







**GOALS AND ACTIVITIES**

**Instructions:** Complete a "Goals and Activities" page for each of the top three or four Life Domain Areas prioritized by the family team on page three.

**Domain to be Addressed:** \_\_\_\_\_

Identified Need (from page 3)	Strengths Related to Need (from page 2)	Outcome/Goal	Activities (Include who, what, by when, and how paid for)	Progress Toward Goal (Use key below)	
				Date	Progress
	• • • • • • •			Date	Progress
	• • • • • • •			Date	Progress
	• • • • • • •			Date	Progress

PROGRESS KEY    **NA** = No longer a need or goal                      **2** = Unchanged; still a need or goal                      **4** = Unresolved or partially attained, but improved  
                          **1** = Unresolved or worse; not attained                      **3** = Progress made but still a need                      **5** = Resolved or attained satisfaction

Taken from: Dunst, C.J.; Trivette, C.M.; & Deal, A.G. (1988). Enabling and Empowering Families: Principles and Guidelines for Practice. Cambridge, MA: Brookline

Adapted from "Collaborative Team Planning Form" by Lucille Eber, 8/99

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**CRISIS RESPONSE PLANNING**

*“A crisis occurs when adults don’t know what to do.” – Carl Shick*

Each child and family team should develop safety plans to address possible safety/crisis situations at *home* and in *school*. Teams may choose to create additional plans if needed (e.g., bus crisis response plan, community crisis response safety plan). Consider the following when developing your safety plans...

- Expect that a child with multiple needs living in the community will experience crisis
- Consider the most challenging act(s) that could happen and create the intervention
- Review historical strength-based information regarding strategies that have worked
- Pre-plan the interventions *with* people and/or agencies who may be involved in the safety issue resolution. Include an outline of responsibilities and communication procedures.
- Develop a protocol of who will be notified, and in what time frames.
- Develop a process for evaluating the safety plan use/effectiveness

Name –Child (Last, First MI)	Crisis Response Plan for (home, school, etc.):	Date Plan Prepared
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Past Behaviors/Situations Considered Crises or Safety Concerns

Progressive List of Interventions to Respond to a Crisis/Safety Situation (include description of the intervention, who is involved, contact information & responsibilities)

**Service Costs**

**Instructions:** Record all costs associated with maintaining the child in the community for a one-month period.

