Supporting high quality wraparound practice:
Fidelity tools, assessments and resources from the National Wraparound Initiative

Summer System of Care Meeting
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Plan for today's session

- Background

- Tools for training and coaching wraparound facilitators

- Training and coaching family peer partners

- Fidelity assessment

- Assessment of organization and system support for wraparound

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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!

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So how do you go to scale with miracles?

Still, by 2003, mounting evidence that the miracle didn't always occur

- Some programs described as "wraparound" were clearly not working in ways that reflected the principles

- Individual programs had to reinvent the miracle

- It was hard to share materials across programs

- Hard to build evidence of effectiveness

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The NWI gets started

In 2003, stakeholders got together and planned to work *collectively* to:

- Clarify more about what the principles mean in wraparound practice

- Describe necessary elements of practice– the "practice model"

- Promote research on wraparound's effectiveness

- Develop and share information and resources– "community of practice"

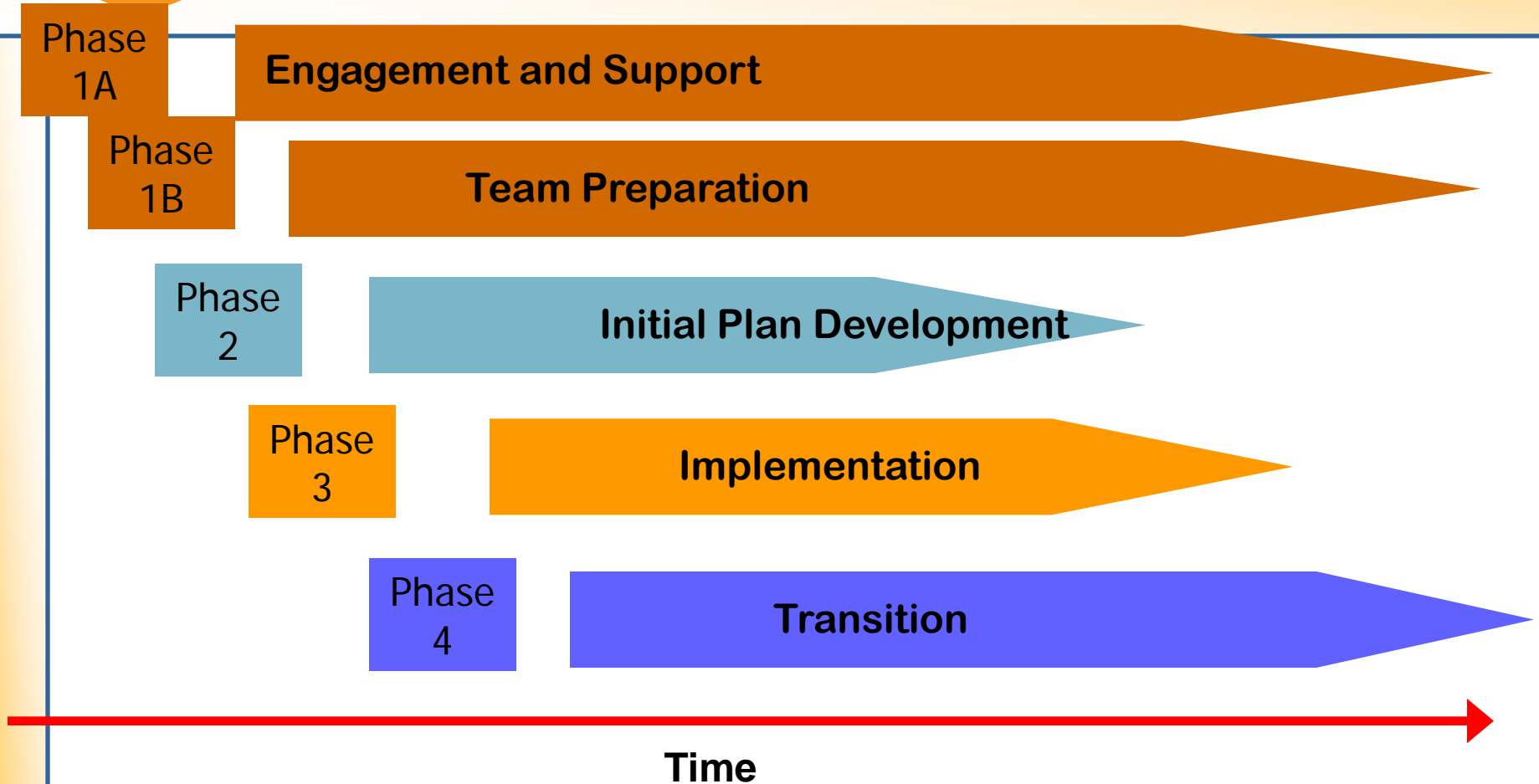- www.nwi.pdx.edu   See handouts

Wraparound: The 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. Unconditional (and/or "Persistent")
10. Outcome-based

Key resource: Ten principles of the Wraparound process

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

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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
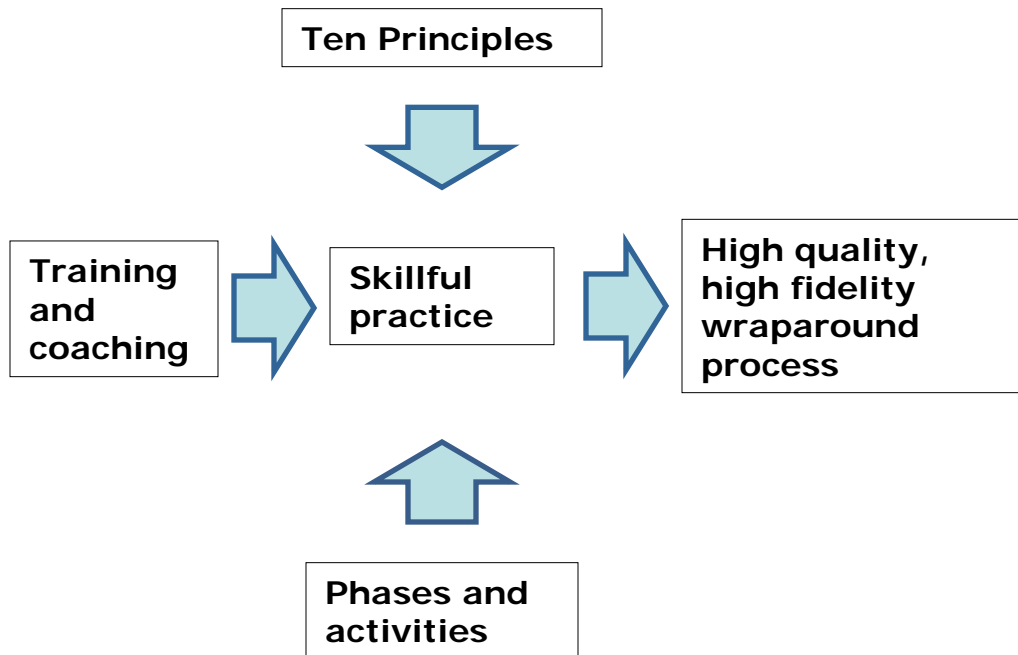
Key Resource: Phases and Activities of Wraparound: http://www.nwi.pdx.edu/NWI-book/Chapters/Walker-4a.1-(phases-and-activities).pdf

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Theory of Change: How and why does wraparound work?

Theory of change: Outline

Ten Principles

↓

Training and coaching → Skillful practice → High quality, high fidelity wraparound process

↑

Phases and activities

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Key Elements in Wraparound

Grounded in a Strengths Perspective

Driven by Underlying Needs

Supported by an Effective Team Process

Determined by Families

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Integrating Systems ⟳ Improving Outcomes

Grounded in a Strengths Perspective

Strengths are defined as interests, talents, and unique contributions that make things better for the family. Within an entire process that is grounded in a strengths perspective, the family story is framed in a balanced way that incorporates family strengths rather than a focus solely on problems and challenges. A strengths perspective should be overt and easily recognized, promoting strengths that focus on the family, team and community, while empowering and challenging the team to use strengths in a meaningful way.

Driven by Underlying Needs

Needs define the underlying reasons why behaviors happen in a situation. In a needs-driven process, the set of underlying conditions that cause a behavior and/or situation to exist are both identified and explored in order to understand why a behavior and/or situation happened. These needs would be identified across family members in a range of life areas beyond the system defined areas. These underlying conditions would be articulated and overt agreement with the family and all team members about which to select for action or attention would occur. The process involves flexibility of services and supports that will be tailored to meet the needs of the family.

Supported by an Effective Team Process

Wraparound is a process that requires active investment by a team, comprised of both formal and informal supports who are willing to be accountable for the results. Measurable target outcomes are derived from multiple team member perspectives. The team's overall success is demonstrated by how much closer the family is to their vision and how well the family needs have been addressed.
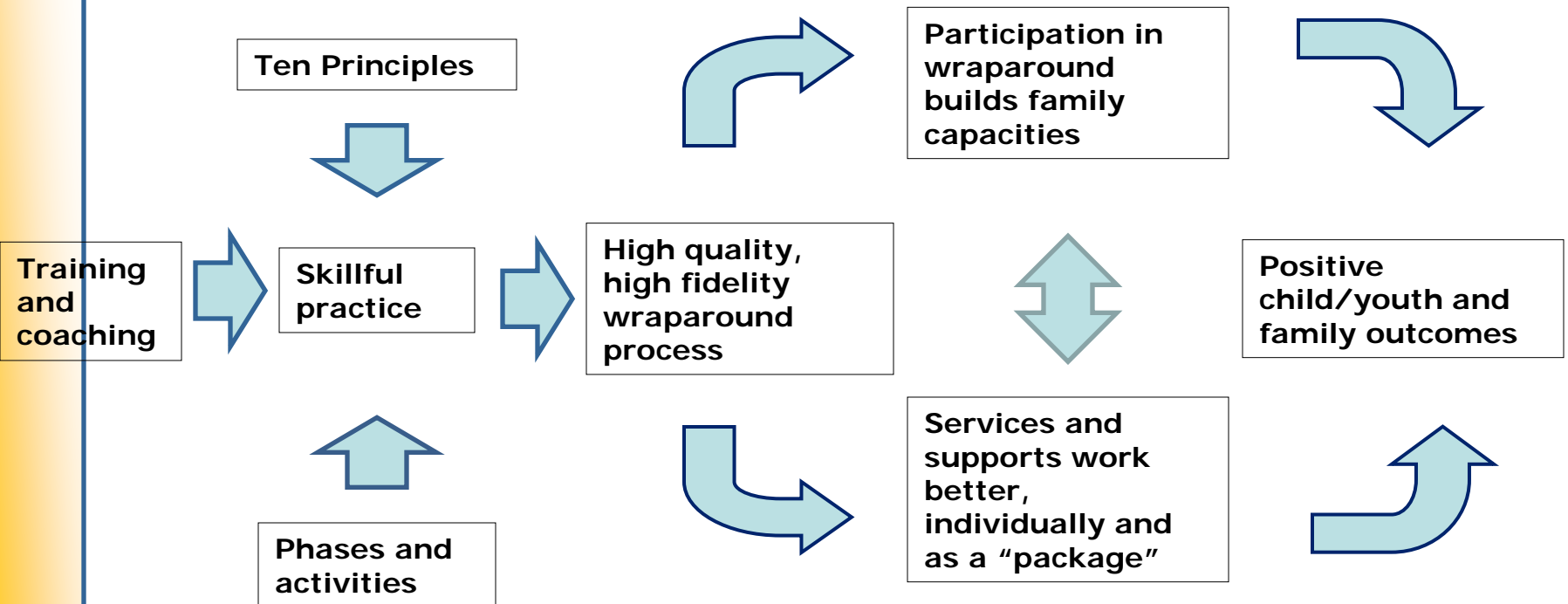
Determined by Families

A family-determined process includes both youth and caregivers and the family has authority to determine decisions and resources. Families are supported to live a life in a community rather than in a program. The critical process elements of this area include access voice, and ownership. Family **access** is defined as inclusion of people and processes in which decisions are made. Inclusion in decision making implies that families should have influence, choice and authority over services and supports identified in the planning process. This means that they should be able to gain more of what is working and less of what they perceive as not working. Family **voice** is defined as feeling heard and listened to, and team recognition that the families are important stakeholder in the planning process. Therefore, families are critical partners in setting the team agenda and making decisions. Families have **ownership** of the planning process in partnership with the team when they can make a commitment to any plans concerning them. In Wraparound, the important role of families is confirmed throughout the duration of care.

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

Theory of change: Outline

- Ten Principles
- Training and coaching
- Skillful practice
- Phases and activities
- High quality, high fidelity wraparound process
- Participation in wraparound builds family capacities
- Services and supports work better, individually and as a "package"
- Positive child/youth and family outcomes

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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)

Developing the Model for Training and Coaching

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- Training, combined with coaching, create conditions in which quality implementation happens. They are important components to achieve positive outcomes (Joyce & Showers, 2002).

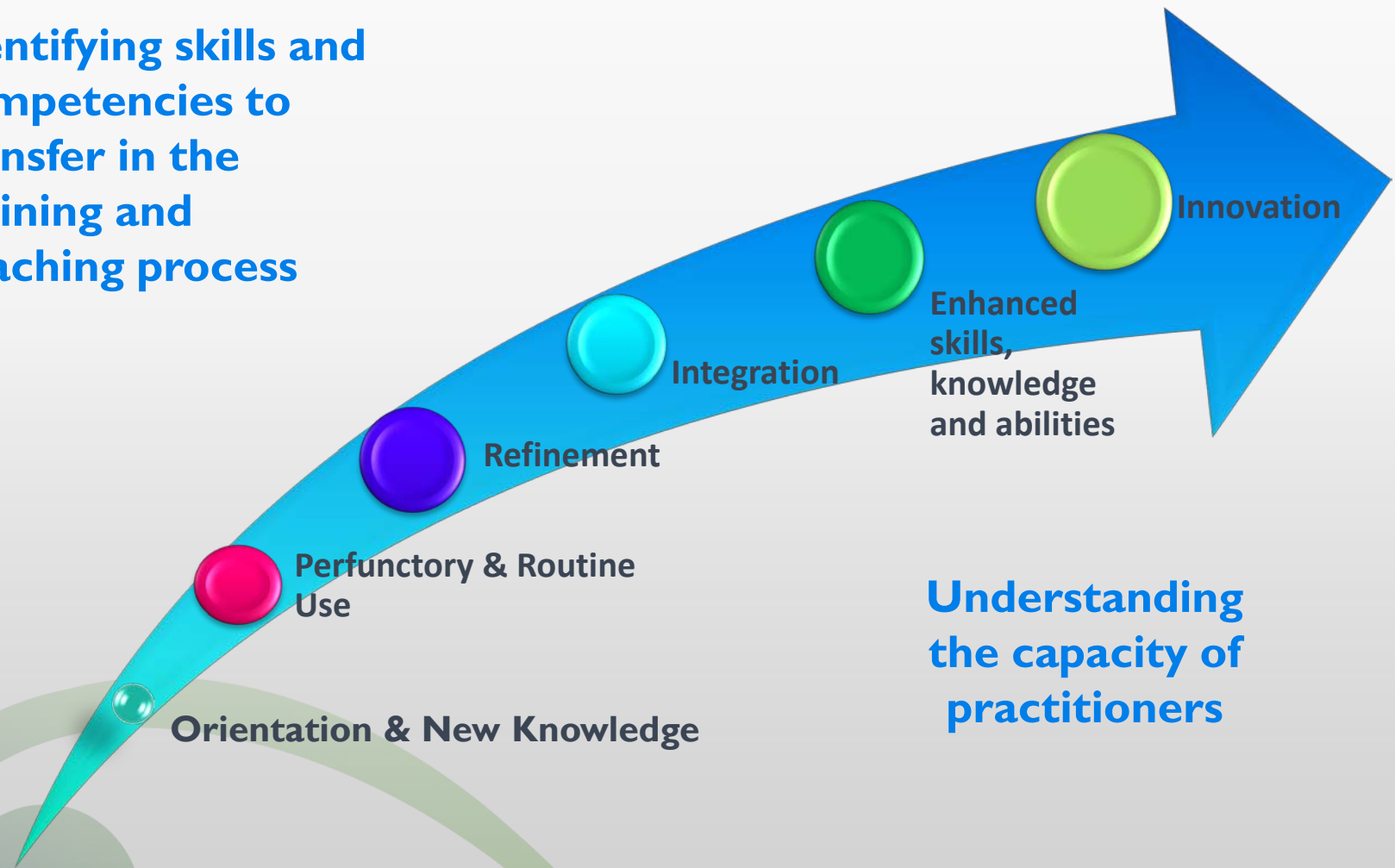- Operationalizing the Values—Focus on Skill Development in the Model

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Identifying the Practitioners

- Care Coordinators/Facilitators
- Caregiver/Parent Peer-Support Partners
- Youth Peer-Support Partners
- Supervisors/Coaches
- Managers/Administrators

Knowledge, Skill and Ability Development Process

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Identifying skills and competencies to transfer in the training and coaching process

Innovation

Enhanced skills, knowledge and abilities

Integration

Refinement

Perfunctory & Routine Use

Understanding the capacity of practitioners

Orientation & New Knowledge

(Gingiss, 1992; Blase,)

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Components of Effective Training

Telling → Showing → Practicing → Feedback

Identifying Instruments to Guide Training and Coaching

- Wraparound Fidelity Assessment System
  - Community Supports for Wraparound Implementation
  - Wraparound Fidelity Index (WFI) v.4
  - Team Observation Measures (TOM)
  - Document Review Measure
- Caregiver/Youth Satisfaction Surveys
- Team-based Assessments

Wraparound Practice Improvement Tools (WPIT)s

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

WPITs Designed with support from Pat Miles Consulting

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Coaching Observation Measure for Effective Teams (COMET)

- Designed to be a tool to be used in supervision, team observations and plan of care reviews

- Walks across the 4 phases of wraparound, identifying 1 essential process component (EPC) that must happen within each key element

- Within each process there are a list of skills to demonstrate and be scored. Other tools are used to walk through the process of identifying process gaps

Supportive Transfer of Essential Practice Skills (STEPS) Wheel

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- Tool to assist coaches with staying "on track" about the necessary Wraparound elements

- Designed to construct a dialogue with Wraparound staff starting with the initial family conditions and working your way around the wheel

Step One: Initial Conditions

Step Two: Strengths

Step Seven: Actions

Step Eight: Outcomes

Step Three: Team

Step Six: Options

Step Four: Needs

Step 5: Mission

Designed with support from Pat Miles Consulting

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Coaching Response to Enhance Skill Transfer (CREST) Tool

- Employee proactive coaching tool

- Use in Supervision to give feedback to staff on what you want them to do connected to the action step in the wheel.

- Supervision, wheel, identify breakdown, give direction, when you'll follow up

Designed with support from Pat Miles Consulting

The CREST

Step	Tips	What You Did
Introduce the task	Break duty into tasks Keep it simple (no more than 4) Relate the task to employee experiences	
Why do you want it done this way?	Relate your steps to 1 of 4 Key Elements Relate your steps to employee gain (makes work easier, better, faster, etc.)	
Demonstrate the task	Discuss it Show the employee Ask the employee to show you Point out other employees who do it this way Other: _____	
When	Define when to use this with most families Date for the staff to implement:_____ (Within the next week to ten days)	
Follow-up	Name a date for follow-up	

Supervisory Assessment System (SAS) Tool

- Designed to be used as a quality review tool for managers and outside coaches

- Assesses supervisors and how they transfer and build skill in their staff in the areas of communication, coaching and analysis

Communication					
No evidence of values in discussions with staff	2	Values are evident in the organization & typically through formal activities	4	Values discussed frequently through incidental coaching/supervisory interactions	Your Score:
1		3		5	
No evidence of staff behaviors being linked to values	2	Staff behaviors are tied to values in coaching/supervisory interactions at least 50% of time	4	Staff behaviors seamlessly tied to values in all coaching/supervisory interactions	
1		3		5	Total: 10

Family/Youth Partners

- Since the early 1990's a number of Wraparound Projects have included Family/Youth Partners in the staff configuration.

- This has been due to the growing realization that integrating a family/youth perspective can be helpful on the practice, program, and system levels.

- At the practice level, the role of the paid Family/Youth Partner can assist the family/youth's helper's in understanding the parents/caregiver/youth perspective.

Training for Family Partners

- Trainings
  - Wraparound basics and facilitation skills-
    - same training
  - Family/youth partner specific training
    - Role
    - Code of ethics
    - Common traps
    - Skills
 - Family-professional collaboration

OVERVIEW OF SKILL SETS

- #1 Telling your own story when it can help others.

- #2 Supporting families/youth as peers rather than as experts with all of the answers.

- #3 Acknowledge each family/youth's answers are different.

- #4 Clarify role as a family/youth partner & parent/caregiver of a child with special needs or a youth with special needs.

SKILLS (Cont.)

- #5 Building partners with others including professionals.
- #6 Committing to honesty in self & others.
- #7 Committing to non-Judgmental & respectful attitude.
- #8 Providing non-adversarial advocacy.
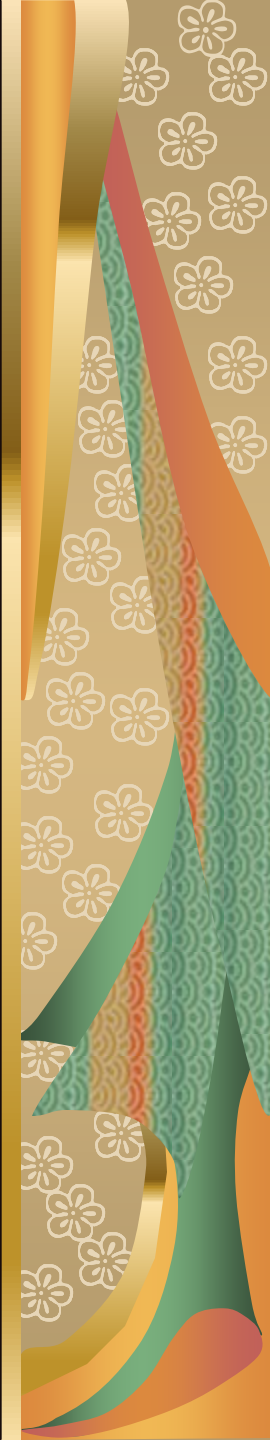
FP Training: NWI materials…

- Application of the ten principles to the FP role

- FP role in the phases and activities

- Nine articles from the Resource Guide, eg:

  - Building a Quality Family Partner Foundation: Tips for Implementers

  - A Dozen Mistakes in Using Family Partners in Wraparound

  - Youth Advocates: What They Do and Why Your Wraparound Program Should Hire One
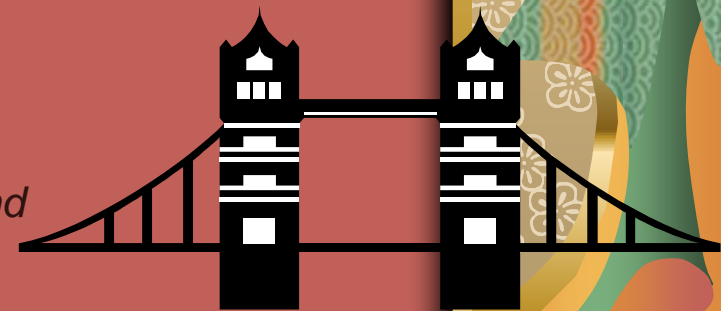
Partnerships Training

- Family/professional partnerships/relationships.
- Risks and perceived fears around family/professional partnerships/relationships.
- Sustaining family-professional partnerships.
- The Benefits of the Partnership.

Crossing the bridge for change, hope and Partnership/Relationships!

Ongoing Professional Development

- Parent Partner Strengths and Needs Self-Check
  - Lists skills within each of the four phases
  - Asks FP to self rate confidence relative to each skill
  - How it is used
- Other tools
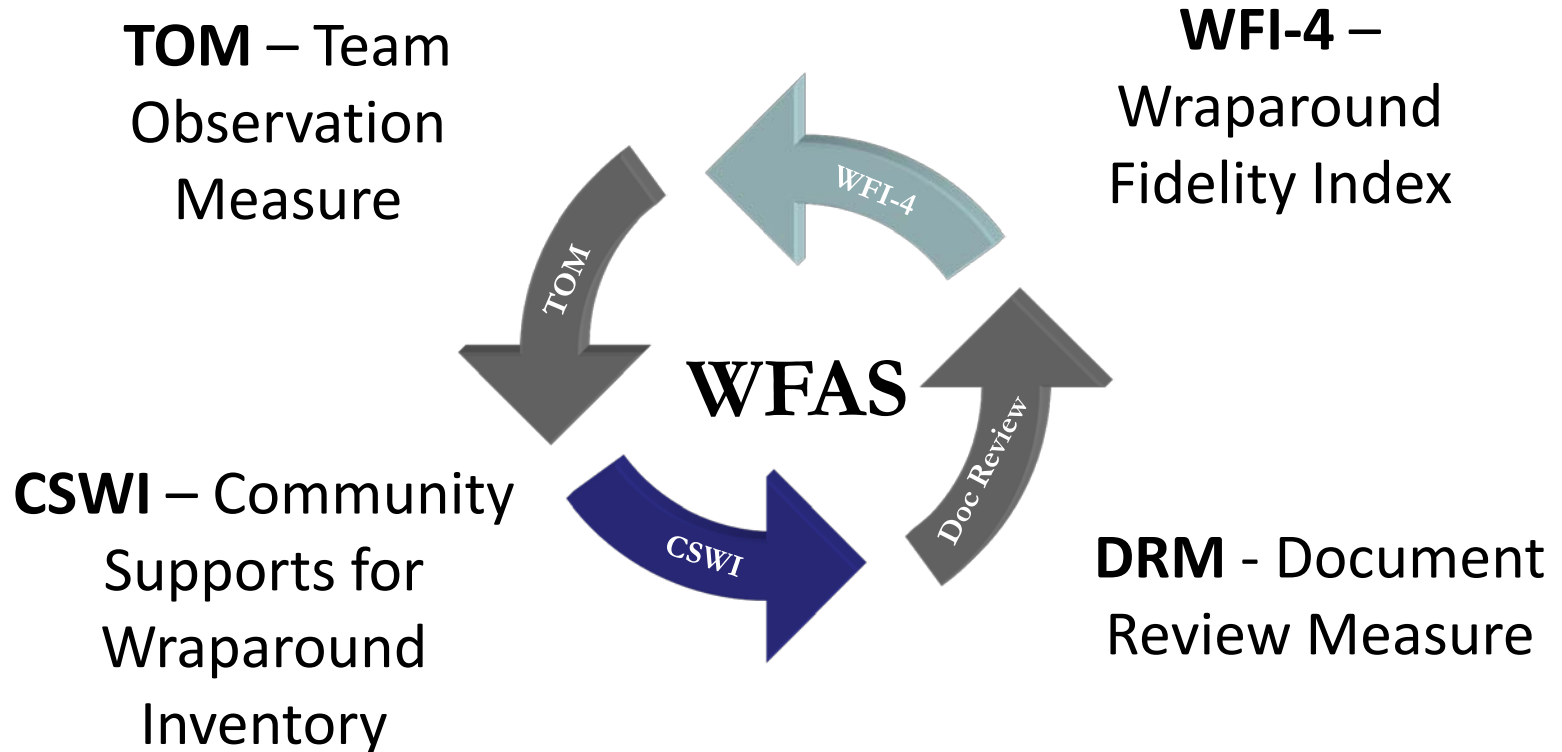 - CAST: Collaborative Assessment of Support Tool
  - What do you use?

Impact of Training and Technical Assistance (IOTTA)

Tool developed by the NWI

- Web-based survey administered post-training and 6 weeks

- Focus on perceptions of training quality, mastery of skills, impact on work

- Preliminary study of the IOTTA (2011)

  - 387 participants in five types of training (e.g., wrap 101, basic facilitator training)

  - Results strongly suggest the value of trainings that are linked to tools and assessments that are used later

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Wraparound Fidelity Assessment System

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

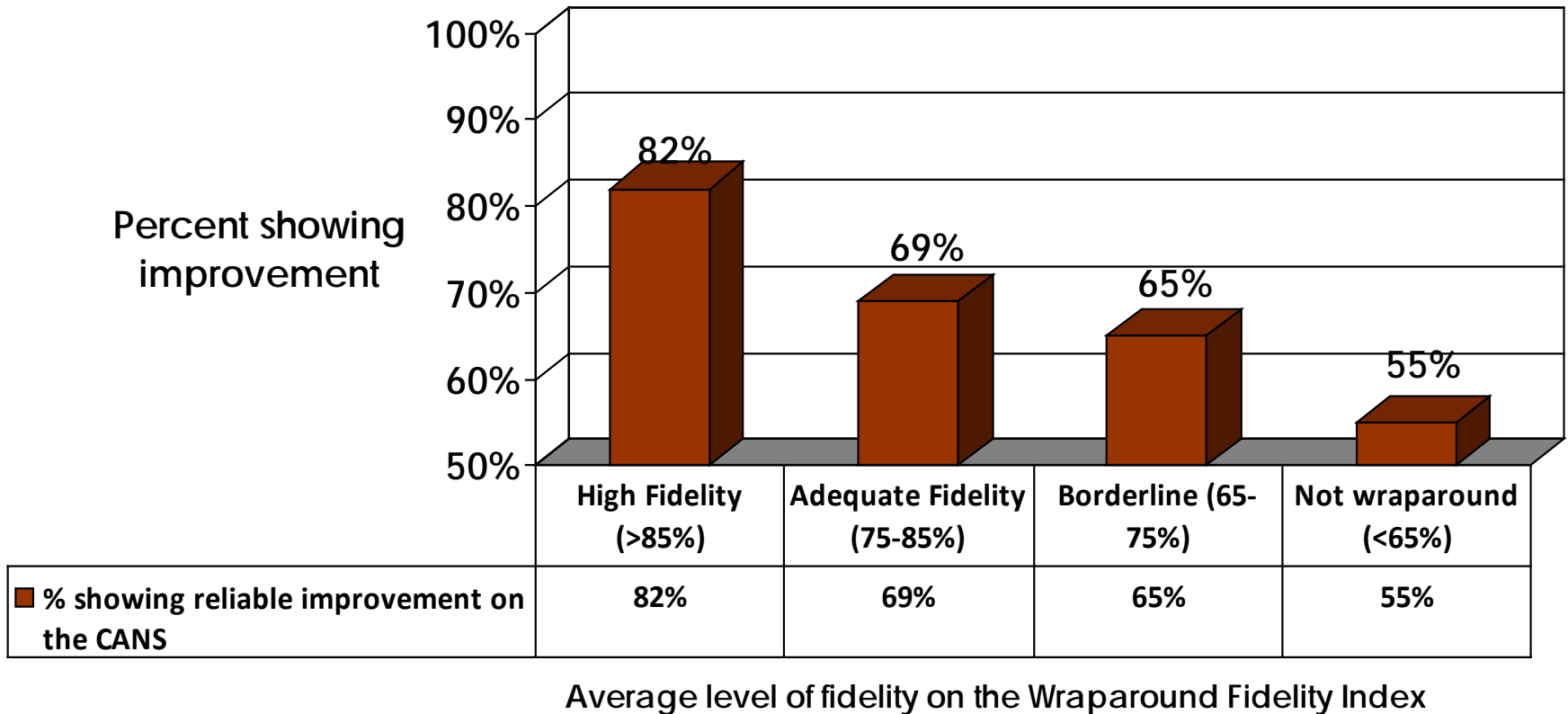Chapter on fidelity measurement: http://www.rtc.pdx.edu/NWI-book/Chapters/Bruns-5e.1-(measuring-fidelity).pdf

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Meta-analysis: Summary of effect sizes

Outcome domain	Effect size
Overall effect size	0.40*
Living situation	0.44 (2 studies)
Mental health	0.31* (2 studies)
Youth functioning	0.25* (4 studies)
School functioning	0.27 (3 studies)
Juvenile justice	0.21 (4 studies)

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What is the connection between fidelity and outcomes with wraparound?

- Provider staff whose families experience better outcomes were found to 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)

Higher fidelity is associated with better child and youth outcomes

Percent showing improvement

	High Fidelity (>85%)	Adequate Fidelity (75-85%)	Borderline (65-75%)	Not wraparound (<65%)
■ % showing reliable improvement on the CANS	82%	69%	65%	55%

Average level of fidelity on the Wraparound Fidelity Index

Effland, McIntyre, & Walton, 2010

What is needed to make this happen?

Hospitable System *Funding, Policies

Supportive Organizations * Training, supervision, interagency coordination and collaboration

Effective Team * Process + Principles + Skills
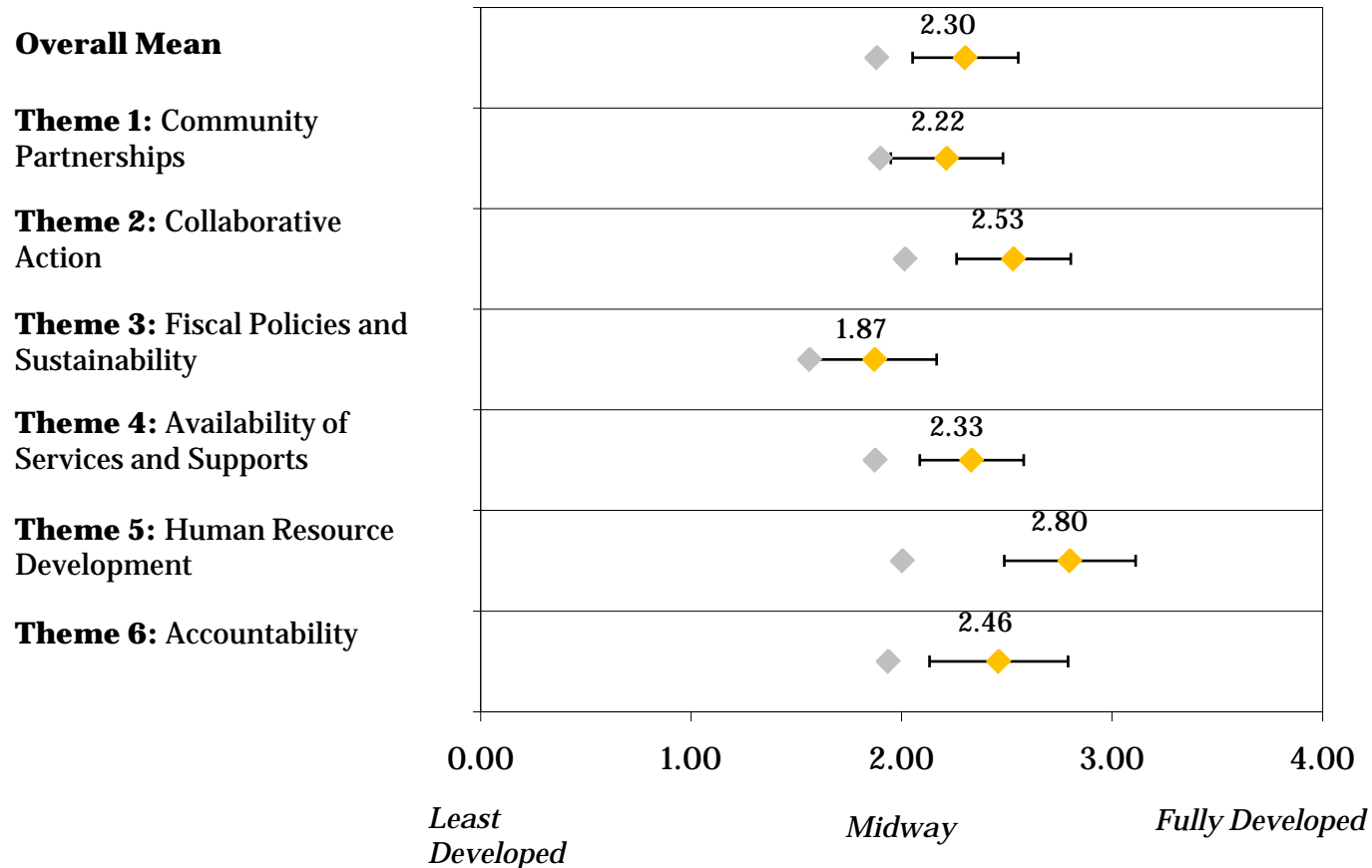
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Types of program and system support for Wraparound

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?*

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?*

CSWI sample: Theme means

Overall and Theme Means and Comparison

	0.00	1.00	2.00	3.00	4.00

Overall Mean — 2.30

Theme 1: Community Partnerships — 2.22

Theme 2: Collaborative Action — 2.53

Theme 3: Fiscal Policies and Sustainability — 1.87

Theme 4: Availability of Services and Supports — 2.33

Theme 5: Human Resource Development — 2.80

Theme 6: Accountability — 2.46

Least Developed   *Midway*   *Fully Developed*

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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 [...]ng 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

Summary: What Leads To Outcomes?
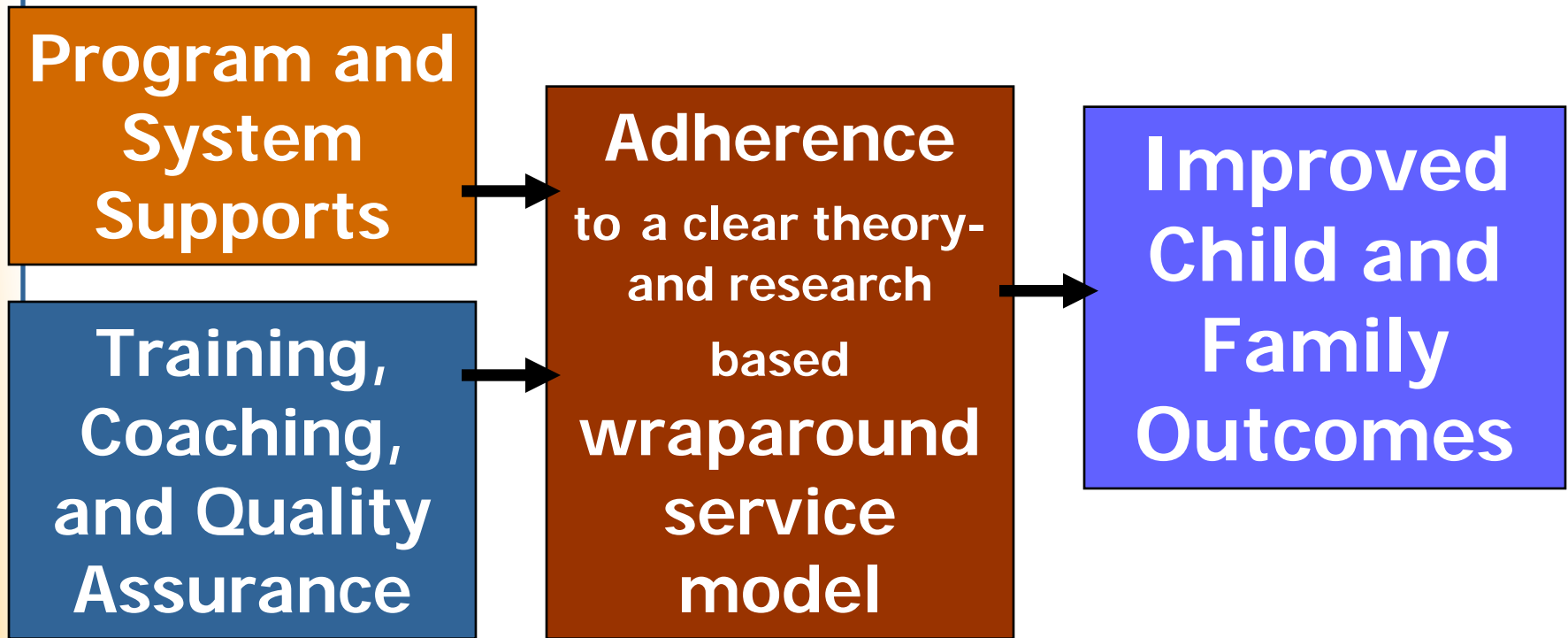
The **National Wraparound Initiative** is based in Portland, Oregon. For more information, visit our website:

www.nwi.pdx.edu

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