



Office of Comprehensive Services

Empowering communities to serve youth

Virginia High Fidelity Wraparound Training Day Three

Agenda

- Wordle
- Feedback from Day Two
- Review of Days One and Two
- Learning Goals for Day Three
- Functional Assessment
- Crisis Prevention Plan
- Full Team Crisis Planning Meeting

Agenda



- Feedback from Day Two
- Wordle Results
- Review of Days One and Two
- Learning Goals for Day Three
- Functional Assessment
- Crisis Prevention Plan
- Full Team Crisis Planning Meeting

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Ground Rules



- Please let us know if there is anything you need.
- Participate in the entire training (if you can't, let us know).
- Please be sure to sign-in.
- Come back from breaks and lunch on time.
- Place all cell phones to vibrate so the training process is not interrupted if you receive a call.
- Please complete the knowledge assessment at the end of each day.

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What Questions Do You Have from Days One and Two?

Review of Days One and Two



What Questions Do You Have???

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Learning Goals:

1. Crisis Prevention Planning Overview
 - Participants will discuss the importance of crisis prevention plans in the HFW process.
 - Participants will identify what makes a Crisis Prevention Plan different than a crisis stabilization plan.
2. Phases of Crisis
 - Participants will be able to identify the indicators of when a Crisis Prevention Plan should occur and why.
3. Functional Assessment (FA) and Gathering Information
 - Participants will learn the basic information that needs to be gathered regarding crisis behavior to utilize in the crisis prevention planning meeting
4. Steps in Crisis Prevention Planning
 - Participants will understand the three parts of the Crisis Prevention Plan:
 - I. Prevention Plan
 - II. Early Intervention Plan
 - III. Intervention Plan

Priority Message

HFW Training Priority Message



The HFW team individualizes the crisis prevention planning process using a Functional Assessment. This provides a detailed understanding of the crisis behavior. A strength-based plan is then developed for the prevention, early intervention, and intervention of the behavior.



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Phases and Activities of the High Fidelity Wraparound Initial Plan Development

Develop a detailed Crisis Prevention Plan

Phases/Activities of the HFW Process 

Phase Two - Initial Plan Development

- Develop a plan of care.
- **Develop a detailed Crisis Prevention Plan.**

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Crisis Prevention Planning

In HFW, the Crisis Prevention Plan is a critical part of the process. Crisis for youth and families involved in the HFW process is frequently a way of life. Even if not a daily occurrence, they often present high levels of risk for serious crisis. Therefore, it makes sense to plan proactively for needs and behaviors that may lead to a crisis.

Crises can destroy the resiliency of the family, especially when the consequences include lengthy out-of-home placements. Alternatively, when families and youth can learn about the behaviors that lead to crisis and have an effective plan for dealing with them, we see self-efficacy and growth in families. Crisis Prevention Planning fits with the ten HFW Principles, the four HFW Phases and activities, and the Theory of Change, and our practices flow from the guidance this framework provides.

A Crisis Prevention Plan is useful for any situation that indicates unsafe behavior to self or others, any behavior that could lead the youth into deeper system involvement within their current system, and/or any behavior that could lead to an additional system involvement.

The general strategy of crisis planning is to gather information based on the **three phases of the crisis: 1) a prevention plan; 2) an early intervention plan; and 3) an intervention plan.** This information is

Why Do Crisis Prevention Planning? 

Crisis:

- Frequently a “way of life”
- Crisis can destroy resiliency of the family.
- Often leads to ineffective and lengthy out of home placements.
- Families learn about behaviors and how to deal with them.
- Fits with Theory of Change

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Family Plans of Care and Crisis Prevention Plans 

Crisis Prevention Plans have three sub-plans:

1. Prevention-Before
2. Early Intervention (Replacement Plan)-During
3. Intervention (Response)-After

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used to prevent a behavior or crisis situation, to stop it once it starts, to respond if it does occur, and a plan to change the environment so it does not continue to reinforce the behavior.

What warrants a Crisis Prevention Plan and what behaviors can be addressed by a HFW Team? A good rule of thumb is if the answer is “yes” to any or all of these questions, then the behavior warrants a crisis plan:

1. Is the behavior a serious safety behavior- harmful to self or others?
2. If the behavior occurs, would that lead the youth into deeper system involvement?
3. If the behavior occurs, would that lead to the addition of another system involvement?
4. Is the behavior something the family, youth and team feels is a crisis?

What Behavior Warrants a Crisis Prevention Plan? 

Any behavior that

- is unsafe to self or others.
- leads to deeper system involvement.
- leads to an additional system involvement.
- the family, youth, and team feels is a crisis
- brought them to HFW.

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It could also be the behavior that brought the family/youth to HFW.

All other behaviors could be addressed with a team in the Implementation Phase. These may still be challenging, but could wait for a larger team to offer support.

Examples:

Crisis Behavior: Cutting, drug use, truancy, suicidal ideation, violent outbursts, threats of harm to self or others, etc.

Behavioral Challenge: Having tantrums, not doing chores, “hanging with wrong crowd,” not engaging in social activities, refusing to complete homework, etc.

Remember the principle of individualization here. What may be considered a behavior challenge to one family may be considered a crisis behavior to another.

Who do we create crisis prevention plans for, and when is the best time to do these? In HFW, we would do a Crisis Prevention Plan for **anyone** in the family, when it became a priority need, and one that would interfere with the vision if not attended to.

During the initial Engagement Phase the HFW team is sensitive to the potential crises that might disrupt the HFW process. A “band aid” Crisis Stabilization Plan is provided until the crisis needs can be reviewed again with the entire team. This is different than the full gathering of information (functional assessment) and crisis plan for this part of the Planning Phase.

Crisis Stabilization vs. Crisis Prevention 

- Yes, that was a “band-aid” plan.
- This plan was to stabilize an immediate crisis that could hinder moving forward with the process.
- This is different. You have engagement and will be extensively gathering information. You will have a full team working on the crisis prevention plan.

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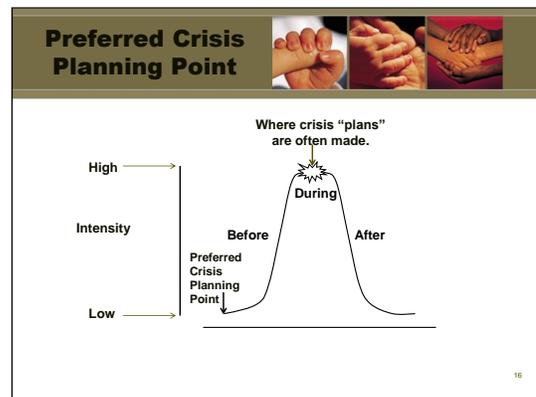
During the initial HFW team meeting the team will prioritize the needs to be addressed. In some cases the first prioritized need will be a crisis behavior and the crisis stabilization plan will be developed in the first meeting. The facilitator's next task is to lead the team through the crisis prevention planning process. This also occurs in the Planning Phase and throughout the remainder of the phases as new potential crises emerge.

It would be unusual for youth and families in the HFW process to not have a crisis plan. These are complex families with complex needs that have often taken them deep into systems or in lengthy placements. One goal for HFW is to teach families the process of HFW so they can do it themselves. We do crisis prevention plans to teach families how to anticipate behaviors and crisis situations, how to prevent them and how they can plan to respond. The self-efficacy of the youth and family grow as they learn how to manage the behaviors that lead to a crisis.

Crisis prevention planning is most often conducted with the youth and immediate family and others from the team who know the behavior the best (including the mental health specialists). If crisis plans are made by a subset of the team, the plan is always shared with the full team at the next scheduled meeting of the entire team. It is part of our integrated planning to ensure that any professionals involved with the emotional/behavioral care of the youth and family would participate in the gathering information (functional assessment) and crisis prevention plan. If a Crisis Plan has already been written by a mental health provider, it should be reviewed by the team for effectiveness and to determine if additional functional assessment information is needed for it to serve as a prevention plan. A three-part plan for managing the crisis behavior is then established. Those writing the previous plan must be involved in the new plan or we fail to write an integrated plan with the youth/family.

Phases of Crisis

Crises have three phases or stages. The beginning phase is when an event, behavior or sequence of behaviors initiates the crisis cycle. The second is a middle or peak phase when there is rapid escalation of emotional intensity, fear and risk. The third is the end phase when there is rapid de-escalation of emotional intensity and fear. The immediate level of risk subsides substantially during the end phase. The phases of a crisis often repeat in a circular pattern, i.e., once the crisis has reached the end phase, a triggering event may initiate the crisis cycle again.



Activity – Day Three
Pro-Active Crisis Planning
Table Activity
Activity Time: 30 minutes

Instructions:

1. At your table, use the Traditional Crisis Plan Tool located on the following page in your curriculum and in your appendix to share when a crisis plan that you have used as a professional or in your personal experience.
2. Answer the following questions on the tool provided: Who was the plan about? Who was involved in the planning? How did the plan look? Was it individualized? Was there a prevention plan? Was it detailed or broad? How did the plan work? When was the plan developed?
3. Using the same crisis, now develop a crisis plan that is proactive. Take out a piece of paper and write out your plan, including: When the plan would be developed? Who would be involved in the plan? How do you think this plan would work?
4. Share with the larger group.

Appendix – Day Three



**Traditional Crisis Plan Tool
Activity – Day Three**

Questions	Responses	Comments to Self
Who was the plan about?		Who else should have the plan been about? Were there other people that needed a crisis plan?
Who was involved in the planning?		Were there other people who should have been involved in the planning? If so, why?
How did the plan look? Was it individualized? Was it detailed or broad?		Could the plan have been better? If so, how? Was the plan individualized or was it “cookie cutter” (aka-all the plans look the same)? How much detail was in it? Or was it broad?
Was there prevention plans for: Prior to the behavior occurring? While the behavior is occurring? After the behavior ceases?		If yes, please describe.
How did the plan work?		If yes, please describe.
Using the Phases of Crisis, when was the plan developed?		Please describe how this worked or didn’t work? What would have been better?

Outside of the HFW process, crisis “plans” in traditional service systems are often developed during a crisis when emotions are running high. As a result, poor decisions are often made in the “heat of the moment”. Proactive planning for crises ensures that plans are designed when the child and family team is capable of its most creative and best thinking. In addition, traditional crisis plans address the question, “what will we do once a crisis has occurred?”

- What are the events that happen right before and what has happened earlier that lead to a crisis behavior? What are the setting events and triggers
- What is the behavior that occurs?
- What happens right after the behavior? What are the responses to the behavior?

When we understand the function of the behavior, we can ask:

- What can we do to prevent the crisis from occurring? (Prevention)
- Can we see a crisis coming? If so, can we de-escalate it before it is full blown? (Early Intervention)
- If the crisis does occur even with our efforts to prevent it, how will we respond? (Intervention)

If the stabilization plan has not been done at the orient meeting, we will want to develop a Crisis Prevention Plan in the Planning Phase of HFW. We might develop several of these plans as needed as the process unfolds. On some occasions, such as when a youth is returning home from a temporary out of home placement, a Crisis Prevention Plan may need to be developed before the first action plan is addressed.

Important to remember: The steps of the HFW process are non-linear and need to be managed based on the prioritized needs of the youth and family.

Functional Assessment and Gathering Behavior Information

Defining the Crisis Behavior, Determining the Function/Purpose of the Behavior, Understanding what is Reinforcing the Behavior, and Developing a Measurement Strategy:

With assistance from the facilitator, the youth and family begin to reflect on the crises of the past, specifying what the crisis behavior looks like. This is the point in the HFW process where we are not entirely strengths-based. Once the crisis behavior is defined by frequency, (how often the behavior occurs), duration, (how long it lasts), and intensity, (how severe it is on a scale from one to ten) the facilitator then asks the team to understand the function of the behavior, and what is reinforcing the behavior. This includes the part of the behavior we want to lessen, its frequency, duration, intensity, or all of the above to an attainable level. Then the team develops a measurement strategy based on the question, “How do we know when this goal is met?” **Remember in HFW, we work on “baby steps” in goals that can be reached to create self-efficacy.**

Functional Assessment



Gathering Behavior Information

- Define the crisis behavior-frequency, duration and intensity.
- Determine the function/purpose of the behavior - To get something or avoid something?
- Determine what could be reinforcing the behavior.
- Determine what the youth and family would like the crisis prevention planning results to look like, and what it will do for the youth and family.

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Prevention – Before Information:

Behaviors occur based on a “chain of events” that involve people and situations. The facilitator needs to ask questions to fully understand what leads to the behavior. They are investigators of the behavior. They can gather this information by asking, “What and who makes things worse? What happens right before? Are there “setting events”? These are the conditions that make the behavior more likely to occur. What has not worked in the past, who was involved, and why didn’t it work? These questions help the facilitator understand the period of time before the behavior that could have led up to it. This information also tells the facilitator what didn’t work so the team doesn’t make the same mistakes again.

HFW facilitators want to find out what has worked in the past and who and what makes things better. No behavior happens 100% of the time. Asking about exceptions (i.e. all things being the same, what has caused the behavior not to occur) really helps the team to think about options for a good prevention plan.

Prevention - Before Information



- What is the “chain of events?”
- What and who makes things better?
- What and who makes things worse?
- What happens right before the behavior (trigger)?
- What happened earlier in the day (possibly “setting” events)?
- What has not worked in the past and what did that look like?

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Prevention Before Information Exceptions



- No behavior happens 100% of the time.
- Ask questions about the times the behavior doesn’t occur.
- When all other things are consistent, what causes the youth to not have the behaviors?
- This information leads the team to thinking about options that could be part of a successful Crisis Prevention Plan.

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Early Intervention – During Information

Planning around the function/purpose of the behavior (what is happening during the behavior that reinforces it) to identify replacement behavior:

All behavior serves a function. A behavior can work for a youth so that they can “get” something or to “get away” from something. Behavior can be observed and therefore are not making guesses about behavior or interpreting behavior. We are considering what we observe as objectively as possible.

Important to note: This Positive Behavior Support approach has the research behind it to help families and professionals understand why it has an important role in HFW. ***It may also be important for individuals to have support to look at deeper meanings in their behavior. Positive Behavior Support approach is transforming much of the way educational systems in particular are dealing with student behavior. You can research this, or Google it for more information. This approach has been demonstrated to be effective with or without other therapies.***

The facilitator and team use the knowledge of the unique crisis process (derived from the gathered information) as the foundation for developing options drawn from the community and based on family strengths. This knowledge helps prevent the events, behaviors and sequences of behaviors that can lead to a crisis. At times, this information is used to quickly intervene in an emerging crisis and stop it from going further. This may include changing the events that happen earlier in time, or the response to these events. We want to know “why” the behavior is occurring, what is the youth and/or others “getting” or “avoiding” by the behavior (function). We will eventually avert a crisis altogether with a team that successfully teaches replacement behaviors (behaviors that serve the same purpose of the crisis behavior). Sometimes this takes several attempts to get the plan working. Our data collection will eventually help us get it right.

Early Intervention - During Information



- All behavior serves a function or purpose.
- Behaviors usually focus on “getting” or “avoiding” something.
- Once we know the function or purpose of the behavior, we can design a replacement behavior that meets the same function.

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Intervention – Response

What happens after the behavior subsides that helps to reinforce the behavior?

It is helpful for the facilitator to learn about what is going on in the environment that may reinforce the crisis behavior. It is often through asking question in this part of the gathering information (Functional Assessment) that families, youth, and team members often have their “aha” moments. They seem to really understand how they may be contributing to the behavior inadvertently! This is the section where people begin to see how they can change their response to the behavior, and/or change the environment so it doesn’t continue to reinforce the crisis behavior.

After Information for Intervention Plan



- What is going on in the environment that may be reinforcing the behavior?
- Who and/or what may be adding the likelihood of the crisis behavior occurring again?
- During this stage, people see how they can change their responses to the behavior and or change the environment so it doesn’t continue to reinforce the behavior

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Activity – Day Three

Pairs Activity: Functional Assessment/Gathering Information

Activity Time: 30 minutes

Instructions: The training participants will work with Jane’s behavior. The scenario is located on the next page. They will determine the function and response of Jane’s behavior using the Crisis Functional Assessment and Plan format. Please take a minute to read the Jane story.

In this activity you will work with a partner to gather information (functional assessment) using the Jane scenario.

1. Using the Crisis Functional Assessment and Plan form (on page 13) complete the Early Intervention section and the Intervention section. Work through the form and questions until you get to the section entitled Plan.
2. In pairs, determine what would be a good goal behavior and measurement strategy for Jane.
3. We will debrief in large group.

Appendix – Day Three

Jane's Story

Jane is a 16-year-old girl who has had frequent inpatient hospitalization stays (five times within the past six months) and many mental health services. The behavior that prompted these interventions is Jane's use of sharp objects to cut her arms leaving minor wounds. She would self-inflict these wounds for about 20 minutes, or until her mom would notice the blood on her arms or in the bathroom. Every time Jane's mom noticed the wounds, she would call 911 and an ambulance would take Jane to the hospital. The house would be in chaos and everyone would yell and scream until eventually the police were called. Jane would get admitted for five days, come out with a Family Based referral (which the family has had four times) and a medication adjustment.

The family began HFW, and the facilitator was able to identify that the behavior was more likely to happen around her menstruation, and when peers would tease her. They gathered information that she would speak very rapidly and her face would get red when she began to have thoughts of cutting. Jane verbalized that she liked the attention from going to the hospital. It makes her feel good. Her mom takes off of work and will sit by her bed when she is in the hospital.

There was one time when Jane behaved differently. She came home from school upset after being teased. Her mother took her grocery shopping to get a few things for dinner. This gave time for Jane to talk to her mother about what had happened during the day.

What has worked in the past is talking to adults about her problems, such as her grandmother at home and guidance counselor at school. What makes things worse is when her dad tells her to go to her room, or the assistant principal tells her to go to detention.

Jane and her family were asked what they hoped the Crisis Prevention Plan would look like, and what they thought it could do for them. Jane's mother and father hoped that Jane will be able to talk about her frustrations before she begins to cut. Jane expressed that her family members along with the other adults in her life will recognize that she is frustrated and will help her before she begins to cut.

This is what the HFW team developed:

The team came up with a plan that consisted of Jane being aware of her menstrual cycle. Jane and her mom will set aside 20 minutes per day during meal prep time to talk about anything Jane wants to talk about. Two times per month, Jane will have evenings with Grandma where they will watch romantic comedy movies. In school, there is a particular hallway where, according to Jane, "the mean girls" hang out. Jane will use a different hallway to get to her class and her teacher will give her an extra five minutes so she is not considered tardy. When Jane feels her rate of speech increase and her face getting red, she will seek out a trusted adult to talk with. If in school, Jane will seek out her guidance counselor. If at home, Jane will talk to her mom or grandma. Since the team knows that sending her to her room does not work, the family will keep her with them and they will play their favorite game of "Scrabble Slam".



Crisis Functional Assessment and Plan

Crisis Functional Assessment and Plan for _____ Date _____ Participants: _____

Crisis Behavior/Concern: Frequency, Duration, Intensity (1-10):		
Goal Behavior and Measurement Strategy: How do we know when the goal is met?		
Youth and family describe what crisis prevention would look like for them:		
<u>Prevention: (Before)</u>	<u>Early Intervention: (During)</u>	<u>Intervention: (After)</u>
What and who makes things worse? (Setting Events)	What are the physical signs that say the behavior is getting worse?	What happens after the behavior that may be reinforcing it?
What happens right before? (Triggers)	How do we know the behavior/situation is calming down?	Plan: (What needs changed in the environment so it does not continue to reinforce the behavior?) Include both natural supports and professionals in the plan.
What has not worked in the past? Who Implemented it? Why didn't it work?	What is the possible function of the behavior? What do the youth and/or family get out of the behavior?	
Exceptions: All things being the same, what has caused the behavior not to occur?	Plan: (Related to the function of the behavior) Include both natural supports and professionals in the plan.	
What has worked in the past?		
Who and what makes things better?		
Plan: (Related to setting events and triggers) Include both natural supports and professionals in the plan.		

Steps of Crisis Prevention Planning

Crisis Prevention Plan: Includes identifying the signs that indicate the behavior or crisis is beginning. It involves specifying de-escalation options, and a plan to respond to a full crisis. The facilitator works with the family and team to develop steps for the management of the crisis if the crisis occurs despite our prevention efforts. Who calls who? Who does what? When? Where? Clearly defined steps crafted in advance that detail how to manage the crisis when it occurs makes it much easier to handle. Being proactive will often lessen the intensity and the risk level of the crisis. The plan for managing the crisis provides direction to family and team members when they are feeling the emotional effects of the crisis. The youth and family must know what to do and what not to do during the crisis.

Steps of Crisis Prevention Planning 

Managing the Crisis:

- Identify signs that the behavior is starting and options to de-escalate it (use Prevention and Early Intervention Plan).
- Who does what, when, where, and how?
- Everyone must know what they are to do when the crisis behavior occurs (teach and reinforce the replacement behavior; respond according to Crisis Intervention Plan).

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Identify and engage the people who know the crisis situation best.

- Who is generally present during the behaviors or crisis situation?
- Who knows the youth and family best?
- Are there people who review or work on crisis situation/behavior?
- Other formal supports

Who is Involved in the Planning Process? 

Ask:

- "Who is generally present during the crisis behavior?"
- Who knows the youth, family, and crisis behavior best (natural supports)?
- Are there members of the team who are experienced in crisis behavior, such as mental health professionals?
- Other formal supports?

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Use the information gathered in the functional assessment as the guide. Plan in three parts:

- 1) Prevention (before)
- 2) Early Intervention (during)
- 3) Intervention (after)

Use Functional Assessment Info! 

- All three parts of a Crisis Prevention Plan have functional assessment information that should guide the planning process:
 - **Prevention Plan** - triggers and setting events
 - **Early Intervention Plan** - replacement behavior
 - **Intervention Plan** - response information
- All three parts of the Crisis Prevention Plan must directly relate to the functional assessment information.

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1. Prevention Planning-Before

For the Prevention Plan, brainstorm options that directly relate to the setting events and triggers that include both natural supports and formal supports. For good planning, use the information gathered in regard to “exceptions”. All things being the same, what has cause the behavior not to occur?

Prevention Planning-Before 

- Brainstormed options must directly relate to setting events (what happened earlier in the day?) and triggers (what happened right before?)
- Don't forget exceptions!
- Always include natural supports and formal supports in the plan!

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2. Early Intervention Planning-During

For the Early Intervention Plan, brainstorm options that directly relate to the function of the behavior. What behavior could replace the behavior and still meet the same purpose? Identify strengths, culture and resources to support a less harmful behavior. These options need to ‘fit’ with the strengths and culture of the family. However, what is most important is that it meets the same function as the behavior that has been “working”.

Early Intervention-During 

- Brainstormed options must directly relate to the function or purpose of the behavior.
- What replacement behavior could serve the same function and be less harmful?
- These options must fit with the strengths and culture of the family.

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And if the behavior occurs:

3. Intervention – Different Response

For the Intervention or different response plan, brainstorm options regarding what needs to change in the environment so the crisis behavior does not continue.

Part of this plan also includes what team members need to do if the behavior occurs. Who, what, when, where, and how should all be asked to develop this plan. Everyone needs to know what to do.

Early Intervention-During 

If the behavior occurs, plan for:

Who? Where? When?

What? How?

Questions for all team members associated With the crisis behavior.

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Intervention (After) 

- Brainstormed options must not reinforce the behavior.
- We don't want the behaviors to continue.
- As an example, ‘who used to..., will now do...’

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- See if it works.
- Revise if needed.
- Some plans may need to be revised several times before we get it right!

Implement the plan, see if it works, and revise, if needed.

**Activity – Day Three
Full Team Crisis Planning Meeting
Activity Time: 60 minutes**

Instructions: Group activity. Using the Jane example, the trainers will run a Crisis Planning Meeting after reviewing the information from the Functional Assessment.

Based on information about this family, identify who should be present for crisis planning.

Part One:

1. Based on information gathered in the Prevention Plan – Before, brainstorm options to prevent and/or decrease the impact of the setting events and the triggers.
2. Encourage the family to select the strategies that will work best that include both natural and formal supports.
3. Complete the first section of the crisis plan.

Part Two:

1. Based on the information gathered in Early Intervention Plan – During, brainstorm options to replace the function of the behavior, or what purpose the behavior is serving.
2. Encourage the family to select the strategies that will work best that include both natural and formal supports.
3. Complete the middle section of the crisis plan.

Part Three:

1. Based on the information gathered in Early Intervention Plan – Different Response, brainstorm options that would not reinforce the crisis behavior. Think of ways the environment could be changed.
2. Encourage the family to select the strategies that will work best that include both natural and formal supports.
3. Complete the last section of the crisis plan.

Part Four:

1. Based on the information gathered in Part One, develop a plan to respond to the crisis. This is typically done in the Early Intervention part of the plan.
2. We will debrief in the large group.

Activity – Day Three

End of Day Three



- Please remember to bring your binders with you to day four.
- Thank you for your time!

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Questions?



- Wrap-Up
- Concerns?
- Questions?
- Knowledge assessment
- Contact information:
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**Observation Form Three
HFW Crisis Plan Meeting**

Code	M	Met
	P	Partially Met
	U	Unmet

HFW Facilitator: _____ Site: _____

Reviewer: _____ Date: _____ Youth/Family: _____

Skills	Scoring	Comments
1. The Facilitator prioritizes the crisis or safety situations based on severity and chances of occurrence.	M P U	
2. The facilitator gathers the information about the crisis situation from the people who know the youth, family and service providers in the functional assessment and crisis plan process.	M P U	
3. The facilitator reviews a Functional Assessment that begins with a brief, clear statement of the crisis behavior or situation as a basis for crisis planning.	M P U	
4. The facilitator leads a discussion (or shares the information if functional assessment is done prior to the meeting) to discuss what happens prior to the behavior. These are the setting events and "triggers" for the behavior. (Before events).	M P U	
5. The facilitator leads a discussion to of what happens during the crisis including who is involved and if other activities going on in the environment may make the situation better or worse. What is happening during the behavior?	M P U	
6. The facilitator leads a discussion of what happens after the crisis in the environment that will help to define what might be reinforcing the behaviors.	M P U	
7. The facilitator leads a discussion of what has been tried in the past, how well it was implemented and how well it worked, and includes information about when the behavior does not occur (exceptions).	M P U	
8. The team develops an educated guess about what benefits or functions the youth or other family member is getting from the crisis behavior or situation. Simply speaking, this is often to "get" something or to "get away".	M P U	
9. The team brainstorms multiple options for preventing the behavior dealing with the setting events and triggers.	M P U	
10. The team considers the function of the behavior and brainstorms a replacement behavior that will be taught and reinforced. These steps go on the early intervention part of the plan and are used when the behavior is just beginning.	M P U	
11. The plan includes a detailed and sequential set of action steps to be followed if the crisis behavior or situation occurs. This part of the plan seeks to stop any reinforcement of the behavior in the environment..	M P U	
12. The team determines when the crisis plan will be reviewed and modified as needed.	M P U	



**Observation Form Three
HFW Crisis Plan Meeting – Rationale and Scoring Rubric**

Skills	Rationale	Scoring Rubric
1. The facilitator prioritizes crisis or safety situations based on severity and chances of occurrence.	HFW takes a proactive approach to crisis planning. Effective planning occurs prior to the crisis happening so that the family has a plan for what to do. Most crises occur as a result of behavior. Facilitator is actively listening for behavior and crisis situations in order to plan, communicate and work together as they gather necessary information during the crisis planning process.	M=Facilitator helps youth/families avert crisis by planning ahead of time. Communication occurs among team members prior to a crisis situation actually occurring. P=Crisis planning occurs after or during a crisis. U=Crisis planning does not occur. The facilitator does not communicate concerns to the HFW team.
2. The facilitator gathers the information about the crisis situation from the people who know the youth, family and service providers in the functional assessment and crisis plan process.	The facilitator has the skills to gather the before, during and after information about crisis behaviors. Gathered information is effectively communicated to the facilitator who schedules meetings for functional assessment and crisis planning meetings. The facilitator is vigilant about potential crises within the family – not just for the youth.	M=Evidence of the facilitator gathering the information. P=Facilitator gathers the information with an indication that information from others would be of great value in the process but is missing. U=Information necessary to understanding the behavior is not gathered.
3. The facilitator gathers the team and reviews a Functional Assessment that begins with a brief, clear statement of the crisis behavior or situation as a basis for crisis planning.	As was done in the first team meeting when the facilitator (or youth/family) shares their Discovery information for the purpose of planning, the facilitator and/or youth/family share the information that has been gathered in the Functional Assessment to give the team necessary information to understand the behavior. The team is helped to understand the process of crisis planning and the specific behavior that is being targeted for the plan. Best results occur when this is a single behavior focused on first.	M=Team is present and facilitator, and youth/family share information about the behavior. P=Team is not present; planning occurs with youth and family only. U=No team is present and information presented about behavior is confusing and does not help with the planning or is not discussed.
4. The facilitator leads a discussion (or shares the information if Functional Assessment is done prior to the meeting) to discuss what happens prior to the behavior. These are the setting events and “triggers” for the behavior. (Before events).	Specific information about what “sets-off” the behavior is shared in a factual, no blame or shaming way. Upon careful, persistent questioning and observation, these factors can be discovered. Setting events are those conditions that make the trigger more likely to prompt the behavior (lack of sleep, off meds, certain people etc.). Triggers are those events that occur immediately prior to the behavior beginning (being told “no”, being asked to do something etc.).	M=Setting events and triggers are shared in a way the team can understand. Visual people will need to have these written for them to use in the brainstorming. P=Partial information is shared (triggers or setting events) U=No before information is shared with the team.

<p>5. The facilitator leads a discussion of what happens during the crisis including who is involved and if other activities going on in the environment may make the situation better or worse. What is happening during the behavior?</p>	<p>The team should get a clear picture of what is going on during the behavior including what the person with the behavior, and others in the same environment are doing. This is when the person having the behavior can answer the question, “what do you think the reason/purpose is for your behavior?” The best person to answer this question is the person having the behavior because they are able to assess their motivation (what do they hope to achieve with their behavior?).</p>	<p>M=The team has a clear idea about what is happening and what the stated function of the behavior is.</p> <p>P=The team has an idea of what is happening during the behavior but the function is not clearly understood.</p> <p>U=The team does not understand the function of the behavior.</p>
<p>6. The facilitator leads a discussion of what happens after the crisis in the environment that will help to define what may be reinforcing the behaviors.</p>	<p>Behavior is thought to be a type of communication of needs. We try to understand its function and part of understanding the function is to recognize that it is working to get the desired effect from the environment. This means that the environment is often reinforcing the behavior (positively or negatively). We want to understand what the environmental response is to the behavior to eliminate the reinforcement of the behavior.</p>	<p>M=The team understands what might be reinforcing the behavior in the environment.</p> <p>P=Discussion occurs about what happens after without a clear look at what might be reinforcing the behavior.</p> <p>U=Crisis planning continues to use the “menu” of crisis options in the community (911, hospital, police) without individualizing the plan for the particular behavior.</p>
<p>7. The facilitator leads a discussion of what has been tried in the past, how well it was implemented and how well it worked and includes information about when the behavior does not occur (exceptions).</p>	<p>In HFW we always want to build our brainstorming on what has worked in the past (strengths/culture). Information about exceptions can give us another way of identifying these strengths.</p>	<p>M=The team has a clear knowledge of what has worked to stop the behavior.</p> <p>P=Some strengths have been identified without a clear purpose given for this information.</p> <p>U=No information about strengths is shared. Meeting has a punitive and negative tone.</p>
<p>8. The team develops an educated guess about what benefits or functions the youth or other family member is getting from the crisis behavior or situation. Simply speaking, this is often to “get” something or to “get away”.</p>	<p>The function or purpose for the behavior can generally be understood by just asking the question. This is not a complex interpretation of the behavior but rather a simple explanation for what purpose the behavior serves. Human beings are complex and there may be deeper psychological/neurological issues at play that may be dealt with in the prevention part of the plan. This can be a simple approach to behavior modification in addition to the other interventions. Having the clinicians participate in this crisis planning is important for integrating the intervention plans.</p>	<p>M=The team has a stated purpose for the behavior to use in designing the replacement strategy.</p> <p>P=The function of the behavior is discussed without arriving at a clear understanding with the person having the behavior.</p> <p>U=No function for the behavior is mentioned. The early intervention part of the plan gets stuck without this information.</p>

<p>9. The team brainstorms multiple options for preventing the behavior dealing with the setting events and triggers.</p>	<p>The prevention plan is created by effectively and creatively (using strength and culture information) by brainstorming ways to deal with the main setting events and triggers. This should be not more than three steps or the plan becomes “too big” for easy implementation. New options can always be added if the initial ones are not working.</p>	<p>M=Team determines a few easy action steps for prevention plan that are based on strengths and culture and focused on eliminating triggers and setting events.</p> <p>P=Team comes up with options but they are not built on strengths and culture of individual.</p> <p>U=Team comes up with service options that are not connected to triggers or setting events.</p>
<p>10. The team considers the function of the behavior and brainstorms a replacement behavior that will be taught and reinforced. This step goes on the early intervention part of the plan and is used when the behavior is just beginning.</p>	<p>Team understands that behavior has a function and that the way to effectively intervene when the behavior is beginning is to signal the replacement behavior. The replacement behavior must achieve the same function as the crisis behavior but is a more pro-social behavior. The team thinks about how the behavior will be taught, signaled and reinforced. Data is collected to observe the effectiveness of replacing the behavior.</p>	<p>M=The team is able to create a simple early intervention plan for creating and implementing a replacement behavior.</p> <p>P=A replacement behavior is mentioned but teaching it and reinforcing it are not the focus of the early intervention plan.</p> <p>U=A replacement behavior is not created as part of the early intervention plan.</p>
<p>11. The plan includes a detailed and sequential set of action steps to be followed if the crisis behavior or situation occurs. This part of the plan seeks to stop any reinforcement of the behavior in the environment.</p>	<p>Again, without blaming or shaming, the response in the environment to the behavior must be understood to begin to take away the reinforcement leading to the desired purpose for the behavior. Think of this as an equation: trigger + behavior = reinforcement. We want to deal with all three parts in our planning.</p>	<p>M=Team plans strategies for the response to the crisis behavior that does not reinforce behavior. This may be doing anything else but what was done before!</p> <p>P=Environmental responses discussed but action steps don't clearly consider reinforcement of behavior.</p> <p>U=Crisis planning responses are typical responses to a crisis and not individualized to the behavior or person(s).</p>
<p>12. The team determines when the crisis plan will be reviewed and modified as needed.</p>	<p>Crisis planning must be reviewed often to learn if it is working or if additional behaviors need to be targeted. Plan should be simple enough so that the family can have it on their refrigerator. Data must be kept related to measurement strategy to determine if it is working.</p>	<p>M=Facilitator suggests plan for crisis plan review and how necessary changes will be made. Team clearly understands what will happen if plan is not working.</p> <p>P=General plan is made to review crisis plan.</p> <p>U=No plan is discussed for crisis plan follow-up.</p>