

2019

Oh my, we are in a pickle, but lettuce  
romaine calm, we have a plan: crisis  
planning in Wraparound



Participant Manual

Baltimore Marriott Waterfront Hotel  
Baltimore, MD



The National Wraparound Implementation Center (NWIC) supports states, communities, and organizations to implement Wraparound effectively. NWIC uses innovative approaches grounded in implementation science and incorporates cutting-edge strategies to support Wraparound implementation. NWIC provides support that

is intensive yet affordable. The work is focused on building sustainable local capacity to provide model-adherent, high fidelity Wraparound, thereby increasing positive outcomes for children, youth, and their families.

NWIC is a partnership among the three leading universities involved with Wraparound implementation: The University of Washington School of Medicine; Portland State University School of Social Work; and the University of Maryland School of Social Work. These three universities collaborate to ensure sites have access to comprehensive support for implementing model-adherent, high quality Wraparound for children and youth with behavioral health needs and their families.

## National Wraparound Implementation Center (NWIC)

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Portland State  
UNIVERSITY

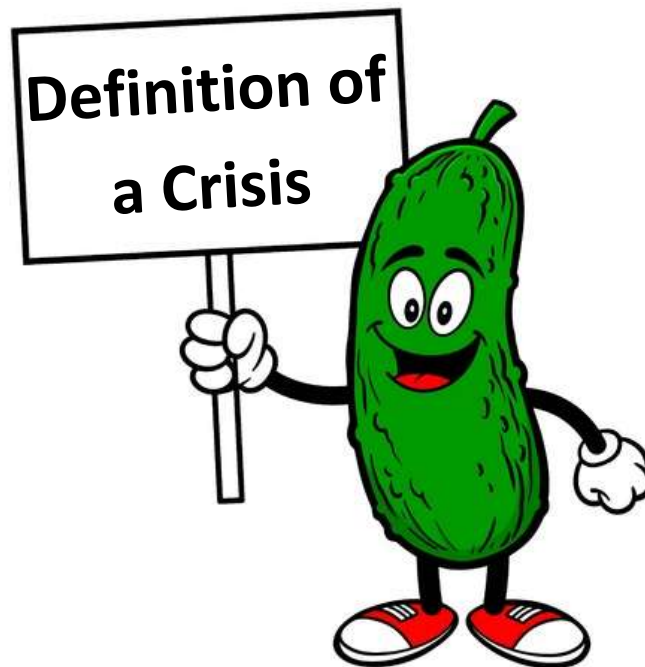


**\*\*Notes\*\***

# Objectives



- Gain an understanding to determine which behaviors require immediate action to ensure safety and which require a team response to manage crisis.
- Participants will learn how to individualize crisis and safety responses that are readily accessible to the family and realistic given their situation
- Participants will learn to work with a team to build crisis and safety supports, empowering the family and building on the knowledge of the team's skills and resources across life domains.



- The perception of an event or situation as an intolerable difficulty that exceeds the resources and coping mechanisms of the person (Gilliland & James, 1993)
- An unexpected or out of control event that causes pain, suffering, or instability for the family (Miles, 2009)
- When adults don't know what to do
- When an event occurs that could result in the youth moving to a higher level of care

## A Crisis is not necessarily....

- A sign that the \_\_\_\_\_ is not working
- When a \_\_\_\_\_ or \_\_\_\_\_ is not doing what \_\_\_\_\_ want them to do.
- An \_\_\_\_\_ to abandon Wraparound principles.
- A sign that all \_\_\_\_\_ is lost and you should quit.
- Your \_\_\_\_\_ to stop, change or manage on your own.



## Crisis *Should* be....

- Defined by the \_\_\_\_\_ having it.
- An opportunity to \_\_\_\_\_ strength-based and creative interventions.
- \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ for.
- A \_\_\_\_\_ of a collaborative group's ability to stay together during the \_\_\_\_\_ times.
- A \_\_\_\_\_ to develop a range of self-care and/or support activities.
- A chance for you to \_\_\_\_\_ your own bias and response.



An event becoming a crisis is influenced by 3 factors:

1.

2.

3.

### The 3 P's of Crisis Planning

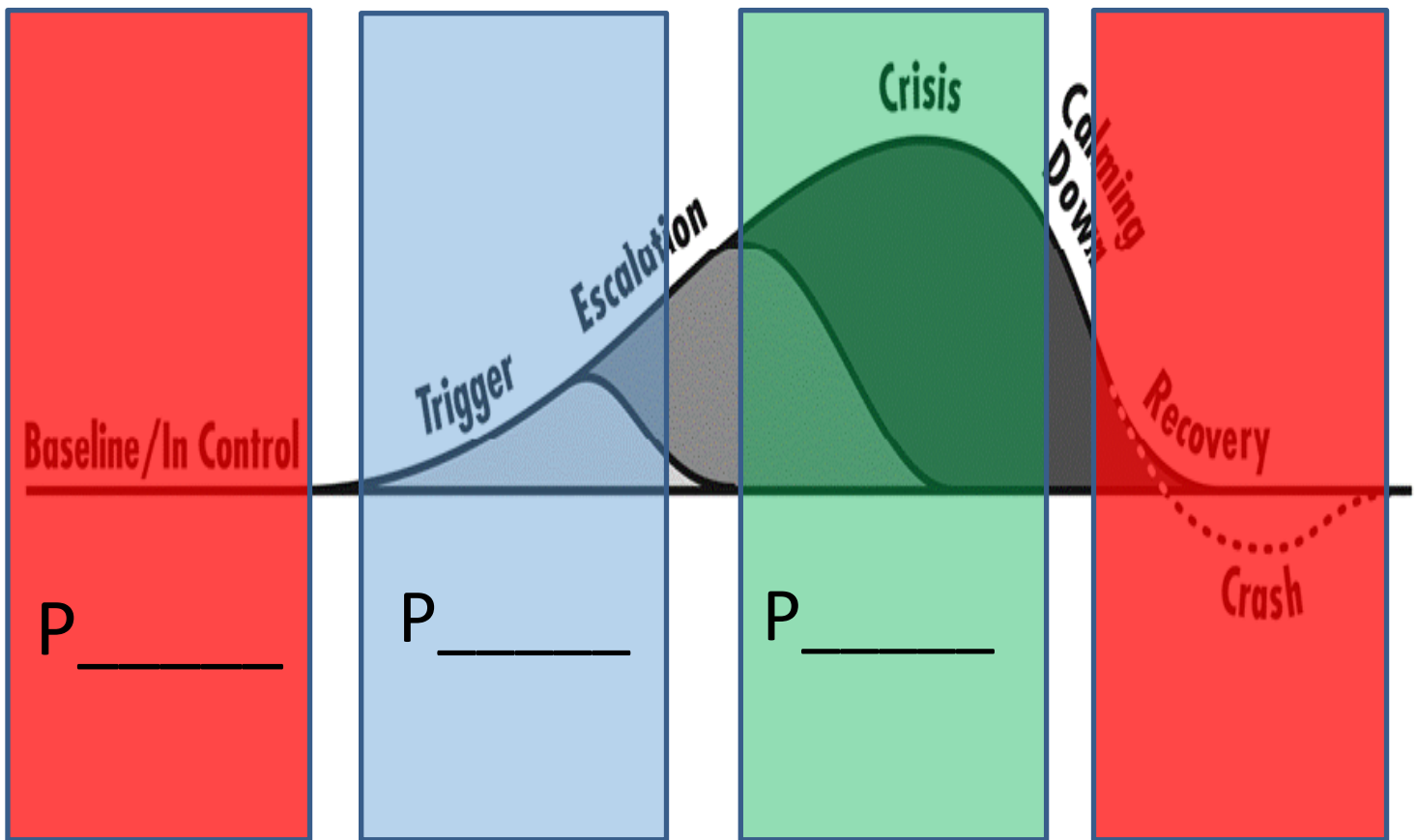
- **P** \_\_\_\_\_

- **P** \_\_\_\_\_

- **P** \_\_\_\_\_



# The 3 P's in Practice...



## Tiffany Holland Vignette

Tiffany Holland is a 15-year old female currently involved with the Department of Juvenile Services (DJS) as a result of habitual absences from school and fighting both at home and at school. Tiffany explained her truancy by stating that her schoolwork was difficult and she feels she is performing behind the other students at her same grade level. At the first face-to-face visit with the family, during the initial strengths discovery, Tiffany stated that she enjoys writing and drawing in school but rarely has the opportunity to do so since her classes have been changed to help her get back on grade level. Mrs. James (Tiffany's mother) stated that Tiffany can be very sweet and helpful at times. She babysits for her older sister on weekends. She helps out around the house. Tiffany enjoys going to the library to use the computers in her free time but spends most of her time surfing the web and talking in chat rooms. On occasion she spends time with her sisters. Tiffany likes to be organized and have everything clean.

Mrs. James expressed concerns regarding Tiffany's behavior which results in angry outbursts, school suspensions, and police involvement. This pattern of behavior has been ongoing for the past three years. Mrs. James states she loves her daughter, but the fighting between her daughter and her husband (Tiffany's step-father) is intense. When Mr. James asks Tiffany to do something Tiffany ignores him and does not respond. Mr. James then yells at her and in turn she begins to curse at him. He then gets in her face and she pushes him away and storms out the room. Mrs. James feels that the relationship between Tiffany and her step-father is strained because Tiffany is very upset over her biological father leaving the family and refuses to accept her step-father's presence in their lives.

On the referral form from DJS it is documented that in May of last year, Tiffany was administered a drug test and tested positive for marijuana. In addition, Tiffany admitted using alcohol on occasion and stated she mostly drinks alone. Mrs. James reports Tiffany often spends most of her time alone. Tiffany has been diagnosed with Bi-Polar Disorder and is currently being prescribed Benzotropine and Abilify. She sees her psychiatrist, Dr. Ridge, once a month and her therapist, Mrs. Simmons, at least every two weeks. Tiffany states she gets along alright with her. She is also being prescribed allergy medication for severe Hay Fever and birth control shots.

Tiffany has been hospitalized several times due to disruptive and aggressive behavior. After her last hospitalization, Tiffany was suspended from school because of an incident in Chorus class, a class she really enjoys with her favorite teacher Mrs. Young. Tiffany felt like the students were looking down on her. During class the students started teasing her by calling her crazy under their breath. Tiffany said she tried to ignore them but got angry and before she knew it she started throwing chairs and cursing at them. The more they laughed the more aggressive she became and school security had to be called.

Tiffany's biological parents were never married and she reports rarely seeing or talking to her biological father. Her mother and step-father are not currently working due to health related conditions. They are having problems keeping food in the home. They don't have enough money to buy food for tonight's dinner. Tiffany's relationship with her step-father is reported as poor and their fights have resulted in the police being called numerous times. These fights

typically occur when Mrs. James is out of the home. Out of concern for Tiffany's safety, Mrs. Taylor, the next door neighbor who Tiffany likes, has made a report to Child Welfare. As a result of the latest fight with her step-father, Tiffany has been residing with her older sister, her sister's boyfriend, and their 3 kids in a one-bedroom apartment for the past few weeks. Tiffany will be able to return home to reside with her mother, step-father, and younger sister, after a crisis plan and wraparound plan of care are created.

## Now let's put it all together

### Crisis and Safety Plan

**Diagnosis:**

Bi-Polar, Substance Abuse

**Medications:**

Abilify, Benztropine, Allergy medication , Birth control shots

**Brief History:**

Tiffany Holland is a 15-year old African American female who is very sweet and helpful at home and babysits her niece on weekends. Currently she is involved with the Department of Juvenile Services (DJS) as a result of habitual absences and fighting both at home and at school. Tiffany feels like other students “look down on her” and she is teased in and out of school. Tiffany has been hospitalized several times due to disruptive and aggressive behavior. Tiffany’s relationship with her step-father is poor and their fights have resulted in the police and Child Welfare being called. These fights typically occur when her mother is out of the home. As a result of the latest fight with her step-father, Tiffany has been residing with her sister, her sister’s boyfriend and their 3 children temporarily. She wants to return home. Tiffany enjoys writing and drawing and likes to use computers in her free time.

**Triggers:**

1. When her step-father asks Tiffany to do things at home,
2. When Mr. Holland (bio dad) breaks promise to visit or doesn't call,
3. Students looking at her and teasing her,
4. Her inability to understand and complete school assignments.

**Potential Crisis:**

1. Tiffany becomes confrontational when her step-father asks her to do chores. She curses at him and can be physically aggressive towards him.
2. When Tiffany feels other students mock and tease her; she yells, curses and throws furniture at them without thinking.
3. When Tiffany feels unable to complete assignments she leaves the classroom without permission and does not return the next day
4. Tiffany and Mr. James fighting leading to her getting hurt.

**Action Steps for home:**

- 1.
- 2.
- 3.
- 4.
- 5.

6.

7.

8.

9.

10.

11.

12.

**Action Steps for school**

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



1. What is one skill you will incorporate into your practice based on today's session?
2. How will this make your job easier?
3. When will you start utilizing this skill in practice?