



Crisis Functional Assessment and Plan

Crisis Functional Assessment & Plan for: _____ Date: _____ Participants: _____

Crisis Behavior/Concern: Frequency, Duration, Intensity (1-10):

Goal Behavior and Measurement Strategy: How do we know when the goal is met?

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

<u>Prevention: (Before)</u>	<u>Early Intervention: (During)</u>	<u>Intervention: (After)</u>
What and who makes things worse? (Setting Events)	What are the physical signs that say the behavior is getting worse?	What happens after the behavior that may be reinforcing it?
What happens right before? (Triggers)	How do we know the behavior/situation is calming down?	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.
What has not worked in the past? Who Implemented it? Why didn't it work?	What is the possible function of the behavior? What do the youth and/or family get out of the behavior?	
Exceptions: All things being the same, what has caused the behavior not to occur?	Plan: (Related to the function of the behavior) Include both natural supports and professionals in the plan.	
What has worked in the past?		
Who and what makes things better?		
Plan: (Related to setting events and triggers) Include both natural supports and professionals in the plan.		