

# Writing Needs Statements through Action steps

## “Answer” Key

There is not necessarily one right answer when finding the heart of the need, especially for this exercise where we do not have the opportunity to talk to a youth and family to ask more questions. We can use our experience and knowledge to make educated guesses as to what the behavior or concern is communicating and what the heart of the need might be.

The following examples are not the only right answers, there could be other true needs being communicated, so for the exercise, if the WCC comes up with a different prioritized need, outcome statement, strategies or action steps it does not mean they are wrong. In practice, as long as they are asking questions to truly understand what the heart of the need is and they are being principle driven in the process then they are going in the right direction. Its also important that the outcome statement is specific and measurable (see the tool time) and the strategies and action steps all connect and are relevant to meeting the need and outcome statement.

Asking questions is important. There likely would need to be a detailed conversation(s) and many questions based off the information provided to get to the prioritized needs in the examples. Due to lack of space on this worksheet, we have provided a few sample questions (not all), that can be asked to get to the heart of the need for each example.

### **Outcome Statement:**

Acronyms often can help us remember important information. This acronym can help us remember what elements an outcome statement should contain

### **NOMAD:**

**Name** ( who is this outcome statement regarding)

**Outcome** (what you want to see- ex: emotional regulation, is safe, family connection, communication etc.)

**Measurement** (how often do we want to see it, or quantities (3 safe people), 5 times a month etc.)

**Assessment** (how will you know the outcome part is happening at the frequency we want? (- will it be documented, observed, reported and by whom etc)

**Deadline** (by when will this statement be true, or when will we start etc.)

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 5 elements. See the tables below and the worksheet for examples of various orders the outcome statement can be written.

## Various Ways This Worksheet Can Be Used in Coaching

In addition to just filling out the table as described in the instructions on the worksheet, there are various ways this worksheet can be used in coaching to strengthen skills and understanding around these components.

### Examples:

1. Have them work backwards, providing them “the answers” then gradually provide less answers for each table/scenario. **Example:** Provide them with 4 tables/scenarios (from the answer key or your own). For the first one provide them with the need statement, outcome statement, and strategies and have them come up with action steps. For the 2nd one provide them with the need statement, and outcome statement, have them come up with the strategies and action steps, and continue until they are just provided with the need to create the prioritized need to the action step.
2. Have them come up with questions to ask to help identify the heart of the need (role play with a peer, make a list etc.), from the needs listed in the worksheet. Share their rationale for the questions they asked (what was challenging, how did they help you identify the heart of the need etc.)
3. Provide a prioritized need and outcome statement (from the answer key or your own) and have them come up with minimum 5 strategies, while providing a list of strategies they can not use to promote thinking outside the box (ex. Cannot list therapy, skills trainer, or cannot list services etc.) (from the answer key or your own)
4. In group coaching, break into groups, have each group write a prioritized need statement for the same or different need, then exchange tables so each group is writing an outcome statement or a different groups table, do that for each column. This can promote creativity, flexible thinking, and facilitate group conversation around ideas you may disagree with or were not your own which happens often in team meeting

**1a.**

Need (as you may hear from the team)	Prioritized need statement	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 mos 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 physical and emotional safety/regulation</p>	<p>Marco is using safe communication and coping skills proactively and reactively daily by the end of Wraparound as reported by him and foster parents</p>	<ul style="list-style-type: none"> <li>• Therapy</li> <li>• Learning coping skills</li> <li>• Music lessons</li> <li>• Anger management</li> <li>• a phone to call friends or family for support</li> <li>• Skills training</li> <li>• Video games</li> <li>• Later curfew</li> <li>• Nonviolent communication</li> </ul>	<p>Marco’s uncle will look up guitar instructors and classes by 2 wks from now</p> <p>DHS worker will find out the schedule for group skills training and report back to team by Mon</p> <p>Marcos therapist will focus on identifying and communicating feelings starting next season</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>-How often is he running away</li> <li>-What is a common trigger</li> <li>-What do the fights look like</li> <li>-What coping skills do you have/when do you use them</li> <li>-How do you communicate when you feel that way</li> </ul>	<p>Marco may run away when he is upset and has a fight or flight response putting him in unsafe situations. He may also have a lack of skills to communicate when he is upset or what he needs</p>	<p>If Marco learns skills around regulating his emotions and communicating his feelings/needs he may be more likely to have conversations with his foster parents that end in both parties needs getting met collaboratively as opposed to through unsafe decision making</p>	<p>The strategies include different coping skills or regulating activities that Marco can engage in proactively as well as skills he can develop to maintain baseline, or reactively to bring him back to baseline as well as increase effective/safe communication</p>	<p>the action steps are examples of how the team can start the process of implementing some of the selected strategies</p>
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**1b.**

Need (as you may hear from the team)	Prioritized need statement	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 mos 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 stability in his home life</p>	<p>Marco has a consistently stable trusting relationship with his foster parents as reported by him 3 months from now</p>	<p>“Family” therapy with foster parents</p> <p>Weekly activities with foster parents</p> <p>Weekly cooking nights together</p> <p>Marco can redecorate his room</p> <p>independent living program</p> <p>Visit the local colleges</p> <p>Collaborative Problem Solving</p> <p>Giving Marco space when upset</p>	<p>Marco will make a list of his favorite meals and give to foster parents by next week</p> <p>DHS will send the schedule to foster parents of CPS classes by Fri</p> <p>Marco and Uncle schedule a visit with the community college before next wrap mtg</p> <p>Foster parents will allow Marco to utilize agreed upon areas for space and not check in with him until he is ready starting today</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>• What does his daily schedule look like</li> <li>• Do you know your plans after you turn 18</li> <li>• Can you talk more about what leads to you leaving</li> </ul>	<p>Part of why Marco runs away may be due to his feeling of instability and trust issues not believing that his foster family will care about him due to past relationship traumas</p>	<p>If Marco trusts his foster family to follow through, to care about him and can keep him safe he may be able to build a reciprocal relationship where boundaries and expectations are respected creating predictability, consistency which results in stability</p>	<p>The strategies include different ways for Marco and his foster parents to strengthen their relationship which is the the beginning of building respect and trust as well as strategies to lay the foundation for future goals that again will create some stability</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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1c

Need (as you may hear from the team)	Prioritized need statement	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 mos 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 connection with friends and family</p>	<p>Marco has opportunities to connect with his family and friends daily as shown on the phone or calendar starting tomorrow</p>	<p>Get a tablet or phone</p> <p>Overnight visits with family members</p> <p>Daily phone calls or face time with friends/family</p> <p>Supervised visits with friends</p> <p>Join the soccer team</p> <p>Friends can come to the house</p>	<p>DHS will discuss phone calls with Marco’s sister and foster parents by fri</p> <p>DHS will let Marco and foster family know outcome by Fri</p> <p>(if approved) Marco will call his sister on foster family phone daily at agreed upon time starting after next Fri</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>• How often do you get to see or talk to your friends/family</li><li>• Who do you turn to when you really need support</li></ul>	<p>Part of why Marco runs away may be due wanting to see the people who are most important to him, that he has a connection to or feels understood and supported by. Maybe he isn't allowed to them at all, or in his eyes enough and he'e being restricted from what he views as his support system</p>	<p>having consistent, predictable daily opportunities to connect with his family or friends through various strategies can help mitigate Marcos feeling like he is being kept from his support system when there are predictable consistent opportunities to see and talking to them</p>	<p>all of the strategies suggested are avenues or specific ways he can spend more time either seeing or talking to his family and friends as a way to maintain and strengthen his connections</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**

<b>Need (as you may hear from the team)</b>	<b>Prioritized need statement</b>	<b>Outcome statement</b>	<b>Strategy (at least 5)</b>	<b>Action step (at least 3)</b>
<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 connection with peers and adults</p>	<p>Laura has 4 people she feels safe with (family, friends, teachers etc) as identified by school, grandma and her by winter break</p> <p>(this could also be broken into more than one outcome statement)</p>	<p>Dance class</p> <p>Not withholding recess</p> <p>Give her a leadership role in class</p> <p>Give her or have her be a "buddy" to a peer</p> <p>Allow breaks at school</p> <p>Donate to a jail program</p> <p>Supervised visits with mom</p>	<p>Grandma will look into dance class schedules around her By next Fri</p> <p>DHS will apply for dance class funding by Next Fri</p> <p>Family partner will reach out to church contact about donation program on Wed</p> <p>Teacher will reach out to parents of peer she has in mind for buddy program to get permission</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>• What causes her to get upset</li> <li>• How do you respond?/ did mom, school etc.</li> <li>• Is it consistent each time</li> <li>• Does she have friends</li> <li>• Who are her "Safe" people?</li> </ul>	<p>Laura may "lose" control because she doesn't have many safe and trusting connections and may feel alone, misunderstood, etc. causing her to be activated at baseline, making it difficult manage additional triggers</p>	<p>building trusting relationships can help her feel understood, less alone etc. bringing her nervous system back to neutral, providing more capacity to deal with other minor triggers and allow her opportunity to learn more coping skills</p>	<p>These strategies can help build various connections including to mom indirectly providing her with a sense of purpose and connection. Some strategies are direct and others indirect, like allowing breaks at school, if she is allowed breaks this may prevent big feelings, making it easier for her to come back and interact with peers or increase opportunities for connection</p>	<p>the action steps are examples of how the team can start the process of implementing some of the selected strategies</p>
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**2b**

<b>Need (as you may hear from the team)</b>	<b>Prioritized need statement</b>	<b>Outcome statement</b>	<b>Strategy (at least 5)</b>	<b>Action step (at least 3)</b>
<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 understanding (to understand and to be understood) at home and at school</p>	<p>Laura has daily access to and engages in strategies that support her social/emotionally and educationally as reported by team at each wrap</p>	<ul style="list-style-type: none"> <li>● Scheduled breaks</li> <li>● Identified area to take space</li> <li>● Zones of regulation</li> <li>● Social skills class</li> <li>● 504</li> <li>● Trauma therapy</li> <li>● Coping skills box</li> <li>● Using "first, then" language</li> <li>● Visual schedule</li> </ul>	<p>Therapist will start teaching zones at next therapy session</p> <p>Teacher will email skills trainer today to see if there is an opening</p> <p>Grandma will put together a coping skill box by end of week with help of family partner</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>● What makes her upset</li> <li>● When she doesn't get her way in regards to what</li> <li>● How do they respond at school</li> <li>● Is the environment typically loud/bright etc.</li> <li>● What does it typically look like when she is told no</li> </ul>	<p>Laura may "lose" control because her specific (trauma, emotional, sensory, cognitive etc.) needs aren't understood by the people around her, and she may not understand why certain expectations exist, or why she can or cannot do certain things etc. and this leads to big feelings that are difficult for her to manage</p>	<p>With an understanding of her needs, the people around can better support them and help her understand the expectations around her. So if we see more understanding for her and from her, we will likely see her needs getting better met and a reduction in aggressive or disruptive behavior</p>	<p>the strategies listed are ones that can help laura increase her understanding of the schedule, expectations etc. as well as strategies that will help lead to better understanding of her social emotional, trauma and sensory needs</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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**2c**

Need (as you may hear from the team)	Prioritized need statement	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 consistency and predictability at home and at school</p>	<p>Laura has consistent expectations at home and at school everyday as demonstrated by implemented strategies discussed at each team mtg</p>	<ul style="list-style-type: none"> <li>• Visual schedules (morning routine, evening routine etc.)</li> <li>• first, then language</li> <li>• Schedule for phone calls with mom</li> <li>• Keeping her things in the same place</li> <li>• Have a space she can go to when upset</li> <li>• Coregulation techniques</li> <li>• Giving her choices within the expectations</li> <li>• 504/IEP at school</li> </ul>	<p>Family partner and grandma will make visual schedule for morning and bedtime routines</p> <p>Grandma will write a letter requesting an IEP to the school</p> <p>Grandma will create a calm down corner at home</p> <p>Laura's therapist will do a session with grandma discussing co-regulation</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>• Does she have a typical routine at home/school</li> <li>• How do you/school typically respond when she's upset</li> <li>• When does she typically get upset</li> <li>• Does she know why you say no</li> </ul>	<p>Laura may get upset because she doesn't know what to expect of her environment and the expectations of her may be changing and this is confusing and frustrating for a kid, especially if she has a trauma history and has a lower capacity to manage these types of situations</p>	<p>With some predictability and consistency Laura will have a better understanding of when or where she can/cannot do things and what to expect of her environment, eliminating the uncertainty that can cause big emotions</p>	<p>These strategies can provide increased consistency and predictability in her everyday life helping her know what to expect and where in various situations</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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