

5a4

Extra Support and Crisis Plan

Do

Negotiate with the person and others to agree a plan for what to do if additional support is needed.

Story

George took a mobile phone with him to the college course. He had three numbers already in the phone. These were people who had agreed to be available during and shortly after the activity. He didn't want others at the college class to know about his disability for fear of

discrimination. They checked beforehand that George knew how to use the phone, that it was charged and he could get reception at the college. They also fixed up to meet for coffee on the following day to talk about how things had gone.

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Hints & Hazards

Discuss with the person what kind of support they want, how a request for help at a particular time will be registered, where and when that support should be provided, and by whom. Person centred planning offers a good framework for doing this when considering the questions. 'What support do I need?' and, 'How can I stay healthy and safe?'

If there is a crisis, the person may want to abandon the inclusive activity. Does the plan include withdrawal and return? Does the Plan involve giving any advance information to people in the community setting? If so, look at 6a7 – 'Disclose Key Information'.

A study showed coercive treatment under the Mental Health Act was halved as a result of the use of Crisis Plans. These contain the person's preferences and choices for what to do if they became too unwell to express their wishes clearly (*Mental Health Act Commission 2008, para 4.25*)

If the person is anxious, then exploring all the possible difficulties that might happen could make things worse. See also 6b6 – 'Travel Disaster Planning'.