

## Virginia High Fidelity Wraparound Training Day Three

### I. The Importance of Natural Supports

We spent time discussing the importance of natural supports and this warrants additional time. The HFW process is not complete without natural supports for the youth and family. It is 'business as usual' when natural supports are not prioritized, and *not* HFW.

Another aspect of the HFW process and natural supports is assisting the youth and family to rebuild the relationships that may have been neglected or disengaged in the past. These relationships suffer for many reasons. But some relationships are worth reconnecting, and the facilitator and family support partner can help the youth and family identify these.

Why is it so important to have natural supports on youth and family/HFW teams? When looking at the process, natural supports are one of the components of the Theory of Change (TOC) and one of the Ten Principles. The theory of Human Ecology (Bronfenbrenner, 1979) emphasizes the importance of social influences on human development and functioning. Many research studies demonstrate that people with stronger natural support systems are healthier, happier, and have more positive outcomes than people with fewer natural supports. Youth are influenced by their parents and the people who play important roles in their lives. In turn, these people are influenced by the interrelations of their families, social networks, neighborhoods, communities and cultures. When parents have networks of family members and friends who share a commitment to the youth, for example, parents' efforts to care for the youth are enhanced. One of the central aspects of the TOC is that the impact of the youth-parent relationship on outcomes for the youth is directly related to the relationships the parent has had with others. Parents who have supportive relationships that are also supportive of the youth-parent relationship strengthen the impact on the youth.

### II. How to Identify Natural Supports

California Department of Developmental Services, Services and Support Section wrote an article on "Natural Supports... They're All Around You!" You are encouraged to visit this site at [http://www.dds.ca.gov/Publications/docs/Natural\\_Supports.pdf](http://www.dds.ca.gov/Publications/docs/Natural_Supports.pdf).

There is no specific method or recipe to assist youth and families on gaining natural supports. It is more on how to help youth and families recognize the supports that may already be a part of their lives. It also may be on how to help the youth and family develop relationships in their communities. Identify their strengths and interests of the youth and family. Based upon these, create opportunities within the community to help develop relationships and a chance to give back in some form. Bridging gaps and mending relationships may play another part in obtaining supports. It is a matter of being creative, thinking outside the box, and being persistent throughout the process.

The youth/family may let you know that they do not want their friends and family members in their business as natural supports. Some families feel that it is their responsibility to handle situations as a family and not go outside for help. In order for the youth and family to achieve success they have to obtain all the components of the Theory of Change (self-efficacy, integrated planning, natural supports and the ability to prioritize needs). One of the reasons why a youth/family may not want supports involved could be that they are embarrassed by their circumstances. Whatever the reason may be, explain that they are in control and the natural supports on the HFW team will only know what the youth/family allows them to. The supports may not have to come to every meeting. They will only come to meetings that the youth/family agrees to, and/or only if the individual has the ability to help with that particular need.

Natural supports usually involve relationships with family members, friends, co-workers, neighbors and acquaintances. These relationships are reciprocal (give-and-take). Such supports help one to develop a sense of social belonging, dignity and self-efficacy. They are the people who provide us with support through daily activities, and those who we can count on in times of need. Families may have natural supports but because they are involved with their everyday life may no longer realize that they are still natural supports.

“There are no good explanations for many of the things we experience in our lives, but companions help us make it through: people who listen, people who keep us company, people who are happy or sad with us.” (*The Ethical Society of St. Louis*)

#### **Research tells us that people with stronger and healthier relationships:**

- Have improved self-efficacy
- Are more optimistic and feel better about themselves, their families and their future
- Have healthier life style behaviors
- Have decreased depression
- Have decreased substance misuse and IV drug use

#### **Here are some examples of how to identify natural supports:**

- 1. Listen to the youth and family.** Through conversations, the youth and family may say names that you may never heard before. Ask about these individuals as they are mentioned. Continue digging to find out how they know them, for instance, what they do together, what kind of relationship they have with them, and how comfortable the youth/family are with them. Always follow up at some point when the youth/family mentions a name that you haven't heard before. Whose pictures does the family have in their home?
- 2. Ask about community involvement.** When you are discovering information for social involvement or what the family does for fun, community involvement may come up. Support for the family maybe developed through a club, church, or support group?
- 3. Who do they call when they need support?** Youth and families have people they call for different reasons and needs. These needs may be financially based or regarding transportation. It could be the need for someone to talk to, for advice, for playdates, etc.

4. **Invitations for a party.** Ask the family to imagine planning a party and to think about who they will include at this party, and why. This can be a way to identify interest and culture.
5. **Think outside the box.** Supports may come from unusual sources, such as Librarians, bus drivers, janitors, coaches, auto mechanic, magistrate, clerk, mall cop, volunteer fireperson, police officer, mailperson, recreation/fitness staff, spiritual connections, etc. If the youth and family trust the individual, they may be interested in becoming a part of the team.
6. **Look into the box.** Meaning the X-box, video games, Facebook, and any other on-line activity. You may have youth or family members that chat with others on the internet. A youth or family member may create a self-image on-line that helps them cope in the real world, or may be successful in online games which increase self-esteem. The goal is to help the youth take the skills from the online games and create similar opportunities in our real world. ***For example,** a youth created an image of what he wanted to be like and became skilled at role games as a way to deal with social awkwardness. He used these skills to teach others the role games on line. Teaching others increased the youth's self-efficacy. Over time he gained the confidence to begin to enter into face to face conversations with his peers.*  
**Note:** All online gaming and relationships need to be established with boundaries. Families should speak with their youth about giving out locations, personal information, family information, etc.
7. **Identify strengths and interests.** When creating the Discovery with the youth and family, their strengths and interests will be identified. This can provide supports for the youth and family by getting them involved in areas of interest. ***For example,** the mother of a youth involved with HFW loved to plant and work outside with flowers. The HFW team identified this interest/strength and paired her up with a local church that needed someone to help with their flower beds, and the mother began to volunteer in the church garden. She became friends with the church secretary. This led to the secretary assisting the family with transportation, and the two women forming a close relationship. Eventually, the church secretary became a part of the HFW team.*
8. **Relationships are reciprocal.** Individuals establishing the natural support network of a youth/family do so because they each get something from the relationship. Outcomes are positive for the youth/family when their relationships are reciprocal. These relationships last longer and are stronger. ***For example,** a mother was asked to speak with a woman (another mother) about her community involvement. The woman told her about belonging to the local community center. HFW workforce member approached the staff at the community center with permission from the family and talked to them about the process and this family. We talked about some of what was needed in the center and the staff indicated that it would be helpful to have someone help with seasonal decorating. We were able to work with the family and the community center using the mother's talent for decorating. Two of the staff from the community center became team members through the reciprocal relationship they had with the family.*

## Needs-based Identification of Natural Supports

Based on the Theory of Change, and why HFW works, HFW workforce members need to gather information about the important people in the families' lives. What support do they offer? How do they support each need area? These people will become the natural supports of the family, who will be there for the family long after

the professionals are gone. These will be possible team members or support to the team in the form of consultants.

## **A Continuum of Supports**

You may be very creative when seeking out supports, but some families may have just moved in the area and have no contact with others in the community. Some families may not want family or natural supports on their team for whatever reason. However, they may be open to supports they don't know because there is no one to judge them from their past or any other reasons. Identify organizations and groups in the community. These supports are a part of the community who offer to help the youth and family in a variety of ways, for a short period of time.

These people can be community volunteers who are not neighbors, or friends, or family members. But these people are invaluable while the family is building up their community and natural support system. Surrogate supports can also be a Big Brother or Sister, a foster grandparent, etc. This could be places of worship, civic clubs, various leagues, veteran clubs, card and game clubs, the library, fan clubs, Masons, etc.

## **Mending Relationships**

Families may have had close relationships in the past and for various reasons these relationships have become strained. Talking to both individuals with permission can give you a clearer understanding of what has happened to strain the relationship.

## **Questions to ask to uncover existing supports:**

There are usually supports all around the youth and families that we work with. They have become so much of their daily lives that they no longer consider them supports. How do we help youth/families to recognize them as supports so we can include them on the team? Here are some questions that may help youth/families discover their existing supports:

- What do you like to do for fun and who do you do them with?
- Do you talk to someone daily or weekly?
- Do you have a place of worship and who do you sit with?
- When needing sugar or milk, who do you call?
- Who is the person you text the most with?
- Who are some of your Facebook/twitter friends?
- Who are some of your children's friends along with their parents?
- Do you have a neighbor that you borrow items from or do neighbors borrow from you?
- Do you have friends that you shop with, play cards with, go out for tea/coffee with, ride quads with, fix up things with, hunting/fishing with, play video games with, sit with at youth's sporting events, etc.?
- Who do you vent to?
- Does anyone come over frequently or do you go to someone's home often?
- Where do you and your friends go to hang out?
- Describe a typical day for yourself.
- Who are the top five contacts on your phone, or who do you call when you get stuck on the road

### III. 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. Crises 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 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?

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.

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 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 can take them deeper into current systems, or necessitate another system to become involved, or in lengthy out-of-home 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.

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.

## IV. 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.***

### **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.

### **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.

## **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.



## Crisis Functional Assessment and Plan

Crisis Functional Assessment and Plan for \_\_\_\_\_ Date \_\_\_\_\_ Participants: \_\_\_\_\_

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

## V. 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 impact of the crisis. The youth and family must know what to do and what not to do during the crisis.

**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

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

- 1) Prevention
- 2) Early Intervention
- 3) Intervention

### 1. Prevention Planning

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?

### 2. Early Intervention Planning

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”.

**And if the behavior occurs:**

### **3. Intervention**

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.

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



**Observation Form Three**

**HFW Crisis Plan Meeting**

HFW Facilitator: \_\_\_\_\_ Site: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_ Youth/Family: \_\_\_\_\_

Code	M	Met
	P	Partially Met
	U	Unmet

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. ( <b>Before</b> events).	M P U	
5. The facilitator leads a discussion to of what happens <b>during</b> 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 <b>after</b> 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
<p>1. The facilitator prioritizes crisis or safety situations based on severity and chances of occurrence.</p>	<p>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.</p>	<p>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> <p>P=Crisis planning occurs after or during a crisis.</p> <p>U=Crisis planning does not occur. The facilitator does not communicate concerns to the HFW team.</p>
<p>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.</p>	<p>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.</p>	<p>M=Evidence of the facilitator gathering the information.</p> <p>P=Facilitator gathers the information with an indication that information from others would be of great value in the process but is missing.</p> <p>U=Information necessary to understanding the behavior is not gathered.</p>
<p>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.</p>	<p>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.</p>	<p>M=Team is present and facilitator, and youth/family share information about the behavior.</p> <p>P=Team is not present; planning occurs with youth and family only.</p> <p>U=No team is present and information presented about behavior is confusing and does not help with the planning or is not discussed.</p>
<p>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. (<b>Before</b> events).</p>	<p>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.).</p>	<p>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> <p>P=Partial information is shared (triggers or setting events)</p> <p>U=No before information is shared with the team.</p>

<p>5. The facilitator leads a discussion of what happens <b>during</b> 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 <b>after</b> 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>



