

# Writing Needs Statements through Action Steps: Informational and Practice Sheet

**Need statement explanation:** A need tells us what is missing from the youth and families life and helps us understand the context of the need, the life domain(s) it connects to. When creating a need statement, ensure it addresses the heart of the need while still reflecting and connecting to the concerns named by the team. The need expressed from the team is not always strengths based, and may not address the heart of the need. Asking meaningful questions to understand the heart of the need will help the team understand how the statement connects to their concern, as it may not be obvious at first. See the Category Description section and the example for more information.

**Outcome statement explanation:** Similar to above, the outcome statement does not always have the same language as the need statement. The outcome statement is often a little more specific and helps us more objectively know when the need is being met and might be the opposite of the original concern expressed. When writing an outcome statement, be mindful that your outcome statement connects to the need and shows that the need will be met. See the Category Description section and the example for more information.

**Strategies explanation:** The strategies are ways we will help achieve the outcome statement. Think outside of the box—maybe the strategy does not overtly seem like it will meet the need, but be open to including anything someone describes as helpful. There's lots of ways to meet a need and most of the time, success will require several strategies, not just one.

**Action step explanation:** All action steps should connect to the strategies selected to help achieve the outcome statement and meet the need. Everything should be connected and culminate in very specific action steps.

## **Outcome Statements:**

The acronym “**NOMAD**” can help us remember what elements an outcome statement should contain.

**Name** | Who is this outcome statement regarding?

**Outcome** | What do you want to see?

Ex: Emotional regulation, safety, family connection, communication etc.

**Measurement** | How often do we want to see it?

Ex: Quantities (3 safe people, 5 times a month or every day)

**Assessment** | How will you know the outcome part is happening at the frequency we want?

Will it be documented, observed, reported and by whom?

**Deadline** | By when will this statement be true, or when will we start?

Dax is safe at home everyday as reported by Dax and dad starting Aug 1.

\*\*The outcome statement does not need to be in the order listed above, as long as it contains those five elements. See the tables below and the worksheet for examples of various orders the outcome statement can be written.

## Category Descriptions

Need (as you may hear from the team)	Prioritized need statement	Outcome statement	Strategy	Action step
<p>Need as you may hear it from the youth/family and team. May be challenging behavior, services, strategies, concerns etc.</p> <p><b>Example Question:</b> What are the biggest challenges right now?</p> <p><b>A:</b> "I just think he needs to go to therapy or something to help him work out his anger because he's always yelling and getting aggressive when he's mad."</p>	<p>Include context from all team members and the family to ask questions to better understand the heart of the need.</p> <p>For this worksheet, you can make assumptions about the heart of the. Refer to the Non-Violent Communication needs list for support as needed.</p> <p><b>**Refer to Writing Needs Statement Tool Time for guidelines on writing a needs statement.**</b></p>	<p>How would we know the need statement is met?</p> <p>What do we want to see (a new or change in behavior, feelings, structure, general skills, relationship dynamics etc.) to show the need is met?</p> <p><b>Example Question:</b> If the heart of the need is emotional regulation, what would tell/show us they are regulated?</p> <p><b>A:</b> Use of coping skills, safer behavior when upset etc.</p>	<p>What can be implemented to help achieve the outcome statement?</p> <p><b>Examples:</b> Services in the community; classes; changes in the classroom; home; schedule; activities; outings; or in expectations.</p>	<p>What steps need to be taken to implement the selected strategies?</p> <p>Be specific and include the date by which it will be completed.</p> <p><b>Example Question:</b> What steps are needed to set up therapy? (identifying where, looking into insurance, scheduling, determining transport etc.</p>

### Instructions:

1. Write a needs statement, outcome statement, strategies (at least 5) , and action steps (at least 3) based on the provided need statement (as you may hear from the team), including an explanation for each one.
2. Complete each section starting from a prioritized need statement working your way to action steps. Follow the descriptions for each column listed in the table above.

Example:				
Need (as you may hear from the team)	Prioritized need statement (possible options for the need)	Outcome statement	Strategy (at least 5)	Action step (at least 3)
<p>Marco needs to stop running away from the foster home and follow their rules or he may have to go to a group home.</p> <p>(Marco is 17 and 6 months and is close to “aging out” of foster care), the foster parents are open to letting him stay with them after his birthday but want to know he can be safe and respect their boundaries.</p>	<p>Marco needs autonomy and independence.</p>	<p>Marco feels like he has some control over his daily decisions/schedule as reported by him at each wrap meeting.</p>	<p>Have an agreed upon schedule to see friends</p> <p>Unsupervised time with approved friends</p> <p>Marco makes his schedule</p> <p>Marco can ride his bike to school</p> <p>Therapy</p> <p>Engaged in an extracurricular activity of his choice/sport</p> <p>Gets a job</p>	<p>Marco and foster parents will fill out a daily schedule of when he is currently allowed to see friends by Thursday at 4p.</p> <p>Marco and YP will write out suggested changes to the schedule by the next wrap meeting.</p> <p>Team will discuss at next wrap mtg.</p> <p>Marco will try out for the track team next month.</p> <p>Marco will complete 2 resumes by 3 weeks from now.</p>
Explanations				
<p><b>Some ?'s to ask to get to the heart of the need:</b></p> <ul style="list-style-type: none"> <li>• Can you talk more about what leads to you leaving?</li> <li>• What do you wish your day could look like?</li> <li>• What conversations have you had about your daily schedule?</li> </ul>	<p>Part of why Marco runs away may be due to feeling like he doesn't have any say or control in his life or systems and other people making decisions for him.</p>	<p>Marco is almost 18 and wants to be able to make decisions for himself, if he has more control or say over his time and schedule he may not have to run away or make unsafe choices to feel that independence, control or autonomy.</p>	<p>All of the strategies suggested help Marco regain some control by having more of a say or voice in aspects of his life and day. Therapy may help him understand why he makes unsafe choices like running away and provide him with the skills to communicate his needs, collaborate, gain insight etc.</p>	<p>The action steps are intended to implement the selected strategies.</p>

**1.a. Instructions:** Write a needs statement, outcome statement, strategies (at least 5) , and action steps (at least 3) based off the provided need statement (as you may hear from the team). Include an explanation as to why you chose that statement (strategy, action step etc.)

Complete each column starting from a prioritized need statement working your way right. Follow the descriptions for each column listed in the table above.

<p><b>Need (as you may hear from the team)</b></p>	<p>Marco needs to stop running away from the foster home and follow their rules or he may have to go to a group home</p> <p>(Marco is 17 and 6 mos and is close to “aging out” of foster care)</p>
<p><b>Prioritized need statement</b> (possible options for that need)</p> <p>Explanation</p>	
<p><b>Outcome statement</b></p> <p>Explanation</p>	
<p><b>Strategy</b></p> <p>Explanation</p>	
<p><b>Action step</b></p> <p>Explanation</p>	

**1b. Instructions:** Write a needs statement, outcome statement, strategies (at least 5) , and action steps (at least 3) based off the provided need statement (as you may hear from the team), including an explanation for each one.

Complete each column starting from a prioritized need statement working your way right. Follow the descriptions for each column listed in the table above.

<p><b>Need (as you may hear from the team)</b></p>	<p>Marco needs to stop running away from the foster home and follow their rules or he may have to go to a group home</p> <p>(Marco is 17 and 6 mos and is close to “aging out” of foster care)</p>
<p><b>Prioritized need statement</b> (possible options for that need)</p> <p>Explanation</p>	
<p><b>Outcome statement</b></p> <p>Explanation</p>	
<p><b>Strategy</b></p> <p>Explanation</p>	
<p><b>Action step</b></p> <p>Explanation</p>	

**Example:**

(there can be more than 1 outcome for the same need statement)

Need (as you may hear from the team)	Prioritized need statement (possible options for that need)	Outcome statement	Strategy (at least 5)	Action step (at least 3)
<p>Laura loses control when she doesn't get her way at home and at school, she yells, hits, kicks, and is overall disruptive</p> <p>Laura is in second grade and lives with grandma while her mom is incarcerated</p>	<p>Laura needs emotional safety in all environments</p>	<p>(1.) Laura shows safe behavior when upset at school 90% of school days by the end of the school year per teacher reports</p> <p>(2.) Laura uses coping skills proactively and reactively at home most of the time as reported by grandma by the end of wraparound</p>	<ul style="list-style-type: none"> <li>• Break cards</li> <li>• Identified area to take space</li> <li>• Not taking recess away</li> <li>• Zones of regulation</li> <li>• Social skills class</li> <li>• 504</li> <li>• Access to fidgets</li>   <li>• coping skills</li> <li>• Trauma therapy</li> <li>• Coping skills box</li> <li>• Identified "Safe space" in home</li> <li>• Using "first, then" language</li> <li>• Weighted blanket</li> </ul>	<p>Mom will write official letter requesting 504/IEP eval by next Fri</p> <p>Therapist will introduce zones of reg. In therapy starting next session</p> <p>Special ed director will discuss with teacher possibility of not taking recess way by this Thurs</p> <p>Family partner will help mom create a coping skill box by Next wed</p> <p>Therapist will see if PCIT therapist is available by next therapy session</p>

**Explanations**

<p><b>Some ?'s to ask to get to the heart of the need:</b></p> <ol style="list-style-type: none"> <li>1. What does it look like when she is dysregulated</li> <li>2. What sets her off?/where/when?</li> <li>3. What helps calm her down</li> </ol>	<p>Laura may "lose control" because she does not have the skills to regulate big feelings due to past trauma resulting in dysregulation (unsafe and disruptive behavior)</p>	<p><b>1:</b> Laura is unsafe when she is upset, the outcome of mtg the need would be that she can regulate her emotions to be safe when she does get upset</p> <p><b>2:</b> Using coping skills can help regulate her so she doesn't escalate to aggression</p>	<p>the options listed in both outcomes are various skills or services Laura can learn/use as well as proactive measures the school and mom can take to address her needs to provide consistency and predictability, creating safety to mitigate dysregulation.</p>	<p>the action steps are examples of how the team can start the process of implementing some of the strategies</p>
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**2a. Instructions:** Write a needs statement, outcome statement, strategies (at least 5) , and action steps (at least 3) based off the provided need statement (as you may hear from the team), including an explanation for each one.

Complete each column starting from a prioritized need statement working your way right. Follow the descriptions for each column listed in the table above.

<p><b>Need (as you may hear from the team)</b></p>	<p>Laura loses control when she doesn't get her way at home and at school, she yells, hits, kicks, and is overall disruptive</p> <p>Laura is in second grade and lives with grandma while her mom is incarcerated</p>
<p><b>Prioritized need statement</b> (possible options for that need)</p> <p>Explanation</p>	
<p><b>Outcome statement</b></p> <p>Explanation</p>	
<p><b>Strategy</b></p> <p>Explanation</p>	
<p><b>Action step</b></p> <p>Explanation</p>	

**2b. Instructions:** Write a needs statement, outcome statement, strategies (at least 5) , and action steps (at least 3) based off the provided need statement (as you may hear from the team), including an explanation for each one.

Complete each column starting from a prioritized need statement working your way right. Follow the descriptions for each column listed in the table above.

<b>Need (as you may hear from the team)</b>	Laura loses control when she doesn't get her way at home and at school, she yells, hits, kicks, and is overall disruptive  Laura is in second grade and lives with grandma while her mom is incarcerated
<b>Prioritized need statement</b> (possible options for that need)  Explanation	
<b>Outcome statement</b>  Explanation	
<b>Strategy</b>  Explanation	
<b>Action step</b>  Explanation	