Table 2 compares the conceptual model with the rich picture.

Issue based system 1: A system that provides professionals / organisations with a protocol about how to respond during a critical incident

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
1. Define the term 'critical incident'	Known intuitively but not defined	Who within the LA would define 'critical incident' Does the level of response depend on the definition?	Yes
2. Identify who within the LA (i.e. school staff, counsellors and educational psychologists) would need to follow a protocol relating to a critical incident response	Yes	Present in the rich picture (organisations involved in the current study), who else may need to know how to respond?	Yes
3. Decide on the type of critical incident response	No	For example, specific to each organisation or a joint critical incident response?	Yes
4. Decide on who will devise the critical incident response	No	Which professionals will devise the critical incident response? Have they the relevant expertise, time availability, are they representative are they committed?	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
5. Develop clear guidelines by outlining the processes and procedures to be followed within the critical incident response	No	What information should be included in the critical incident response? E.g., time frames and levels of response. The details should be specific enough to provide information to help professionals know what to.	Yes
6. Specify roles and responsibilities of key personnel during a critical incident: e.g. who to contact and when.	No	Clarification is required of roles and responsibilities of key people	Yes
7. Specify modes of communication	Partially	Modes of communication are explicit in the rich picture. What mode(s) of communication should be incorporated into the critical incident response?	Yes
8. Decide how the critical incident response should be recorded?	No	How should the protocol be recorded e.g. general guidance or formalised in terms of a policy?	Yes

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Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
9. Identify and engage other relevant professionals to critically evaluate the critical incident response	No	Consider EEE • efficacy: e.g. satisfies the intended outcome; • efficiency, e.g. good use of resources; • effectiveness: e.g. helping the longer term aim.	Yes
10. Notify those who are expected to follow the critical incident response	No	What modes of communication are needed to notify others?	Yes
11. Implement the critical incident response	No	To be carried out in the event of a critical incident	No
12. Define measures of performance	No	Consider EEE	Yes
13. Monitor and control the above activities	No	Soft Systems Methodology suggests that this should this be done by someone outside of the organisations to ensure efficiency.	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
14. Appreciate the constraints: time, commitment, expertise.	Yes	There appears to be a general appreciation of these constraints	Yes

Table 3 compares the conceptual model with the rich picture.
Issue based system 2: Information verifying communication system for professionals / organisations at the time of a critical incident

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
1. Appreciate the need for accurate information to be disseminated promptly about what is happening during a critical incident.	Yes		No
2. Specify what information needs to be verified and communicated promptly to inform the process, e.g. how much detail is required.	Partially	Clarity is required about the information that is required	Yes
3. Identify those who may hold accurate information which can be communicated to others promptly	Partially	The rich picture shows that information could not always be verified via some sources	Yes
4. Consider ethical guidelines	Not clear from the rich picture	Clarification is needed about ethical guidelines associated with sharing confidential information.	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
5. Specify who within the LA (i.e. counsellors, educational psychologists, school staff, young people) should receive the information	Partially	Roles and responsibilities should be identified	Yes
6. Consider how the information should be disseminated	Partially	The rich picture shows that reliable information is normally filtered down through the hierarchal structure of the organisation. However, the line of communication at the time of the critical incident was often 'bottom up' rather than 'top down'.	Yes
7. consider what modes of communication can be used to disseminate accurate information promptly	Partially	The rich picture shows that various modes of communication were used, e.g. email, telephone, text, face to face, staff meetings	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
8. Define measures of performance		Consider EEE • efficacy: e.g. satisfies the intended outcome; • efficiency, e.g. good use of resources; • effectiveness: e.g. helping the longer term aim (enabling people to feel better informed, more in control and less anxious during a critical incident).	Yes
9. Monitor evaluate and control the above activities	No	Soft Systems Methodology suggests that this should this be done by someone outside of the organisations to ensure efficiency.	Yes
10. Appreciate the constraints of time, availability, technology and expertise.	Yes		Yes

Table 4 compares the conceptual model with the rich picture.
Issue based system 3: A professionals / staff support system

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
1. Appreciate the need to support staff / professionals (e.g. counsellors, educational psychologist and school staff) during a critical incident	Yes		No
2. Define what is meant by 'support' for staff / professionals	No	For example: a) practical support, such as release from normal day to day activities? b) mentoring? c) emotional support? d) debriefing? e) peer support?	Yes
3. Decide who would need the support	Yes	Which staff / professionals within the LA (i.e. counsellors, educational psychologists, school staff) would need the support	Yes
4. Outline the level of support needed	No	Amount, duration, etc. (constrained by activity 8)	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
5. Consider who would be the best person(s) to provide the support	No	This may depend what type of support is needed as defined in activity 2 and who would need the support as defined in activity 3	Yes
6. Consider ethical guidelines	No	Appreciate sensitivity of information shared	Yes
7. Define measures of performance		Consider EEE • efficacy: e.g. satisfies the intended outcome; • efficiency, e.g. good use of resources; • effectiveness: e.g. helping the longer term aim	Yes
8. Monitor evaluate and control the above activities	No	Soft Systems Methodology suggests that this should this be done by someone outside of the organisations to ensure efficiency.	Yes
9. Appreciate the constraints of time, availability and expertise.	Yes		Yes

Table 5 compares the conceptual model with the rich picture.
Primary task 1: A system which provides professionals / organisations with continuity of training on how to respond during a critical incident

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
1. Appreciate the need for training	Yes		No
2. Define what is meant by 'continuous' training	partially	Consider intensity, frequency and duration	Yes
3. Identify who within the LA (counsellors, educational psychologist, school staff) would benefit from continuity of training.	No	Who within the organisations would benefit from the training, e.g. new and / or existing staff?	Yes
4. Consider what skills and knowledge are needed to help people know what to do	No	What relevant training is appropriate?	Yes
5. Decide who has the knowledge and expertise to compile the relevant training programme(s)	No	Who has the relevant knowledge, skills and expertise to devise the training programme(s)? i,e, 'within house' or through external agencies?	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
6. Specify who would deliver the training.	No	Identify roles and responsibilities	Yes
7. Prepare and produce the training programme(s)	No	What resources are needed? Specify what detail is needed to empower professionals / organisations.	Yes
8. Prepare a training schedule and notify those who are expected to attend.	No	What mode of communication is needed to notify people?	Yes
9. Deliver the training programme(s)		By the people identified in point 6	No
10. Define measures of performance		Consider EEE • efficacy: e.g. satisfies the intended outcome; • efficiency, e.g. good use of resources; • effectiveness: e.g. helping the longer term aim (to support vulnerable young people).	Yes

Activities in the conceptual model	Present in the rich picture	Discussion points (e.g. how is it done, by whom, when, how is it judged?)	Include on the agenda
11. Monitor evaluate and control the above activities	No	Soft Systems Methodology suggests that this should this be done by someone outside of the organisations to ensure efficiency.	Yes
12. Appreciate the constraints of cost, time, availability, commitment and expertise.	Yes	There appears to be a general appreciation of these constraints.	Yes