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*Advancing Systems + Enhancing the Workforce + Improving Outcomes*

# Hiring, Inspiring, and Never Tiring: Recruiting, Developing, and Retaining a Quality Wraparound Workforce

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# Learning Objectives



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In this session, participants will learn:

- Information related to recruitment, staff selection, workforce development, and retention of a wraparound workforce
- Latest innovations in training coaching and supervision of wraparound facilitators and parent peer support partners
- Techniques to enhance local strategies related to recruitment, staff selection, workforce development, and retention of a wraparound workforce



# A Very Brief History...



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- During the 70s and 80s, wraparound emerged from efforts to “do whatever it takes” to keep children successfully in the community
  - Provide comprehensive community supports rather than institutionalization
  - Help family and child get their unique needs met
- In 1998, concerns that “wraparound” was not well specified led to original statement of 10 principles/value base
  - List of principles, no information about how to turn that into practice
- 2003 expert stakeholders convene– define principles and practice model
  - This group becomes the National Wraparound Initiative

# 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



Positive Outcomes!



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# The Implementation Gap

- There are not clear pathways to implementation
- What is adopted often is not used with fidelity and good effect
- What is implemented disappears over time and with staff turnover

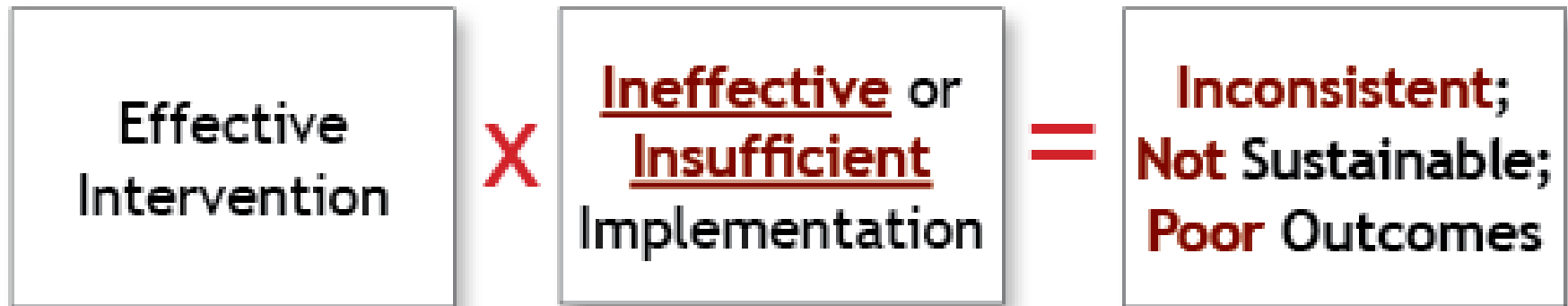
Blase, 2008



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# The Implementation Gap

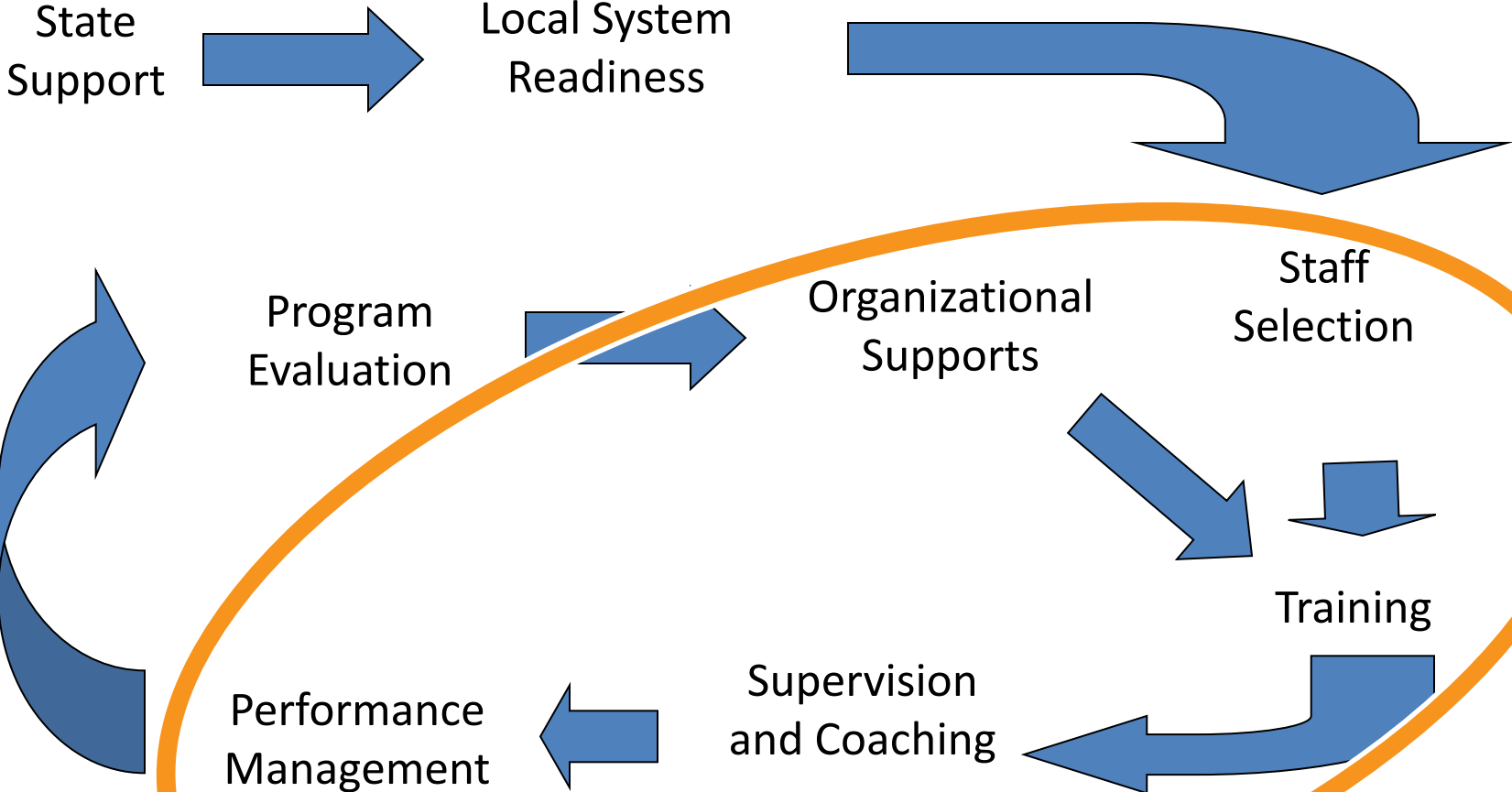


Bertram, Blasé, & Fixsen, 2012



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# Implementation Drivers



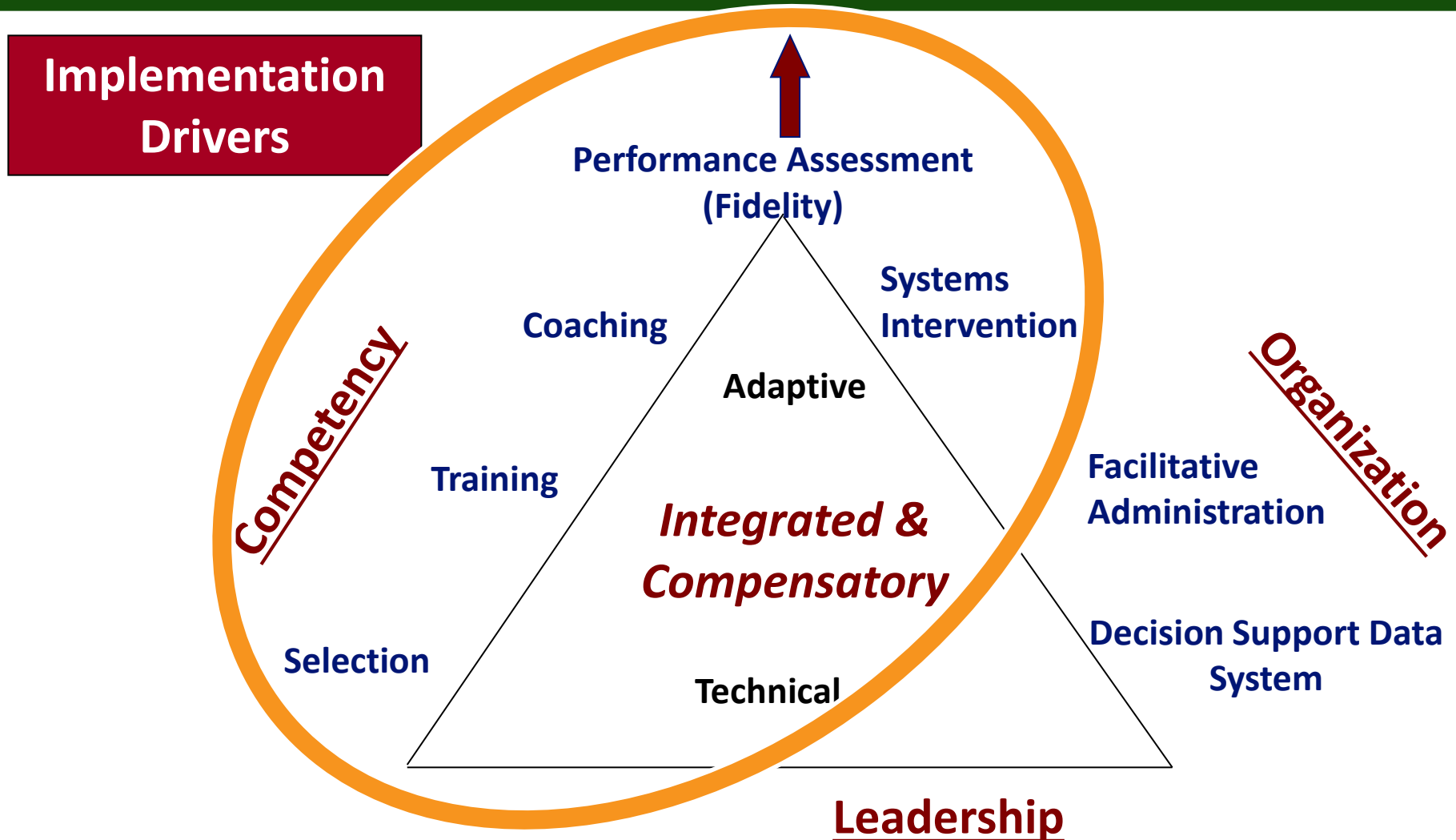
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From Fixsen et al (2005)

# Child and Family Benefits



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# Recruiting for Wraparound

- Values and skills of great practitioners – Care Coordinators & Family Partners
- Position Postings
- Selecting & determining most qualified candidates
- Wraparound Interviewing techniques



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# Looking for Values

## Care Coordinators and Family Partners

- The worst home is better than the best placements
- EVERYONE has strengths that get them through the hard times
- All families are doing the best they can with the resources available to them
- All bad behavior is a result of an unmet need



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PROGRESS PRIDE INTEGRITY SUPPORT  
ACCOUNTABILITY TEAMWORK TRUST  
RESPECT COURAGE LEADERSHIP DIVERSITY  
HONESTY PASSION COMMUNICATION  
TEGRITY INTEGRITY INTEGRITY  
ERSHIP INTEGRITY INTEGRITY  
QUALITY COMMITMENT RELIABILITY  
PERFECTION VISION PROGRESS CARE  
POTENTIAL EXCELLENCE OPENNESS  
SUPPORT CONFIDENCE SIMPLICITY

**VALUES**

# Skills of a Quality Care Coordinators



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- Empathic
- Ability to maintain a strengths orientation
- Ability to read the social cues of others
- Ability to communicate in a respectful manner
- Ability to adapt based on new information
- Ability to be collaborative and work with others
- Able to manage conflict as well as various personalities and agendas effectively
- Is well organized and can multitask successfully
- Comfortable not having all of the answers
- Blend or integrate multiple perspectives
- Able to track and monitor successes



(adapted from Henkin & Dee, 1998 & Meyers, 2008)

# Skills of a Quality Family Partners



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Ability to:

- Use structured self-disclosure to support another parent
- Support parents and the Wraparound process
- Build partnerships with professionals
- Introduce concept of tomorrow by building hope
- Recognize and build on strengths
- Provide non-adversarial advocacy
- Practice and teach self-care
- Maintain a stance of acceptance
- Build connections and provide linkages
- Preserve a respectful and non-judgmental attitude



# Staff Selection— Pre-interview



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## Care Coordinators:

- Starts with the position posting
  - Where you advertise
  - Job description
- Reviewing Resumes
  - Know what to look for
    - Work with people, system experience, creativity and/or excitement in a cover letter, goals/objectives, living abroad or experience with diverse cultures, organizational skills, writing abilities, sometimes the unusual on a resume



# Staff Selection— Pre-interview



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## Family Partners:

- Post position-word of mouth most effective
  - Need to access parents with lived experience
  - Best resource is families being served
  - Role description and clear expectations explained
- Resume helpful but conversation and role play better
  - Looking for:
    - Parent of a child with emotional or behavioral challenges
    - Systems experience
    - Ability to empathize with others
    - Communication and listening skills
    - Culturally competent



# Sample Job Posting

## Care Coordinator



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I believe all families have strengths and deserve access to high quality services and supports. I am empathetic, creative, resourceful, flexible and committed to doing what it takes to support children with behavioral challenges and their families. If you read this and thinking “That’s Me!” then this wraparound facilitator position may be the perfect job for you. Apply your understanding of children's behavioral health and your cultural sensitivity to work collaboratively with families, their supports, other professionals, and community partners to develop individualized, family determined, strength-based plans of care. Please [click here for the full job description.](#)



# Sample Job Posting Family

## Partner



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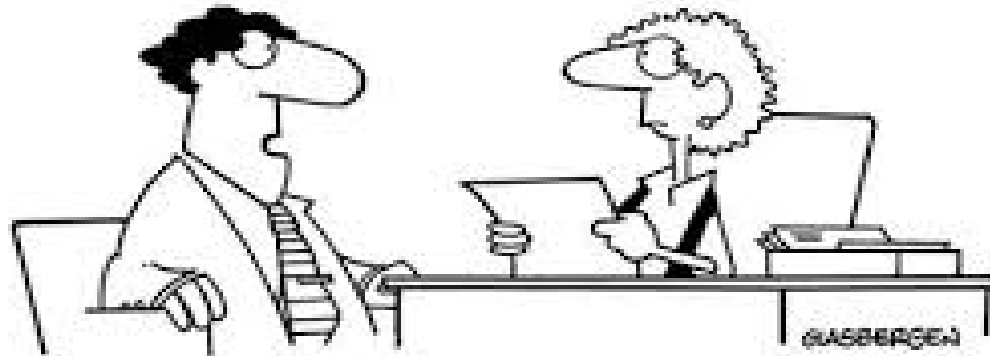
I am the parent of a child with emotional or behavioral challenges and have learned to navigate the system with my own child. I am able to use my own lived experience to support another parent and provide hope and guidance to other families through similar challenging circumstances. I stand committed to ensuring that other parents have a voice in their child's care and are active participants in the healing process. Having experienced the stigma and isolation that raising a child with mental health challenges brings, I am able to connect other parents to resources and supports that build on their strengths and interest. This job is a full time position with benefits.

# Interviewing Techniques



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How do you assess for the specific values and skills of quality Wraparound practitioners during the interview process?



**"My short-term goal is to bluff my way through this job interview. My long-term goal is to invent a time machine so I can come back and change everything I've said so far."**

# Interviewing Techniques



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- Assessing the values and skills of applicants:
  - Use behavioral examples and situations
  - Keep the interview action-oriented and practice focused.
  - Organize group interviews with multiple applicants
  - Involve real families and young people in the interview process.
  - Incorporate fellow Care Coordinators & Family Partners.

# Staff Selection-

## The Interview



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### Examples of Interviewing Techniques:

- Mock CFTM with instructions (group interview)
- Writing sample (based on this example take 5 minutes and write a progress note)
- Role Plays
- Mini-training or presentation
- Waiting room observation
- Meet with other care coordinators and family partners (an honest “day in the life”)
- Interview with a parent or youth

# Staff Selection— The Interview

How do you choose the BEST applicant for the job?

- Do answers to behavioral questions align with the values of the Wraparound process and those of your organization?
- Is this applicant able to demonstrate the basic skills necessary for the position and can they be taught to integrate new skills?
- Will this applicant be the ‘best fit’ for the team they will be working with?



# Who Do you Hire?

- For care coordinators, you can teach the wraparound process, you may not be able to teach values and perspectives
- For family partners, remember you are looking for **lived** experience - You can teach the wraparound process, you may not be able to teach values and perspectives



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# Building Staff Competence



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# Workforce Development



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**How do you build upon these values and skills to develop a high quality and fidelity Wraparound practitioner?**





# The NWI and the Workgroups

- The National Wraparound Initiative
  - NWI founded 2003
  - Bring experts together to build formal consensus around key aspects of wraparound
  - Disseminate useful information to the field
- Workgroups
  - Focus developing consensus on specific topics



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*"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."*

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## the national wraparound initiative

In 2004, trainers, effort to strategic impleme youth and communi

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The NWI

- theory of change
- ten principles
- phases and activities
- implementation guide
- user's guide
- manual de usuario
- family partner/principles
- family partner/activities
- family partner/qualifications
- training guidelines
- evidence base
- bibliography
- wraparound research
- implementation overview
- wraparound comix
- order publications

## initiative

youth, providers, researchers, together in a collaborative practice model, compile specific information about how to achieve positive outcomes for youth, families, and es four primary **functions:**

- ing and implementation
- ent of wraparound staff
- e national community of practice

n join the NWI to help continue this important work!!



### wraparound resources

**New NWI Guidelines: Training, Coaching, and Supervision for Wraparound Facilitators**

**Peer Support Literature Review**

### Crowdfunding Opportunity:

A path to healing through the spirit of the horse: wraparound + equine therapy

**Job Opportunity:** CEO at Ocean Partnership for Children.

### top news & new research

Journal Article: **Family Voice With Informed Choice: Coordinating Wraparound With Research-Based Treatment for Children and Adolescents**

### members & affiliates section

NWI members can download the **2014 membership logo** for use on electronic and print media.

NWI members with high levels of expertise about wraparound

# The Process



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## Goals:

Demand from the field to “protect” practice

Set expectations that are feasible *and*  
consistent with high quality practice

## Draft created:

Survey on existing expectations: “non-  
negotiables”




Work group edits

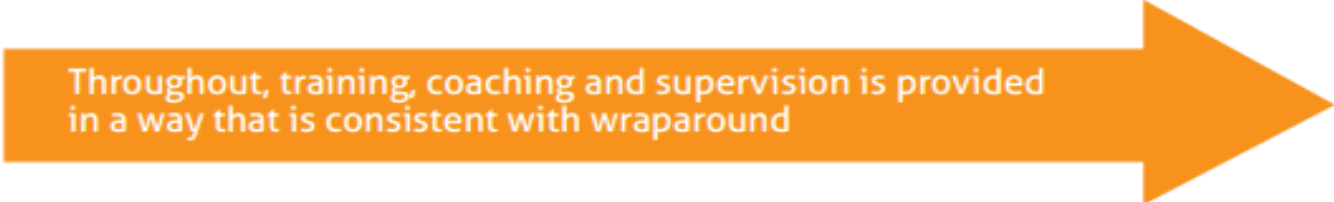
## Final version:

Several rounds of feedback from NWI core  
group and membership

Published June 2013

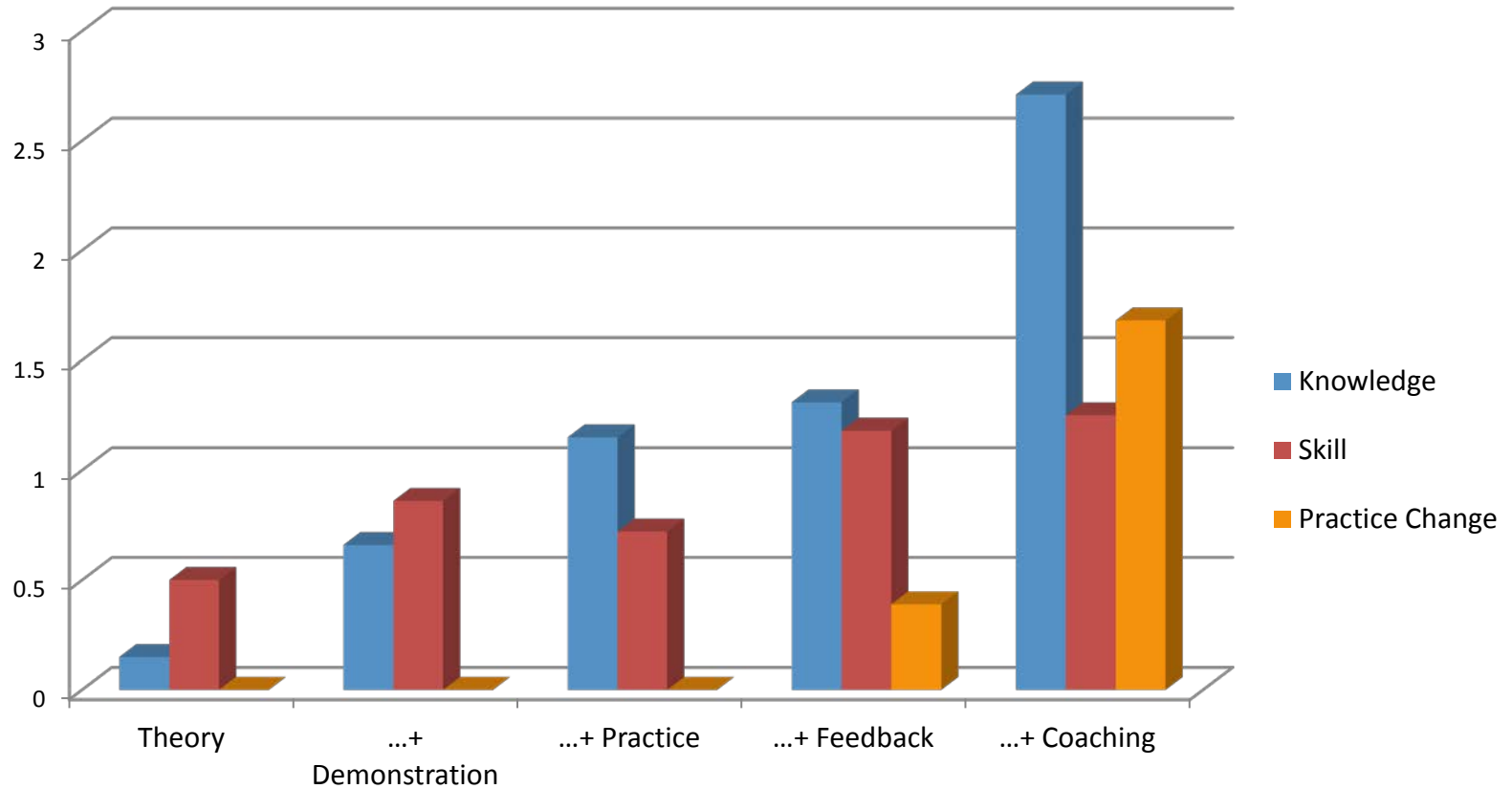
**Figure 1. Training from orientation to innovation**

	 PHASE 1	 PHASE 2	 PHASE 3
	Phase 1: Orientation	Phase 2: Apprenticeship	Phase 3: Ongoing coaching and supervision
Main components	<ul style="list-style-type: none"> <li>• Basic history and overview of wraparound</li> <li>• Introduction to skills/competencies</li> <li>• Intensive review of the process</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by the apprentice</li> <li>• Observation of the apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing coaching, informed by data</li> <li>• Periodic observation</li> <li>• Document review</li> </ul>
Key features	<ul style="list-style-type: none"> <li>• “Tell, show, practice, feedback” process</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced coaches</li> <li>• Structured process</li> <li>• Use of reliable assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly observations (minimum)</li> <li>• Intensity increased if data indicate challenges</li> <li>• Superior facilitators become innovators</li> </ul>
Ends when...	<ul style="list-style-type: none"> <li>• Training completed</li> </ul>	<ul style="list-style-type: none"> <li>• Observations completed</li> <li>• Score exceeds threshold</li> <li>• Apprentice passes knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

 Throughout, training, coaching and supervision is provided in a way that is consistent with wraparound

# Transfer of training to practice

## Effect sizes for training outcomes



# NWI Guidelines:

## Overall approach to training

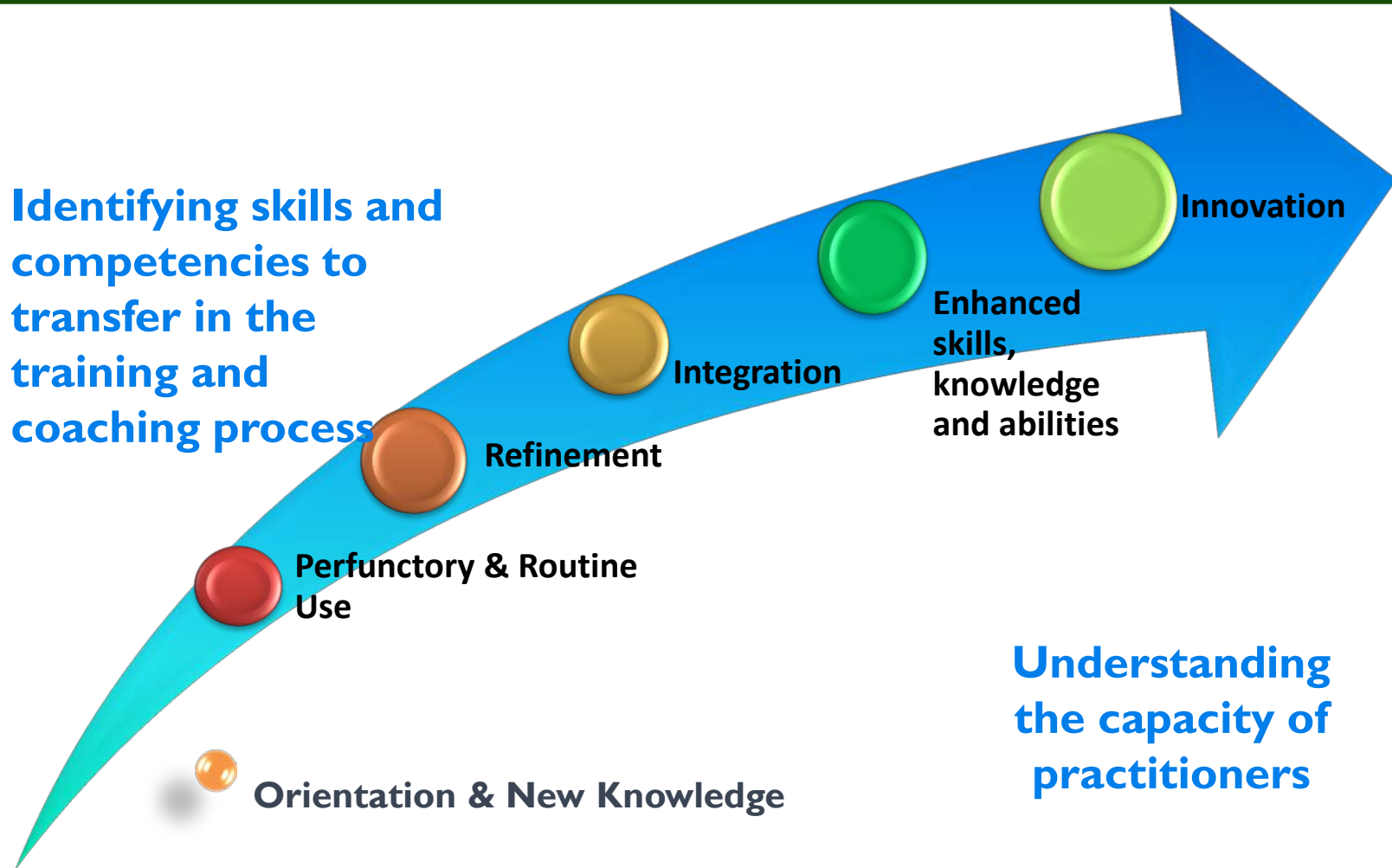
- Tell, show, practice
  - Tell: what good practice looks like AND why this promotes outcomes
  - Show: Trainees can see practice—live, simulated and/or video
  - Practice: Trainees are observed and given reliable feedback
- Shift from imitation to skilled performance
  - Deepening understanding of how to respond to situations and why



# Knowledge, Skill and Ability Development Process



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(Gingiss, 1992; Blase,)

# Workforce Development is a Core Component in Implementation

Workforce development in a High-Quality Wraparound Practice Model should build practitioners:

- **Knowledge** of the history, theory, philosophy, and rationale for Wraparound as a practice model
- **Understanding** of the components of wraparound and **demonstration of** the practice elements
- **Behavior rehearsal** to **practice** the skills and receive **feedback** on the practice

(Blase et al., 1984; Joyce & Showers, 2002; Kealey, Peterson, Gaul, & Dinh, 2000)  
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)



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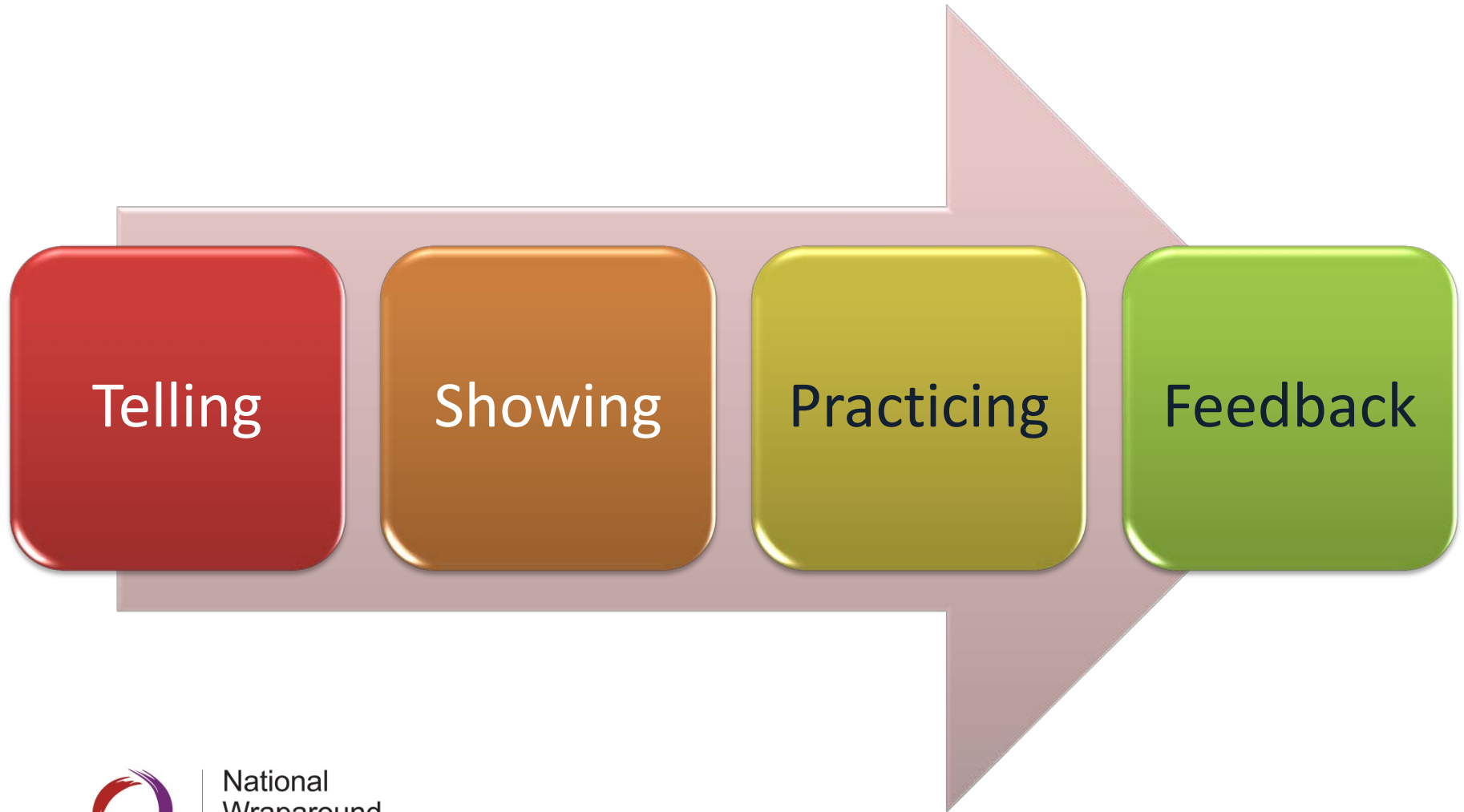
# Developing the Model for Training and Coaching

- Training, combined with coaching, create conditions in which quality implementation happens. They are important components to achieve positive outcomes (Joyce & Showers, 2002).
- Operationalizing the Values—Focus on Skill Development in the Model
- Translating values to actions/skills

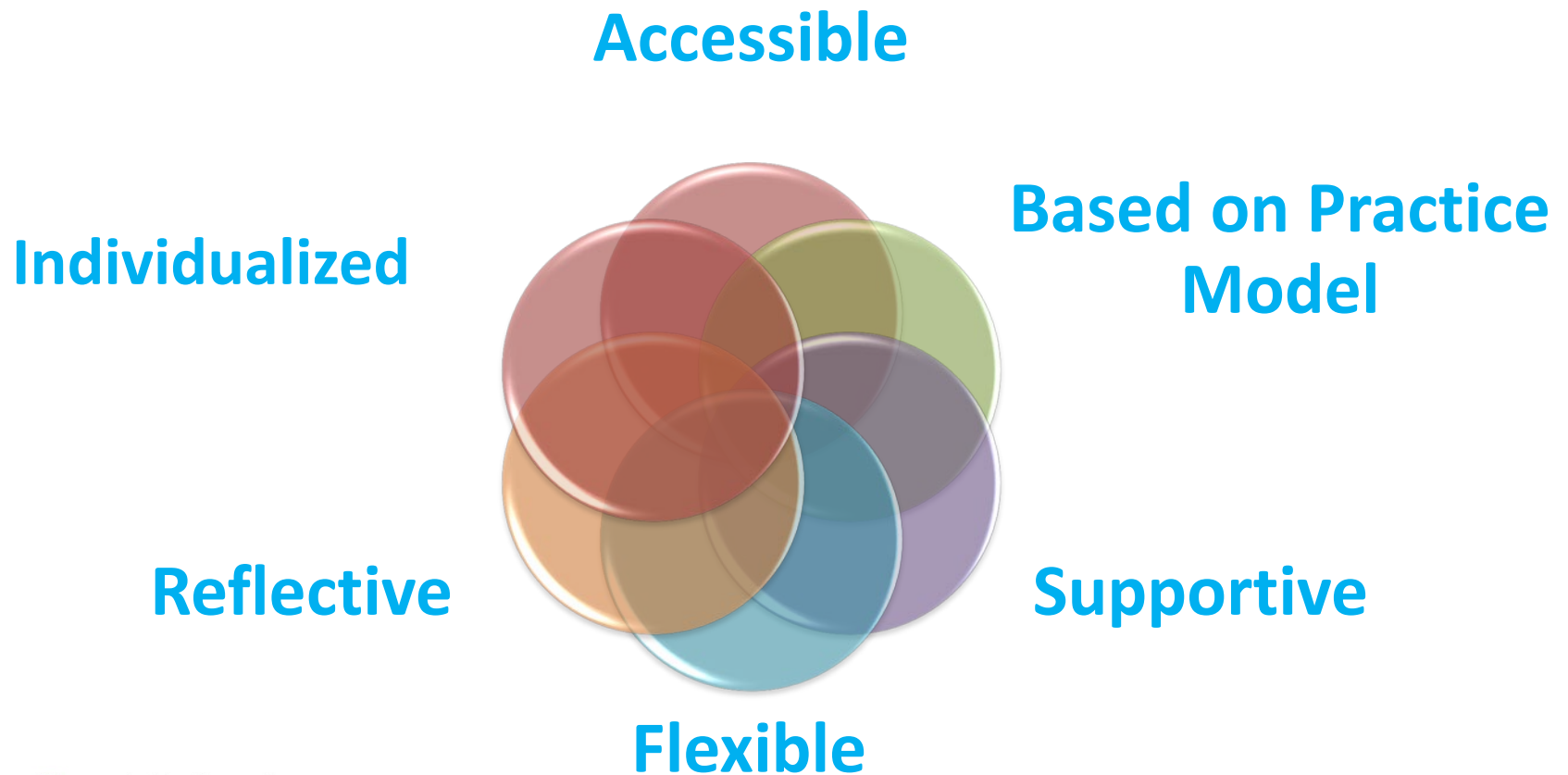


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# Components of Effective Training



# Components of Effective Coaching



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# Overall training approach (continued)

- Training adheres to wraparound principles
  - Maintain respectful “wraparound stance” toward families and children/youth,
  - Training is strengths based, individualized, data informed
  - Trainers/coaches collaborate with trainees
  - Training plan and progress are clearly documented
    - Which elements of training has trainee received
    - What is the quality of practice



# Phase I Orientation: Before Working with Families

- Exposure to key topics
  - Overview: history, model definition, expected outcomes, theory of change
  - Introduction to skills/competencies
- Intensive review and practice of activities (tell, show, practice)



# Phase II Apprenticeship

- Trainee is paired with an experienced coach
  - Expert peer or outside expert with training/certification in coaching
  - Transition observer -> observee
  - Reliable feedback, structured process for feedback
- Apprenticeship ends when
  - at least three observations complete
  - benchmark scores are met
  - knowledge test passed



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# Phase III Ongoing Coaching and Supervision

- Periodic observation and document review
- Opportunity to collaborate with other expert peers is helpful



# Workforce Development

## Building Staff Competency



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### When Developing a Training Model – Ask...

- Do you have a vision and can you plan for it?
- Who is your audience? Care Coordinators, Family Partners, Administrators?
- Will you provide Certification?
- Do you have clear expectations and objectives?
- Can you develop a training model based on a theory base and logic model?
- How will you provide linkages to the training model e.g., coaching/evaluation/fidelity?





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## Phase I Orientation

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# Our Training and Coaching Model



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- Grounded in Implementation Science
  - Building local capacity
  - Providing technical assistance at the state level/policy level
  - Workforce development
    - Focused on enhancing skill development
      - Certifying a cohort of Local Coaches/Trainers
      - Training Care Coordinators and Parent Peer Support Partners in core training areas (also includes administrators, supervisors, local coaches)
  - Evaluation Support

**Implementing High Fidelity AND  
High Quality Wraparound  
Practice with Children, Youth  
and Their Families.**

# Orientation to the Wraparound process and The Institute's Certification Process

- Coaching Tools for Supervisors and Local Coaches (1 day) (Care Coordinators & Family Partners)
- Introduction to Wraparound (3 days)
- Engagement in Wraparound (1 day)
- Core Skills Parent Peer Support Partner Training (3 days) (for parent partner staff)



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**T R A I N I N G**

# How We Talk about Wraparound

- The wraparound ***philosophy*** asserts that, to be most effective, services should be family- and youth-driven, individualized and holistic, culturally competent, and based in the community wherever possible.
- The Wraparound ***practice model*** is a team-based process for planning and implementing services and supports for youth with complex needs that adheres to this philosophy.
- The Wraparound practice model is a core component of systems of care



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# How We Define Wraparound



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**Wraparound** is an intensive, holistic method of engaging with individuals with complex needs (most typically children, youth, and their families) so that they can live in their homes and communities and realize their hopes and dreams.

This **intensive, individualized, care planning and management process** builds on the collective action of a committed team comprised of family, friends, community, professional, and cross-system supports mobilizing resources and strengths from a variety of sources resulting in the creation of a plan of care.

# Why Wraparound Works

## Access

The Parent/youth have valid options at inclusion in decision making process.

## Voice

The Parent/youth were heard, listened to at all junctures of planning.

## Ownership

The Parent/Youth agree with and are committed to any plan concerning them.

From: An Analysis of the Interaction Among Systems, Services & Individualized & Tailored Care: A Report from the Field by Whitbeck, Kimball, Olson, Lonner, McKenna, Robinson



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# Wraparound Creates Possibilities to...

- View alternative ways to organize systems to provide help
- Partner with families in a different way
- Look beyond behaviors to more holistic needs
- Move from professional driven service delivery to genuine partnerships with families
- Focus on the youth in the context of home, school, and community
- Include non-traditional helpers in the process

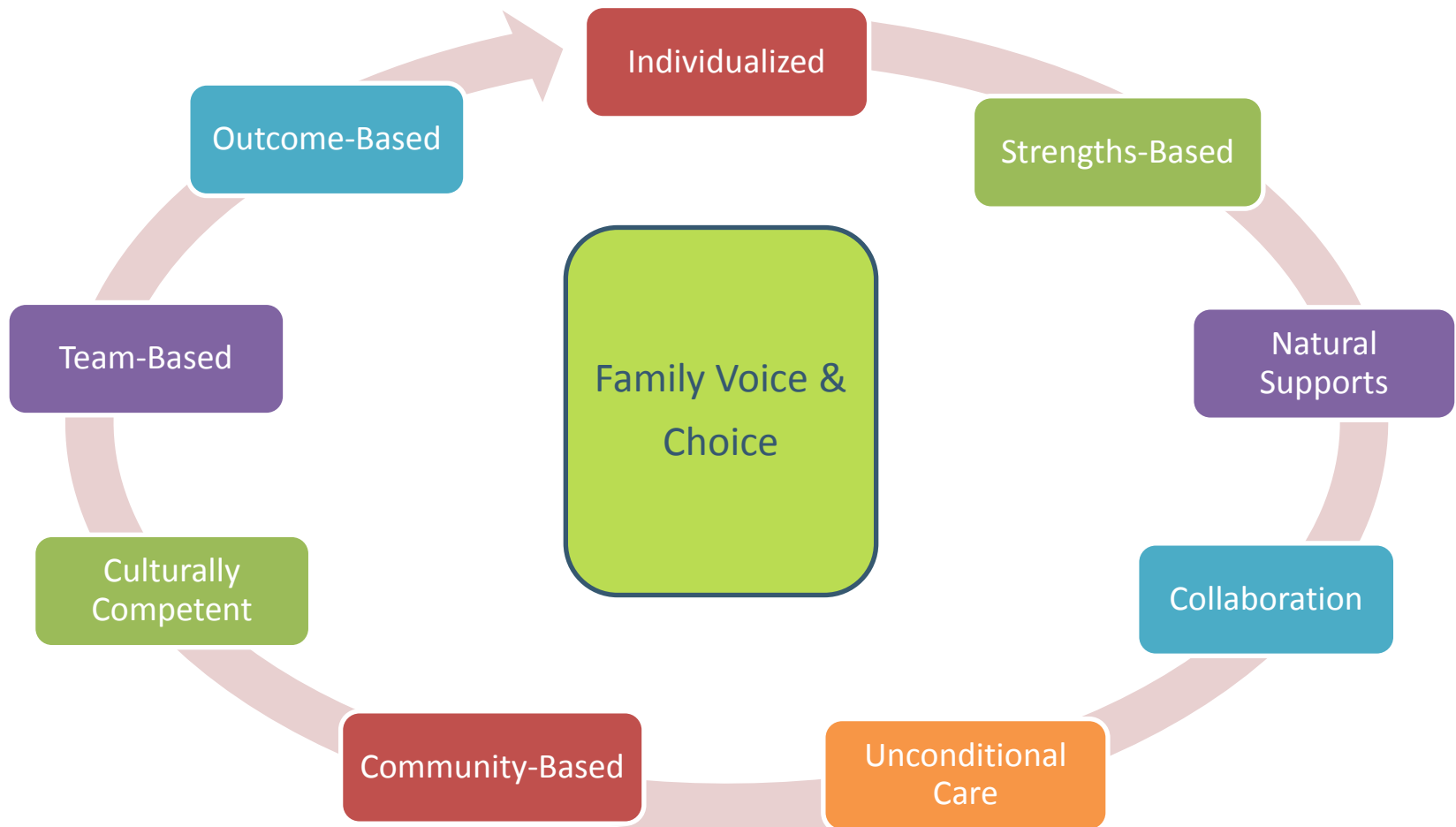


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# Principles of Wraparound



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Key resource: Ten principles of the Wraparound process

[www.nwi.pdx.edu/NWI-book/Chapters/Bruns-2.1-\(10-principles-of-wrap\).pdf](http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-2.1-(10-principles-of-wrap).pdf)

Additional resources on principles: [www.nwi.pdx.edu/NWI-book/pgChapter2.shtml](http://www.nwi.pdx.edu/NWI-book/pgChapter2.shtml)



# What Makes Wrap Unique: 4 Key Elements



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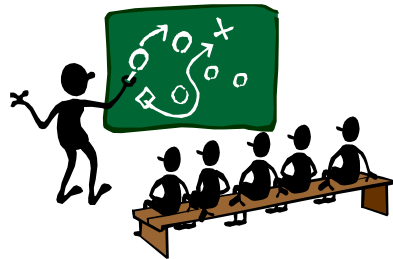
Grounded in a strength's  
perspective



Driven by underlying needs



Supported by an Effective Team  
Process

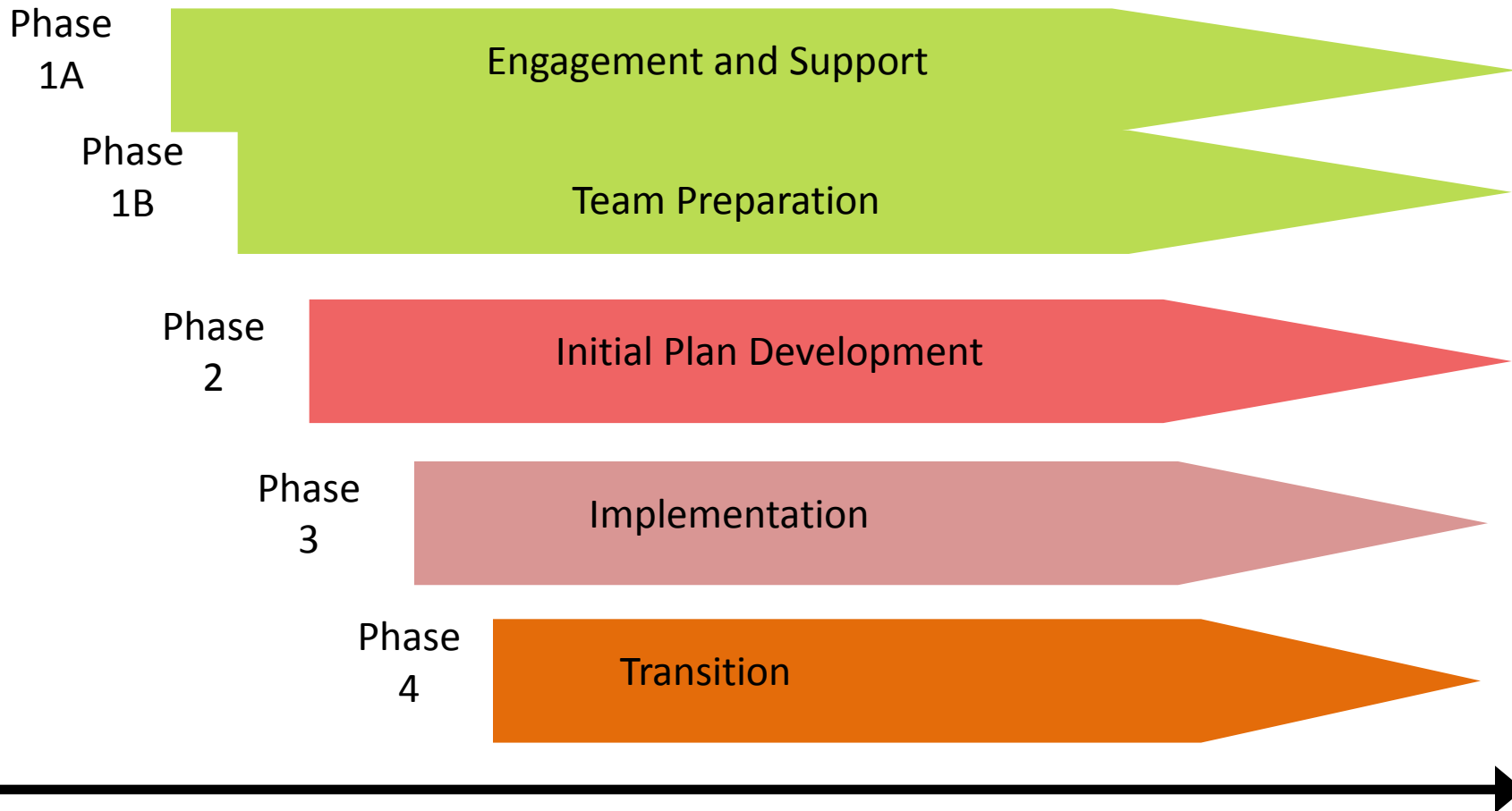


Determined by Families



For wraparound to be considered high-fidelity and quality practice, all 4 elements must be present

# The Phases of Wraparound





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# Phase 2 Apprenticeship

## The Institute for Innovation and Implementation Example

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# Training and Coaching Expectations

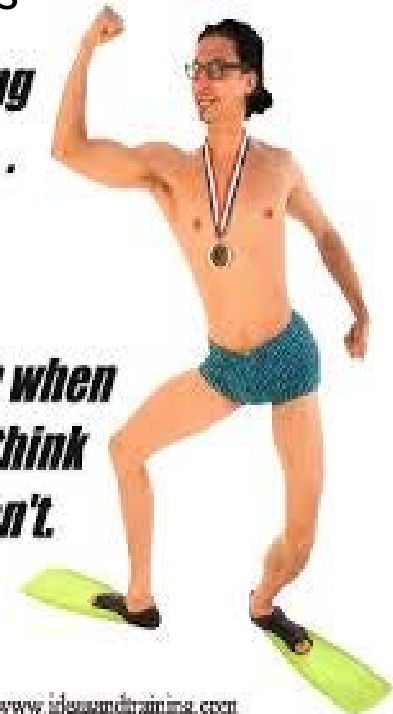


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- Minimum of 6 months coaching both onsite and virtually before next training
- **Training:**
  - Intermediate Wraparound Practice (apx. 6 months after Intro 2 days for care coordinators, supervisors and local coaches)
  - Intermediate Training for Parent Peer Support Partners (1 day)
- **Coaching:**
  - Through the phases
  - Home Visit Observations
  - Team Observations
  - Supervision Participation and Observation
  - Document Reviews
  - Onsite and virtual
  - Practice using the Wraparound Practice Improvement tools

***Coaching  
works...***

***even when  
you think  
it won't.***



# Wraparound Practice Improvement Tools (WPIT)s



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- **Wraparound Practice Improvements Tools (WPITs):**
  - **Coaching Observation Measure for Effective Teams (COMET)**
  - **Supportive Transfer of Essential Practice Skills (STEPS) Wheel**
  - **Collaborative Assessment of Support Tool (CAST)**
  - **Coaching Response to Enhance Skill Transfer (CREST) Tool**
  - **Supervisory Assessment System (SAS) Tool**

# Parent Peer Support Partners

## Tools to Support Practice



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- CAST Tool used to determine amount of peer support needed
- Parent Strength Summary used to determine parent's self-care and team participation strengths
- Strength Brochure used to provide a personal exchange of strengths
- Connections & Support Map used to build natural and informal supports
- Family Connections Tool used to build peer connections for families
- Team Meeting Prep List used to help prepare to support parent at Child & Family Team Meeting
- Transition Portfolio used to support and prepare the family for life after Wraparound

# Parent Peer Support Partners Tools to Support Coaches



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- PPSP Practice Review Tool
  - designed as a tool to be used in supervision and observations
  - List of skills to be demonstrated and scored during each phase
- PPSP Coaching Summary Tool used to provide feedback
- Also utilize the Supervisory Assessment Tool and the Supportive Transfer of Effective Practice Tool used by CC coaches



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# Phase III Ongoing Training and Coaching The Institute for Innovation and Implementation Example

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# Ongoing Training and Coaching

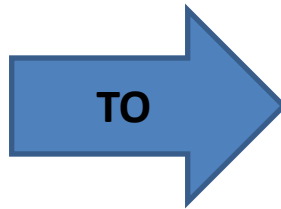


- Advanced Wraparound Practice ( 12 months after Intro -2 days for supervisors and local coaches)
- Advanced Skills training for Parent Peer Support Partner Coaches(1 days)
- Ongoing training and coaching
- Local Coaches providing training with coaching support
- 12-18 months working toward certification of local coaches
- Ongoing learning collaborative support

# Coaching around Supervision

Coaching should focus on building capacity with supervisors and equipping supervisors with tools to support staff. The focus shifts from:

Focus on how  
families are  
reacting to staff



Focus on how staff  
are implementing  
the process



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# Performance Assessment and Data-Driven Decision Making Support



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- Program Evaluation
- Fidelity
- Family needs
- Family outcomes
- System outcomes
- Costs
- Wrap-TMS



# RETENTION

What it would take for you to stay in your job even if you won a million dollars and no longer needed to work?



Portland State  
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SCHOOL OF SOCIAL WORK

THE INSTITUTE FOR INNOVATION & IMPLEMENTATION

# Organizational Culture

What impacts staff retention?

- Organizational values align with practice.
- Staff have the necessary tools, training and support to do their jobs.
- Staff are encouraged to contribute their ideas.
- Staff are recognized and rewarded for their contributions.
- Staff have a passion for the vision/mission of the organization and feel like they play a role in achieving it.

# Organizational Culture



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## Questions to Assess Organizational Culture?

1. What are 5 words you would use to describe your organization?
2. When visitors come to your offices, what do they notice at first sight?
3. What values are reflected in your organization's vision and mission statements?
4. What kinds of behaviors get rewarded in your organization?
5. What does the leadership in your organizations pay the most attention to?

# Organizational Culture

How do we go about building organizational cultures reflective of Wraparound?

- Embed the Principles, Values and Access, Voice and Ownership into all levels of the organization

Orientation & Job Descriptions, Training ,  
Paperwork, Policies & Procedures, Staff Meetings,  
Social Media, Internal Communication,  
Evaluations, Outings & Retreats

# Effective Organizational Supervisory Structures



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## Care Coordination Agency

- Agency Director
- Clinical Director
- Finance/Business Manager
- IT (contracted or internal)
- Community Resource Specialist/Provider Network
- Supervisor staffing should include 5-7 care coordinators who each work with 8-10 families
- Regular weekly meetings that follow a structured process
- Regular access to supervisors

## Family Support Organization

- Agency or Program Director
- Finance/HR Manager
- IT (contracted or internal)
- Supervisor staffing should include 5-7 Parent Partners who each work with 8-10 families
- Structured supervision, group supervision, clinical oversight (if billing Medicaid)
- Supervisor is accessible and visible
- Accommodation/accountability
- Self Care component



# Administrative Supports



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How do you utilize your administrative supports?

- **Utilizing administrative staff effectively**
  - Answer and direct phone calls, agency website, social media network, calendar and scheduling, space, supplies
  - Mailing POCs or other documents
  - Documentation, quarterly reports, etc
- **Training and support for administrative staff**
  - Included in training- agency mission, values base
  - Proficient in youth-guided and family-driven values and know when to escalate access to help
  - Remember...they are often one of the first contacts with families



# Climate, Culture and Values



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- **Improve the climate and culture**

- Support, support, support
- Connectedness and Collaboration
- Valuing staff
  - Fun & Celebrations
  - Being part of decision-making around agency policies
  - Implement staff suggestions
- Fostering positivity, encouragement, openness, honesty, trust and flexibility



- **Maintain a Values Orientation**

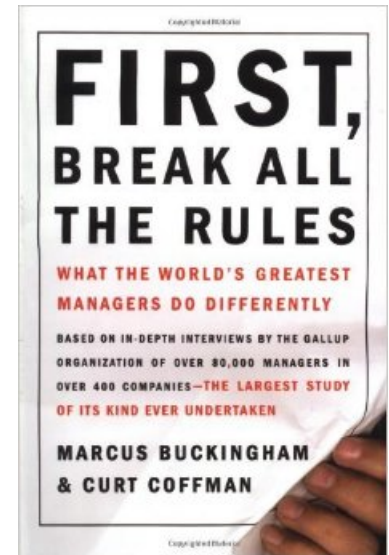
- What are your organizational deal breakers—No-tolerance policy
- Family driven, culturally and linguistically competent, community-based

# Good Supervisors Create Environments Where Staff...



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- Know what is expected of them
- Have supplies and equipment to do their job effectively
- Receive recognition each week for work well done
- Have a supervisor who cares and pays attention
- Receive encouragement to contribute and advance
- Can identify a person at work who is a support
- Feel the mission of the organization makes them feel like their jobs are important and they are making a difference
- See others around them as committed and doing a good job
- Feel they are learning new things and getting better
- Have the opportunity to do their job well.



# Resources and Websites



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- The National Wraparound Implementation Center [www.nwic.org](http://www.nwic.org)
- The National Wraparound Initiative [www.nwi.pdx.edu](http://www.nwi.pdx.edu)
- The Institute for Innovation and Implementation [www.theinstitute.umaryland.edu](http://www.theinstitute.umaryland.edu)
- [www.wrapinfo.org](http://www.wrapinfo.org) – Portal to
  - *The Resource Guide to Wraparound*
  - Website of the National Wraparound Initiative (NWI)
  - Wraparound Evaluation and Research Team (WERT) – wraparound fidelity tools
- Other wraparound resources:
  - [www.Paperboat.org](http://www.Paperboat.org)
  - <http://www.milwaukeecounty.org/WraparoundMilwaukee7851.htm>
  - [www.systemsofcare.samhsa.gov](http://www.systemsofcare.samhsa.gov)