

FUNCTIONAL NEEDS ASSESSMENT

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- **NEEDS ASSESSMENT**

- Before or prior any rehabilitation process, there is the need for gathering baseline information about individual or group concern. This baseline information is gathered for the purpose of identifying the strength as well as the weakness of the individual/ group so as to guide in what appropriate services is to be provided. Having known this, the most essential resource that is to be considered is the families of the group or individual concern and the available local resources that can help in producing improvised assistive devices for the group (individual).

- A needs assessment is the process of collecting information about an expressed or implied organizational need that could be met by conducting training.
- The need can be a desire to improve current performance or to correct a deficiency.

- Needs Assessment of disabled people should include the following contents:
- General information of disabled person: Name, sex, age, nation, address, the name of household head, his (her) work unit.
- The history of disability: The type and degree of disability, the causes of disability, rehabilitation or medical measures accepted and the assessment of abilities for living, learning working and social activity of disabled person.

- The engagement of the child and family as partners in planning and decision making
- Full child and family involvement in the decision-making process
- Creation of a family team (including the family/child, foster parents, individuals from the family's natural helping system, key professional stakeholders and providers and others as needed)
- Use of face-to-face family team meetings to assess needs and craft/ revise the service plan.

- Recognition and affirmation of the child and family's strengths
- Attention to safety, stability, permanency, family connections, emotional, behavioral well-being, health, education and parent and caregiver supports
- A focus on underlying conditions and needs, as opposed to symptoms
- Attention to cultural considerations
- Utilization of the assessment findings to craft the child and family plan
- Regular and timely modifications of the child and family plan as assessment information changes.

WHY NEEDS ASSESSMENT

- Its necessary for pointing out issues that need particular focus and in identifying current strengths, needs and functioning for purposes of decision-making

FORMS/ TYPES OF ASSESSMENT

Assessments can be:

- Formal (using survey/standard instruments)
- The formal assessment format should permit maximum flexibility in addressing strengths, needs and particular concerns.
- Written, guidance/headings may be needed to insure that workers focus on particular issues or conditions, such as domestic violence, mental illness, child development, education or disability.

- Informal (asking some questions of those involved using interview techniques)
- This form allows providers to gain a better understanding of the patient's background and home setting

FUNCTIONAL NEEDS ASSESSMENT PROCESS

- Needs assessment is a process that continues throughout the life of each case.

ELEMENTS OF A SOUND ASSESSMENT PROCESS

- A narrative **social history** that assists the family team and caseworker/professionals in knowing at a minimum the history of the child and family, the identity of extended family and friends, a chronology of child welfare actions and interactions with the family, past life successes and challenges and current child and family status.
- This tool should be designed to be regularly updated.

- A comprehensive **functional assessment format and guide** that provides for a description and analysis of current child and family functioning (as opposed to a mere summary of current functioning).
- The analysis should focus on strengths and needs and answer the question of why the child and family are functioning as they do, which permits the assessment to identify underlying needs

- Clarity about the **roles and responsibilities of workers** in the assessment process when cases are to be transferred. For example, what is the CBR personnel's/worker's role regarding the assessment when a child in a case he/she has investigated enters care?
- Similarly, how are roles and responsibilities divided when a case is transferred to a private agency?

- The assessment should reflect the input of the family team, gathered through a family team meeting.
- Those preparing the formal written assessment should have at a minimum, face to face communications with the family and an observation of the child and family in their living environment. However, the basic functional assessment should be developed through the family team. A consistent and accurate design for completing formal assessments should be adopted.

- The assessment should be the basis of and reflected in the content of the child and family plan (case plan).
- The new assessment process and tools should be reflected in the design of a standardized one.

CHARACTERISTIC OF A GOOD FUNCTIONAL ASSESSMENT.

- Makes use of the understanding that families are systems of relationships and interactions within the family and outwards to many other relationships
- Begins with risk assessment and safety planning
- Is strengths-based
- Is needs-based
- Is team-based
- Engages the family in the assessment process

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- Engages partners for sharing of information and team decision making
- Focuses comprehensively on child and family functioning
- Remains focused on safety, permanency and well-being in information gathering, analysis and synthesis for application in decision-making
- Is an ongoing process that is responsive to changes
- Includes community and informal support systems of the family

- Flows naturally into service planning and service provision
- Produces a “big picture”, long-term view of child/family functioning
- Documents casework activity and planning
- Provides the justification and evidence for decision-making
- Includes special tools for assessing the presence of a disability in family functioning
- Provides information to the family and team

Thank You