

Wraparound Fidelity Index 4.0

HOW TO ADMINISTER AND SCORE THE WFI 4.0 ***May 2013 version***

FOR USE IN WFI 4.0 COLLABORATING SITES ONLY

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

(Use Restrictions)



- Though we are pleased to provide the WFI, its manual, and this training Power Point for use to the field, use of the WFI-4 is currently restricted to collaborators who have an agreement with our research team.
- For more information about collaborating with our team as WFI-4 community or program, please visit our website at <http://www.wrapinfo.org>, and click on the **WERT link**.

Goals of this Training



- *This presentation is intended to be used along with WFI-4 User's Manual. They are aligned with respect to content.*
- Together, the Manual and this Power Point are intended to provide interviewers in collaborating WFI-4 communities with sufficient information to use the WFI 4.0

Goals of this Training



- This training presentation is divided into eight sections.
 - 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.

WFI-4 Interviewer Training



■ Sections:

1. An introduction to wraparound
2. An introduction to the WFI 4
 - History, purpose, psychometrics
3. User qualifications
 - Interviewer training and supervision
4. Preparations to take before interviews
5. Conducting WFI-4 interviews
6. Directions for administering & scoring the Caregiver, Facilitator, and Team Member (adult) forms
7. Directions for administering & scoring the Youth form
8. Directions for data entry and transmission

Chapter 1.

Introduction to Wraparound



- To administer the WFI-4, interviewers must understand wraparound
- Basic learning objectives:
 - Understand that wraparound is a process, not a service
 - Understand the 10 principles of wraparound
 - Understand the core phases and activities of wraparound as defined by the National Wraparound Initiative (www.rtc.pdx.edu/nwi)

Basic Description of Wraparound:

From the Burchard, Bruns, & Burchard chapter (2002)



- Wraparound is a care management process that has evolved over the years
- The goal of wraparound is typically to help families with the most challenging children function more effectively in the community.
- An often-cited definition of wraparound:
 - “A planning and implementation process that results in a unique set of community services and natural supports that are individualized to meet the child and family’s needs and achieve positive outcomes” (Burns & Goldman, 1999)

Ten Principles of the Wraparound Process



1. **Family voice and choice.** Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.
2. **Team based.** The wraparound team consists of individuals agreed upon by the family and committed to them through informal, formal, and community support and service relationships.

Ten Principles of the Wraparound Process



3. **Natural supports.** The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.
4. **Collaboration.** Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates, and resources. The plan guides and coordinates each team member's work towards meeting the team's goals.
5. **Community-based.** The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life

Ten Principles of the Wraparound Process



6. **Culturally competent.** The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/youth and family, and their community.
7. **Individualized.** To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.
8. **Strengths based.** The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.

Ten Principles of the Wraparound Process



9. **Persistence.** Despite challenges, the team persists in working toward the goals included in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer required.
10. **Outcome based.** The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.

The Phases and Activities of Wraparound



- Phase 1: Engagement and team preparation
- Phase 2: Plan Development
- Phase 3: Implementation
- Phase 4: Transition

Phase 1:

Engagement & Team Preparation



- Overall Goals for Phase 1:
 - Trust and team vision established
 - Tone is set for teamwork
 - Strengths, needs, and culture discussed
 - Families preferences are prioritized and they begin to understand that they are an integral part of the process
 - Activities of this phase should be completed relatively quickly (1-2 weeks)

Engagement & Team Preparation

Major Activities



1. Orient the family and youth to wraparound
 - GOAL: To orient the family and youth to the wraparound process.
2. Stabilize crises
 - GOAL: To address pressing needs and concerns so that family and team can give their attention to the wraparound process.
3. Facilitate conversations with family and youth/child
 - GOAL: To explore individual and family strengths, needs, culture, and vision and to use these to develop a document that will serve as the starting point for planning.

Engagement & Team Preparation

Major Activities



4. Engage other team members
 - GOAL: To gain the participation of team members who care about and can aid the youth/child and family, and to set the stage for their active and collaborative participation on the team in a manner consistent with the wraparound principles.

5. Make necessary meeting arrangements
 - GOAL: To ensure that the necessary procedures are undertaken for the team is prepared to begin an effective wraparound process.

Phase 2: Initial Plan Development



- Overall goals for Phase 2:
 - Team creates initial plan of care using high-quality planning process that reflects the wraparound principles.
 - Family should feel heard, that the needs chosen are the ones they want to work on, and the options chosen have a reasonable chance of working.
 - Usually involves 1-2 meetings over 1-3 weeks
 - This phase promotes team cohesion and shared responsibility toward achieving mission.

Initial Plan Development

Major Activities



1. Develop an initial plan of care
 - GOAL: To create an initial plan of care using a high-quality team process that elicits multiple perspectives and builds trust and shared vision among team members, while also being consistent with the wraparound principles

Initial Plan Development

Major Activities



2. Develop crisis/safety plan
 - GOALS:
 - To identify potential problems and crises, prioritize according to seriousness and likelihood of occurrence, and create an effective and well-specified *crisis prevention and response* plan that is consistent with the wraparound principles.
 - A more proactive *safety plan* may also be created
3. Complete necessary documentation and logistics
 - GOAL: To set meeting schedule and determining means of contacting team members and distributing documentation to team members etc.

Phase 3: Implementation



- Overall Goals for Phase 3:
 - Initial wraparound plan is implemented
 - Progress and successes are continually reviewed
 - Changes are made to the plan and them implemented
 - All while maintaining/building team cohesiveness and trust
- Activities of this phase are repeated until the team's mission is achieved and formal wraparound is no longer needed.

Implementation

Major Activities



1. Implementation of the wraparound plan
 - GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies and their success in meeting need and achieving outcomes in a manner consistent with the wraparound principles.

2. Revisit and update the plan
 - GOAL: : To use a high quality team process to ensure that the wraparound plan is continually revisited and updated to respond to the successes of initial strategies and the need for new strategies.

Implementation

Major Activities



3. Maintain/build team cohesiveness and trust
 - GOAL: To maintain awareness of team members' satisfaction with and “buy-in” to the process, and take steps to maintain or build team cohesiveness and trust. Revisit and update the plan
4. Complete necessary documentation and logistics

Phase 4: Transition



- Overall Goals for Phase 4:
 - Plans are made for purposeful transition out of formal wraparound
 - Mix of formal and natural supports in the community
 - If appropriate, to services and supports in the adult system
 - Focus on transition is continual during wraparound process
- NOTE: Transition is a continuous process in wraparound. Preparation for transition is apparent, even during initial stages

Transition

Major Activities



1. Plan for cessation of formal wraparound
 - GOAL: To plan a purposeful transition out of formal wraparound in a way that is consistent with the wraparound principles, and that supports the youth and family in maintaining the positive outcomes achieved in the wraparound process.
2. Create a “commencement”
 - GOAL: To ensure that the cessation of formal wraparound is conducted in a way that celebrates successes and frames transition proactively and positively.
3. Check-in and Follow-up with family regularly
 - GOAL: To ensure that the family is continuing to experience success after wraparound and to provide support if necessary.

Key Terms Used in Wraparound and the WFI-4



- **Action steps** = Statements in a wraparound plan that describe specific activities that will be undertaken, including who will do them and within what time frame.
- **Community** = the neighborhood, city, town, village, or rural area where the child/family chooses to live. We use the broader term *community* rather than city or town, because families have different perspectives of what their communities include. Community may also refer to the network of social supports upon which the family relies

Key Terms Used in Wraparound and the WFI-4



- **Facilitator** = A person who is trained to coordinate the wraparound process for an individual family. This person may also be called care coordinator, navigator, wraparound specialist, wraparound facilitator or something else. The person in the facilitator role may change over time, depending on what the family thinks is working best. For example, a parent, caregiver, or other team member may take over facilitating team meetings after a period of time
- **Formal supports** = Services and supports provided by professionals (or other individuals who are “paid to care”) under a structure of requirements for which there is oversight by state or federal agencies, national professional associations, or the general public arena

Key Terms Used in Wraparound and the WFI-4



- **Informal resources or supports** = These are resources that already exist in the family, their support network, or in their community. They often cost little or nothing and provide support to the family. This term can also be used to refer to friends or advocates of the family. For example, a caregiver may sometimes ask a neighbor to take her child out on an activity. Similarly, a community may have a strong community center or library that provides activities that the family likes to do
- **Life domains** = Areas of daily activity critical to healthy growth and development of a child or successful functioning of a family. Life domains include such areas as safety, school/work, health, social/fun, a place to live, legal issues, culture, emotions, transportation, and finances

Key Terms Used in Wraparound and the WFI-4



- **Mission Statement** = A statement crafted by the wraparound team that provides a one or two sentence summary of what the team is working toward with the youth and family
- **Natural supports** = See also *informal resources or supports*. Individuals or organizations in the family's own community, kinship, social, or spiritual networks, such as friends, extended family members, ministers, neighbors, local businesspersons or shopkeepers, etc.
- **Outcomes** = Child, family, or team goals stated in a way that can be observed and measured

Key Terms Used in Wraparound and the WFI-4



- **Plan of Care (Wraparound Plan)** = A dynamic document that describes the family, the team, and the work to be undertaken to meet the family's needs and achieve the family's long-term vision. Since families are constantly changing, the plan should always be updated to reflect changes in strengths, resources, needs, or goals. Also called *individualized plan*, *integrated plan*, and *Wraparound plan*
- **Respondent** = The person being interviewed (e.g., using the WFI-4): a caregiver, youth, wraparound facilitator, or other team member
- **Strengths** = The assets, skills, capacities, actions, talents, potential and gifts in each family member, each team member, the family as a whole, and the community. In wraparound, strengths help family members and others to successfully navigate life situations; thus, a goal for the wraparound process is to promote these strengths and to use them to accomplish the goals in the team's plan of care

Key Terms Used in Wraparound and the WFI-4



- **Supports and services** = This phrase refers to the full complement of formal services and informal supports received by the child or family
- **Vision** = A statement constructed by the youth and family (with help from their facilitator and possibly the wraparound team) that describes how they wish things to be in the future, individually and as a family
- **Wraparound Team** = A group of people – chosen with the family and connected to them through natural, community, and formal support relationships – who develop and implement the family’s plan, address unmet needs, and work toward the family’s vision.

End of Chapter 1.

Checking in / Discussion



- Basic learning objectives:
 - Understand that wraparound is a process, not a service
 - Understand the 10 principles of wraparound
 - Understand the core phases and activities of wraparound as defined by the National Wraparound Initiative (www.rtc.pdx.edu/nwi)
- ***DISCUSSION: Are there any differences between your site's wraparound process and the NWI's Phases and Activities of wraparound?***

Chapter 2.

Introduction to the WFI



- Before administering any interviews, the interviewer must have a good understanding of the WFI-4
- Learning objectives:
 - Understand what it means to assess “fidelity”
 - Understand what “fidelity” means in wraparound
 - Understand the organization of the WFI-4 and its items
 - Understand the role of the interviewer in administering and scoring the WFI-4

Purpose of the WFI



- The Wraparound Fidelity Index (WFI) is a set of interviews conducted with key informants who are involved in wraparound implementation
- Taken together, these interviews measure the quality or “fidelity” of wraparound implementation in a community, program, or site.

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 principles and core activities 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

Organization of the *WFI 4*



- In addition to the 4 phases, each of the 40 items assesses adherence to one of the 10 Principles of wraparound.
- Each wraparound principle is assessed by 4 items that are administered throughout the 4 phases.
 - An overview of the WFI-4's organization is presented in the Table on the next slide

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 Items



- The items of the WFI-4 are numbered sequentially within each phase of wraparound.
 - Thus, the first six items are grouped in the Engagement Phase, and are numbered 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6
 - The next 11 items are grouped within the Planning Phase and are numbered 2.1, 2.2, 2.3, up to 2.11, and so forth
 - *Remember that the Youth form includes fewer items and thus is numbered differently than the 3 adult forms*

WFI-4 Items



- Most of the WFI-4's items are worded as questions
 - e.g., 1.4: “Did the family members select the people who would be on their wraparound team?”
- However, a few items do not follow a question format
 - e.g., 3.3: “Please give two examples of activities that the wraparound team gets the child involved with”

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 “high fidelity,” and a “2” corresponds to “low fidelity”
 - E.g., 3.7: “Are the places you go to for services hard to reach because they are far away?”

Role of the Interviewer



- In administering the WFI-4, the interviewer or administrator is not 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

Role of the Interviewer



- 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
- The interviewer should also have the User's Manual available to help score items

End of Chapter 2.

Checking in / Discussion



- Learning objectives:
 - Understand what it means to assess “fidelity”
 - Understand what “fidelity” means in wraparound
 - Understand the organization of the WFI-4 and its items
 - Understand the role of the interviewer in administering and scoring the WFI-4

Chapter 3.

WFI-4 User's Qualifications



- The Collaborator's Manual specifies several necessary qualifications for the collaborating site and interviewers
- Learning objectives:
 - Understand the expectations for a collaborating site
 - Understand the qualifications for interviewers

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;
 - 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.

Interviewer qualifications



- The WFI was designed to be a straightforward interview. Nonetheless, proper use requires:
 - Full training on the WFI-4
 - 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

End of Chapter 3.

Checking in / Discussion



- Learning objectives:
 - Understand the expectations for a collaborating site
 - Understand the qualifications for interviewers
- **DISCUSSION:**
 - **How will our evaluation team conduct practice interviews and be supervised?**
 - **Will we meet as a group over time?**

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

Before doing WFI Interviews



■ Project Approval

- *Are there any Institutional Review Board (IRB) or Human Subjects committee protocols for this evaluation?*

■ Preparing Interviewers

- Interviewers should have adequate knowledge of service delivery system, the wraparound process, and the manual
- Should have sufficient practice administering the WFI-4

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.

Interviewing multiple caregivers or youth from one family



- It is important to clearly identify each of the caregivers on the WFI forms and when entering data.
- Similarly, if more than one youth in the family is receiving wraparound, multiple youths for the family can be interviewed, but each must be clearly identified and assigned a unique ID for the form.

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, written consent may be necessary
- ***DISCUSSION: What is the procedure in your program or site?***

End of Chapter 4.

Checking in / Discussion



■ 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

■ **DISCUSSION:**

- **Who will our evaluation team be interviewing? (Team members, multiple caregivers?)**
- **How old are our youths? Are the majority over 11 years old?**

Chapter 5.

Conducting WFI Interviews



- Before we get to administration and scoring rules for each WFI-4 item, we must cover some basic instructions
- **Learning Objectives**
 - To understand WFI ID numbers and how to track families
 - To understand rules for interview timing
 - To understand basic WFI-4 issues:
 - Open-ended questions
 - Scripts of introduction
 - Missing data codes
 - How to use prompts and clarifications

WFI Identification Numbers



<i>ID Number</i>	<i>Description</i>
<i>Project ID</i>	WERT has assigned 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 <i>Project ID</i> numbers for each.
<i>Youth/ Family ID</i>	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 <i>Family ID</i> , but different <i>Youth IDs</i> (see below). If a family is interviewed more than once the same <i>Family ID</i> should be used each time.
<i>Caregiver ID</i>	This number is assigned by your agency to each caregiver. The number is used primarily to identify different caregivers from the same family, if more than one is interviewed. If there is only one caregiver in a family the <i>Caregiver ID</i> should be a 1. Similarly, if only one caregiver is interviewed, the only <i>Caregiver ID</i> that will be recorded will be a 1.

WFI Identification Numbers



<i>ID Number</i>	<i>Description</i>
<i>Wraparound Facilitator ID</i>	A unique number should be assigned by your agency to each wraparound facilitator. Every time the same wrap facilitator is interviewed their unique ID number should be recorded. If the facilitator for a family changes over time and a new one is interviewed at a follow-up data collection point, the new facilitator's ID number should be used for the second interview.
<i>Interviewer ID</i>	This ID number is assigned by your agency for each interviewer. Every time an interview is conducted, the interviewer's unique ID number should be recorded.
<i>Timeframe</i>	Use of this number is dependent on the site's evaluation plan. It may be used in sites conducting multiple rounds of interviews at designated time-points (e.g., every six months). In this case the initial interview would be assigned a 1, the second interview a 2, and so forth.

DISCUSSION: What are the rules for using ID numbers in your program or site?

Interview Timing



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

Interview Timing



- **How far back are respondents going to be asked to remember?**
 - The WFI-4 is designed to ask about the entire wraparound process, from the time they entered the process to the present.
- **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 within one month of one another.

Administration Methods



- The WFI must be administered via telephone or face-to-face interview.
 - Items require scoring by a trained interviewer
- 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?***

Negative or reverse-scored items



- It is important to note that not all items reflect good adherence to Wraparound.
 - E.g., 3.13: “Do you think your wraparound process could be discontinued before you or your family is ready for it to end?”
- For most items the interviewer circles a “2” when the response is *Yes*, but for reverse-scored items a “0” is circled instead.
- Mistakenly circling the wrong end of the response scale is a common mistake in interview administration. **BE SURE TO CHECK YOUR FORM BEFORE SUBMITTING IT!**

Missing responses and taking notes



- Scores should be assigned for every item
- If an item is skipped or data is missing, it is important to note the reason on the form. 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

Clarifications and queries



- When administering items directly, it is best to read the item verbatim the first time.
- After that, interviewers can restate the item in different words, answer respondents' questions about the intent of the item, and clarify as necessary to help the respondent.
 - For many items, we have listed sample prompts that might be used to help restate or clarify the intent of the item

End of Chapter 5.

Checking in / Discussion



■ Learning Objectives

- To understand WFI ID numbers and how to track families
- To understand rules for interview timing
- To understand basic WFI-4 issues:
 - Open-ended questions
 - Scripts of introduction
 - Missing data codes
 - How to use prompts and clarifications

Chapter 6.

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 rest of this training PowerPoint 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



- The Demographics form should be completed as part of the Wraparound Facilitator interview.
 - 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.

Directions for Caregiver, Facilitator, and Team Member Forms



- Directions for administering items for the 3 adult forms are combined in the WFI-4 Manual because the items are nearly identical
 - The wording for the items comes from the Wraparound Facilitator form, but description and scoring rules are applicable to the Caregiver and Team Member form
 - Any differences in administration or scoring are described in the User's Manual.
- There is a separate chapter (Chapter 7) covering items on the Youth form

Informational Items



- Demographic, WF, CG, and TM forms start with identical informational items:
 - Name of the youth
 - Name of the respondent (facilitator, caregiver, or team member)
 - Name of the interviewer
- CG and WF forms also ask for the youth's relationship to the caregiver, custody status, permanency plan, and time in wraparound.

Informational Items (cont'd.)



- The last question on all three of these forms asks if the family has a “wraparound team”
- If the respondent says *Yes*:
 - Record the team members in the spaces provided (up to 12)
 - List the types of people in these spaces (i.e., “psychiatrist,” “family friend,”) not their actual names

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?*

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**
- **Scoring:** 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 before the first team meeting is ever held. 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 1 ~

Engagement Phase Items



- **1.3 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 child and family?**
- Scoring: No special scoring instructions. Interviewer should assess whether the family was truly engaged in a process of talking about a range of successful options and strategies (both formal supports and informal strategies) that occurred in the past that might be used as options in the future. Again, this discussion should have occurred in a conversation before the first team meeting as a way of helping the facilitator understand the family's story and needs. Otherwise, the score assigned should be "0."

Phase 1 ~

Engagement Phase Items



- **1.4 Did the family members select the people who would be on their team?**
- Scoring: No special scoring instructions. The interviewer may wish to probe whether the family was asked which friends, relatives, or other supports they wished to have on the team, and then supported to bring them on board. If the respondent hesitates or indicates they did not know this was an option (caregiver or team member) or that families “usually don’t want friends or relatives” (facilitator), a score of “0” would be appropriately assigned.

Phase 1 ~

Engagement Phase Items



- **1.5 Is it difficult to get team members to attend team meetings when they are needed?**
- Scoring: No special scoring instructions. Interviewer should be attentive to whether formal providers and agency representatives as well as informal supports for the family are able to attend team meetings regularly. If the respondent (e.g., a caregiver or team member) reports that it is not difficult because the team only consists of the facilitator and the caregiver (and youth), the interviewer should assess whether other individuals would be helpful to have on the team. If important persons are not on the team and/or attending meetings, both item 1.4 as well as the current item may be scored as a '1' or '0,' depending on how disadvantageous the situation is for the family.

Phase 1 ~

Engagement Phase Items



- **1.6 Before the first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for the child and family team?**
- Scoring: No special scoring instructions. The respondent should indicate that a proactive process of identifying precursors to crises, how to identify them, and a well-understood plan for how key individuals will respond was developed. Merely giving a beeper number is not typically adequate and should probably result in a score of “1” or “0,” depending on how likely the respondent reports that a crisis was for the family.

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 11 questions in this Phase. Also look for opportunities to ask the questions directly as part of the flow of the conversation.

Phase 2 ~

Planning Phase Items



- **2.1 Did the family and its team create a written plan of care (or wraparound plan, child and family plan) that describes how the team will meet the child's and family's needs?**

If "yes" or "sometimes/somewhat", ask: Does the family have a copy of the wraparound plan?

YES NO

- Scoring: If the caregiver and youth worked with a team to develop the plan AND has a copy of it, award 2 points. If they took part in the plan but do not have a copy, award 1 point. If they did not take part in developing the plan, if there is no written plan, or if there is no plan at all, award 0 points.

Phase 2 ~

Planning Phase Items



- **2.2 Did the team develop any kind of written statement about what it is working on with the youth and family?**
- Scoring: This is sometimes a challenging item to administer and score. Interviewers should use prompts to make sure the statement being described is not a short-term strategy in the plan, such as attend tutoring, or get the youth to the next grade. If it doesn't seem as though a long-term mission was developed by the team as a whole or a long-term vision for the family is not referred to by the team, a score of "0" would be appropriate.

Phase 2 ~

Planning Phase Items



- **2.3 Can you summarize the services, supports, and strategies that are in the family's wraparound plan? Does the family's wraparound plan include mostly professional services?**
- Scoring: Assign a '2' if majority of services, supports, and strategies are informal or non-professional, a '1' if they are about equal professional and informal/non-professional, and a '0' if the majority are professional. The interviewer may ask the wraparound facilitator this question directly if it is not clear from reviewing the list of services and supports reported.

Phase 2 ~

Planning Phase Items



- **2.4 Are the supports and services in the wraparound plan connected to the strengths and abilities of the child and family?**
- Scoring: In order to receive a score of “2”, some type of strengths assessment process should have been undertaken with the youth and family. If strengths are listed in the team’s documentation or plan but the specific services and supports are “off the shelf” and do not seem to be connected to the strengths, a score of “0” or “1” would be appropriate. The list of strategies and supports in the wraparound plan developed in Item 2.7 may help the interviewer prompt about the links to strengths.

Phase 2 ~

Planning Phase Items



- **2.5 Does the wraparound plan include strategies for helping the youth get involved with activities in her or his community? If yes, please give two examples of those activities.**
- Scoring: Award 2 points for 2 (or more) examples of community activities, 1 point for 1 example, and 0 points for no examples. Be careful not to provide credit for examples that are not true everyday community activities, such as trips to the movies with a mentor, attending tutoring sessions, or going to day treatment. These are more formal supports and not community activities as defined above.

Phase 2 ~

Planning Phase Items



- **2.6 Are there members of the wraparound team who do not have a role in implementing the plan?**
- **Scoring:** No special scoring rules. Interviewers may ask this question directly in the course of the interview or assign a score based on the description of individual team members' roles on the team. For example, if a school representative attends meetings “just because they are supposed to be there,” but does not contribute any effort to finding resources or implementing strategies, a score of “0” would be given.

Phase 2 ~

Planning Phase Items



- **2.7 Does the team brainstorm many strategies to address the family’s needs before selecting one?**
- Scoring: In order to receive a score of “2”, the interviewer should hear evidence that the team identifies (in planning) or reviews (in follow-up team meetings) the family’s goals and needs, and then brainstorms strategies and supports to meet those specific needs. This should be a dynamic and creative process that “thinks outside the box” and taps into resources of team members, natural supports, and other supports that are specific to the family.

Phase 2 ~

Planning Phase Items



- **2.8 Is there a crisis or safety plan that specifies what everyone must do to respond to crises? Does this plan specify how to prevent crises from occurring?**
- Scoring: If the team has developed a plan AND the plan specifies how to prevent crises, award 2 points. If they took part in the plan but it does not specify how to prevent crises, award 1 point. If they did not take part in developing the plan, award 0 points. Merely providing a beeper number, number for a crisis line, or instructions to call the police is neither an adequate crisis plan nor an approach to preventing crises and should result in a score of "0."

Phase 2 ~

Planning Phase Items



- **2.9 Do you feel confident that, in the event of a major crisis, the team can keep the child or youth in the community?**
- *Scoring:* No special scoring instructions.

Phase 2 ~

Planning Phase Items



- **2.10 Would you say that people other than the family have higher priority than the family in designing their wraparound plan?**
- *Scoring:* No special scoring instructions.

Phase 2 ~

Planning Phase Items



- **2.11 During the planning process, did the team take enough time to understand the family's values and beliefs? Is the wraparound plan in tune with the family's values and beliefs?**
- Scoring: Score a '2' if the answer is Yes to both questions. If the respondent only feels that one of the questions is "somewhat" true, credit should not be assigned for that part of the item. Score a '1' if Yes is only answered once, and a '0' if the answer is not Yes to both questions.

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.

Phase 3 ~ Implementation



- **3.1 Are important decisions ever made about the child or family when they are not there?**
- Scoring: No special scoring instructions. If the respondent indicates that the family or youth is always part of decision-making, but information received previously suggests decisions may sometimes get made for them, be sure to gently probe about that inconsistency.

Phase 3 ~ Implementation



- **3.2** When the wraparound team has a good idea for support or service for the child, can it find the resources or figure out some way to make it happen?
- Scoring: No special scoring instructions.

Phase 3 ~ Implementation



- **3.3 Does the wraparound team get the child involved with activities she or he likes and does well? Please give two examples of those activities.**
- Scoring: Award 2 points for 2 or more examples of activities the youth likes and does well, 1 point for 1 example, and 0 points for no examples.

Phase 3 ~ Implementation



- **3.4 Does the team find way to increase the support the family gets from its friends and family members?**
- *Scoring:* No special scoring instructions. If the respondent (particularly a facilitator) states that the family has no friends or family in the area, it may be asked whether this constitutes a score of “0,” or “666” (not applicable). Typically, a score of “0” should be assigned, because most families have friends, extended family members, or other natural supports that could be cultivated with effort from the facilitator and team.

Phase 3 ~ Implementation



- **3.5 Do the members of the team hold each other responsible for doing their part of the wraparound plan?**
- Scoring: No special scoring instructions. A key thing for the interviewer to assess for is whether the facilitator is being asked to do everything by himself or herself. The interviewer may want to prompt about this. If team members merely attend team meetings or do not follow through on their tasks, OR if all the implementation tasks fall to the facilitator, a score of “0” or “1” would be appropriate.

Phase 3 ~ Implementation



- **3.6 Is there a friend or advocate of the child or family who actively participates on the wraparound team?**
- Scoring: If a friend or advocate is part of the team but this person does not fully participate (e.g., attends meetings but does not participate fully in important decision-making or plan implementation between team meetings), a score of 1 would be appropriate, in keeping with the “sometimes or somewhat” that corresponds with a score of 1. As for item 3.4, interviewers may ask what score to assign if the respondent reports that the family does not have any friends or natural supports. This response should be assigned a “0,” because the intent of this item is to assess whether the wraparound team is successful in finding such supports for the family.

Phase 3 ~ Implementation



- **3.7 Does the team come up with new ideas for the wraparound plan whenever the family's needs change? Does the team come up with new ideas for the wraparound plan whenever something is not working?**
- Scoring: If answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is little or no evidence that the family's plan has changed over time, award 0 points. Interviewers may wish to probe specifically for examples of changes that have been made to the family's wraparound plan to get evidence that a "2" or "1" is warranted.

Phase 3 ~ Implementation



- **3.8 Are the services and supports that the family needs hard to reach because they are far away?**
- Scoring: No special scoring instructions. Interviewers should be aware that services or supports that are difficult to access because of the time of day they are scheduled (e.g., during work or school hours) also should result in a score of “0” or “1.”

Phase 3 ~ Implementation



- **3.9 Does the team assign specific tasks to all team members at the end of each meeting? Does the team review each team member's follow-through on their tasks at the next meeting?**
- Scoring: If the team assigns specific tasks to all team members, award 2 points. If they assign tasks but do not follow up at team meetings, award 1 point. If specific tasks do not get assigned to all actively participating team members, award 0 points.

Phase 3 ~ Implementation



- **3.10 Do team members always use language the family can understand?**
- Scoring: No special scoring instructions. When youth are old enough to be active participants (e.g., 10 or older), they should also be able to understand what is being discussed and decide during meetings. If not, a score of “0” or “1” would be appropriate.

Phase 3 ~ Implementation



- **3.11 Does the team create a positive atmosphere around successes and accomplishments at each team meeting?**
- Scoring: No special scoring rules.

Phase 3 ~ Implementation



- **3.12 Does the team go out of its way to make sure that all team members – including friends, family, and natural supports – present ideas and participate in decision making?**
- Scoring: No special scoring rules. If the family's team is very small and does not include friends, family, and natural supports, scoring should be based on whether those who are on the team present ideas and participate actively. Other items will assess the composition of the team.

Phase 3 ~ Implementation



- **3.13 Do you think the wraparound process could be discontinued before the family is ready for it to end?**
- Scoring: A wraparound program or community should find ways to accommodate all types of typical disruptions a family is likely to experience, so that wraparound is not prematurely ended. Thus, if the respondent reports that wraparound was discontinued prematurely because the youth was placed in residential treatment (or because the family's reimbursement eligibility status changed), a score of "0" would be appropriate. Ideally, wraparound would continue regardless of the youth's placement, at least nominally, so that transition back to the community would be as quick and efficient as possible.

Phase 3 ~ Implementation



- **3.14 Do all the members of the team demonstrate respect for the family?**
- Scoring: No special scoring rules. Because it may be difficult for many respondents to admit that they have seen disrespectful behavior by team members, the interviewer may wish to probe if she or he senses any hesitation on the part of the respondent, or if she or he has perceived from other questions that some team members may have behaved disrespectfully to the family.

Phase 3 ~ Implementation



- **3.15 Does the child or youth have the opportunity to communicate his or her own ideas when the time comes to make decisions?**
- Scoring: No special scoring rules. Sometimes respondents may suggest that the child or youth does not contribute ideas or preferences because she or he does not want to participate in wraparound. However, all youths should be supported to participate in his or her own wraparound implementation. Unless the youth is far too young (e.g., under 8 years old) or experiences significant developmental or other challenges that prohibit participation, the interviewer should assign a score of “0” if it is reported that the youth doesn’t want to participate.

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.

Phase 4 ~ Transition



- **4.1 Has the team discussed a plan for how the wraparound process will end? [YES/NO] Does the team have a plan for when this will occur? [YES/NO]**
- Scoring: If answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is no evidence that there is a plan for how or when transition out of formal wraparound will occur, award 0 points.

Phase 4 ~ Transition



- **4.2 Has the wraparound process helped the child develop friendships with other youth who will have a positive influence on him or her?**
- Scoring: No special scoring instructions. Though many youth engaged in wraparound may be enrolled in day treatment programs or other formal services where they will meet other youths, full credit should only be given if there are specific strategies being employed to help the youth to develop lasting friendships or connections.

Phase 4 ~ Transition



- **4.3 Has the wraparound process helped the child to solve her or his own problems?**
- *Scoring:* No special scoring instructions.

Phase 4 ~ Transition



- **4.4 Has the team helped the child or youth prepare for major transitions by making plans to deal with these changes?**
- Scoring: No special scoring instructions. If the respondent can not think of any major transitions that have occurred for the youth, a score of “666” may be appropriate.

Phase 4 ~ Transition



- **4.5 After formal wraparound has ended, do you think that the process will be able to be “re-started” if the youth or family needs it?**
- Scoring: No special scoring instructions. Facilitators and some team members (e.g., those who are professionals in the community) may know about whether restarting wraparound with “graduated” families is a typical and feasible option. For caregivers, this may be assessing their perception about whether the program is supportive enough to restart wraparound if necessary.

Phase 4 ~ Transition



- **4.6 Has the wraparound process helped the family develop or strengthen relationships that will support them when wraparound is finished?**
- *Scoring:* No special scoring instructions. Interviewers may wish to probe specifically for examples of relationships that will likely continue past formal wraparound to get evidence that a score of “2” or “1” is warranted. A score of “2” may be most appropriate if multiple long-term supports have been developed to help the family past formal wraparound.

Phase 4 ~ Transition



- **4.7 Do you feel like the family will be able to succeed without the formal wraparound process?**
- *Scoring:* No special scoring instructions.

Phase 4 ~ Transition



- **4.8 Will some members of the team be there to support the family when formal wraparound is finished?**
- Scoring: No special scoring instructions. Interviewers may wish to probe specifically for examples of individuals on the team who will be there for the family after formal wraparound to get evidence that a score of “2” or “1” is warranted. A score of “2” may be most appropriate if multiple members of the team will be there for the family, or a single person who will be able to play a major role in helping the family past formal wraparound.

Directions for Administering and Scoring the Youth Form



- The first half of the first page of the youth form is identical to the other WFI forms and should be filled out in the same way, before beginning the interview.
- Unlike the Caregiver, Wraparound Facilitator, and Team Member forms, the Youth form asks only one introductory question: ***Do you have a “wraparound team”?***
 - As with this adult versions of the WFI it is crucial that the youth understand what is meant by the term “team” for the purposes of this interview

Phase 1 ~

Engagement (Youth Form)



- 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 your family is receiving now and has received since you started receiving services through the wraparound process.

- Then begin administration of the Engagement Phase items with the next prompt:

Let's start by talking about how wraparound began for you and your family. Can you tell me a little bit about the first time you met (your facilitator)? What were those very first meetings like?

Phase 1 ~

Engagement (Youth Form)



- **1.1 When you first met with your wraparound facilitator, were you given time to talk about things you are good at and things you like to do?**
- Scoring: No special scoring instructions.

Phase 1 ~

Engagement (Youth Form)



- **1.2 Before your first team meeting, did your wraparound facilitator fully explain how the wraparound process would work?**
- Scoring: No special scoring instructions. The interviewer should take care to determine whether the facilitator explained wraparound before the first team meeting, as is intended. As with other youth form items, the interviewer may wish to probe to make sure the youth is reporting accurately, and not merely saying “Yes” to be socially appropriate. To do so, ask for a description of “how did that go?” or “where did that happen?” If the youth struggles to remember details or changes his or her story, the interviewer may use this as evidence that wraparound was not in fact explained fully and thus full credit for the item should not be given.

Phase 1 ~

Engagement (Youth Form)



- **1.3 At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past to help you and your family?**
- Scoring: No special scoring instructions.
- **1.4 Did you help pick the people who would be on your wraparound team?**
- Scoring: No special scoring instructions.

Phase 1 ~

Engagement (Youth Form)



- **1.5 Do you have a friend or advocate who participates actively on your wraparound team?**
- Scoring: If the friend or advocate is part of the team but this person does not fully participate (i.e., attend meetings and participate fully in important decision-making), a score of “1” would be appropriate, in keeping with the “sometimes or somewhat” that corresponds with a score of 1. Similarly, if the youth perceives that a formal service provider or the wrap facilitator is his or her friend, this may warrant a score of “1,” because the youth perceives the provider to be an advocate. However, the intent is that a nonprofessional or natural support is involved whose role is to support the youth; thus, a score of “2” would not be warranted.

Phase 1 ~

Engagement (Youth Form)



- **1.6 Would you have different people on your team if you could?**
- *Scoring:* No special scoring instructions. Note that this is a reverse-scored item, and thus the interviewer should take care to circle the correct score.

Phase 2 ~ Planning (Youth Form)



- The planning phase section begins with the following prompt:

Now I am going to move on to questions about how the planning process went for you and your family. Can you tell me about how your wraparound plan was first developed?

- Because the youth may have less understanding about what the formal planning process was, other prompts may be necessary, such as “How did your team decide what would be in your plan?” or “Did you get asked what you want when you decided what would kinds of services and supports you would get?”

Phase 2 ~

Planning (Youth Form)



- **2.1 Did you help to create a written plan that describes how the team will meet your family's needs? YES NO**
- **Do you have a copy of the plan? YES NO**
- Scoring: If the youth took part in the developing the plan AND he or she (or the family) has a copy of it, award 2 points. If she or he took part in the plan but does not have a copy (or they don't know if they have a copy), award 1 point. If the youth did not take part in developing the plan, or does not remember developing a plan, award 0 points.

Phase 2 ~

Planning (Youth Form)



- **2.2 During meetings does your team brainstorm many ideas to meet your needs before picking one?**
- Scoring: No special scoring instructions. The interviewer might want to ask for examples to ensure that the item merits a score of “2” or “1”.

Phase 2 ~

Planning (Youth Form)



- **2.3 Does the team know what you like and the things that you do well?**
- Scoring: No special scoring instructions. In order to gain a score of “2”, some formal strengths assessment process should have been undertaken with the youth and family. The interviewer might wish to ask for a description of how that occurred in individual or team meetings in order to determine whether to assign full credit for this item.

Phase 2 ~

Planning (Youth Form)



- **2.4 Does the wraparound plan include things that get you involved with activities in your community?**
- Scoring: Award 2 points for 2 (or more) examples of community activities, 1 point for 1 example, and 0 points for no examples. Be careful not to provide credit for examples that are not true everyday community activities, such as trips to the movies with a mentor, attending tutoring sessions, or going to day treatment. These are more formal supports and not community activities as defined above.

Phase 2 ~

Planning (Youth Form)



- **2.5 When your team was making its plan, did you and your family have many chances to talk about what you like and what you believe in?**
- Scoring: No special scoring instructions.

Phase 2 ~

Planning (Youth Form)



- **2.6 Does your wraparound plan include mostly professional services?**
- Scoring: Assign a '2' if majority of services, supports, and strategies are informal or non-professional, a '1' if they are about equal professional and informal/non-professional, and a '0' if the majority are professional. The interviewer may ask the respondent this question directly if it is not clear from reviewing the list of services and supports reported.

Phase 2 ~

Planning (Youth Form)



- **2.7 If things go wrong or there is a crisis, is there a plan that says what everyone must do?**
- Scoring: No special instructions. Note that merely providing a beeper number, number for a crisis line, or instructions to call the police is neither an adequate crisis plan nor an approach to preventing crises and should result in a score of “0.”

Phase 2 ~

Planning (Youth Form)



- **2.8 Do you and your family get the help that you need?**
- Scoring: No special scoring instructions. Interviewer may wish to use this question as a means for probing about how well supported the youth feels, and what kinds of strengths or weaknesses he or she perceives of the wraparound effort.

Phase 3 ~ Implementation



- The Implementation phase section begins with the following prompt:

Now I am going to ask you a number of questions about what your services and your team meetings are like. First, can you tell me what team meetings are like currently? How do those meetings go?

- After conversing with the youth about his or her perceptions of how team meetings work for his or her family, items in the Implementation Phase section may be asked fairly directly.

Phase 3 ~ Implementation



- **3.1 Are important decisions ever made about you or your family when you are not there?**
- Scoring: No special scoring instructions.
- **3.2 When the wraparound team has a good idea, can it figure out some way to make it happen?**
- Scoring: No special scoring instructions. If the youth can not think of any examples of good ideas for strategies for which resources were needed, a score of Not Applicable (“666”) may be appropriate.

Phase 3 ~ Implementation



- **3.3 Does your wraparound team get you involved with activities you like and do well?**
- *Scoring:* Award 2 points for 2 or more examples of activities the youth likes and does well, 1 point for 1 example, and 0 points for no examples.

Phase 3 ~ Implementation



- **3.4 Do people on the team help you do things with your friends and family?**
- Scoring: No special scoring instructions. If the youth (particularly a facilitator) states that he or she doesn't have any friends or family, or doesn't want to spend time with them, a score of "0" should probably be assigned, because it should be the job of the wraparound facilitator and team to help cultivate such relationships.

Phase 3 ~ Implementation



- **3.5 When things are not going right, does the team help you talk with friends and other people you like to talk to?**
- Scoring: No special scoring instructions. If the youth reports that the team helps him or her talk with a counselor or other professional, this may be scored as a “1,” if he or she is comfortable with this professional. However, ideally, the youth is receiving support from nonprofessionals who will be there to support him or her over the long haul.

Phase 3 ~ Implementation



- **3.6 Does your team come up with new ideas for your wraparound plan whenever something is not working?**
- Scoring: No special scoring instructions. The interviewer may wish to assess whether the youth's plan has changed over time. If there is little or no evidence that the family's plan has changed over time, award 0 points. Interviewers may wish to probe specifically for examples of changes that have been made to the family's wraparound plan to get evidence that a "2" or "1" is warranted.

Phase 3 ~ Implementation



- **3.7 Are the places you go to for services hard to reach because they are far away?**
- Scoring: No special scoring instructions.
- **3.8 Do team members always use language you can understand?**
- Scoring: No special scoring instructions. Youth should also be able to understand what is being discussed and decide during meetings. If not, a score of “0” or “1” would be appropriate. The interviewer may want to probe directly if the youth ever feels like he or she does not know what other team members are talking about.

Phase 3 ~ Implementation



- **3.9 Do your wraparound team meetings make you feel good about your successes and accomplishments?**
- Scoring: No special scoring rules. Again, the interviewer may wish to gently probe by asking whether the youth ever feels like team members are blaming or making him or her feel badly about himself, in order to get the full story. (If the youth reports that meetings are mostly or always positive, congratulate him or her for having such a successful wraparound team!)

Phase 3 ~ Implementation



- **3.10 Does everyone on your team talk and give their ideas during your wraparound team meetings?**
- Scoring: No special scoring rules. If the family's team is very small and does not include friends, family, and natural supports, scoring should be based on whether those who are on the team present ideas and participate actively. Other items will assess the composition of the team.

Phase 3 ~ Implementation



- **3.11 Do you think you could get “kicked out” of wraparound before you or your family is ready for it to end?**
- *Scoring:* No special scoring instructions. The item is intended to assess the youth’s perception of the persistence and unconditional nature of the team’s effort.

Phase 3 ~ Implementation



- **3.12 Do all the members of your team show respect for you and your family?**
- Scoring: No special scoring rules. Because it may be difficult for some youths to acknowledge that they perceive disrespect from team members, the interviewer may wish to probe if he or she senses any hesitation, or if he or she has perceived from other questions that some team members may have behaved disrespectfully to the youth or family.

Phase 3 ~ Implementation



- **3.13 Do you have the chance to give your ideas during the wraparound team meetings?**
- Scoring: No special scoring rules. Sometimes youths may say that he or she does not contribute ideas or preferences because he or she does not want to participate in wraparound. However, all youths should be supported to participate in wraparound implementation. The interviewer should assign a score of “0” if the youth reports that he or she doesn’t want to participate.

Phase 4 ~ Transition



- The Transition phase section begins with the following prompt:

Now I want to ask you a few final questions about wraparound and the future for you and your family.
- Most of these items can be administered directly. Because they ask about transition out of wraparound, however, some items in this section may be difficult for young respondents, especially if the family has been involved in wraparound for fewer than 3-4 months. If this is the case, scores of “666” or Not Applicable may be appropriate for many items.

Phase 4 ~ Transition



- **4.1 Has your team discussed a plan for how the wraparound process will end? Does your team have a plan for when this will occur?**
- Scoring: If the answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is no evidence that the youth knows when transition out of formal wraparound will occur, award 0 points. If the wraparound process has just begun (i.e., less than 4 months old), a score of “666” (Not Applicable) would be appropriate.

Phase 4 ~ Transition



- **4.2 Has the wraparound process helped you and your family to develop relationships with people who will support you when wraparound is finished?**
- Scoring: No special scoring instructions.
- **4.3 Has the wraparound process helped you become friends with other youth in the community?**
- Scoring: No special scoring instructions. The interviewer may wish to probe for specific examples of peers that the youth has met thanks to the wraparound team. Also, if the youth seems to have many friends, but reports that the wraparound team was not responsible for his or her meeting them, a score of “666” (Not Applicable) may be warranted.

Phase 4 ~ Transition



- **4.4 Has your team helped you prepare for major transitions?**
- Scoring: No special scoring instructions. If the youth can not think of any major transitions that have occurred since wraparound began, a score of “666” may be appropriate.

Phase 4 ~ Transition



- **4.5 Will people on your team be there to help you when wraparound is finished?**
- *Scoring:* No special scoring instructions. Interviewers may wish to probe specifically for examples of individuals on the team who will be there for the family after formal wraparound to get evidence that a score of “2” or “1” is warranted.

Data Entry



- Data can now be entered into WrapTrack: ***the online data entry and reporting system***
- The website can be found at www.wrapinfo.org, click on the WrapTrack link.
- To obtain a user name and password as well as data entry training, please email wrapeval@u.washington.edu.

WFI-4

Data entry and management



- **DISCUSSION:**
 - **What do we do with completed interviews?**
 - **Who will enter the WFI data for our program or site?**
 - **How will data be analyzed and used?**

Additional Reading on Wraparound



- **A family member's guide to wraparound – based on the National Wraparound Initiative model:** Miles, P., Bruns, E.J., Osher, T.W., Walker, J.S., & the National Wraparound Initiative Advisory Group (2006). *The Wraparound Process User's Guide: A Handbook for Families*. Portland, OR: National Wraparound Initiative, Research and Training Center on Family Support and Children's Mental Health, Portland State University. (Available at www.rtc.pdx.edu/nwi).
- **An entire issue of Focal Point**, published by the Research and Training Center on Family Support and Children's Mental Health, Portland State University, is available at www.rtc.pdx.edu/pgFocalPoint.shtml
- **The complete version of the chapter** – Burchard, Bruns, and Burchard (2002). *The Wraparound Approach*. In Burns Hoagwood (Eds.) *Community-Based Interventions for Children and Families*. Oxford: Oxford University Press.

Additional Reading on Wraparound



- **The original monograph that described the principles of wraparound and presented model programs for the field:** Burns, B.J., and Goldman, S.K. (Eds.) (1999). Promising practices in wraparound for children with serious emotional disturbance and their families. *Systems of Care: Promising Practices in Children's Mental Health, 1998 Series, Volume IV*. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. (You can download the entire monograph online at: <http://cecp.air.org/promisingpractices/1998monographs/vol4.pdf>)
- **Two compendiums of case studies of wraparound:** Kendziora, K. and Bruns, EJ (Eds.) (2001). Wraparound: Stories from the field. *Systems of Care: Promising Practices in Children's Mental Health, 2001 Series, Volume I*. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. (You can download the entire monograph online at: http://cecp.air.org/Air_Monograph.pdf)
- **The first compendium of wraparound case studies:** Burchard, JD, Burchard, SN, Sewell, R., & VanDenBerg, J. (1993). *One Kid at a Time: Evaluative Case Studies and Description of the Alaska Youth Initiative Demonstration Project*. (This can be obtained by contacting the Georgetown Technical Assistance Center.)
- **An article about measuring treatment fidelity that references the Wraparound Fidelity Index as an example:** Bruns, E. J., Burchard, J. D., Suter, J.S., & Force, M.D. (2005). Measuring fidelity within community treatments for youth: Challenges and strategies. In Epstein, M. Kutash, K. & Duchnowski, A. (Eds.) *Outcomes for Children and Youth*. Austin, TX: Pro-ED. 155