

Process for Crisis Assessment and Relapse Prevention (P-CARP)

Introduction

This tool is designed to help the Crisis Facilitator evaluate why a particular Emotional and Behavioral Health Crisis Incident occurred (Section I) and to plan what post-crisis response should be enacted to help prevent a similar crisis from re-occurring with this student (Sections II and III). The CARPP will also be used to document the Crisis Facilitator's activities in response to the crisis (Section IV), both during the incident itself to de-escalate the situation, and in the weeks following to prevent recurrence. Because they build upon one another, sections of the CARRP should generally be completed in order (i.e., a Crisis Incident Assessment should be completed before the Closing Narrative).

CARPP Sections Guidelines

I. Emotional and Behavioral Health Crisis Incident Assessment (CIA)

This tool provides a functional assessment of why the Crisis Facilitator believes the crisis occurred, incorporating perspectives from the student, school staff, peers (when appropriate), parents/other family members, and the situational context.

Complete this section within 1 week of the incident when:

- a. A Level II or III crisis occurred and the Crisis Facilitator provided an immediate crisis response (i.e., was directly involved in de-escalating the crisis), **OR**
- b. In other situations as warranted. The CIA can be completed for situations other than the above when it would be helpful to the student or school to do so in a particular case (e.g., a higher-level crisis in which the facilitator was **not** directly involved, for a lower-level crisis for a student with many unmet needs).

II. Needs Assessment

This tool helps determine the intensity and the duration of the post-crisis response that will be enacted by the Crisis Facilitator, based on the needs of the student and his/her systemic context.

Completed whenever a CIA (Section I) is completed and within 1 week of the crisis incident.

III. Post-Crisis Response Plan

Here the Crisis Facilitator outlines the actions s/he intends to take to help prevent a similar crisis from re-occurring with this student. Actions that will be taken by school personnel and family members can be listed here as well. This section is analogous to a "treatment plan" in a therapy setting.

Completed whenever a CIA is completed, within 1 week of the crisis incident.

IV. Crisis Incident and Post-Crisis Response Closing Narrative

This section documents the actions actually taken by the Crisis Facilitator during the crisis incident itself (if s/he was directly involved) and in the post-crisis response period (i.e., in the 30 to 60 days following the incident). The Facilitator should also share his/her sense of whether post-crisis interventions were effective and make any final recommendations to help prevent the student from having a crisis relapse. This section is analogous to a "discharge summary" in a therapy setting.

Completed:

- *For Incidents with a Low Needs Assessment Score - within 30 days of the crisis incident*
- *For Incidents with a High Needs Assessment Score - within 60 days of the crisis incident*

Section I. Emotional and Behavioral Health Crisis Incident Assessment (CIA)

INSTRUCTIONS: The CIA will be completed within 1 week of every BCPS Level II or III crisis incident in which the Crisis Facilitator was directly involved. The CIA can also be completed for other students (e.g., Level II or III crises for which the Facilitator was NOT involved, students with multiple Level I crises, etc.) as warranted.

Student:	Date and Time of Crisis:
School and Grade:	Crisis Location:
Date of CIA Completion:	Did Crisis Facilitator provide Crisis Response Activities during this crisis? ___ Yes ___ No
Brief description of crisis (OR - if this CIA is NOT related to a crisis, explain here why it is being completed):	

A. Relevant Background / Contextual Information *List any student background or contextual factors that may have contributed to this crisis incident – e.g., stressor in student’s life, mental health diagnosis, has an IEP, etc.*

Individual Student Factors	School / Neighborhood Factors
•	•
Family Factors	Peer Factors
•	•

A. Antecedents (Timeline) to the Crisis *List the events immediately leading up to (same day as) the crisis incident from both the student’s and school personnel’s perspectives.*

Student Perspective	School Personnel’s Perspective
•	•

B. Behaviors Exhibited in Crisis

C. Narrative Summary / Conflict Cycle *Using the information outlined above and your clinical judgment, provide a brief narrative outlining why you think this crisis occurred and anything learned from the crisis itself.*

D. Hypothesized Function(s) / Cause(s) of Crisis Incident

Function(s) – why did the student display this behavior? LIST
•
Other causal / contributing factors - LIST
•

E. Student and System Strengths / Assets

Individual Student Strengths	School / Neighborhood Strengths
•	•
Family Strengths	Peer Strengths
•	•

F. Services / Supports

Student Services / Supports Already in Place when Crisis Occurred – LIST
•
Services / Supports Provided in Immediate Response to the Crisis (e.g., psychiatric hospitalization for stabilization) - LIST
•

Section II. Needs Assessment

A. Rate the crisis incident on the following dimensions (see Guidelines for the Post-Crisis Response):

Student Current Behavioral Health Needs		
0 Low Need Mild oppositional behavior or distress that is not indicative of a broader mental health or behavioral issue, OR student has a more serious mental health concern that is being managed by current resources	1 Moderate Need Student has some need for emotional, behavioral, mental health, or substance abuse resources	2 High Need Student has serious emotional, behavioral, mental health or substance abuse issues and a high need for more or different services
Characteristics of the Crisis Incident		
0 Minor Incident Very little risk of injury/property damage; threat vague and undefined	1 Moderate Incident Some risk of injury/property damage; threat somewhat articulated/targeted	2 Severe Incident Incident did or could have resulted in serious injury/property damage; threat clearly articulated / clear target
Risk for Subsequent Crises		
0 Low Risk Crisis appears to be an isolated incident	1 Moderate Risk Student shows some signs of a pattern of this type of crisis behavior	2 High Risk Student has had multiple similar incidents
School Needs		
0 Low Need School is fully capable of meeting this student's post-crisis needs	1 Moderate Need School needs some additional support to meet this student's need	2 High Need School lacks resources or ability to provide necessary post-crisis services and supports to this student
Family Needs and Preferences		
0 Low need Family has adequate supports in place	1 Moderate Need Family has few supports	2 High Need Family has no supports or there are other extenuating circumstances

B. **TOTAL Needs Assessment Score (tally ratings above):** _____

0 – 4: Engage in Menu A *time-limited* interventions only (for up to 30 days post-crisis)

5+: Engage in Menu A AND Menu B *more intensive* interventions (for up to 60 days post-crisis)

Section III. Post - Crisis Response Intervention Plan

Menu A Activities – if selected, complete by _____ (date) (30 days post-incident)
--

Select all that are planned and provide details for each.

- School staff support:** Follow-up with school staff to provide support or debriefing and provide resources.

Describe plan:

- Parent consultation:** Make supports and services recommendations.

Describe plan:

- Parent consultation:** Follow-up on referrals / recommendations.

Describe plan:

- Attend Student Support Team and other school team meetings** pertaining to the student / incident.

Describe plan:

- Resource follow-up and linkage, with resource itself.**

Describe plan:

- Conduct classroom observation.**

Describe plan:

- Identify school personnel who will follow-up on care coordination recommendations**

Lead School Personnel: _____

Menu B Activities (for higher need scores only) – if selected, complete by _____ (date) (60 days post-incident)
--

Select all that apply and provide plan details for each.

- Care coordination interventions.**

Describe plan:

- Family feedback and planning session** (review Crisis Incident Assessment with family members).

Describe plan:

- Obtain parental releases of information and distribute CIA to relevant parties.**

CIA to be shared with:

- Wraparound support services.**

Describe plan:

- Identify school personnel who will follow-up on care coordination recommendations**

Lead School Personnel: _____

Section III. Post - Crisis Response Intervention Plan continued

<input type="checkbox"/> <i>No Menu A or Menu B activities are required or are possible for this student.</i>
<i>Explain and/or provide rationale:</i>

Crisis Facilitator Signature

Date Plan Created

Date Plan Discussed / Finalized with Supervisor

Section IV. Crisis Incident and Post-Crisis Response Closing Narrative

Student:	Date and Time of Crisis:
School and Grade:	Crisis Location:
Crisis Facilitator:	Date Closing Narrative Completed:
Did Crisis Facilitator provide Crisis Response Activities during this crisis? ___ Yes ___ No	Date Post Crisis Activities Were Completed:

A. Describe the **crisis incident** itself and your clinical impressions regarding why it occurred.

B. Describe how you became aware of the incident. If you were directly involved, also describe the **crisis response activities** you engaged in.

C. Check all post-crisis activities completed:

MENU A (lower intensity)	MENU B (higher intensity)
<input type="checkbox"/> School staff support <input type="checkbox"/> Parent consultation, make recommendations <input type="checkbox"/> Parent consultation, follow-up on referrals <input type="checkbox"/> Attend Student Support Team and other school team meetings pertaining to the incident. <input type="checkbox"/> Resource follow-up and linkage (with resource). <input type="checkbox"/> Conduct classroom observation.	<input type="checkbox"/> Care coordination interventions. <input type="checkbox"/> Crisis incident assessment (CIA) family feedback and planning session. <input type="checkbox"/> Distribute CIA to relevant parties. <input type="checkbox"/> Wraparound support services. <input type="checkbox"/> Identify school personnel who will follow-up on care recommendations

D. Briefly describe the **post-crisis activities** you engaged in.

E. **Outcomes of Post-Crisis Response Activities.** Provide a brief summary of the student’s current functioning, whether supports suggested or coordinated by the Facilitator are occurring, and any barriers that may impede crisis relapse prevention.

F. Summarize any additional **recommendations** that you have to prevent a similar incident from occurring for this student.

G. Who is the lead school personnel person who will follow-up on care coordination recommendations?

a. Lead School Personnel: _____

Comments (if warranted):

H. This Closing Narrative document was provided to the following individuals on these dates (*check all that apply*):

- Lead school personnel (listed above) identified for ongoing care coordination Date:
- Crisis Facilitator Supervisor Date:
- Parent(s). *Name/role:* Date:
- Other. *Name/role:* Date:
- Other. *Name/role:* Date:
- Other. *Name/role:* Date:

Crisis Facilitator Signature

Date Completed