Welcome to the training on the Effects of Abuse and Neglect on Children and Families: Crisis Intervention Theory!

Developed and presented by the Indiana Child Welfare Education and Training Partnership.

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Welcome to the training on the Effects of Abuse and Neglect on Children and Families: Crisis Intervention Theory!
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Crisis Intervention Theory identifies and describes normal human response to situations of overwhelming stress. It is useful in assessing and understanding the experiences of children who are removed from their families and placed into resource care. Crisis Intervention Theory also has application for the development of placement strategies to reduce the likelihood of a crisis for children who must be separated from their families.

Several theorists, including Lindemann, Parad, Caplan, Hill, and Rapaport have contributed to the development of Crisis Intervention Theory.
Slide 3 - What is Crisis Intervention Theory? - 2

Crisis Intervention Theory suggests that much human behavior is directed toward maintaining physical and emotional equilibrium, or balance.

It also suggests that not all events are universally stressful. For example, the same event may cause a crisis for one family, while another family may be minimally affected, or not affected at all.

Slide notes

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What is a Crisis?

For the purposes of this training, a crisis is defined as:

A predictable, emotional state which results when people are subjected to overwhelming and unmanageable stresses.
There are three factors that impact a child's experience during the separation and placement process.

They are:
- Stress
- Coping
- Perception of the Event

Let's take a closer look at each of these individually...
Stress usually involves some type of change in a person’s life circumstance. Some events are universally stressful, such as:

- death of a loved one
- serious illness
- personal injury
Coping is how a person responds and reacts to an event.
The same or similar events may be experienced quite differently by different people. The perception of the event affects the degree to which the event is experienced as stressful. Let’s look at the three different ways events may be interpreted by children, and the emotional response to each…
The event may be perceived as a loss or potential loss, and the predictable emotional response is depression. The greater the loss, the greater the depression.
The event may be perceived as a threat or potential threat, and the predictable emotional response is anxiety. The greater the threat, the greater the anxiety.

Slide notes
The event may be perceived as a threat or potential threat, and the predictable emotional response is anxiety. The greater the threat, the greater the anxiety.
The event may be perceived as a challenge, and the child believes he or she is capable of avoiding a loss or threat. The emotional response is a mobilization of energy and activity directed toward resolving the situation.
How does this information apply to families who come in contact with DCS?
The development of a crisis is often prevented when those involved have a realistic and accurate perception of the event, are low stress, and exhibit effective coping skills.
The involvement of DCS is a scary time for families. They are often not able to remain calm and use effective coping skills.
The likelihood of a crisis increases when situations are high stress and perceived inaccurately.
As a result, children are extremely prone to crisis during separation and placement.
The impacts on a child throughout separation from their family include:

- **Stress**: Due to the loss of family, home, and familiarity.
- **Ability to Cope**: Children are separated from the only adults they know and rely on for support.
- **Perception**: This can be distorted because they don’t understand the situation, causes, who to blame, or the intended results.
Here are some things a Family Case Manager can do to help a family, and even prevent a crisis in some cases:

- Over-Communicate: Tell them everything, explain the process thoroughly, answer questions honestly.

- Be positive and helpful by offering services, setting up visits, and holding Child and Family Team Meetings.
We know we cause inherent harm to a child when they are removed from their home. Their perception of the events, combined with the stress of the situation, often lead to a crisis or traumatic event for the child. This inherent harm is sometimes referred to as Intervention Generated Risk.
Intervention Generated Risk must be weighed with the risk of harm to the child if they are not removed from the home. This is a difficult decision to make, and must be carefully considered in each situation.
When removal is necessary, there are some things we can do to potentially decrease trauma and Intervention Generated Risk.

- Provide clear information and communication with all parties
- Seek out appropriate relative caregivers
- Provide a thorough case plan

We will talk more about Intervention Generated Risk during Case Planning and Intervening.
DCS strives to minimize trauma to children in families we come in contact with.

Awareness of the Crisis Intervention Theory and Intervention Generated Risk will help Family Case Managers understand the reaction children and families may have to our involvement.

Once a child is in care, we need to be aware of the trauma they have experienced, and work with them accordingly.

As an experienced worker, you will have the opportunity for further training on the topic of Trauma Informed Care.
The presence of DCS creates a stressful environment for families. Family Case Managers need to be aware of the potential risks of our involvement. When children and families are informed, involved, and treated respectfully, they are less likely to experience a crisis.
Before you finish, take a few minutes to review what we have learned.
There are three factors that contribute to Crisis Intervention Theory. Review each option and select the group of factors that contribute to the Crisis Intervention Theory.

- A) Empathy, Coping, Removal
- B) Stress, Coping, Perception
- C) Removal, Coping, Support
Slide 26 - Review Question – 2

Review: Multiple Choice

What can Family Case Managers do to help prevent a crisis for children and families?

- A) Leave when tension rises in the home
- B) Over-Communicate
- C) Remove the children from the home
- D) Send them a letter in the mail

Slide notes

What can Family Case Managers do to help prevent a crisis for children and families?
Review: Multiple Choice

What do we call the inherent harm to a child as a result of removal from the home?

- A) Child Abuse/Neglect
- B) Trauma
- C) Intervention Generated Risk
- D) Crisis Intervention Theory

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What do we call the inherent harm to a child as a result of removal from the home?
The course available to experienced Family Case Managers, focused on proper case management of children who have experienced trauma is called: --Select--
Thank you for taking the training on Effects of Abuse and Neglect on Children and Families: Crisis Intervention Theory! ELM will reflect your completion within 24-48 hours.

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Designed by: Crystal Offutt

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