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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



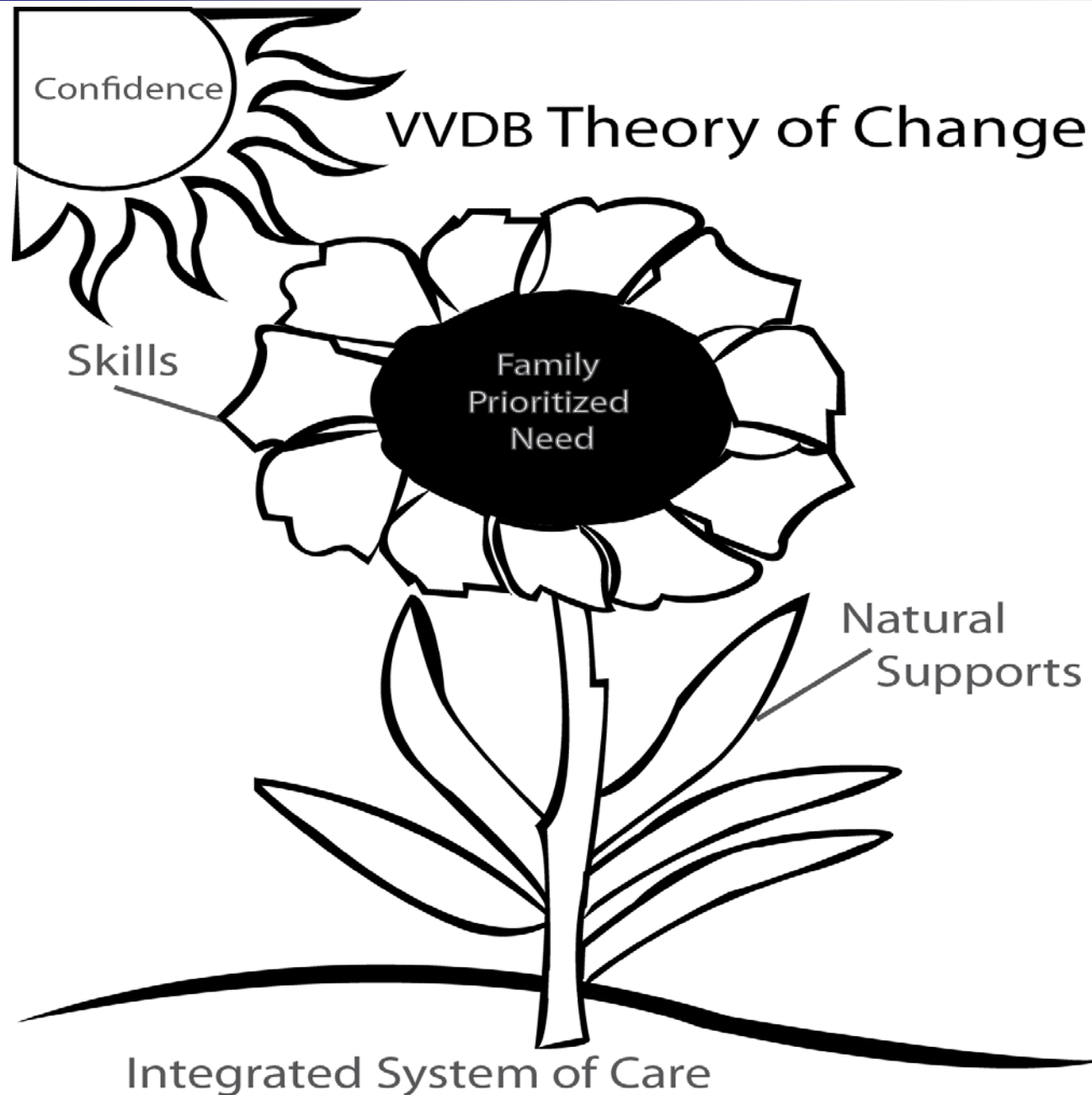
How Does the FA Support Success?

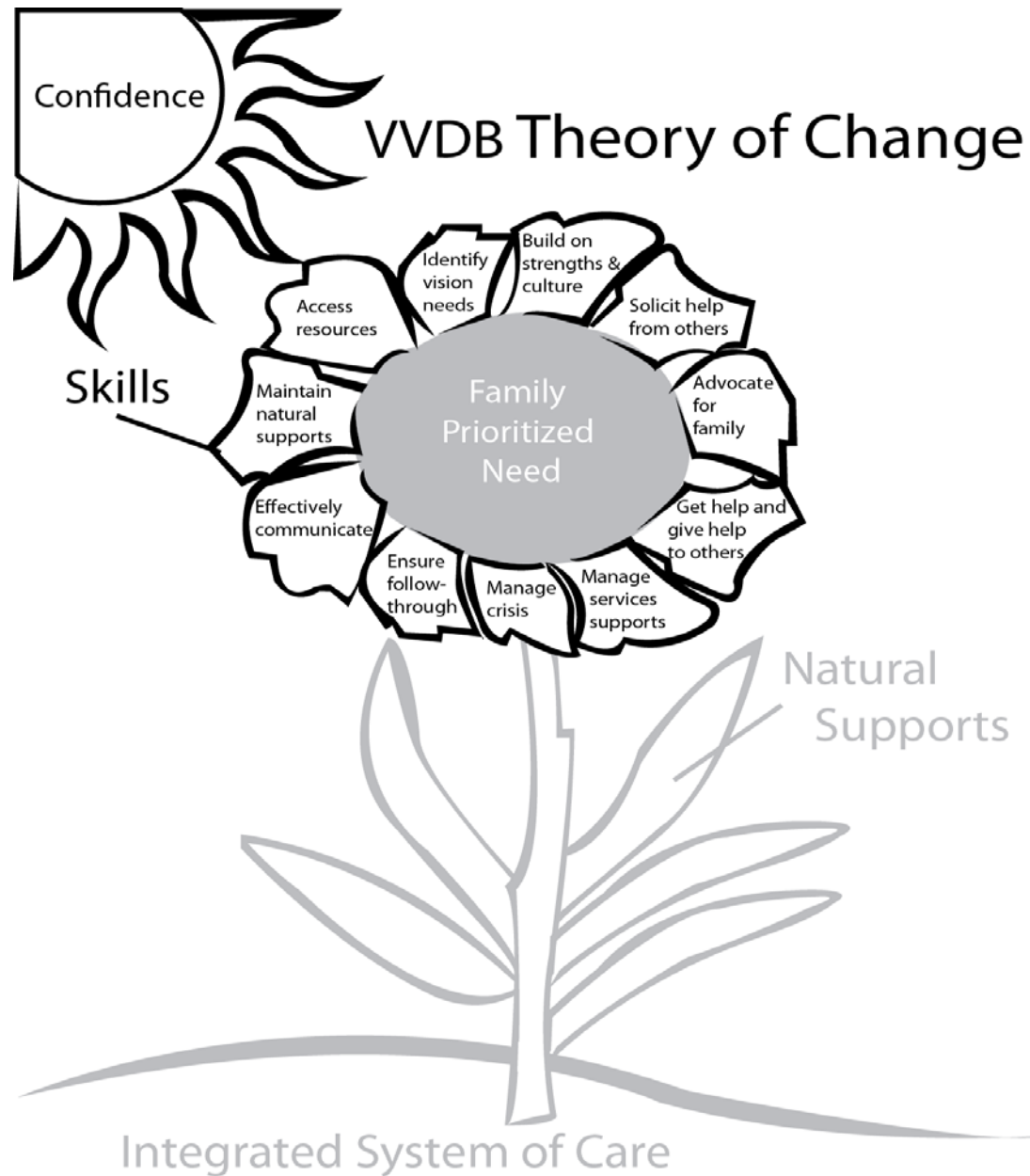
- Behavioral challenges and crisis situations are different from needs that focus on learning to do something or following through on the steps of a plan
- The goal around behavioral challenges and crisis situations is to prevent them or intervene before they become severe
- The functional assessment 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

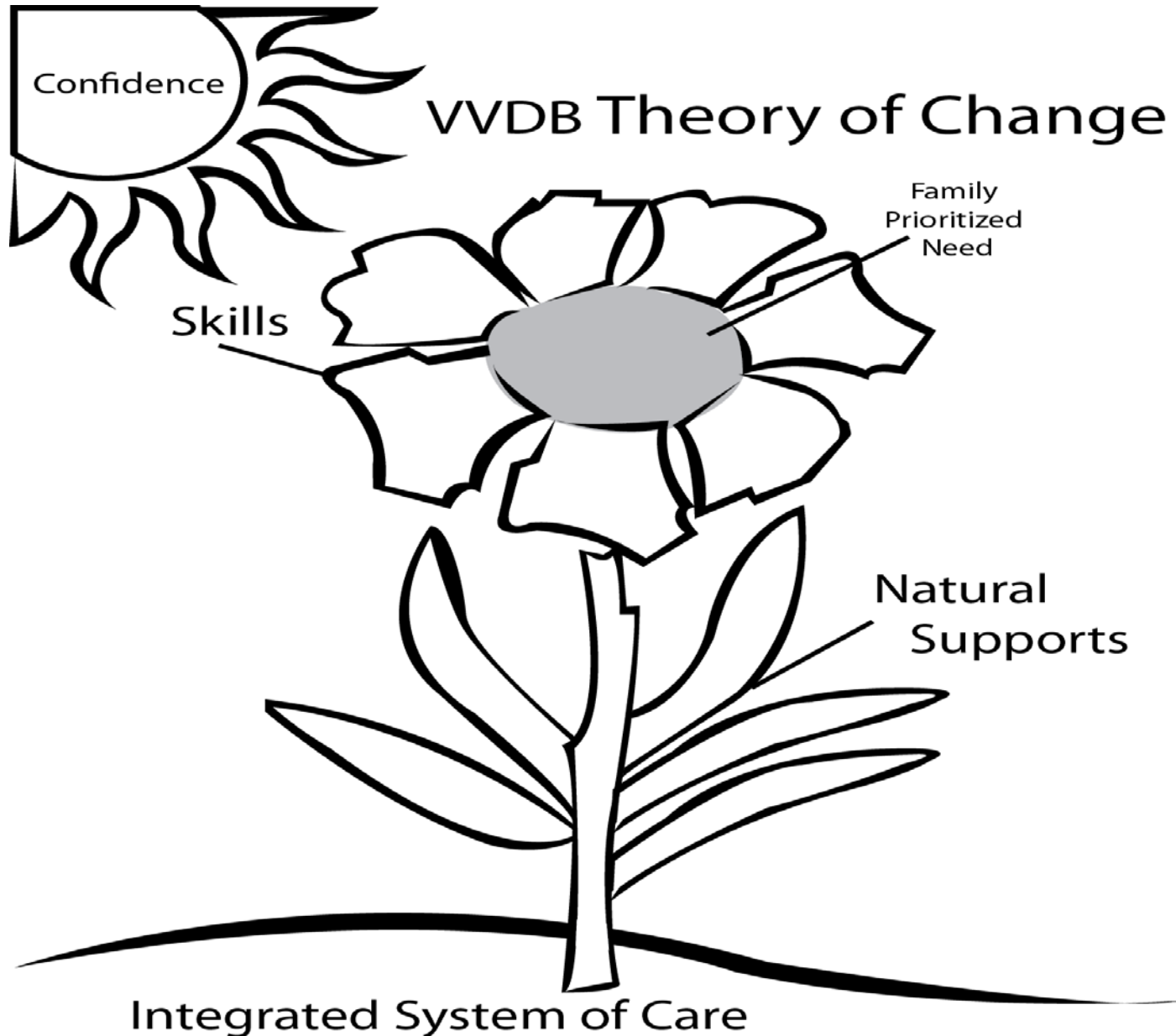
Preparing Families for the Future



- 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

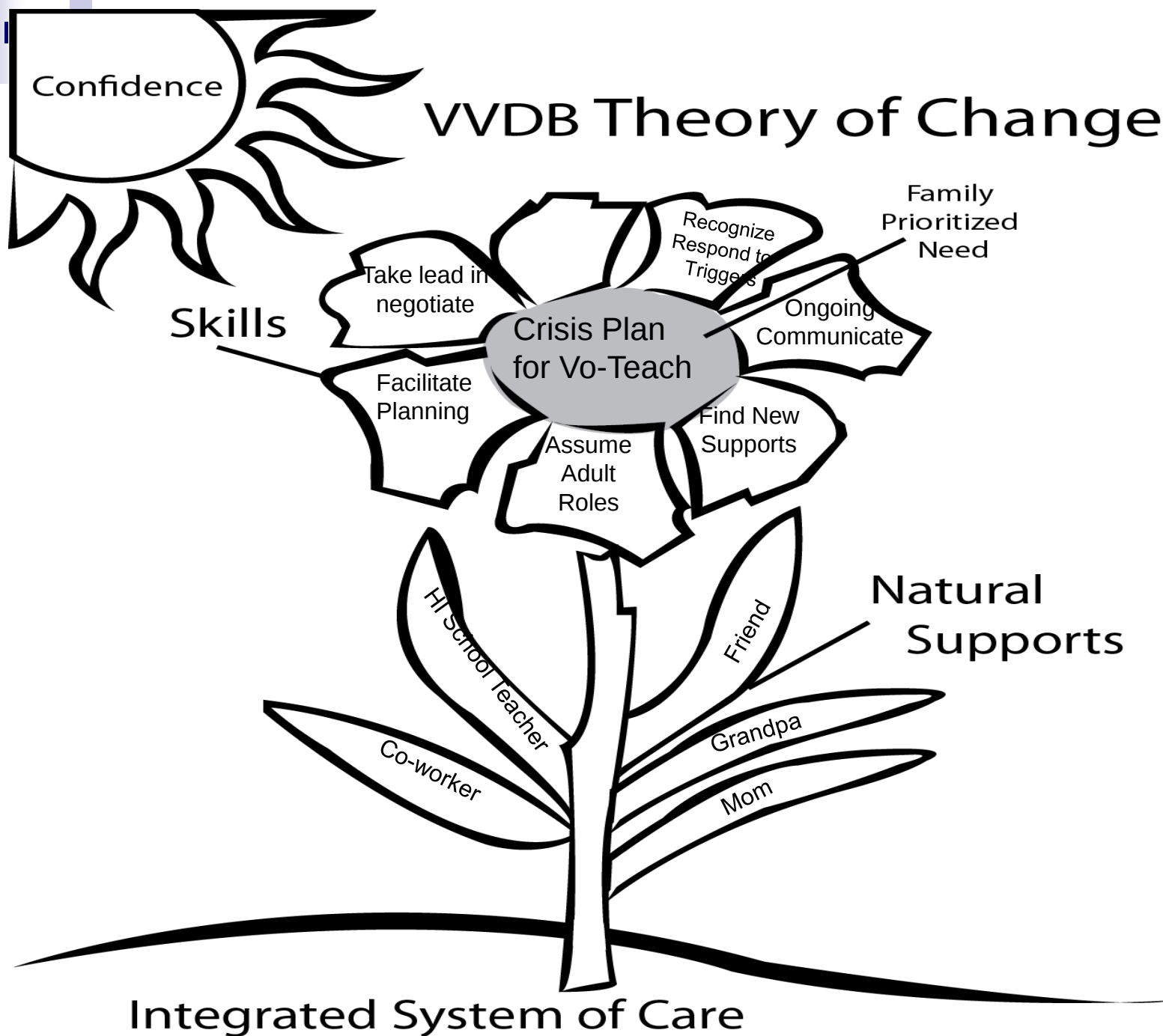








VVDB Theory of Change





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 wraparound – 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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