

Crisis Prevention and Management Plan

for Adults with Intellectual and other Developmental Disabilities (IDD) at Risk of or During Behavioral Crises

Crisis Plan for:

Name: _____

DOB: _____

Date: _____

A Crisis Prevention and Management Plan for an adult with IDD addresses serious behavior concerns and helps prevent, or prepare for, a crisis. It describes how to recognize a pattern of escalating behaviors. It identifies responses that are usually effective for the person to prevent (if possible) a behavioral crisis, or to manage it when it occurs. The Crisis Prevention and Management Plan is best developed by an interdisciplinary team.

- Describe stage-specific signs of behavior escalation and recommended responses.
- Identify when to use “as needed” (PRN) medication.
- Identify under what circumstances the person should go to the emergency department (ED).

(See example of completed Crisis Prevention and Management Plan below.)

Distressing behavior:

Stage of Person’s Behavior	Recommended Responses
Normal, calm behavior	Use positive approaches, encourage usual routines
Stage A: Prevention (<i>Identify early warning signs that signal increasing stress or anxiety.</i>)	Be supportive, modify environment to meet needs (<i>Identify de-escalation strategies that are helpful for this person.</i>)

CRISIS PREVENTION AND MANAGEMENT PLAN

Name: _____ **DOB:** _____

Stage of the Person's Behavior	Recommended Responses
<p>Stage B: Escalation (<i>Identify signs of the person escalating to a possible behavioral crisis.</i>)</p>	<p>Stay calm (use verbal direction and modeling), continue to modify environment to meet needs, ensure safety</p>
<p>Stage C: Crisis (<i>Risk of harm to self, others, or environment, or seriously disruptive behavior.</i>)</p>	<p>Use safety and crisis response strategies</p>
<p>Stage D: Post-crisis resolution and calming</p>	<p>Re-establish routines and re-establish rapport</p>

Individual responsible for coordinating debriefing after any significant crisis, and for regularly updating the Crisis Plan:

Name, Designation, Agency:

Tel. #:

This document complements "Primary care of adults with intellectual and developmental disabilities: 2018 Canadian consensus guidelines", published in Canadian Family Physician, Volume 64(4): April 2018, p254-279.

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Example of Completed Crisis Prevention and Management Plan	
Crisis Plan for: Name: <u>Jack Doe</u> DOB <u>02/20/1999</u> Date: <u>05/13/2023</u>	
Behavior concerns: Verbal threats, swearing, physical aggression	
Stage of the Person's Behavior	Recommended Responses
<p>Normal, calm behavior Talks about work, people, follows routine, enjoys others, laughs, good rapport with peers. Prefers quiet; dislikes loud noises from radio, TV.</p>	<p>Use positive approaches, encourage usual routines Positive instructions (when you do... then you can...); joke with Jack; clear directions; reinforcement for pleasant conversation about work, others; following routine.</p>
<p>Stage A: Prevention (<i>Identify early warning signs that signal increasing stress or anxiety.</i>)</p> <ul style="list-style-type: none"> Complaining about work or co-worker or anyone he has had contact with on arrival at the group home. Says that they shouldn't be able to do that or they didn't follow the rules. 	<p>Be supportive, modify environment to meet needs (<i>Identify de-escalation strategies that are helpful for this person with DD.</i>)</p> <ol style="list-style-type: none"> Take Jack to quiet room. Talk with him about what is wrong. (What happened? How does he feel? Illness?) Ask him to develop a solution (with your help, if necessary) – what will make it better? Have him write down the problem and solution for later reference when he thinks about it again. Continue to redirect verbally with positive words. Reinforce any calm behaviors. <p><i>Go to next stage if behavior escalates.</i></p>
<p>Stage B: Escalation (<i>Identify signs of the person with DD escalating to a possible behavioral crisis.</i>)</p> <ul style="list-style-type: none"> Swearing about people or situations in a loud voice and pacing. 	<p>Stay calm (use verbal direction and modelling), continue to modify environment to meet needs, ensure safety</p> <ol style="list-style-type: none"> Ask Jack to sit; sit with him (remember distance). Ask to help him discuss or read the solution he wrote earlier. Ask if there is another problem. Resolve. Have him engage in relaxation techniques, e.g., breathing slowly with you. If he refuses to comply, follow direction or escalates, go to <i>next stage</i>.
<p>*PRN: Administer the PRN, if possible, if Jack swears and paces for five continuous minutes (Stage B) or can't calm down and breathe slowly with staff member (Stage C) after two requests.</p>	
<p>Stage C: Crisis (<i>Risk of harm to self, others, or environment, or seriously disruptive behavior.</i>)</p> <ul style="list-style-type: none"> Jack's pacing becomes quicker, and he begins to dart toward things, grabs them and throws them. Threatening bodily harm and hitting/ kicking others and saying demeaning words or swearing. 	<p>Use safety and crisis response strategies</p> <ol style="list-style-type: none"> Keep critical distance. Put something between you and Jack; ensure you have an exit. Say "Stop, Jack, time to calm down, breathe with me" (model breathing). If no reduction/refusal, say, "Jack, stop, I'm calling people to help." Remove or tell others to leave the area. Call 911 and clearly state this is a behavioral health call. If necessary, have the person taken to the ER. Have family/ support person accompany the person, and bring a list of current medications.
<p>Stage D: Post-crisis resolution and calming Jack will go to his own room and talk quietly. He will ask if he can talk about what happened when he is calm.</p>	<p>Re-establish routines and re-establish rapport When Jack has calmed, talk with him for a few minutes and have him re-engage in his routine as soon as possible. Reinforce Jack's calm activity.</p>

Individual responsible for coordinating debriefing after any significant crisis, and for regularly updating the Crisis Plan:

Name, Designation, Agency: Michael Smith, Behavior Therapist, Smalltown Regional Services **Tel. #:** 705 123 4567

** In this example a PRN medication had been prescribed. Team and person agreed on the circumstances and stage of escalation when it should be given. A line was drawn across this chart to make clear to everyone at what stage of escalation to give the PRN.*