1. **Establish psychological contact.**
   a. Introduce the session.
      i. Identify self.
      ii. As indicated, inquire about and address basic needs.
   b. Express empathy.
      i. Identify crisis facts.
      ii. Identify crisis-related feelings.
   c. Show respect.
      i. Pause to listen.
      ii. Do not dominate the conversation.
      iii. Do not try to smooth things over.
   d. Show warmth.
      i. Ensure that verbal communication is congruent with nonverbal behaviors.
      ii. Consider the use of and provide physical contact, as indicated.

2. **Verify emotional readiness to begin problem identification and problem solving.**
   a. If the student is not ready, stabilize the student.
   b. If the student is ready, begin the problem-solving process.

3. **Identify and prioritize crisis-generated problems. Identify the most immediate concerns.**
   a. Inquire about what happened. Make sure you understand the crisis story.
   b. Inquire about the problems generated by the crisis event.
   c. Rank order crisis-generated problems.

4. **Address crisis-generated problems. Encourage the crisis survivor to be as responsible for coping with crisis-generated challenges as is possible.**
   a. Ask: Inquire about coping attempts already made. Validate adaptive coping strategies already identified by the crisis survivor.
   b. Facilitate: Help the student explore additional coping strategies. Encourage the crisis survivor to identify his or her own adaptive coping strategies.
   c. Propose: If necessary, identify alternative coping strategies. Do not hesitate to explicitly direct the crisis survivor toward adaptive coping strategies, as indicated:
      i. If lethality is low and the student is capable of action, then take a facilitative stance (i.e., the crisis survivor initiates and is responsible for coping actions).
      ii. If lethality is high or the student is not capable of acting, then take a directive stance (i.e., the crisis intervener initiates and is responsible for coping actions).

5. **Evaluate and conclude the individual crisis intervention session. Ensure that the individual is moving toward adaptive crisis resolution.**
   a. Secure identifying information.
      i. Identify and ensure connection with primary natural social support systems (e.g., parents, teachers).
   b. Agree on a time for recontact and follow-up.
   c. Assess whether immediate coping has been restored, as follows:
      i. Physical and emotional support has been obtained, and any lethality has been reduced.
      ii. Crisis problems have been identified and adaptive coping has been initiated.
iii. From the assessed trauma risk level, the student is linked to appropriate helping resources.
iv. If these goals have not been obtained, then restart the intervention process.
v. If these goals have been obtained, compliment the student on his or her problem-solving skills, given the expectation that they will cope well with the trauma, and conclude the immediate psychological crisis intervention.