Wraparound Facilitation Training

Ohio ENGAGE Project

What is ENGAGE?

- Ohio's SAMHSA System of Care Expansion Grant:
  - 4 Year Implementation Grant (SFY 14-17)
  - Expand System of Care Statewide
    - Focused on Youth & Young Adults in Transition

What is a System of Care?

A system of care is a spectrum of effective, community-based services and supports for children and youth with mental health challenges, and their families, that is:

- Coordinated,
- Built on meaningful partnerships with families and youth; and
- Addresses cultural and linguistic needs to help them function better at home, in school, at work, in the community, and throughout life.
ENGAGE’s Population Focus

- Youth and young adults in transition, ages 14 – 21 years
- Mental health needs
- Co-occurring disorders, and
- At risk for, current, or previous involvement in child welfare, juvenile justice, and/or homelessness.

ENGAGE’s Purpose

- To improve outcomes related to health, educational, employment and living stability for high risk youth and young adults through statewide expansion of the evidence-supported, research-based High Fidelity Wraparound (Wraparound) practice.

ENGAGE’s Goals

Goal 1: Improve inter-system coordination and institutionalize a governance structure for statewide system of Care and Wraparound focused on youth and young adults.

Goal 2: YMS and their parents or youth-defined families will be valued, empowered, and engaged partners.
- Develop Youth & Young Adult Advisory Council
- Develop Family Advisory Council

Goal 3: Increase the availability and accessibility of services and supports through Wraparound for high risk youth and young adults.

Goal 4: Generate support for statewide system of Care expansion by using social media activities that aim to reduce stigma, increase youth/youth adult awareness, and educate multiple stakeholders about ENGAGE.
Wraparound

- Dynamic, developing tool set for communities to use in addressing improving outcomes
  - Focused historically on cross system "outliers"
- Rooted in key principles and developing increasing specificity and accountability over time
- Typically thought of as a site of flexibility and comprehensiveness in support planning and delivery

Short Hand History

- Began as a set of practices designed to promote innovation when there were no clear answers
  - "Rescue Technology"
  - Kaleidoscope, AVI, other early innovators
- Broad appeal across sites and systems
  - Wraparound housed in different settings looked different
  - Mental Health, Child Welfare, Juvenile Justice, Schools, Adults Services

More Short Hand History

- Agency based, local, and statewide implementations sprung up
- Developed increasing definition
  - 10 steps
  - Four phases
  - Multiplying skills sets for practitioners
  - Expanding to multiple roles
    - Facilitator, Parent Partner, Youth Partner
    - Fidelity Measures
Wraparound Principles
From NWI

- Family Voice and Choice
- Team Based
- Natural Supports
- Collaboration
- Community Based

- Culturally Competent
- Individualized
- Strengths Based
- Unconditional
- Outcome Based

Wraparound Process Defined
From the NWI Resource Guide

- Creates, implements, and monitors an individualized plan using a collaborative process driven by the perspective of the family;
- Develops a plan that includes a mix of professional supports, natural supports, and community members;
- Bases the plan on the strengths and culture of the youth and their family; and
- Ensures that the process is driven by the needs of the family rather than by the services that are available or reimbursable.

What Works Best

- Wraparound couched in a cross system initiative to improve outcomes
  - Wraparound as a system enhancer
- Recognition of implications for many levels
  - Practice, Program, System
  - Wraparound changing the definitions of help
- Dynamic and accessible accountability information
  - Teams, Families, providers, and systems
  - Wraparound as a community learning tool
Core Challenges Today

- Translating a strong values stance into actions that make a difference for families and systems
  - It’s about what we do not what we believe

- Adaptability and flexibility result in a practices model rather than a clear practice model
  - Staying focused on the innovation

Wraparound Facilitation

- Guided and intentional process that seeks to:
  - Partner with customer families
  - Establish a shared functional knowledge of family
  - Build a team to work together to meet unmet needs
  - Generate and refine an on-going plan using a mix of supports and services
  - Monitor and measure progress
  - Support families to define the "next level" of care as they leave formal Wraparound

What’s challenging about this age?

- Greater independent functioning
  - Departure from family
  - Big reliance on peer relationships

- School and/or work changes
  - Completion
  - Career
  - Transition to work

- Development tasks
  - Brain changes
  - Body changes
  - Environment

- Competency development
  - Hard skills
    - Interpersonal skills
    - Emotional/coping skills
Possible reasonable assumptions

- Transitional Youth and Young Adults....
  - Need and deserve a greater opportunity for decision making
  - Learn by experience and doing
  - Move through phases of family relationship
    - Dependence to independence to interdependence
  - Try new things without committing to them fully
  - May change big parts of their life frequently and temporarily

Issues Supporting Young Adults in Transition

- Changing role of youth/young adult voice and decision making
  - Does voice increase?
  - What to do if this is not a good thing?
- Changing sources of support
  - Move away from parents and family
  - Incorporation of new team members
    - Community and system representatives
- Changing focus and style of supportive interventions
  - Continue to need active support in being in- and inter-dependent

Issues in Supporting Parents of Young Adults in Transition

- Decisions made by emerging adults may be different than parents prefer or expect
  - May seem unwise or even unsafe
  - May represent trying a new "life" style
- Letting go, in the face of history, is hard to do
  - Being a safety net versus keeping them safe
  - Once again the right thing to do may not be clear
- Thinking for the long run versus today
TIP Informed Wraparound

- Utilizes components of the Transition to Independence Process to inform the Wraparound process
- Youth and young adult driven/family supported versus family driven and youth guided
- Empowerment and support focus
- Supports youth and young adults in their own futures planning process and movement toward greater self-sufficiency
- Developmentally and culturally appropriate services and supports for youth and young adults in transition
- Utilizes life domains specific to young adulthood

A Word About Family

- Wraparound talks about family centered
- TIP talks about youth driven
- Family is the journey from dependence, to independence, to interdependence
  - And back and forth as life dictates
- Family is a feature of all life stages
- Family changes over time

Defining Family

- The ways we define family change over the course of our lives
  - Who we were born to
  - Who we live with
  - Who we are closest to
    * Emotionally, life style, interests
- We often move from coming from a family to building one of our own
  - But it is a part of other families
Wraparound Process Keys

- **Context** (Why are we here?)
- **Strengths** (What do we have to work with?)
- **Options** (What are good ideas?)
- **Needs** (Where do we start?)
- **Actions** (What do we do?)

### Four Phases of Wraparound

- **Engagement**
  - Meeting the family, learning enough to get started, and organizing the team
- **Planning**
  - Establishing the first plan
- **Implementation**
  - Refining the plan to better meet needs and achieve outcomes over time
- **Transition**
  - Setting the stage for life after Wraparound

### Engagement Phase

- **Goals:**
  - Partner effectively with youth and family
  - Learn enough to develop a shared perspective on how the family got here
  - Understand and document strengths to be used in the planning process
  - Establish understanding of initial unmet needs
  - Gather connections for team formation
- **Timeline:**
  - Typically 14 – 30 days
Engagement Phase

- Processes
  - First contact
  - First face to face meetings
    - Limit to one or two
    - Intensive listening and learning
    - Focused on understanding perspective and meaning of events
  - Negotiating team
    - Membership
    - Invitations
    - Preparing for the first team meeting
- Products
  - "Family Story"
  - Timeline
  - Strengths Inventory
  - Narrative
  - Bullets
  - Draft unmet needs statements
  - Tied to context
  - Team member list
  - Signed papers as needed

Things to do Well During First Contact

- Describe Wraparound effectively
  - Jargon free
  - Reality not a "sales job"
- Take a partner position
  - Can't do this alone
  - Communicate genuine interest
- Engage to the next conversation
  - Looking for a meeting not a permanent commitment

It Start With Us

- Relational Stance
  - Where we position ourselves in relation to others
- Rhetoric of Wraparound is about partnership
  - Inadvertently communicate other concepts
    - Expert, leader of the process, the one who knows what to do rather than the one who has a way to help others decide together
- Where we stand in relation to families, the process, and the team impacts whether we produce the process and outcome we seek
First Face to Face Meeting(s)

- Two key goals
  - Solidify effective relational stance
    - Describe your role
    - Organizer of the process, sometimes helper
    - Clarify family and youth as expert in their own lives
    - Watch for the inadvertent message
  - Exchange enough information to move ahead together
    - Provide good concise information about the process
    - Learn about the family perspective
      - An introduction to how it got this way

First Face to Face Meeting(s)

- Process
  - A few meetings with members of the family
    - Together and/or separately
  - Intensive listening for
    - Events and timing
    - Behaviors
    - Meanings and conclusions
  - Remember to reach far enough for
    - Details
    - History
    - Perceptions

Seeking Outputs

- In the first face to face meeting(s) you are seeking to understand:
  - Initial conditions that brought family to system
  - The "story" of life that brought them through this to today
  - A picture of where they want to get to
  - Strengths they draw on, recognized and buried
  - Connections that are important to moving forward
  - An understanding of unmet needs that are seen as preventing them from getting to where they want to be
Learning the Story

- In order to tailor effective responses in a Wraparound plan facilitators need to know
  - What has happened
    - Details help paint the picture
  - Why it might have happened
    - Context, precursors, and aftermath
  - What it meant to those involved
    - Interpretation that leads to the next decision

Common Traps in Learning the Story

- Interview rather than sharing a learning journey
  - Asking set questions rather than following the path
- Accepting rather than exploring
  - Getting the facts without the underlying context
- Observing social rules rather than being an interested partner
  - Not asking again or in a different way

Strengths and Assets

- For interventions and supports to be responsive they must build on strengths
- Strengths perspectives:
  - Help the family experience being heard in a balanced way
  - Set the stage for team members to extend themselves
  - Form the backbone of selecting the best fitting interventions and supports
Strengths and Youth and Young Adults in Transition
- Pay attention to dreams, hopes, and visions
  - Where I see myself soon is an important facet of life at this age
- Acknowledge but do not disavow the move away from family
  - All life happens in the context of family even as who that is changes
- As youth served ages focus on individual strengths increases
  - Be sure to learn strengths in an individual conversation

Key Issues in Strengths Inventories
- Difference between descriptive and functional strengths
  - Values and attitudes, skills and abilities, attributes and features, and preferences
- Gathering and documenting
  - Enough to make a difference
  - Information about family members and the family as a whole
  - Strengths that are easily overlooked in the face of the complexity of daily life
- Make sure they are available as you plan

Teams in Wraparound
- Core concept
  - Rooted in collaborative vision for the service system
- Vehicle for planning and delivering help and support
  - Gathering of key actors
- Location for activating principles
  - Values driven approaches lead to key differences from other team iterations in community systems
Typical Mix of Team Membership
- Facilitator, parent or youth partners
- Youth
- Parent(s)
- Natural Supports
  - People connected by blood and daily living
- Informal Supports
  - People connected by the association of community
- Formal Supports
  - People connected by the presence of system services

Key Issues in Building Teams
- Finding out who should be on the team
  - Building for the right reason
- Crafting the invitation
  - Lasting team as useful to participants
- Setting the stage
  - Doing your own homework
- Keeping it worth their while
  - Managing roles and changes in membership

Changes in Approach
- Began by asking for helpers
  - Assuming families had them or would be comfortable with them at the table
- Moved to asking for connections
  - Assuming this was less threatening
- Stepping towards asking for help for ourselves to do the right thing
  - Our need to get it right, rather than expecting families to want team because we do
Critical Differences

- Old Patterns
  - "Who knows you best"
  - "Who helps you when no one else will"
  - "Who knows your child best"
  - "Who do you call on in a crisis"
  - "Who will still be here when I am gone"

- Newer Patterns
  - "Who understands what you've experienced"
  - "Who can help make sure we build help that fits your life"
  - "Who can balance the perspective held by systems"

Connecting with Team Members

- Recognize that altruism may not be enough of a reason to be in a team
  - May be helping them put a burden down
  - Protecting their place in the family
  - Addressing an unspeakable concern
- Self benefit determines participation
  - If it works for me I do it more easily
- Facilitator challenge is to interact enough to figure out how this works for each potential team member

First Conversation with Team Members

- Describe Wraparound in terms that engage one individual
  - Have more than one "script"
- Understand team member’s perspective on family
  - Checking for alignment and differences
  - Know their big concerns
- Elicit strengths input
  - Document it so they can see you listened
Teams with Youth and Young Adults in Transition

- ENGAGE population represents a large developmental window (14 – 21 years old)
- As youth age or young adult becomes the customer important adaptations include:
  - Youth/young adult role in membership decisions
  - Team Membership
  - Role of natural and extended family

Role in Membership Decisions

- Older youth voice in membership increases but may not take over membership decisions
  - Negotiating this with family is critical
- Young adults may not initially choose family as team members
  - Stages of dependence playing out
- These facets of facilitation may change over the course of ENGAGE involvement

Team Membership with Older youth and Young Adults

- Move away from family as centerpiece to team
  - Natural part of being independent is to indicate “I do not need my family”
- Increased peer reliance should impact team membership
  - Be aware of the role of helper biases in impacting the notion of “acceptable” peers
Role of Natural and Extended Family

- Context for team development can be "Family for a lifetime"
- Negotiating and supporting a lessening role for parents and other key figures from childhood requires:
  - Open conversation
  - Focus in future possibilities
    - Life long tie, next generation
  - Supportive reminders of the goal
    - Helping your child become a socially responsible member of society

Setting Up the First Meeting

- Timing
  - Soon enough to make a difference
  - Time that works for family and as many others as possible
- Setting
  - Neutral territory works well
  - Consider family preference
  - Manage the space intentionally
- Details
  - Arrange supportive care as needed
  - Think about distractions before they happen

Immediate Crisis Stabilization

- Some families need immediate support before they can engage in the wraparound process
  - Rest, relief, and safety
- Assess and ask
  - Demonstrate partnership in all things
- Mobilize known resources
  - The goal is stabilization versus resolution
- Best step to engagement is to do some thing helpful
Planning Phase

- Goals:
  - Begin team-based planning process such that
    - Team members see family needs as driver for care plan
    - All participants have a role in helping and supporting
      determined through the plan
  - Generate first "best fit" plan that
    - Acts as a roadmap for actions between meetings
    - Includes a mix of help that targets unmet needs
- Timeframe
  - Typically one to two meetings of 60-90 minutes

Planning Phase

- Process
  - Facilitated meeting(s)
    - Lead by facilitator
  - Use of a focused and intentional agenda
    - Establishes shared view of family needs
    - Selects needs to address
    - Brainstorms multiple options for help
    - Selects options against strengths
    - Assigns clear tasks for all team members
- Products
  - First plan of care to be used by team members
    - Provides clarity of role for each team member
    - To be disseminated soon after meeting
    - Team Contact list

Life Meanings and the Wraparound Process

- Behaviors tell us important information
  - What is done as well as what is said
- Meaning is how the past is interpreted
  - Happens on multiple levels
- Meaning shapes the next decisions
  - Given what the meaning is, each of us acts accordingly
- Understanding the meaning of life events shapes the content of unmet needs
Making Meaning

- Meaning Making from Adversity
  - Happens in all families
  - Occurs on three levels
    - About the event or situation
    - About self
    - About the world
  - Important factors in building
    - Resiliency
    - Protective Capacity

Problems versus Needs

- Problem statements
  - Categorize and label the situation without giving as meaningful direction for help
    - Youth is not acting responsibly
    - Family member has a drug and alcohol problem
- Needs Statements
  - Inform us about what drove a person to act the way they do and helps us understand what authentic help might be
    - Peter needs help focusing on his homework
    - Sophia deserves to be with someone she can trust
    - Ms. Jones needs to be reassured that life can get better

Goals versus Needs

- Goals:
  - Express what we hope will happen
    - Nell needs to complete school
    - Julie needs to participate in parenting classes
- Needs:
  - Communicate the underlying reason for behavior
  - Something we can imagine the person saying for themselves
    - Nell needs to experience herself as successful in school
    - Julie needs to know others will trust her to be a safe parent with her kids
Good Needs Statements Will Do Three Things

- When well structured, needs statements will:
  - *Multiply* the options available to address the need
    - If there's only one way to do or it reflects a goal then it's not a good needs statement
    - Example: Child's need is clear but correction is not needed.
    - *Define* the situation rather than describes a situation
      - Example: Child needs sensory input when overstimulated.
    - *Build* greater understanding about the underlying conditions by
      - Example: Child needs social interaction when under-stimulated.
    - *Activates* individuals to actually do something
      - Example: Child needs more structure in the home versus child needs to know that he can count on adults to keep him safe.

Unmet Needs and Wraparound

- Working to address unmet needs:
  - Assumes that meeting the need allows the behavior to change
    - *Promotes* responsive intervention rather than control and containment
  - Expands help beyond service boundaries
    - Formal service, tailored service, cross interventions, and supportive connections
  - Sets the stage for all team members to be able to help
    - Meeting needs through multiple strategies

Families Communicate Their Underlying Needs in a Variety of Ways

- Verbal
  - Rarely happens but families are often pressured to say it out loud
- Non-Verbal
  - More frequently and requires looking for patterns and trends in each family's unique history.
- Behavioral
  - Most often in the ways that people act but instead of understanding behavior the focus is on managing or changing behavior.
The Needs Egg

Life Domains in Transition Focused Wraparound
- Typical Life Domains in Wraparound
  - Crisis and Safety
  - Emotional/Behavioral
  - Cultural/Spiritual
  - Legal
  - Medical
  - Place to Live
  - School/Education
  - Social/Fun
- Transition Aged Emphases
  - Employment & Career
  - Next Living Situation
  - Continued Learning/Education
  - Community Life
  - Personal Effectiveness and Well-being

Transition Domains
Unmet Needs and Youth and Young Adults in Transition

- Unmet needs continue to exist at all life stages for all of us
- Additional domains are designed to assure we consider all the right areas for unmet needs as people move through this life stage
- Others around the youth/young adult can have unmet needs addressed in the plan as a part of this process

Developmental Tasks that may inform Unmet Needs for this Age Group

- Completing education
- Developing a career path
- Finding and keeping a job
- Living away from parents
- Cook, clean, pay bills
- Build adult relationships
- Build family and raise children
- Maintain physical and emotional health
- Participate as a citizen in community

Target for the Planning Meeting

- Identify 40–60 unmet needs
  - This is done by the facilitator and reviewed with the family prior to the first meeting
    - Creates a different sense of being heard and seen by the team
  - Look from multiple perspectives at major behaviors and challenges
    - Family members, self, and others involved
  - Acknowledges:
    - Complexity
    - Differences in experience
Managing the Planning Meeting

- Effective facilitators use a discrete agenda for initial and ongoing team meetings.
- These agendas are built to support the process and product differences that Wraparound seeks.
- Within them are opportunities to reinforce and support key wraparound principles.

Typical First Meeting Agenda

- Introductions
- Presentation of Strengths
- Review family vision and develop team mission
- Share and describe unmet needs
- Prioritize unmet needs
- Develop multiple options to meet each need
- Select options by reviewing against strengths
- Secure commitments
- Evaluate and end the meeting

Introductions

- Timeframe
  - 5 – 10 minutes
- First precedent for interaction
  - Get people to see each other as whole people not a title or a role
- Manage family voice
  - Set the stage without putting the family out on a limb
- Establish contact with all present
  - Acknowledge a bit of what you know about each individual
Presentation of Strengths

- Timeframe
  - 15 - 20 minutes
- Setting the stage for a whole view of the family
  - Building a new shared perspective
- Post strengths so team can see them throughout the meeting
- Give examples and illustrations rather than a reading
- Can call for additions
- Provide narrative for later reference and review

Family/Youth Vision and Team Mission

- Timeframe
  - 5 - 10 minutes
- Vision
  - Family picture of where to get to
- Mission
  - Team agreement about what to work together on
- Start with family vision and develop an agreement on behalf of the team
  - "This team will work together to.... "We will...."
- Seek consensus agreement from all team members

Presenting Unmet Needs

- Timeframe
  - 10 - 20 minutes
- Facilitator presents the findings of the engagement process
  - Be prepared for how you will present them
  - Organized and to the point
- Seeks understanding by others
- Can seek additional input for other unmet needs
  - Be prepared to manage for format and content
  - Key skill is interpreting problem and goal statements "on the fly"
- Manage questions and disagreements
Prioritizing Unmet Needs For Action Planning

- **Timeframe**
  - 5 - 7 minutes
- **Process goal** is to select 3 - 5 "big" needs to plan for
  - Hold the line on those that will make the biggest difference
- **Choice in process steps is important**
  - Can inadvertently communicate wrong message
- **Options include:**
  - Family choose three, then check with team for any missing essentials, recheck with youth and family
  - Voting (weighting options)
  - Rating and ranking approaches

Brainstorming Options

- **Timeframe**
  - 15 - 20 minutes
- **For each need develop, as a team, a set of ten or more options for how one might meet the need**
  - Ten or more is important to get a diverse set of ideas
  - Use effective brainstorming ground rules
    - "There are no bad ideas", "No judging of ideas", "Use what you know"
  - Push team members for ideas by:
    - Reframing forms of help (service, created interventions, supportive solutions)
    - Engage everyone by getting them to write down two ideas before the taking begins
    - Be prepared to "seed" the written ideas so others will come behind you
- **Capture all options some where everyone can see them**

Selecting Options as Actions

- **Timeframe**
  - 10 - 15 minutes
- **Have team select the options that tie to strengths represented in the earlier presentation**
  - Set the others aside for later
  - Watch for "strength stretching" or making up new ones
- **This can be done as whole group or assigned to smaller groups**
- **Check with family about the viability of selected options**
- **Final action set comprises the first plan**
Assigning Tasks in the Plan

- Time frame
  - 5 - 7 minutes
- Get tasks assigned to team members for accomplishment before the next meeting
  - Call for volunteers, assign the obvious
  - Consider pairing people to make the work more doable
  - Consider pairing team member type to build connections
- Record commitments publicly
  - Signing ceremony
  - Action cards

Ending and Evaluating the Meeting

- Timeframe
  - 5 - 7 minutes
- Schedule the next three meetings
- Check in with team about process
  - "Did we use our time well?"
  - "Did we address what you are worried about for this family?"
  - "Did we build a plan that uses strengths?"
  - "Does everyone see a way to support this plan?"
  - "Did everyone feel equipped or able to participate and commit to actions?"

Planning in the Changing Cultural Context

- Communication
  - Social Media
  - Smart phones
  - Texting versus phone calls
- Connections
  - Peer to peer influence
  - Frustration with systems
  - Feeling others are controlling life
- Concerned about survival
  - Job, housing, education
Plan Document

- The results comprise the plan that should:
  - Contain agreement about what the team is working on
  - Demonstrate a thread from what the initial conditions are, through the strengths, to the needs, and to the actions the team is using to address unmet need
  - Allow all team members to know what they are doing in relation to the family between now and the next meeting

- This should get documented and out to family and team in the coming days after the meeting

Qualities of Effective Plans Youth and Young Adults in Transition

- Help will have many forms
  - Formal services that meet the need
  - Tailored services adapted to tie to a strength
  - Created interventions built to meet unmet needs in new ways
  - Supportive connections to reinforce the hard work

- Do not assume that increased independence translates to a lessened need for support and intervention
  - In fact the opposite is often true

Implementation Phase

- Goals:
  - To refine the “fit” between unmet need and help and support provided by team members
    - Increasing accuracy over time
  - To monitor and measure progress to help families and teams know where they’ve been, where they’re getting to, and when to stop
    - Benchmarks used to revise plan content and focus

- Timeframe
  - Typically 12 - 18 months
Implementation Phase

- **Process**
  - Regular meetings
  - Varies in intensity
  - More, fewer, more
  - Use of a focused and intentional agenda that includes:
    - Review of accomplishments
    - Assessment of what has happened
    - Adjustments to the plan
    - Assignments of new actions
    - Establishment and review of progress benchmarks

- **Products**
  - Iterative plan updates from each meeting
  - Crisis response plan as needed
  - Regular visual reports on progress
  - Summaries and letters as needed for family to use with systems

Implementation Phase Meetings

- On-going meeting led by facilitator
- Frequency adapts to progress and family stability
  - Will vary over time
    - Monthly, weekly, six weeks, seldom less often than that
- Meetings should last one hour or less
  - Make sure to manage the process and agenda
    - If this does not work look at changing frequency
- Each meeting results in an updated plan for concrete help and support

Agenda for an On-going Team Meeting

- The Four “A’s”
  - Accomplishments
    - Review what went well
  - Assess progress
    - See what happened and what worked
  - Adjust the plan
    - Make new adaptations to target a better fit between unmet need and help
  - Assignments
    - Make sure everyone knows what they are responsible for
Accomplishments

- Why start with Accomplishments?
  - Begins on a positive note
  - Keeps strengths perspective in place for hard times
  - Sets the stage for celebrating success
  - Maintains team energy
- How to review accomplishments
  - Ask the family first
  - Check with other team members
  - Record all input visibly
  - Use applause and other acknowledgments

Assess Progress

- Why Assess Progress?
  - Builds continuity
  - Reinforces accountability
- How to check for progress
  - Check for follow through
    - "Did we do what we said we would do?"
  - Check for impact
    - "Did it actually help?"
    - Check with family about need met rather than service delivered
  - Check back to original mission and initial conditions
    - Are you moving toward vision, mission, or both?

Adjust the Plan

- Why adjust the plan?
  - To stop doing things that are not working
  - To do things that we think fit the need better
- How to adjust the plan
  - Using information from the assess progress step consider whether to:
    - Continue doing what was being done?
    - Stop doing what was being done?
    - Do more of the same?
    - Less of the same?
    - Build something different that we now understand to do but did not before?
  - Clarify actions with verbs for each change
Assign New Actions

- Why to assign new actions each time out
  - Allow team members to change roles
  - Supports positive energy and follow through
- How to assign new tasks
  - Always start with the assumption that new plans can be done by anyone
  - Build on newly learned strengths
    - Youth, parent, family
    - Team member
    - Community
  - Reward volunteers with thanks and other forms of support

Managing New Input or Crises

- Challenges come up between meetings
  - Always check for fit with existing needs
    - Manage the place in the agenda for this need
- Only revise needs in the context of prioritization
  - “What do we need to stop doing in order to address this?”
- Immediate response needs can fit within existing needs
  - “So we are agreeing to change our plan in order to...”

Managing Progress Over Time

- Youth, families, and team members need a way to see if their work makes a difference
  - Regular review of a set of indicators allows for a change oriented conversation
- The Facilitator is responsible for providing a way for teams to do this
  - Establish benchmarks with the team
  - Regularly monitor
  - Provide reports
  - Use these in adapting the plan
Establishing benchmarks

- In wraparound the premise is that by meeting unmet need the behavior can change
  - Need met rather than service provided or compliance attained
- Ask “If this need were met what would we expect to see happening”
  - This begins to define what you are going toward rather than away from
- A small set of benchmarks gives a team a way to talk about reality rather than perception
  - Particularly when change is not a straight line to improvement

Tips for Progress Benchmarks

- Create a view that is realistic
  - Based in daily life that is:
    - Attainable
    - Desirable
    - Manageable
- Select things that are easy to “count”
  - This is about progress not science
    - Focus on behavior and events that you want to see and can teach, support, and develop
    - If the team can not see it or articulate it neither can the youth or family

Making Effective Benchmarks

- Regularly gather and report information on benchmarks
  - Determine timing of reporting cycle
    - Weekly, monthly, at least quarterly
  - Determine what to count
    - Actual counts, impression rankings
  - Determine who does the counting
    - Team meeting, family, teacher etc.
  - Create visual tools for the team
    - Summarize data in visual ways
Using Benchmarks to Adapt

- Facilitator leads the team in learning
  - Analyzing for patterns that coincide with other life events
    - "What else happened during this time"
  - Finding progress when it felt like none was present
    - "Why do we think good things happened even when it seemed like hard times"
  - Discussing whether there is a connection between intervention and change response
    - "What does this tell us about how to strengthen our help and support"

Staying True to the Learnings

- Throughout Planning and Implementation phases remember the things others have learned about adapting Wraparound to this age group
  - Be responsive and proactive about managing changing team membership
  - Keep your eye on the prizes of a future centered plan and the importance of empowerment as a key developmental process

Transition Phase

- Goal:
  - To support families and youth to move to the "next" level of care.
  - Solicit team member sense of progress
    - Chart and summarize
  - Review against Initial conditions
    - Discuss and plan for life after Wraparound
  - Clarify ongoing supports and services
    - Reach out and engage as necessary
  - Develop next plan
    - Including "what if" responses and plans
  - Create a commencement ritual that fits one family
    - Celebrate and appreciate
- Typical Timeframe
  - 20-60 days
Transition Phase

- Process
  - Increased frequency of meetings as preparation occurs
    - Supporting change capacity
  - Future focused conversations
    - Built on past successes
  - Coordination and introduction of “next” supports
    - Assume need continues rather than starts over

- Products
  - Updated plan
    - Same specificity and detail as before
  - Updated crisis response plan
    - In the hands of the right people
  - Summaries
    - Strengths, progress, needs met
  - Certificates and letters
    - Family, future providers, team members

Planned Transition & Team Meetings

Transition Phase Meetings

- Team work continues to the end
  - Summarize progress
  - Air concerns to be sure important stuff is not missed
- Focus is on “next” level of care
  - Transition “to” and “commencement” concepts help
- Meeting frequency increases
  - Support and reinforce through the change
Things to address in Transition Phase

- Sense of progress
  - Real progress versus just seeing differently
- Life After Wraparound
  - "What will it be like"
- Review of initial conditions
  - "Have we done enough about what brought us together?"
- Who else should be involved
  - Connection plans
- Formalized follow up, if necessary
  - How to be in touch with who
- Create a commencement event
  - Acknowledge work and provide thanks

Managing the Sense of Progress

- Hold open conversation reflecting on progress over time
  - Supports real change and optimism
  - Allows team to identify concerns that need to be planned for in post wraparound plan
- Steps
  - Develop group and individual ratings of likelihood of past challenges recurring
  - Do comparative "then" and "now" ratings
  - Use ratings to target plan work areas
- Remember Wraparound is a support model, not a cure model

Talk About Life After Wraparound

- Help youth and family develop a view
  - Discussion, in detail, about what it will be like supports
    - Anticipation of future needs
    - Optimism by youth and family
- Possible strategies
  - Map out a typical day or week in detail
  - Get input from others who will be involved
    - Teachers, employers, friends
  - Identify what is coming
    - Service
    - Support
    - Success
Review the Initial Conditions

- Reviewing what brought the family into system in the first place can:
  - Create a sense of authentic progress
  - Demonstrate accountability of the effort

- Strategies
  - Have team write their big concern for family in the beginning
    - Rate perceived ability to handle this concern now
  - Identify why system closures were able to happen
    - "Then" and "now" ratings

Consider Who Else Will be Involved

- Youth and families deserve support after wraparound
  - Arrange and clarify support as part of moving to the next level of care
  - Age-based transition engages new players

- Strategies
  - Make lists of those involved
    - System, community, family, and friends
  - Arrange connections with known players
  - Create effective introductions for new players
    - Letters, summaries, etc.
    - Current team members go along for the first connections

Formalize Follow up, if Necessary

- Help team know what comes next
  - Some people want to know what happened
  - Some families thrive with structure
  - Some youth will always need some attention

- Strategies
  - Find out who can be called
    - Collect numbers and put them on a card or other document
  - Arrange scheduled follow up contacts by current team members
    - Frequency: weekly, monthly, more, less

- If the facilitator does not address this everyone will think some one else is doing it
Create a Commencement Ritual

- Holding an event can be important to all team members
  - Marks the end and a beginning
  - How you end is as important as how you start
- Strategies
  - Scale event to the family and youth involved
  - Consider what you learned about family and team to find the right marker
  - Tend to the details and let the team help
  - Create a parting portfolio
- Chance for the community to acknowledge the work of all involved

System Issues

- System frameworks, mandates, and expectations change dramatically at 18 years old
- Engaging new systems into working with the individual at the "magic" age line is important
- Challenges in bridging the gap between delivery styles and emphases
- Assuring early inclusion of adult resources when appropriate

Tips About System Issues

- Plan for augmented support as the youth enters new systems, services, and situations
  - Encourage the person to do it themselves
  - Go along to first meetings and others as needed
  - Consider augmenting support in new settings
  - Educate new providers about the history of the individual, the family, and the team and their accomplishments
  - Always introduce youth/young adult using strengths based information
More system related tips

- Plan for the earliest possible involvement of new systems so youth and adult system helpers can overlap for a while
- Consider the implications from the needs of this age group for your community oversight processes
  - Representation as more than a token
  - Participation in planning, design, and implementation processes
  - Resources and connections to help and support

TIP Informed Wraparound Considerations

- Adapt engagement strategies to match development stage of young adult
- Youth and young adult defines their "family" and team members, which may change over time
- Family members may need support and new skills during the "emerging adulthood" developmental phase
- Co-development of a safety-net of supports
- Young adults drive their own safety and prevention plans
Review and Recap

- List the four phases of Wraparound facilitation on a piece of paper
  - Make two columns in each section
  - On the left side write down the parts of this process you are secure enough about that you could teach others
  - On the right side write down the parts of this process you will continue to develop your skill sets with

Additional Information on Wraparound

- National Wraparound Initiative
  - www.nwi.pdx.edu

- Paperboat, a resource website
  - www.paperboat.com

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For Additional Information on TIP:
www.TIPstars.org