

Community-Based Instruction Emergency Action Plan

The goal of crisis intervention is to end the crisis in as rapid and safe a manner as possible. Crisis intervention is expected to be short-term and is NOT intended to function as a teaching procedure.

Learner's Name: _____

Date of Plan: _____

Remember to Bring: _____

Description of Precursor Behaviors: _____

Environmental Triggers: _____

Before a Crisis:

- Plan ahead and be familiar with location exits and any potential challenges presented by the CBI environment.
- Identify the staff person "in charge", should a crisis occur.
- Know the locations of bathrooms including family bathrooms, if necessary.
- Remain aware of the CBI environment and any changes.
- Provide positive reinforcement for following alternative directions.
- Remain calm and positive at all times.
- Remember, if it is necessary to call 911, do that first and notify your supervisor immediately after. *Guidelines as to when to call 911 are described later in this document.*
- If you think a crisis may occur, terminate CBI in as normalized a manner as possible and return to the vehicle with the learner. Avoiding a crisis is generally easier than intervening in a crisis.

During a Crisis (to be completed by clinical staff):

(Individualized, based on unique learner need– to be filled-in by clinical supervisor)

After a Crisis:

- Debrief with your supervisor.
- If you need a brief break, just let your supervisor know so staff coverage can be arranged.
- Complete a Crisis Incident Form and submit to your supervisor.
- Review the incident with your supervisor and other staff to discuss any possible changes to the learner's program or CBI protocol.

Guidelines for Calling 911 during Community-Based Instruction

Should a life-threatening injury occur during CBI, staff are expected to call 911 before they notify their supervisor. For the purposes of these guidelines, staff are to call 911 if they reasonably determine:

- The condition or condition of the learner may be potentially fatal.
- The condition has worsened to the point of being potentially fatal.
- Moving the learner on your own could cause further injury.
- The learner likely requires the skills/equipment of emergency medical personnel.
- Examples of such situations may include, but are not limited to:
 - Unconsciousness
 - Unusual confusion/disorientation
 - Difficulty breathing or not breathing
 - Indications of persistent chest pain
 - Severe bleeding from a body part
 - Broken bone that is showing through the skin or disfigurement of body part
 - Severe headache with slurred speech
 - Seizures that are not typical or back-to-back (three in a row)
 - Seizures lasting longer than 2 minutes
 - Seizure resulting in serious injury
 - Seizure in someone who is diabetic
 - Seizure in someone for the first time
 - Serious injury to head, neck, or back
- In addition, if the learner has been missing for more than 2 minutes, despite attempts to locate them, call 911.
- If the situation is not life-threatening, call your supervisor and have medical support personnel in your work setting alerted to the situation, if applicable (e.g., school nurse).
- Provide appropriate care, including first aid, and return to the school/clinic as soon as possible.

Note: We recognize that individual settings may have different approaches, protocols, procedures, or policies that may be out of the practitioner's control/influence. We, in no way, are providing medical advice. We are simply offering examples of recommendations that may prove helpful in your setting. That being said, the above form was developed with input and oversight from a registered nurse at the first author's work setting and has been effectively utilized by staff providing CBI.