Assessing Implementation of Wraparound Using Measures of The Wraparound Fidelity Assessment System

San Antonio, Texas
August 31, 2011

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AGENDA

- Introduction to Fidelity Measurement
- Orientation to the WFI-4 – How to Administer & Score
- Introduction to the WFI-4 Training Toolkit
- Logistics of using the WFI-4
  - Data entry and reporting system
  - Developing local evaluation plans
  - Timeline for evaluation activities
- Introduction to the Team Observation Measure
- Introduction to the Community Supports for Wraparound Inventory (if time)

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sitemap [   ] Search

the national wraparound initiative

"The NWI works to promote understanding about the components and benefits of wraparound, and to provide the field with resources to facilitate high quality and consistent wraparound implementation."

In 2004, stakeholders—including families, youth, providers, researchers, trainers, administrators and others—came together in a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families. The NWI now supports youth, families, and communities through work that emphasizes four primary **functions:**

- **Supporting community-level planning and implementation**
- **Promoting professional development of wraparound staff**
- **Ensuring accountability**
- **Sustaining a vibrant and interactive national community of practice**

The NWI is membership supported. You can **join the NWI** to help continue this important work!!

wraparound resources

The always-useful **Resource Guide to Wraparound**

NEW! NWI webinar slides and recordings

NEW! Summary of evidence for wraparound

upcoming trainings & events

NWI presents at California Wraparound Institute – **June 7, 2010**

Webinar: Accountability and Quality Assurance in Wraparound - **June 15, 2010**

top news & new research

KBCS radio featured a **story** on Washington State and the National Wraparound Initiative as the second feature of a two part series "Cruel Choices."

Wraparound Milwaukee in 2009 Visionaries **video**

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products/publications

resource guide

assessment/fidelity

tools compendium

implementation support

consultants

theory of change

ten principles

phases and activities

implementation guide

user's guide

manual de usario

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Three Big Ideas

- We need to move from <u>principles</u> to **<u>practice</u>** in doing wraparound

  - i.e., people who have the <u>skills</u> to accomplish the <u>tasks</u> that have been found to achieve <u>outcomes</u>

- The better we implement the practice, the better the outcomes will be for youth and families

- <u>Measuring</u> the quality of practice can help us accomplish both these goals:

  - Better fidelity

  - Better outcomes!

Implementing wraparound… as hard as…?
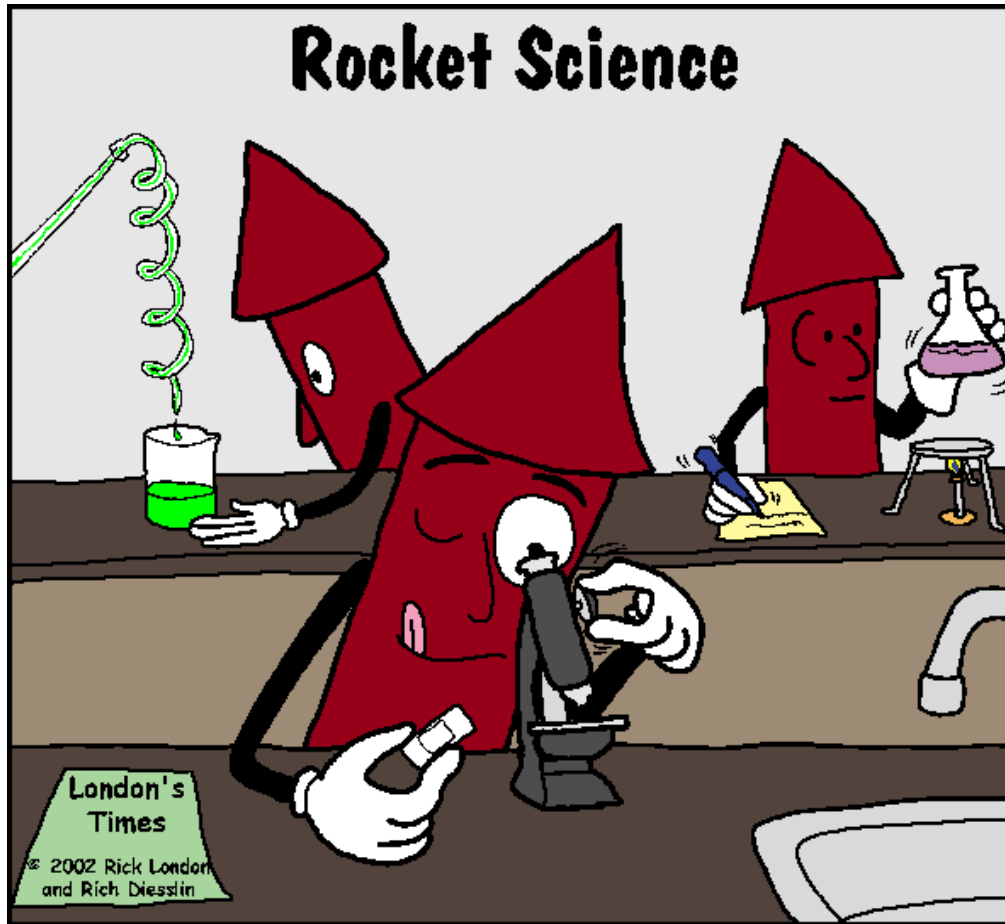
…brain surgery?

…landing a passenger plane on the Hudson?

Success!

Captain Sullenberger attributed it to:

- Teamwork

- Preparation

- Strict adherence to protocols

What leads to success in health care?

- **Knowledge** – Research and experience has provided us with information on "what works"

  – Evidence-based practice

  – Practice-based evidence

- **Competence** – Research and experience provide a solution, <u>and</u> we apply it correctly

  – Collecting and organizing information

  – Using information to make decisions

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Wraparound Knowledge
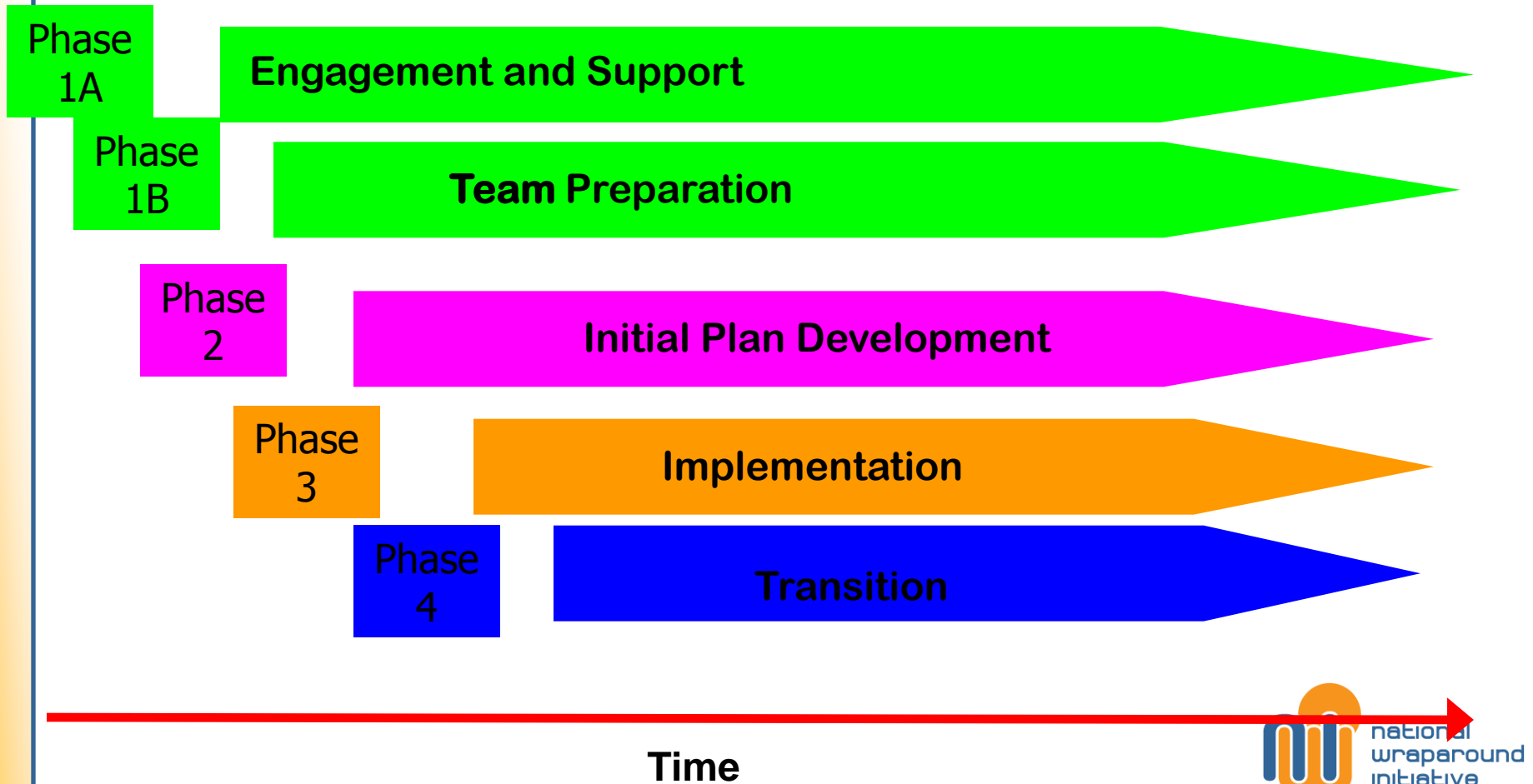
Applying the Wraparound Principles

1. Family voice and choice
2. Team-based
3. Natural supports
4. Collaboration
5. Community-based
6. Culturally competent
7. Individualized
8. Strengths based
9. Persistence
10. Outcome-based

Walker, Bruns, Adams, Miles, Osher et al., 2004

Wraparound Knowledge

Implementing the practice model:
The Four Phases of Wraparound

Phase 1A	Engagement and Support
Phase 1B	Team Preparation
Phase 2	Initial Plan Development
Phase 3	Implementation
Phase 4	Transition

Time

Focus on Knowledge:
How does wraparound work?

Wraparound Principles:
Family voice and choice
Team-based
Culturally competent
Natural supports
Collaboration
Community-based
Individualized
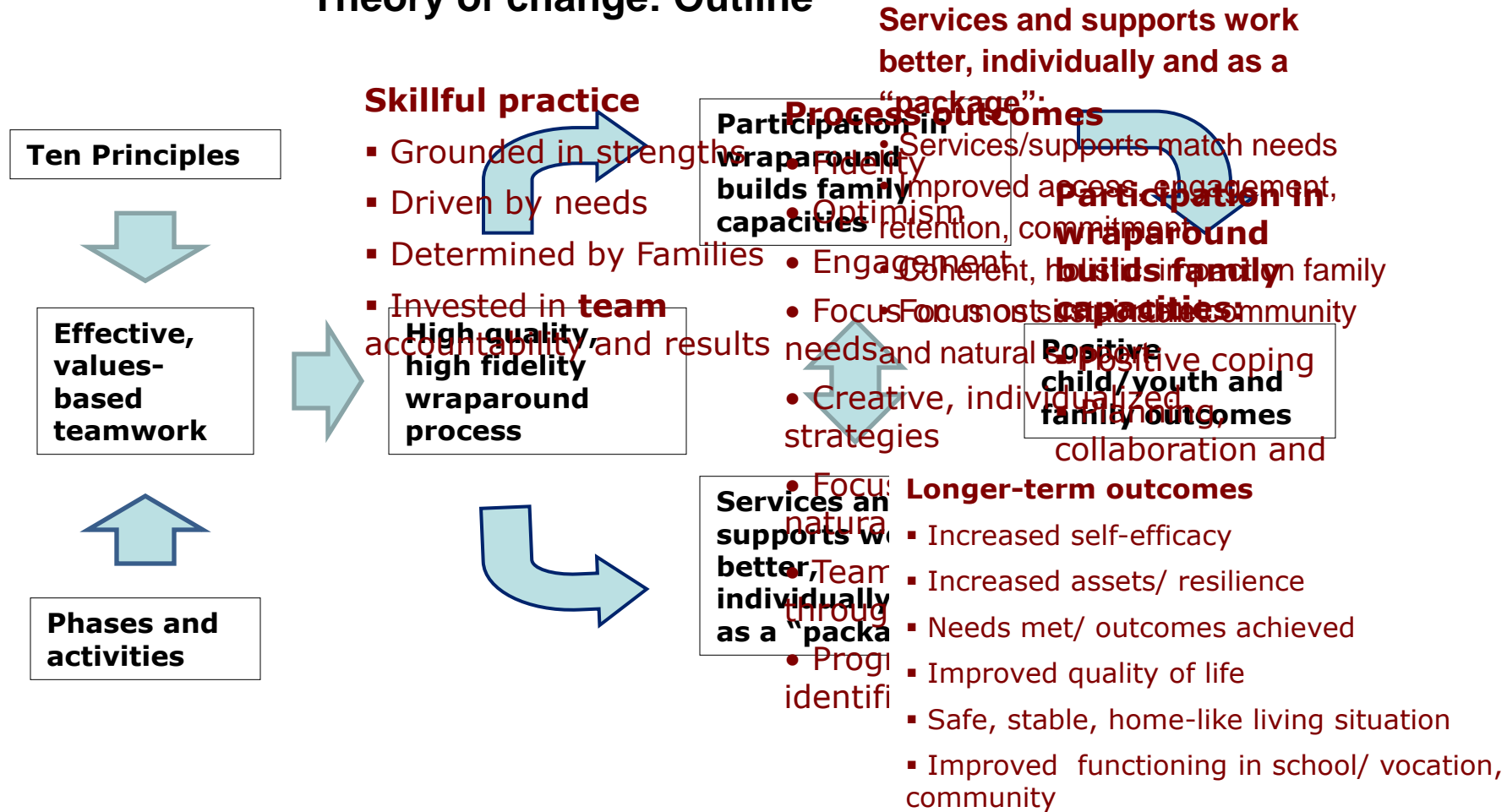Strengths based
Persistence
Outcome-based

Then a miracle occurs...

Positive Outcomes!

Knowledge: How does wraparound work?
What research tells us about practice, process and outcomes

Theory of change: Outline

Services and supports work better, individually and as a "package":

Skillful practice

- Grounded in strengths
- Driven by needs
- Determined by Families
- Invested in **team accountability** and results

Ten Principles

Effective, values-based teamwork

Phases and activities

High quality, high fidelity wraparound process

Participation in wraparound builds family capacities

Process outcomes
- Fidelity
- Optimism
- Engagement
- Focus on family and natural supports
- Creative, individualized strategies
- Focus on natural supports
- Team ...
- Program ... identifi...

Services/supports match needs
Improved access, engagement, retention, commitment
Coherent, holistic vision for family
Focus on community needs and natural supports

Participation in wraparound builds family capacities

Positive child/youth and family outcomes
- Positive coping
- Collaboration and ...

Services and supports work better, individually and as a "package"

Longer-term outcomes
- Increased self-efficacy
- Increased assets/ resilience
- Needs met/ outcomes achieved
- Improved quality of life
- Safe, stable, home-like living situation
- Improved functioning in school/ vocation, community

Wraparound Knowledge
Major "routes" to outcomes and implications

- Effective team process means team is more likely to meet its goals

- Good, value-driven wraparound process leads to outcomes because

  – Services and supports work better

  – Family gains in self-efficacy, self-perceptions, and coping
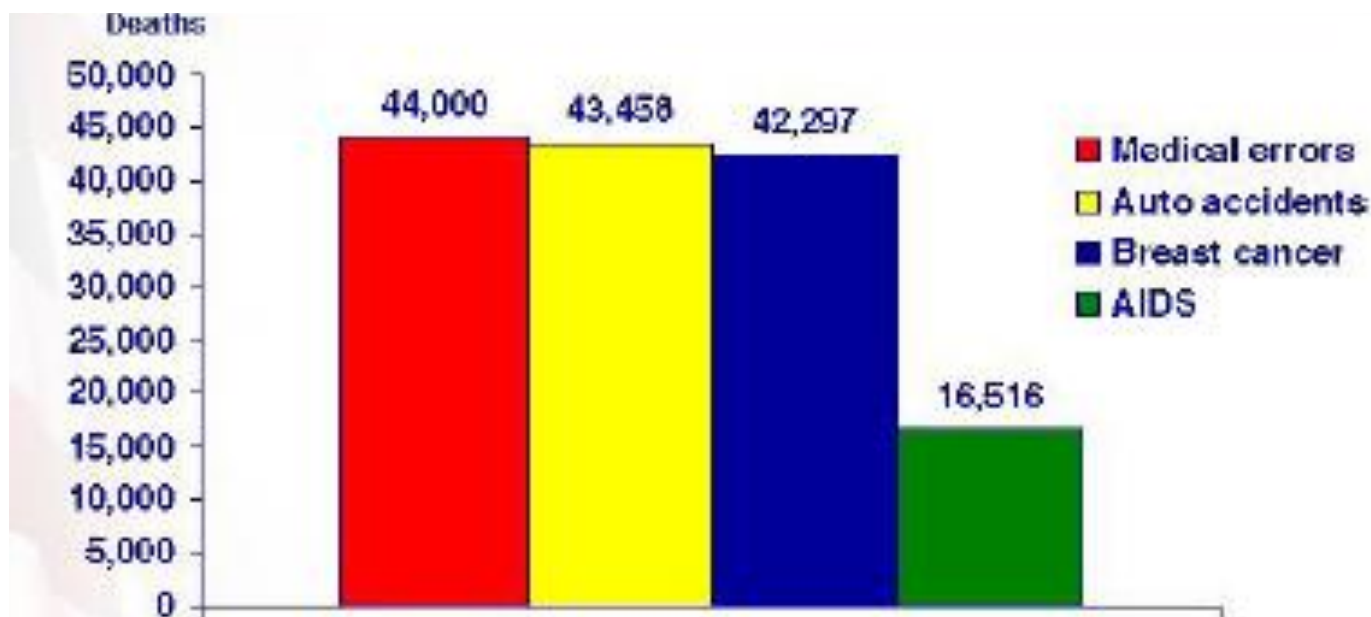
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Effective Wraparound Implementation Requires…
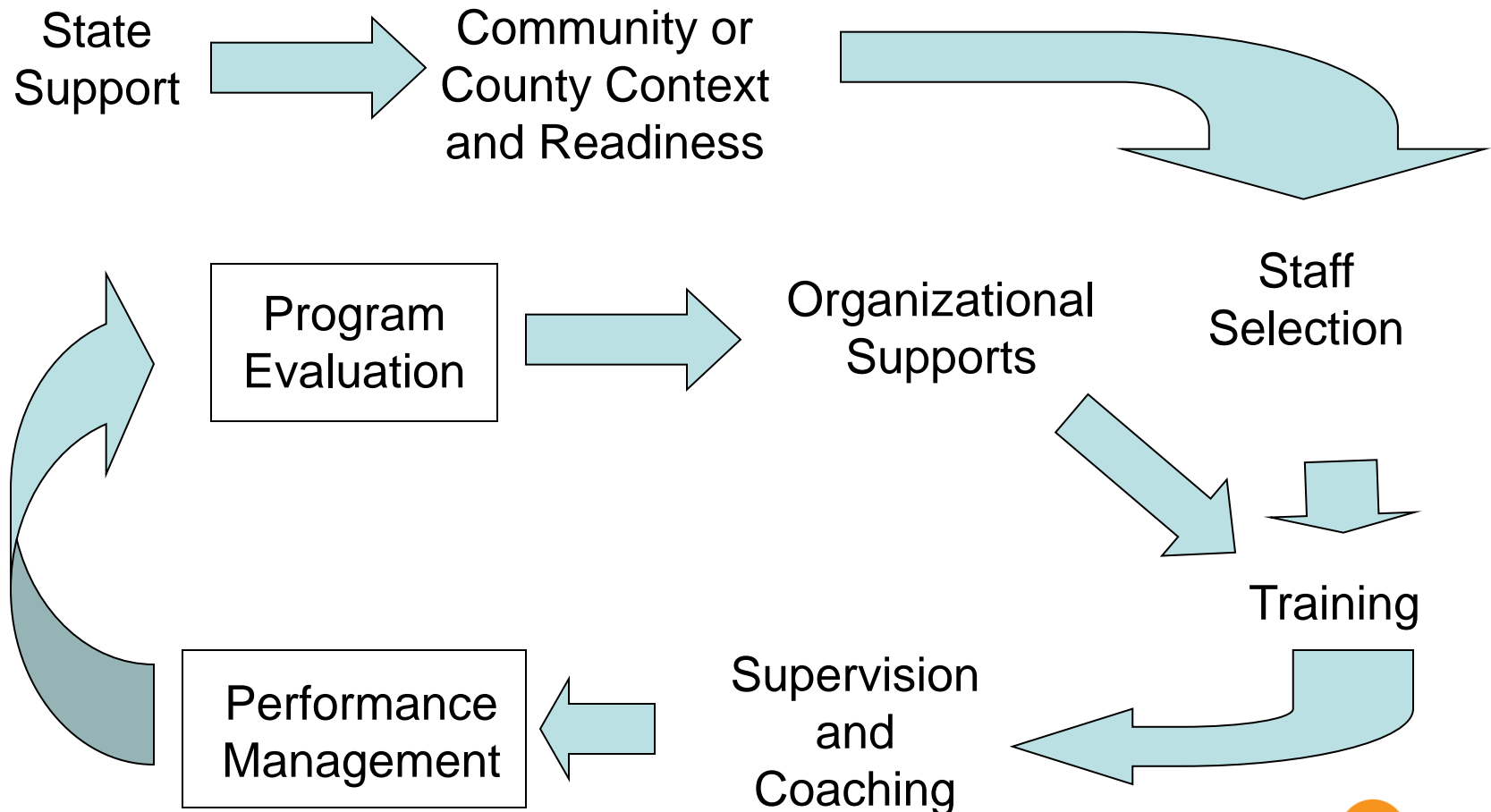
How Do We Measure Competence?

- Example: Surgical Safety
  - 234 million operations each year
  - Many surgery complications and deaths are preventable

Deaths due to Medical Errors: U.S.

Measuring implementation in Surgery

- Examples:
  - Before the induction of anesthesia, members of the team orally confirm that:
    - The patient has verified his identity, surgical site, procedure, and consent
    - The surgical site is marked if appropriate
  - Before incision, the entire team orally:
    - Confirms that all team members have been introduced by name and role
    - Confirms that all essential imaging results are displayed in the room
  - Before the patient leaves the operating room, the nurse reviews items aloud with the team:
    - That the needle, sponge, and instrument counts are complete
    - The team reviews aloud the key concerns for recovery and patient care

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Results

Complications	Before	After	*p* value
Surgical site infection	6.2	3.4	< .001
Death	1.5	0.8	< .01

Implications

- What did the checklist accomplish?

  - Ensured similar information for all team members

  - Improved team communication

  - Improved consistency of care across teams

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Why do we need implementation quality checks in wraparound?

Studies indicate that Wraparound teams often fail to:

- – Incorporate full complement of key individuals on the Wraparound team;

- – Engage youth in community activities, things they do well, or activities to help develop friendships;

- – Use family/community strengths to plan/implement services;

- – Engage natural supports, such as extended family members and community members;

- – Use flexible funds to help implement strategies

- – Consistently assess outcomes and satisfaction.

Fidelity is critical to outcomes

☞ Higher levels of fidelity to organizational level assessment for **ACT** was associated with greater reductions in days spent in psychiatric hospitals (McGrew, Bond, Dietzen & Salyers, 1994)

☞ Improved youth delinquency outcomes for higher fidelity **Teaching Family** model (Kirigin et. al. 1982)

☞ Improved youth delinquency outcomes for higher fidelity **MST** (Henggler, Melton, Browndino, Scherer & Hanley, 1997)

☞ Better overall outcomes for youth receiving model adherent **FFT** (Alexander, Pugh, Parsons and Sexton, 2000)

☞ Better outcomes for **school-wide behavioral management** when implemented with fidelity (Felner et. al. 2001)

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Why else do we need to achieve model adherent implementation?

- Families who experience better outcomes have staff who score higher on fidelity tools (Bruns, Rast et al., 2006)

- Wraparound initiatives with positive fidelity assessments demonstrate more positive outcomes (Bruns, Leverentz-Brady, & Suter, 2008)

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Relationship between WFI fidelity and outcome

Level of Wraparound Fidelity	# of Youth with at least one WFI & CANS outcomes	% with Reliable Improvement In CANS score
High (>85%)	28	82.1
Adequate (75-85%)	41	65.9
Borderline (65-75%)	13	69.2
Not Wraparound (<65%)	9	55.6

Effland, McIntyre, & Walton, 2010

How might we measure implementation of wraparound???

- Have facilitators and team members fill out activity checklists

- Look at plans of care and meeting notes

- Sit in on and observe team meetings

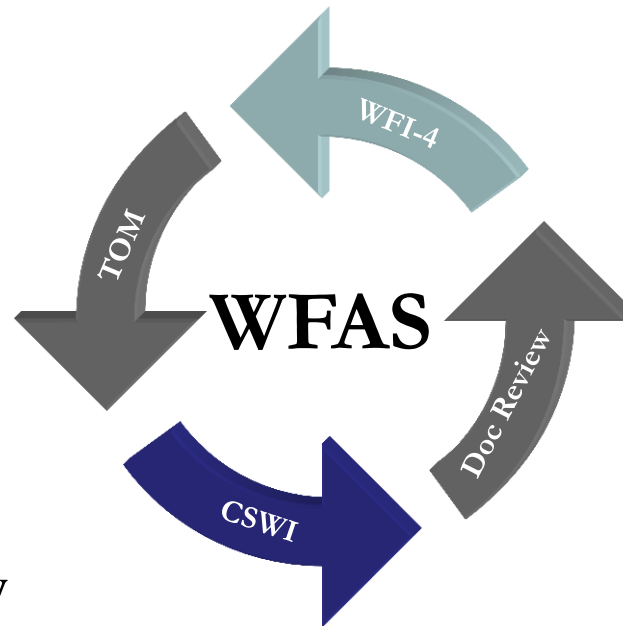- Interview the people who know—parents, youth, facilitators, program heads
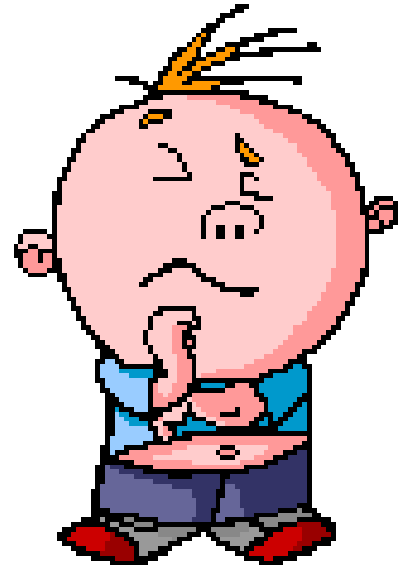
Wraparound Fidelity Assessment System

www.wrapinfo.org or
http://depts.washington.edu/wrapeval

TOM – Team Observation Measure

WFI-4 – Wraparound Fidelity Index

WFAS

WFI-4

TOM

Doc Review

CSWI

CSWI – Community Supports for Wraparound Inventory

DRM - Document Review Measure

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Wraparound Fidelity Index 4.0

HOW TO ADMINISTER AND SCORE THE WFI 4.0

In memory of John D. Burchard (1936 – 2004)

Today's training will focus on

1. An introduction to the WFI 4

   - History, purpose, psychometrics

2. User qualifications

   - Interviewer and observer training and supervision

3. Preparations to take before interviews and observations

4. Conducting WFI-4 interviews

Wraparound Fidelity Index 4.0

- The FULL WFI-4 user training presentation is divided into eight sections.
  - As mentioned earlier, these sections correspond to the eight chapters of the User's Manual for the WFI-4
- Each section of this training has a set of Learning Objectives that are presented at the beginning of the section
  - Learning objectives are also presented at the end of each section for review purposes
- There are also several topics for group discussion related to local issues. These are indicated by *__Red text__* in the PowerPoint.

Fidelity measurement

- What is fidelity?
  - "The extent to which a treatment or intervention is delivered as intended"
    - In other words, "doing it right"
- "Doing it right" in wraparound means:
  - Staying true to the 10 principles
  - Implementing the Phases and Activities

The WFI-4

- The WFI-4 measures how well both the <u>principles</u> and core <u>activities</u> are implemented.
- It is organized by the 4 phases of wraparound
- The WFI-4 is composed of four respondent forms:
  - The Caregiver form (CG),
  - The Youth form (Y),
  - The Wraparound Facilitator form (WF), and
  - A Team Member form (TM).
    - There is also a demographic form that can be completed by the WF or CG

Organization of the *WFI - 4*

- The WFI-4 assesses fidelity by having the interviewer assign a score to each of 40 items
- These 40 items are organized by the four phases of wraparound in the following way:
  - **Phase 1: Engagement** : 6 items
  - **Phase 2: Plan development**: 11 items
  - **Phase 3: Implementation**: 15 items
  - **Phase 4: Transition**: 8 items

Organization of the *WFI - 4*
The Youth form

- The Youth form only has 32 items
- It is organized differently from the CG, WF, and TM forms
- The 32 Youth items are organized by the four phases of wraparound in the following way:
    - **Phase 1: Engagement** : 6 items
    - **Phase 2: Plan development**: 8 items
    - **Phase 3: Implementation**: 13 items
    - **Phase 4: Transition**: 5 items

Wraparound Fidelity Index, 4

Number of items per phase and principle

	Family V&C	Team-based	Natural Suppts	Collaboration	Comm-based	Cultural comp	Individualized	Strengths-based	Persistence	Outcome based
Engagement (6)	1	2				1		1		1
Planning (11)	1	1		3	2	1	2	1		
Implementation (15)	2	1	2	1	1	2	1	2	2	1
Transition (8)			2		1		1		2	2
	4	4	4	4	4	4	4	4	4	4

WFI-4 Response Scale

- For each WFI-4 item, a score is assigned on a scale

- The scale ranges from 0 (low fidelity) to 2 (high fidelity).

- For most items, the rating assigned is related to the degree to which the respondent:
  - **Agrees** with the statement or answers "**Yes**"
  - **Partially agrees** with the statement or answers **"Somewhat"** or **"Sometimes,"** or
  - **Disagrees** with the statement and answers "**No**."

WFI-4 Response Scale

- It is important to note that many of the items are reverse-coded. where a score of "0" corresponds to "Yes/agrees," and a "2" corresponds to "No/disagrees"

    - E.g., 2.6: **"Are there members of the wraparound team who do <u>not</u> have a role in implementing the plan?"**

Phase 2: Planning continued	Yes	Sometimes Somewhat	No
2.5 CB Does the wraparound plan include strategies for helping the child get involved with activities in her or his community? Please give two examples of those activities: 1. 2. *Follow scoring rules. (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	2	1	0
2.6 Col Are there members of the wraparound team who do <u>not</u> have a role in implementing the plan?	0	1	2

Role of the Interviewer

- In administering the WFI-4, the interviewer or administrator is <u>not</u> intended to merely ask each of the questions verbatim and ask for a response on the "Yes – Sometimes – No" scale.

- The interviewer is intended to conduct the WFI-4 interview like a conversation.

  - Begin each section of the WFI-4 interview by asking the respondent about that part of the wraparound process, what kinds of things occurred, and so forth.

    - Cues are provided on the form at the beginning of each phase

  - Score the items as best as possible from information provided; ask follow-up questions as needed

Role of the Interviewer

- <u>If there is any uncertainty about scoring</u> state the item directly and ask the respondent to provide a rating
  - E.g., Would you say "Yes", "Somewhat" or, "No"
- The interviewer is intended to score the items as she or he goes through the interview
- Because she or he assigns the scores to each item, it is the interviewer's responsibility to be well-versed on:
  - The wraparound process (e.g., principles and phases/activities)
  - The WFI-4 User's Manual and scoring rules
- After the interview, the interviewer may want to refer to the User's Manual available to help score items

WFI-4
Site-level qualifications

- An individual with some background and experience in evaluation research or quality assurance and data management should lead the local effort.

- Interviewers should be used who have experience and comfort with interviewing youths, family members, and providers, or who can be trained and supervised closely until they do have such comfort.

- A full training protocol should be implemented for interviewers.

Interviewer training

- Training and supervision should consist of:
  - An overview of the wraparound process, including its principles and four phases and activities;
  - An overview of the purpose & structure of the WFI-4;
  - A review of general WFI-4 administration procedures;
  - A review of individual items and scoring rules;
  - Group practice administrations of the WFI-4

Interviewer training, continued

- – Trainees listen to and score sample administrations using the and completing the WFI-4 Training Tool Kit.*

- – Individual practice administrations with feedback from the evaluation leader or supervisor; and

- – Periodic group and/or individual supervision for interviewers.

  - – *We will come back to this

Interviewer qualifications

- The WFI was designed to be a straightforward interview. Nonetheless, proper use requires:
    - Full training to criteria on the WFI-4, using the Training Toolkit
    - Experience and/or comfort conducting interviews with WFI respondents (i.e., youth receiving services; parents and caregivers of these youth, and service providers)
    - Competence and familiarity with the WFI forms, the User's Manual, and the wraparound process
    - Adequate knowledge to be able to explain the interview process, uses of WFI data, and limits to confidentiality to respondents

Chapter 4.
Preparation for WFI Interviews

- Preparation for conducting WFI interviews requires preparation at several levels

- **Learning Objectives**
  - To understand the requirements of any local IRB protocol
  - To be prepared to collect complete data from multiple respondents
  - To be prepared to engage the different respondents in the WFI-4 interview process

Conducting Complete Interviews

- Sites or programs using the WFI are intended to collect data from multiple respondents
- However:
  - Sometimes only one respondent will be available or appropriate
  - For other families, more than the standard set of 3-4 interviews might be appropriate for a family.
    - For example, foster or kinship care provider along with the birth family member
    - *The birth parent should be interviewed if possible, unless parental rights have been terminated or she or he is uninvolved in the youth's life and wraparound process.*
- The only rule for interviewing youth is that they be at least 11 years old.

Engaging Wraparound Facilitators

- Engaging wraparound facilitators is important
  - Because of their own participation in interviews
  - Because they are in the best position to help enlist youth and family participation in WFI interviews

- Remind facilitators that:
  - WFI data will be used provide comprehensive feedback on how wraparound is being implemented
  - The data being collected will be used to support program improvement and even help secure resources
  - WFI data should also be confidential, in most evaluations
    - *NOTE: The above information may also be useful to participating caregivers, team members, and youth*

Obtaining Consent

- Information statements should be provided to all respondents.
- For many sites, consent will be obtained before an interview is conducted.
  - In some circumstances, interviews can be conducted with verbal consent
  - Depending on the context in which you are collecting data, <u>written consent may be necessary</u>

- <u>*DISCUSSION: What is the procedure in your program or site?*</u>

WFI Identification Numbers

- WFI and WONDERS have the same ID system.
- Use your manual to correctly assign ID numbers.
  - Example:

ID Number	Description
Project ID	WERT will assign an identification number to your agency or site. This identification number is a three digit number (starting with 4) that is unique to your site (e.g., 154). If your site includes multiple programs or agencies and you want to be able to distinguish among them you should request separate *Project ID* numbers for each.
Youth/ Family ID	This number is assigned by your agency for each family unit participating in WFI assessment. It must be unique to every family. If a family has multiple youth receiving services they would have the same *Family ID*, but different *Youth IDs* (see below). If a family is interviewed more than once the same *Family ID* should be used each time.

Interview Timing

- **How long should a family have been in wraparound?**
  - At a minimum: <u>30 days</u> before the interview is given
  - However, WFI-4 interviews may be more effective if the youths and families have had at least **<u>3</u> months' experience in wraparound.**
- *<u>DISCUSSION: What are your program or site's timeframes for data collection using the WFI?</u>*
- *<u>Will data be collected multiple times for the same family or just once? When will families be referred to the evaluation team?</u>*

Interview Timing

- **How far back are respondents going to be asked to remember?**

  – The WFI-4 is designed to ask about <u>the entire wraparound process, from the time they entered the process to the present</u>.

- **When should the different interviews be conducted for one family?**

  – Interviews for the three respondents should be conducted as close to one another as possible. Ideally all respondents for the same family would be interviewed <u>within one month</u> of one another.

Administration Methods

- The WFI must be administered via telephone or face-to-face interview. Either way is fine.

- Rapport is crucial!
  - The interviewer is expected to have a conversation with the respondent about his or her experiences in wraparound, and score items based on the information given
  - The best way to build rapport is for the interviewer to have mastery over the administration and scoring procedures, so they do not get in the way of the interview

- Be appreciative, aware, and flexible

- Redirect to the interview protocol when necessary

Scripts of Introduction

- The Manual includes "Scripts of Introduction" that can be used with wraparound facilitators, caregivers, youth, and team members
  - These scripts help begin the interview and remind the participant about confidentiality and the importance of the evaluation.
  - Each site or program should have its own Script of Introduction that is tailored to their community and their evaluation project
- *DISCUSSION: What is our site or project's Script of Introduction?*

Important to note…

- Certain items are "reverse scored" – check your form before turning it in or entering it online.

- Missing items should be recorded by using the appropriate codes:

  - 666 = The item is not applicable

  - 777 = The respondent refused to answer

  - 888 = The respondent did not know the answer

  - 999 = An item is missing for another reason (e.g., interviewer skipped it accidentally)

How to conduct the interview

- Begin each section of the interview with 1 or 2 open-ended questions about that Phase of the wraparound process

  - Suggested prompts are provided at the beginning of each section or Phase

- Assign scores to items as possible based on these conversations

- Then, read the items directly wherever necessary to obtain scores on the remaining items.

  - Throughout the interview, follow all directions and scoring rules on the interview forms for each item

Chapters 6 & 7.
Administration and Scoring

- The interviewer should have a good working knowledge of the 40 items on the WF, CG, and TM form before administering interviews

- The training PowerPoint included in your binders covers each individual item, for those teams that choose to train in this way

- **Learning Objectives**

  - To understand the basics of each of the 40 items on the 4 adult forms of the WFI-4

  - To understand the Demographics form

Demographics Form

- <u>The Demographics form should be completed as part of the Wraparound Facilitator interview</u>.

  - The facilitator may need to have access to the youth's case file to provide the most accurate information

- If the wraparound facilitator will not be interviewed, information can be obtained through the caregiver interview.

  - It is critical that demographic information is entered into WONDERS. If not, total N will not be calculated correctly.

Item by item administration cues…

- … can be found in the WFI-4 Users manual.
- Directions for administering items for the 3 adult forms are combined in the manual because the items are nearly identical
- There is a separate chapter (Chapter 7) covering items on the Youth form
- A few examples will follow on the next slides

Phase 1 ~ Engagement & Team Preparation

- Begin this part of the interview by reading the prompt at the top of the form.
  - *I am going to ask you some questions about the services and supports the youth and family are receiving now and have received since they started the wraparound process.*
- Then begin administration of the Engagement Phase items with the next prompt
  - *Let's start with the beginning of the wraparound process. Can you tell me a little bit about your first interactions with [the youth/family]? What were those very first meetings like?*
- You will begin each phase with the prompts at the top of the page.

Phase 1 ~ Engagement Phase Items

- **1.1 When you first met with the family, were they given ample time to talk about their strengths, beliefs, and traditions?**

  If "yes" or "sometimes/somewhat", ask: **At the first team meeting, were these strengths, beliefs, and traditions shared with all team members**? YES   NO

- *Caregiver form:* **Did this process help you to appreciate what is special about your family**? YES   NO

- <u>Scoring</u>: Interviewers should be assessing for whether the facilitator took the time to hear the family's story, from their perspective, in a strengths-based and future-oriented way. This process should have happened before a team meeting or any wraparound plan development took place. If this occurred AND the respondent reports the results were shared with the team in the first team meeting (for WF and TM forms), award 2 points. (For the CG form, the respondent should report that it helped them to appreciate what is special about their family.) If the strengths and culture of the family was assessed before the first team meeting but there was no sharing of the results with the full team, award 1 point. If the facilitator did not have the opportunity to talk about the family's strengths, beliefs and traditions before the first team meeting, award 0 points.

Phase 1 ~ Engagement Phase Items

- **1.2 Before the first team meeting, did you fully explain the wraparound process and the choices the family could make?**

- *Scoring*: No special scoring instructions. The interviewer should assess whether the caregiver truly understood how wraparound would work and the power that is intended to be afforded the family in planning and decision making <u>before the first team meeting is ever held.</u> If the interviewer senses the family did not have an understanding of how wraparound would work before the meeting or if it was not explained to them before the first meeting, a score of "0" should be assigned.

Phase 2 ~ Planning

- The planning phase section begins with the following prompt:
  - *Now I am going to move on to questions about how the planning process proceeded with [name of youth/family]. Can you tell me about how the family's plan was first developed?*
- As for the Engagement phase, you can also begin the Planning Phase section with some alternative conversation starter that is based on your interactions thus far with the respondent.
- **The idea is to begin a conversation about what the initial team meetings and plan development activities were like for this family, from the perspective of the specific respondent, (facilitator, caregiver, or team member).**
- As you discuss the beginning of wraparound, pay attention to opportunities to score the items. Also look for opportunities to ask the questions directly as part of the flow of the conversation.
- There are 11 items on the adult form and 8 on the Youth form

Phase 3 ~ Implementation

- The Implementation phase section begins with the following prompt:

    Now I am going to ask you a number of questions about how [name of youth/family]'s plan has been implemented and how team meetings are conducted. First, can you tell me what team meetings are like currently?

- Items in the Implementation Phase section may need to be asked more directly than in the previous sections.

- There are 15 "Implementation Phase" items on the adult forms and 13 on the Youth form

Phase 4 ~ Transition

- The Transition phase section begins with the following prompt:

  Now I want to ask you a few final questions about transition out of wraparound and the future for this youth and family.

- Most of these items can be administered directly as questions.

- There are 8 "Transition Phase" items on the adult forms and 5 on the Youth form.

Chapter 8.
Data Entry

- Data can now be entered into WONDERS: *The Wraparound Online Data Entry and Reporting System*.

- The website can be found at www.wrapinfo.org, click on the WONDERS link.

- Users will receive training in groups of 3-5 via a web + phone training at a date to be determined.

- Users will be able to easily enter data for WFI, run reports, and export data.

- Users will also be able to assign user privileges to multiple users, so there is flexibility with who enters data, who can see the data, and who can view reports.

WONDERS

- Wraparound Online Data Entry and Reporting System

- Allows users to enter data via a web portal

- Compiles data from WFI (and the Team Observation Measure, should you choose to use it in the future) in one database

- Creates a range of reports from Demographics to Fidelity and Qualitative Reports.

- Allows export of all data variables for further analysis.

WONDERS – www.wrapinfo.org

WONDERS – Data Entry

Facilitator Form

| Phase 1: Engagement | Phase 2: Planning | Phase 3: Implementation |

| Phase 4: Transition |

Exit

1.1 CC
When you first met with the family, were they given ample time to talk about their strengths, beliefs, and traditions? At the first team meeting, were these strengths, beliefs, and traditions shared with all team members?

1-Yes to only first question

1.2 FVC
Before the first team meeting, did you fully explain the wraparound process and the choices the family could make?

2-Yes

1.3 SB
At the beginning of the wraparound process, was the family given an opportunity to tell you what things have worked in the past for the youth and family?

2-Yes

1.4 TB
Did the family members select the people who would be on their wraparound team?

0-No

WONDERS - Reporting

Reports

Report 1: Summary of Respondents

Report 2: Youth Information and Demographics (Demographic)

Report 2: Youth Information and Demographics (Wrap Facilitator/Caregiver)

Report 3: Wraparound Process Information

Report 4: Wraparound Plan Components

Report 5: Overall Fidelity

Report 6: Combined Fidelity Scores By Principle

Report 7: Fidelity Scores by Principle and Respondent

Report 8: Fidelity Scores by Phase

Report 9: Percent Agreement

Report 10: Individual Item Summaries

Report 11: Relative Strengths by WFI Item and Respondent

Report 12: Relative Weaknesses by WFI Item and Respondent

Report 13: Summary of Open-Ended Qualitative Comments

Exit

WONDERS - Reporting

Report 8: Fidelity Scores by Phase

Date of Report :   Monday, March 30, 2009

Date Range of WFI-4 Data :   - Till Date
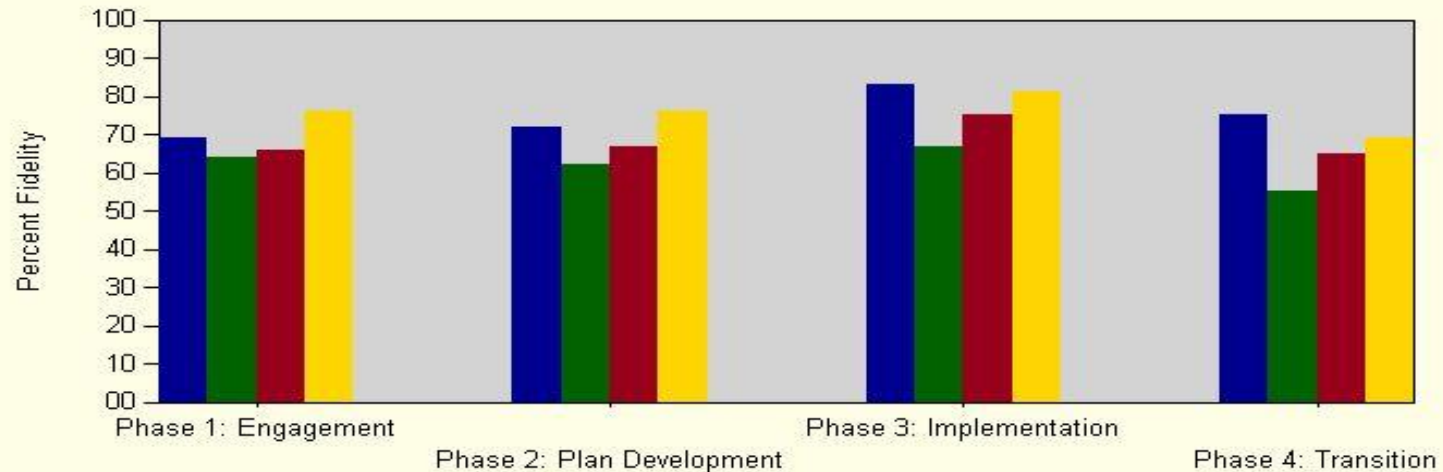
	Phase 1: Engagement	Phase 2: Plan Development	Phase 3: Implementation	Phase 4: Transition
Ingrid SaddlerWalker	69	72	83	75
Dee Booth	64	62	67	55
All	66	67	75	65
National Mean	76	76	81	69

Using the "Training Toolkit"

Training interviewers on the WFI-4

WFI-4 Training toolkit

- The WFI-4 Interviewer Training Toolkit consists of five main components:
  - 1. A set of three Audio CDs with a total of six sample WFI-4 interviews;
  - 2. Six pre-scored "Gold Standard" WFI-4 Scoring Keys, each corresponding to one of the six sample WFI-4 interviews;
  - 3. Six Scoring Reviews with scoring explanations for selected items, each corresponding to one of the six sample WFI-4 interviews;
  - 4. A trainee tracking form to help evaluation leaders track their interviewers' training progress; and
  - 5. Training Toolkit Instruction Manual.

Training Toolkit CDs

- Six audio recorded WFI-4 interviews on three CDs represent the primary support to interviewer training.

- By listening to the pre-recorded interviews, trainees will be exposed to what WFI-4 interviews sound like in practice, including several different interview styles.

- Most importantly, the trainee is required to score the WFI-4 interviews during and/or after listening, allowing them to get familiar and comfortable with the WFI-4 items and scoring rules.

- Training Toolkit CDs consist of three caregiver, two youth, and one wraparound facilitator interviews.

Interview Scoring Reviews

- In addition, for each sample WFI-4 interview, there is an interview scoring review, with explanations of scores assigned for selected items.

- The scoring review forms will also help reinforce certain special scoring rules.

- The trainee can use these forms to help them understand the most appropriate scores for these items.

  - Or, the evaluation coordinator or supervisor may wish to use these in an individual "de-brief" session with a trainee, after he or she has listened to and completed one or more sample WFI-4 interviews.

- Explanations are <u>not </u>provided in the scoring review forms for <u>all </u>the items on each sample interview.

WFI-4 Training Steps

1. Conduct an initial training that includes an overview of the wraparound process, the purpose and structure of the WFI-4, WFI-4 administration procedures, and individual items and scoring rules;

2. Conduct one or more group practice administrations of the WFI-4;

3. **Trainees listen to and score sample WFI administrations using the WFI-4 Training Toolkit**;

4. Trainees conduct one or more individual practice administrations with feedback from the evaluation leader or supervisor (optional);

5. Periodic group and/or individual supervision for interviewers after they begin conducting interviews.

Steps in Using the Training Toolkit

1. Duplicate additional CDs (if necessary);
2. Distribute CDs, blank WFI-4 forms, and WFI-4 User's Manuals to trainees;
3. Trainees listen to 3 or more sample interviews on CDs and complete scoring using appropriate WFI-4 forms;
4. Trainees score their sample interviews using Gold Standard Answer Key OR submit to evaluation leader for scoring;
5. Trainees use scoring review form to review scoring explanations OR debrief with their evaluation leader;
6. Trainees repeat steps 3-5 until they have scored at 80% correct or better on at least 3 WFI-4 sample interviews;
7. Evaluation leader/coordinator tracks trainee progress and scores throughout the process.

Conducting a fidelity evaluation in a community or site

Conducting a fidelity evaluation: Things to consider

- Practice model
  - Does yours align with the NWI model?
- Target population
  - Is the full wraparound model implemented for all youth who are being evaluated, or just a specific subpopulation?
- Will you systematically collect data on a fourth team member for the WFI-4?
    - E.g., if there are consistent team members (case worker, family support worker)
    - Or, each team can nominate a team member who will be interviewed using the Team Member form of the WFI

Conducting a fidelity evaluation: Things to consider

- Data collection considerations
  - Who will collect data?
  - Who will oversee data collection?
  - Who will train interviewers, reviewers, and observers to criteria?
- Will you provide honoraria for youth and caregivers who are interviewed?
- **How will you use the data?**
  - Is there a state or community oversight entity to review results?
  - How will you use the data to construct a quality improvement plan?

Conducting a fidelity evaluation: Sampling

- Sampling
  - What percent or number of families do you have the resources to include in the sample?
    - Representativeness of sample (e.g., random sampling) and completion rate more important than assessing all families served
    - LA County recommends 35% of youth or minimum N = 10, of both Tier 1 and Tier 2 youth.
  - At what levels do you want to assess quality and fidelity
    - Whole County?
    - Individual sites or provider organizations?
    - Individual Staff or supervisors?

Sampling frame

- Determine a sampling frame that will allow for a representative sample of the overall wraparound effort
  - That is, the sample will include representation from any major subprograms, providers, or geographic areas of interest within your county
- If you wish to analyze fidelity for subsamples (e.g., individual agencies or sites), ensure sample size for these sites of at least n=10 youths

Sampling frame

- Make sure that you set clear criteria for inclusion in the sampling frame, e.g.:

    - Children/youth enrolled in a full wraparound process (i.e., they have a wraparound team)

    - Children/youth who have been engaged in wraparound for at least 3 months

    - For new or growing programs, possibly exclude families assigned to newly hired facilitators

Sample size

- There are no hard and fast rules for the size of the sample
  - Some wraparound efforts are small, and all families are included in the sample
  - Some are large and a random sample (e.g., 35 percent) is drawn from roster of participants
    - With clear criteria for inclusion (target population, n of months in wraparound)
  - General guidelines:
    - **Ensure representativeness** (e.g., random sample) and
    - **Achieve an adequate completion rate (i.e., at least >70% for each instrument)**
      - These issues are more important than sample size

Introducing…

The TOM

TEAM OBSERVATION MEASURE

- The FULL TOM user training presentation is divided into eight sections.
  - As mentioned earlier, these sections correspond to the eight chapters of the User's Manual for the TOM
- Each section of this training has a set of Learning Objectives that are presented at the beginning of the section
  - Learning objectives are also presented at the end of each section for review purposes
- There are also several topics for group discussion related to local issues. These are indicated by *__Red text__* in the PowerPoint.

TOM Observer Training

- Today we will cover the following sections:
    1. An introduction to the TOM
        - History, purpose, psychometrics
    2. Preparing to collect TOM data
    3. Conducting TOM observations
    4. Scoring rules for TOM indicators & items

The TOM

- The TOM is designed to assess adherence to standards of high-quality wraparound during team meeting sessions .

- It is organized according to the 10 Principles, with two items dedicated to each.

- Each item has 3-5 indicators, which must be scored:
  - Yes (This was observed)
  - No (This was not observed)
  - N/A (This is not applicable)

Organization of the *TOM*

- Cover Page
  - Observer records basic information about the meeting, and number and types of team members in attendance, and demographics.
- The remaining pages present the 20 TOM items.
- Indicators for each item are lettered from 'a' through 'e'.
  - Total indicators = 71

Organization of the *TOM* – *Response Scale*

- Response scale for indicators Each of the 71 TOM indicators must be scored as either 'Yes,' or 'No.' For <u>some</u> indicators, 'N/A' is an appropriate response.

  - **Yes** should be scored if, per the scoring rules and notes (provided in chapter 6), the described indicator <u>was observed</u> to have occurred during the meeting.

  - **No** should be scored if, per the scoring rules and notes, the described indicator <u>was not observed</u> to have occurred during the meeting.

  - **N/A** is an option for <u>some items only</u>, and is used if, for some reason, it is impossible to provide a score of Yes or No.

Organization of the *TOM* – *Response Scale*

- **Response scale for items:** After scoring all the relevant indicators within an item, the observer must assign a score to the item as a whole. Each item includes a response scale from 0 – 4, whereby:
  - **0 =** None of the indicators for this item were evident during the team meeting (i.e., none were scored 'Yes')
  - **1** = Some, but fewer than half of the indicators for this item were scored 'Yes'
  - **2** = About half of the indicators for this item were scored 'Yes'
  - **3** = More than half, but not all, of the indicators for this item were scored 'Yes'
  - **4** = All of the indicators for this item were evident during observation (i.e., all were scored 'Yes')

Organization of the *TOM* – *Response Scale*

Number of scorable indicators	Number of indicators scored *Yes*	Correct item score
5	5	4
	4	3
	3	2
	2	2
	1	1
	0	0
4	4	4
	3	3
	2	2
	1	1
	0	0
3	3	4
	2	3
	1	1
	0	0
2	2	4
	1	2
	0	0
1	1	4
	0	0
0	--	**666***

Note: WONDERS will calculate ITEM scores for you!

Role of the observers

- The TOM observer is intended to be just that – an inconspicuous observer of the wraparound team process that occurs for a child and family along with her or his team members.

- The observer should be well oriented to the TOM and the notes and scoring rules for each item and indicator that are presented in the chapter to follow.

- The observer is expected to observe the entire team meeting, so that she or he can be certain whether the indicators did or did not occur during the meeting.

Before doing TOM observations

- **Approaching families and team members**
  - Information about the TOM process must be provided to the family and wraparound facilitator or team leader.

  - Formal written or oral consent for their participation may also need to be obtained. Providing families with information about the evaluation process and TOM observations is crucial for ensuring they are fully willing and able to participate.

  - The evaluation should be presented as an opportunity for families to have their experience reviewed as a way to facilitate positive change in their community.

Before doing TOM observations

- **Engaging Facilitators and providers**
  - As for caregivers and youths, facilitators (or care coordinators, or case managers, or team leaders) must be "on board" as stakeholders in the evaluation.
  - Facilitators and other team members need to be reminded that TOM data will be used to provide comprehensive (and confidential, in most TOM uses) feedback on how Wraparound practice is being implemented and that the data will be used to identify and support training needs.

Chapter 4.
Conducting TOM Observations

- Before we get to administration and scoring rules for each TOM item, we must cover some basic instructions

- **Learning Objectives**
  - To understand TOM ID numbers and how to track families
  - To understand rules for interview timing
  - To understand basic TOM issues:
    - Meeting types
    - Observation notes
    - Following up/debriefing
    - Scoring rules

Setting up for the meeting

- Before you go to the team meeting, be sure you have all the materials you need. These materials may include:
    - Information on meeting location and time
    - TOM form and manual
    - An information sheet or evaluation project brochure to explain the TOM administration and evaluation to team members
    - Consent form(s), if required
    - Gift cards or other honoraria for participants, if being provided
    - Gift card receipts

Setting up for the meeting

- Once you arrive, you should:
  - Introduce yourself and remind or explain to team members and other participants of the evaluation project's purpose, if wraparound team facilitator/team leader has not done that
  - Have family sign Informed Consent Form, if necessary
- Begin filling out cover sheet information

Meeting information

- You will be asked to indicate which type of meeting you are observing.
  - This may be something that you know before you arrive at the meeting, or you may have to ask the wraparound facilitator or team leader which type of meeting is being conducted.
- Please see the TOM manual for detailed descriptions of meeting types.

DISCUSSION: Are there specific terms for meeting types in your program or site?

Completing the TOM

- As a trained TOM observer, you should be prepared to be looking for information relevant to the 71 indicators on the TOM.

- As the meeting progresses, take time to record your observations in the notes area to the right of each item.

  - You can also record your observations on a separate piece of paper or on the comments section on pages 7-8 of the TOM form

  - As things occur, you may also record your scores for relevant indicators by circling the appropriate response.

Observer notes and comments

- **Examples of why you scored "yes" or "no" for certain indicators**

  - For example, if you score "yes" for indicator 8a ("Brainstorming of options and strategies include strategies to be implemented by natural and community supports"), in the "Notes" section, you might write: *"8a Father mentioned that a neighbor had offered to teach the youth to drive. Team thought it was a good idea, and set this as one of the goals in the plan."*

Observer notes and comments

- **Non-verbal communication that clarifies scoring.**
  - For example, if you score 'No" for indicator 15b ("The team provides extra opportunity for the youth to speak and offer opinions, especially during decision making") OR indicator 11a ("The team facilitator checks in with the team members about their comfort and satisfaction with the team process"), you might note in the "Comments" section: "*During most of the meeting, youth sat at the table with arms folded and frowning. Appeared more and more upset as meeting progressed, but team did not check in with youth.*"
    - OR this could be recorded in the "Notes" section for "Youth and family voice" (Item 15) or "Facilitation skills" (Item 11).

Types of comments and Notes
NOT to include

- DO NOT USE names. Use roles, job titles, or initials.

- Do not give ONLY your opinions. Present specific evidence. For example, rather than writing, "The youth seemed angry," say instead, "The youth sat the entire meeting he sat with a scowl on his face and his arms folded across his chest, and when he spoke his voice volume was loud and his voice tone was harsh."

Scoring the TOM

- After the meeting observation, plan on taking at least 30 to 60 minutes to sit down with your manual and TOM form to review your notes and complete your scoring while the meeting is still fresh in your mind.

- For some of the TOM indicators, you may not have assigned a score; for others, you may feel the need to review your scores against the criteria in the manual.

- *Following up with the wraparound facilitator or team leader for certain indicators*

  - As will be noted in the scoring rules for each indicator in the next chapter, it may be difficult to assign scores for some of the TOM indicators without additional information.
  - For these indicators, following up or debriefing with the team leader or facilitator may be necessary, either immediately after the team meeting, or on the phone at a later time, (if time does not permit an immediate de-brief).

Following up/Debriefs

- TOM indicators for which a follow-up with the wraparound facilitator or team leader is permissible are marked with an asterisk on the TOM form.

- For a complete summary of these items, see page 31 in the TOM Manual.

DISCUSSION: What ways will your evaluation team ensure that facilitators/team leaders are receptive to follow-up questions from observers?

When will this likely take place and how?

Scoring Rules

- Different types of meetings consist of different types of content.
  - E.g., Follow-up meetings that are taking place many months after the plan of care was developed may present less information about the TOM indicators than a planning meeting.
- Nonetheless, **remember that objective information must be the basis for all scores assigned.** This primarily will consist of behaviors observed in front of the observer in a meeting.
- Though you may follow up with the wraparound facilitator or team leader or review the plan of care to score a few specific items, as an observer, you should **rely primarily on what you see in the meeting**.

Chapter 5: Scoring and administration Item by item administration cues…

- Item by item administration cues for the TOM can also be found in the TOM Users manual.
- An example follows on the next slide for Item 1:
- **Item 1. Team Membership & Attendance**
  - *TOM Item 1 maps to the wraparound principle of "Team Based," and assesses the extent to which the facilitator ensures that necessary participants (including formal and informal supports) attend and actively participate in wraparound meetings.*

Chapter 5:
Scoring Rules for TOM indicators and items

- **1a. Parent/caregiver is a team member and present at the meeting.**

- <u>NOTES:</u> The term "parent/caregiver" refers to the person or persons with primary day-to-day responsibilities for caring for the child or youth. This can be a biological, adoptive, or foster parent. In cases where the youth is in group care, the individual in the group home or residential center with primary oversight of the youth's care should be present.

- <u>SCORING:</u>
- **Yes** if the primary caregiver or caregivers are in attendance.
- **No** if one or more of the youth's primary caregivers are not in attendance.
- **N/A** may be appropriate for a youth in independent living situations; however, a score of **"No"** would be more appropriate if a youth in independent living has an aide, mentor, or life skills coach responsible for her or his residential situation and he or she is not in attendance.

Chapter 5:
Scoring Rules for TOM indicators and items

- **1b. Youth (over age 9) is a team member and present at the meeting.**

- <u>NOTES:</u> Youths 10 and older and involved in wraparound practice should be in attendance at their own team meetings. However, team members and wraparound facilitators often provide reasons for youth not to attend (e.g., he or she is in school at the time of the meeting, has a doctor's appointment, or just doesn't want to come). However, unless a youth experiences significant developmental or medical disability that makes their presence impossible, the team should ensure that a youth 10 or older is in attendance at their wraparound meetings. This should ideally be the case even if the youth is in an out-of-home placement, including hospital or detention settings.

- <u>SCORING:</u>
- **Yes** if the youth (10 or older) is in attendance
- **No** if the youth (10 or older) is not in attendance.
- **N/A** is an acceptable score if the youth is 9 or younger or experiences significant developmental or medical disability that makes their presence impossible.

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 2. Effective Team Process**

- *TOM Item 2 maps to the wraparound principle of "Team Based," and assesses the extent to which the team process is effective and aligned with the principles and expected activities of the wraparound process.*

Chapter 6:
Scoring Rules for TOM indicators and items

- **2b. The facilitator assists the team to review and prioritize family and youth needs.**
- <u>NOTES:</u> Planning meetings and crisis or safety planning meeting are most likely to include a full review of family and youth needs, as well as prioritization of these needs. If you are observing a planning meeting, identification and prioritization of needs should occur. In addition, most types of follow-up up wraparound meetings should include a review of goals or family needs, and possibly a prioritization of new needs or goals.
- <u>SCORING:</u>
- **Yes** if youth or family needs and/or goals are identified or reviewed.
- **No** if needs and/or goals are not reviewed OR, if multiple needs and/or goals are reviewed, if prioritization for action does not take place.
- **N/A** is an acceptable score if the wraparound meeting is clearly not the type of meeting (e.g., a planning or follow-up meeting) that might require a review of youth or family needs or goals. However, most wraparound meetings should involve such a process.

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 3. Facilitator Preparation**

  - *TOM Item 3 maps to the wraparound principle of "Collaborative," and assesses the extent to which the facilitator has prepared for the team meeting so that members can effectively collaborate on behalf of the youth and family.*

Chapter 6:
Scoring Rules for TOM indicators and items

- **3a. There is a clear agenda or outline for the meeting, which provides an understanding of the overall purpose of the meeting and the major sections of the meeting.**

- NOTES: The facilitator or team leader should present a clear agenda for the wraparound team meeting. This should ideally be a written agenda, but could also be presented verbally by the facilitator or written on a white board or bulletin board for team members to review in advance of the meeting.

- SCORING:

- **Yes** if facilitator verbalizes or hands out a printed agenda that provides an understanding of the overall purpose of the meeting AND major agenda items.

- **No** if there is no clear agenda presented to team members before the team meeting begins, OR if the agenda is vague with respect to purpose and agenda items.

- **N/A** is not an acceptable score for this item

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 4. Effective Decision Making**

- *TOM Item 4 maps to the wraparound principle of "Collaborative," and assesses the extent to which the team makes decisions effectively so that members can effectively collaborate on behalf of the youth and family.*

Chapter 6:
Scoring Rules for TOM indicators and items

- **4b. Team members reach shared agreement after having solicited information from several members or having generated several ideas.**

- <u>NOTES:</u> This indicator assesses whether the team successfully takes advantage of the multiple perspectives that a wraparound team brings together. A skilled facilitator should solicit such multiple perspectives if team members do not volunteer them.

- <u>SCORING:</u>

- **Yes** if decisions are reached after several team members have given their perspectives and ideas.

- **No** if decisions are reached without input from multiple team members.

- **N/A** is not an acceptable score for this indicator.

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 5. Creative Brainstorming and Options**

- *TOM Item 5 maps to the wraparound principle of "Individualized," and assesses how creatively and thoroughly the team brainstorms ideas for strategies that will meet the family's needs, as well as options for how to implement the strategies*

Chapter 6:
Scoring Rules for TOM indicators and items

- **5c. The wraparound facilitator leads a robust brainstorming process to develop multiple options to meet priority needs.**

- <u>NOTES:</u> In addition to leading a structured team process, the team leader or facilitator should also ensure that such brainstorming processes are robust; that is, she or he encourages team members to think creatively, and prompts team members who are not contributing to do so. The observer will ideally witness a dynamic team process that involves creativity on the part of all team members, not just one.

- <u>SCORING:</u>

- **Yes** if the facilitator or team leader (or other team member who has taken over this part of the meeting) leads a robust brainstorming process that inspires creativity, multiple options, and contributions from all team members

- **No** if there is little brainstorming of options OR few contributions from one or more team members.

- **N/A** may be scored if there are no new tasks or action steps discussed at the meeting, though this should be a rare occurrence.

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 6. Individualized Process**

- *TOM Item 6 maps to the wraparound principle of "Individualized," and assesses the extent to which the wraparound facilitator and team members undertake a process for creating a truly individualized plan of care, with services and supports that will meet the unique needs of the youth and his or her family, and be based on their preferences and unique community supports*

Chapter 6:
Scoring Rules for TOM indicators and items

- **6a. Planning includes action steps or goals for other family members, not just identified child.**

- <u>NOTES:</u> wraparound teams should be focused on meeting the needs of family members as well as the identified youth. In addition, the plan of care should include specific action steps for family members, both to meet their needs as well as implement the strategies identified for the youth. In general, the observer should see team members dedicating time and effort to planning and following up on the needs of other family members, in particular the youth's caregiver(s), whether they are birth parents, foster parents, or kinship caregivers such as grandparents.

- <u>SCORING:</u>

- **Yes** if the team clearly plans or follows up on plan of cares to meet the needs of family members other than the youth.

- **No** if the youth is the sole focus of planning or follow-up and there is no attention paid to other family members.

- **N/A** may be scored if the youth truly has no family members involved in her or his wraparound team and plan of care; however, if he or she has family members who are not present at the meeting, and there is no strategizing of action steps or strategies for them, the observer should score "No."

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 7. Natural and Community Supports**

- *TOM Item 7 maps to the wraparound principle of "Natural Supports," and assesses the extent to which the facilitator and team members fully involve individuals who are part of the youth and family's natural support system on the* wraparound *and plan of care process.*

- <u>NOTES ON ITEM 7 INDICATORS:</u> Natural supports include individuals such as friends, extended family members, neighbors, and co-workers, while members of a community support system may include ministers, local business persons, or individuals who run local recreational or community programs. It should be noted that Item 1 (Team Membership and Attendance) includes an indicator specific to <u>whether natural supports are present</u> at meetings. The indicators in Item 7 assess <u>the level of their involvement</u> in the planning and decision making process.

Chapter 6:
Scoring Rules for TOM indicators and items

- **7a. Natural supports for the family are team members and present**.
- <u>NOTES:</u> Natural supports are individuals such as friends, relatives, or neighbors; ministers or other faith representatives; community mentors or business owners; or others who come from the family's community or informal support network. A key principle of wraparound practice is that these individuals are critical to supporting youth and families over the long term and thus they will also be important to the ultimate success of the wraparound effort. One or more natural supports should be present at meetings in a high-fidelity wraparound process. Paid providers (including therapists and one-on-one aides) and representatives of formal systems are not included in the definition of natural supports. Paid family support workers employed by the system to support a youth or family on wraparound teams are also not truly natural supports. However, an unpaid representative of a family advocacy organization who is volunteering to help the youth and family may be counted as a natural support.
- <u>SCORING:</u>
- **Yes** if at least one individual like those described above attends the meeting.
- **No** if no individual like those described above do not attend the meeting.
- **N/A** is not an option for this indicator.

Chapter 6:
**Scoring Rules for TOM indicators
and items**

- **7b. Team provides multiple opportunities for natural supports to participate in significant areas of discussion.**
- <u>SCORING:</u>
- **Yes** if the team explicitly provides opportunities for the family's natural supports to participate in brainstorming and generation of ideas.
- **No** if such opportunity is not presented OR if the opinions and contributions of natural and community supports are marginalized or afforded less weight than other team members.
- **N/A** is an appropriate score if there are no natural or community supports on the team.

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 10. Shared Responsibility**

  - *TOM Item 10 maps to the principle of "Persistence" and assesses the extent to which team members are working on behalf of the family and share the responsibility of implementing the family's plan of care.*

Chapter 6:
Scoring Rules for TOM indicators and items

- **10a. The team explicitly assigns responsibility for action steps that define who will do what, when, and how often.**

- <u>NOTES:</u> The degree to which the wraparound team assigns action steps that specifies who is responsible for follow up tasks should be obvious to the observer from the discussions throughout the team meeting. The facilitator should reference decisions about which team members are responsible for specific action steps by, for example, summarizing such decisions at the end of the meeting. Additional evidence that the team assigns specific action steps with details on who will do what, when, and how often should be available in team meeting minutes or the plan of care itself.

- <u>SCORING:</u>

- **Yes** if there is evidence the team assigns clear action steps with clear details about who, what, by when, and how often

- **No** if there is no evidence such action steps have been or are typically assigned

- **N/A** should not be used for this indicator, except under very rare occasions (e.g., the meeting is an ad hoc meeting around a specific issue that does not require any follow up).

Chapter 6:
Scoring Rules for TOM indicators and items

- **Item 11. Facilitation Skills**

  - *TOM Item 11 assesses the facilitation skills of the team leader or facilitator. Though this item maps to the wraparound principle of "Cultural Competence," the indicators in this item actually assess a critical concept unto themselves, which is the ability of the wraparound facilitator to skillfully direct the work of the team and its members, such as blend their perspectives, manage disagreement, and plan effectively.*

Chapter 6:
Scoring Rules for TOM indicators and items

- **11d. Talk is well distributed across team members and each team member makes an extended or important contribution.**

- <u>NOTES:</u> In order to make a team meeting productive, a facilitator should be able to facilitate full expression of all team members' perspectives in a way that promotes trust, and also effectively uncovers "raw material" for the plan. Thorough understanding of and use of appropriate tools and processes, the facilitator should help people access and express their perspective on any relevant component of the wraparound process on which the team is working during the meeting, e.g., strengths, needs, vision and mission, service and support strategies

- <u>SCORING:</u>

- **Yes** if discussion is well-distributed across all team members.

- **No** if the facilitator dominates the discussion at the meeting OR if certain team members do not AND are not encouraged to contribute.

- **N/A** is not an appropriate score for this indicator.

Using the "Training Toolkit"

Training observers on the TOM

TOM Training toolkit

- The TOM Observer Training Toolkit consists of five main components:
  - 1. Training Power point presentation
  - 2. One video DVD with a team meeting (track 2)
  - 3. A pre-scored "Gold Standard" TOM Scoring Key, corresponding to the team meeting on the DVD;
  - 4. A Scoring Review with scoring explanations for selected items, corresponding to the team meeting; and
  - 5. Training Toolkit Instruction Manual.

Scoring Reviews

- There is a scoring review for the TOM, with explanations of scores assigned for selected items.

- The scoring review forms will also help reinforce certain special scoring rules.

- The trainee can use this form to help them understand the most appropriate scores for these items.

- Explanations are <u>not</u> provided in the scoring review forms for <u>all</u> the items on each sample observation.

The implementation context
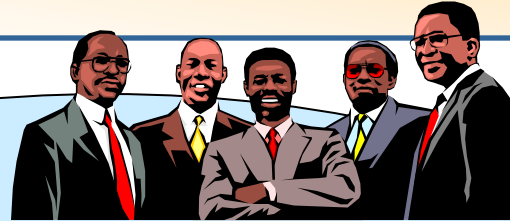
Hospitable System *Funding, Policies

Supportive Organizations

* Training, supervision, interagency coordination and collaboration

Effective Team

* Process + Principles + Skills

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Types of program and system support for Wraparound

1. **Community partnership:** *Do we have collaboration across our key systems and stakeholders?*

2. **Collaborative action:** *Do the stakeholders take concrete steps to translate the wraparound philosophy into concrete policies, practices and achievements?*

3. **Fiscal policies:** *Do we have the funding and fiscal strategies to meet the needs of children participating in wraparound?*
    Funding, Policies

4. **Service array:** *Do teams have access to the services and supports they need to meet families' needs?*

5. **Human resource development:** *Do we have the right jobs, caseloads, and working conditions? Are people supported with coaching, training, and supervision?*

6. **Accountability:** *Do we use tools that help us make sure we're doing a good job?*

Key resource: Resource Guide section 5, 20 chapters:
www.nwi.pdx.edu/NWI-book/pgChapter5.shtml

Overview of implementation support: www.nwi.pdx.edu/NWI-book/Chapters/Walker-5a.1-%28support-wrap-implement%29.pdf

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Community Supports for Wraparound Inventory: What is it?

- Web-based stakeholder survey comprising ~40 items grouped within six implementation themes (factors)

- Each item has two descriptions that anchor each end of a Likert scale

  – One anchor describes "least development"– what conditions in a community look like in the absence of a collaborative effort to provide comprehensive care

  – The other anchor describes "fully developed"—what conditions look like when there is an effective, collaborative effort in place

- Locally-nominated stakeholders rate each item on a scale from "least developed" to "fully developed"

CSWI Sample Items...

Sample Items

Item 1A. Collaborative Oversight

Fully developed

There is a collaborative body ("collaborative oversight team") for joint planning and decision making through which community partners oversee the development and implementation of the transition project.

Least developed

There is no collaborative group that brings together community partners to design or implement services, change policies, or create infrastructure so that they can better serve transition-aged young people.

○	○	○	○	○	○
Fully Developed	Almost there	Midway	Beginning	Least developed	Don't know

Item 1C. Influential Youth/Young Adult Voice

Fully developed

Youth and young adults with significant experience in systems and/or services are influential members of the collaborative oversight team, and they take active roles in decisions and discussions.

Least developed

Youth and young adults are not actively involved in decision-making, or are uninfluential or "token" members of community-level groups that plan or oversee efforts to serve transition-aged young people.

○	○	○	○	○	○
Fully Developed	Almost there	Midway	Beginning	Least developed	Don't know

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wraparound basics
products/publications ▶
resource guide
assessment/fidelity
tools compendium
implementation support
consultants

implementation overall
community partnership
collaborative action
finance/sustainability
supports/services
human resource support
accountability
state support

sitemap [   ] Search

"This is an initiative that must continue. I believe that the impact of NWI has only just begun to spread, and stopping now would severely hamper the progress that has been made."

—NWI Impact Survey Respondent

imp

This s   asic overview of wraparound implementation, and to introduce you
to the   es that are offered in this "Implementation Support" section of the
NWI   essed are:

1.   entation?
2.
3. **What if we need more help**

1. What are the main things to pl   ation?

Every community implements wrap   own unique local conditions.
However, each community also ne   plementation tasks in various areas,
                        etting goals, funding the wraparound
                        ing and training staff, tracking
outcomes, and so on. There are no rules about
where a community or initiative must start in
terms of building wraparound infrastructure;
however, research and experience tells us that
it is critically important that a core set of
supports gets put in place.

This "Implementation Support" resource is
structured around six implementation areas or
"themes" that have been identified in research

Community Partnership

Human Resource Development

Collaborative Action

Access to Needed Services & Supports

Accountability

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human resource development and support

Human resource development and support in wraparound is defined as:

The policy and funding context supports wraparound staff and partner agency staff to work in a manner that allows full implementation of the wraparound model.

As conceived by the National Wraparound Initiative, implementation of wraparound requires attention to six types of community supports. One of these areas is **Human Resource Development and Support**.

According to the **Community Supports for Wraparound Inventory**, Human Resource Development and Support in wraparound is achieved when *the policy and funding context supports wraparound staff and partner agency staff to work in a manner that allows full implementation of the wraparound model.*

Wraparound projects require a thoughtful and deliberate approach to building staff and personnel capacity. Effective human resource development requires both organizational alignment and individual accountability to assure effective operations. The resources in this section provide information on how stakeholders involved in the wraparound effort can achieve such alignment and effective operations: Questions addressed include:

1. **What represents adequate staffing in a wraparound project?**
2. **What are key areas to consider in building human resource development and support?**
3. **What are key human resource development cautions?**
4. **What is the "take-home" message?**

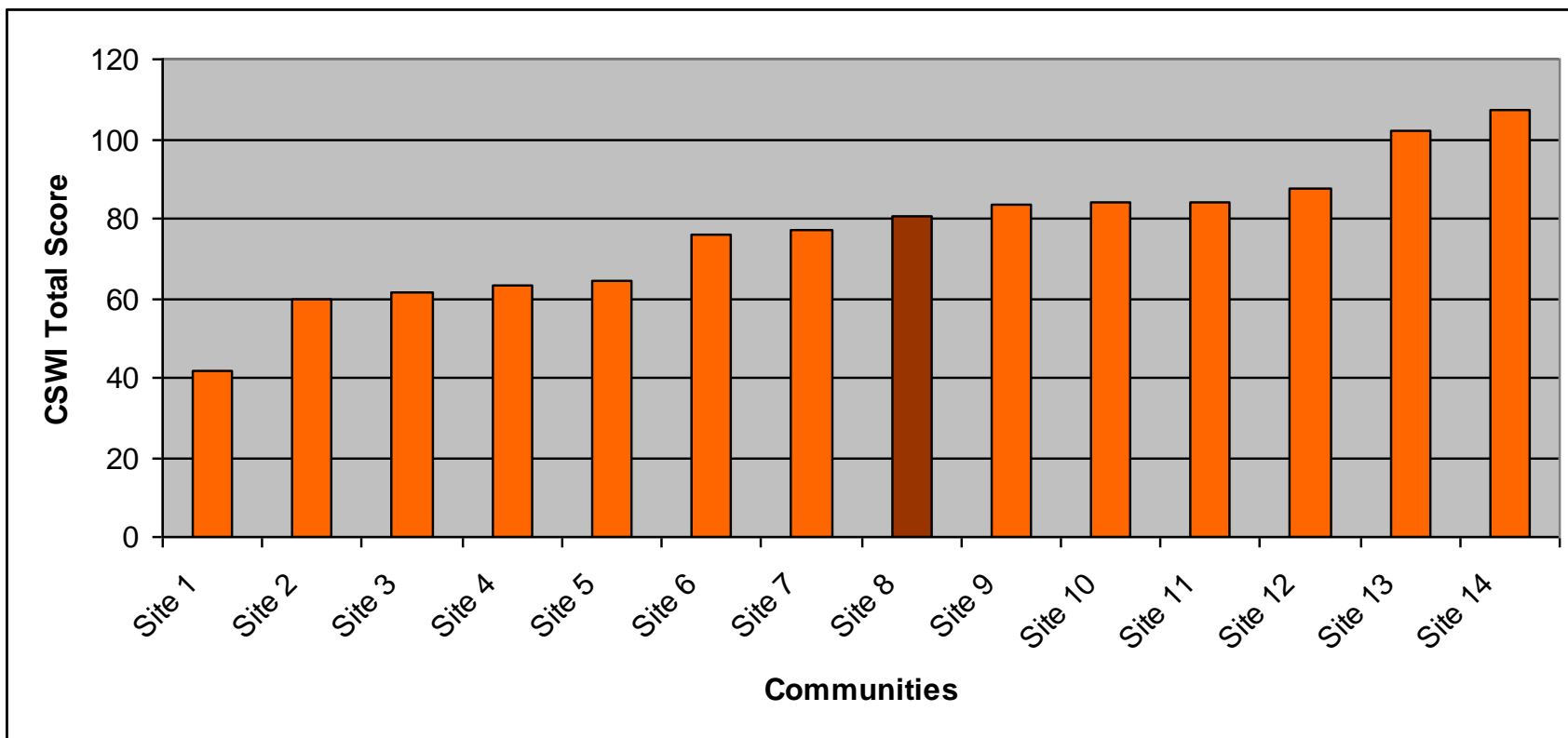## 1. What represents adequate staffing in a wraparound project?

The first concern that leadership in a wraparound project should consider is the allocation of staff resources. Certain functions must be carried out within wraparound and it is important that the

CSWI Report to community includes:

- Highlights of findings
- Response rate
  - Employees (facilitators, parent partners, supervisors)
  - "Key" respondents
  - People with particular roles in the project
- Characteristics of respondents (race, sex, service experience)
- Total score (and how this compares to the mean of the comparison communities) and "grand mean"
- Theme means (and comparison)
- Individual item means (and comparison)
- Particular areas of strength and challenge
- Respondent comments

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CSWI Total Scores

Sample report: Theme means

Overall and Theme Means: Site 8 and Comparison

◇ Site 8   ◆ Comparison

Overall Mean	1.94
Theme 1: Community Partnerships	1.97
Theme 2: Collaborative Action	1.42
Theme 3: Fiscal Policies and Sustainability	1.19
Theme 4: Availability of Services and Supports	2.18
Theme 5: Human Resource Development	2.83
Theme 6: Accountability	2.07

0.00   1.00   2.00   3.00   4.00

Least Developed   *Midway*   *Fully Developed*

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Sample report: Theme means

Overall and Theme Means: Site 13 and Comparison

◇ Site 13   ◆ Comparison

Overall Mean	2.5
Theme 1: Community Partnerships	2.19
Theme 2: Collaborative Action	2.58
Theme 3: Fiscal Policies and Sustainability	2.33
Theme 4: Availability of Services and Supports	2.64
Theme 5: Human Resource Development	2.68
Theme 6: Accountability	2.82

0.00   1.00   2.00   3.00   4.00

Least Developed   *Midway*   *Fully Developed*
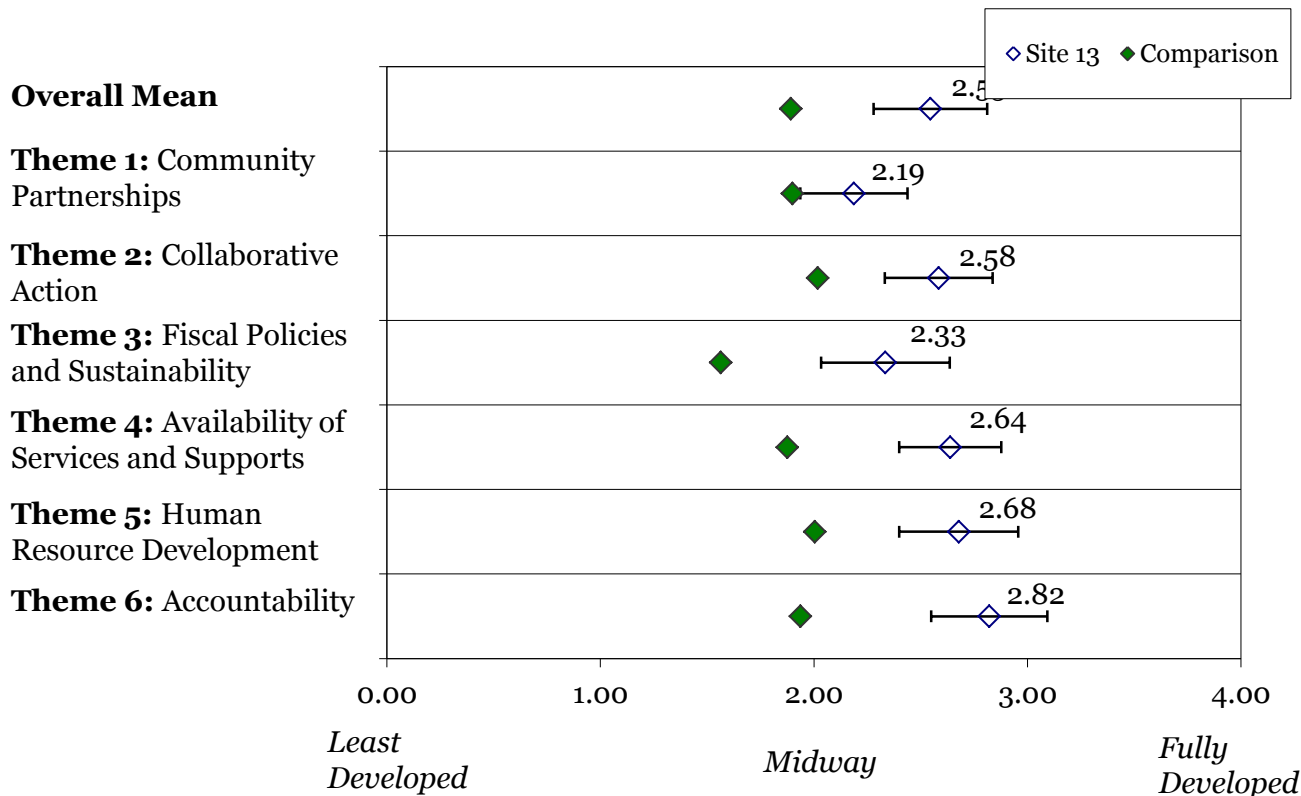
Sample report: Item means

Theme 5: Site 5 and Comparision Item Means