



## Crisis Referral Checklist for Dual Diagnosis Module 5

This form is designed to be completed by teachers and caregivers and is used to identify observed behaviors that may be indicative of crisis reaction and helpful in assessing for psychological trauma risk and referral for intervention. It is assumed the student has an existing co-occurring mental illness, unless otherwise indicated. The information collected should be shared with parents, mental health professionals, and the student's service team to determine next appropriate steps.

**Caregiver's Name:** \_\_\_\_\_ **Teacher / Parent** **Date:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **M / F / Other** **Age:** \_\_\_\_\_

**Part 1.** Read and answer the following questions to provide background information related to this referral.

To your knowledge, has the student experienced a traumatic event (e.g., death, changes in family status, chronic illness, natural disaster, child maltreatment, etc.) recently?

Yes  No  Not Sure If yes, please explain: \_\_\_\_\_

To your knowledge, has the student experienced any other traumatic events previously?

Yes  No  Not Sure If yes, please explain: \_\_\_\_\_

**Part 2.** Read the following statements and check the corresponding box based on your recent observations of the student. The notes section at the end of this form is available for you to add additional information.

### Compared to their typical functioning, the student...

- demonstrates no observable changes
- shows more attention problems or difficulty concentrating than usual
- has difficulty completing tasks lately
- shows less motivation to academics and learning
- shows less interest in leisure activities
- has marked changes in language/communication, daily personal tasks, toilet training, or personal hygiene
- has become withdrawn, isolated, quiet, or detached from other people or activities
- shows increased irritability or aggressiveness
- presents with new or unusual repetitive behaviors, themes in play, verbalizations, or activities
- expresses physical or bodily complaints (i.e., headaches, stomach aches)
- sleeps more or less than usual, wakes up during the night, or has more nightmares lately
- seems stressed or on high alert more than usual (i.e., fidgets, sweats, restless, easily startled)

**Part 3.** This section identifies the student’s risk and protective factors that may influence his/her crisis reaction and recovery. For each column, indicate factors present. The notes section at the end of this form is available for you to add additional information.

Risk Factors	Protective Factors
<input type="checkbox"/> Victim or witness of crisis event(s) <input type="checkbox"/> Relative or friend experienced crisis <input type="checkbox"/> Poor attachment to caregivers <input type="checkbox"/> Has few friends or social supports <input type="checkbox"/> Family has limited resources <input type="checkbox"/> Poor social skills <input type="checkbox"/> Poor coping skills/self-regulation <input type="checkbox"/> Has experienced previous trauma <input type="checkbox"/> Limited verbal language/communication <input type="checkbox"/> Presents with behavior challenges	<input type="checkbox"/> Adequate to high self-esteem <input type="checkbox"/> Access to or involved with community resources and supports <input type="checkbox"/> Has secure attachments with caregivers <input type="checkbox"/> Connected to peers and social supports <input type="checkbox"/> Family has access to resources and supports <input type="checkbox"/> Has appropriate/adequate social skills <input type="checkbox"/> Adaptive coping skills/self-regulation <input type="checkbox"/> No indication of previous trauma <input type="checkbox"/> Uses adequate verbal language to communicate feelings and needs <input type="checkbox"/> Receives social, emotional, behavioral support through school services

Source of Data: Mevissen et al., 2016; NCTSN

**Please use this space to elaborate on your responses or provide any additional information you feel may be pertinent or relevant to this referral.**

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Mevissen, L., Didden, R., Korzilius, H., & de Jongh, A. (2016). Assessing posttraumatic stress disorder in children with mild to borderline intellectual disabilities, *European Journal of Psychotraumatology*, 7(1), 29786.  
[doi: 10.3402/ejpt.v7.29786](https://doi.org/10.3402/ejpt.v7.29786)

National Child Traumatic Stress Network. *The road to recovery: Supporting children with intellectual and developmental disabilities who have experienced trauma.* <https://www.nctsn.org/resources/road-recovery-supporting-children-intellectual-and-developmental-disabilities-who-have>



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