

## Chapter 5

# CRISIS INTERVENTION FOR CHILDREN AND ADOLESCENTS IN SCHOOLS

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### INTRODUCTION

Crisis and crisis intervention are among important concepts that mental health professionals must know about. Particularly schools are environments where a great many children come together, students have a lot of different/challenging experiences, which affect them and their peers. Besides these experiences, it is considered normal that students at varying levels of education have developmental crises due to their ages and experiences by the very nature of their development (Palabıykođlu, 1992; Sliakeu, 1990). Based on this consideration, this chapter introduces the concepts of crisis, crisis reactions, types of crises, crisis intervention on the basis of children's and adolescents' developmental and experiential characteristics in the first place; and continues with explaining crisis intervention models that can be used at schools and what is to be done in crisis intervention at schools.

### DEFINITION OF CRISIS

An individual may experience varying challenges such as chronic diseases, divorce, loss of a loved one, sudden job loss, bankruptcy, exposure to sexual/physical assault, being left by a loved one, was experience and exposure to natural disasters (Sayıl, Palabıykođlu, & Berksun, 1996). These experiences could cause certain emotions, thoughts and behaviors to come up in individuals and change their ongoing experiences (Zara, 2011). The ability to bear and adapt to the new state caused by these experiences may change from one individual to another (Iřıklı & Gizir, 2003). While some individuals have no difficulty in overcoming this period, some feel incompetent, helpless and anxious and fail to adapt to the new state with their existing coping strategies (France, 1990). This period of becoming upside down, imbalance and dissonance that is experienced by some individuals is a period of crisis (Sayıl, 1992).

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he/she fails to resolve the given event/situation even by using these coping skills, is commonly classified as traumatic and developmental crisis. Traumatic and developmental crises differ from individual to individual and can cause varying physical, behavioral, emotional and cognitive reactions. Considering that children and adolescents spend most of their time at school, it is highly significant to take appropriate and sufficient precautions for crisis and to plan crisis intervention.

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