

SAFETY PLANNING

What is Safety Planning?

- Safety Plan
 - o Document
- Safety Proofing
 - o Doing things in the home

Safety Plan

- Document that outlines what to do when a child begins to feel or is already unsafe.
- Can be completed by you or your child's mental health provider with your child.
- Outlines Triggers, Warning Signs, Coping Skills, What Others Can do to Help Support Them, Other Resources to Call.
- Trigger: Something that makes someone mad, sad, or upset.
 - o Can be internal/external – give examples of both
- Warning Sign: How your child or you know when they are upset
 - o Can be internal/external – give examples of both
- Coping Skills: How can you child make themselves feel a little bit better, to come down to be able to think more rationally.
 - o Give examples
- What Can Others do to Help Support Them: What can others do to help them when they are having a difficult time.
 - o This means YOU, what can you do to help support them?
- Other Resources to Call: This can be friends/family/you/anyone else. This can also be your outpatient mental health provider. Crisis Lines (enter county crisis lines) OR 911 if necessary.
- Might look something like this or different:

Sample Safety Plan

Step 1: Warning signs (thoughts, images, mood, situation, behavior) that a crisis may be developing: 1. _____ 2. _____ 3. _____	www.thoughtaction.com ThoughtAction Center 1-800-427-4273 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____ 17. _____ 18. _____ 19. _____ 20. _____ 21. _____ 22. _____ 23. _____ 24. _____ 25. _____ 26. _____ 27. _____ 28. _____ 29. _____ 30. _____ 31. _____ 32. _____ 33. _____ 34. _____ 35. _____ 36. _____ 37. _____ 38. _____ 39. _____ 40. _____ 41. _____ 42. _____ 43. _____ 44. _____ 45. _____ 46. _____ 47. _____ 48. _____ 49. _____ 50. _____ 51. _____ 52. _____ 53. _____ 54. _____ 55. _____ 56. _____ 57. _____ 58. _____ 59. _____ 60. _____ 61. _____ 62. _____ 63. _____ 64. _____ 65. _____ 66. _____ 67. _____ 68. _____ 69. _____ 70. _____ 71. _____ 72. _____ 73. _____ 74. _____ 75. _____ 76. _____ 77. _____ 78. _____ 79. _____ 80. _____ 81. _____ 82. _____ 83. _____ 84. _____ 85. _____ 86. _____ 87. _____ 88. _____ 89. _____ 90. _____ 91. _____ 92. _____ 93. _____ 94. _____ 95. _____ 96. _____ 97. _____ 98. _____ 99. _____ 100. _____	MY SAFETY PLAN Please follow the steps below to create your safety plan. If you are experiencing a mental or medical health emergency, please call 911 or any time if you are unable to keep your child safe or you are in crisis, call the emergency crisis line at 1-800-725-0273 (Crisis 11). Step 1: Triggers, Risk Factors, and Warning Signs 1. Bad thoughts 2. _____ 3. _____ 4. _____ 5. _____ Step 2: Internal Coping Strategies 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Step 3: People and Social Settings that Provide Distraction 1. Name: _____ Phone: _____ 2. Name: _____ Phone: _____ 3. Place: _____ 4. Place: _____ Step 4: People whom I can ask for help: 1. Name: _____ Phone: _____ 2. Name: _____ Phone: _____ 3. Name: _____ Phone: _____
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Safety Proofing

- Removing and Locking things up in your child's environment.
- Increase Safety and Reduce Risk
 - o You can't guarantee safety (that is out of your hands), but we can always reduce risk (this is something you can control).
- In other words, there is no way to control what kids do, but we can control their external environment.

- TIME: When it comes to Safety Proofing, Time is your best friend.
 - o Kids are super impulsive, especially when they are having a difficult time.
 - o The more time it takes to find a dangerous item, the more time there is to intervene with an alternative intervention.
- Let's Talk About What We Recommend Removing/Locking Up
 - o As we go through all these things, it is going to feel very overwhelming, it is a lot, and we understand that. We recommend taking what you feel is the most dangerous. Also, remember that it is not forever, your child is just going through a difficult time right now.
- Firearms: Majority of youth who die by suicide use a family members gun or rifle.
 - o Remove entirely from home
 - o Or use a lock box (California Department of Justice approved lock box)
 - o Triple Safe Method: unloaded, locked, ammunition locked in separate location
 - o Think about other places they may have access to guns (as much as we don't want a safety event in our own home, we don't want one In someone else's)
- Knives:
 - o Remove what you don't need
 - You don't need 8 knives on the counter in the knife block.
 - You might need to only need one or two out (that way you can really tell if something is missing)
 - o If a kid has a thought to cut themselves, and can easily access something to cut themselves, they will (so put them away)
- What do we do with them? (YOU WILL SLEEP THE BEST IF YOU LOCK THINGS UP)
 - o Drawer with a lock.
 - o Lockbox:
 - o Use what is needed, wash, dry, and place back.
- Other sharp items that may be used (know what is in your space)
 - o Xacto Knife blades, scissors, razor blades/pencil sharpeners
 - Use a check in/check out system (so you know where these things are)
 - Then place them back in hiding (whether locked up or just hidden extremely well)
 - o Paper clips/pushpins/safety pins (can't cause much harm, but can be used for self-harm)
 - You might not need to lock these things up, some people might need to
- Medications:
 - o Lock up ALL medications, prescription and non-prescription
 - Tylenol and Ibuprofen are two of the most lethal
 - o Of everyone (kids don't care whose medication they are taking when they are having a difficult time)
 - o Keep a limited amount on hand
 - o You should oversee your child's medication administration and should be monitoring if they take it or not.
 - We don't want them stockpiling
- Alcohol/Other Chemicals

- Alcohol (rubbing and drinking)
- Bleach, cleaning supplies, chemicals you may keep in the garage
- Chemicals (anything with a Mr. Yuck sticker)
- Lock up or remove these things
- Things Used for Strangulation
 - Belts, ropes, scarves, bed sheets, extension cords, shoe laces
 - There is no expectation you remove all these things, just remove what is not necessary.
 - Know what is in your space, so you can notice if something is missing
 - Finding the shoelaces when you see they are missing
- Things that MAY be needed
 - Room searches
 - Person searches
 - Belongings searches
- Room searches
 - Kids will be oppositional
 - Either you can do a room search and they can be alone in their room. Or, they can go in their room and you can sit in with them and watch.
 - You're looking for Safety items, not reading their diary.
 - They can be there!
 - Let them know you are doing it.
 - Ask if they want to give you anything
 - There is no punishment for finding something, let them know you are there for them.
- Person Searches:
 - Empty pockets
 - Shake out their bra
 - Search shoes and insoles
 - Socks
 - Waistbands
 - Shake out hair if in a bun
- Belongings Search
 - Only looking for things they can hurt themselves with
 - Some kids are asked to simply leave things at the door
- So many things, what do you do with them?
 - Some people chose a closet or a cabinet
 - Some people keep everything in their room and lock it
- Side note, remember even if kids are starting to break something or try to get into something, you are still buying yourself time (if it was out, they would already have it in their hand)
- What are your thoughts? Have you thought about how you might do this?