

# Crisis Intervention, Safety Planning, & Debriefing

## Purpose

These learning activities can be incorporated into pediatric mental health education sessions for individuals or groups.

## Learning Objectives

1. Apply the principles of least restraint (hierarchy of safety)
2. Review key components of safety planning and debriefing
3. Explore self-awareness, power/privilege, intersectionality and cultural considerations when approaching safety planning and debriefing

## Learning Activities

### Activities: Crisis Intervention and Safety Planning

Time	Target Audience	Activity	Outcome
60 minutes	Individual or Group	<p>Watch the Provincial Least Restraint Webinar: Compass - <a href="#">Overview of the 2022 Provincial Least Restraint Guideline</a></p> <p>(Individual) Complete a reflective journal entry outlining three risks associated with restraint use from this presentation, and identify some ways you can incorporate the hierarchy of safety into your practice.</p> <p>(Group) Discuss your thoughts with a partner, and share with group for more discussion.</p>	Learner can summarize the hierarchy of safety and its application to the Provincial Pediatric Least Restraint Guideline.
60 minutes	Individual or Group	<p>Watch the Provincial Least Restraint Webinar: Compass - <a href="#">2022 Provincial Least Restraint Guideline: A Least Restraint Approach to Chemical Restraint</a></p> <p>(Group) Compare and contrast previous means of chemical restraint to the new approach to chemical restraint. Identify at least 3 items that have changed and why.</p>	Learner can summarize the major changes to the chemical restraint guidance; and where chemical restraint fits into the hierarchy of safety.

20 minutes	Group	<p>Review the <a href="#">Child Health BC Hierarchy of Safety Pyramid</a>; along with the following tools that can be used to support conversations with children and youth before a crisis occurs:</p> <ul style="list-style-type: none"> <li>• <a href="#">SELF Toolkit for Kids</a></li> <li>• <a href="#">SELF Toolkit: Adolescent Version</a></li> <li>• <a href="#">Calm, Cool and Collected for Kids</a></li> <li>• <a href="#">Calm, Cool and Collected for Youth</a></li> </ul> <p>(Group) Discuss these or similar tool(s) used in your practice area; role play using the tool to practice introducing it as well as filling it out.</p>	Learner can demonstrate how and when to utilize and revisit these tools with the child or youth to develop a plan that helps to keep them safe by identifying stressors, early warning signs and tools to feel better.
25 minutes	Individual	<p>Watch the November 2022 Interior Health Authority ECHO: <a href="#">De-escalation strategies [ECHO Video]</a> on YouTube with Dr. Petra Stephen.</p> <p>(Individual) Complete a reflective journal entry and consider how you might apply some of these strategies to your practice.</p>	Learner can initiate actionable interventions to support de-escalation in a pediatric patient.
30 minutes	Individual and Group	<p>Watch the October 2022 Interior Health Authority ECHO: <a href="#">Relationship building, creating safety and preventing crisis [ECHO Video]</a> on YouTube with Rebecca White.</p> <p>(Individual and Group) Think/pair/share: consider and discuss ways that you may be able to weave PACE (playful, acceptance, curiosity, empathy) into your conversations with children and youth.</p>	Learner can initiate actionable interventions utilizing PACE into their practice.

**Activities: Debriefing**

Time	Target Audience	Activity	Outcome
60 minutes	Individual and Group	<p>Watch the July 2023 <a href="#">CHBC Webinar: Debriefing After Restraint</a></p> <p>(Individual) complete a reflective journal entry considering the benefits of debriefing from the patient, family care provider and by-stander perspectives.</p>	Learner will be familiar with the 4 debrief guides; be able to describe the benefits of debriefing after a restraint event; and will be able to demonstrate how to incorporate appropriate and trauma/strengths informed debriefing conversations into practice.

		(Group) Discuss opportunities to incorporate debriefing into your practice – consider if there are any challenges or gaps that need to be overcome to be able to do this, and brainstorm possible solutions.	
10-20 minutes (per tool)	Individual and Group	<p>Review the <a href="#">CHBC Debriefing Guides</a> for child/youth; family; health care providers; and other patients  <i>*NOTE - click the purple tab to expand the clinical support tools list</i></p> <p>(Individual) Think about how these guides could be implemented in your care setting – would you anticipate any challenges with implementation that need to be considered?</p> <p>(Group) Brainstorm ways to overcome possible implementation challenges.</p>	Learner Initiates actionable solutions to support culturally safe, trauma informed therapeutic debriefing interactions after a restraint event has occurred.
20 minutes	Partners	<p>Role-play a debriefing interaction of your choice with a partner using one of the <a href="#">CHBC Debriefing Guides</a> as your script. <i>*NOTE - click the purple tab to expand the clinical support tools list</i></p> <p>Provide constructive feedback to your partner and then switch roles.</p>	Learner can demonstrate how to appropriately debrief with a child/youth; family; health care provider or other patients after a restraint event.

**Activities: Self-Awareness, Power/Privilege, Intersectionality and Cultural Considerations**

Time	Target Audience	Activity	Outcome
30 minutes	Individual or Group	<p>Watch this video (BC Emergency Network) <a href="#">Indigenous Health in the ED: The Role of Implicit Bias</a></p> <p>(Individual) Complete a reflective journal entry identifying how implicit bias impacts your practice setting. Develop a SMART goal to incorporate consideration of implicit bias into your assessment and care planning.</p> <p>(Group) Think/Pair/Share – If you fell comfortable, discuss your thoughts with a partner, and share with group for more discussion.</p>	Learner Initiates actionable goals to recognize and address implicit bias in their own practice in an effort to support culturally safe, trauma informed therapeutic interactions with all patients.

60 minutes	Individual	Complete the Trans Care BC Course <a href="#">Intro to Gender Diversity – Expanded 2022</a>	Learner can demonstrate how to identify and reduce or eliminate common barriers gender diverse clients encounter when accessing care.
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## Additional Resources to Explore

BC Patient Safety & Quality Council. (2022). *Culturally safe engagement: What matters to Indigenous (First Nations, Metis and Inuit) patient partners?* [BCPSQ Culturally Safe Engagement Companion Guide](#)

Child Health BC. (2022, January). *Provincial least restraint guideline: Initial management of least restraint in emergent/urgent care and inpatient settings*. Child Health BC, Vancouver Canada. [Child Health BC Least Restraint Guideline 2022](#)

Child Health BC. (2022, January). *Provincial least restraint guideline: Frequently asked questions*. Child Health BC, Vancouver Canada. [Child Health BC Least Restraint Guideline 2022 – Frequently Asked Questions](#)

Hon. Dr. M.E. Turpel-Lafond (Aki-Kwe). (2020). *In plain sight: Addressing Indigenous-specific racism and discrimination in B.C. health care*. British Columbia, Canada. [In-Plain-Sight-Summary-Report.pdf \(gov.bc.ca\)](#)

Kulperger, L., Weatherly, N. M. (2022). *SafER space: A human-centred experience for advancing child and youth mental health in emergency departments*. Myles Ahead Advancing Child and Youth Mental Health, Toronto Canada. [Myles Ahead SafER Space Framework and Toolkit](#)

Northern Health Authority. (2022). *Least restraints and trauma informed practice*. Northern Health Authority, Child and Youth Mental Health. [CYMHSU Lunch and Learn: Least Restraints and Trauma Informed Practice](#) (webinar)

Poole, N., Talbot, C., & Nathoo, T. (2017, January). *Healing families, helping systems: A trauma-informed practice guide for working with children, youth and families*. Ministry of Children and Family Development, British Columbia. [Trauma Informed Practice Guide for Working with Children Youth and Families](#)