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*This webinar and the powerpoint will be available on the NWI website.
National Wraparound Initiative 2011
Webinar Series

Functional Assessment and Preparing Families for Life After Formal Wraparound

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Purpose of this Webinar

- To provide an overview for the use of functional assessment in the wraparound process
- To explore how functional assessment can be a critical aspect to the success of the process
- To discuss the importance of functional assessment for transition
A Few Caveats

- Functional Behavioral Assessment is a sophisticated professional service that can be very valuable for youth and families.
- We do not suggest that we teach wraparound staff or youth and families to become professional Behavioral Analysts.
- There will be times when it is very helpful to have a professional behavioral analyst on the team to help sort through complex behavioral issues.
A Few More Caveats

- Families with children with SED almost always prioritize problem behaviors or crisis situations in their top two or three needs.
- It may sound strengths-based to say a child who runs into the street is adventuresome and curious but the need is to keep him from being hit or killed in the street.
- So let’s focus on the challenging need not the reframe.
- With that said, there may be strengths and preferences that impact running in the street and these can be very important in developing an individualized plan.
What are we doing?

- The primary goal of wraparound is to help individuals (families) to achieve a vision of what they want life to be.
- To meet this vision the family will address some prioritized needs during the formal wraparound process.
- The family will have many more needs to meet after formal wraparound ends.
- This means that high fidelity wraparound is focused on preparing individuals (families) to meet future needs.
How Does the FA Support Success?

- Behavioral challenges and crisis situations are different from needs that focus on learning to do something or following through on the steps of a plan.
- The goal around behavioral challenges and crisis situations is to prevent them or intervene before they become severe.
- The functional assessment helps the family think about what leads to a behavior or crisis and plan to prevent or deescalate it.
- Learning to think this way will prepare families for future behavior and crisis needs.
Preparing Families for the Future

- We need to empower them to identify and prioritize the things important to them.
- We need to give them the skills and confidence to be successful.
- We need to leave them with a support system that is functional for them and.
- We need to help them identify their family culture around support and implement that style of support prior to transition.
VVDB Theory of Change

Confidence

Skills

Family Prioritized Need

Natural Supports

Integrated System of Care
VVDB Theory of Change

Confidence

Skills

Family Prioritized Need

- Identify vision needs
- Access resources
- Maintain natural supports
- Effectively communicate
- Ensure follow-through
- Manage crisis
- Manage services supports
- Build on strengths & culture
- Solicit help from others
- Advocate for family
- Get help and give help to others

Natural Supports

Integrated System of Care
VVDB Theory of Change

Confidence

Skills

Family Prioritized Need

Natural Supports

Integrated System of Care
Crisis Plan for Vo-Teach

Skills
- Take lead in negotiate
- Facilitate Planning

Assume Adult Roles
- Recognize
- Respond to Triggers
- Ongoing Communicate
- Find New Supports

Family Prioritized Need

Confidence

Skills

Natural Supports
- Friend
- Grandpa
- Mom
- Co-worker
- High School Teacher

Integrated System of Care
Behavior – any observable measurable act of an organism

Are these behaviors Maladaptive, Bad, Dysfunctional, Bonehead

Functional – happening for a reason
Reasons for Decreasing Behaviors

- Dangerous to others
- Dangerous to oneself
- Destroys property
- Barrier to independence
- Barrier to integration
- Individual wants to change
Parts of a Functional Assessment

- Setting Events or Triggers
  - Physiological Setting Events
  - Environmental Setting Events
- Antecedent Behaviors (Signs it is beginning)
- Functional Consequences
- Replacement Behaviors
Setting Event – something that happens before that makes the behavior more likely to occur
Physiological Setting Events

- Hunger, thirst, and metabolism problems
- Sleep, fatigue, and discomfort
- Headaches, earaches, and toothaches
- Arthritis, menstrual cramps, and pains
- Gastritis, constipation, and stomach problems
- Sinus headaches, hay fever, and allergies
- Mood swings and seizures
- Reactions to food and medication
Environmental Setting Events

Physical Environments
- Place and location
- Temperature and humidity
- Lights, sounds, and colors
- Events and activities
- Changes in schedules
- Times, days, and seasons

Social Environment
- People
- Interactions with others
- Number of people
- Behavior of others
Functional Consequences

- Get something
- Get attention
- Get access to an activity
- Feels good
- Refuse something
- Avoid or escape attention
- Avoid or escape situation or activity
- Makes an itch pain or irritant go away
The Detective Hunt (FAI)

- Ask what happens before, during, after and guess at the function or mostly

- Get the family and the people who know the crisis behavior the best to tell you the stories and then help them see the patterns
Steps in a FAI

- Define the behavior or crisis
- Engage the people who know the individual and crisis the best in the FAI process
- Identify (physiological/environmental setting events
- Identify signs the behavior or crisis is beginning
- Identify the impact of people or actions on the escalating behavior
- Determine the function of the behavior
FAI to the Plan

- In the plan set goals, short term objectives, and measurement strategies
- Focus the first part of the plan on prevention related to primary setting events
- The second part is early intervention for antecedent behaviors
- The third part is how to address the crisis if it occurs to keep everyone safe and resolve the issue
Prevention

- Recognize the setting events
- Brainstorm options
- Try to prevent the setting events
- Develop strategies to prevent behavior when setting events occur
Early Intervention

- Anticipate problems
- Identify antecedent behaviors and detect early
- Brainstorm strategies to keep the crisis or behavior from going full blown
- Ease demands and requirements
- Redirect away from problems
Redirecting the Functions

- Determine the functions of the behavior
- Select an alternative behavior(s)
- Teach and establish the new behavior
- Teach the support team to respond differently
- Redirect to new behavior when antecedent behavior occurs
One Last Look at the TOC

- As we do the FAI and crisis process focus on teaching the family the process
- Reflective wrap around – talk the family and supports through the process of 
  
  **do for, do with, and cheer on**

- The family will have the self-efficacy and supports to handle each new behavior, crisis issue, and emerging need
The National Wraparound Initiative is based in Portland, Oregon. For more information, visit our website:

www.nwi.pdx.edu

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