



Office of Children's Services
Empowering communities to serve youth

DBHDS
Virginia Department of
Behavioral Health and
Developmental Services

Virginia Wraparound Center of Excellence

High Fidelity Wraparound Training: Day Three

Anna Antell, LCSW – Office of Children's Services
Rachelle Butler, MSW– UMFS



Funded by the Virginia Department of Behavioral Health and Developmental Services through a grant from the Substance Abuse and Mental Health Services Administration (SAMHSA)



Ground Rules

1. Please let us know if there is anything you need to support your learning
2. Participate in the entire training (if you can't, let us know)
3. Come back from breaks and lunch on time
4. Place all cell phones on vibrate, so the training process is not interrupted if you receive a call or page

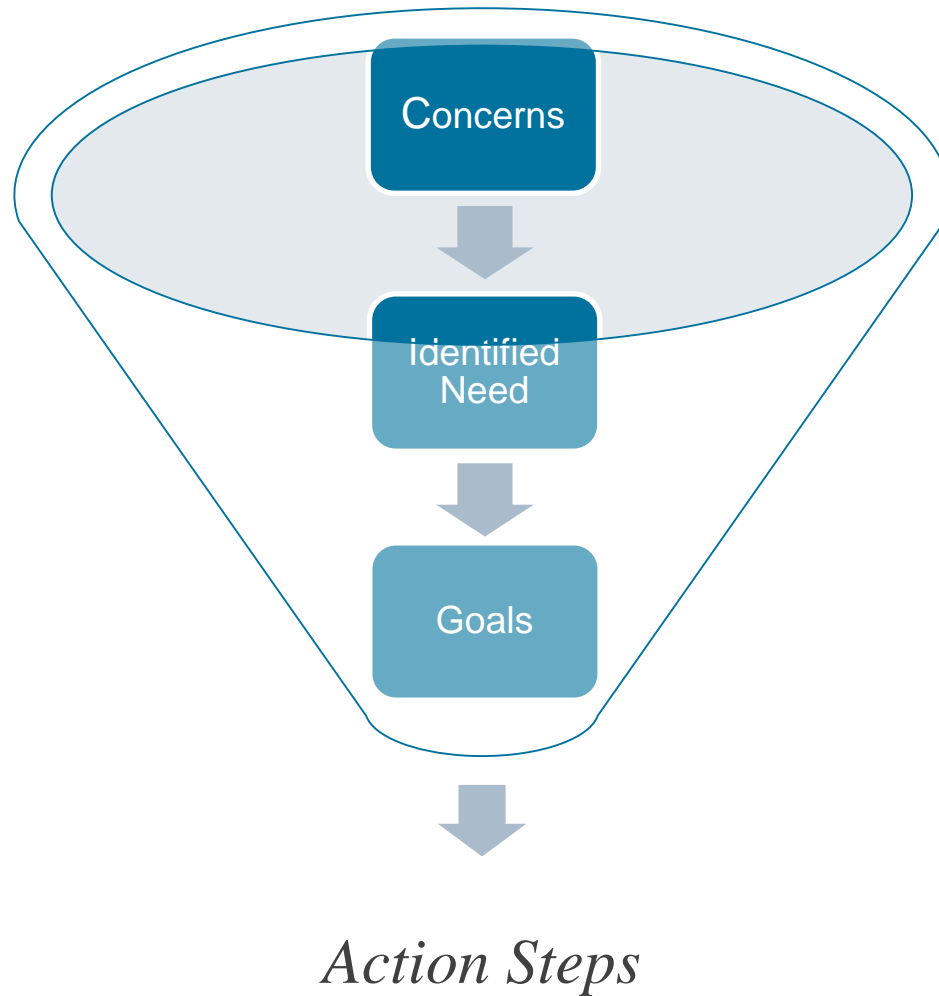


Review of Days One and Two

What Questions Do You Have???



CINGS BASE



Learning Goals - Day Three

1. Discovery Review
2. Review of Natural Supports
3. Functional Assessment (FA) and Gathering Information
4. Steps of Crisis Prevention Planning



Discovery Homework

- At lunch, place Discovery in front of the room
- At afternoon break take a Discovery that is not yours
- This evening please read that Discovery and score using the Scoring Tool (Day 2 Appendix Page 12)
- Provide any feedback to writer (positive and constructive criticism)
- Bring the reviewed Discovery tomorrow

Natural Supports (N.S.)

Let's Review...

Natural Supports are:

1. Supportive
2. Built on Mutual Interest
3. Reciprocal
4. Accessed Based on Needs and Availability



Identifying Natural Supports

*How Do You or How Would You
Identify Natural Supports?*



Mending Relationships

Some families may have lost relationships in the past...

How does this happen?



The Importance of Reconnecting

Why is it important to reconnect?



Resource!!

http://www.dds.ca.gov/publications/docs/Natural_Supports.pdf



Day Three - Activity One

Who Can *They* Count On?

Instructions:

1. Please read the scenario in the day three appendix.
2. In your groups discuss the following question:
How would you begin the process of identifying Natural Supports?

Activity – Day Three
Appendix, page 1



Family Story



Phases/Activities of the HFW Process

Phase Two - Initial Plan Development

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

Why Do Crisis Prevention Planning?



Crisis Prevention Plans

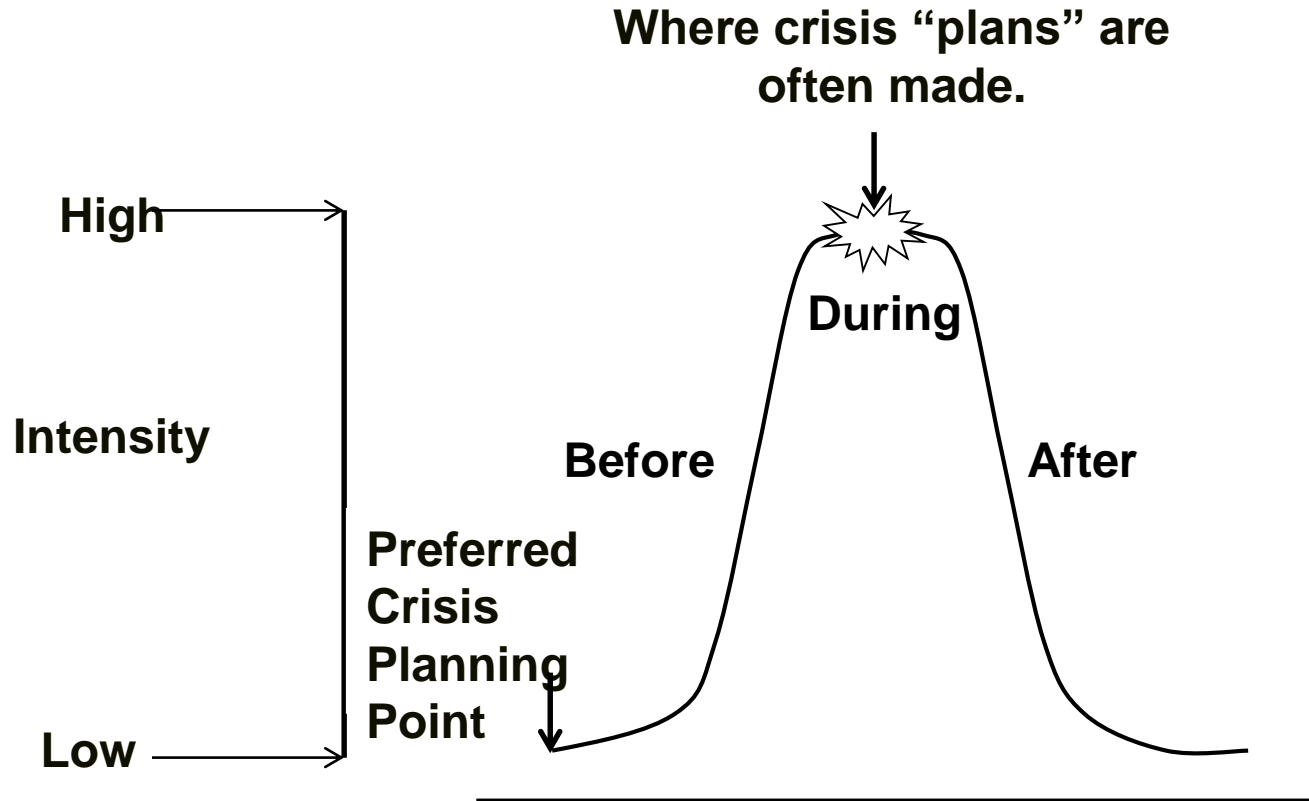
A Crisis Prevention Plan is warranted when a youth exhibits behavior that is...

- ▶ 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

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

Preferred Crisis Planning Point



How Does HFW Crisis Plan?



Crisis Prevention Plans

Crisis Prevention Plans (plans of care) have three sub-plans:

1

Prevention - Before

2

Early Intervention (Replacement Plan) - During

3

Intervention (Response) - After

Functional Assessment

I. Gathering Behavior Information

- Define the crisis behavior-frequency, duration and intensity
- 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

Functional Assessment

II. Prevention - Before Information:

1

What and who makes things worse (setting events)?

2

What happens/happened earlier in the day (setting events?)

3

What happens right before (trigger)?

4

What has not worked in the past? What did that look like?

5

What has worked in the past?

6

Who and what makes things better?

Functional Assessment

Prevention (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

Functional Assessment

III. Early Intervention - During Information

- Determine the function/purpose of the behavior
- 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

Functional Assessment

IV. After Information - For Intervention Plan

Determine what could be reinforcing the behavior

- What is going on in the environment?
- 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

Day Three - Activity Two

Functional Assessment and Gathering Information

Small Group Activity
Activity – Day Three
Appendix, page 2



Preparing To Plan

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?

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.

Prevention Planning - Before



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!
- The youth or person having the behavior should take responsibility for this part of the plan

Early Intervention Planning - During



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?

How will the replacement behavior be taught or reinforced?

These options must fit with the strengths and culture of the family

Intervention Planning - After



Intervention (After)

Brainstormed options must not reinforce the behavior

Brainstorm options regarding what needs to change in the environment so the behavior does not continue

This part of the plan also includes what team members need to do if behavior continues

Intervention (After)

If the behavior occurs, plan for:



Who?



Where?



When?



What?



How?

Questions for all team members associated with the crisis behavior.

Implement the Crisis Prevention Plan



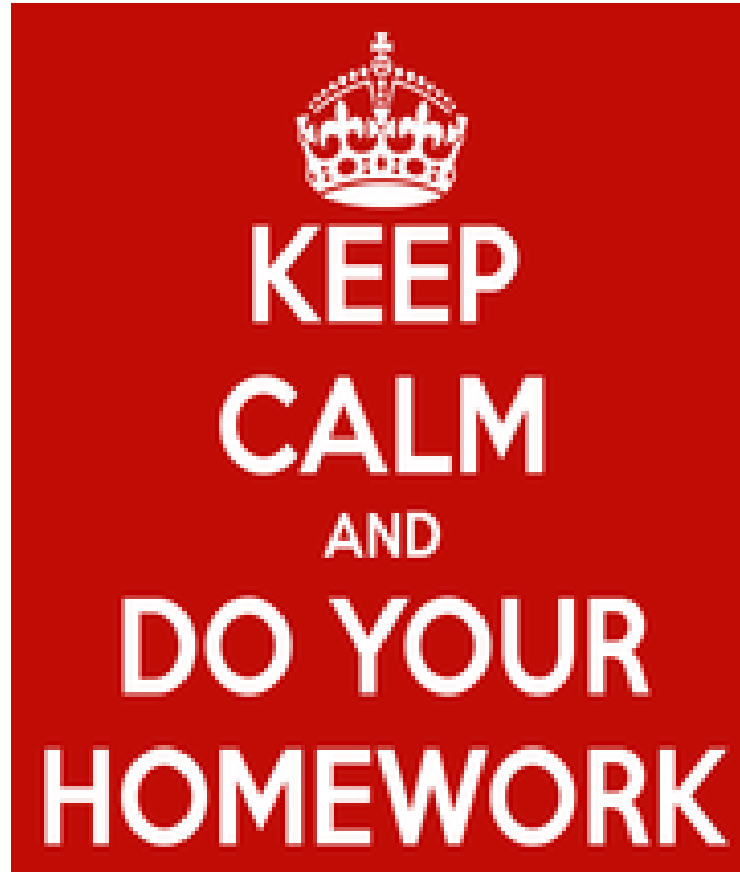
Day Three - Activity Six

Behavioral Rehearsal - Full Team Crisis Planning Meeting

Day Three
Appendix, page 3



Homework



End of Day Three

- Wrap-Up
- Concerns?
- Questions?

Contact information:

Anna Antell, LCSW

anna.antell@csa.virginia.gov

804.662.9136

