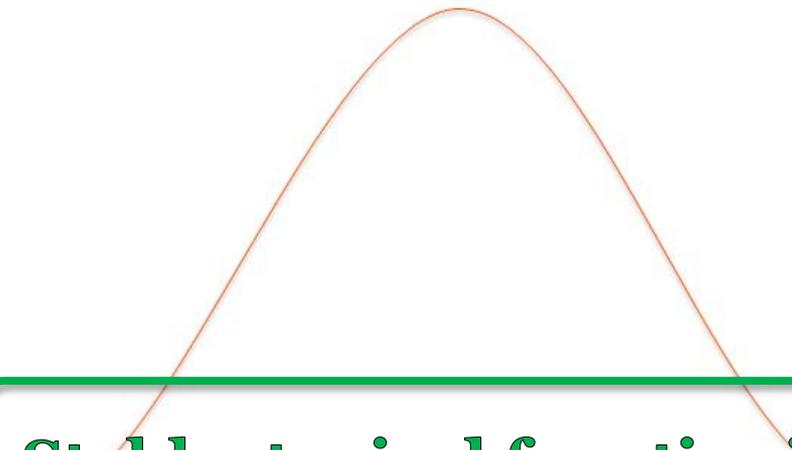
Staying Stable cont.

A red bell curve graph is shown, with its base resting on a green-bordered box containing the text "Stable, typical functioning".

Stable, typical functioning



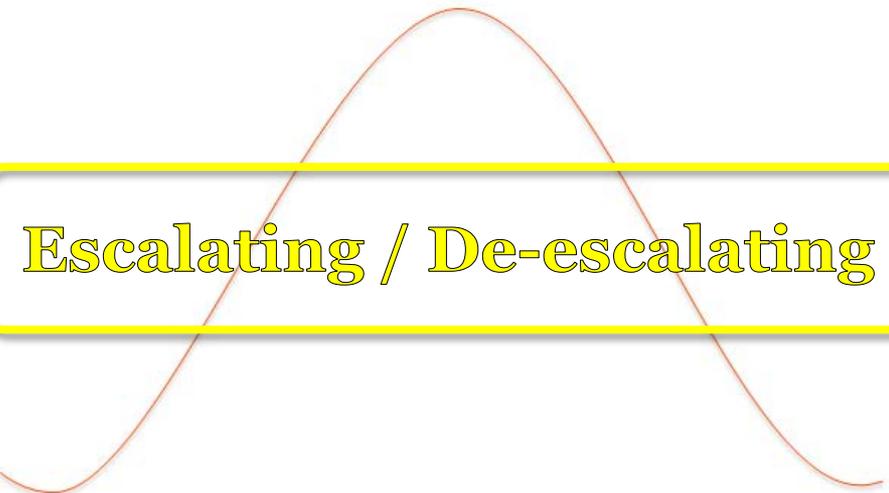
Staying Stable cont.

A red normal distribution curve is shown, with its peak centered above the text box. The curve's tails extend to the left and right edges of the text box.

Stable, typical functioning

PBS

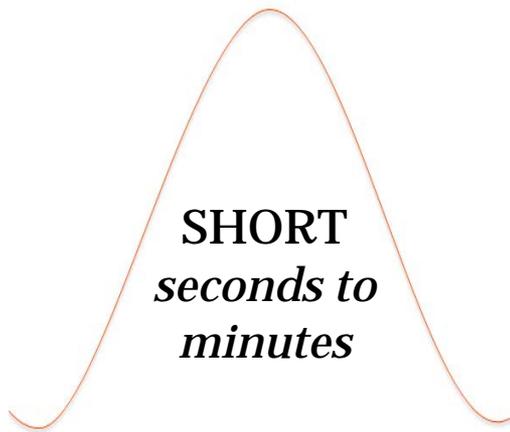
Escalation / De-escalation

A red sine wave graph is positioned behind the text box, starting below the box, rising above it, and then falling below it.

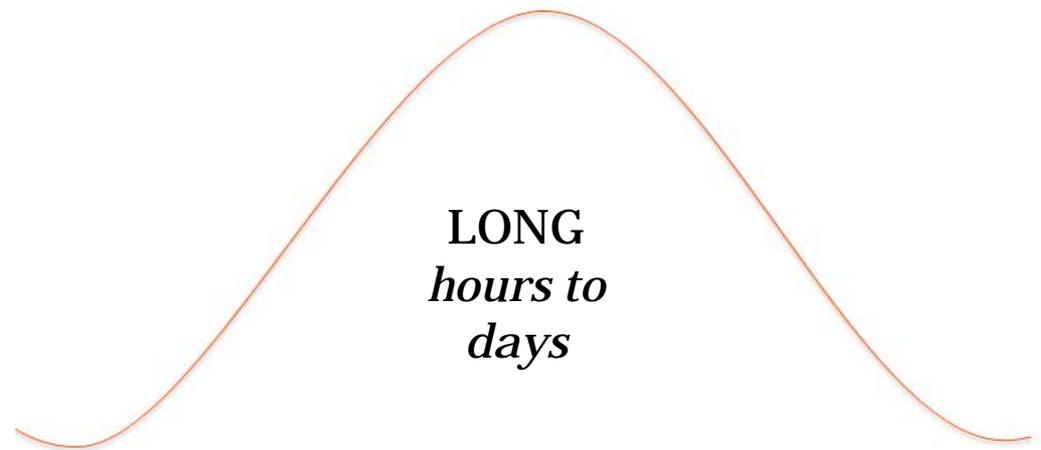
Escalating / De-escalating



Escalation / De-escalation cont.



VS



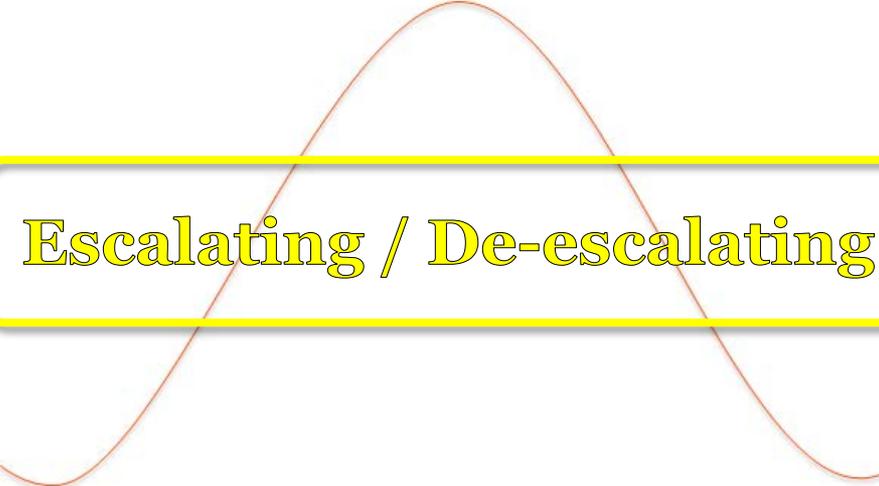
Escalation / De-escalation cont.

Escalating / De-escalating

*Hey, what do
you think?*



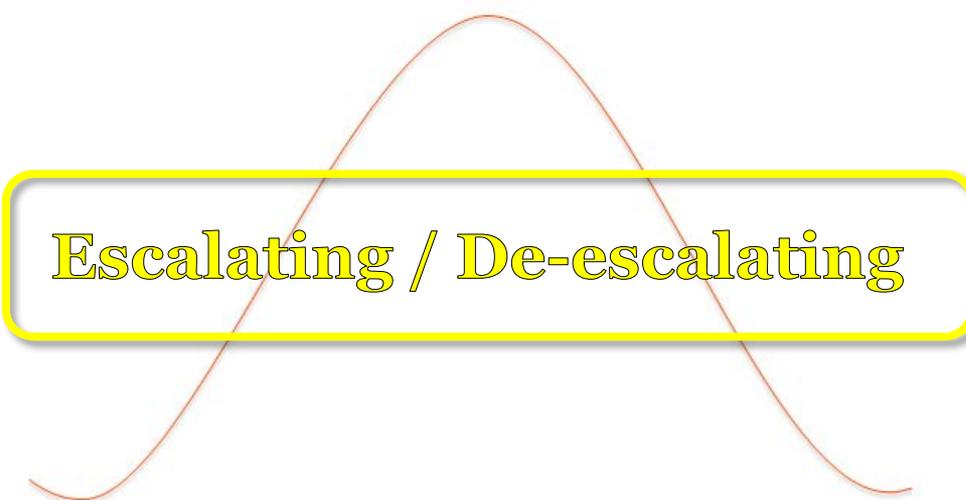
Escalation / De-escalation cont.

A red sine wave graphic that starts at a low point, rises to a peak, and then falls back to a low point, passing through the text box.

Escalating / De-escalating



Escalation / De-escalation cont.

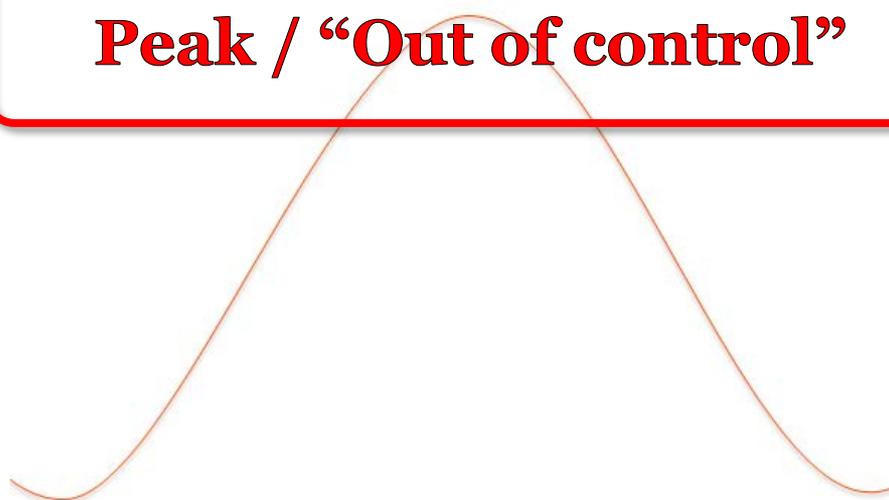
A red sine wave oscillates across the page. A yellow rounded rectangle is positioned in the middle of the wave, containing the text "Escalating / De-escalating".

Escalating / De-escalating

PBS

“Out of Control”

Peak / “Out of control”

A red line graph showing a bell-shaped curve. The curve starts at a low point on the left, rises to a peak, and then falls back to a low point on the right. A red rounded rectangle is positioned above the peak of the curve, containing the text "Peak / 'Out of control'".

Physical Crisis Management



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Putting it All Together into a Plan

Putting it All Together



Attachment B
Safety Crisis Plan Example Model Format

Name:

Date of Plan Development:

Supports/Provider/Program:

Team members developing plan:

(If child or under guardianship) Parent or guardian involved in developing plan:

Consent to use the plan given by (individual/parent/guardians signature): _____

Date parent/guardian provided consent to use: _____

Need(s) (Specific statement related to Medical Necessity): _____ needs help to interact with others without physical or verbal aggression. In the past these actions have resulted in (describe most severe results of episodes, list dates of most recent episodes):

Putting it All Together



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Putting it All Together



Support Plan Goal: _____ (example: will meet and participate in the after school program with no episodes of physical or verbal aggression)

Assessment for this Plan: (If the crisis safety plan strategies must be implemented more than 2 times in a month or 3 times in a quarter this is indication that more complete functional behavior assessment and development of a behavior support plan by a licensed professional is necessary).

Problem Behavior (specify frequency, intensity or duration):

Possible Trigger Events: (What might happen that could result in it more likely that he will become upset and engage in the problem behavior?)

Putting it All Together

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Possible Trigger Events: (What might happen that could result in it more likely that he will become upset and engage in the problem behavior?)

Putting it All Together

Possible precursor behaviors: (What might he do that tells you he is getting upset?)

Common result of the problem behaviors: (What has typically been the response of the staff when the problem behavior has happened in the past? Both adult/staff responses and reactions and his response/reactions to these). These may be necessary actions for safety, responses that are used to teach student to not engage in the problem behaviors, unplanned reactions – any of these may be acting to contribute to the problems continuing).

Adults/staff have done	Student responded by

Putting it All Together

Possible precursor behaviors: (What might he do that tells you he is getting upset?)

Common result of the problem behaviors: (What has typically been the response of the staff when the problem behavior has happened in the past? Both adult/staff responses and reactions and his response/reactions to these). These may be necessary actions for safety, responses that are used to teach student to not engage in the problem behaviors, unplanned reactions – any of these may be acting to contribute to the problems continuing).

Adults/staff have done	Student responded by

Putting it All Together

Prevention Steps

Trigger Event (list each known event)	Action to Take	Person Responsible	How long or how often should the actions be done?
Precursor behaviors (list each known behavior)	Action to Take	Person Responsible	How long or how often should the actions be done?

Putting it All Together

Prevention Steps

Trigger Event (list each known event)	Action to Take	Person Responsible	How long or how often should the actions be done?

Putting it All Together

Criteria for directly addressing the problem behavior: (when do you move from prevention/de-escalation to trying to directly intervening or seeking assistance?)

Criteria for escalating safety intervention	Action to Take	Person Responsible	How long or how often should the actions be done?

Putting it All Together

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Putting it All Together



Documentation of implementation of plan: (describe how use of any of safety crisis plan will be documented):

Communication of use of plan to other members of the team, including parents and support coordinator: (describe how and by whom the use of plan will be communicated):

Putting it All Together



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CONCLUSION

Contacts

