

Team**Solutions**

Managing Crisis



Contents

Workbook Goals

Session 1	Practice Makes Better	3
Session 2	Recognizing Changes	10
Session 3	Skills for Reacting to Changes	19
Session 4	Recognizing Early Warning Signs	28
Session 5	Skills for Responding to Early Warning Signs	36
Session 6	Recognizing a Crisis	45
Session 7	Skills for Coping with Crisis	54
Session 8	Physical Safety Skills for Emergencies	63
Session 9	Processing What Happened	73
Session 10	Responding to Everyday Problems	82

Content Objectives:

After completing this workbook, participants will be familiar with:

1. Examples that promote recognition of warning signs, crisis, and emergency situations.
2. Effective and ineffective skills for responding to warning signs, crisis, emergencies, and everyday problems.
3. Physical safety skills.
4. Skills for processing and getting closure.

Treatment Plan Objectives (if applicable):

1. Participants will choose and use knowledge as evidenced by selecting and attaining one personal practice goal per session.
2. Participants will demonstrate skill acquisition as evidenced by demonstrating, choosing, and using at least one strategy for managing crisis.

Note:



This entire workbook is intended for use in family groups or family sessions. It is geared towards having the person with mental illness participate with a family member, friend, caregiver, or other supportive person. As such, the content in this workbook is written from the caregiver's point of view.

1

Practice Makes Better
Facilitator Notes**Main Learning Points:**

This is the first session. Every session except this one will begin with a review of the Main Learning Points from the last session.

Tips for This Session

1. This workbook is written for family members, caregivers, and friends of people who are recovering from mental illnesses. The information and skills in this workbook will probably also be helpful for direct care staff working with people who have mental illnesses. Mental health professionals might also find this workbook to be a useful reminder for learning or brushing up on crisis management skills.
2. Because this workbook is written from the caregiver's point of view, clients should only be assigned to these sessions if they have a supportive person (family member, friend, caregiver, or supporter) who can attend with them.
3. This workbook is written at a slightly higher cognitive level, so check frequently with participants to ensure they understand the materials. Offer explanations and clarifications as needed.
4. For this workbook, you will not find regular pre- and post-topic questions in each session, but you will find the personal practice options. They have been written to facilitate continued discussion between the participants and their caregivers between sessions. There is a pre- and post-workbook assessment of confidence for both participants and their caregivers.
5. Plan an icebreaker to introduce participants and their guests to each other.

General Tips

1. Using discussion and sharing thoughts throughout these sessions can add value for the participants and their supportive partners.
2. Everyone remembers much more of what they say themselves and what they do. That is why the deepest learning comes when new material is actively applied to real life situations.

**Suggestion for Topic Introduction
and Relevance to Participants**

(Start the session with an icebreaker. For example, "Tell us your favorite hobby/favorite band/favorite sport/favorite movie star.")

"If you could magically gain one new skill, without having to learn anything or to practice, what skill would you choose? If you had to learn and practice that skill in order to be really good at it, how long do you think it might take? We often hear the statement, 'Practice makes perfect.' What do you think about that?"

"Today we are going to begin a workbook, 'Managing Crisis,' that will help us learn and practice skills. These skills can be used to interact with people who are getting upset and building up to a crisis."

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I have good crisis management skills.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Practice Makes Better

Objectives for this Session

1. Identify at least 2 benefits of practicing skills.
2. Recognize the advantages of thinking and choosing a response, instead of reacting automatically.

Practicing skills builds confidence and competence. Coping with day-to-day problems from mental illness can be very stressful for everyone involved. Keep in mind that other illnesses also bring a lot of stress and sometimes crisis situations. Someone with heart disease or asthma can have a life-threatening crisis that happens suddenly. Knowing how to respond to a crisis is a valuable life skill. The good news is that symptoms of mental illnesses tend to have a gradual build-up before a crisis happens. That gives us a chance to act before things get out of hand.

Practicing specific skills can help build competence and confidence for dealing with a crisis. When you know you have the skills you need, you will be less anxious about dealing with crisis situations. For this workbook, we will be talking about crisis only as it relates to mental illnesses.

Main Learning Point #1

Practicing skills builds confidence and competence.

Consciously choose and use effective tools. This workbook offers a collection of practical, effective skills that you can use to manage a crisis. You will be more effective and confident in times of trouble if you begin practicing these skills when everything is going well. As we go through these materials, you can pick out one or two of the tools that seem the most useful to you. Practice until you are comfortable using them. Then master the others, one or two at a time. Consciously choosing and using effective tools will help you gain confidence and competence.

Practice Makes Better (continued)



Discussion tip: If time permits, share ideas about ways to consciously remember and practice crisis management skills during peaceful times. When life goes along calmly, it is easy to lose focus and forget to practice. What can you do to stay focused and practice on a day-to-day basis? _____

Main Learning Point #2

Having effective skills will help you be more prepared to manage problems.

New skills take time, patience, and persistence. Using a new tool may feel uncomfortable for a while. The same is true for the skills in this workbook. That is normal. Practice using them and give yourself plenty of time to get comfortable with them.

Main Learning Point #3

New skills take time, patience, and persistence.

“I tried that once.” There will be times you use one of these skills and you will not get the results you had hoped for. You may be tempted to say to yourself, “Well, I tried that once and it did not work.” Do it again because practice and perseverance are necessary for success. If at first you do not succeed, keep practicing. Stay with the program.



Discussion tip: In addition to driving a car, or riding a bike, think of at least three other examples of skills that require practice and patience to learn and master. What are these skills? _____

Practice Makes Better (continued)



What would happen if people gave up or quit practicing after the first few tries to learn those skills? _____

“I could have used a different skill.” Take time to reflect after you have dealt with a typical daily problem. For a while, you will probably realize you went back to your old habits instead of practicing the new skills you wanted to use. Do not blame yourself or give up. Think about a skill you could have used in that situation. Make a plan to use it at the next opportunity. Be patient and supportive with yourself. Do not give up. Be persistent and stay with the program!

Practice makes better, not perfect. Give yourself plenty of time to learn and practice using these crisis management skills. Remind yourself that perfection is a myth. There is no such thing as perfection. It is impossible to be perfect. If you expect to be perfect, you will be disappointed. The most skilled skaters sometimes fall on the ice. The very best bowlers do not throw strikes every time. Top basketball players sometimes miss the hoop. The goal is to practice and get better, and improve your skills, not to become perfect.

Main Learning Point #4

Practice makes better, not perfect.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it again with me so we can talk about the importance of practicing skills ahead of time.
- ☐ **3. PLAN.** I will make a plan for remembering to practice during calm times. I will ask _____ to help me do this.
- ☐ **4. OTHER:** _____

Take an *“Extra Step Forward”* (optional)

- ☐ **5. WRITE and ANALYZE.** I am going to write my thoughts about some of the crisis situations I have dealt with in the past. I will make note of some of the most important reasons for learning and practicing these skills. I will share this with _____.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

2

Recognizing Changes Facilitator Notes

Main Learning Points from last session:

Practice Makes Better

1. Practicing skills builds confidence and competence.
2. Having effective skills will help you be more prepared to manage problems.
3. New skills take time, patience, and persistence.
4. Practice makes better, not perfect.

Review Personal Practice Options from last session.

Remember

It is important to acknowledge and discuss participants' successes, progress, and challenges.

Suggestion for Topic Introduction and Relevance to Participants

“Have you ever been so crabby that even you know it? Don't you hate it when you know that you are in such a bad mood, you can't even deny your own mood is lousy? However, it is a good thing if you can recognize changes in yourself and others.”

“Today we are going to focus on recognizing changes that often happen before crisis situations. Can you think of any ways that might be helpful to you?”

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 1: Practice Makes Better



Main Learning Points of Session 1

What were the main learning points of Session 1? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. P_____g skills builds confidence and competence.
2. Having effective skills will help you be more prepared to m_____e problems.
3. New skills take time, p_____e, and persistence.
4. Practice makes b_____r, not perfect.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I can recognize changes when they are happening.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Recognizing Changes

Objectives for this Session

1. Identify at least 2 examples of changes that may signal a crisis.
2. Talk about 2 advantages of responding to changes when you see them starting.
3. Learn and practice 2 skills for sharing information with your treatment team.

Some changes are caution signs. Often the first indicators of problems are sudden changes. He or she may start making negative comments about experiences, commitments, or expectations that were once taken in stride. These are clues that the person may be starting to slide into trouble. You may be entering a danger zone. Changes may be signs that suggest a need for caution and watchfulness.

In this “pre-crisis” stage, changes may be very subtle at first. For example, the person may talk about being “cured,” having “gotten over” being sick, or that medicine and treatment are no longer necessary. Watch and listen for subtle changes that may signal impending problems.



Recognizing Changes: Mark changes you have noticed in the past:

- ☐ Generalized unhappiness, discouragement, or dissatisfaction.
- ☐ Complaining about having to take medicine.
- ☐ Stating medicine is not needed or is not working.
- ☐ Voicing new complaints about unwanted side effects, although medicine has not been changed.
- ☐ Talking about being cured.
- ☐ Reporting that the medicine is too strong or the dose is too high.
- ☐ Talking about alternative ways to replace medicine, such as using vitamins, prayer, exercise, or herbs.
- ☐ Not wanting to keep appointments with treatment team members.
- ☐ Saying there is not a reason to “keep trying.”
- ☐ Having less interest in activities, friends, and responsibilities.
- ☐ Other: _____

Recognizing Changes (continued)

Discussion: Take a few minutes to talk about the choices you marked and share your thoughts, feelings, and experiences.

Main Learning Point #1

Some changes are caution signs.

The person who is experiencing changes is probably vulnerable during this time. Problems could be close at hand, but it may be possible to keep the situation from ending in crisis. Consider keeping track of the specific changes you notice, so you will be able to describe the changes to the treatment team.

Alert the treatment team. This is a good time to inform the treatment team that you are noticing some changes. Waiting, hoping things will get better, or deciding it will “blow over” are probably not as wise a choice as notifying the treatment team about changes. Listed below are five steps that may help you organize your thoughts and focus your thinking as you prepare to contact the treatment team.

Five steps to alerting the treatment team:

1. **Describe changes.** Give details about the changes you have noticed. Be as clear as possible in describing the changes you have seen.
2. **State concerns.** Express your concerns about these changes signaling breakthrough symptoms or a potential problem.
3. **Request assistance.** Ask about how the treatment team will act upon the information you have provided. Request the specific support, intervention, response, or action that you think might be most helpful.
4. **Seek suggestions.** Ask for guidance about how to move forward. Find out what the treatment team recommends in the event the situation gets worse instead of better.
5. **Express appreciation.** Thank the treatment team for their time, support, and assistance. Let the treatment team know that you are a concerned member of the team. Express your appreciation for their willingness to work with you.

Recognizing Changes (continued)

Main Learning Point #2

Alert the treatment team.

Applying the five steps. Think of examples of changes you have seen in the past or create a pretend situation to use for practicing the steps below. Write ideas about what you might say. If time permits, consider practicing the conversation during this session.



Five steps to alerting the treatment team:

1. **Describe changes.** _____
2. **State concerns.** _____
3. **Request assistance.** _____
4. **Seek suggestions.** _____
5. **Express appreciation.** _____

Anticipate and plan for confidentiality rules. From time to time, you are likely to run into problems that get in the way of working with the treatment team. Unfortunately, no working relationship is trouble-free. Advanced planning, along with give and take, can help you and the treatment team anticipate and overcome potential problems.

Confidentiality policies may seem like a frustrating obstacle when seeking help for someone who is headed towards a crisis. Consider initiating a conversation with the treatment team about confidentiality rules during a quiet time. It may be possible to get the necessary permission forms signed before a crisis occurs. Planning ahead could allow you to give and receive information more readily when problems do arise.

Recognizing Changes (continued)



Discussion: Consider talking about the confidentiality permission that you and the treatment team need to work together. How might it help you to talk with the treatment team about these issues in advance? _____

What member of the treatment team could you talk to about confidentiality issues? _____

What obstacles do you anticipate, and how could you overcome them? _____

Main Learning Point #3

Plan ahead for confidentiality permission.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support network. I will ask _____ to read it and talk with me about good and bad stress.
- ☐ **3. DISCUSS.** I have decided to talk to _____ about my “Yellow Flags.” Together we will list the changes that are my yellow flags. I will ask _____ if he or she will help me watch for those changes.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. ASK ABOUT RULES.** I am going to talk with _____ about confidentiality rules and find out if we can get the necessary permission forms signed now, before a crisis happens.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

3

Skills for Reacting to Changes Facilitator Notes

Main Learning Points from last session: *Recognizing Changes*

1. Some changes are caution signs.
2. Alert the treatment team.
3. Plan ahead for confidentiality permission.

Review Personal Practice Options from last session.

Remember

You can refer to the *"Facilitator's Delivery Checklist"* when using Team Solutions materials as a reminder of important facilitator tips.

Tips for this Session

At the beginning of the session, participants are asked to rate how confident they are about being able to react to changes (found on the Topic Assessment).

During the session, consider taking time to role-play each of the skills presented. Use coaching such as cues, prompts, shaping, modeling, positive reinforcement, support, and feedback, as needed to help participants improve skills.

At the end of the session, ask participants to again rate how confident they are about being able to react to changes. Have them compare their two ratings and talk about any changes.

Suggestion for Topic Introduction and Relevance to Participants

"Who can offer an example of a change that might signal that a problem is just around the corner? What might be some of the disadvantages of ignoring changes?"

(Wait for responses.)

"Intervening or dealing with changes that may signal a possible problem can be challenging. Today we will continue looking at possible changes and practice some skills we can use when we see those changes."

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 2: Recognizing Changes



Main Learning Points of Session 2

What were the main learning points of Session 2? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Some c_____s are caution signs.
2. A_____t the treatment team.
3. Plan ahead for c_____y permission.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

- ☐ 1. **Yes.** How did it go? _____

- ☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

- ☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I have good skills for how to react to changes.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Skills for Reacting to Changes

Objectives for this Session

1. Learn, use, and demonstrate 3 skills for reacting to changes.
2. Increase your skills and confidence by practicing ways to react to changes.

Choose, practice, and use effective skills. Each situation is unique. You are likely to find that some skills will fit a specific situation better than others. Below is a comparison of effective and ineffective skills you can use when you recognize changes. Thoughtfully choose, practice, and use skills that you think will be most helpful to you.

Effective skills	Ineffective skills
1. Show understanding and explore likely outcomes.	1. Argue and confront.
2. Discuss situations calmly.	2. Get angry and lose your temper.
3. Give constructive feedback.	3. Criticize.
4. Listen and ask questions that lead to better decisions.	4. Explain, give orders, or lecture.

Change you have recognized: The person with mental illness complains about having to take medicine.

Ineffective skill: Argue and confront.

“You quit taking your medicine before and that was a total disaster! You know you are just going to get sick again! Why in the world would you want to do that?”

Effective skill: Show understanding and explore likely outcomes.

“It is not unusual for people to get tired of taking medicine. Most people dislike taking medicine. How do you think you will feel in a few weeks, if you choose to stop taking it? Taking medicine is up to you, I can’t make you do it. But the last time you stopped taking your medicine, you ended up in the hospital (or jail, crisis unit, on the streets, etc.). I would sure hate to see that happen to you again.”

Skills for Reacting to Changes

(continued)



Practice showing understanding and exploring likely outcomes.

Change you have recognized: _____

Your response: _____

Main Learning Point #1

Show understanding and explore likely outcomes.

Change you have recognized: Reluctance to keep appointments with treatment team members.

Ineffective skill: Getting angry and lose your temper.

“I told you yesterday that you had an appointment to see your prescriber today at 10 a.m. It is your responsibility to get yourself to your appointments! I can’t handle everything for you! You have to take some responsibility! It is time you got your act together!”

Effective skill: Discuss situations calmly.

“The mental health center called and said you missed an appointment with your prescriber today. Let’s talk about what got in the way of keeping the appointment, so we can work out ways to be sure you keep the next one.”

Practice discussing the situation calmly.

Change you have recognized: _____

Your response: _____

Main Learning Point #2

Discuss situations calmly.



Skills for Reacting to Changes (continued)

Change you have recognized: Showing reduced interest in usual activities, friends, and responsibilities.

Ineffective skill: Criticize.

“You should stop being so lazy and find something to do. All you do is watch TV and smoke cigarettes all day like a complete bum. Get up and do something. It would not hurt you to help around the house!”

Effective skill: Give constructive feedback.

“Let’s work together to create a schedule of things you can do each day. Doing interesting, fun, or useful things will help you recover. You might feel better if you stay busy and do a few things each day.”

Practice giving constructive feedback.



Change you have recognized: _____

Your response: _____

Main Learning Point #3

**Give constructive feedback,
not criticism.**

Change you have recognized: The person is talking about his or her old drinking buddies as good friends.

Ineffective skill: Explain, give orders, or lecture.

“You have to quit hanging out with that crowd and make some new friends. You know you can’t drink alcohol. It makes your symptoms worse and keeps your medicine from working. If you go back to drinking, you will relapse and end up in the hospital again.”

Skills for Reacting to Changes (continued)

Effective skill: Listen and ask questions that lead to better decisions.

“I know you were glad to get out of the house yesterday. Did you enjoy seeing your friends? What happened that you ended up drinking? What could you have done instead? That is one idea. What else could you have done in that situation? What happened before when you were drinking?”

Practice listening and asking questions that lead to better decisions.



Change you have recognized: _____

Your response: _____

Main Learning Point #4

**Listen and ask questions that
lead to better decisions.**

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how we can respond to changes together.
- ☐ **3. PRACTICE.** I will select two of the skills and work with _____ to practice outside of this session.
I will talk about it with the group at the next session.
- ☐ **4. OTHER:** _____

4

Recognizing Early Warning Signs Facilitator Notes

Main Learning Points from last session: *Skills for Reacting to Changes*

1. Show understanding and explore likely outcomes.
2. Discuss situations calmly.
3. Give constructive feedback, not criticism.
4. Listen and ask questions that lead to better decisions.

Review Personal Practice Options from last session.

Remember

You can refer to the "*Facilitator's Delivery Checklist*" when using Team Solutions materials as a reminder of important facilitator tips.

Suggestion for Topic Introduction and Relevance to Participants

(Consider bringing yellow or orange construction paper with “warning traffic signs” to your group or individual session. Also bring markers or crayons to the session. Ask participants to create a personal “Yellow Flag” on which they list the early warning signs they will watch for. Alternately, you could suggest this as a personal practice option that participants might choose and complete by the next session.)

“Today’s session is about recognizing early warning signs. We see ‘warning signs’ like these when there is road construction, right? What is the purpose of those signs?”

(You may hear answers such as, “Slow down,” “Danger ahead,” or “To keep everyone safe.”)

“What are some advantages of recognizing early warning signs?”

(Listen to responses.)

“Right. And what might happen if we overlook or ignore early warning signs?”

(Encourage responses.)

“Today we will discuss early warning signs that you may have noticed in the past and how you responded to those warning signs.”

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 3: Skills for Reacting to Changes



Main Learning Points of Session 3

What were the main learning points of Session 3? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Show u_____g and explore likely outcomes.
2. D_____s situations calmly.
3. Give constructive f_____k, not criticism.
4. Listen and ask q_____s that lead to better decisions.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn’t choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I can recognize early warning signs.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Recognizing Early Warning Signs

Objectives for this Session

1. Identify 3 skills for recognizing early warning signs.
2. Understand that everyone's warning signs are different.
3. Increase your confidence in your ability to recognize early warning signs.

Early warning signs may tell us a crisis is starting. People usually have several early warning signs that appear just before a crisis happens. These are clues that the person may be getting into trouble. You might think of early warning signs as telling you that quick action is needed. The person with mental illness and their support person can watch for these signs.

Early warning signs may be subtle or quite obvious. If in doubt, watch and listen carefully for cues that could signal a crisis is right around the corner.



Recognizing early warning signs. Here are some examples of early warning signs you might have. Mark the ones you have noticed in the past:

- ☐ Trouble sleeping at night.
- ☐ Difficulty concentrating or staying focused.
- ☐ Rollercoaster moods that go up and down.
- ☐ Depression.
- ☐ Not being able to think as clearly as usual.
- ☐ Pressured speech, talking too much, or talking very rapidly.
- ☐ Hearing voices that are getting stronger, more distracting, or harder to ignore.
- ☐ Being afraid of people, places, or things that were not a problem before.
- ☐ Being more edgy, irritable, cranky, and argumentative.
- ☐ Talking or acting strangely, behaving oddly, or doing things that seem to make no sense.
- ☐ Starting to act nervous, anxious, or worried all the time.
- ☐ Becoming more impulsive, doing things that are unwise or unsafe, spending lots of money, gambling, going off with strangers, or being promiscuous.
- ☐ Other: _____

Recognizing Early Warning Signs (continued)



What thoughts, feelings, or experiences would you like to share about the choices you marked? _____

Main Learning Point #1

Early warning signs tell us a crisis is starting.

Alert the treatment team. Even if you contacted the treatment team recently about changes, it is still important to inform the treatment team about early warning signs. Waiting, deciding “it is just a bad day,” or thinking “maybe it will blow over” is not as wise a decision as notifying the treatment team about the warning signs. This is the time to speak with the treatment team about what you have observed. Listed below are five steps that could help you organize your thoughts before contacting the treatment team.

Five steps to alerting the treatment team:

1. **Describe changes.** Give specific details about the early warning signs you have noticed. Be as clear as possible in describing the changes you have seen.
2. **State concerns.** Express your concerns about what you have seen that make you think a crisis is about to happen.
3. **Request assistance.** Ask about how the treatment team will act upon the information you have provided. Request the specific support, intervention, response, or action that you think would be most helpful.
4. **Seek suggestions.** Ask for guidance about how to move forward. Find out what the treatment team recommends in the event the situation gets worse, instead of better.
5. **Express appreciation.** Thank the treatment team for their time, support, and assistance. Let the treatment team know that you are a concerned member of the team. Express your willingness to work with them.

Recognizing Early Warning Signs (continued)



Applying the five steps. Think of examples of early warning signs you have seen in the past. Write ideas about what you might say. If time permits, consider practicing the conversation during this session.

Five steps to alerting the treatment team:

1. **Describe changes.** _____
2. **State concerns.** _____
3. **Request assistance.** _____
4. **Seek suggestions.** _____
5. **Express appreciation.** _____

Main Learning Point #2

Partner with your treatment team.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how to alert the treatment team if I begin to notice warning signs.
- ☐ 3. **MAKE LIST.** I am going to make a “Yellow Flag” with a list of the early warning signs I will be watching for. I may ask _____ to help me.
- ☐ 4. **OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ 5. **WATCH TOGETHER:** I have decided to share my early warning signs with _____ and ask him or her to let me know if they see some of the warning signs beginning.

5

Skills for Responding to Early Warning Signs Facilitator Notes

Main Learning Points from last session: *Recognizing Early Warning Signs*

1. Early warning signs tell us a crisis is starting.
2. Partner with your treatment team.

Review Personal Practice Options from last session.

Remember

You can refer to the “*Facilitator’s Delivery Checklist*” when using Team Solutions materials as a reminder of important facilitator tips.

Suggestion for Topic Introduction and Relevance to Participants

“Today we are going to practice skills for responding to early warning signs. My first question is who could keep an eye on early warning signs? What are your thoughts?”

(Possible responses may include, “Family member,” “Friend,” “Significant other,” or “Members of the treatment team.”)

(If someone says, “The person with the illness can and should look for their own early warning signs,” reinforce that idea. If not, say, “An important part of the recovery process is for people with mental illness to take responsibility for their own mental health. It is great to have others who can help with this, however, because people are not always aware that they are exhibiting early warning signs.”)

“If you are the person having early warning signs, how would you like to be approached by someone who is trying to help you? What would make it easier for you to really hear what they are saying to you? What would make it hard for you to hear someone? What could your supporters do if you reject or refuse their help?”

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 4: Recognizing Early Warning Signs



Main Learning Points of Session 4

What were the main learning points of Session 4? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Early w_____g signs tell us a crisis is starting.
2. P_____r with your treatment team.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I have the skills for responding to early warning signs.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

2. This information is important for me to know.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

At the **end** of the session, respond to these statements before turning in this paper:

3. This session helped me.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Skills for Responding to Early Warning Signs

Objectives for this Session

1. Demonstrate 4 skills for responding to early warning signs.
2. Increase your confidence in your ability to skillfully respond to early warning signs.

Practice increases confidence and competence. It takes time and persistence to become comfortable with using new skills. Below is a comparison of effective and ineffective skills you could use when you recognize early warning signs. You may want to practice the effective tools so they will be easy to use when you need them the most.

Effective skills	Ineffective skills
1. Being an ally.	1. Being a foe.
2. Encouraging time to unwind.	2. Insisting on immediate solutions.
3. Setting reasonable limits.	3. Threatening.
4. Easing the problem.	4. Escalating the problem.

Early warning sign you have recognized: Spending more time in bed or alone.

Ineffective skill: Being a foe.

You are a foe, or adversary, when people think you are against them or you attempt to force them into doing something they do not want to do.

“Get up out of that bed and come spend time with your family! You have not left your room all day. Get up this minute and do not start giving me any excuses either!”

Effective skill: Being an ally.

You are an ally, or supporter, when people understand you are on their side. You express concern, and listen, discuss, and compromise instead of forcing them to do things.

“Sally, I am really concerned about you. You have been in your room all day and that is very unusual. I would like to help. Let’s talk about how you are feeling today.”

Skills for Responding to Early Warning Signs (continued)



Practice being an ally.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #1

Be an ally.

Early warning sign you have recognized: Being more edgy, irritable, and more likely to get into arguments.

Ineffective skill: Insisting on immediate solutions.

“I am not going to talk with you if you keep acting like that. You are being completely irrational, and I can’t deal with you when you are like this.”

Effective skill: Encouraging time to unwind.

“I can see that you are pretty upset right now. Maybe you need some quiet time and personal space. I will go in the other room for a while and give you time to unwind and calm down. We can talk about this again when we are both feeling better.”



Practice encouraging time to unwind.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #2

Encourage time to unwind.

Skills for Responding to Early Warning Signs (continued)

Early warning sign you have recognized: Started having trouble sleeping at night and walking the streets at all hours of the night.

Ineffective skill: Threatening.

“If you do not stop walking in the park by yourself after dark, I am going to get you put back in the state hospital. That is crazy behavior and you are going to get yourself killed!”

Effective skill: Setting reasonable limits.

“It seems like you were restless and had trouble sleeping last night. My concern is that the park is not safe after dark. You could get attacked. Let’s come up with something else you could do that is safer than walking in the park after dark. It is just too dangerous. I do not want you to risk getting hurt. What could you do that is safer?”



Practice setting reasonable limits.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #3

Set reasonable limits.

Early warning sign you have recognized: Being afraid of people, places, or things that were not a problem before.

Ineffective skill: Escalating the problem.

You will know you are escalating the problem when the person with mental illness gets more upset.

“That just does not make any sense! Why would anyone want to put poison in your food? What in the world put that crazy idea in your head? Stop this nonsense and eat!”

Skills for Responding to Early Warning Signs (continued)

Effective skill: Easing the problem.

You will know you are easing the problem when the person with mental illness starts calming down.

“I can see that you really believe the food is poisoned. You must be very frightened by that. I understand that you do not trust me right now. I am sure you can find something in the kitchen that you will feel safe eating. Whatever you choose will be fine.”



Practice easing the problem.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #4

Ease the problem.

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ 1. **STUDY.** I am going to reread my handout at least once.
- ☐ 2. **SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about how we usually interact in these situations.
- ☐ 3. **PLAN.** I am going to get input from _____ about the four skills and talk about how we can plan together to use them when needed.
- ☐ 4. **OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ 5. **PRACTICE.** _____ and I will practice and learn new skills together when things are going well, so it will not be a surprise.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

6

Recognizing a Crisis
Facilitator Notes**Main Learning Points from last session:****Skills for Responding to Early Warning Signs**

1. Be an ally.
2. Encourage time to unwind.
3. Set reasonable limits.
4. Ease the problem.

Review Personal Practice Options from last session.**Tips for this Session**

1. Do not blame. Encourage participants to talk about the idea that a crisis can happen, no matter what is done to reduce the risk or attempt to avert it. It is not good to point fingers, place blame, or engage in “if only” thinking.
2. Discuss ways to be supportive. Instead of placing blame or pointing fingers, what could family, friends, caregivers, and the rest of the treatment team think, say, and do that gives support and shows concern?

Potential Problem for this Session

A participant blames someone for a past crisis. A participant strongly, adamantly, and repeatedly voices anger about a past crisis and blames one or more people for failing to stop it.

Possible Responses

1. **Express empathy or use reflection.** For example,
“It must be very frustrating to want to keep a crisis from happening, but it happens anyway. It sounds like you firmly believe the crisis could have been prevented if everyone had done what you think they should have done.”
2. **Question perfection.** For example,
“Unfortunately, even under the best of circumstances a crisis can still occur. Even if everything is handled perfectly, a crisis can still happen.”
3. **Forgive self and others.** Encourage participants to forgive themselves and others for past problems and disappointments. Rather than be angry or blame, a more productive response is to reflect on what you personally will do differently in the future, knowing that even then, it may still not be possible to prevent a crisis.

**Suggestion for Topic Introduction
and Relevance to Participants**

“During today’s session, we will talk about recognizing a crisis. What is a crisis? Does everyone have the same definition of a crisis? What makes a crisis different than a problem, a difficult situation, or a stressful day? What is another word for crisis? How might talking about crisis situations be helpful to you?”

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 5: Skills for Responding to Early Warning Signs



Main Learning Points of Session 5

What were the main learning points of Session 5? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Be an a_____y.
2. Encourage t_____e to unwind.
3. Set reasonable l_____s.
4. Ease the p_____m.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I can recognize a crisis.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Recognizing a Crisis

Objectives for this Session

1. Discuss the importance of recognizing a crisis.
2. Name 2 examples of indications of a crisis.
3. Increase your confidence in your ability to recognize a crisis.



It is not always possible to prevent a crisis. Sometimes, in spite of everyone's best efforts, a difficult situation gets out of hand. Then you face a crisis. Although using effective skills may reduce the risk of crisis, prevention is not always possible. There are several ways to end up in a crisis. Mark the circumstances that fit your experiences:

- ☐ 1. There did not seem to be any changes or early warning signs. The crisis just happened without warning.
- ☐ 2. You were not around to see changes or early warning signs. By the time you had contact with the person, the crisis had already started.
- ☐ 3. The time between when you first recognized problems and the crisis actually happening was so short that there was not time to do anything.
- ☐ 4. You thought the changes or warning signs were not serious, so you decided just to wait and see what happened.
- ☐ 5. You responded to the situation the best you could. Even with all you did, the crisis happened anyway.
- ☐ 6. You and the treatment team worked together to respond to the changes and early warning signs, but the crisis happened anyway.
- ☐ 7. Other: _____

Main Learning Point #1

It is not always possible to prevent a crisis.

Recognizing a Crisis

(continued)

Recognizing a crisis motivates you to take action. The person who is experiencing a crisis is on the brink of an emergency. As difficult as the situation seems at the time, it could get worse if action is not quickly taken. It may still be possible to keep the situation from exploding into an emergency.

Consciously track your observations to describe the changes to the treatment team.

Signs of crisis are listed below. Mark the ones you have experienced:



1. I think things are getting worse.

- ☐ 1. I see the early warning signs becoming more serious problems.
- ☐ 2. Things begin to take a turn for the worse.
- ☐ 3. I find myself saying, "Uh-oh. Here we go again" because I know from experience that the situation will get out of control in a matter of time.

2. The person behaves in ways that are or could be dangerous.

- ☐ 1. He or she walks the streets alone late at night.
- ☐ 2. He or she goes places with total strangers.
- ☐ 3. He or she burns food on the stove or in the oven because he or she is not paying attention (goes off and forgets it).
- ☐ 4. He or she carelessly burns things while smoking or lighting cigarettes.

3. The person gets verbally agitated.

- ☐ 1. He or she yells and curses at people.
- ☐ 2. He or she becomes angry over small problems.
- ☐ 3. He or she overreacts to frustrations that are usually handled calmly.
- ☐ 4. He or she ridicules other people and calls them nasty or offensive names.

4. The person expresses paranoia directed at family, friends, or others.

- ☐ 1. He or she says a neighbor is breaking in at night and stealing things.
- ☐ 2. He or she accuses people of poisoning his or her food.
- ☐ 3. He or she says a certain person is against him or her, or is planning to hurt or kill him or her.
- ☐ 4. He or she accuses someone of being a spy, government agent, working with the police, or being in the CIA.
- ☐ 5. He or she fears someone is controlling his or her mind or putting thoughts in his or her head.

Recognizing a Crisis (continued)

Main Learning Point #2

Recognizing a crisis can motivate you to take action.

Any changes in perceptions can be a very urgent problem. People who have problems with their perceptions are unable to tell the difference between what is real and what is false. Any changes in perceptions may signal a mental illness relapse or crisis.

Main Learning Point #3

Changes in perceptions can be a very urgent problem.

Alert the treatment team. Contact the treatment team without delay. Regardless of how recently you have talked to someone on the treatment team, alerting them of the crisis is very important. Ask them for guidance on what to do to keep everyone safe. If necessary, be assertive and persistent in getting a satisfactory response. If necessary, seek emergency care.

Recognizing a Crisis (continued)



Discussion:

1. In your opinion, what member of the treatment team would be most receptive and responsive in a crisis? _____

2. What could you say to communicate the urgency of the situation?

3. What specific action, response, or assistance might you request?

4. What will you do if you have difficulty getting help from the treatment team?

Main Learning Point #4

Alert the treatment team.

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. DISCUSS.** We will talk about what changes signal a true crisis. During a calm time we will talk about what steps will be taken to contact the treatment team to ask for help.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. GET INPUT:** I am going to get input from _____ about recognizing a crisis, and talk about the changes that have signaled a crisis in the past.

If there is time left before the end of the session, you might talk about your personal practice goals. How will you **remember** and **complete** your goal by the next session?

7

Skills for Coping with Crisis Facilitator Notes

Main Learning Points from last session:

Recognizing a Crisis

1. It is not always possible to prevent a crisis.
2. Recognizing a crisis motivates you to take action.
3. Changes in perceptions can be a very urgent problem.
4. Alert the treatment team.

Review Personal Practice Options from last session.

Tip for this Session

Some of this vocabulary may be unfamiliar. Engage participants in defining words such as “objective” and “constructive” in their own words. Ensure that all participants grasp the words and meaning within context by prompting individuals to verbalize their understanding.

Suggestion for Topic Introduction and Relevance to Participants

"Sometimes when a crisis strikes, our initial reaction is an emotional one. Do you think that it is better to react emotionally or calmly when a crisis happens? It is not unusual for people to say things during a crisis that they later regret. For instance, suppose that you see that a skillet on the stove caught fire. What would happen if you just walk away from it?"

(Encourage responses.)

"Is it possible to accidentally make things worse, instead of better? What would happen if you accidentally threw oil on the fire?"

(Wait for responses.)

"What would be better choices if you had that fire?" (For example, call 9-1-1, use a fire extinguisher, or put a lid on the skillet.)

"So how can you take the same approach and use it in a personal crisis? Today, we are going to talk about ways to keep emotions under control during a crisis."

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 6: Recognizing a Crisis



Main Learning Points of Session 6

What were the main learning points of Session 6? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. It is not always possible to p_____t a crisis.
2. Recognizing a crisis motivates you to take a_____n.
3. Changes in perceptions can be a very u_____t problem.
4. Alert the treatment t_____m.

Personal Practice Option Review

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I have skills to cope with a crisis if it happens.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the **end** of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Skills for Coping with Crisis

Objectives for this Session

1. Demonstrate and practice 2 skills for coping with crisis.
2. Identify 1 example of an ineffective way to cope with crisis.

In the heat of a crisis, it is easy to react emotionally. Unfortunately, this usually will not lead to the best outcome. Consciously practicing effective skills during calm times can help you develop skills to manage crisis in a more effective way. Below is a comparison of effective and ineffective skills you might use when coping with a crisis. Practicing the effective skills will make it easier to use them when you need them most.

Effective skills	Ineffective skills
1. Being objective.	1. Taking things personally.
2. Encouraging discussion.	2. Changing the subject.
3. Sharing responsibility for problem-solving.	3. Blaming the person.
4. Disapproving of behavior while supporting the person.	4. Criticizing the person instead of the behavior.

Sign of crisis you have recognized: The person is verbally agitated, yelling, cursing, and calling you names.

Ineffective skill: Taking things personally.

"I can't believe it! You are calling me a cheat and a liar! I will not listen to your filthy mouth any longer! I will never forgive you for speaking to me this way!"

Effective skill: Being objective.

"I know you are very upset right now or you would not be saying these things. You do not usually talk to me this way. Let's both calm down and we will talk later. I would like to talk about this when we can talk calmly without yelling, cursing, and calling each other names."

Skills for Coping with Crisis (continued)



Practice being objective.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #1

Be objective.

Sign of crisis you have recognized: The person threatens harm to a neighbor. The person thinks the neighbor is breaking in at night and stealing his or her things.

Ineffective skill: Changing the subject.

“Well, it does not look like anything is missing to me. What do you want for lunch?”

Effective skill: Encouraging discussion.

There may be certain situations in which changing the subject can be constructive. However, encouraging discussion is a more desirable approach that is likely to lead to better overall results.

“I can see that you are quite upset about this. I guess I would be upset too, if I thought someone was stealing things from me. What can’t you find?”



Practice encouraging discussion.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #2

Encourage discussion.

Skills for Coping with Crisis (continued)

Sign of crisis you have recognized: The person burns food on the stove or in the oven because he or she is not paying attention (goes off and forgets it).

Ineffective skill: Blaming the person.

“You have got to stop walking off when you are cooking. Start paying attention to what you are doing, or you will burn the house down! What is the matter with you, anyway? Get your head out of the clouds and get your mind on what you are doing!”

Effective skill: Sharing responsibility for problem-solving.

“It seems like you are having a hard time keeping your mind on what you are doing these days. This is the third time you have burned something on the stove because you went off and forgot it. I know you would not start a fire on purpose, but that is what may happen if we do not solve this problem. Let’s solve it together.”



Practice sharing responsibility for problem-solving.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #3

Share responsibility for problem-solving.

Skills for Coping with Crisis (continued)

Sign of crisis you have recognized: The person goes places with total strangers.

Ineffective skill: Criticizing the person instead of the behavior.

“You have the worst judgment in the world! Are you trying to get yourself killed or are you just too stupid to know better?”

Effective Skill: Disapproving of behavior while supporting the person.

“I am very concerned about your safety. You have started going places with people you do not really know very well. That can be very dangerous. I realize you like to go places and do fun things. Nobody wants you to have to stay home all the time. Let’s talk about how you can make better choices about who you run around with.”



Practice disapproving of behavior while supporting the person.

Early warning sign you have recognized: _____

Your response: _____

Main Learning Point #4

**Disapprove of behavior while
supporting the person.**

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It’s important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. DISCUSS.** We will talk about ways to manage my emotions during a crisis.
- ☐ **4. OTHER:** _____

Take an “Extra Step Forward” (optional)

- ☐ **5. WRITE.** I am going to write an example of how I could practice each of the four effective coping skills so I will get better at using them.

8

Physical Safety Skills for Emergencies Facilitator Notes

Main Learning Points from last session: *Skills for Coping with Crisis*

1. Be objective.
2. Encourage discussion.
3. Share responsibility for problem-solving.
4. Disapprove of behavior, while supporting the person.

Review Personal Practice Options from last session.

Remember

It is important to acknowledge and discuss participants' successes, progress, and challenges.

Tips for this Session

1. This session is about addressing symptoms of the mental illnesses that may contribute to the issue of physical safety. The discussion of emergency and safety is placed within these parameters.
2. You may want to move the tables and chairs, as this session will require more space than usual. If possible, move the furniture to make sufficient room for participants to practice these skills. Although using the same room and the same arrangement is usually recommended, consider moving this session to a room that will accommodate skills practice, if necessary.
3. When practicing, have the friend or family member work with the participant. By doing this practice together, it will allow the person with the mental illness to gain knowledge and insight about what they will do together in a crisis situation. This may help them, ultimately, feel more in control or safer during a time of crisis.
4. This is a long session with a lot of important information. You may want to cover this material in two sessions to maximize the learning for participants.

Suggestion for Topic Introduction and Relevance to Participants

"Sometimes, when symptoms of mental illness are active and not controlled, physical safety can become an issue. It can be an issue for the person with the illness and sometimes for others, as well. During this session we will learn and practice skills that can be used to help you stay safe in these types of emergency situations. What would you do if the person with mental illness decided to drive while they were experiencing visual or auditory hallucinations?"

(Wait for responses.)

"What could you do to reduce everyone's risk of injury in an interpersonal confrontation? What do you want to learn in today's session about physical safety skills?"

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 7: Skills for Coping with Crisis



Main Learning Points of Session 7

What were the main learning points of Session 7? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Be o_____e.
2. Encourage d_____n.
3. Share r_____y for problem-solving.
4. Disapprove of behavior, while s_____g the person.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I know how to keep everyone physically safe in an emergency.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly	Unsure
Disagree		Nor Disagree		Agree	

2. This information is important for me to know.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly	Disagree	Neither Agree	Agree	Strongly
Disagree		Nor Disagree		Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Physical Safety Skills for Emergencies

Objectives for this Session

1. Identify 4 physical safety skills.
2. Name 4 behaviors that are likely to reduce your physical safety.
3. Increase your confidence in your ability to use physical safety skills.

Recognizing emergencies. Unmanaged symptoms of mental illness can sometimes create an issue of physical safety. An emergency is when there is immediate danger of harm, injury, death, or destruction of property. In an emergency, the goal is to keep everyone safe and get help as quickly as possible. When someone's behavior becomes threatening, an emergency situation exists.



During emergencies, someone may do one or more of the following behaviors. Mark the ones you have experienced or observed:

- ☐ 1. Make verbal threats to harm someone.
- ☐ 2. Be physically aggressive toward someone.
- ☐ 3. Become destructive, and damage or break things.
- ☐ 4. Threaten or attempt self-harm or suicide.

Managing emergencies. When managing an emergency, there are two equally important responsibilities:

1. Get help.
2. Make sure no one gets hurt.

During emergencies, the main focus is to ensure safety while either waiting for help to arrive or taking the person where help is available. The goal is to keep the person as calm as possible and prevent injury.

Do not handle the problem alone. Call 911, get someone to help you take the person to an emergency room, or call the treatment team.

Physical safety skills. During some emergency situations, you may be confronted with anger, aggression, and threats. In those situations, there are certain skills you can use to avoid putting yourself in more danger. Physical safety skills help reduce the risk of injury while you deal with the situation and get help.

Physical Safety Skills for Emergencies (continued)

Effective skills	Ineffective skills
1. Keeping an exit available.	1. Being cornered.
2. Standing out of reach.	2. Standing within striking distance.
3. Hands free.	3. Hands occupied.
4. Angle body and balance weight.	4. Face front with weight on one foot.

Ineffective skill: Being cornered.

If the person is angry, agitated, or threatening, and he or she is between you and the only exit, you could be in physical danger. You will not be able to get past the person to get to the door. Being cornered in a room puts you at risk.

Effective skill: Keeping an exit available.

Position yourself so you can leave the room safely and go for help. At the same time, be careful not to corner someone who is angry or paranoid. If possible, position yourself so the door is accessible to both of you. This takes conscious thought and purposeful movement as you become aware of potential danger.

Practice keeping an exit available. Pair up and take time to practice some ways to keep an exit available as you become aware of potential danger. Visualize and draw or describe a specific room where you would be most likely to encounter an emergency. Think up ideas and practice what you could do to move and position yourself so an exit is available without alarming the person who is getting upset.

Main Learning Point #1

Keep an exit available.

Physical Safety Skills for Emergencies (continued)

Ineffective skill: Standing within striking distance.

If you are within reach of someone who is angry, agitated, or threatening, you could be in danger. If the person can take one step and hit or kick you, you are too close.

Effective skill: Standing out of reach.

Keep your distance. Position yourself so you can't be hit or kicked if the person takes one step. Do not stand over the person, as this may appear threatening to them. Avoid making direct eye contact because that may also seem threatening to someone who is paranoid or agitated. Give the person more than the usual amount of social space and speak in a calm voice. Allowing extra space will reduce the risk of physical harm.

Practice standing out of reach. Pair up again and take a few minutes to practice standing out of reach. Visualize and draw or describe a specific room (the same one or a different room) where you are likely to face an emergency. Practice moving to ensure that if the person takes one step and kicks or swings, that you are out of reach. Would you back up or step to the side? Once you are standing out of reach, ask your partner to take a step and attempt to kick or hit you. Are you actually far enough away, or do you need to put more distance between the two of you? Actually doing these skills will help them come to mind in times of trouble.

Main Learning Point #2

Stand out of reach.

Ineffective skill: Hands occupied.

When someone is angry, agitated, or threatening, you are more vulnerable if your hands are in your pockets, behind your back, or on your hips. You may also seem more threatening to someone who is paranoid if they can't see your hands.

Effective skill: Hands free.

Keep your hands relaxed, bend your arms slightly at the elbows, and keep your hands in front of your thighs. Put down everything you have in your hands. This will help you to be ready to protect yourself quickly if needed. If your hands are visible to a person who is paranoid or agitated, you will look less threatening.

Physical Safety Skills for Emergencies (continued)

Main Learning Point #3

Keep hands free.

Ineffective skill: Face front with weight on one foot.

Standing so you completely face a person who is angry, agitated, or threatening makes you an easy target to hit or kick. Standing with your weight on one foot can slow you down if you need to get out of the way quickly.

Effective skill: Angle body and balance weight.

Stand so your body is at an angle. This will make it harder for the other person to hit or kick you. By keeping your weight balanced on both feet, you can move in any direction in a hurry. By positioning yourself this way, you will be able to respond more quickly.

Practice hands ready, angled body, and balanced weight. Pair up and practice keeping your hands ready, angling your body, and keeping your weight balanced. What might you have in your hands that you would need to put down? Does the way you are standing angle your body away from the person who is agitated? Is your weight evenly balanced between your two feet so you can quickly move in any direction? Practice these three skills with your partner. When you feel that you have learned the stance, switch roles with your partner so both of you practice the skills. Actually practicing these skills will help you recall them in times of trouble.

Physical Safety Skills for Emergencies (continued)

Wrong stance. Mistakes the person is making:

1. Hands hidden and not ready.
2. Weight not evenly distributed on both feet.
3. Standing within striking distance.
4. Knees are locked.
5. Facing person directly (body not angled).
6. Standing so the angry person is blocking the only exit.

Correct stance. Skills the person is demonstrating:

1. Both people have equal access to exit.
2. Hands are visible and ready.
3. Weight is evenly distributed on both feet for quick and easy movement.
4. Knees are slightly bent.
5. Person is out of striking distance.
6. Body is turned slightly toward exit, angled away from the other person.

Main Learning Point #4

Angle body and balance weight.

Practice all four physical safety skills. Pair up one more time and practice all four physical safety skills in combination with each other. Base your practice on a specific room where you are likely to encounter an emergency. Use the skills as your partner role-plays a person who is agitated and about to be physically aggressive. Then swap roles so each of you can practice the four physical safety skills.

Review & Moving Forward



The **main learning points** of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward – Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. PRACTICE.** We will practice the four physical safety skills together before the next session.
- ☐ **4. OTHER:** _____

9

Processing What Happened
Facilitator Notes**Main Learning Points from last session:**
Physical Safety Skills for Emergencies

1. Keep an exit available.
2. Stand out of reach.
3. Keep hands free.
4. Angle body and balance weight.

Review Personal Practice Options from last session.**Potential Problem**

A participant says that discussion has been difficult after past emergencies.

Possible Responses

1. Use empathy/reflection. For example, *"It sounds like you have had some negative responses to your attempts to achieve closure in the past. That can be quite discouraging."*
2. Encourage initiation of closure regardless of anticipated response. For example, *"I can't control how the other person responds to me. I can only do my part. My job is to initiate closure, making sure it is well-timed, skillful, and sincere. If the other person responds negatively, so be it. That is up to him, and I can't control what he says or does. I can only live up to my responsibilities to the best of my ability."*
3. Consider role-play. For example, *"Let's role-play the response you anticipate, so we can see what you are dealing with. I will initiate closure, and you role-play the person who is not receptive."*

**Suggestion for Topic Introduction
and Relevance to Participants**

"What would happen if, at the end of surgery, the surgical team forgot to sew up the cut? It would be a huge problem, wouldn't it? Do you think we might have a huge problem at home if we do not talk about what happened after an emergency? How do you think people might feel?"

(Encourage participants to think about and share examples of times when talking about what happened might have been helpful.)

"Can you briefly describe a conflict you had with someone where you talked about it afterward? If so, who contacted whom? What might have happened to that relationship if you had never processed what happened?"

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 8: Physical Safety Skills for Emergencies



Main Learning Points of Session 8

What were the main learning points of Session 8? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Keep an e_____t available.
2. Stand out of r_____h.
3. Keep hands f_____e.
4. Angle body and b_____e weight.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ **1. Yes.** How did it go? _____

☐ **2. No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ **3. I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident we are able to process events and get closure after they have happened.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree ☐ Unsure

2. This information is important for me to know.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

☐ Strongly Disagree ☐ Disagree ☐ Neither Agree Nor Disagree ☐ Agree ☐ Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Processing What Happened

Objectives for this Session

1. Recognize 4 skills for processing what happened.
2. Identify 2 behaviors that are likely to reduce your chance of reaching closure.
3. Increase confidence in your ability to use closure skills.

Processing. Processing, or debriefing, after an emergency means talking about what happened. This means taking time to listen and talk about the experience. You can do your part to ensure that family, friends, and other members of the treatment team take the time to close the emotional wound and encourage healing.

The timing of this stage is very important. People will not be ready if you attempt to talk about what happened too soon after the emergency is over. On the other hand, relationships will suffer if you never discuss it. Processing what happened helps relieve stress and strain in relationships and brings people back together again. By initiating closure, we set the healing process in motion.

Choose a quiet, relaxed time and place to process the incident. If possible, include family members, friends, caregivers, and members of the treatment team who were involved in the emergency. This helps everyone get a better understanding of what happened.

Effective skills	Ineffective skills
1. Discussing feelings.	1. Placing blame.
2. Giving unconditional caring and support.	2. Setting conditions for caring and support.
3. Setting realistic expectations and limits.	3. Setting unrealistic expectations and limits.
4. Discussing lessons learned by everyone.	4. Putting the person on the hot seat.

Processing What Happened (continued)

Ineffective skill: Placing blame.

“You put us through a horrible experience! I hope you never do that again!”

Effective skill: Discussing feelings.

“We have all been through an upsetting experience. How are you feeling about it now?”



Practice discussing feelings.

What you could say after an emergency: _____

Main Learning Point #1

Discuss feelings.

Ineffective skill: Setting conditions for caring and support.

“If you don’t change immediately, then I won’t care about you anymore.”

Effective skill: Giving unconditional caring and support.

“I care about you and support you. No matter how severe your symptoms become, or what mistakes either of us make, we can stick together and work things out.”



Practice giving unconditional caring and support.

What you could say after an emergency: _____

Main Learning Point #2

Give unconditional caring and support.

Processing What Happened (continued)

Ineffective skill: Setting unrealistic expectations and limits.

“From now on you must keep every single appointment, take every dose of medicine without fail, never drink any alcohol, [the list goes on] or else!”

Effective skill: Setting realistic expectations and limits.

“I expect you to take your medicine, keep appointments, and be involved in substance abuse treatment. Do you agree?”



Practice setting realistic expectations and limits.

What you could say after an emergency: _____

Main Learning Point #3

Set realistic expectations
and limits.

Ineffective skill: Putting the person on the hot seat.

“Well, you certainly got yourself into a real mess this time! I sure hope you are going to do something different from now on so it does not happen again! I hope you learned your lesson!”

Effective skill: Discussing lessons learned by everyone.

“I learned some important lessons last week. I am not going to threaten to throw you in the hospital anymore. That is no way to treat you when you do something I do not agree with. It was a mistake on my part. I am sorry I did that. What did you learn about yourself? What do you think we could have done better?”



Practice discussing lessons learned by everyone.

What you could say after an emergency: _____

Main Learning Point #4

Discuss lessons learned by
everyone.

Processing What Happened (continued)

Be purposeful. It may be tempting to skip, put off, or forget to have a meeting after an emergency. It might seem like an uncomfortable thing to do, and no one likes to make themselves be uncomfortable. You may think that someone else should set up a meeting. However, we all need to take responsibility for our own actions. In the long run, we feel better when we do the right thing.



List and talk about the reasons that initiating closure is important for you.

Initiating closure is important to me, because:

1. _____

2. _____

3. _____

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. DISCUSS.** We will talk about the effective conversational skills together before the next session.
- ☐ **4. OTHER:** _____

10

Responding to Everyday Problems Facilitator Notes

Main Learning Points from last session: *Processing What Happened*

1. Discuss feelings.
2. Give unconditional caring and support.
3. Set realistic expectations and limits.
4. Discuss lessons learned by everyone.

Review Personal Practice Options from last session.

Tips for this Session

1. This is the last session of workbook 9. This is an exciting event and should be celebrated.
2. You will find a certificate of achievement to award to the participants in recognition of their accomplishments.
3. Because this is a family and friend workbook, you may want to have a Completion or Closure Ceremony including all family and friends who participated in group or individual family sessions. If possible, you might even have a small reception for everyone afterwards. Enlist the help of participants for a pitch-in.

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Personal Growth Initiative Scale (PGIS), developed by Christine Robitschek, Ph.D., or the Quality of Life Index by Dr. W. O. Spitzer, 1980.

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity

evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. <http://www.ppc.sas.upenn.edu/ppquestionnaires.htm>

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare their impressions to a client's perception. The dimensions measure Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The editors believe these scales fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

Suggestion for Topic Introduction and Relevance to Participants

"Can you think of an example when you were able to keep calm during a time of trouble? Sometimes we can keep our balance more easily than other times, right? Not being able to remain completely calm in times of trouble is pretty common. What happens when we take care of everyone and everything except ourselves?"

(Listen and respond to their comments.)

"We can get pretty overwhelmed, can't we? It is important that you take care of yourself, especially during difficult times. How can you keep a better balance in your life? What can you do to take care of yourself?"

(Wait for responses.)

"To finish this workbook, we will talk about how to respond to everyday problems."

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 9: Processing What Happened



Main Learning Points of Session 9

What were the main learning points of Session 9? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Discuss f_____s.
2. Give u_____l caring and support.
3. Set r_____c expectations and limits.
4. Discuss lessons l_____d by everyone.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

☐ 1. **Yes.** How did it go? _____

☐ 2. **No.** What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

☐ 3. **I didn't choose a personal practice option.**

Topic Assessment



Mark one: ☐ Pre ☐ Post

Directions:

1. Read each statement carefully.
2. Mark only one response to each statement.

Name: _____

Date: _____

1. I am confident I know how to respond to everyday issues.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Unsure

2. I am confident I could call for help if I was having difficulties.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

At the end of the session, respond to these statements before turning in this paper:

3. This session helped me.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Responding to Everyday Problems

Objectives for this Session

1. Identify 2 skills for responding to everyday problems.
2. Identify 2 responses that are likely to be less effective for dealing with everyday problems.

Skills for responding to everyday problems. It is unlikely that you will encounter crisis and emergency situations on a daily basis. However, you are likely to deal with day-to-day problems fairly often. Many of the skills you have learned and practiced will probably be helpful when coping with everyday problems. In addition, this session includes some additional skills that may be useful in daily life.

Effective skills	Ineffective skills
1. Thinking before taking action.	1. Reacting without thought.
2. Connecting behavior with feelings.	2. Targeting only behavior.
3. Determining the source.	3. Reacting only to surface emotions.
4. Taking care of yourself.	4. Disregarding your own health and wellness.

Ineffective skill: Reacting without thought.

Our lives are so busy that it can be tempting to react immediately to each issue, problem, or situation that happens. It may seem as though that is the fastest way to resolve issues. However, immediate reactions are often more emotional, more critical, less effective, and less helpful than thinking things through.

Effective skill: Thinking before taking action.

We usually deal with problems most constructively when we take time to consider a situation and thoughtfully choose a way to respond. Many problems do not require an instant response. Whenever possible, think about the issue and consider at least two possible responses before taking action.

Responding to Everyday Problems (continued)



Practice thinking before taking action.

This is what I will say to myself to allow time to think before I take action:

Main Learning Point #1

Think before taking action.

Ineffective skill: Targeting only behavior.
“Stop slamming doors!”

Effective skill: Connecting behavior with feelings.

“You have been storming around and slamming doors. You seem really angry today.”



Practice connecting behavior with feelings.

Behavior I have noticed: _____

Statement that connects that behavior with feelings: _____

Main Learning Point #2

Connect behavior with feelings.

Responding to Everyday Problems (continued)

Ineffective skill: Reacting only to surface emotions.

“Go calm down and quit slamming doors.”

Effective skill: Determining the source.

“I would like to know what you are so angry about. Let’s talk about what is bothering you.”



Practice determining the source.

Behavior I have noticed: _____

Questions or statements that encourage exploration of the source: _____

Main Learning Point #3

Determine the source.

Ineffective skill: Disregarding your own health and wellness.

Sometimes it can be tough to keep a balance in your life. It takes a lot of time and energy to look after others, solve problems, and still take care of every day responsibilities like the laundry. During times of trouble, you may forget to take care of yourself. Not getting enough sleep, not eating right, drinking more caffeine, not exercising, and skipping fun activities tends to have an accumulative impact. You become more vulnerable.

Effective skill: Taking care of yourself.

In spite of, if not because of, the problems and crises you may encounter, you need to make time to take care of yourself. Make conscious choices every day to recharge your own batteries. Do not let yourself become run down. Make it a point to get plenty of sleep at night. Choose healthful foods. Take time to maintain exercise, interests, hobbies, and social activities. Carve out time for yourself from each day.

Responding to Everyday Problems (continued)



Plans for taking care of myself.

These are the most important things I will do to consciously take care of myself every day: _____

Main Learning Point #4

Take care of yourself.

We all know how important it is to take care of ourselves, but we tend to let this slip during troubled times. Think, write, or talk about what you will do to make self-care a priority, even during crisis: _____

This is the final session in this workbook. Congratulations! Was it helpful to attend these sessions with each other? Let's take a few minutes to talk about what you are taking away from these sessions. What was the most important information or skill you gained?

Review & Moving Forward



The main learning points of this session are:

1. _____
2. _____
3. _____
4. _____

Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. Although this is the last session in this workbook, you may still want to practice this important topic. Please choose one option from the list below:

- ☐ **1. STUDY.** I am going to reread my handout at least once.
- ☐ **2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- ☐ **3. DISCUSS.** We will talk about how to take care of ourselves, and help each other through everyday problems.
- ☐ **4. OTHER:** _____

Congratulations! You have finished workbook 9!

Team Solutions

Certificate of Achievement

is presented to

for completion of
Managing Crisis

Facilitator

Date

References

Brill, N. & Levine, J. (2004). *Working with people: The helping process* (8th ed.) Boston: Allyn & Bacon.

Butzlaff R.L. & Hooley J.M. (1998). Expressed emotion and psychiatric relapse: A meta-analysis. *Arch Gen Psychiatry*, 55(6),547-52.

Carkhuff, R. (2000). *The art of helping*. (8th ed.)Amherst, MA: Human Resource Development Press.

Egan G. (1998). *The skilled helper: A model for systematic helping and interpersonal relating* (6th ed.), Pacific Grove, CA: Brooks/Cole Publishing Company.

Marzano R.J., Pickering D.J., & Pollock J.E. (2001). *Classroom instruction that works: research based strategies for increasing student achievement*, Alexandria, VA: Association for Supervision and Curriculum Development.

McDowell, (2006). *Measuring health: A guide to rating scales and questionnaires*, 3rd Edition. Oxford, NY; Oxford University Press.

Scheifler, P.L. (2003). Managing crisis and emergency situations. In *Team solutions* (3rd ed.). Indianapolis: Eli Lilly and Company.

Scheifler, P.L. (1991). *When mental illness invades the family: Developing practical communication skills*, Huntsville, AL: Alliance for the Mentally Ill of Huntsville.