



Building Bridges to Support: Technical Assistance for Crisis Navigation

Crisis Navigation Worksheet

The following worksheet would be guide participating organizations in creating their crisis navigation plans and anchor the work of the TA collaborative.

Step 1 Opening statement

Please indicate the types of situations that would trigger the implementation of a crisis navigation plan. (E.g., youth participant shouting and pacing around a specific space without provocation, youth participant throwing things)

Step 2 Identifying sources of mental health support

Start by identifying sources of mental health support within your organization. Select the type of support that exists within your organization:

- | | | |
|--|--|---|
| <input type="checkbox"/> Director of Social Work | <input type="checkbox"/> Mental Health counselor | <input type="checkbox"/> Behavioral Health Specialist |
| <input type="checkbox"/> Director of Social Services | <input type="checkbox"/> Youth Crisis Specialist | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Nurse | |

If you have identified a source of support above, record their name, contact number, email, and preferred contact method (e.g., email, phone call, text) below:

Source 1:

First and last name: _____

Title: _____

Preferred communication method:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Email _____ | <input type="checkbox"/> Text message _____ |
| <input type="checkbox"/> Phone _____ | <input type="checkbox"/> All the above _____ |

What services does this source offer? (ex: counseling, crisis services)

Source 2:

First and last name: _____

Title: _____

Preferred communication method:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Email _____ | <input type="checkbox"/> Text message _____ |
| <input type="checkbox"/> Phone _____ | <input type="checkbox"/> All the above _____ |

What services does this source offer? (ex: counseling, crisis services)

Step 3: Assess for safety and reduce risk of harm

Conduct a safety assessment of the physical space in which the mental health crisis or incident is unfolding (E.g., identify whether or not the space has sharp objects, open windows, or items that could present unsafe situation for the youth or staff; identify if there are others in the room that may be at risk of getting hurt and ensure safety). How can the space be adapted to increase safety?

Step 4: Communicate clearly and effectively

Recommend the communication strategies that your staff should use with the young person exhibiting mental health distress. (E.g., all staff should be able to apply the LEAP strategy)

Step 5: De-escalate

List the techniques and resources that staff should apply to support the young person and de-escalate the situation (E.g., all staff should be able to implement breathing techniques)

Step 6: Determine internal resources

Identify stakeholders that should be engaged if a young person is in crisis, and the order in which they should be alerted. (E.g., staff should first alert their immediate supervisor, if the supervisor is not available, they should alert the site assistant director).

Step 7: Identify and reach out for professional or emergency support

List the mental health support services within the organization or community that you are aware of, in addition to emergency resources that can be mobilized. *If a young person is in imminent danger to themselves or others, or needs immediate medical attention, call 911.*

Additional notes: