

Wraparound Fidelity Assessment System Team Observation Measure

August 2009 version



Youth's DOB ___/___/___ | Youth Gender: M / F

Youth's Race: 1) American Indian or Alaska Native; 2) Asian; 3) Black or AA; 4) Native Hawaiian/Pac Islander
5) White; 6) Hispanic/Latino 7) Mixed Race _____; 8) Other _____

Team Members	How many present?	Notes
Youth		
Parent (birth or adoptive)		
Foster parent		
Caregiver (if different from parent or foster parent)		
Sibling		
Facilitator		
Friend of parent/caregiver		
Friend of youth		
Extended family member		
School representative		
Family support partner or advocate		
Mental health provider		
Mental health agency representative		
Social services representative/social worker		
Medical provider		
Juvenile justice representative/probation officer		
Court appointed special advocate (CASA)		
Attorney		
Community support or other natural support		
Other (please specify)		
Other (please specify)		
Other (please specify)		
Other (please specify)		

Project ID:	
Youth/Family ID:	
Facilitator ID:	
Observer ID:	
Timeframe:	
Meeting date:	
Meeting place:	
Start time:	
End time:	
Type of meeting (circle one):	
1 Initial team meeting	
2 Initial planning meeting	
3 Follow-up meeting	
4 Transition/discharge meeting	
5 Other (please specify):	

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Item	Indicators	Indicator	Score (Circle 1)	Notes
1. Team Membership & Attendance <i>Team based</i>	a. Parent/caregiver is a team member and present at the meeting. b. Youth (over age 9) is a team member and present at the meeting. c. Key school or other public stakeholder agency representatives are present.*	Y N N/A Y N N/A Y N N/A	0 1 2 3 4 888 999	
2. Effective Team Process <i>Team based</i>	a. Team meeting attendees are oriented to the wraparound process and understand the purpose of the meeting. b. The facilitator assists the team to review and prioritize family and youth needs. c. Tasks and strategies are explicitly linked to needs and goals.* d. Potential barriers to the nominated strategy or option are discussed and problem-solved.	Y N Y N N/A Y N Y N N/A	0 1 2 3 4 888 999	
3. Facilitator Preparation <i>Collaborative</i>	a. 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. b. The meeting follows an agenda or outline such that team members know the purpose of their activities at a given time. c. The facilitator has prepared needed documents and materials prior to the meeting. d. A plan for the next meeting is presented, including time & date.	Y N Y N Y N N/A Y N N/A	0 1 2 3 4 888 999	
4. Effective Decision Making <i>Collaborative</i>	a. Team members demonstrate consistent willingness to compromise or explore further options when there is disagreement. b. Team members reach shared agreement after having solicited information from several members or having generated several ideas. c. The plan of care is agreed upon by all present at the meeting. d. The facilitator summarizes the content of the meeting at the end of the meeting, including next steps and responsibilities.	Y N N/A Y N Y N N/A Y N	0 1 2 3 4 888 999	

**Indicator for which follow-up with facilitator or team leader may be necessary*

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5. Creative Brainstorming and Options <i>Individualized</i>	a. The team considers several different strategies for meeting each need and achieving each goal that is discussed.	Y N N/A	0 1 2 3 4 666 888 999	
	b. The team considers multiple options for tasks or action steps.	Y N N/A		
	c. The facilitator leads a robust brainstorming process to develop multiple options to meet priority needs.	Y N N/A		
6. Individualized Process <i>Individualized</i>	a. Planning includes action steps or goals for other family members, not just identified youth.	Y N N/A	0 1 2 3 4 888 999	
	b. Facilitator and team members draw from knowledge about the community to generate strategies and action steps based on unique community supports.	Y N N/A		
	c. Team facilitates the creation of individualized supports or services to meet the unique needs of child and/or family.*	Y N		
	d. Youth, caregiver, & family members give their opinions about potential services, supports, or strategies; including describing what has or has not worked in the past.	Y N		
7. Natural and Community Supports <i>Natural supports</i>	a. Natural supports for the family are team members and present.	Y N	0 1 2 3 4 888 999	
	b. Team provides multiple opportunities for natural supports to participate in significant areas of discussion.	Y N N/A		
	c. Community team members and natural supports participate in decision-making.	Y N N/A		
	d. Community team members and natural supports have a clear role on the team.*	Y N N/A		
8. Natural Support Plans <i>Natural supports</i>	a. Brainstorming of options and strategies include strategies to be implemented by natural and community supports.	Y N N/A	0 1 2 3 4 888 999	
	b. The plan of care represents a balance between formal services and informal supports.*	Y N		
	c. There is flexible funding available to the team to allow for creative services, supports, and strategies.	Y N N/A		

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9. Team Mission and Plans <i>Persistence</i>	a. The team discusses or has produced a mission/vision statement. b. The team creates or references a plan that guides its work. c. The team has confirmed or is creating a crisis plan.* d. The team plan contains specific needs or goals that are linked to strategies and action steps.*	Y N Y N N/A Y N Y N N/A	0 1 2 3 4 888 999	
10. Shared Responsibility <i>Persistence</i>	a. The team explicitly assigns responsibility for action steps that define who will do what, when, and how often.* b. There is a clear understanding of who is responsible for action steps and follow up on strategies in the plan. c. Providers and agency representatives at the meeting demonstrate that they are working for the family and not there to represent a different agenda or set of interests.	Y N N/A Y N N/A Y N N/A	0 1 2 3 4 666 888 999	
11. Facilitation Skills <i>Cultural competence</i>	a. Facilitator is able to impart understanding about what the wraparound process is, how it will work for this family, and how individual team members will participate. b. Facilitator reflects, summarizes, and makes process-oriented comments. c. Facilitator is able to manage disagreement & conflict and elicit underlying interests, needs, and motivations of team members. d. Talk is well distributed across team members and each team member makes an extended or important contribution.	Y N Y N Y N N/A Y N	0 1 2 3 4 888 999	
12. Cultural and Linguistic Competence <i>Cultural competence</i>	a. The youth, caregiver, and family members are given time to talk about the family's values, beliefs, and traditions. b. The team demonstrates a clear and strong sense of respect for the family's values, beliefs, and traditions. c. Meetings and meeting materials are provided in the language the family is most comfortable with. d. Members of the team use language the family can understand (i.e. no professional jargon/acronyms)	Y N N/A Y N Y N N/A Y N N/A	0 1 2 3 4 888 999	

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13. Outcome Based Process <i>Outcomes based</i>	a. The team uses objective measurement strategies.* b. The team assesses goals/strategies using measures of progress. c. The team revises the plan if progress toward goals is not evident.	Y N N/A Y N N/A Y N N/A	0 1 2 3 4 666 888 999	
14. Evaluating Progress and Success <i>Outcomes based</i>	a. The team conducts a systematic review of members' progress on assigned action steps.* b. The facilitator checks in with the team members about their comfort and satisfaction with the team process. c. Objective or verifiable data is used as evidence of success, progress, or lack thereof.	Y N N/A Y N Y N N/A	0 1 2 3 4 888 999	
15. Youth and Family Voice <i>Voice and Choice</i>	a. The team provides extra opportunity for <u>caregivers</u> to speak and offer opinions, especially during decision making. b. The team provides extra opportunity for the <u>youth</u> to speak and offer opinions, especially during decision making. c. Caregivers, parents, and family members are afforded opportunities to speak in an open-ended way about current and past experiences and/or about hopes for the future. d. The youth is invited to speak in an open-ended way about current and past experiences and/or about hopes for the future.	Y N N/A Y N N/A Y N N/A Y N N/A	0 1 2 3 4 666 888 999	
16. Youth and Family Choice <i>Voice and Choice</i>	a. The youth prioritizes life domains, goals, or needs on which he or she would like the team to work. b. The caregiver or parent prioritizes life domains goals, or needs on which he or she would like the team to work. c. The family and youth have highest priority in decision making.	Y N N/A Y N N/A Y N N/A	0 1 2 3 4 666 888 999	

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17. Focus on Strengths <i>Strengths based</i>	a. Team members acknowledge or list caregiver/youth strengths.	Y N	0 1 2 3 4 888 999	
	b. Team builds an understanding of how youth strengths contribute to the success of team mission or goals.	Y N		
	c. In designing strategies, team members consider and build on strengths of the youth and family.	Y N N/A		
	d. Facilitator and team members analyze youth & family member perspectives and stories to identify functional strengths.	Y N		
18. Positive Team Culture <i>Strengths based</i>	a. The team focuses on improvements or accomplishments throughout the meeting.	Y N	0 1 2 3 4 888 999	
	b. The facilitator directs a process that prevents blame or excessive focus on or discussion of negative events.	Y N		
	c. The facilitator encourages team culture by celebrating successes since the last meeting	Y N N/A		
	d. There is a sense of openness and trust among team members.	Y N N/A		
19. Community Focus <i>Community-based</i>	a. The team is actively brainstorming and facilitating community activities for the youth and family.*	Y N N/A	0 1 2 3 4 666 888 999	
	b. The team prioritizes services that are community-based.	Y N N/A		
	c. The team prioritizes access to services that are easily accessible to the youth and family.	Y N N/A		
20. Least Restrictive Environment <i>Community-based</i>	a. The team's mission and/or identified needs support the youth's integration into the least restrictive residential and educational environments possible.*	Y N N/A	0 1 2 3 4 666 888 999	
	b. When residential placements are discussed, team chooses community placements for the child or youth rather than out-of-community placements, wherever possible.	Y N N/A		
	c. Serious challenges are discussed in terms of finding solutions, not placement in more restrictive residential or educational environments.	Y N N/A		

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OBSERVER NOTES:

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OBSERVER NOTES:

Guide to Item scoring based on number of indicators scored 'Yes'

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

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