

CPASS

## Personal Assistance Services

for Individuals with Serious Psychiatric Disabilities

### **Skill Training Curriculum: Managing Crises Trainer Guide**

Louisiana CPASS Program  
Louisiana Department of Health and Hospitals  
Office of Mental Health

Prepared by

Center for Psychiatric Rehabilitation, Boston University  
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## Acknowledgments

The curriculum to train Personal Assistants has two elements: a competency or skill development component and a didactic or knowledge development component. The skill development components include Connecting, Coaching, Collaborating, and Managing Crises. The knowledge development component is a web-based curriculum entitled *Personal Assistance Services for Individuals with Serious Psychiatric Disabilities*.

This Managing Crises module is based on the work of colleagues at the Center for Psychiatric Rehabilitation, Boston University. The material is derived and based upon the following:

- Cohen, M. R., Farkas, M. D., & Cohen, B. F. (1986). Coaching the client. *Psychiatric rehabilitation training technology: Functional assessment*. Boston: Boston University, Center for Psychiatric Rehabilitation.
- Cohen, M. R., Nemec, P. B., & Farkas, M. D. (2000). Connecting for rehabilitation. *Psychiatric rehabilitation training technology: Rehabilitation readiness*. Boston: Boston University, Center for Psychiatric Rehabilitation.
- Cohen, M. R., Nemec, P. B., Farkas, M. D., & Forbess, R. (1988). Connecting with clients. *Psychiatric rehabilitation training technology: Case management*. Boston: Boston University, Center for Psychiatric Rehabilitation.

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## Managing Crises Introduction

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## Trainer Guide Introduction

The Trainer Guide is a resource for trainers who are teaching skills to those who are, or who will be, providing Personal Assistant Services to persons with a psychiatric disability.

The Trainer Guide is a lesson plan for a specific skill set. The four skill sets that comprise the Personal Assistant Services Curriculum include:

- Connecting
- Coaching
- Collaborating
- Managing Crises

Each lesson plan is divided into five sections:

- Review—Skill set is introduced.
- Overview—Key information about the skill set is presented.
- Presentation—Specific skills are taught.
- Exercise—Trainees’ learning is consolidated.
- Summary—Learning experience is reviewed.

The approach to skill training is Direct Skills Teaching. In a classroom setting, trainees learn how to perform new skills from:

- The information that the trainer imparts to them about the skill.
- Observing examples of the skills being performed.
- Having opportunities to practice the skill.

In the lesson plan the knowledge presented is written as a “Tell,” the examples as a “Show,” and the practice opportunities as a “Do.”

Preparation is key in training. Trainers are encouraged to read relevant literature about Personal Assistant Services as well as recovery and rehabilitation prior to the training. Trainers are encouraged to learn about the people they will be training, their background, their experiences, and their settings.

While there is a sample schedule provided with each lesson plan, this is intended as a guide only, and the trainer will need to give thought to the parameters of the particular training experience as they plan their training schedule and prepare for the training session.

Training is a process and a trainer’s ability to engage and respond to the trainees in the moment and to modify the lesson plan as needed is key to a successful training experience.

## Training Evaluation

It is helpful for the trainer to get feedback on how much the participants have learned in the course of the training program you have conducted. Feedback allows you to modify the lessons for the next time you teach. A copy of the Training Pretest/Posttest is included at the end of each Trainee Workbook and Trainer Guide. Trainees should be asked to complete the test at the beginning of the training, and again at the very end of training. These tests have been constructed to evaluate training that is done for all four of the modules in the PAS Skill Training Curriculum. If you are not conducting training in all four modules, you can modify the tests to eliminate those questions that relate to the modules you are not teaching.

You will need to adapt the sample session schedules as needed to allow time for this testing. Given the range of participants likely to take this type of training, it is useful to allocate between 20 to 45 minutes to allow the participants to read the questions, write the answers, and shift their focus back to the overview you will be providing next. Often it is useful to schedule a small break of about 5 to 10 minutes after the testing to allow for a positive transition.

### Pretest Evaluations

After you have given your introduction to the training and before you provide an overview of the materials, ask trainees to complete the test as a pretest, or evaluation of the trainees' current level of knowledge. If your participants already know a lot of the material you can modify your curriculum to shorten the explanations or descriptions. If they know very little, then the curriculum can be taught just as is.

### Posttest Evaluations

After you finish summarizing the modules you have taught, ask trainees to complete the tests again as a posttest, or evaluation of the knowledge and skills developed.

If you find that your participants in different trainings consistently are not learning a certain aspect of a skill, you can spend more time on that aspect or add more examples as needed, either as a follow up to this training, or for the next time you teach this material to another group.

On the other hand, if you move through the material quickly and your participants still can acquire the skills you have been teaching, perhaps you can modify some parts of the lesson to shorten the overall time spent doing that part of the training.

## Managing Crises Session—Sample Schedule

### Day 1

|          |   |          |  |
|----------|---|----------|--|
| 9:00 AM  | – | 9:30 AM  | Welcome and Introductions                                |
| 9:30 AM  | – | 10:15 AM | Personal Assistance Services: Skills Training Curriculum |
| 10:15 AM | – | 10:30 AM | Break  |
| 10:30 AM | – | 11:15 AM | Managing Crises Review                                   |
| 11:15 AM | – | 12:00 PM | Managing Crises Overview                                 |
| 12:00 PM | – | 1:00 PM  | Lunch  |
| 1:00 PM  | – | 2:15 PM  | Presentation 1: Developing a Crisis Plan                 |
| 2:15 PM  | – | 2:30 PM  | Break  |
| 2:30 PM  | – | 4:00 PM  | Presentation 1: Developing a Crisis Plan continued       |
| 4:00 PM  | – | 4:30 PM  | Review of Day  |

### Day 2

|          |   |          |   |
|----------|---|----------|---|
| 9:00 AM  | – | 9:15 AM  | Review of Day 1   |
| 9:15 AM  | – | 10:15 AM | Presentation 2: Assessing Critical Situations           |
| 10:15 AM | – | 10:30 AM | Break   |
| 10:30 AM | – | 12:00 PM | Presentation 2: Assessing Critical Situations continued |
| 12:00 PM | – | 1:00 PM  | Lunch   |
| 1:00 PM  | – | 2:15 PM  | Implementing an Emergency Response                      |
| 2:15 PM  | – | 2:30 PM  | Break   |
| 2:30 PM  | – | 4:00 PM  | Implementing an Emergency Response continued            |
| 4:00 PM  | – | 4:30 PM  | Managing Crises Summary                                 |

## Personal Assistance Services Training Introduction

**Tell:** The focus of our skill training is Personal Assistance Services.

**Ask:** What are Personal Assistance Services?

**Discuss:** Personal Assistance Services.

**Ask:** What is the role of a Personal Assistant?

**Discuss:** Role of a Personal Assistant.

**Ask:** Who do Personal Assistants work with?

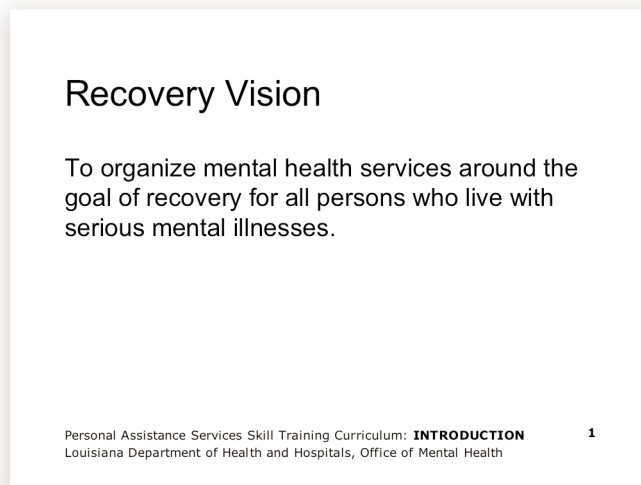
**Discuss:** Target population: People with psychiatric disabilities.

**Ask:** What experience have you had in assisting others? Who did you work with? What did you do?

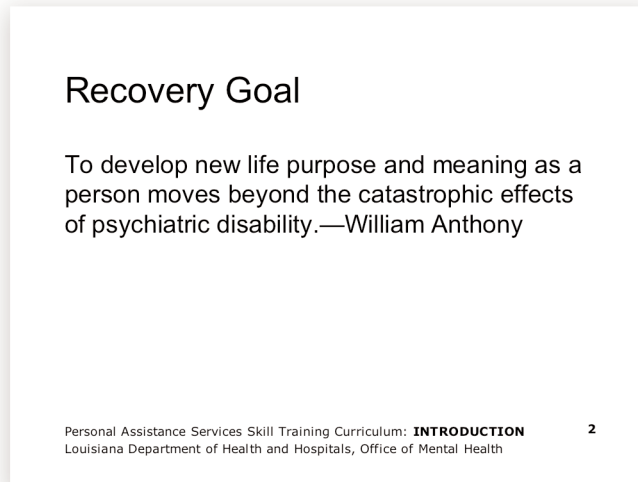
**Discuss:** Trainees' experiences.

**Tell:** Recovery is the vision for people with psychiatric disabilities.

**Show:** Introduction Slide 1: *Recovery Vision*



**Discuss:** The recovery vision.

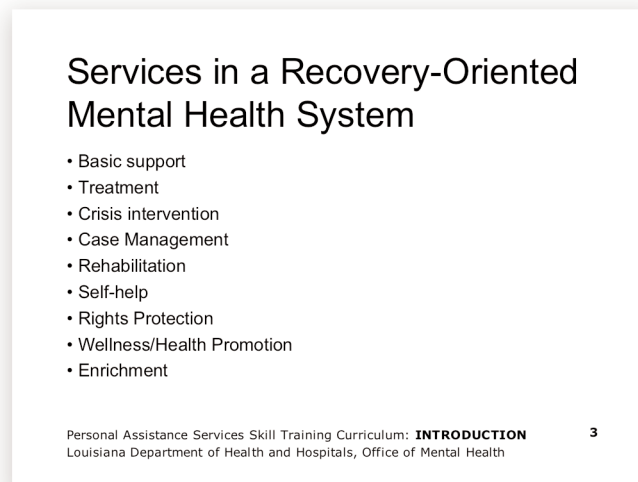
**Show:** Introduction Slide 2: *Recovery Goal*

**Recovery Goal**

To develop new life purpose and meaning as a person moves beyond the catastrophic effects of psychiatric disability.—William Anthony

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION** 2  
Louisiana Department of Health and Hospitals, Office of Mental Health

- Discuss:**
- The goal of recovery.
  - Important services in a recovery-focused system (basic support, treatment, crisis intervention, rehabilitation, self-help, advocacy, wellness/health promotion, and case management).
  - Distinguish the services—in particular, *treatment vs rehabilitation*.

**Show:** Introduction Slide 3: *Services in a Recovery-Oriented Mental Health System*

**Services in a Recovery-Oriented Mental Health System**

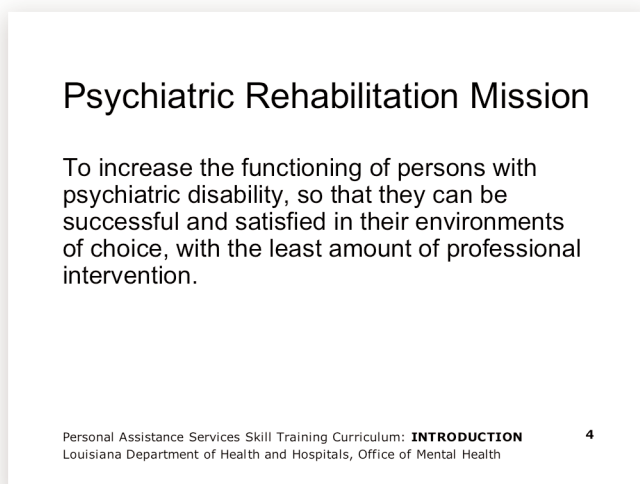
- Basic support
- Treatment
- Crisis intervention
- Case Management
- Rehabilitation
- Self-help
- Rights Protection
- Wellness/Health Promotion
- Enrichment

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION** 3  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Tell:** Psychiatric rehabilitation is an important service to people recovering from a psychiatric disability. In rehabilitation, the primary interventions are developing skills and supports. Providing support is the focus of the work of Personal Assistants.



**Show:** Introduction Slide 4: *Psychiatric Rehabilitation Mission*



**Discuss:** Role of support in the recovery of people with psychiatric disabilities.

**Show:** Introduction Slide 5: *Psychiatric Rehabilitation Interventions*



**Ask:** How might a Personal Assistant support people with psychiatric disabilities?

**Tell:** Either by providing the support themselves or by gathering instruments of support for the person.

**Ask:** What are some examples of when a Personal Assistant would provide the support themselves? What are some examples of instruments of support; the types of support that a Personal Assistant may help a person acquire?

**Discuss:** The training format.

**Tell:** There are four skill sets that you will be learning during the Personal Assistance Services Skill Training.

**Review:** Curriculum Outline (page 2 in the Trainee Workbook)

**Connecting**

- Listening
- Demonstrating Understanding

**Coaching**

- Giving Directions
- Encouraging
- Giving Feedback

**Collaborating**

- Defining Goals
- Disagreeing
- Resolving Conflict

**Managing Crises**

- Developing a Crisis Plan
- Assessing Critical Information
- Implementing an Action Plan

**Show:** Introduction Slide 6: *Personal Assistance Services Skill Training Curriculum*

## Personal Assistance Services Skill Training Curriculum

- Connecting
- Coaching
- Collaborating
- Managing Crises

Personal Assistance Services Skill Training Curriculum: **INTRODUCTION**  
Louisiana Department of Health and Hospitals, Office of Mental Health

6

- Tell:**
- The first set of skills, *Connecting Skills*, relates to forming a relationship with the person the Personal Assistant intends to support.
  - The second set of skills, *Coaching Skills*, is what the Personal Assistant uses to help a person through an activity; the skills involved in assisting the person to do something.
  - The third set of skills, *Collaborating Skills*, relates to the working relationship between the person and the Personal Assistant.
  - The fourth set of skills, *Managing Crises Skills*, involves handling a difficult or dangerous situation that threatens the health and/or safety of the person the Personal Assistant is supporting.

## Managing Crises Review

**Tell:** During this training, we will be focusing on the skills of Managing Crises.

**Ask:** What comes to mind when I say “Managing Crises”?

**Discuss:** Learners’ images and understanding of the term *Managing Crises*.

- Tell:**
- Managing Crises is handling difficult or dangerous situations that threaten the health and/or safety of a person.
  - A “crisis” is a time of intense difficulty or danger. A crisis is a situation that requires immediate attention because the person experiencing the crisis is at risk. “Managing” is how a Personal Support Assistant handles a crisis involving a person they are supporting.

**Ask:** What experiences have you had in Managing Crises?

**Discuss:** Trainees’ experiences. Summarize the overall themes within the trainee group (example: level of experience with crises, personal experiences, work related experience, type of crises, role within a crisis situation).

**Ask:** How will learning how to manage crises enhance your ability to fulfill the role of a Personal Support Assistant?

**Tell:** Now that we have reviewed your experience with Managing Crises, I am going to present an overview of the skill set.

## Managing Crises Overview

**Review:** Managing Crises Introduction (page 3 in the Trainee Workbook).

### What is Managing Crises?

Managing Crises is handling a difficult or dangerous situation that threatens the health and/or safety of a person.

### Why do Personal Assistants need to learn to manage crises?

Personal Assistants need to learn to manage crises so that they are prepared to respond to a person in crisis.

### How do Personal Assistants manage crises?

The skills of Managing Crises include:

- Developing a Crises Plan
- Assessing Critical Situations
- Implementing an Emergency Response

### When do Personal Assistants manage crises?

Personal Assistants manage crises when they encounter someone who has had or is experiencing a crisis.

- Tell:**
- (What) Managing Crises is handling a difficult or dangerous situation that threatens the health and/or safety of a person.
  - While you may on occasion face crisis situations involving other people, the focus of the Personal Assistant's interventions, and our training is on Managing the Crises of the people with psychiatric disabilities.

**Show:** Managing Crises Slide 1: *Definition of Managing Crises*

### Definition of Managing Crises

Managing Crises is handling a difficult or dangerous situation that threatens the health and/or safety of a person.

Personal Assistance Services Skill Training Curriculum: **MANAGING CRISES** 1  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Ask:** What types of crises do you anticipate the people with psychiatric disabilities may have?

**Tell/Do:** Turn to the Examples of Crises on page 4 in the Trainee Workbook. Let's add to this list.

### Examples of Crises (page 4 in the Trainee Workbook)

- You find the person you work with unconscious.
- The person you work with uncharacteristically missed an appointment with you and you cannot locate him/her.
- You find that the person you've worked with for years cannot recognize you and seems unaware of his/her surroundings.
- The person you work with is going to be evicted from his/her apartment because of loud parties he/she hosts every evening.
- The person you work with has a high fever and looks very ill.
- The person you work with is very agitated because he/she cannot get a needed doctor's appointment.
- The person calls you and says that he/she wants to die and plans to take all the medication he/she has at home.

**Ask:** Why is it important for Personal Assistants to learn how to Manage Crises?

**Show:** Managing Crises Slide 2: *Benefit of Managing Crises*

## Benefit of Managing Crises

Managing Crises prepares the Personal Assistant to respond to a person in crisis.

Personal Assistance Services Skill Training Curriculum: **MANAGING CRISES** 2  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Tell:** (*Why*) Personal Assistants need to learn how to Manage Crises so that they are prepared to respond to a person in crisis.

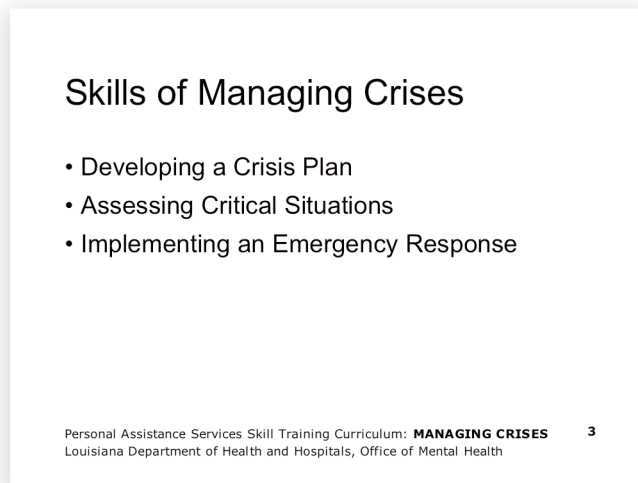
- Discuss:**
- Vulnerability of people with psychiatric disabilities; their need for support, how supporting people through crises is an aspect of their recovery.
  - Being equipped with the knowledge and skills needed to intervene confidently in crisis situations when necessary.

**Tell:**

- When we think about the “how to” of Managing Crises, what typically comes to mind is the emergency response. While this is an important aspect of Managing Crises, there are two other skills that precede Implementing an Emergency Response:

- (*How*) Managing Crises skills:
  1. Developing a Crisis Plan
  2. Assessing Critical Situations
  3. Implementing an Emergency Response

**Show:** Managing Crises Slide 3: *Skills of Managing Crises*



- Tell:**
- *Developing a Crisis Plan* is figuring out what actions to take during a crisis.
  - *Assessing Critical Situations* is evaluating the set of circumstances related to the Crisis.
  - *Implementing an Emergency Response* is carrying out the Crisis Plan.
  - During the training, we will be examining each of the skills in turn.

**Ask:** When does a Personal Assistant use Managing Crises skills?

**Show:** Managing Crises Slide 4: *Condition for Managing Crises*



- Tell:**
- (When) When beginning to work with a person with a psychiatric disability, we utilize the skills of Connecting, Coaching, and Collaborating when we manage crises. Managing Crises is an aspect of the work between the person and the assistant—a part of their “contract.” The intention of Managing Crises is that crises are averted, or if they do occur, they are quickly stabilized.
  - Now that I have given you an overview of Managing Crises, we will examine each of the skills of Managing Crises in turn.

## Managing Crises Presentation I: Developing a Crisis Plan

### Developing a Crisis Plan—Introduction and Examples

- Tell:** During the presentation of Developing a Crisis Plan, we will discuss the what, why, how, and when of the skill. I will show you an example, and you will have an opportunity to practice the skill.

**Review:** Developing a Crisis Plan Introduction (page 5 in the Trainee Workbook)

**What is Developing a Crisis Plan?**

Developing a Crisis Plan is assisting a person to figure out what actions to take during an emergency.

**Why do Personal Assistants need to help others Develop a Crisis Plan?**

By assisting a person to Develop a Crisis Plan, the Personal Assistant helps to prepare the person and the significant people in his or her life for an emergency. Being prepared for an emergency increases the likelihood of responding calmly during a critical situation.

**How do Personal Assistants Develop a Crisis Plan?**

The steps of Developing a Crisis Plan include:

- Gather Information
- Record the Plan
- Share the Plan

**When do Personal Assistants Develop a Crisis Plan?**

Personal Assistants Develop a Crisis Plan when they are assisting a person with a psychiatric disability.

- Tell:**
- (What) Developing a Crisis Plan is figuring out what actions to take during the crisis.
  - We are being proactive and developing a strategy prior to a crisis.
  - The Crisis Plan is owned by the person, and the process of Developing a Crisis Plan is highly interactive. The person is actively involved throughout the process.

**Show:** Managing Crises Slide 5: *Definition of Developing a Crisis Plan*

## Definition of Developing a Crisis Plan

Developing a Crisis Plan is assisting a person to figure out what actions to take during an emergency.

Personal Assistance Services Skill Training Curriculum: **MANAGING CRISES** 5  
Louisiana Department of Health and Hospitals, Office of Mental Health

**Ask:** What experience have you had in Developing Crisis Plans?



**Discuss:** Crisis Plans (example: physical health issues, in the event of fire plans; whether plans were verbal, written; components of the plan). Some participants may be familiar with WRAP (Wellness Recovery Action Plans).

**Tell/Do:** Turn to the Crisis Plan Example on pages 6 and 7 in the Trainee Workbook. Read through the example. Note the components of the plan as well as the content.

Crisis Plan Example (page 6 in the Trainee Workbook)

Name: Sally Boston

Personal Assistant:: Nelson Randolph

**1. Describe yourself when you are feeling well.**

- When I feel well, I am friendly and outgoing. I will have a conversation with you and welcome you into my apartment.
- I don't always make eye contact but I will answer your questions.
- I am relaxed but may have some tremors in my hands.
- I will have on clean clothes and have fixed my hair.

**2. Describe yourself when you are having difficult psychiatric symptoms.**

- I tend to avoid contact. I may let you into my apartment but I won't want to talk with you. I may be in a hurry to get you to leave.
- I will have a lot of anxiety in my body.
- I can get very worried about people trying to hurt me.
- I probably will not have had a shower for a while because when I am sick I feel too nervous to get into the bathtub.

**3. What symptoms do you have that will signal to me that I need to get some help for you?**

I probably won't answer the door to let you into my apartment. I won't want the help that you offer. I won't want to go to the emergency room or go to see my doctor.

**4. List the people you would want to see or people who might be able to help you when you are extremely distressed.**

|                       |                                       |
|-----------------------|---------------------------------------|
| Name: Nancy Davis     | Relationship/Role: Sister             |
| Contact Information:  | Cell Phone Number: 303-353-3535       |
| Name: Mary Tracey     | Relationship/Role: Friend from church |
| Contact Information:  | Home Phone Number: 303-353-5255       |
| Name: Shirley Leonard | Relationship/Role: Nurse from clinic  |
| Contact Information:  | Work Phone Number: 303-669-6690       |

**5. What do you find helpful when you are in crisis?**

- Usually I need to go to the hospital for a couple days. I prefer Beth Shalom Hospital to City Hospital because the psychiatric unit is small and I know most of the staff there.
- Sometimes I can have my sister come to stay with me for a couple of days and take extra medication.

- I need peace and quiet—no television or radio. I need someone to help me structure my days.

**6. What do you find harmful when you are in crisis?**

- I don't like loud noises—yelling or sirens. I don't want the police to come or to be taken away in an ambulance.
- I hate being left alone in a room at the emergency room. I don't like the loud noises in the emergency room.
- I've been put in four-point restraint in the emergency room and that was awful. I don't want to be put into restraints.

**7. Describe your preferred crisis procedures.**

- First I would like you to call my sister, Nancy. She has a way of talking to me that makes me feel safer. She usually can convince me to go see Dr. Howard, even when I don't want to. She will come here and drive me to the doctor if she can get away from work.
- If my sister can't come to me, my friend Mary will come here. She doesn't have a car so she can't drive me to the doctor or hospital, but she will stay with me for a while.
- Shirley might come here to see if she can help me. She has driven me to the emergency room in the past.
- If I have to go to the hospital, I prefer to ride in a car, not an ambulance.

**8. What would you like me to do if I encounter you when you are in crisis?**

- Call my sister Nancy and ask her to come to see me.
- If my sister can't come, call my friend Mary and ask her to come to my home.
- My sister, friend, or you could help me call Dr. Howard to ask him what I should do.
- My sister, friend, or you could help me get to Dr. Howard's office or the emergency room at Beth Shalom Hospital depending on what he tells us to do.
- If I have to go to the emergency room, call ahead and let them know that I am coming.
- Make sure someone can stay with me until they decide what I should do.

**9. Are there any people you do not want to have contacted when you have a crisis situation?**

Yes. Please do not contact my father. He is not helpful when I am having a hard time.

**10. Other important information (contact information, allergies, etc.)**

Dr. Howard (Psychiatrist)    Beth Shalom Emergency Room: 303-227-8100  
Office: 303-343-3544    Cell Phone: 303-343-4441    Emergency on-call: 303-227-8292

**Tell/Do:** Turn to the Example of Developing a Crisis Plan on pages 8 and 9 in the Trainee Workbook. Read the introduction and invite participants to play Armand and David.

### Example of Developing a Crisis Plan (page 8 in the Trainee Workbook)

David and his personal assistant, Armand, are meeting to develop a crisis plan for David. Armand has asked David to sit and talk with him about developing a plan of action in the unlikely event of David experiencing a psychiatric crisis during the time that they are together. Armand begins by reviewing with David the purpose of a crisis plan.

Armand: David, today I want to write a crisis plan with you. Do you recall what I told you about the crisis plan for you?

David: I remember that you said something about it, but I can't remember what it was all about.

Armand: Okay. A crisis plan is a paper that describes what we should do in case of an emergency—either a medical emergency or a psychiatric emergency

David: Oh.

Armand: I want to write a crisis plan with you so we can be prepared in case you start having some trouble.

David: Better safe than sorry.

Armand: Exactly! We want to be prepared.

Let me show you an example of what a crisis plan looks like. (Armand shows David an example of a crisis plan he has brought to the meeting with David)

David: Oh I see.

Armand: What do you notice about this crisis plan?

David: Well it doesn't have my name on it! There seems to be a lot of phone numbers. I don't know that many people.

Armand: Good observations. Of course your crisis plan will look different from this one. Notice that many of the phone numbers are for doctors and other professionals. Not all the numbers are for friends and family.

David: Okay.

Armand: Shall we begin?

David: Okay.

## Example of Developing a Crisis Plan (page 9 in the Trainee Workbook)

- Armand: Well the first thing the form asks is for you to describe yourself when you are feeling well.
- David: When I'm well? I guess I'm just normal. That's all.
- Armand: You're normal. What does that look like on you?
- David: I don't know what you mean.
- Armand: See on Sally's example she says, "When I feel well I am friendly and outgoing. I will have a conversation with you and welcome you into my apartment."
- How do you act when you are feeling well?
- David: I act just as I am acting now.
- Armand: Okay, so what words would you use to describe how you are acting now?
- David: Well, I'm friendly too.
- Armand: Okay I'll write down friendly. Anything else?
- David: Um, I don't know.
- Armand: Sometimes it helps to start with describing what happens for you when you are not well, when you are having symptoms.
- David: That's easy. I start thinking that there are all these meanings in numbers and words. I probably will start talking to you about things like zip codes and telephone numbers.
- Armand: So what you talk about will be different. What might I see? Would you be doing anything I could recognize?
- David: I might be reading the phone book. I might be carrying a lot of magazines. That's it, I think.
- Armand: Well that's a great description. Shall I write or do you want to?
- David: You write.
- Armand: Well, okay. I am going to write it down. You can tell me what to write and when I am through writing, will you make sure I have it right?
- David: Sure.

**Ask:** Why is it important to support a person in Developing their Crisis Plan?

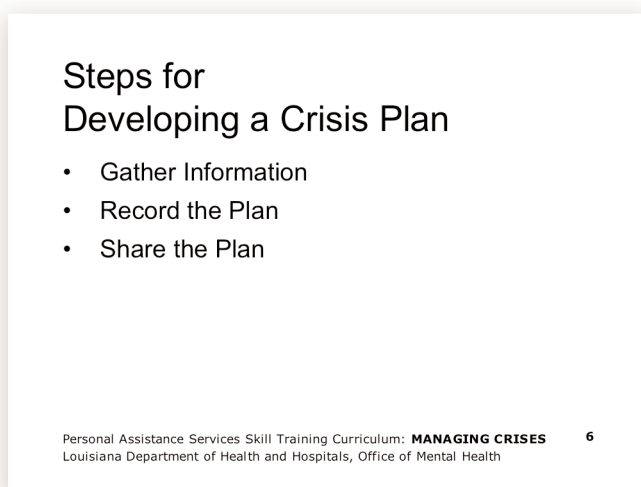
**Tell:** (*Why*) The Crisis Plan prepares the person and the significant people in his or her life for an emergency. Being prepared increases the likelihood of all responding more calmly during a critical situation.

**Discuss:** “Be Prepared” (Boy Scout Motto); FEMA (Federal Emergency Management Agency) an organization in the United States that responds during national disasters. Emergency plans that are now in place since hurricane Katrina.

**Tell:** (*How*) There are three steps involved in Developing a Crisis Plan:

1. Gather Information
2. Record the Plan
3. Share the Plan

**Show:** Managing Crises Slide 6: *Steps for Developing a Crisis Plan*



**Tell:**

- *Gather Information* involves interviewing the person to determine the content he or she would like included in the Crisis Plan.
- Gathering Information is a process. We discussed the importance of the person being actively involved in devising his or her own Crisis Plan. Your Coaching skills come into play here as you guide the person through the activity. It may take several sessions to gather information.
- *Record the Plan* is writing the information into a format.
- There is an example of a Crisis Plan format on pages 10 and 11 in the Trainee Workbook. The specific format that a personal assistant uses may vary from agency to agency.

**Review:** A Crisis Plan Format (page 10 in the Trainee Workbook)

Name: \_\_\_\_\_ Personal Assistant:: \_\_\_\_\_

1. Describe yourself when you are feeling well.
2. Describe yourself when you are having difficult psychiatric symptoms.
3. What symptoms do you have that will signal to me that I need to get some help for you?
4. List people you would want to see or people who might be able to help you when you are extremely distressed.

Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_

5. What do you find helpful when you are in crisis?

**Review:** A Crisis Plan Format (page 11 in the Trainee Workbook)

6. What do you find harmful when you are in crisis?
  
  
  
  
  
  
  
  
  
  
7. Describe your preferred crisis procedure.
  
  
  
  
  
  
  
  
  
  
8. What would you like me to do if I encounter you when you are in crisis?
  
  
  
  
  
  
  
  
  
  
9. Are there any people you do not want contacted when you have a crisis situation?
  
  
  
  
  
  
  
  
  
  
10. Other important information: (Contact information, allergies, etc.)

**Tell:** Share the Plan. The plan belongs to the person with the psychiatric disability. He or she has the final word about who they share their plan with.

**Ask:** With whom might the person want to share the plan?

**Tell:** Once a Crisis Plan is developed, it will be important to “keep it alive” by reviewing and revising periodically. It is essential to revisit the plan following the stabilization of a crisis. What has the person learned from the experience about Managing Crises? How might he or she modify their plan?

## Developing a Crisis Plan—Exercise

**Tell/Do:** I'd like to give you an opportunity to develop a Crisis Plan. Turn to the Instructions for Developing a Crisis Plan Exercise on page 12 in the Trainee Workbook. Read through the instructions.

### Instructions for Developing a Crisis Plan Exercise (page 12 in the Trainee Workbook)

Follow the steps listed below to develop a Crisis Plan with a partner.

1. Meet with a partner.
2. Decide who will go first. Who will be the person who needs a crisis plan and who will be the Personal Assistant.
3. The person needing a crisis plan will think of a critical situation that may require an emergency response. It is possible to use a real-life situation, such as a medical or psychiatric condition, or to use an imaginary situation.
4. The Personal Assistant will orient the person to Developing a Crisis Plan.
5. Using Connecting and Coaching skills, the Personal Assistant will interview the person to gather information required for the plan.
6. Using the Crisis Plan format, complete the Crisis Plan.
7. Discuss with whom the person will share the Crisis Plan.
8. Use the Developing a Crisis Plan assessment form. First, the Personal Assistant will assess the skills in Developing a Crisis Plan, then the person will give the Personal Assistant feedback.
9. Change roles and repeat the exercise.

**Tell/Do:** Take turns Developing a Crisis Plan.



## Developing a Crisis Plan Exercise (page 13 in the Trainee Workbook)

Name: \_\_\_\_\_ Personal Assistant: \_\_\_\_\_

1. Describe yourself when you are feeling well.
2. Describe yourself when you are having difficult psychiatric symptoms.
3. What symptoms do you have that will signal to me that I need to get some help for you?
4. List people you would want to see or people who might be able to help you when you are extremely distressed.  
Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_  
  
Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_  
  
Name: \_\_\_\_\_ Relationship/Role: \_\_\_\_\_  
Contact Information: \_\_\_\_\_
5. What do you find helpful when you are in crisis?

Developing a Crisis Plan Exercise (page 14 in the Trainee Workbook)

6. What do you find harmful when you are in crisis?
  
7. Describe your preferred crisis procedure.
  
8. What would you like me to do if I encounter you when you are in crisis?
  
9. Are there any people you do not want contacted when you have a crisis situation?
  
10. Other important information: (Contact information, allergies, etc.)

Developing a Crisis Plan Self-Assessment (page 15 in the Trainee Workbook)

Using the scale, rate how well you did completing the Developing a Crisis Plan Exercise.

- 3 = I did the skill well and/or as often as needed
- 2 = I could have done the skill better or more often than I did in the exercise
- 1 = I did not do the skill in the exercise
- NA = I did not need to use this skill in the exercise

| Skill/Component  | Rating | Comment |
|--|--------|---------|
| Orienting to Developing a Crisis Plan<br>(What, Why, Roles)                          |        |         |
| Listening<br>(Preparing, Attending, Recalling)                                       |        |         |
| Demonstrating Understanding<br>(Paraphrasing, Responding to Feeling)                 |        |         |
| Giving Directions<br>(Orienting, Instructing)  |        |         |
| Encouraging<br>(Praising Efforts, Praising Accomplishments,<br>Modifying Directions) |        |         |
| Giving Feedback<br>(Inviting Self-Assessment, Sharing Assessment)                    |        |         |
| Recording Information  |        |         |
| Completing Feedback Loop   |        |         |

**Discuss:** The experience of Developing a Crisis Plan—overall; strengths, challenges, learning.

## Managing Crises Presentation 2: Assessing Critical Situations

### Assessing Critical Situations—Introduction and Examples

**Tell:** During the Presentation of Assessing Critical Situations, we will discuss the what, why, how, and when of the skill. I will show you an example, and you will have an opportunity to practice the skill.

**Review:** Assessing Critical Situations Introduction (page 16 in the Trainee Workbook)

#### **What is Assessing Critical Situations?**

Assessing Critical Situations means evaluating the circumstances related to an emergency.

#### **Why do Personal Assistants need to assess critical situations?**

Personal Assistants need to assess critical situations so that they can obtain a complete picture of the situation and determine how to best respond.

#### **How does a Personal Assistant assess a critical situation?**

The steps of Assessing Critical Situations include:

- Collect the Details
- Involve the Person
- Explore Causes
- Devise/Determine Actions

#### **When does a Personal Assistant assess a critical situation?**

A Personal Assistant assesses a critical situation when he or she is concerned about the safety of a person.

**Tell:** (*What*) Assessing Critical Situations is evaluating the set of circumstances related to the emergency.

**Show:** Managing Crises Slide 7: *Definition of Assessing Critical Situations*

### Definition of Assessing Critical Situations

Assessing Critical Situations is evaluating the circumstances related to an emergency.

**Tell:** Critical situations are any events or circumstances that cause you to worry about the safety of the person you work for or for your own safety. Critical events may involve medical or psychiatric issues, natural events like tornados, or other people’s behavior. Critical situations usually require an immediate response.

**Tell/Do:** Turn to the Critical Situation Examples (page 17 in the Trainee Workbook)

- The person you work for does not respond at all when you try to wake her up.
- A neighbor has stolen the person’s money.
- The person you work for is behaving very differently from the way he usually behaves.
- The house is on fire.
- The person does not come to the door to let you in for your scheduled appointment.
- 
- 
- 
- 

**Ask:**

- What are some other examples of critical situations?
- Why is it important to assess critical situations?

**Tell:**

- (Why) Personal Assistants need to assess critical situations so that they can obtain a complete picture of the situation and determine how to best respond.
- Assessing a Critical Situation provides you with a base of information from which to develop an emergency response.

**Tell/Do:** Turn to Discriminating Critical Situation Exercise on page 18 in the Trainee Workbook. Read the instructions.

## Discriminating Critical Situation Exercise (page 18 in the Trainee Workbook)

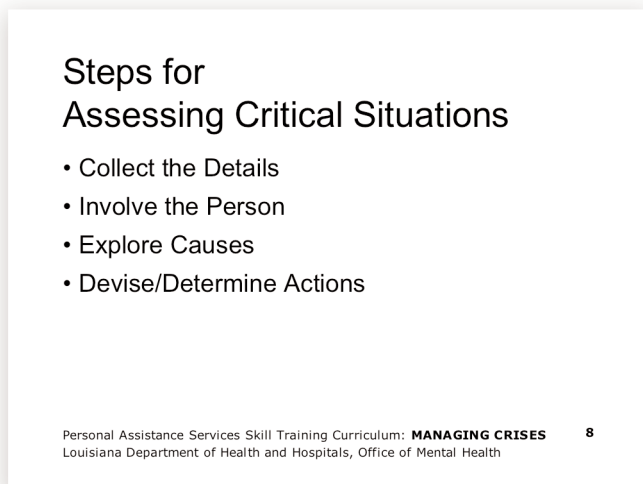
Read each situation and decide whether or not you see it as a crisis. Check off one of three boxes to record your opinion about the situation.

| Situation   | Yes | No | Need More Information |
|---|-----|----|-----------------------|
| 1. You enter the person's apartment and he is smoking a cigarette while sitting at the kitchen table. You know that smoking inside the building is against the rules. |     |    |                       |
| 2. You enter the person's apartment and the person is bleeding from her arm. You see a straight edge razor on the table.  |     |    |                       |
| 3. After talking with the person for several minutes, he tells you that he is feeling hopeless about his life and wants nothing more than to die.                     |     |    |                       |
| 4. While assisting the person with his shower, he faints and falls to the floor of the bathtub.   |     |    |                       |
| 5. While visiting, the person gets a phone call from a bill collector. This makes the person very angry.  |     |    |                       |
| 6. You are sharing a meal with the person in a restaurant when she starts talking to herself.   |     |    |                       |
| 7. While assisting the person in her apartment, her boyfriend comes in and threatens to "punch her lights out."   |     |    |                       |
| 8. You discover that the person has not eaten, showered, or taken psychiatric medication for two days.  |     |    |                       |

**Tell:** (How) There are four steps involved in Assessing Critical Situations:

1. Collect the Details
2. Involve the Person
3. Explore Causes
4. Devise/Determine Actions

**Show:** Managing Crises Slide 8: *Steps for Assessing Critical Situations.*



**Tell:** *Collecting the Details* is gathering information about the emergency.

**Review:** Collecting the Details Introduction (page 19 in the Trainee Workbook)

**What is Collecting the Details?**

Collecting the Details is gathering information about the emergency.

**Why does a Personal Assistant need to collect the details?**

A Personal Assistant collects the details so that he or she has a clear understanding of the situation.

**How does a Personal Assistant collect the details?**

The steps involved in Collecting the Details include:

- Gather Facts
- Gather Observations

**When does a Personal Assistant collect the details?**

A Personal Assistant Collects the Details when he or she is unclear as to what is occurring in an emergency situation.

- Tell:**
- There are two steps to collecting the details:
    1. Gather Facts
    2. Gather Observations
  - Collecting the Details involves gathering information about the “Who–What–Where–When plus ABC” of the situation. Elaborate on the “Who–What–Where–When plus ABC.”

**Review:** Describing the Details of the Situation (page 20 of the Trainee Workbook)

Describing the details is gathering information about the emergency. The information gathered includes facts and observations: Who – What – Where – When + ABC

**Who – What – Where – When + ABC**

- Who: Who is involved in the situation?
- What: What is happening?
- Where: Where is the situation occurring?
- When: When is the situation occurring?

|   |   |
|---|---|
| <p><b>A = Appearance</b><br/>How the person looks</p>             | <p>Pale skin<br/>Watery eyes<br/>Dirty clothes<br/>Smiling<br/>Clean Nails<br/>Wearing Pajamas</p>                                  |
| <p><b>B = Behavior</b><br/>How the person is acting</p>           | <p>Rapid speech<br/>Looks away when talking<br/>Racing around the apartment<br/>Sitting quietly at the kitchen table<br/>Crying</p> |
| <p><b>C = Context</b><br/>What is happening around the person</p> | <p>Home alone<br/>Apartment is neat and tidy<br/>House is filled with family members<br/>Hasn't slept in two days</p>               |

**Tell:** Collecting the Details of the Situation involves the skill of observation.

**Tell/Do:** Turn to Observations and Judgments Exercise on page 21 of the Trainee Workbook. Read through the instructions. Complete and discuss.



Observations and Judgments Exercise (page 21 in the Trainee Workbook)

There are differences between observations (facts) and judgments (opinions). In this exercise, read each statement and decide whether you see it as an observation or a judgment.

Place a check (✓) in the column to show your decision.

| Statement   | Observation | Judgment |
|---|-------------|----------|
| He was sitting in a chair at the kitchen table with his head in his hands.  |             |          |
| She was wearing dirty clothes and was smoking a cigarette. She looked like she hadn't slept for days!   |             |          |
| There were four women in the room, sitting in chairs, not talking to one another.   |             |          |
| His hands were trembling and his voice was shaky. He spoke very quickly, and I couldn't make sense of what he was saying.   |             |          |
| He has not been taking his medication.  |             |          |
| He looked very nervous because his mother was there, and she is very controlling, which makes him nervous.  |             |          |
| Several dirty coffee cups cluttered the kitchen table. The ashtray was filled to over-flowing. Sandra was nowhere to be found in the apartment.   |             |          |
| The prescription bottle was empty, and Sandra was lying on the bathroom floor.  |             |          |
| He is very stubborn. He won't take a shower without an argument.  |             |          |
| He was standing in the living room with his hands on his hips. He was shouting that his neighbor had kept him awake all night and that he wanted to move. He was saying how furious he was feeling. |             |          |
| The apartment was empty. Everything was tidy. Dishes were washed and the bed was made. There was a note beside the telephone explaining that Jill had gone to visit her sister.                     |             |          |
| He's been drinking again.   |             |          |

**Tell/Do:** Turn to the second observation exercise. An alternative is to observe something related to or in the vicinity of the training.

## Observation Exercise (page 22 in the Trainee Workbook)

Directions:

When you go to lunch today, observe several people eating lunch near you. Write down at least 10 observations.

What judgments come to mind as you observe the people? Write down at least 3 judgments.

- Tell/Do:**
- Turn to the two Describing the Details of the Situation Exercises on pages 23 and 24 in the Trainee Workbook.
  - Read through each in turn and complete the Who–What–Where–When+ABC. (Can do Exercise #1 together or in partners; also can apply the format to the current training situation.)

Collecting the Details Exercise #1 (page 23 in the Trainee Workbook)

Read the following story. Describe the Details of the situation using the outline provided.

Stanley knocked on his neighbor's door. He wanted to ask him to collect his newspapers while he was on vacation. He planned to tell him that he was welcome to the papers while he was away.

His neighbor Rusty answered the door almost immediately, as if he had been just about to leave through the same door. Rusty jumped when he saw Stanley standing on the doorstep. He shouted, "What the hell do you want?" Then Stanley jumped. Rusty seemed nervous and in a hurry. He closed the door, letting you know that he was not going to welcome you into his house.

Stanley feels nervous about asking a favor when Rusty is acting so angry. He doesn't know Rusty well and does not feel comfortable with so much anger.

Rusty glares at Stanley, so Stanley states his request. Rusty answers that he would collect Stanley's newspapers while he is away on vacation.

Who:

What:

Where:

When:

Appearance:

Behavior:

Context:

Collecting the Details Exercise #2 (page 24 in the Trainee Workbook)

**Read the following story. Describe the Details of the situation using the outline provided.**

You are working with a young man, named Peter. You visit three times a week to assist him with his shower, cleaning, and grocery shopping. This morning when you arrive, Peter is not out of bed. He is sleeping soundly so you begin to tidy up the kitchen and put on a pot of coffee.

After 15 minutes, Peter walks out of his room and stands staring at you. You greet him but he does not reply. You wonder if he is still sleeping. You continue talking. Telling him that you're making coffee and cleaning the kitchen and that later you will help him with his grocery shopping. Peter continues to stare at you without responding. You feel nervous because you've never seen anyone sleepwalk before. It seems like hours have passed, and Peter continues to stand staring at you. You notice that the coffee is done so you pour two cups. You offer Peter a cup a coffee and he says, "Sure. Thank you."

Who:

What:

Where:

When:

Appearance:

Behavior:

Context:

**Tell:** The next step in Assessing Critical Situations is *Involving the Person*.

**Review:** Involving the Person Introduction (page 25 in the Trainee Workbook)

**What is Involving the Person?**

Involving the Person means engaging the person in dialogue about the situation.

**Why do Personal Assistants need to involve the person?**

Involving the Person in the situation encourages the exchange of information between the person and the Personal Assistant.

**How does a Personal Assistant involve the person?**

The steps of Involving the Person include:

- Seek Information
- Demonstrate Understanding
- Share Information

**When does a Personal Assistant involve the person?**

A Personal Assistant involves the person when the person is in crisis.

- Tell:**
- *Involving the Person* means engaging the person in dialogue about the situation.
  - *Involving the Person* means seeking their perspective and sharing yours.
  - Turn to the example of Involving the Person on page 26 in the Trainee Workbook.

**Review** Involving the Person Example (page 26 in the Trainee Workbook)

Armand works with David. He enters the apartment where David lives and finds David lying on the living room floor.

Armand David! (rushing to his side) Are you okay?

David Um (trying to get up), I don't know.

Armand Stay down. Let's try to figure out what happened. Are you hurt?

David Um. I don't think so.

Armand How did you come to be lying on the floor?

David I'm not really sure.

Armand What's the last thing you do remember?

David I was lying on the couch, and I got up when I heard you at the door.

Armand Do you think you fainted?

David I think so. It happened fast. I'm okay. I want to get up now.

Armand Okay. First sit up for a minute to see how you feel.

David Okay. I think I'm okay.

Armand Are you dizzy?

David No.

Armand You're not dizzy. Does your head hurt?

David No I don't hurt anywhere except here on my elbow. I must have scrapped it on the carpet when I fell.

Armand Have you had anything to eat or drink yet today?

David I had 3 cups of coffee. That's it.

Armand Would you like me to help you to the couch and fix you something to eat and drink?

David I don't really want to eat, but maybe a glass of water.

Armand Okay. Let's see how you feel after that. Then we can decide what we should do.

**Ask:** Why do personal assistants need to involve the person?

- Tell:**
- (Why) Involving the person encourages the exchange of information between the person and the personal assistant.
  - Involving the person increases the Personal Assistant's understanding of the emergency from the person's perspective and allows the Personal Assistant to keep the person informed throughout the emergency.
  - There are three steps to involving the person:
    1. Seek Information
    2. Demonstrate Understanding
    3. Share Information
  - Seeking information is attempting to find out facts related to the emergency from others.
  - Demonstrating understanding is capturing in words what another person is thinking or feeling.
  - Sharing information is telling others facts related to the emergency.

**Tell/Do:** I'd like to give you an opportunity to practice Involving the Person in a roleplay exercise. Turn to Involving the Person Exercise on page 27 in the Trainee Workbook. Read through the instructions and complete the exercise.

**Involving the Person Exercise (page 27 in the Trainee Workbook)**

This is a roleplay exercise. Read one scenario at a time and roleplay how a Personal Assistant would involve the person in the situation. Each partner should have two opportunities to play the Personal Assistant. After the exercise, assess your performance using the Involving the Person assessment sheet.

**Scenario #1**

You enter the apartment and the person you work with is drinking beer. There are 8 empty beer bottles on the kitchen table.

**Scenario #2**

You are shopping with the person, and he begins to become very confused about what you are doing together.

**Scenario #3**

You are washing dishes with the person when he accidentally breaks a glass and cuts his hand.

**Scenario #4**

The person with whom you work tells you that he has had terrible indigestion all day.

**Tell/Do:** Turn to Involving the Person Self-Assessment on pages 28 in the Trainee Workbook. Read through the instructions and assess your performance of the Involving the Person Exercise.



Involving the Person Self-Assessment (page 28 in the Trainee Workbook)

Assess your performance of the Involving the Person Exercise.

| Skill  | Yes | No | Partly | Evidence |
|--|-----|----|--------|----------|
| Seeking Information<br>(asking questions, clarifying content)        |     |    |        |          |
| Demonstrating Understanding<br>(paraphrasing, responding to feeling) |     |    |        |          |
| Sharing Information  |     |    |        |          |
| <b>Qualities</b>   |     |    |        |          |
| Tone of Voice<br>(calm and clear)                                    |     |    |        |          |
| Pacing<br>(one question or idea at a time)                           |     |    |        |          |
| Balanced<br>(asking questions and demonstrating understanding)       |     |    |        |          |

**Discuss:** The experience of Involving the Person—overall, strengths, challenges, learning.

**Tell:** The next step in Assessing Critical Situation is *Exploring the Causes*.

## Exploring the Causes Introduction (page 29 in the Trainee Workbook)

**What is Exploring the Causes?**

Exploring the Causes means considering the reasons for the critical situation.

**Why do Personal Assistants need to explore the causes?**

Personal Assistants need to explore the causes in order to understand the reasons why the critical situation has occurred.

**How does a Personal Assistant explore the causes?**

The steps of Exploring the Causes include:

- Brainstorm the Possible Causes
- Consider the Evidence
- Draw Conclusions

**When does a Personal Assistant Explore the Causes?**

A Personal Assistant explores the causes when the reasons for the critical situation are unclear.

**Tell:** (*What*) Exploring the causes means considering the reasons for the critical situation.

**Ask:** Why does a personal assistant need to explore the causes?

- Tell:**
- (*Why*) Personal Assistants need to explore the causes in order to understand the reasons why the critical situation has occurred.
  - (*How*) There are three steps to Exploring the Causes:
    1. Brainstorm the Possible Causes
    2. Consider the Evidence
    3. Draw Conclusions

**Ask:** When does a personal assistant need to explore the causes?

- Tell:**
- (*When*) A Personal Assistant explores the causes when the reasons for the critical situation are unclear.
  - The last step in Assessing Critical Situations is *Devising Actions*.
  - (*What*) Devising Actions is determining what to do in a critical situation.

**What is Devising Actions?**

Devising Actions is determining what to do in a critical situation.

**Why do Personal Assistants need to devise actions?**

A Personal Assistant needs to devise actions so that he or she has thought through how to respond to a crisis.

**How does a Personal Assistant Devise Actions?**

The steps of Devising Actions include:

- Brainstorm Possible Actions
- Weigh the Feasibility
- Choose an Action

**When does a Personal Assistant devise actions?**

A Personal Assistant devises actions when he or she needs to figure out how to proceed during a crisis.

**Ask:** Why do Personal Assistants need to devise actions?

- Tell:**
- *(Why)* A Personal Assistant needs to devise actions so that they have thought through how to respond to a crisis.
  - *(How)* There are three steps in Devising Actions:
    1. Brainstorm possible actions
    2. Weight the feasibility
    3. Choose an action

**Ask:** When does a Personal Assistant devise action?

**Tell:** *(When)* A Personal Assistant devises actions when he or she need to figure out how to proceed during a crisis.

## Managing Crises Presentation 3: Implementing an Emergency Response

**Tell:** Implementing an Emergency Response is the third skill of Managing Crises.

**Show:** Managing Crises Slide 9: *Definition for Implementing an Emergency Response*

### Definition for Implementing an Emergency Response

Implementing an Emergency Response is carrying out a crisis plan.

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**Review:** Implementing an Emergency Response Introduction (page 31 in Trainee Workbook.

#### **What is Implementing an Emergency Response?**

Implementing the emergency response is carrying out a crisis plan.

#### **Why do Personal Assistants need to learn how to implement an emergency response?**

Personal Assistants need to learn how to implement an emergency response so that they will know what actions to take during an emergency.

#### **How do Personal Assistants implement an emergency response?**

The skills of Implementing an Emergency response include:

- Consulting Relevant Resources
- Following Safety Procedures
- Evaluating Strategy Effectiveness

#### **When do Personal Assistants implement an emergency response?**

Personal Assistants implement an emergency response when they are confronted with a critical situation.

**Tell:** (*What*) Implementing an Emergency Response is carrying out the crisis plan. Up until this point we have discussed the development of the person's crisis plan. The Emergency Response comes not only from the person's crisis plan but also from the emergency procedures of your agency.

**Review:** PAS Program Emergency Procedures (page 32 in Trainee Workbook).

Each PAS program will have its own emergency procedures. Different programs may be required by law or policy to report emergency events or situations to different authorities. As an employee, it is your responsibility to learn the emergency procedures of your program. If you are uncertain of the emergency procedures of your program, contact your supervisor immediately for more information and training.

Remember!!!! Your program is required to support you in the event of an emergency. Program policies and procedures are one way that programs support their workers. Programs should routinely review emergency procedures with all staff.

Most mental health programs have emergency procedures that generally follow these steps:

1. Secure safety for yourself and the person you are working with.
2. Contact needed emergency services.
3. Contact your supervisor to report the event and to receive additional instructions.
4. Follow-up by completing any required paperwork. This often involves documenting the event or situation and notifying proper authorities.

**Write the emergency procedures of your program in the space below.**

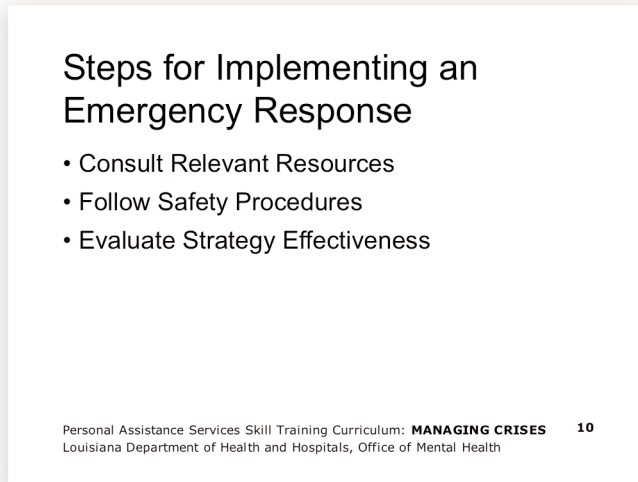
**Ask:** What are the emergency procedures of your agency? Where would you find them?  
Discuss.

**Tell:** (How) There are three steps to Implementing an Emergency Response:

1. Consult relevant resources
2. Follow safety procedures
3. Evaluate strategy effectiveness

**Discuss:** What might be involved in each step.

**Show:** Managing Crises Slide 10: *Steps for Implementing an Emergency Response*



**Tell/Do:** Turn to the Emergency Procedures Exercise on page 33 in the Trainee Workbook. Read instructions. Discuss learning.

### Emergency Procedures Exercise (page 33 in the Trainee Workbook)

Read each scenario and write a description of how you would respond to the situation. Remember to list out each step you would take to implement the emergency procedures of your program.

#### Scenario #1

You arrive at the home of the person you work with and find that he is slurring his words and is unable to walk. He tells you that he has taken an entire bottle of lithium and antidepressants.

#### Scenario #2

You and the person you work with are shopping in the grocery store when she passes out and falls to the floor. She has passed out before, especially when she hasn't eaten and drank enough water. She sits up immediately and states that she feels fine.

**Tell/Do:** You will have an opportunity to practice all of the skills of Managing Crises together in an Exercise. Turn to the Managing Crises Exercise on page 34 in the Trainee Workbook. Read the directions.

### Managing Crises Exercise (page 34 in the Trainee Workbook)

Directions:

1. Read each scenario with a specific person in mind.
2. Write a description of the situation with the who-what-where-when and ABC description of the situation.
3. Roleplay with your partner how you involve the person in the assessment of the situation remembering to use the skills of:
  - Listening
  - Paraphrasing
  - Requesting Information
  - Orienting
  - Giving Directions
  - Defining Common Goals

Write step-by-step what you would do to implement an emergency response.

**Scenario #1:**

You arrive at the home of the person with whom you work and find the door locked. He does not answer your knocks and calls. You see through the kitchen window that he is lying on the kitchen floor.

**Scenario #2:**

You go to the movies with the person with whom you are working, and he begins to shout and pace in the movie theater while the film is playing.

**Scenario #3:**

The person with whom you work calls you at home at 10 PM and states that she is going to kill herself.

**Discuss:** The training experience with the exercise.

## Summary

**Tell:** Now that we have completed Managing Crises. Let's review the key points. The what, why, how, and when of Managing Crises.

**Ask:** What is the definition of Managing Crises?

**Review:** Managing Crises is handling a difficult or dangerous situation that threatens the health and/or safety of a person.

**Ask:** Why is it important for Personal Assistants to learn how to Manage Crises?

**Review:** Personal Assistants need to learn to manage crises so that they are prepared to respond to a person in crisis.

**Ask:** What are the three skills involved in Managing Crises?

**Review:** The three skills involved in Managing Crises are:

1. Developing a Crisis Plan
  2. Assessing Critical Situations
  3. Implementing an Emergency Response
- Developing a Crisis Plan is figuring out what actions to take during a crisis.
  - Assessing Critical Situations is evaluating the set of circumstances related to the crisis.
  - Implementing an Emergency Response is carrying out the Crisis Plan.

**Ask:** When does a Personal Support Assistant manage crises?

**Review:** Personal Assistants manage crises when they encounter someone who has had or is experiencing a crisis.

**Discuss:**

- Next steps. What opportunities do trainees have to apply their learning outside of the classroom?
- Reflections and experiences of the training.



**Personal Assistant Services**

1. What is a Personal Assistance Service?

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2. What is the role of a Personal Assistant?

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3. What are the tasks of a Personal Assistant?

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4. What are the critical skills that a Personal Assistant performs?

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**Recovery and Rehabilitation**

1. What is the recovery vision?

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2. What is the goal of recovery?

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3. What is the mission of psychiatric rehabilitation?

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4. What are the primary rehabilitation interventions?

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**Connecting**

1. What is Connecting?

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2. Why is it important for a Personal Assistant to connect with the person that they are working with?

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3. Two Connecting skills are Listening and Demonstrating Understanding:

- Listening—Listening involves three steps: 1) Preparing, 2) Attending, and 3) Recalling. Briefly describe what a Personal Assistant would do when they are Preparing, Attending, and Recalling:

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## Training Pretest/Posttest

- Demonstrating Understanding—There are two skills in Demonstrating Understanding: 1) Paraphrasing and 2) Responding to Feeling

Assume that you are the person's Personal Assistant. Read the following statement:

*I never knew they'd give me someone like you to help me with stuff at home. I didn't let my doctor or nurse know how bad things have gotten around here since my sister died because I thought they'd make me go to a home.*

Write down how you would paraphrase what they have shared with you:

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*You can see what a mess this place is. It just got away from me. I plan to pick up and put things away, but now it's so bad I don't know where to begin.*

Write down your response to the feelings the person has expressed:

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4. When do Personal Assistants use Connecting skills?

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## Coaching

1. What is Coaching?

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2. What are the benefits of Coaching?

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3. There are three Coaching skills: 1) Giving Directions, 2) Encouraging, and 3) Giving Feedback:

- Giving Directions—Two types of directions are: 1) Orientations and 2) Instructions  
What is the difference between the two?

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- Encouraging—There are three techniques for encouraging: 1) Praising Efforts, 2) Praising Accomplishments, and 3) Modifying Directions

Create a brief example of one of the techniques for the skill of washing clothes.

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## Training Pretest/Posttest

- Giving Feedback

What are the characteristics of good feedback?

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4. When do Personal Assistants coach a person?

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### Collaborating

1. What is Collaborating?

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2. Why is it important that Personal Assistants collaborate with the person that they are working with?

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3. Collaborating skills include Defining Common Goals, Disagreeing, and Resolving Conflict:

- Defining Common Goals—Briefly describe how to define common goals?

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- Disagreeing—Write down what you might say in Disagreeing with the following statement:  
*My case manager said that you had to clean my kitchen when you're here today. She told me that it was your job to do the housework and that we shouldn't be spending time goofing around. She wants you to do your work when you're here.*

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- Resolving Conflict—What is the difference between a disagreement and a conflict?

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4. When do Personal Assistants use Collaborating skills?

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**Managing Crises**

1. What is Managing Crises?

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2. Why is it important for Personal Assistants to be able to manage crises?

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3. The skills of Managing Crises include:

- Developing a Crisis Plan—Briefly describe how a Personal Assistant would develop a crisis plan with a person they are working with:

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## Training Pretest/Posttest

- Assessing Critical Situations—What are some examples of critical situations a Personal Assistant may need to assess?

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- Implementing an Emergency Response—As well as the actions laid out in a person’s crisis plan, what else influences how a Personal Assistant responds during an emergency?

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4. When does a Personal Assistant begin to manage crises?

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Notes

Lined area for taking notes.