

And Then In Walked a Crisis: Crisis Counseling Techniques for the School Setting

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Learning Objectives & Opening Activity

Identify

- Identify various elements of crises, including recognizing when immediate intervention is necessary

Mitigate

- Mitigate risk factors to lessen the effects of ABCs through interventions

Assist

- Assist students by providing resources and creating crisis intervention plans

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Elements of a Crisis & the Role of School Counselors



Elements of a Crisis

“The perception or experiencing of an event or situation as an intolerable difficulty that exceeds the person’s current resources and coping mechanisms.”

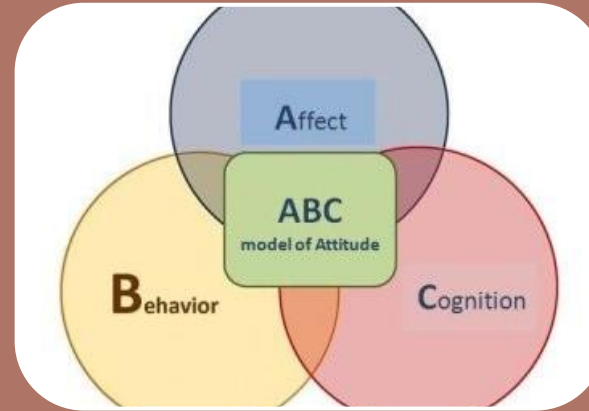
(James & Gilliland, 2017, p. 9)



Often triggered by an event or stimuli (e.g., 5 senses) which leads to unstable situations



Feelings of helplessness, loss of control, fear, tension, and high levels of discomfort



ABCs become out-of-whack which can put someone in the state of disequilibrium



Tends to be temporary (no more than 4 – 6 weeks)

Stress - Crisis - Trauma – PTSD Continuum

Stress ----- Crisis ----- Trauma ----- PTSD

- A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances
- Normal experience for all individuals
- Ex: final exams, deadlines, college application process

- A short-term occurrence causing an extreme amount of distress
- Acute, often presents with physical symptoms, and can't form rational thoughts
- Ex: poor grade on a test, relationship breakup, not making the soccer team

- A severe and lasting emotional shock and pain caused by an extremely upsetting experience
- Can cause chronic issues, change in personality, and disrupt a sense of safety
- Ex: life-threatening events, natural disaster, physical/sexual assault, crime

- A debilitating condition following a traumatic event that causes one to relive the trauma over and over
- Diagnosed by a doctor no sooner than 4 – 6 weeks after the event
- Ex: sleep issues, intense ongoing fear or sadness, losing previously acquired skills, separation anxiety

Perceptions of Crisis & Trauma

School counselors work with students in (perceived) crisis so:

1. Will not escalate to a (perceived) trauma
2. Provide adequate coping mechanisms so future stress doesn't escalate to a (perceived) crisis

Stress

how students handle daily events

Perceived crisis

when students have unrealistic perceptions of a situation or event and subsequently cannot cope

Perceived Trauma

begins when psychic structure attaches specific attributions to the perceived crisis that causes students to feel physically and/or psychologically injured



Why Some Students Go in Crisis While Others Don't

- Previous crises – especially if they haven't been able to resolve their past crises and now feel overwhelmed with all these instances
- Unresolved efforts to resolve the crisis
- Lack of resources
- Lack of supportive individuals
- Lack of coping skills
- Unrealistic perception of the event

**FREQUENT
FLYER CLUB**



School Counselor Goals in Crisis Counseling



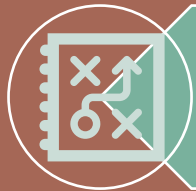
Assist in de-escalating the crisis so students gain control back in their lives



Help students re-establish stabilization of their ABCs (affect, behavior, and cognition)



Focus on the “here and now”



Provide strategies and interventions to prevent crisis from escalating to perceived trauma or crisis from reoccurring



Get students to their “optimal zone” so they can return and remain functional in classroom

Remember...

Crisis intervention is not about fixing anything; it's about stabilization

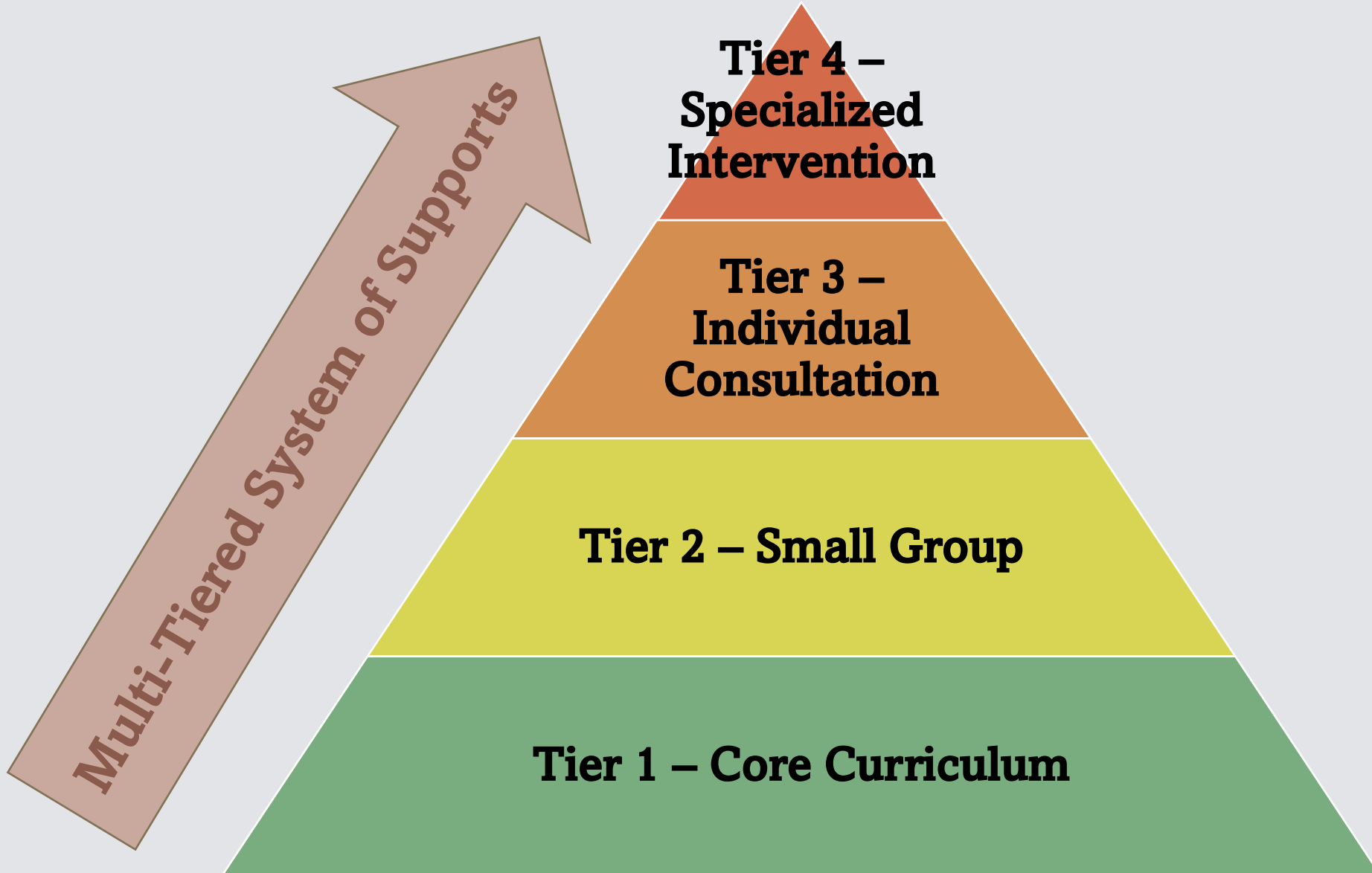


Crisis Interventions in School Settings

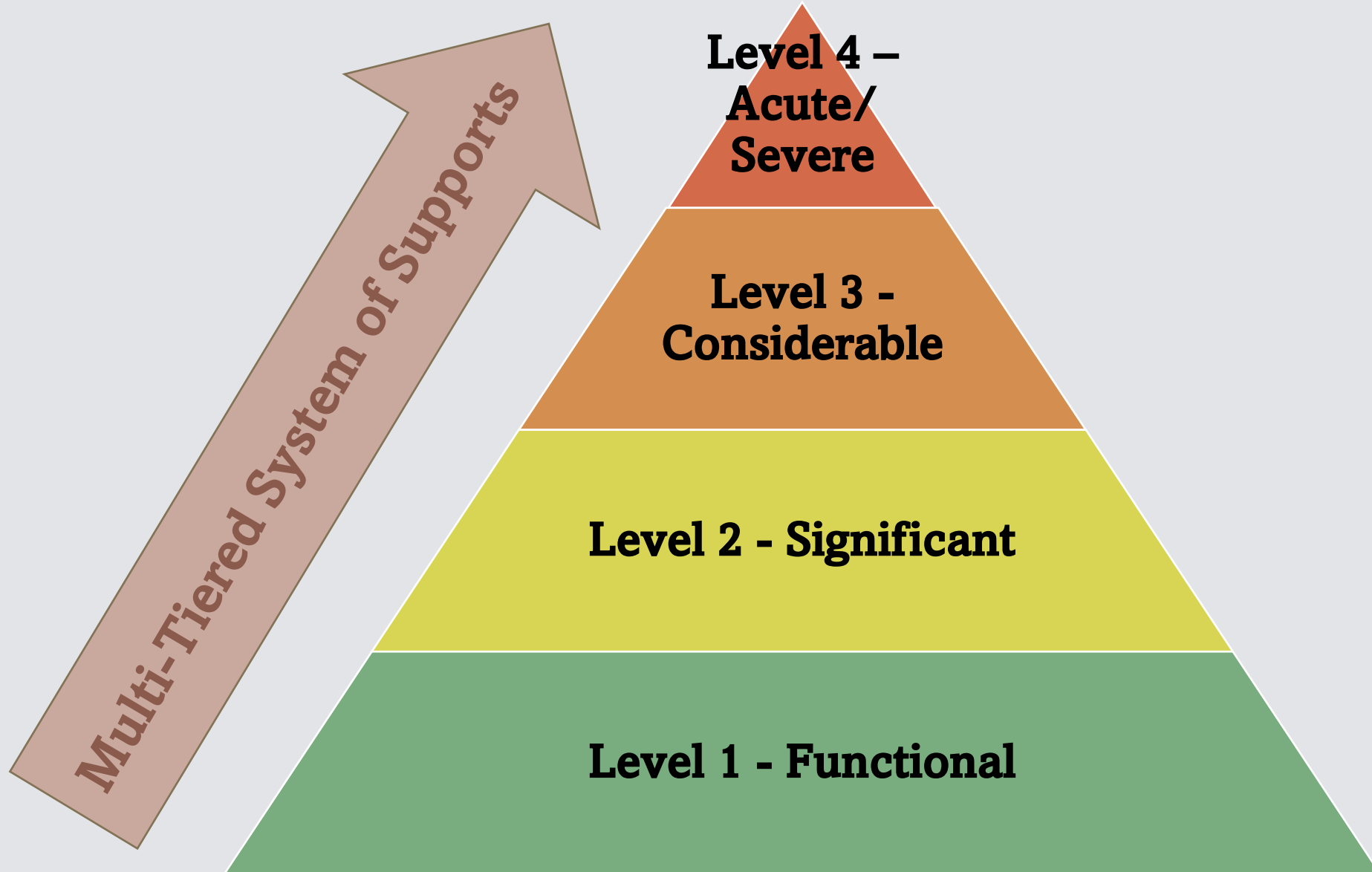
- **LASER Protocol for Ethical Decision-Making in Crisis Intervention**
- **LAPC Model Of Crisis Intervention**
- **GATE**



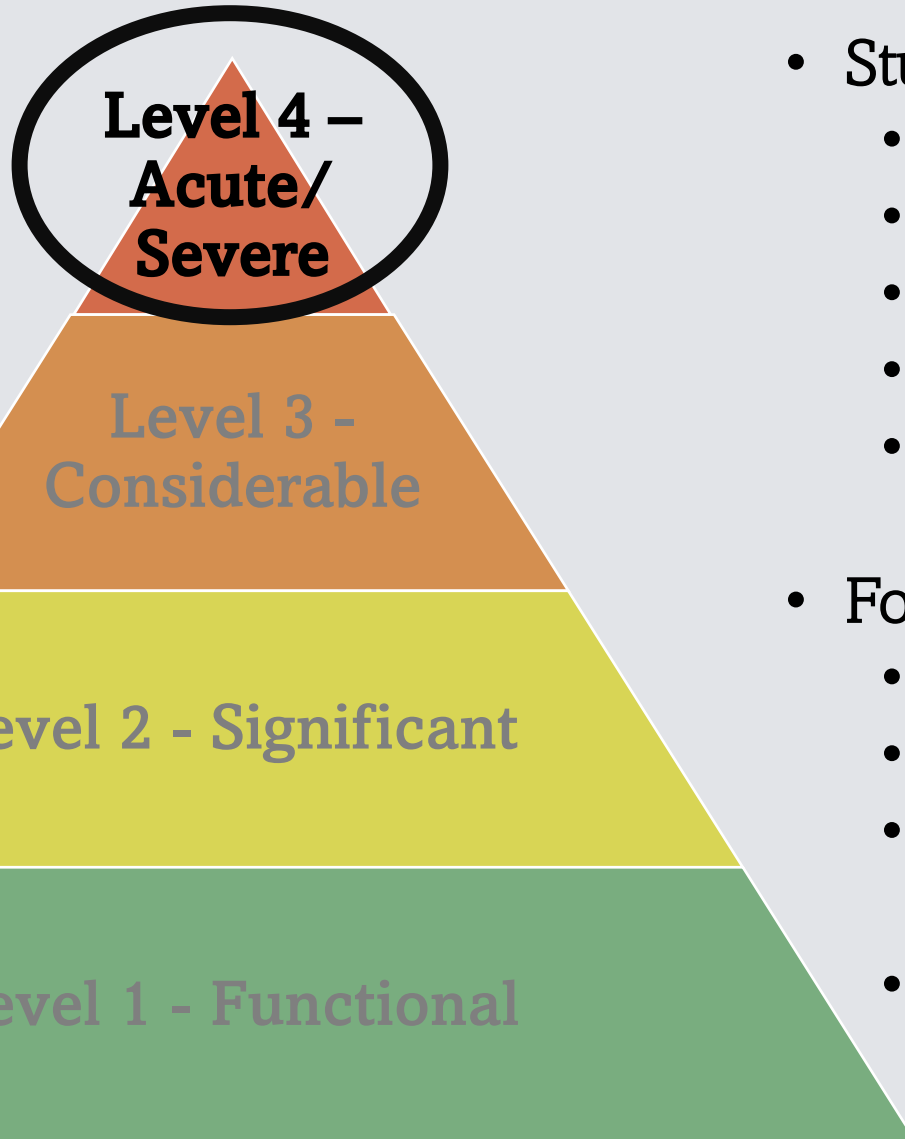
MTSS for School Counseling



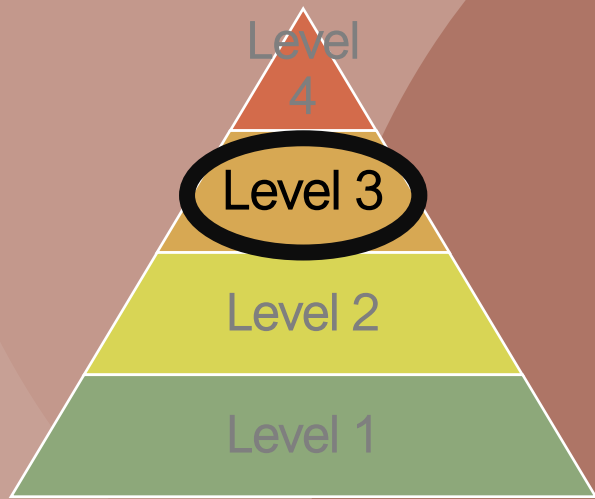
MTSS for Crisis Intervention



Level 4 – Acute/Severe Crisis



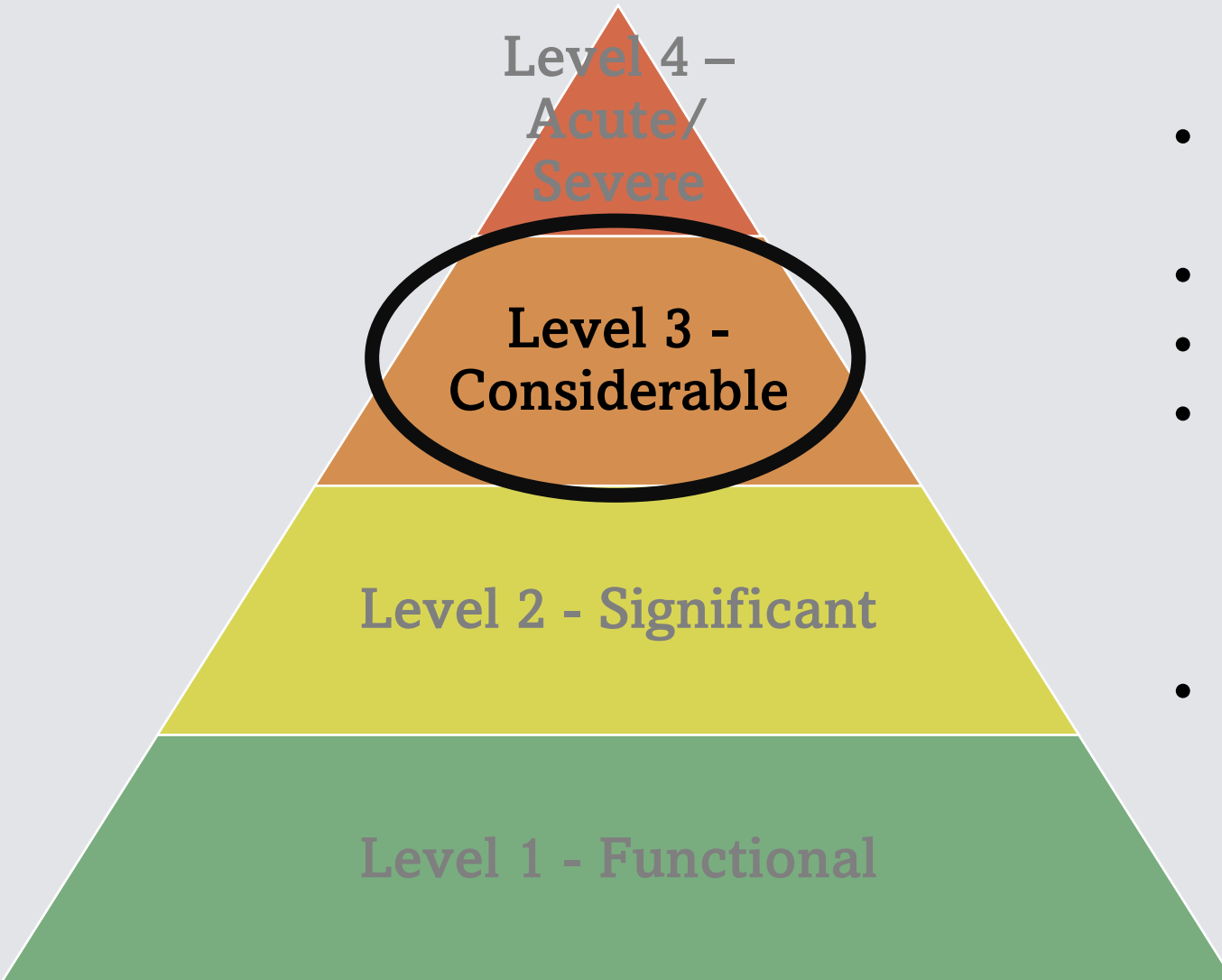
- Student has expressed or experienced
 - Suicidal and/or self-harm ideations
 - Physical/sexual abuse
 - Assault
 - Neglect
 - Witness to a crime
- Follow school/country protocols
 - DFCS report
 - Parent/Guardian contact
 - Possible referral to ER or mental health facility
 - Safety contract



LASER Protocol for Ethical Decision-Making in Crisis Intervention

Myer, Whisenhunt, & James, 2021

LASER Protocol



- LASER = Legal, Assessment, Setting, Ethical Principles, & Resolution
- Student is extremely distraught
- Frequent flyer or first-time student
- Major crisis
 - Death
 - Natural disaster
 - Recent incarceration of a family member
- Assessment is key in determining student is not at Level 4 (Acute/Severe)

LASER Protocol

LASER PROTOCOL FOR ETHICAL DECISION-MAKING IN CRISIS INTERVENTION

The crisis worker's and client's personal beliefs and values pervade crisis response and ethical decision-making.

Crisis worker and client safety always take precedence.

L
LEGAL ISSUES

Follow all federal and state laws, and relevant policies and procedures. If legal issues arise as the crisis unfolds, go back to this step. Common legal issues involve mandated reporting, duty to warn, and duty to protect.

A
ASSESSMENT

Conduct a triage assessment to determine level of affective, behavioral, and cognitive reactions.

Mild (3-10)	Low Moderate (11-16)	High Moderate (17-21)	Severe (10 on any scale or 22-30)
No or minimal impairment. Relative emotional stability, nondisruptive behavior, able to respond to questions and make decisions.	Elevated affect that is not out of control, minimally threatening behavior that is not immediately dangerous, restricted thinking and problem-solving.	Emotional instability and dysregulation, impulsive and potentially harmful behavior, illogical thought and absence of healthy decision-making.	Significant emotional instability or devoid of emotion, ineffective behavior that may be out of control, chaotic, or potentially lethal. Frozen cognition with no ability to make healthy decisions.
Crisis worker functions as sounding board	Crisis worker functions as consultant	Crisis worker functions as partner	Crisis worker functions as guide or caretaker

S
SETTING

Consider the setting and any relevant policies and procedures.

Considerations related to the setting.					
Street/Public	Disaster	Agency	School	Hospital	Home
Environmental safety, bystanders, excessive stimuli	Environmental safety, complex or systemic loss, basic needs unmet	Access to assistance and/or supervision, potential to contain threat	Contagion effect or mass panic, guardian contact	Level of confinement, access to assistance and/or supervision	Access to lethal means, interruptions, willingness to leave the home

E
ETHICAL PRINCIPLES

Evaluate relevant ethical principles to explore possible courses of action and the respective consequences. When possible, seek consultation and/or supervision.

Fidelity, Beneficence, Justice, Non-Maleficence, Veracity, Autonomy

LOW

Consider the level of guidance/directiveness needed, based on the triage assessment results.

HIGH

R
RESOLUTION

Identify the most appropriate and ethical response, taking into consideration all aspects of the LASER protocol. Apply appropriate crisis intervention strategies. Document.

As new information emerges, return to earlier steps to re-evaluate the situation and your response.

Legal Issues (LASER Protocol)



Duty to Warn



Duty to Protect




Mandated Reporting



Good Samaritan Law

BRIAN P. KEMP GOVERNOR

CANDICE L. BROCE DIRECTOR



Georgia Child Protective Services Mandated Reporter Form

A report can be made by calling **1-855-422-4453**, 24 hours a day, 7 days a week, 365 days per year. A Case Manager will respond to your call quickly and gather the necessary information needed to assess the child's safety.

Mandated Reporters also have three additional CPS reporting options.
Please use only one CPS reporting option per family:

Option One: Complete your report on the CPS-mandated reporter website at: <https://cps.dhs.ga.gov>. Upon submission of the report, you will receive an autoreply from the website stating the CPS report has been received. You will receive a return phone call within 2 hours if additional information is needed. Once the report is entered and stage progressed in SHINES, you will receive a mandated reporter letter via email to the email address used to log into your account.
Before you can register on the mandated reporter website, you must take a short, free online mandated reporter training offered by Pro Solutions training at: <https://www.prosolutionstraining.com>

Option Two: E-mail this form to cpsintake@dhs.ga.gov. You will receive an autoreply stating that the CPS report has been received. You will receive a return phone call within 2 hours if additional information is needed. Once the report is entered and stage progressed in SHINES, you will receive a mandated reporter letter via email to the email address provided on this form.

Option Three: Fax this form to **229-317-9663**. Once the report is entered and stage progressed in SHINES, you will receive a mandated reporter letter via email to the email address provided on your fax. You will receive a return phone call within 2 hours if additional information is needed.

To request a PDF version of this form or mandated reporter letter, please contact customer_services_dfcs@dhs.ga.gov

All reporters have the ability to make an anonymous report. Your information will be kept confidential and will not be shared. If court action is initiated, the case record may be subpoenaed as a result of court proceedings and the reporter cannot be assured confidentiality will be fully protected. It may be necessary for you to appear in court to protect the child. All reporters are immune from liability when the report is made in good faith.

Please note that you may be called for additional information regarding this report.

DATE: Click here to enter text.

Time: Click here to enter text. **County where child resides:** Click here to enter text.

Assessment (LASER Protocol)

Triage Assessment Scale for Students in Learning Environments (TASSLE)

Staff Member: _____

Date: _____ Location: _____ Times Contacted: _____

Complaint Information _____

Student Name: _____

(Last) (First) (Middle)

Observations (Check as many that apply)

<input type="checkbox"/> off medication	<input type="checkbox"/> harassment	<input type="checkbox"/> uncooperative
<input type="checkbox"/> hallucinating *** (<input type="checkbox"/> smells <input type="checkbox"/> sights	<input type="checkbox"/> coercion/intimidation	<input type="checkbox"/> absence of emotion/affect *
<input type="checkbox"/> <input type="checkbox"/> sounds <input type="checkbox"/> touch	<input type="checkbox"/> aggressive gestures	<input type="checkbox"/> impulsivity
<input type="checkbox"/> bizarre behavior/ appearance	<input type="checkbox"/> reckless behavior	<input type="checkbox"/> hysterical
<input type="checkbox"/> poor hygiene	<input type="checkbox"/> self injurious behavior	<input type="checkbox"/> confusion
<input type="checkbox"/> absurd, illogical, nonsensical speech	<input type="checkbox"/> physically violent ***	<input type="checkbox"/> unable to follow simple directions
<input type="checkbox"/> paranoid/suspicious thoughts	<input type="checkbox"/> verbal threats to self or others	<input type="checkbox"/> unable to control emotions *
<input type="checkbox"/> flashbacks, loss of reality contact	<input type="checkbox"/> suicidal/homicidal *	<input type="checkbox"/> cannot recall personal information (phone, address) *
<input type="checkbox"/> intoxicated/drugged	<input type="checkbox"/> thinking/verbalizing	<input type="checkbox"/> situation perceived as unreal (spectator)
	<input type="checkbox"/> suicidal/homicidal *	<input type="checkbox"/> nonresponsive *
	<input type="checkbox"/> gestures/behaviors ***	
	<input type="checkbox"/> suicidal/homicidal plan clear ***	

*** removal from learning environment recommended *additional evaluation recommended

- Use a triage assessment form like TASSLE (Triage Assessment Scale for Students in Learning Environments) at both the beginning and end of a student crisis
- TASSLE helps determine the best plan of action to keep students safe, de-escalate their behavior, and increase their mobility
- Goal is for numbers to go down by using crisis intervention skills

Triage Assessment (X = Initial Assessment/ O = Terminal Assessment)

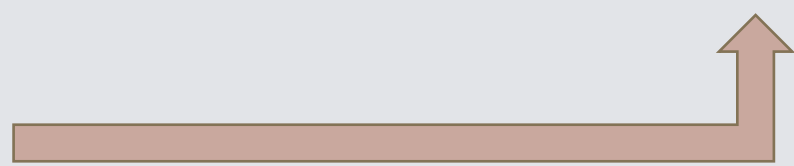
Feelings	Behavioral	Thinking
__ Anger __ Fear __ Sadness	__ Approach __ Avoidance __ Immobile	__ Transgression __ Threat __ Loss
●-----●	●-----●	●-----●
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Initial Total Score: _____ Terminal Total Score: _____ (if used)

Triage Assessment (X = Initial Assessment/ O = Terminal Assessment)

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1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Initial Total Score: _____ Terminal Total Score: _____ (if used)



Assessment (TASSLE from LASER Protocol)

SEVERITY SCALES

	1	2	3	4	5	6	7	8	9	10
	No Impairment	Minimal Impairment		Low Impairment		Moderate Impairment		Marked Impairment		Severe Impairment
F E E L I N G S	<ul style="list-style-type: none"> Stable mood, control of feelings. Feelings are appropriate. Emotions are under control. Responses to questions/requests are calm and composed. 	<ul style="list-style-type: none"> Affect elevated but generally appropriate. Brief periods of slightly elevated negative mood. Emotions are substantially under control. Responses to questions/requests are emotional but composed. 	<ul style="list-style-type: none"> Evidence of negative feelings pronounced and are increasingly inappropriate. Duration of feeling intensity longer than situation warrants. Emotions are controlled but focused on crisis event. Responses to questions/requests vary from rapid and agitated to slow and subdued. 	<ul style="list-style-type: none"> Feelings are primarily negative and are exaggerated or increasingly diminished. Efforts to control emotions are not always successful. Emotions not under control but remain focused on crisis. Responses to questions/requests are emotionally volatile or beginning to shut down. 	<ul style="list-style-type: none"> Feelings are negative and highly volatile or may be nonexistent. Extremely limited control of emotions. Emotions start to generalize from crisis event to other people and situations. Responses to questions/requests are noncompliant due to interference of emotions. 	<ul style="list-style-type: none"> Feelings are extremely pronounced to being devoid of feeling. No ability to control feelings regardless of potential danger to self or others. Emotions of the crisis are generalized to other people and situations. Cannot respond to questions/requests because of interference of emotions. 				
B E H A V I O R S	<ul style="list-style-type: none"> Behaviors are socially appropriate. Daily functioning unimpeded. Threat or danger nonexistent. Behavior is stable and non-offensive. 	<ul style="list-style-type: none"> Behaviors mostly effective, outbursts if present are inconsequential. Can perform tasks needed for daily functioning with minimal effort. Behavior demonstrates frustration, but is nonthreatening. Behaviors mostly stable and non-offensive. 	<ul style="list-style-type: none"> Behaviors are somewhat ineffective, yet not dangerous. Performing tasks needed for daily living minimally compromised. Behaviors minimal threat to self or others. Behavior becoming unstable and offensive. 	<ul style="list-style-type: none"> Behaviors are maladaptive but not immediately destructive. Performance of tasks needed for daily living is noticeably compromised. Behavior is a potential threat to self or others. Upon request, behaviors can be controlled with effort. 	<ul style="list-style-type: none"> Behaviors are likely to intensify crisis situation. Ability to perform tasks needed for daily functioning seriously impaired. Impulsivity has the potential to be harmful to self or others. Behaviors are very difficult to control even with repeated requests. 	<ul style="list-style-type: none"> Behaviors are totally ineffective and accelerate the crisis. Unable to perform even simple tasks needed for daily functioning. Behaviors are highly destructive possibly to cause injury/death to self or others. Behavior is out of control and nonresponsive to requests. 				
T H O U G H T S	<ul style="list-style-type: none"> Decisions are considerate of others. Decisions are logical and reasonable. Perception of crisis event substantially matches reality. Able to carry on reasonable dialog and understand and acknowledge views of others. Problem solving intact. 	<ul style="list-style-type: none"> Decisions may not be considerate of others. Decisions becoming indecisive but only with respect to crisis. Thinking influenced by crisis, but under control. Able to carry on reasonable dialog, understand and acknowledge views of others. Problem solving minimally compromised. 	<ul style="list-style-type: none"> Decisions are inconsiderate of others. Decisions becoming illogical, unreasonable, and generalized beyond crisis. Thinking focused on crisis but not all consuming. Ability to carry on reasonable dialog restricted and problems in understanding and acknowledging views of others. Problem solving limited. 	<ul style="list-style-type: none"> Decisions are offensive and antagonistic of others. Decisions about crisis beginning to interfere with general functioning. Thoughts are limited to crisis situation and are becoming all consuming. Responses to questions and requests are restricted or inappropriate and denies understanding views of others. Problem solving blocked. 	<ul style="list-style-type: none"> Decisions are a clear and present danger to self and others. Decisions are illogical, have little basis in reality, and general functioning is compromised. Thoughts about crisis have become pervasive. Defiant to requests and questions and/or inappropriate with and antagonistic of others. Problem solving ability absent. 	<ul style="list-style-type: none"> Decisions making frantic or frozen and not based in reality and shuts down general functioning. Thoughts are chaotic and completely controlled by crisis. Requests and questions are believed as threat and responded to aggressively. Problem solving not observable with no ability to concentrate. 				

SEVERITY SCALES

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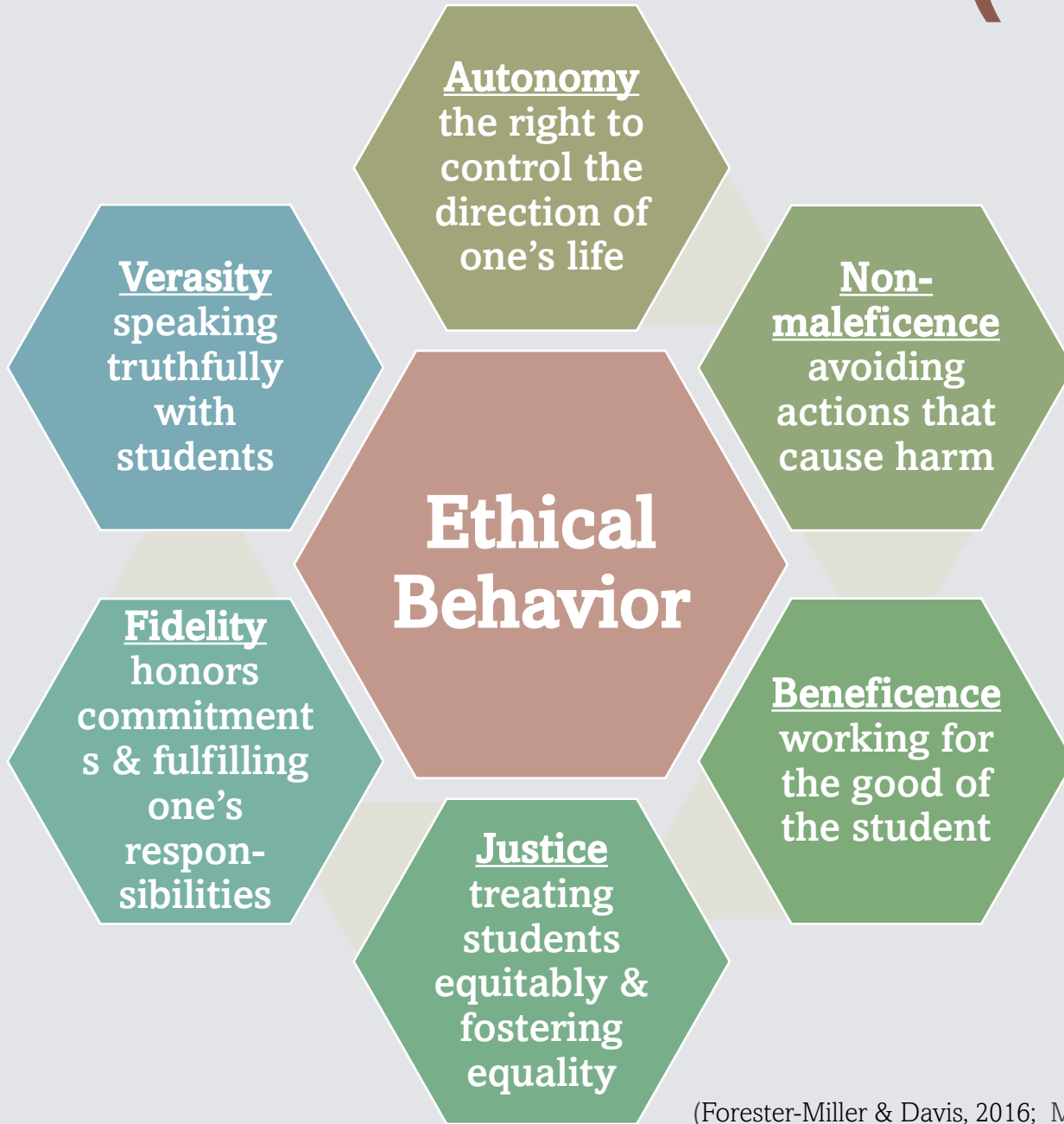
- Rates students' ABCs from 1 – 10
 - Minimal impairment: 3 -10
 - Moderate impairment: 11 – 19
 - Severe impairment: 20 – 30
- Score from high to low to rule out more severe impairments
- Treat the most severe domain first

Setting (LASER Protocol)



- Setting will typically be in the school counseling office
- Safety of the student and you as counselor comes before anything else

Ethical Behavior (LASER Protocol)



Resolution (LASER Protocol)

9 Intervention Strategies

Creating Awareness

assist students in exploring their thoughts & behaviors that are relevant to the crisis in the “here and now”

Promoting Expansion

help students understand and appreciate the different elements of crisis (remove tunnel vision)

Promoting Mobilization

brainstorm with students to develop coping and problem-solving skills by using past ways of coping

Allowing Catharsis

allow students to express their emotions without escalation of behavior

Emphasizing Focus

compartmentalize the crisis into specific manageable components

Implementing Order

prioritize the issues and how students respond to each issue

Providing Support

ensure students know their reactions are common, they are not alone and help them find ways of support

Providing Guidance

explain the context of the crisis, explore previous coping mechanisms, and provide further resources

Providing Protection

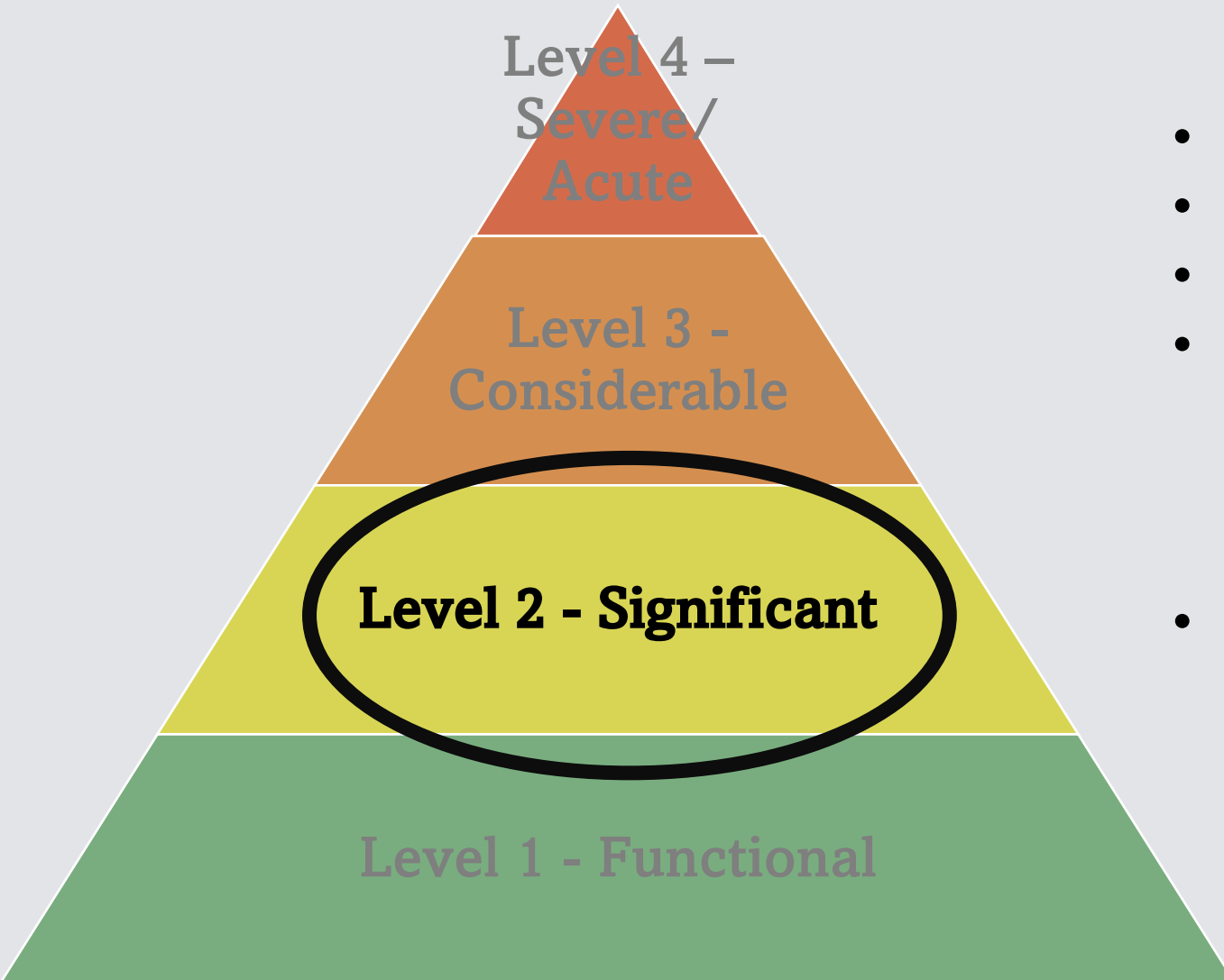
protect students from harm by minimizing the risk of suicide & self-harm



LAPC Model of Crisis Intervention

Caviola & Colford, 2006

LAPC Model



- LAPC = Listen, Asses, Plan & Commit
- Student is upset but not hysterical
- Frequent flyer or first-time student
- Significant or perceived crisis
 - Fight with friends
 - Breakup of romantic relationship
 - Bad grade on a test
- Assessment is key in determining student is not at Level 4 severe/acute

Listen (LAPC Model)

Open-Ended Questions

- Useful when talking about the crisis event, exploring options, and discussing support system
- Use when student is not in acute distress

Closed-Ended Questions

- Useful during times of acute distress and when students are volatile, hostile, or hysterical
- Gain commitment to safety plan if needed

Restatement & Summary Clarification

- Paraphrase to help students know you are paying attention and are present
- Can help validate crisis experience and emotions

Owning Feelings

- Use “I” statements and present-focused language to facilitate rapport
- Don’t invalidate or make judgements about feelings

Facilitative Listening

- Basic attending skills
- Help students understand the full impact of crisis
- Make eye contact, head nods, and have a warm & calm demeanor

Fundamental Listening Skills

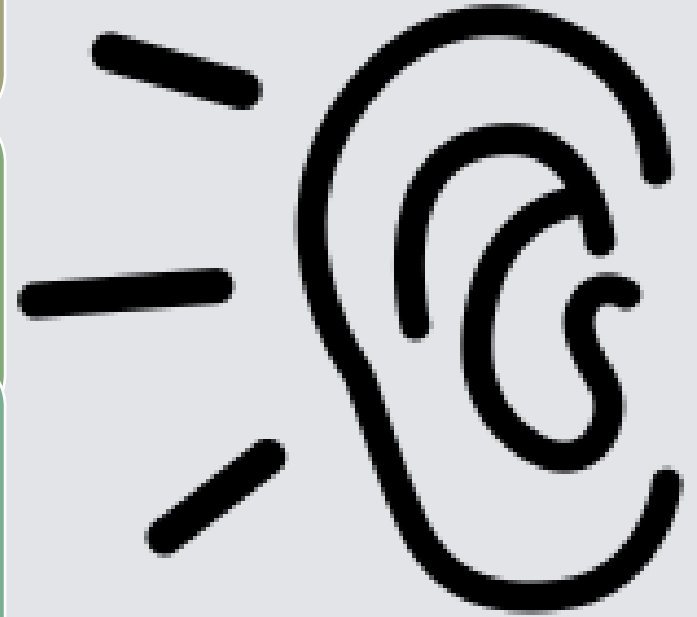
Listen (LAPC Model)

Communicate to students that they're heard, safe, and in control

Pay attention to both verbal and nonverbal messages

Respond to basic needs (ex: food, water, shelter, clothing)

Don't fall into the trap of hearing what you think is happening rather than what is actually happening from your students' POV

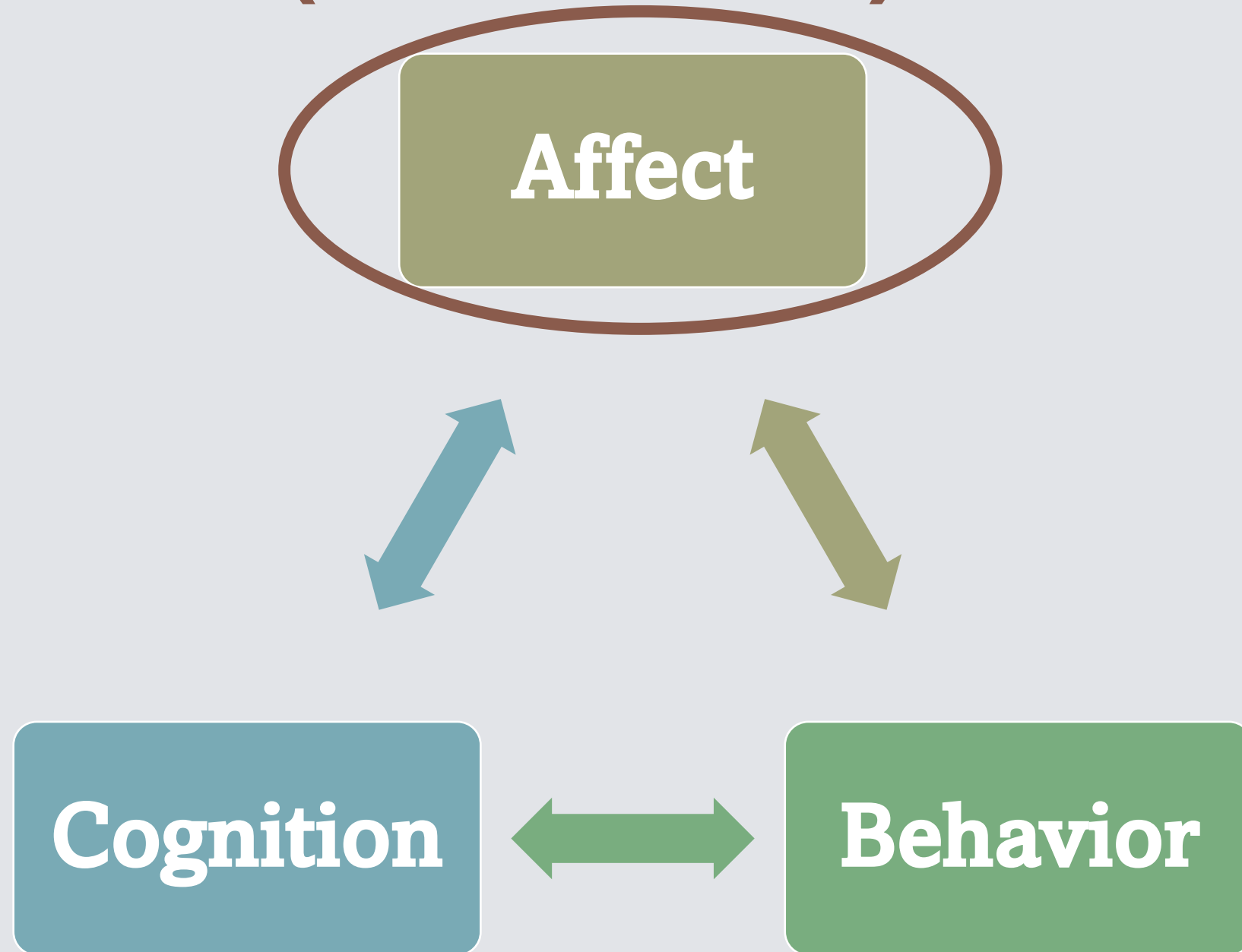


Assess (LAPC Model)

- Can be a structured assessment (e.g., TASSLE) or informal process
- Used to gain more information about the crisis from students' point-of-view
- Helps you formulate an accurate picture of what needs are unmet or risk is present
- Assess all verbal and nonverbal communication to direct the course of the intervention
- If you fail to listen correctly to the student, your assessment will not target the correct areas, and the student will not feel heard



Assess (LAPC Model) - Affect



Assess (LAPC Model) - Affect

- Affect = Feelings/Emotions
- Most crises involve some type of loss
 - Perceived
 - Past, present, or future
- Range of negative emotions
 - Apprehension
 - Anxiety
 - Fear
 - Anger
 - Sadness
- Listen for positive emotions and give voice to these, which can facilitate resolution and give students strength
 - Courage
 - Compassion

You seem
courageous.

You seem
as if you're
able to
figure out
what to do.



Assess (LAPC Model) - Affect



! CAUTION

By not expressing emotions, it may result in mental health issues in the future

Assess (LAPC Model) - Affect

HOW ARE YOU FEELING?

HAPPY



SAD



ANGRY



CONFUSED



SCARED



TIRED



Happy



Sad



Silly



Proud



Annoyed



Surprised



Excited



Angry



Worried



Scared



Love



Sick



Calm



Bored



Sleepy



Hungry



Embarrassed



Ashamed



Jealous



Worn-out

Assess (LAPC Model) - Affect

WORKING THROUGH MY FEELINGS



STOP

PAUSE AND TAKE DEEP BREATHS. FEEL AND NAME THE EMOTION



THINK

WHY DO YOU FEEL THIS WAY? WHAT IS THE PROBLEM AND WHAT ARE THE OPTIONS?



GO

CHOOSE HOW TO REACT. ALL FEELINGS ARE OK! SPEAK WITH SOMEONE YOU TRUST IF YOU NEED TO.

HOW BIG IS MY PROBLEM?



TINY

These problems are easy to fix and you can usually ignore them. Don't worry and stay calm, things will be okay!



SMALL

Normally you can easily fix these problems on your own without an adult's help. No one gets hurt and it doesn't last long.



MEDIUM

These problems might affect not only you but others as well, can hurt feelings and might need an adult to help fix them.



BIG

Big problems can be overwhelming and can't be solved alone. They might affect other people, can last long and be dangerous.



EMERGENCY

These are very serious problems that can take a long time to fix, affects people and need to be addressed immediately.

Assess (LAPC Model) - Affect

Feelings Wheel

A feelings wheel is a tool to help you identify emotions you experience. Once you better understand your emotions you can learn good ways to respond to them.



FEELINGS LIST



Happy

Content
Cheerful
Proud
Confident
Silly
Energetic
Excited
Enthusiastic
Eager
Hopeful
Optimistic
Elation



Peaceful

Calm
Loving
Affectionate
Trusting
Relaxed
Thoughtful
Caring
Thankful
Accepted
Valued
Inspired
Passionate



Fear

Shy
Nervous
Worried
Anxious
Regret
Excluded
Insecure
Embarrassed
Scared
Frightened
Terrified
Panic



Surprise

Startled
Confused
Shocked
Overwhelmed
Speechless
Curious
Amazed
Moved
Awe-struck
Crushed
Stunned
Bewildered



Sad

Bored
Tired
Lonely
Guilty
Disappointed
Hurt
Insignificant
Rejected
Hopeless
Depressed
Miserable



Anger

Annoyed
Frustrated
Irritated
Jealous
Offended
Mad
Disgusted
Hateful
Furious
Agitated
Enraged
Hostile



More Positive Emotions

Accepting
Alert
Ambitious
Amused
Appreciated
Assertive
Assured
Bold
Brave
Capable
Certain
Charished
Comfortable
Compassionate
Considerate
Courageous
Courteous
Creative
Delightful
Determined
Easygoing
Empowered
Encouraged
Fine
Focused
Glad
Goofy



More Anxious Emotions

Afraid
Aggravated
Alarmed
Apprehensive
Awful
Awkward
Baffled
Careful
Cautious
Concerned
Comered
Defensive
Desperate
Distressed
Dread
Eager
Fragile
Frozen
Hesitant
Horrible



More Negative Emotions

Aggressive
Alienated
Argumentative
Annoyed
Awful
Betrayed
Bitter
Bothered
Bummed
Burdened
Cowardly
Cranky
Critical
Defeated
Dejected
Demoralized
Desperate
Discouraged
Diminished
Distracted
Doubtful
Down
Envious
Exasperated
Fed Up
Frustrated
Foolish

Assess (LAPC Model) - Affect

The Feeling Thermometer

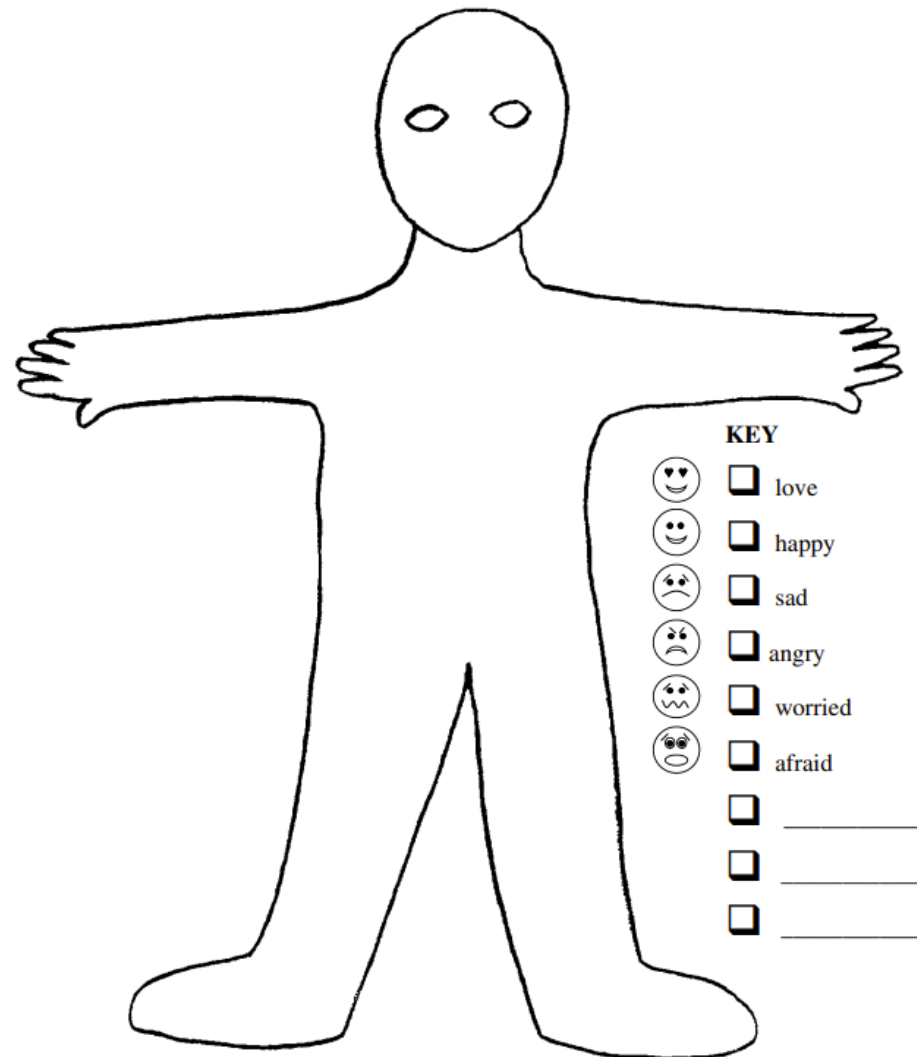


10. Out of Control! *Ballistic!*
9. Can't Handle It.
8. Really Tough.
7. Pretty Tough.
6. Getting Tough.
5. Not too Good.
4. Starting to Bother.
3. Just a Little Uneasy.
2. A Little Twinge.
1. Piece of Cake!

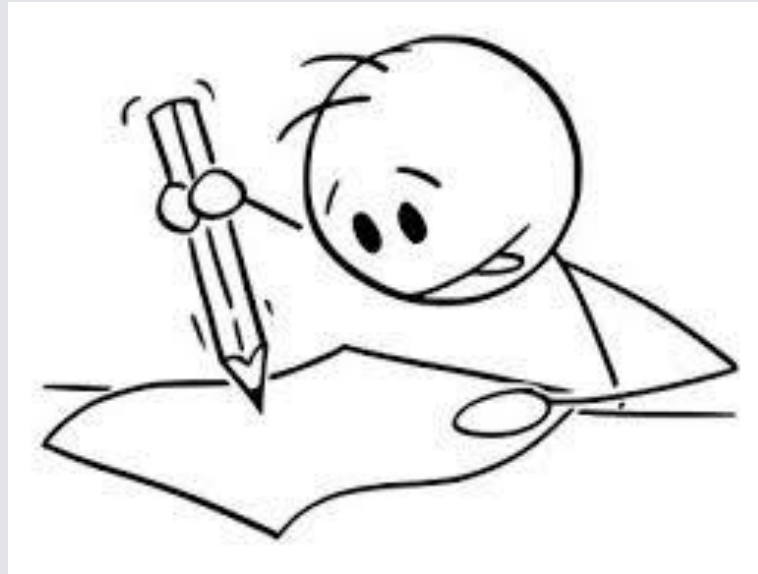
Aureen P. Wagner Ph.D. Copyright 2001

Assess (LAPC Model) - Affect

Body Map of Feelings



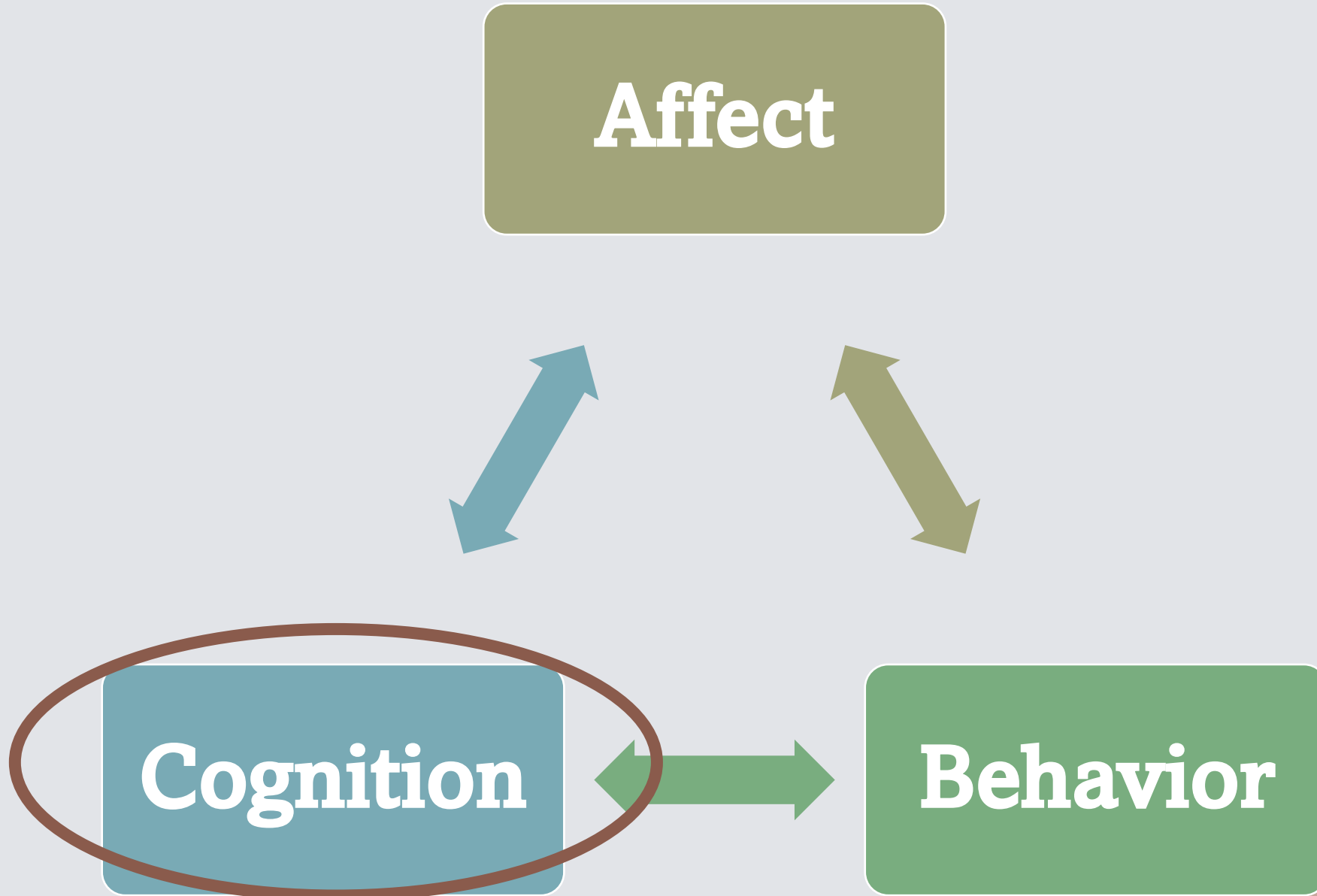
Assess (LAPC Model) - Affect



Texting
Writing
Drawing



Assess (LAPC Model) - Cognition

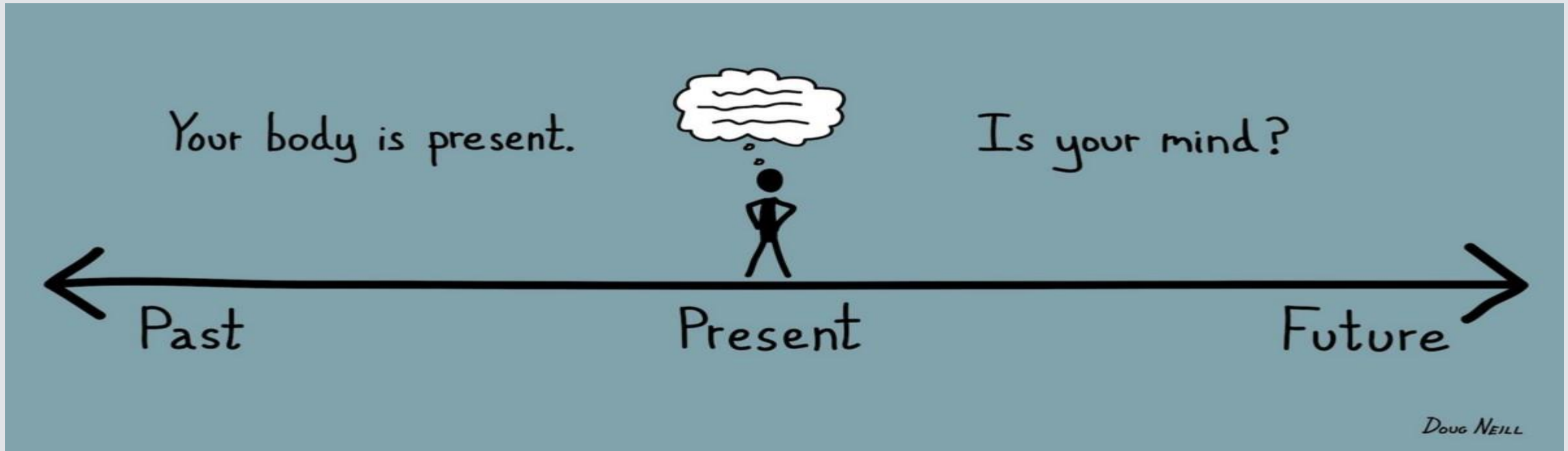


Assess (LAPC Model) - Cognition

- Cognition = Thoughts
- Ask yourself:
 - What is the student's perception of the event?
 - Is the student thinking logically?
 - Is the student being realistic or in denial about what occurred?
 - Is the student over-responsive or under-responsive to the crisis?

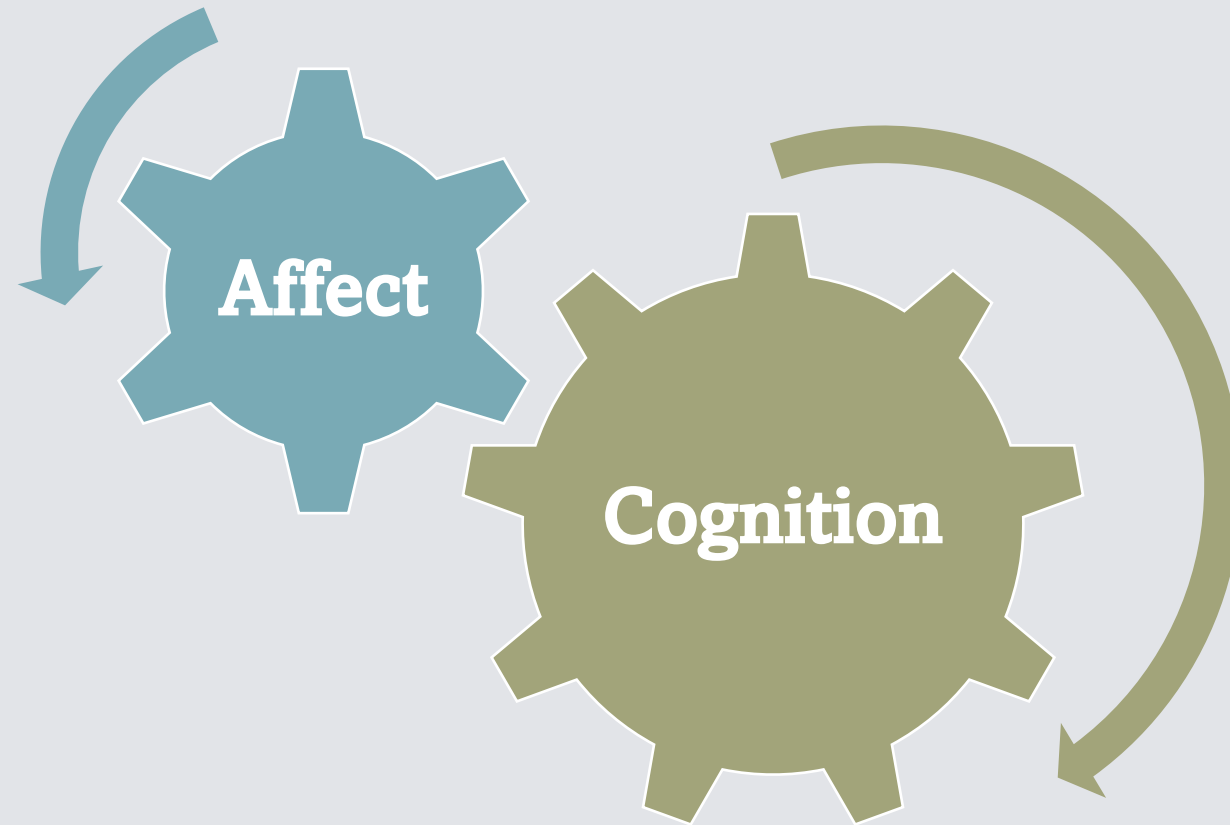


Assess (LAPC Model) - Cognition



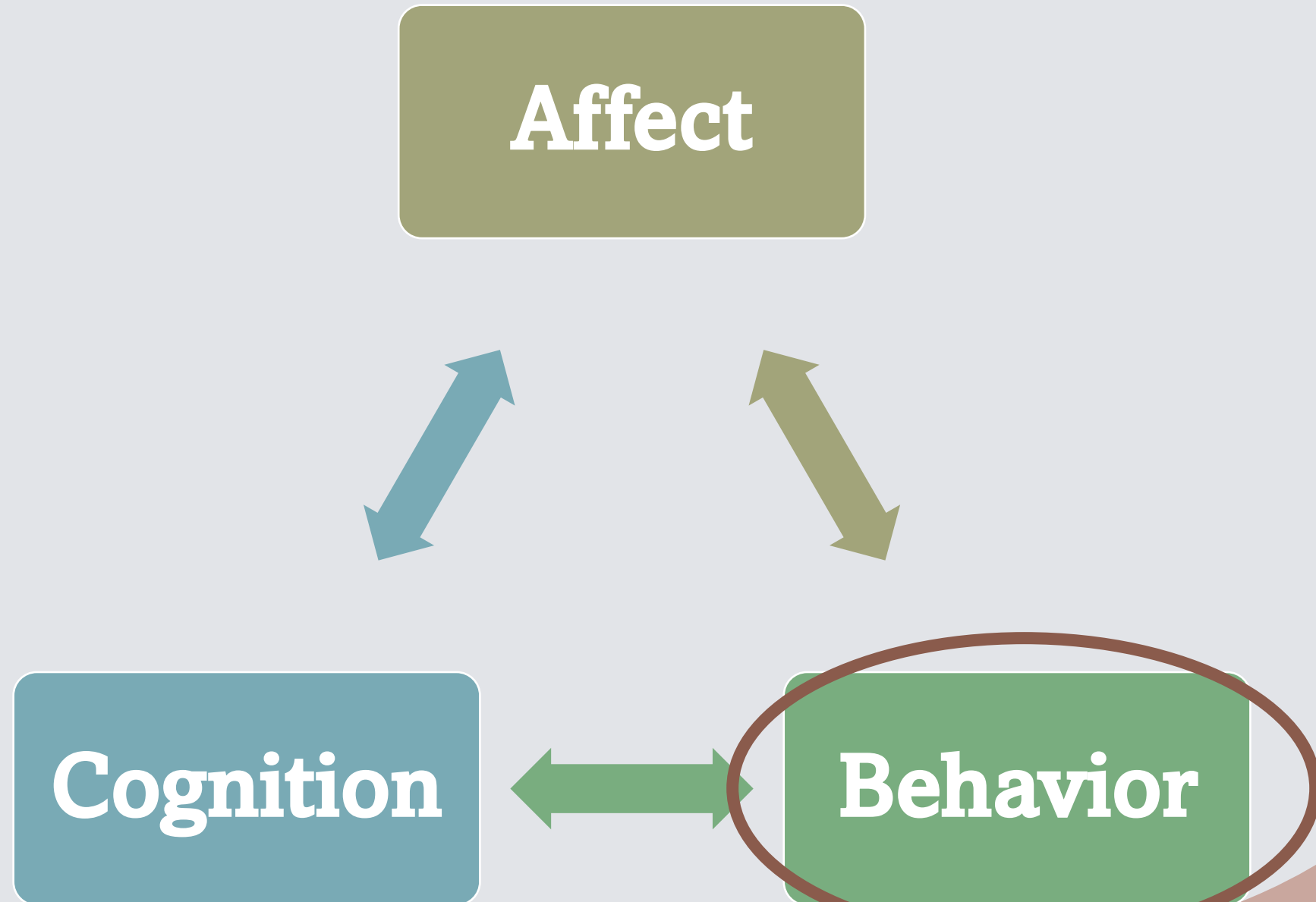
- Asses the student's spoken language
- Does the student speak in past, present, or future tense
 - Past – loss (what triggered this?)
 - Present - transgression (something bad is happening at this moment)
 - Future – may imply a threat to themselves or basic needs

Assess (LAPC Model) - Cognition



- Can the student logically relate the story?
 - When emotions and thoughts don't work together, the harder it is for the student to make sense of the crisis
 - The clearer and more consistent the student is, the less severe of a reaction

Assess (LAPC Model) - Behavior

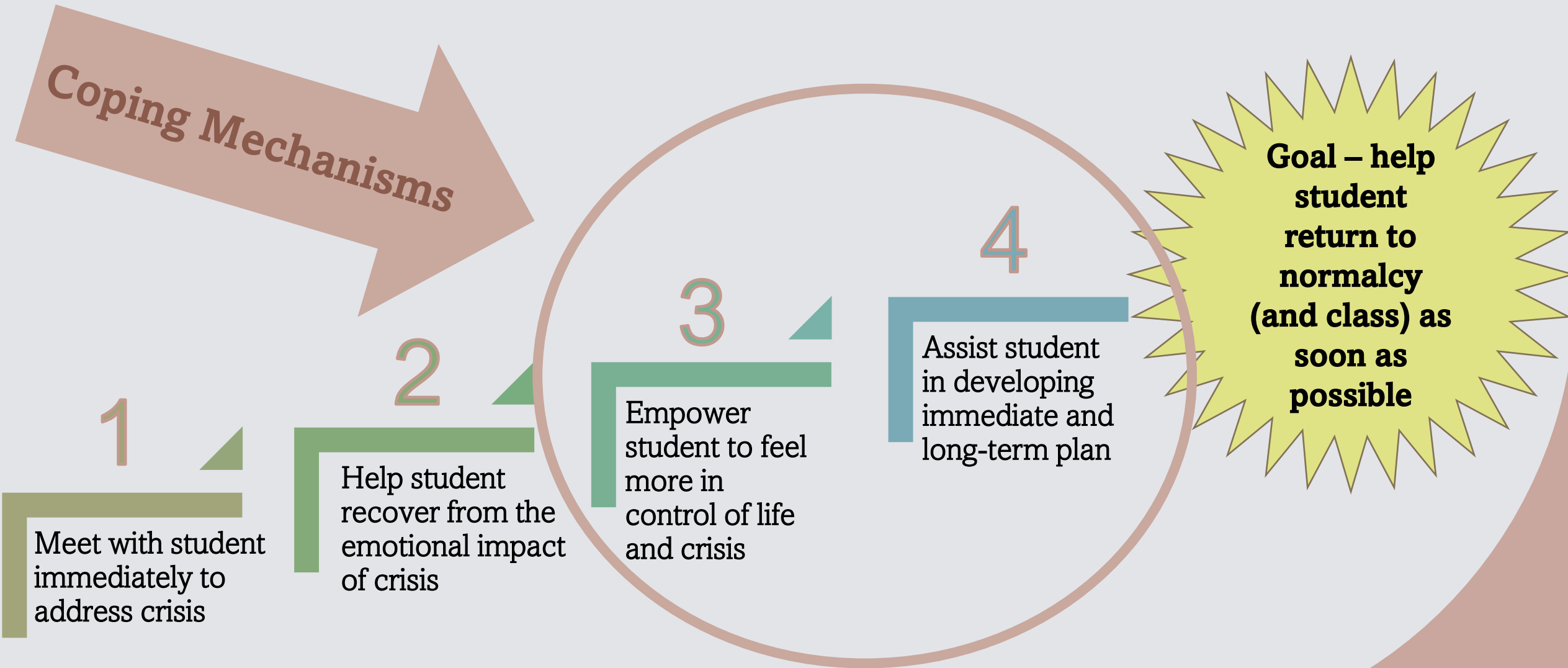


Assess (LAPC Model) - Behavior

- What is the intention of the student's behavior?
 - “All behavior is an attempt to communicate a need.”
 - Behavioral reactions are attempts at resolving issues involving the crisis
- Beneficial behaviors help resolve the crisis
 - Coping skills
 - Significant others
- Detrimental behaviors add fuel to the flame
 - Drinking
 - Drug use
 - Acting out
- Passive behaviors are also harmful
 - Pretending like nothing is wrong
 - Sleeping



Plan (LAPC Model)



Plan (LAPC Model) – Coping Skills

Coping Skills

STRONG⁴LIFE



Coping skills are tools or strategies anyone can use to manage their feelings, reduce stress and become more resilient (better able to handle life's ups and downs). What works for you one day may not work the next, so build your coping skills toolbox by learning and practicing lots of different strategies.

The options are limitless, but here are some coping skills ideas to get you started:

Be active	Find your calm	Get creative	Connect with others	Shift your mindset
Put on music and dance	Take some deep breaths	Color, draw or paint	Cuddle or play with your pet	Think of something positive
Build with Legos or blocks	Listen to music or sing a song	Play with Play-Doh or sand	Read a book with someone	Focus on one thing you're grateful for
Do 10 jumping jacks	Close your eyes and count to 10 or backward from 100	Play an instrument	Play a game with a friend or family member	Identify your top three strengths
Run in place for 20 seconds	Take a quiet break or rest	Make up a song	Work with someone on a puzzle	Think about something you're looking forward to
Bounce a ball or play catch	Have a drink of cold water	Write about your thoughts or feelings	Write someone a letter	Focus on the present moment
Go for a walk, run or hike	Blow bubbles	Create a dance	Share your feelings with someone you trust	Think about something that makes you laugh
Squeeze a stress ball	Think of a calm, happy place	Write a poem	Ask for help	Practice reframes ("I didn't fail; I learned")
Do yoga or stretch	Look at pictures of a favorite memory	Make up a new game	Call a friend to catch up	Focus on what is in your control

Coping skills I already use:

Coping skills I'd like to try:

In Spanish too!

It is difficult to learn something new when we are anxious, angry or distracted, so try to practice any new coping skills when you are calm.

For more coping skills ideas, visit [Strong4Life.com/coping](https://strong4life.com/coping)

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(Teaching kids healthy coping skills, 2022)

Plan (LAPC Model) – Breathing



Five Finger Breathing

- Stretch out palm
- Use index finger of opposite hand to trace fingers
- Inhale when index finger is going up the finger
- Exhale when index finger is going down the finger

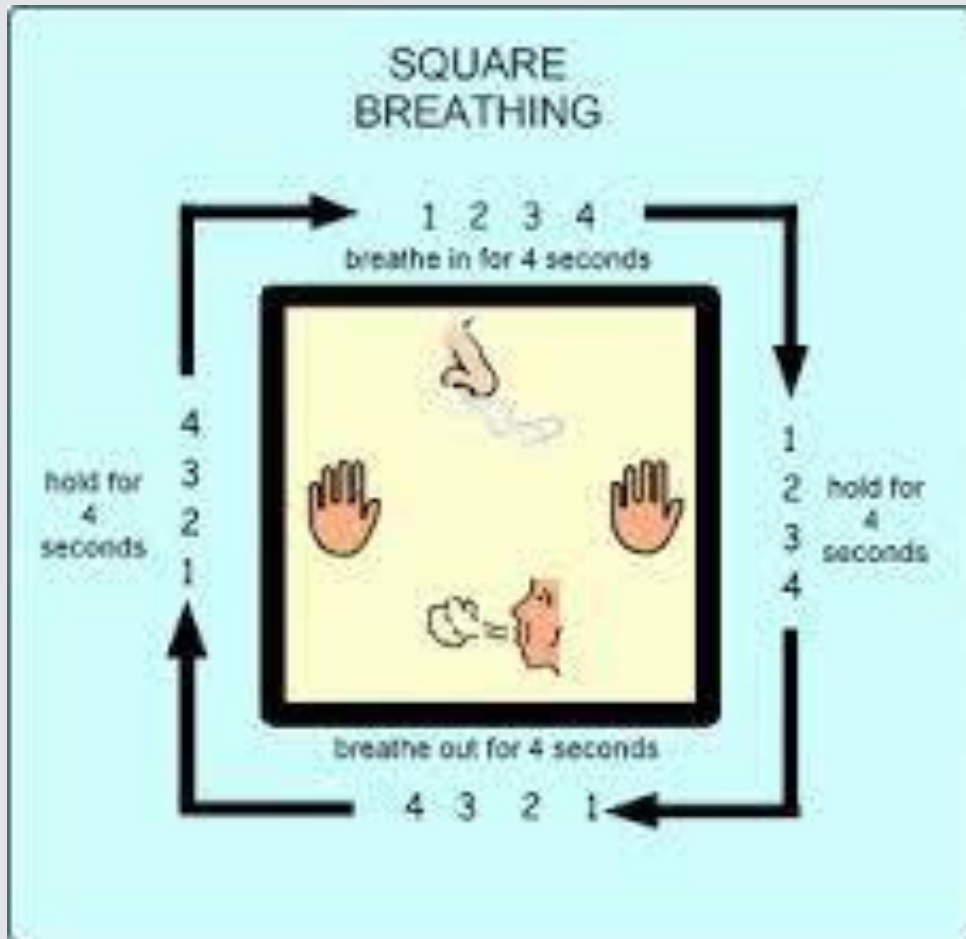
Plan (LAPC Model) – Breathing



Fist Breathing

- Make a fist
- Inhale and count from 1 – 5 with your fingers
- Hold your breath for 5 seconds
- Exhale and count from 5 – 1 with your fingers
- Make a fist and hold your breath for 5 seconds

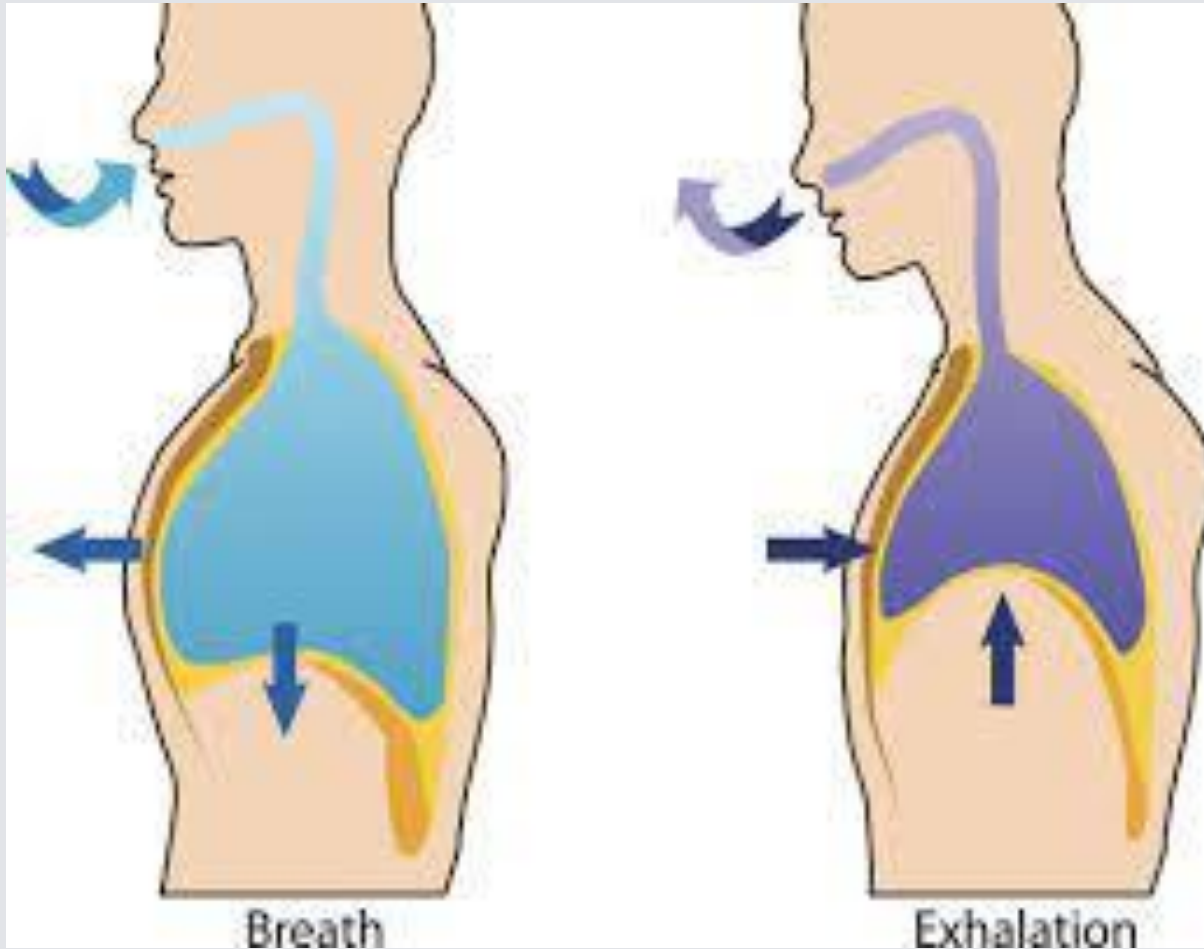
Plan (LAPC Model) – Breathing



Square Breathing

- Begin by slowly exhaling
- Gently inhale through your nose for a count of 4
- Hold your breath for a count of 4
- Gently exhale through your mouth for a count of 4
- Hold your breath for a count of 4
- *(You can also give your students a cut-out square or index card to trace and keep)*

Plan (LAPC Model) – Breathing



Good Air / Bad Air Meditative Breathing

- Inhale through your nose for a count of 5 as you silently tell yourself you are breathing good air into your body
- Exhale through your mouth for a count of 5 as you silently tell yourself you are breathing the bad air out of your body

Plan (LAPC Model) – Breathing



Blowing Dandelions

- Imagine a dandelion flower
- Take a deep breath in through your nose and then blow the air out slowly out of your mouth, sending the seeds into the air
- Repeat 3 times

Plan (LAPC Model) – Breathing

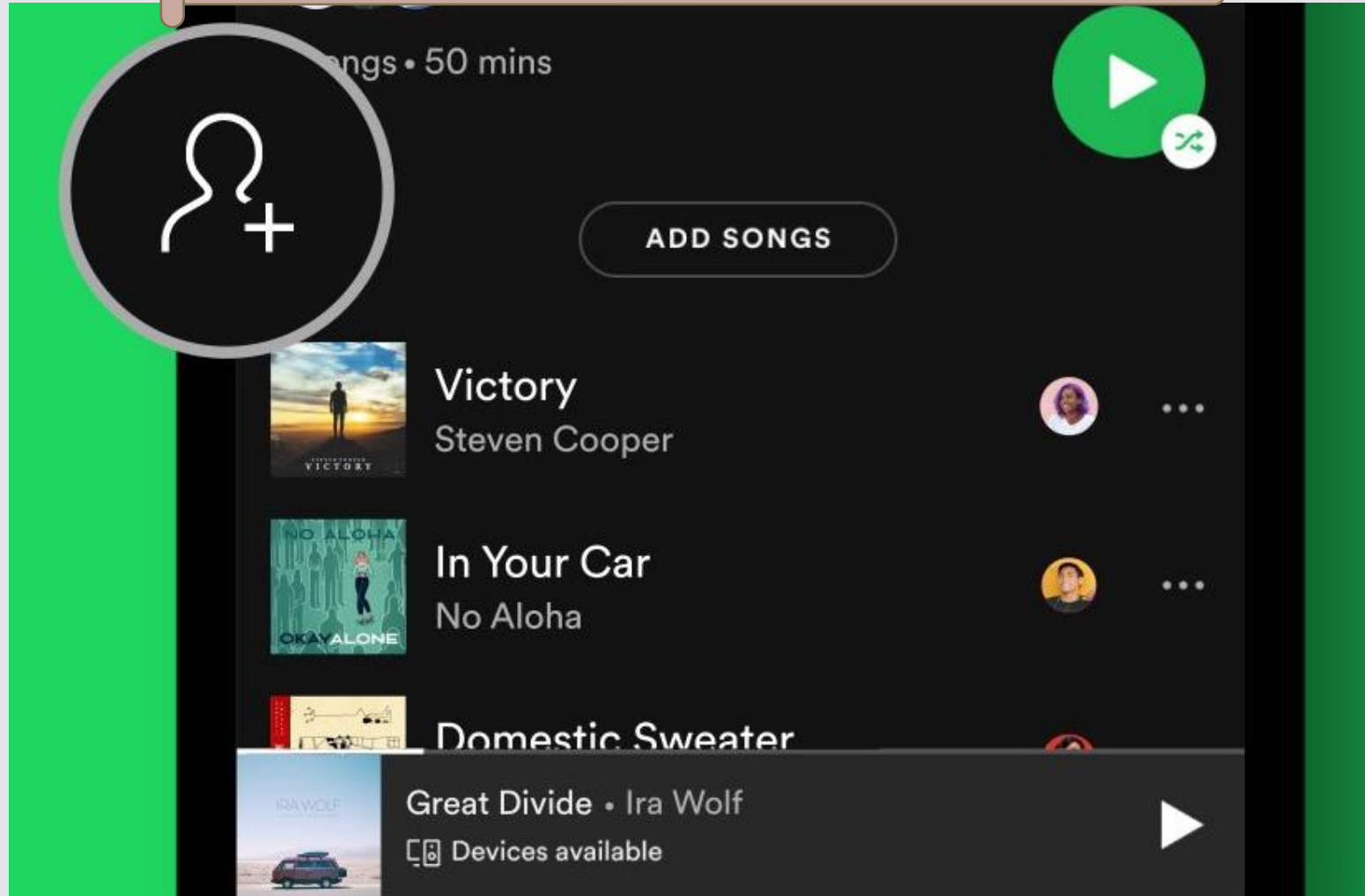
Alternate Nostril Breathing



- Use your thumb to close your left nostril and inhale for 5 seconds
- Use your ring and pinky fingers to close your right nostril and hold your breath for 5 seconds
- Release your thumb from your left nostril and exhale for 5 seconds

Plan (LAPC Model) – Relaxation/Calming

Spotify Playlists



Plan (LAPC Model) – Relaxation/Calming

CCSD / School Counseling
Virtual Calming Center



Breathing



Exercise



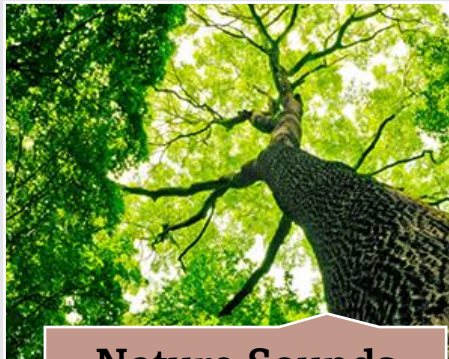
**Support Hotlines
& Textlines**



Animal Webcams



Calming Apps



**Nature Sounds
& Music**



Visual Relaxation



Puzzles & Games



Color/Creative

Plan (LAPC Model) – Relaxation/Calming



Learn how to relax, manage stress, and focus your energy to become more centered and well rested. Create a calm and positive environment with Headspace.



Learn how to overcome anxiety, relax, and change thoughts, behaviors, and releasing emotions with Clear Fear.



Worries about self-harm? Calm Harm provides tasks to help you resist or manage the urge to self-harm.



Self-help for anxiety management (SAM).



Happyfeed is a gratitude journal app that helps you reflect on good things each day. Create a private diary filled with happy memories, or join a group.



Calm is an app focused on teaching techniques for sleep and stress reduction through breathing programs, stretching exercises, sleep stories & relaxing music.

Calming Apps

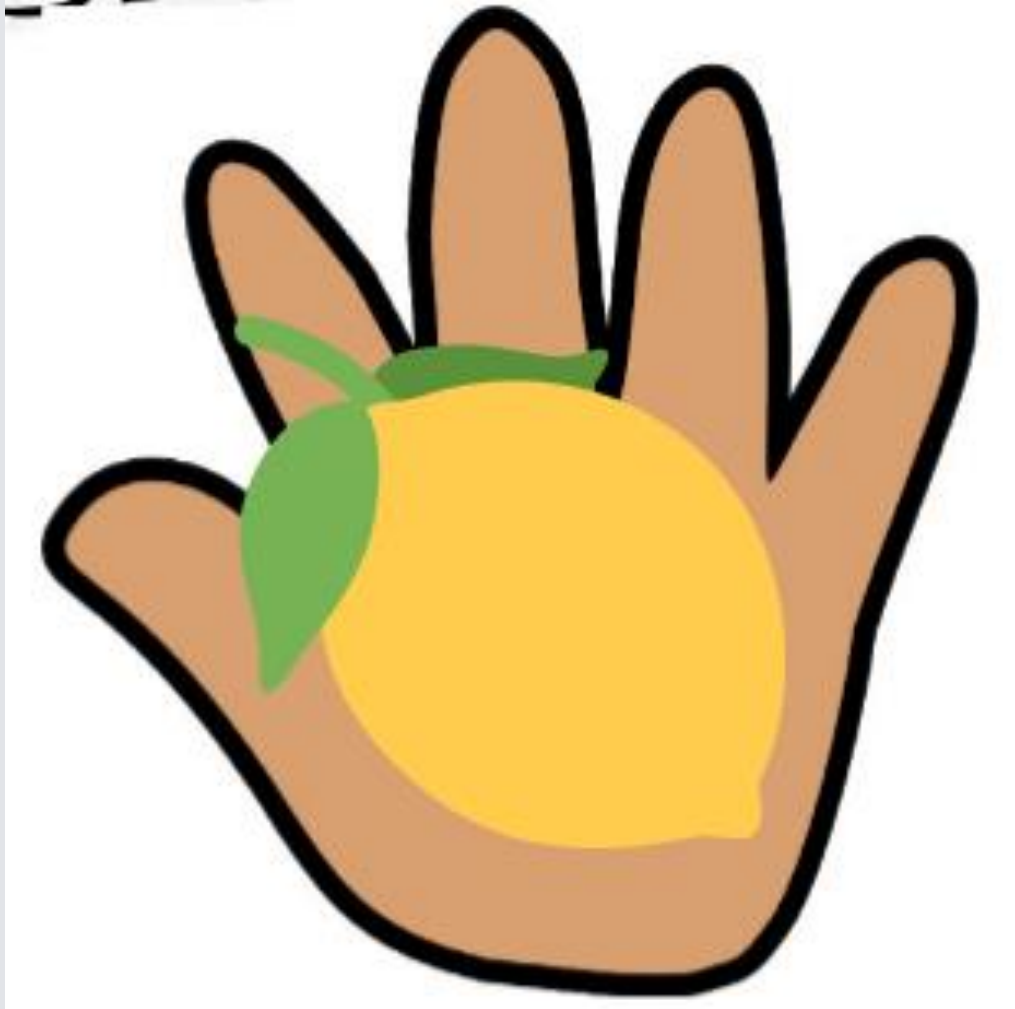
Everyone needs some tools in their toolbox when they are feeling stressed or overwhelmed. Check out these apps!



Scan the Linktree QR Code for direct access to the apps



Plan (LAPC Model) – Visualization

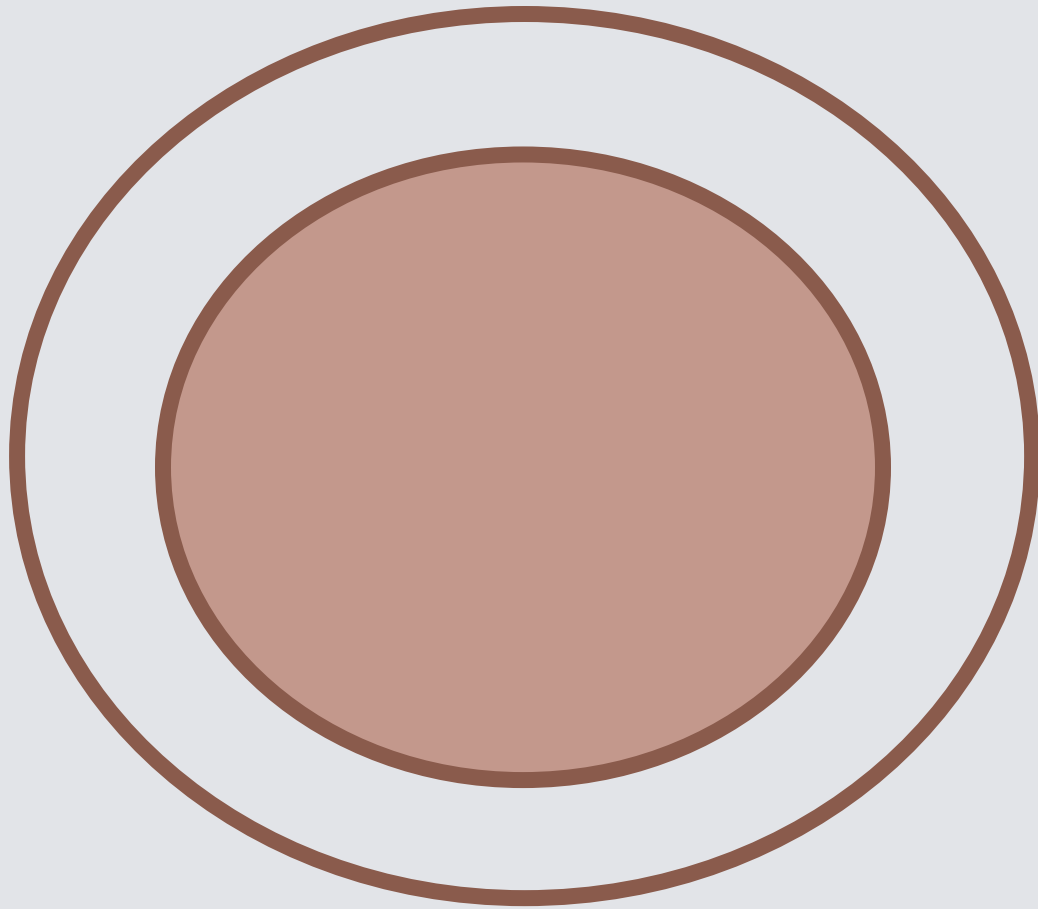


The Lemon Squeeze

- Reach up to the tree and pick a lemon with each hand
- Squeeze the lemons hard to get all the juice out
- Throw the lemons on the floor and relax your hands
- Repeat until you have enough juice for a glass of lemonade
- After your last squeeze, shake out your hands

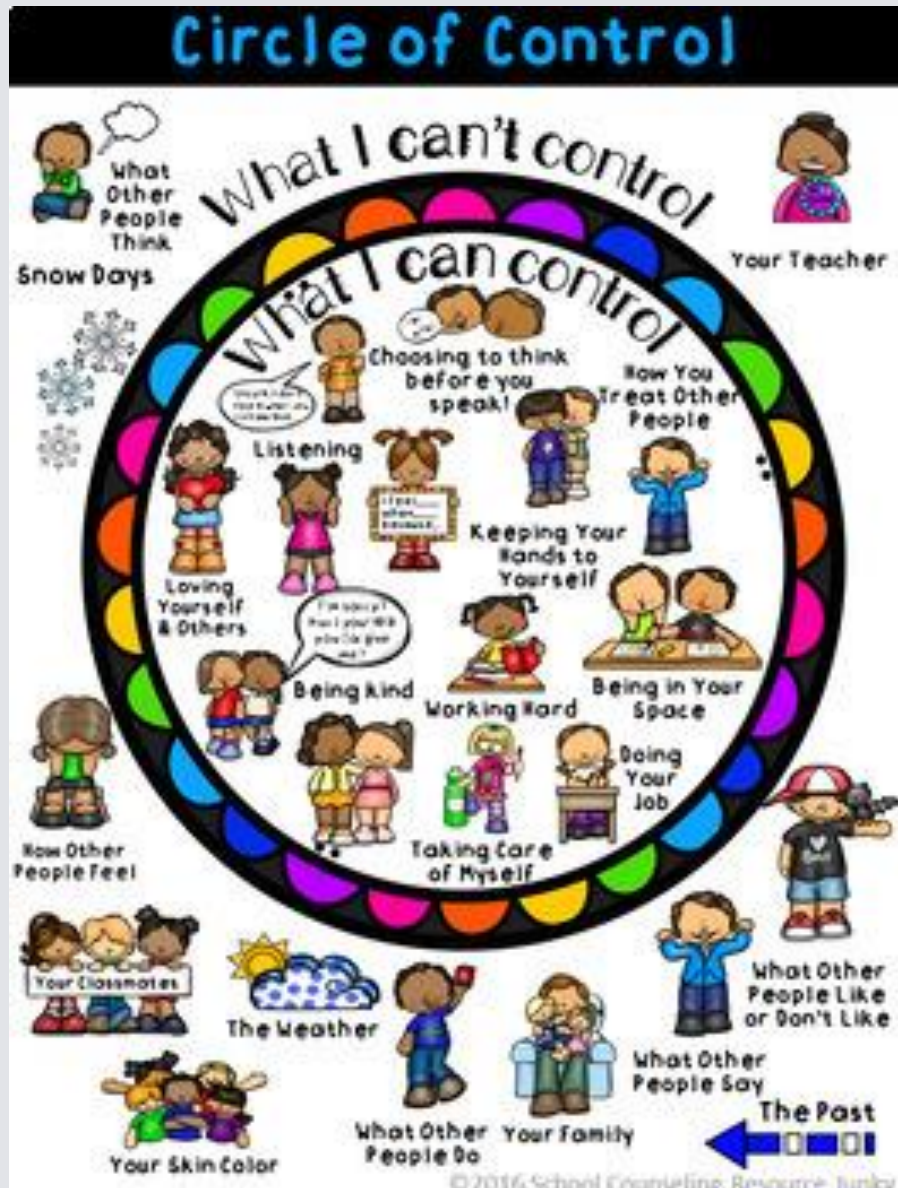
Plan (LAPC Model) – Visualization

Shaded Circle



- Draw a circle for 100% of your time
- Shade in a portion when a problem occurs
- Ask the student to think about the unshaded area:
 - What is different about these times?
 - What are you doing at these times?
 - Who are you with during these times?
 - When do these behaviors occur?
 - What happens just before these times?
 - What happens after these times?

Plan (LAPC Model) – Visualization



Circle of Control

- Draw a circle
- Draw/write what you can control inside the circle
- Draw/write what you can't control outside the circle

Plan (LAPC Model) – Thought Stopping

5 R's



Recognize

- Help students identify the first signs of negative thoughts so they can be crushed before fully developed
- Examples increased heart rates, anger intensifying, shaking



Refuse

- Students must refuse to allow negative thoughts to continue
- Examples visualize a stop sign, snap a rubber band on wrist



Relax

- Teach students relaxation techniques
- Examples deep breathing, visualization

(Studer, n.d.)



Reframe

- Replace negative thoughts with positive images or thoughts
- Examples “I am in control of myself.”
“I can choose how I think or feel.”



Resume

- Resume activities with confidence and control.
- Goal students are able to return to class in a timely manner

Plan (LAPC Model) – Thought Stopping

5 Senses Grounding Exercise

Take a deep breath. Look around you and name:

5 Things you
can see



3 Things you
can hear



Things you
can feel



4



2

Things you
can smell

1

Thing
you
can
taste



5-4-3-2-1 TECHNIQUE

Plan (LAPC Model) – Thought-Stopping

THOUGHT STOPPING strategies for kids



Say, "Stop!" in your mind



Snap your fingers



Imagine a big red stop sign



Picture your worry as a bug. Squash it!



Picture your worry as a balloon. Pop it!



Get up and move!



Sing a song



Replay a memory



Set a timer

COUNSELOR Kent

Plan (LAPC Model) – Thought Stopping

YouTube Playlists



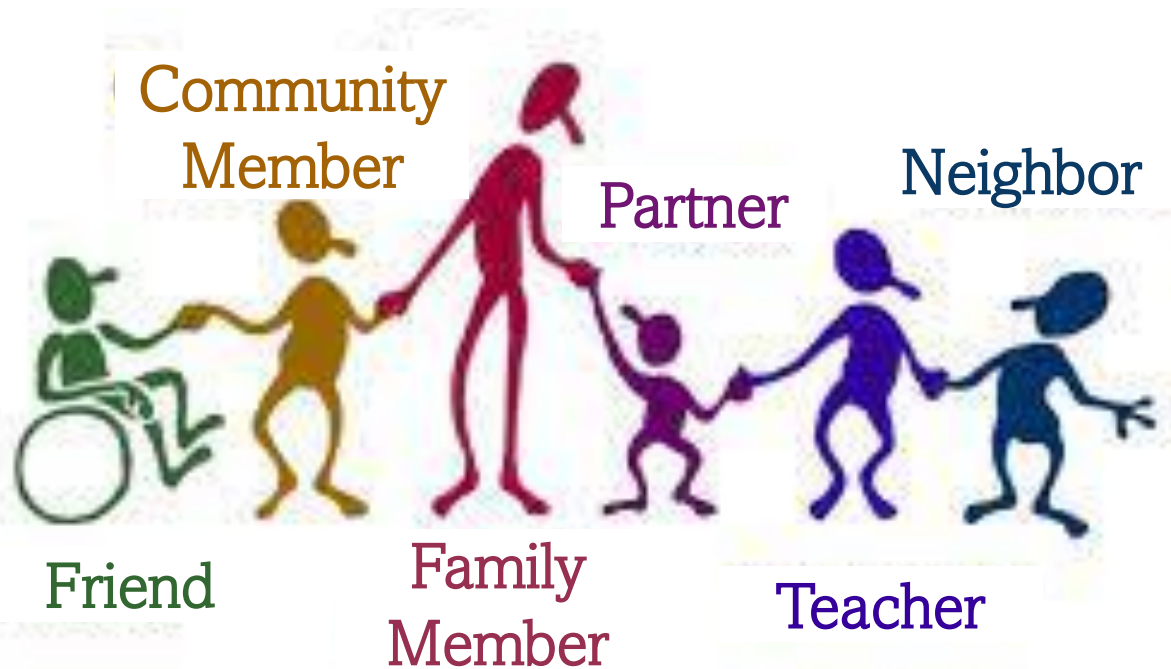
<https://www.youtube.com/watch?v=jbn3rOPmR9w&t=1s>



<https://www.youtube.com/watch?v=C4PWgYVhQ-w>

Plan (LAPC Model) – Significant Others

Social Support Network



- Help student develop a list of significant others they feel comfortable talking to
 - Positive friends
 - Trusted adults (1-2 in school building)
 - Mentors
 - Community (e.g., neighbors, religious community, etc.)
 - Family

Plan (LAPC Model) – SFBT

Problem Talk

vs

Solution Talk



problems



what isn't working



weakness



what isn't wanted



what is wrong



causes of the problem

Yes, but...

If..



Blaming

Cannot

Problem is...



Prejudging

Why?

Sigh



Being helpless

focus



solutions



what is working



strengths



what is wanted



what is going well



action toward preferred future

language

Yes, and...

When...



Being curious

Can

Imagine...



Suspending judgement

How?

Wow!



Making a difference

attitude

Design: Keisuke Taketani · Source: Solution Focused Brief Therapy

(Hopson & Kim, 2004)

Plan (LAPC Model) – SFBT

Scaling Question



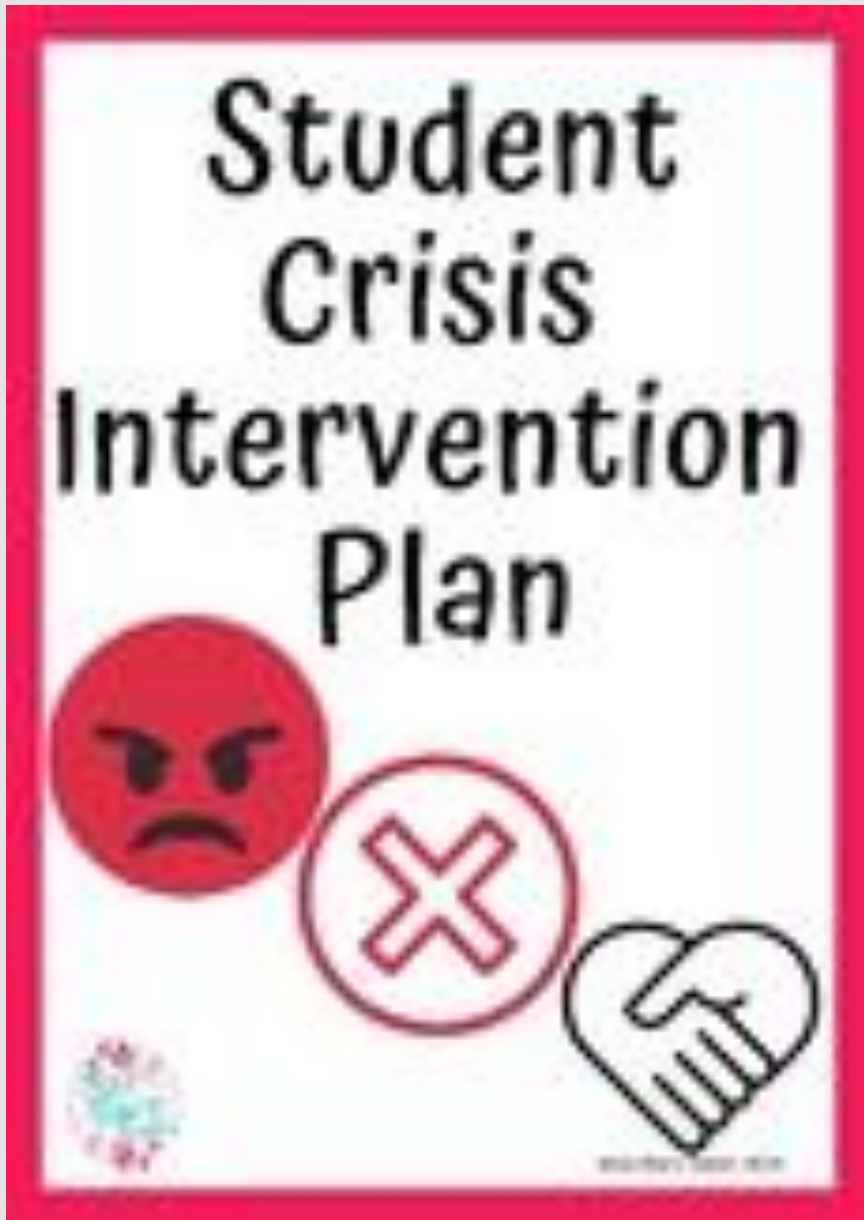
- Have student rate their crisis on a scale from 1 – 10
- Ask probing questions
 - How is the crisis affecting you right now?
 - Where do you think the problem should be ranked tomorrow or next week?
 - What is one thing you can do to increase your number by one, meaning how can you move on the scale from a 4 to a 5?

Plan (LAPC Model) – SFBT



- Future-orientated question focuses on what would be an ideal situation if a miracle took place and students could control their ABCs while dealing with the crisis
- Allows students to think about an unlimited range of possibilities
- Example:
 - If you woke up tomorrow and a miracle happened so that you could manage the crisis, how would you be acting differently?

Commit (LAPC Model)



- Important for students to commit to a plan that supports their autonomy
- Plan should cover how to cope through the next few days (not a 6 month plan)
 - This is about “now” and the next few days to help them get on their feet faster
- Have the students be involved in the process, so they will buy more into committing to a plan
 - SMART goals
 - Summarize plan
 - Gain verbal or written acknowledgment (“Yes, I can do that.”)
 - Have students restate the plan
- Check in with students 1-2 days later

Commit (LAPC Model)

My Coping Toolbox



- Age: Early Elementary School
- Give the student a blank toolbox
- Have the student add helpful tools (e.g., breathing exercises, going for a walk, playing with their dog, etc.)
- You can collaborate with the student to help fill up the toolbox, but encourage the student to fill up their toolbox themselves
- The student can write or draw the tools
- Copies will be made for the student, parent/guardian, counselor, and teacher

Commit (LAPC Model)

Identifies triggers

Lists significant others

MY PERSONAL CRISIS PLAN

I know I'm triggered when I notice:

Some good ways to distract myself are:

Things that help me when I feel this way are:

Ways to keep myself and my space safe:

Some safe people I can reach out to are:

1 _____

2 _____

3 _____

Other resources I can use to get myself care:

1 _____

2 _____

3 _____

CRISIS TEXT LINE:
text HOME to 741741

Age: Mid-Late Elementary School

Address ABCs through coping mechanisms

Providing guidance through resources

Commit (LAPC Model)

Coping Skills

Coping skills are tools or strategies anyone can use to manage their feelings, reduce stress and become more resilient (better able to handle life's ups and downs). What works for you one day may not work the next, so build your coping skills toolbox by learning and practicing lots of different strategies.

The options are limitless, but here are some coping skills ideas to get you started:

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Run in place for 20 seconds	Take a quiet break or rest	Make up a song	Work with someone on a puzzle	Think about something you're looking forward to
Bounce a ball or play catch	Have a drink of cold water	Write about your thoughts or feelings	Write someone a letter	Focus on the present moment
Go for a walk, run or hike	Blow bubbles	Create a dance	Share your feelings with someone you trust	Think about something that makes you laugh
Squeeze a stress ball	Think of a calm, happy place	Write a poem	Ask for help	Practice reframes ("I didn't fail; I learned")
Do yoga or stretch	Look at pictures of a favorite memory	Make up a new game	Call a friend to catch up	Focus on what is in your control

Coping skills I already use:

Coping skills I'd like to try:

Age: Late-Elementary to Middle School

It is difficult to learn something new when we are anxious, angry or distracted, so try to practice any new coping skills when you are calm.

For more coping skills ideas, visit [Strong4Life.com/coping](https://www.strong4life.com/coping)

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(Teaching kids healthy coping skills, 2022)

Commit (LAPC Model)

Crisis Management Plan for _____

If you are having thoughts of death or suicide, **call or text 988**
 If you need immediate assistance, **call 911** or go to a hospital emergency room.

What are signs that I am in crisis?

Which person(s) would I prefer to help me in a crisis?

Name	Phone/Location

What they need to know

My Feelings, Thoughts, and Actions	How They Should Respond
<i>Example: I am crying and feel like I can't be in class because I'm too upset.</i>	<i>Example: Listen to me talk and let me listen to my Spotify playlist for a few minutes.</i>

How will I know when I have recovered from a crisis?

Things that I need to do for myself every day while I am in crisis:

Things that can wait until I feel better:

What are signs that I might need further helps?

Additional Resources

Name	Description	Contact
Georgia Crisis & Access Line (GCAL)	A free 24/7 helpline providing mental health resources	1-800-715-4225 www.georgiacollaborative.com
Crisis Text Line	Reach a trained counselor by text message.	Text "GA" to 741-741
988 Suicide & Crisis Lifeline	No matter where you live, you can easily access 24/7 emotional support.	Call or text 988 https://988lifeline.org/chat/



Learn how to relax, manage stress, and focus your energy to become more centered and well rested. Create a calm and positive environment with Headspace.

Mental Health Toolbox



CLEAR FEAR

Tools in are calmed!

Age: Middle to High School



CALM HARM

provides tasks to help you resist or manage the urge to self-harm.



Self-help for anxiety management (SAM).



Happyfeed is a gratitude journal app that helps you reflect on good things each day. Create a private diary filled with happy memories, or join a group.



Calm is an app focused on teaching techniques for sleep and stress reduction through breathing programs, stretching exercises, sleep stories & relaxing music.



Scan the Linktree QR Code for direct access to the apps



Commit (LAPC Model)

Crisis Management Plan for _____

*If you are having thoughts of death or suicide, **call or text 988**.
If you need immediate assistance, **call 911** or go to a hospital emergency room.*

What are signs that I am in crisis?
crying, I cant pay attention, cant steady breath

Which person(s) would I prefer to help me in a crisis?

Name	Phone/Location
Alexandria _____	_____
Rachael _____	_____
Mrs. League	_____

What they need to know

My Feelings, Thoughts, and Actions	How They Should Respond
<i>Example: I am crying and feel like I can't be in class because I'm too upset.</i>	<i>Example: Listen to me talk and let me listen to my Spotify playlist for a few minutes.</i>
<u>I feel very overwhelmed and I cant focus on class</u>	<u>let me sit in silence and journal</u>
<u>I am crying and hyperventilating</u>	<u>help me calm down and do deep breaths with me</u>

How will I know when I have recovered from a crisis?
I dont feel sick and can breathe normally again

Things that I need to do for myself every day while I am in crisis:
journal my thoughts and feelings and prioritize my mental health. talk to friends and work through coping mechanisms

Things that can wait until I feel better:
going to parties

What are signs that I might need further help?
I dont start to feel better or I start feeling worse
 NOT TALKING TO PEOPLE OR SELF ISOLATING.

Identifies triggers

Lists significant others

Addresses ABCs through coping mechanisms

Resolutions:
 implementing order,
 creating awareness,
 promoting mobilization,
 and providing guidance

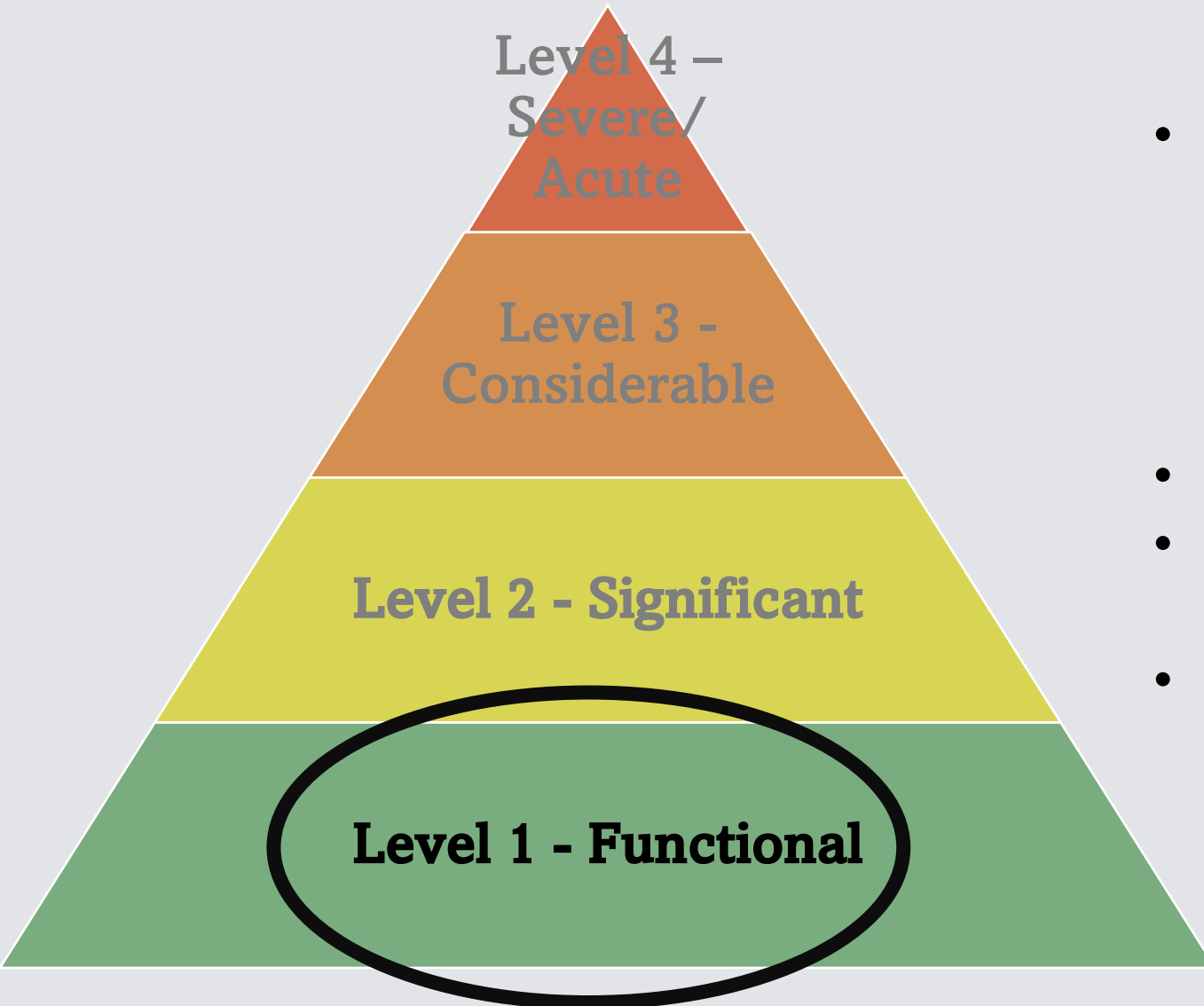


GATE

De-escalation Techniques

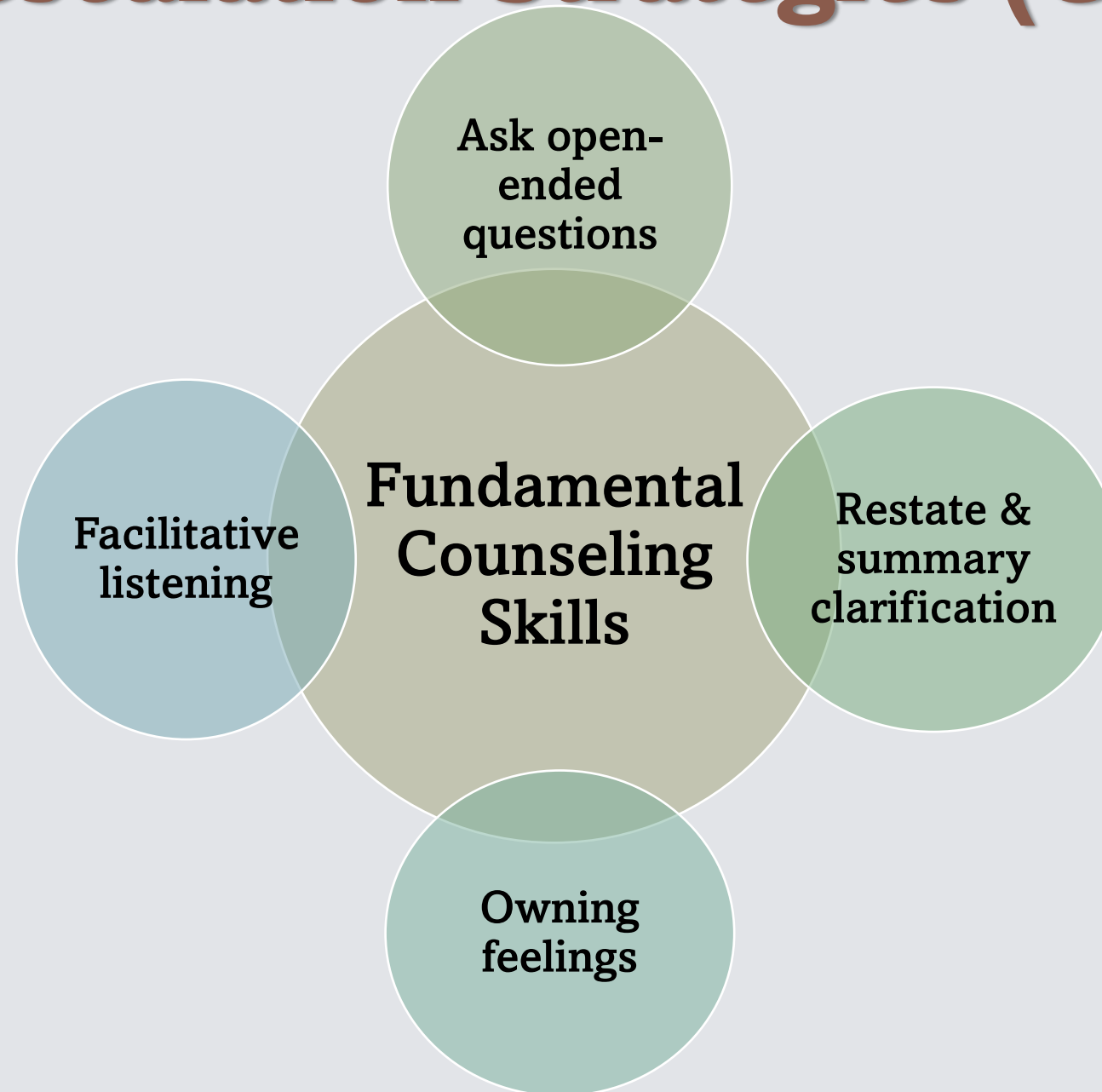
Adopted from SAMHSA, 2009

GATE De-escalation Techniques



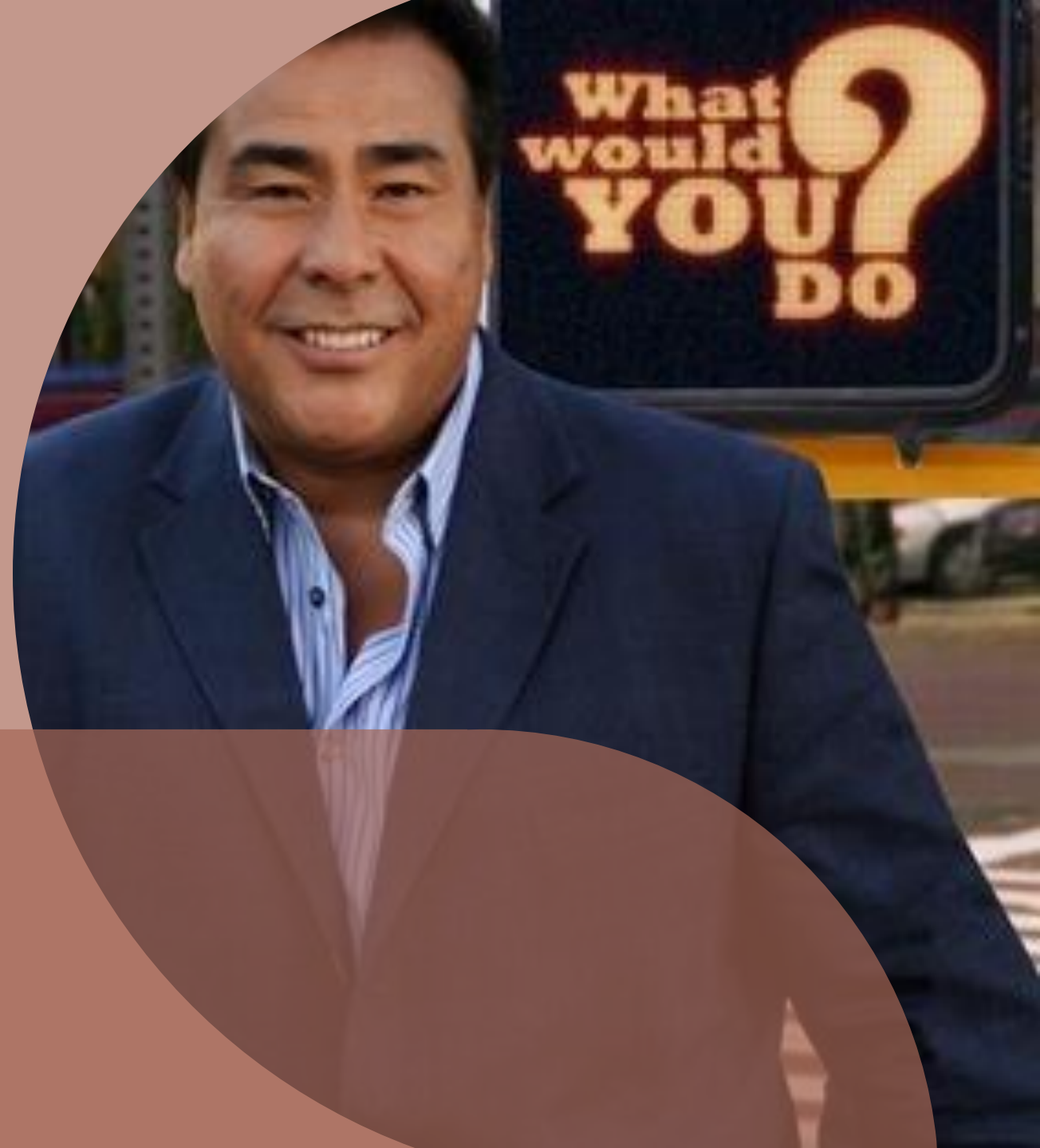
- GATE
 - Gather information
 - Access supervision
 - Take responsible action
 - Extend the action
- Student is sad but can function in class
- Generally just needs someone to listen to them
- Already has strong set of coping skills

De-escalation Strategies (GATE)



Real Life Crises in School: What Would You Do?

Small group activity



Group Activity: Real-Life Crisis Scenarios

- Split up into groups of 3-4 by elementary, middle, and high school
- Spend a few minutes and complete the following:
 - Read the scenario
 - Identify the crisis & ABCs
 - Determine the severity level of the crisis
 - Is this a perceived crisis?
 - Which intervention would you use?
 - What would your next steps be?
 - How would you follow up with the student?
 - Anything else?
- Share with the group



Group Activity: High School Example

A junior did not get the science teacher she wanted at the beginning of the second semester. She spent the entire day crying in the counseling office because her schedule would not be changed. She refused to go to class. She is a frequent flyer, has been hospitalized previously for suicidal ideations, and sees a therapist once a week.

Group Activity: High School Example

Crisis Breakdown	School Counselor Response
How does this meet the definition of crisis?	Trigger – bad experience with previous teacher Feelings – helplessness and loss of control Duration - temporary
ABCs	Affect – distraught, upset Behavior – crying, refusal to go to class Cognition – the teacher hates her, she will be miserable all semester, she will be picked on by the teacher, she will earn a bad grade
Severity level of crisis	Level 2 Significant
Perceived crisis?	Yes
Intervention	LAPC
Next steps	Thought-stopping, relaxation, review of Crisis Management Plan (she already had one)
Follow up	Next 1-2 days
What else?	Follow up with therapist (release form) and teacher (with student permission)

Crisis Breakdown	School Counselor Response
How does this meet the definition of crisis?	<ul style="list-style-type: none"> • Triggers • Duration
ABCs	<ul style="list-style-type: none"> • Affect (feelings) • Behavior (actions) • Cognition (thoughts)
Severity level of crisis	<ul style="list-style-type: none"> • Level 4 – Severe/Acute • Level 3 – Considerable • Level 2 – Significant • Level 1 - Manageable
Perceived crisis?	<ul style="list-style-type: none"> • Yes • No
Intervention	<ul style="list-style-type: none"> • Safety protocols provided by county/school • LASER – assessment with TASSLE • LAPC – informal assessment • GATE – talking, possible informal assessment
Next steps	<ul style="list-style-type: none"> • Coping mechanisms • Crisis management plan
Follow up	<ul style="list-style-type: none"> • When would you follow up with the student?
What else?	<ul style="list-style-type: none"> • Any other suggestions or ideas?

Group Activity: Elementary School 1

A 5th grade student came in distressed and crying because she didn't bring the correct shoes for an after-school activity. She didn't want faculty to call her parents because she thought she would get in trouble because the parent had reminded her several times. She was crying so hard that it was causing rapid, shallow breathing and she became increasingly more upset.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: Elementary School 2

A 3rd grade student came to the counselor upset because his friend in his class moved away. He then began saying that he had no friends and nobody liked him. He felt disconnected from his peers and was worried about sitting alone in the lunchroom later in the day.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: Elementary School 3

A student's father was just released from prison for domestic violence. He will now search for her and her mom's new location to kill mom. The student is scared to return home and is fearful for her safety.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: Middle School 1

A teacher called the school counselor to the classroom because a student was laid out on the floor crying hysterically. She was upset because she had lost her brother—she wore his ashes around her neck. She swore that she had put him around her neck at breakfast this morning, but now he was gone. The school counselor and the student searched the bus she rode on, the cafeteria, and the trash where the students dumped all their leftover food. They retraced her steps...all the while she is screaming louder and louder and to no avail.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: Middle School 2

A student's dad died when he was very young. His grandmother just became very sick and is now in the hospital. The student can't visit his grandmother in the hospital. Grandma is his "person", and he is very worried about her. He goes from inconsolably crying to acting out all week.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: Middle School 3

A fight erupts between two students in the cafeteria during lunch. One student stabs the other with a knife in the throat in front of several hundred students and faculty. An ambulance is called, the police arrive, and the school is on a Code Red lockdown. A student who witnessed this fight is now scared to be at school, refuses to go to class, and doesn't want to be in the cafeteria.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: High School - 1

A senior feels so overwhelmed with a full schedule of AP classes, a dual enrollment calculus class through Georgia Tech, and an extra AP class through Georgia Virtual School. He has a complete breakdown in front of the assistant principal who brings him into your office sobbing. He is fearful that his early action acceptance from his highly selective college will be revoked if he doesn't earn all A's again this semester.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: High School 2

A student's mom found a vape in her bedroom in the morning before school. She and her mother got into an argument on the way to school about this. The student is now grounded and is no longer allowed to attend a concert she was looking forward to going with her friends. The student is distraught in your office after being dropped off at school.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Group Activity: High School 3

A freshman's girlfriend broke up with her over the weekend. The ex-girlfriend is now telling their mutual friends that she never really liked her and didn't want to kiss her at a party on Saturday night. The student is hysterical in your office because she feels like no one will ever want to date her and that people will think she assaulted her ex-girlfriend because of what she told their mutual friends.

Crisis Breakdown

How does this meet the definition of crisis?

ABCs

Severity level of crisis

Perceived crisis?

Intervention

Next steps

Follow up

What else?

Final Thoughts

- Reminders
- Closing Activity
- Resources
- References
- Contact Me

A stylized illustration of a person in a brown suit and red tie, holding a white sign with the text 'FINAL THOUGHTS!' in large, bold letters. The sign is held up by two hands. The background is a circular graphic with teal, yellow, and brown segments.

**FINAL
THOUGHTS!**

Reminders

Look at the crisis from the student's perspective

Student safety comes first

Counselor role

Keep calm

Perceived crisis or real crisis is the same to student

Determine ABCs & crisis intervention model

Always err on the side of caution

Duty to warn

Stabilize student

Get student back to class as soon as possible

Steady voice

Your affect is contagious

Closing Activity

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Resources

- **Relaxation / Calming / Thought-Stopping / Visualization Exercises on YouTube**
 - 5 Minute Grounding Guided Meditation - <https://www.youtube.com/watch?v=TsSbCntmMHo>
 - 5 Senses Grounding Technique - <https://www.youtube.com/watch?v=30VMIEmA114>
 - ASMR for Worry & Stress - <https://www.youtube.com/watch?v=09T7f7RlpDE>
 - Guided Imagery Exercise for Kids & Teens - <https://www.youtube.com/watch?v=g4iHKY2p5bY>
 - Guided Visualization for Kids: A Rainbow Journey - <https://www.youtube.com/watch?v=zqs5mOkIk2Q>
 - Heartbeat: A Mindfulness Exercise to Calm Your Emotions - <https://www.youtube.com/watch?v=3iUf73v92II>
 - The Lemon Squeeze - <https://www.youtube.com/shorts/P0010wgZfDo>
 - Thought-Stopping Exercise - <https://www.youtube.com/watch?v=Npvrw8DEXIQ>
- **Relaxation / Calming / Thought-Stopping / Visualization Handouts**
 - [5 Senses Grounding Technique](#)
 - [Body Map of Feelings](#)
 - [Calming Apps](#)
 - [Circle of Concern](#)
 - [Coping Skills from CHOA Strong4Life](#)
 - [The Feeling Thermometer](#)
 - [Thought Stopping Strategies for Kids](#)

Resources

- **Breathing Exercises on YouTube**

- 5 Finger Breathing - <https://www.youtube.com/watch?v=HQVZgpyVQ78>
- Alternate Nostril Breathing - <https://www.youtube.com/watch?v=MTTACuYBu3k>
- Blowing Dandelions - <https://www.youtube.com/watch?v=XCE42yRyWio>
- Good Air Bad Air Meditative Breathing - <https://www.youtube.com/watch?v=cvflhGzINJ4>
- Square Breathing - https://www.youtube.com/watch?v=_YlnUSAFwAE

- **Spotify Playlists**

- Spotify Playlist: Breakup Mix - <https://open.spotify.com/playlist/37i9dQZF1E1hrKu07W6FWB>
- Spotify Playlist: Calming for Young Kids - <https://open.spotify.com/playlist/3Ui9iuJ7Gh3UzexSxAVwNl>
- Spotify Playlist: Chill Vibes for Adolescents - <https://open.spotify.com/playlist/18VfTDl7gRw6hBT4r7LrGF>
- Spotify Playlist: This is #Calming - <https://open.spotify.com/playlist/37i9dQZF1DZ06evO2bimiU>

- **Webinars**

- Counseling Kids in Crisis - <https://videos.schoolcounselor.org/counseling-kids-in-crisis> (must be an ASCA member to view)
- LASER Protocol Tutorial – <https://www.youtube.com/watch?v=XyIYc263WBO>
- Triage Assessment Form (e.g., TASSLE) Tutorial - <https://www.youtube.com/watch?v=MDNqsazek34>

Resources

- **Crisis Plans (blank)**

- [9 Crisis Intervention Strategies](#)
- [LAPC Quick Guide](#)
- [LASER Model](#)
- [Triage Assessment Scale for Students in Learning Environments \(TASSLE\)](#)

- **Crisis Assessments & Interventions**

- [My Coping Toolbox](#) (early elementary school)
- [Personal Crisis Plan](#) (mid-late elementary school)
- [Coping Skills from CHOA Strong4Life](#) (late-elementary to middle school)
- [Crisis Management Plan](#) (middle & high school)

- **Websites**

- 7 Best Apps for Stressed and Anxious Teens - <https://raisingteenstoday.com/best-apps-for-stressed-and-anxious-teens/>
- 13 Awesome Mental Health Websites for Youth - <https://yourmentalhealthpal.com/mental-health-websites-for-youth/>
- Cobb County School District Virtual Calming Center - <https://www.cobbk12.org/page/42487/virtual-calming-center>
- Teaching Kids Healthy Coping Skills - <https://www.strong4life.com/en/emotional-wellness/coping-skills-guides>

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