**Functional Assessment**

**Completed with:­­­­­­­­­­­­­­­­­­­­­­­­**  (All parties involved in the crisis should be involved in the discussion, or at least their input is added into the FA.)

**Predicted Behavior (specify frequency/how often it occurs, intensity/what does it look like, and duration/how long does it last):** This section should answer the question: What are we targeting? Be specific…Screaming, yelling, physical aggression, running away, etc

**Before the Behavior:** This section should answer the questions below

-What is happening before the behavior occurs? Triggers and Setting events

Triggers things that set off the crisis…argument with a peer, directive from staff, chores, etc

Setting events…events that “set the stage” for example lack of sleep, being sick, not taking medication, holidays, etc”

-What do the parents or people involved see? (Pacing, yelling, crying, youth gets quiet, etc)

-What does youth/person involved feel? (Embarrassed, bored, sleepy, etc)

-who else is involved? What are they doing and observing?

What/who makes the situation worse? What/who makes it better?

-Examples of exceptions when triggers/setting events occur but it does not escalate into a crisis (this can be used as a strength for prevention)

**During the Behavior:**

--What is happening at the beginning of the behavior? Give a clear detailed idea, describe what it looks like so people can visualize in their head what it looks like (this will be used for the intervention/replacement behavior when the crisis plan is done)

--Give a clear description of the total environment/situation…What do is person doing, saying? What are others doing and saying? (Are peers or siblings removed from situation, does parent yell, leave, etc)

--What is everyone’s response to the behavior? What/who makes it worse? What/Who makes it better?

**After the Behavior:**

Give a clear description of what happens after the behavior by person having behavior and those involved…this is the consequence or environmental response…this is important to see if the result of the behavior is reinforcing the behavior/what is youth getting out of the behavior?

\*This should be described by the person having the behavior

Example: youth is grounded or may be gets out of doing chores, youth gets one on one time with mom, etc

**Function of the Behavior:**

What has been gained, avoided, or received/got from behavior?

\*team can guess the function, but actual function should be decided by person having behavior

**Interventions:**

Review of what has worked and not worked in this situation….a clear description of what has worked for the crisis behavior in the past and how well was it implemented….why is it no longer used or no longer working?

**Vision/Successful intervention:**

Youth and family describe what crisis prevention would look like for them..

--What do they hope the crisis prevention plan will do for them?