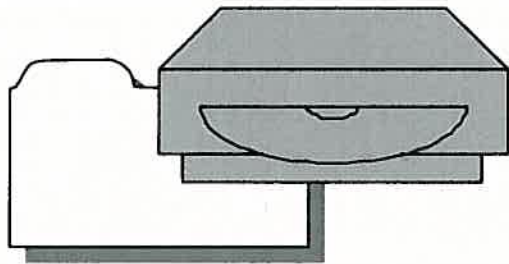# Wraparound Fidelity Index 4.0
Interviewer Training Toolkit

INSTRUCTIONS FOR USE

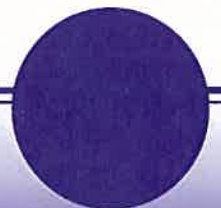April Sather and Eric Bruns

FOR USE BY WFI-4 COLLABORATOR SITES

Wraparound Evaluation and Research Team
c/o Eric J. Bruns and April Sather
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WELCOME!

THIS BINDER CONTAINS THE FOLLOWING ITEMS:

- **WFI-4 INTERVIEWER TRAINING TOOLKIT**
  - **INCLUDING:**
    - **TOOL KIT MANUAL, GOLD STANDARD FORMS & TRAINING TRACKING FORM**
    - **WFI-4 SAMPLE INTERVIEWS**

- **WFI-4 USERS MANUAL**
- **WFI-4 FORMS**
- **WFI-4 DATA CD-ROM**
  - **INCLUDING:**
    - **WFI-4 TRAINING TOOL KIT**
    - **WFI-4 TRAINING TOOK KIT MANUAL**
    - **WFI-4 TOOL KIT TRACKING FORM**

Wraparound Fidelity Index 4.0
Interviewer Training Toolkit

INSTRUCTIONS FOR USE

April Sather and Eric Bruns

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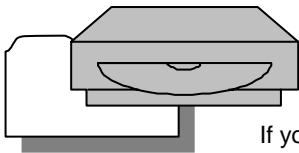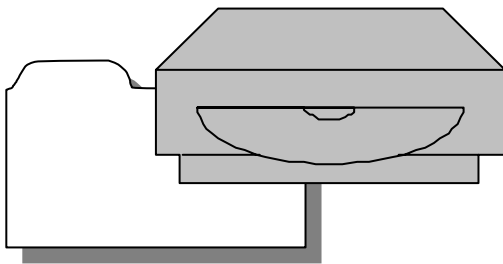206-685-2085 (phone)
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Wraparound Fidelity Index 4.0
Interviewer Training Toolkit: Instructions for Use

Table of Contents

Wraparound Fidelity Index 4.0
Interviewer Training Toolkit:
Instructions for Use

1. Introduction

The Wraparound Fidelity Index evaluates implementation of the wraparound care management process through interviews with wraparound facilitators, caregivers or parents, youth, and wraparound team members. It is one component of the **Wraparound Fidelity Assessment System (WFAS)**, a multi-method approach to assessing the quality of individualized care planning and management for children and youth with complex needs and their families.

The WFI was originally introduced by John D. Burchard of the University of Vermont in 2000. The idea was to provide a simple method for an evaluator, supervisor, or program manager to assess how well a wraparound initiative was conforming to the principles of wraparound. Over the years, the WFI has been revised to reflect better specification of the activities of wraparound and better understanding of what it takes to implement the wraparound process. Revision to version 4 of the WFI primarily entailed making sure the measure included items assessing fidelity to both the principles of wraparound as well as its core activities. (For more information about the components of wraparound as specified by the National Wraparound Initiative and the revision to the WFI-4, see the WFI-4 User's Manual or go to www.rtc.pdx.edu/nwi.)

Historically, the WFI has been provided to collaborating wraparound communities and programs by the Wraparound Evaluation and Research Team (WERT) in exchange for small fees and a signed agreement that ensured collaborators would adhere to proper use of the instruments. WERT provided collaborators with copies of the WFI instruments, a data entry shell, scripts for calculating total scores, and a User's Manual with instructions and scoring rules. More recently, WERT began providing a PowerPoint presentation to help the evaluation leader to train interviewers.

Recently, however, data and feedback from our WFI-4 pilot alerted us to concerns that local evaluation teams needed additional supports to ensure their interviewers administered the WFI-4 properly. In order to further assist local evaluation projects, and to ensure greater reliability and validity of WFI-4 data, we have created this **WFI-4 Interviewer Training Toolkit**. The primary purpose of the Toolkit is to help collaborating sites expose interviewers to some sample WFI-4 administrations and give them some experience with the User's Manual before actually administering interviews. We ask that collaborating sites use these materials in interviewer training, in order to ensure the reliability and validity of interview data that are collected. At the same time, we also expect that collaborating sites may use these methods flexibly, to fit their own needs and

resources. As you read the instructions that follow, you will see several references to this flexibility in uses of these materials.

Finally, it is important to note that this is the first version of the Training Toolkit. We typically make many changes based on feedback from collaborators. If you have suggestions or proposed corrections to this initial attempt to support interviewer training, please do not hesitate to write us at wrapeval@u.washington.edu.

2. Contents of the Training Toolkit

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

To complete sample administrations, a trainee will also need to have hard copies of the appropriate WFI-4 forms. As described below, to complete all six sample WFI-4 interviews, the trainee would need three WFI-Caregiver forms, two WFI-Youth forms and one WFI-Facilitator form.

Training Toolkit CDs. The audio recorded WFI-4 interviews represent the primary support to interviewer training. By listening to the pre-recorded interviews, trainees will be exposed to what WFI-4 interviews sound like in practice, including several different interview styles. Most importantly, the trainee is required to score the WFI-4 interviews during and/or after listening, allowing them to get familiar and comfortable with the WFI-4 items and scoring rules.

The three CDs include the following sample WFI-4 interviews:

Disk no.	Track no.	Type of interview	Respondent name[1]
1	1	Caregiver	"Elaine"
	2	Youth	"Christina"
2	1	Facilitator	"Jeanette"
	2	Youth	"Kevin"
3	1	Caregiver	"Teri"
	2	Caregiver	"Pat"

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[1] Names of most sample WFI-4 respondents, including all youths, are pseudonyms

Thus, in all, the Training Toolkit CDs consist of three caregiver, two youth, and one wraparound facilitator interviews.

Scoring Keys. For each interview, there is a pre-scored "Gold Standard" WFI-4 scoring key. These keys look like a regular WFI-4 interview form, but have items completed and scores circled by the Wraparound Evaluation and Research Team. These keys allow the trainee to evaluate the scores he or she assigned for their sample WFI-4 interview against a "gold standard." Another possible use of the "Gold Standard" answer keys is to allow the evaluation coordinator or supervisor to "grade" the sample interviews completed by trainees him or herself.

Sample Interview Scoring Reviews. In addition, for each sample WFI-4 interview, there is an interview scoring review, with explanations of scores assigned for selected items. The scoring review forms will also help reinforce certain special scoring rules. The trainee can use these forms to help them understand the most appropriate scores for these items. Or, the evaluation coordinator or supervisor may wish to use these in an individual "de-brief" session with a trainee, after he or she has listened to and completed one or more sample WFI-4 interviews.

!   <u>Note</u> that explanations are <u>not</u> provided in the scoring review forms for <u>all</u> the items on each sample interview. Certain items have been selected because they are difficult to score in this interview, or because they provide good opportunities to illuminate certain tricky scoring rules.

Trainee Tracking Form. This tracking form is a simple Excel file that the evaluation coordinator/supervisor may wish to use to keep track of the number of sample WFI-4 interviews a trainee has completed, and the percent of items she or he answered correctly. The tracking form could be printed and completed by hand or saved and maintained on a computer.

3. Using the Training Toolkit

As described in the introduction, the primary purpose of the Toolkit is simply to help an evaluation leader train interviewers (including her or himself!) on the WFI-4. The idea is to expose the interviewer to some sample WFI-4 interviews and ensure they have practiced scoring using the WFI-4 User's Manual. As presented in the WFI-4 Manual (Chapter 3), this is one step among several that are recommended for sites using the WFI-4. These steps are reviewed below:

1. Conduct an initial training that includes an overview of the wraparound process, the purpose and structure of the WFI-4, WFI-4 administration procedures, and individual items and scoring rules;[1]
2. Conduct one or more group practice administrations of the WFI-4;
3. **Trainees listen to and score sample WFI administrations using the WFI-4 Training Toolkit**;
4. Trainees conduct one or more individual practice administrations with feedback from the evaluation leader or supervisor (optional);
5. Periodic group and/or individual supervision for interviewers after they begin conducting interviews.

Steps in Using the Toolkit

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

1. Duplicate CDs.
Evaluation teams will be provided at least two sets of the 3 training CDs. If the project or site has more than two interviewers being trained at a time, the project or site can duplicate CDs using CD burning functions found on most recent PCs. (if necessary, the project or site may contact WERT for additional copies.)

> **!** Though we are pleased to provide the WFI-4 Training Toolkit and sample WFI-4 CDs, these materials are strictly restricted to collaborators who have an agreement with our research team. Sites and programs may NOT duplicate CDs or other Toolkit materials for use by interviewers at programs or sites other than those for whom there is an active WFI-4 collaboration agreement. For more information about collaborating with our team as a WFI-4 community or program, please visit our website at http://www.wrapinfo.org (click on the WERT link).

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[1] Collaborating sites can use the WFI-4 Power Point training slideshow for this part of the process

2. Distribute CDs, blank WFI-4 forms, and WFI-4 User's Manuals.
In order to begin the training process, each interview trainee on the local team should be provided with a copy of the WFI-4 User's Manual. After initial orientations and any group practice sessions are completed, interviewers should be provided with training CDs and enough blank WFI-4 forms to begin sample administrations. Trainees should be expected to complete <u>at least</u> three WFI interviews successfully. "Success" (or being "trained to criteria") means <u>assigning correct scores to 80% of items (or better)</u>.[1]

If evaluation coordinators will be scoring and debriefing sample WFI-4 administrations with the trainee, she or he may wish to begin by providing the interviewer with materials for the <u>first four</u> interviews. This would consist of the first two Sample WFI-4 CDs and blank forms for one caregiver, one facilitator, and two youth interviews. After the interviewer has completed these four sample sessions, she or he can submit them to the coordinator for evaluation and debriefing. If the interviewer scored at least 80% on at least three of these four interviews, the coordinator can decide to end the sample sessions. If the trainee did not reach criteria on at least three interviews (or if he or she would benefit from additional practice), materials can be provided for continued practice sessions.

Alternatively, the evaluation coordinator may wish to provide each trainee with enough materials for the interview trainee to complete as many sample sessions as she or he likes. Regardless of the approach, <u>the goal is for the trainee to complete three interviews (of any type) with a score of 80% correct or better</u>.

3. Trainees listen to sample WFI-4 interviews and complete scoring.
As described above, the evaluation team can disseminate and oversee completion of sample WFI-4 interviews as they see fit. The important thing is that trainees listen to the sample interviews and use the Manual to assign scores to the items. **Trainees should keep the following considerations in mind**:
- Keep the User's Manual open to applicable scoring rules and to review these scoring rules while assigning scores for each item. Some scoring rules are not immediately obvious from the WFI-4 form and trainees should use this process to become familiar with these rules.
- The sample interviews do not necessarily proceed item by item. Per the intent of the WFI-4, the sample interviews proceed like a conversation, and relevant information is presented by the respondents throughout the interview. Items are scored throughout the sample administrations, but not necessarily in the order they are found on the WFI-4 forms.
- In addition, a few of the items on some sample interviews will require scores of "Missing," such as 666 ("Not Applicable"), "888" (Don't Know), and "999" (Missing – Interviewer did not ask). In other words, not all "correct" scores for items are "0" (Low Fidelity), "1," and "2" (High Fidelity).

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[1] Local sites can mandate that interviewers complete more than three sample WFI-4s, if they wish.

- Trainees can stop the CD wherever they like in order to take time to review the scoring rules in the User's Manual.
- For some of the items, a definitive score will be difficult to obtain. Trainees should know that, for a few items, there are 2-3 possible correct scores.
- **Listen and score carefully, and to take time to review the scoring rules. The trainee will be expected to assign correct scores to at least 80% of items on their sample interviews.**

!   **NOTE:** In response to feedback during WFI-4 pilot testing, the wording of **Item 4.7** on the caregiver and youth forms of the WFI-4 was revised from "Do you think your family will be able to succeed on its own (without paid professionals)" to "Do you feel like you and your family will be able to succeed without the formal wraparound process?" This change occurred after recording of some of the pre-recorded sample WFI-4 interviews. Thus, trainees may hear the phrasing of the previous version of the item on sample WFI-4 interviews included on the CDs.

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4. Evaluate trainees' sample interviews.
Trainees are expected to either submit their scored sample administrations to their evaluation leader or grade the sample WFI-4 forms themselves. To facilitate this evaluation,[1] the local team should use the six pre-scored "Gold Standard" answer key forms, each of which corresponds to one of the six sample WFI-4 interviews. These pre-scored Keys present the most appropriate scores for each WFI-4 item, as determined by WERT team members, on the corresponding sample interview. However, it should be noted that, for some of the items, a definitive score was difficult to obtain. Thus, several items for which interviewer judgment was necessary or for which scoring rules do not provide a clear answer, 2-3 possible correct scores are presented. If the trainee provided <u>any one</u> of the potential scores for these items, credit should be assigned.

5. Use scoring review form to review scoring explanations.
For each of the six WFI-4 sample interviews, there is a scoring review or "debrief" form that lists scoring explanations for selected items. After (or during) grading of a sample interview, this form can be used to answer questions about the correct scores as listed on the "Gold Standard" WFI-4. (As noted above, explanations are not presented for all items on each sample interview.) The evaluation leader can provide this to interviewers to review themselves, or use in a debrief they conduct together. The evaluation team may also decide to discuss the correct scores and explanations presented on the review forms in a group.

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[1] We use terms like "evaluate" or "grade" as shorthand for establishing the percent of correct scores assigned on sample WFI-4 interviews, but it should be noted that a "grade" is not really assigned – the main point is to determine the percent of items correctly scored and ensure the trainee reviews the reasoning behind the "correct" scores (see step 5).

! We appreciate feedback on the clarity of the scoring explanations provided by WERT in the scoring review forms – and the scores we have provided on the Gold Standard WFI-4 key. If you have suggestions on how to make the explanations clearer, or if you think a different score could be assigned, please send email us at wrapeval@u.washington.edu!

6. Trainees repeat steps 3-5 until they reach training criteria.

All interviewer trainees should complete sample WFI-4 administrations until they have scored at least 80% correct on three or more interviews. Currently, the interviews are ordered on the three CDs to expose the trainee to several types of interviews and present them with a variety of scoring challenges. However, trainees can use the sample interviews as they like. **Scores of 80% or better on any three interviews represents "reaching criteria" from the perspective of WERT. If local sites would like to set a different criterion, they should feel free to do so.** For example:

- Assigning specific interviews (or a specific order) that is appropriate to their local evaluation project. For example, if youth will not be interviewed in a local evaluation, evaluation leaders may wish to have the trainees only complete sample WFI-caregiver and WFI-facilitator interviews.
- If extensive practice and overall thoroughness is desired, a collaborating site can mandate that trainees listen to and score all six sample WFI-4 interviews before they begin interviewing for the project.

What if an interviewer completes all six interviews and does not achieve criteria?

We have developed the sample WFI-4 interviews and "Gold Standard" answer key such that trainees should experience success at reaching criteria. However, some trainees may not reach criteria within six sample administrations. If a trainee fails to achieve the criterion of at least three interviews scored at 80% correct or better, it is up to the local site to decide how best to support this interviewer during the evaluation project. The evaluation leader may choose to:

- Shadow the interviewer on practice WFI-4 interviews with "real" respondents until she or he is satisfied the interviewer will function adequately as an interviewer;
- Have the interviewer work in a pair until it is clear she or he will function adequately as an interviewer;
- Have the interviewer support the project in a different way, if concerns are serious enough.

From the standpoint of our evaluation team, we simply ask that local collaborators mandate the training process described in steps 1-5 above, and document this by maintaining a record of trainees' progress, including scores on sample WFI-4 interviews.

7. Track trainee progress and submit scores to WERT.
We have provided each collaborating project with a simple Excel worksheet in which the evaluation coordinator can track progress of trainees, including:
- Interviewer number[1]
- Interviewer name
- Sample interviews completed and percent items correctly scored
- Notes

The collaborating site can print this roster and keep it up to date by entering names and scores by hand, or maintain it electronically. Please keep a record of the progress of all your interviewers' training, as WERT will be asking for records of successful completion of the training steps for your interviewers.

> **!** WERT will periodically request a progress report on interviewer training and success in reaching criteria. We will appreciate your submitting this information when requested. Collaborating projects can submit the form as an email attachment, or simply submit the information in the body of an email to wrapeval@u.washington.edu.

Conclusion

The Wraparound Evaluation and Research Team developed the Interviewer Training Toolkit for two reasons. First, to provide additional support to collaborating communities, and second, to ensure the WFI-4 instruments are used as described in the User's Manual. As has been stressed throughout these instructions, the Toolkit can be used flexibly per the preferences of user sites, so long as:
1. Trainees are required to practice WFI-4 scoring using the sample interviews, and
2. Their progress toward achieving criterion is tracked.

Again, this is our first attempt at developing this support for sites, and as such, we hope you will provide us with feedback. We wish you luck, and hope the WFI-4 interviews are a successful part of your local wraparound effort!

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[1] Remember that local sites should assign unique Interviewer ID numbers, and interviewers should enter their unique ID number on WFI-4 forms. The collaborating site may wish to take the opportunity presented by the tracking form to assign ID numbers to interviewers that they will maintain throughout the evaluation project.

Acknowledgments

Wraparound Fidelity Index 4

Caregiver Form August 13, 2007 version

Youth's name: _____Christina_____

Caregiver's name: _____Elaine_____

Facilitator's name: _____IST Coordinator/Mom_____

Interviewer's name: _____Eric_____

Today's date: Month _____ Day _____ Year _____

Administration method: 1 Face-to-face   (2 Phone)

Start time: _____ am/pm

Length of interview: ___46:07_____ minutes

Project ID:	
Youth ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

---

1. What is the primary caregiver's relationship to _____ (*child's name*)?   (*Check one*)

   (1) Birth parent
   3 Foster parent
   5 Sibling
   7 Grandparent
   9 Other family relative
   11 Step parent

   2 Adoptive parent
   4 Live-in partner of parent
   6 Aunt or uncle
   8 Cousin
   10 Friend (adult friend)
   12 Other _____ (*please specify*)

If not a birth parent read: 1a. Does one or more of the child or youth's birth parents participate on the wraparound team or in services for [*child's name*]?   Yes   No

Details: _____

2. Who has legal custody of _____ (*child's name*)?   **(Circle one)**

   (1) Two birth parents OR
   one birth parent and
   one stepparent
   3 Birth father only
   5 Foster parent(s)
   7 Aunt and/or uncle
   9 Friend(s)
   11 Other _____ (*please specify*)

   2 Birth mother only

   4 Adoptive parent(s)
   6 Sibling(s)
   8 Grandparent(s)
   10 Ward of the State

3. Has your child ever been in the custody of the state?   (1 No)   2 Yes

---

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

---

4. Is your child currently receiving Wraparound?   1 No   (2 Yes)

       *If **Yes,*** How many months has the youth been receiving Wraparound?   __16__ months

       *If **No***, Has your child received Wraparound in the past?

                                                                        1 No   2 Yes

> **Training note**: Since this interview was conducted, a question about the permanency plan has been removed.

               *If **Yes***, How many months did your child receive Wraparound?

                                                      _____ months

5. Do you have a "wraparound team"?
    [NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term. PROMPTS may include asking whether the family has a group of people involved in services for the child or youth that comes together to meet and plan services for the child or youth and family]

                                                      1 No   (2 Yes)

If Yes, We will be asking questions about the team so keep those people in mind as you answer the following questions. Who is on that wraparound team? ***List below (Roles, not names)***

IST (Wrap) Coord.	School Psyche	Family Partnership Advocate
Mother	Father	Nurse Practitioner
Therapist	Peer Youth Support	Parent Partner
Sp. Ed. Teacher	Family Friend (Mom)	

If No, For the purposes of this interview, when we ask you about 'the wraparound team,' please consider the people that work with the youth and his or her family to provide services and supports.

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

---

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.

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?

[Note: During this discussion, other prompts may include: What did (your facilitator) tell you about what wraparound would be like? How did you decide who would be on your wraparound team?]

Phase 1: Engagement		Yes	Sometimes Somewhat	No	Missing	
1.1 CC	When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions? *Circle one:* (YES) NO Did this process help you appreciate what is special about your family? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 888	777 999
1.2. FVC	Before your first team meeting, did your wraparound facilitator fully explain the wraparound process and the choices you could make?	(2)	1	0	666 888	777 999
1.3 SB	At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past for your child and family?	(2)	1	0	666 888	777 999
1.4 TB	Did you select the people who would be on your wraparound team?	(2)	1	0	666 888	777 999
1.5 TB	Is it difficult to get team members to attend team meetings when they are needed?	0	1	(2)	666 888	777 999
1.6 OB	Before your first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for your child and your family?	(2)	1	0	666 888	777 999

WFI 4- Caregiver Form

August 13 2007 version

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

During this discussion, other prompts may include: Who participated in this planning? How did you decide what would be in the plan? Did certain people have more input than others?

Phase 2: Planning	Yes	Sometimes Somewhat	No	Missing
2.1 *Col* Did you and your team plan and create a written plan of care (or wraparound plan, child and family plan) that describes how the team will meet your child's needs? *Circle one:* (YES) NO Do you have a written copy of the plan? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.2 *TB* Did the team develop any kind of written statement about what the future will look like for your child and family, or what the team will achieve for your child and family? (*PROMPTS: This statement might be a mission statement for the team or vision statement for the family. It may also be a statement of the ultimate goal for the team. The statement should be a 'big picture' statement and different than individual goals in the wraparound plan.*) *Circle one:* (YES) NO Can you describe what your team's mission says? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.3 *Ind* Does your wraparound plan include mostly professional services?	0	1	(2)	666 777 888 999
2.4 *SB* Are the supports and services in your wraparound plan connected to the strengths and abilities of your child and family? (*PROMPTS: Strengths are the positive things your child and family members do well.* *Do the strategies in your plan <u>use</u> your child and family's strengths? Do they <u>help build</u> your child and family's strengths and abilities?*)	(2)	1	0	666 777 888 999

	Phase 2: Planning (continued)	Yes	Sometimes Somewhat	No	Missing
2.5 CB	Does the wraparound plan include strategies for helping your child get involved with activities in her or his community? Please give two examples of those activities: 1. Youth group engaged in policy 2. *Follow scoring rules. (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	Two examples of community activities. 2	One example of a community activity. (1)	No examples of community activities. 0	666 777 888 999
2.6 Col	Are there members of your wraparound team who do <u>not</u> have a role in implementing your plan?	0	1	(2)	666 777 888 999
2.7 Col	Does your team brainstorm many strategies to address your family's needs before selecting one?	(2)	1	0	666 777 888 999
2.8 Ind	Is there a crisis or safety plan that specifies what everyone must do to respond to a crisis? Circle one: (YES) NO Does this plan also specify how to prevent crises from occurring? Circle one: YES (NO)	YES to both questions 2	YES to only the first question (1)	NO to the first question 0	666 777 888 999
2.9 CB	Do you feel confident that, in the event of a major crisis, your team can keep your child or youth in the community? (SUGGESTED PROMPTS: i.e., not immediately placed in a hospital, jail, residential treatment center)	(2)	1	0	666 777 888 999
2.10 FVC	Do you feel like other people on your team have higher priority than you in designing your wraparound plan?	0	1	(2)	666 777 888 999
2.11 CC	During the planning process, did the team take enough time to understand your family's values and beliefs? Circle one: (YES) SOMEWHAT NO Is your wraparound plan in tune with your family's values and beliefs? Circle one: (YES) SOMEWHAT NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 777 888 999

Page 5

WFI 4- Caregiver Form

August 13 2007 version

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

Phase 3: Implementation	Yes	Sometimes Somewhat	No	Missing	
3.1 FVC — Are important decisions made about your child or family when you are not there?	0	1	(2)	666 888	777 999
3.2 Ind — When your wraparound team has a good idea for a support or service for your child, can it find the resources or figure out some way to make it happen?	(2)	1	0	666 888	777 999
3.3 SB — Does your wraparound team get your child involved with activities she or he likes and does well? Please give two examples of those activities: 1. Web design/computer 2. System transformation forums *Follow scoring rules*	Two examples of activities youth likes and does well. (2)	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. 0	666 888	777 999
3.4 NS — Does the team find ways to increase the support you get from your friends and family?	(2)	1	0	666 888	777 999
3.5 Col — Do the members of your team hold one another responsible for doing their part of the wraparound plan?	(2)	1	0	666 888	777 999
3.6 NS — Is there a friend or advocate of your child or family who actively participates on the wraparound team?	(2)	1	0	666 888	777 999
3.7 Per — Does your team come up with new ideas for your wraparound plan whenever your needs change? *Circle one:* (YES) NO / Does your team come up with new ideas for your wraparound plan whenever something is not working? *Circle one:* (YES) NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 888	777 999
3.8 CB — Are the services and supports in your wraparound plan difficult for your family to access? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	0	1	(2)	666 888	777 999

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Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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Phase 3: Implementation (continued)	Yes	Sometimes Somewhat	No	Missing	
3.9 OB	Does the team assign specific tasks to all team members at the end of each meeting? *Circle one:* (YES) NO Does the team review each team member's follow-through on their tasks at the next meeting? *Circle one:* (YES) NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 777 888 999	
3.10 CC	Do members of your team always use language you can understand? *(NOTE: For caregivers for whom English is not a first language, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding.* *For English-speaking caregivers, this means that facilitators and team members translate or do not use professional jargon or acronyms that the caregiver does not understand.)*	(2)	1	0	666 777 888 999	
3.11 SB	Does your team create a positive atmosphere around successes and accomplishments at each team meeting?	(2)	1	0	666 777 888 999	
3.12 TB	Does your 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?	(2)	1	0	666 777 888 999	
3.13 Per	Do you think your wraparound process could be discontinued before you or your family is ready for it to end? *For example, because of time limits, because of your child's behavior, because of a placement change, or a change in funding or eligibility?*	0	1	(2)	666 777 888 999	
3.14 CC	Do all the members of your team demonstrate respect for you and your family?	(2)	1	0	666 777 888 999	
3.15 FVC	Does your child have the opportunity to communicate his or her own ideas when the time comes to make decisions?	(2)	1	0	666 777 888 999	

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WFI 4- Caregiver Form

OK, we're almost done. I now want to ask you a few final questions about wraparound and the future for your child and family.

Phase 4: Transition		Yes	Sometimes Somewhat	No	Missing
4.1 *OB*	Has your team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* Circle one: (YES) (NO) Does your team have a plan for when this will occur? Circle one: YES (NO)	YES to both questions 2	YES to only the first question (1)	NO to the first question (0)	666 777 888 (999)
4.2 *NS*	Has the wraparound process helped your child develop friendships with other youth who will have a positive influence on her or him?	(2)	1	0	666 777 888 999
4.3 *OB*	Has the wraparound process helped your child to solve her or his own problems?	(2)	1	0	666 777 888 999
4.4 *Ind*	Has your team helped you and your child prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?	(2)	1	0	666 777 888 999
4.5 *Per*	After formal wraparound has ended, do you think that the process will be able to be "re-started" if you need it?	2	(1)	0	666 777 888 999
4.6 *NS*	Has the wraparound process helped your family to develop or strengthen relationships that will support you when wraparound is finished?	(2)	1	0	666 777 888 999
4.7 *CB*	Do you feel like you and your family will be able to succeed without the formal wraparound process? *In other words, with the help of family, friends, community supports, and key providers, but without formal team meetings or wraparound facilitation.*	(2)	1	0	666 777 888 999
4.8 *Per*	Will some members of your team be there to support you when formal wraparound is finished?	(2)	1	0	666 777 888 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4- Caregiver Form

Thank you for taking the time to complete this interview. Are there any comments you would like to add, like what have been the best things about your wraparound? What has not gone well or could be improved?

Positive feedback:

_____
_____
_____
_____
_____
_____

Negative feedback:

_____
_____
_____
_____
_____
_____
_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____
_____
_____
_____

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

Scoring Examples – WFI-4 – Sample #1 (Caregiver)
Disk 1, Track 1

Caregiver (Respondent): Elaine
Interviewer: Eric

SUMMARY

Length: 46:07 minutes

This is a very thorough interview of a fairly high fidelity wraparound team. The interviewer does a nice job of approaching the respondent in a conversational manor. The respondent is somewhat savvy in the wraparound process, this helps lead the flow of the conversation. It may appear that the interviewer skips questions and jumps back, but the more experienced interviewer will use this skill to their benefit, by getting answers naturally through conversation as opposed to asking every question in order.

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.5	2.2	3.3	4.1
	2.3	3.4	4.4
	2.5	3.5	4.5
	2.8	3.8	
	2.10	3.14	

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.5 – *Correct Answer = 2*

Is it difficult to get team members to attend team meetings when they are needed?
Notes: The score for this item is clearly a "2," as the respondent states that getting team members to meetings is "easy." Be careful to circle the correct response! Note that the item is "reverse scored." Thus the score of "2" – the most positive possible score – is in the column under "No," where, for the previous four items, the lowest possible score of "0" is located.

ITEM 2.2 – *Correct Answer = 2*

Did the team develop any kind of written statement about what the future will look like for your child and family, or what the team will achieve for your child and family?
Notes: Even though the respondent states that this did not happen in the first meeting, it is clear that there was a vision statement constructed, and she was able to describe parts of the statement. It was a 'big picture' statement, and different than the team's individual goals.

ITEM 2.3 – *Correct Answer = 2*

Does your wraparound plan include mostly professional services?
Notes: In this instance, the respondent states directly that the wraparound plan is about "75%" natural supports, versus "25%" professional services. This clearly indicates that more than half the supports and strategies in the wraparound plan are natural or community supports, and less than half are professional services, yielding a score of "2." In other interviews, this item may be more difficult to score. The key is that if the plan includes less than half professional services, a score of "2" can be assigned. About half and half yields a score of "1," and indication that the plan is mostly (i.e., clearly more than 50%) professional services would yield a score of "0." Be careful to circle the correct number on this item – note that the item is "reverse scored." Thus the score of "2" – the most positive possible score – is in the column under "No."

Scoring Examples – WFI-4 – Sample #1 (Caregiver)

Disk 1, Track 1

Caregiver (Respondent): Elaine
Interviewer: Eric

ITEM 2.5 – *Correct Answer = 1*

Does the wraparound plan include strategies for helping your child get involved with activities in her or his community?

Notes: This item is scored as a '1'. Although the respondent gave several examples such as "driving school", "old friends", and "youth group involved in policy", the example of the youth group is the only one attended predominately by peers who do not have challenging behaviors or need special supports.

ITEM 2.8 – *Correct Answer = 1*

Is there a crisis or safety plan that specifies what everyone must do to respond to a crisis?

Notes: There was a clear 3 step plan to follow in case of crisis. The ultimate goal of the plan was to avoid hospitalization for the youth. However, there was no substantial plan for preventing crisis. Even though the caregiver said there is a "tiny bit" of prevention in the plan, she stated the plan was "mostly de-escalation".

ITEM 2.10 – *Correct Answer = 2*

Do you feel like other people on your team have higher priority than you in designing your wraparound plan?

Notes: This respondent was clear about the team asking "what do you want to work on?" It is clear from the caregiver's responses to many of the questions that there is a team consensus, and that the family has the final say in making decisions.

ITEM 3.3 – *Correct Answer = 2*

Does your wraparound team get your child involved with activities she or he likes and does well?

Notes: This item is often difficult to interpret, because although teams may try to 'get youth involved in activities', the key is that the team get the youth involved in activities that build on their strengths. While this item is very similar to item 2.5, the focus of that item was on activities in the community. The same examples can be used for both items, as long as the examples fit both criteria (community-based AND strengths-based). In this example, the respondent describes how the team helped the youth get involved in web design and other computer activities as well as advocacy work on mental health system in the state. The latter example of these two could count as examples of <u>both</u> community-based and strengths-based activities. However, the computer work <u>only</u> counts as an example of a <u>strengths-based</u> activity, because it is not described as a community activity with typical peers.

ITEM 3.4 – *Correct Answer = 2*

Does the team find ways to increase the support you get from your friends and family?

Notes: This response was a clear '2', due to the respondent reporting that the team found ways to increase support by "decreasing (the youth's) isolation". The caregiver gave examples of the youth renewing old friendships that have been in increased source of support for the youth.

ITEM 3.5 – *Correct Answer = 2*

Do the members of your team hold one another responsible for doing their part of the wraparound plan?

Notes: Although the interview may not ask this question directly, it is fairly clear from the caregiver's comments that this team works together, and that implementation is truly a "team effort". Members do not merely attend team meetings or not follow up on their tasks.

Scoring Examples – WFI-4 – Sample #1 (Caregiver)

Disk 1, Track 1

Caregiver (Respondent): Elaine
Interviewer: Eric

ITEM 3.8 – *Correct Answer = 2*

Are the services and supports in your wraparound plan difficult for your family to access?

Notes: **The caregiver reported that they "almost lost Medicaid", and there was some worry about losing out on services because of that. However, she stated that there were no real services that were difficult to access. Wraparound teams should support the provision of services and supports that are easily accessible, and this item assesses whether the services and supports the family needs are outside their community or difficult to access. (Other items assess whether the respondent is concerned about services potentially ending before the family is ready for them to end.)**

ITEM 3.14 – *Correct Answer = 2*

Do all the members of your team demonstrate respect for you and your family?

Notes: This item is open to interviewer interpretation. Although the respondent noted that the school psychologist did not always demonstrate respect for the youth and family, the interviewer chose to give a score of '2'. It was clear from other conversations that overall the team showed respect for the youth and family. If there was any hesitation on the part of the respondent, the interviewer may want to probe further to determine the level of respect and cultural competence of this particular wraparound process.

ITEM 4.1 – *Correct Answer = 1, 0, 999*

Has your team discussed a plan for how the wraparound process will end?

Notes: This particular item is often difficult to interpret, which is the case in this interview. When asked whether or not the team has discussed a plan for when the wraparound process will end, the respondent initially answers "yes," then starts talking about the frequency of meetings. It is clear that there is no formal plan for "when" wraparound will end; therefore we know the answer to the second question in the item is 'No'. However, without further probing from the interview, we are unsure whether or not team has really discussed a plan for how wraparound will end. Thus, this item could be scored '1', '0', or '999' for missing.

ITEM 4.4 – *Correct Answer: 2*

Has your team helped you and your child prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?

Notes: In addition to transitioning out of wraparound, transitions also occur during wraparound, and the process is intended to help a youth make positive transitions. This respondent gave some clear examples throughout the interview of transitions and how the team has assisted the youth with transitions. One example was the transition of IST (wraparound facilitator) coordinators, another was the transition between therapists.

ITEM 4.5 – *Correct Answer: 1*

After formal wraparound has ended, do you think that the process will be able to be "re-started" if you need it?

Notes: This can be confusing at first when listening to this interview. The respondent first says 'Yes' when asked. But after further probing, the respondent admits there may be 'some' difficulty in getting wraparound re-started the way they would want. The interviewer asks directly, and the respondent decides the answer 'somewhat' is an appropriate response, leading to the final score of '1.'

Wraparound Fidelity Index 4

Youth Form August 2007 version

Youth's name: _____Christina_____

Caregiver's name: _____Elaine_____

Facilitator's name: _____Amanda_____

Interviewer's name: _____Eric_____

Today's date: Month _____ Day _____ Year _____

Administration method: 1 Face-to-face (2 Phone)

Start time: _____ am/pm

Length of interview: _____32:37_____ minutes

Project ID:	
Youth/Family ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

1. Respondent age _____17_____ years

2. Respondent gender 1 Male (2 Female)

3. Do you have a "wraparound team"?

[NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term.
PROMPTS may include asking whether the youth has a group of people involved in his/her services that comes together to meet and plan services for the youth and family]

1 No (2 Yes)

If No, For the purposes of this interview, when we ask you about the team please consider all the people that work with you and your family to provide services and supports.

If Yes, We will be asking questions about the team so keep those people in mind as you answer the following questions.

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4-Youth Form

August 2007 version

I am going to ask you some questions about the services and supports you and your family is receiving now and has received since you started receiving services through the wraparound process.

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?

NOTE: During this discussion, other prompts may include: Who participated in the planning? How did you decide what would be in the plan? Did certain people have more input than others?

Phase 1: Engagement		Yes	Sometimes Somewhat	No	Missing	
1.1 CC	When you first met your wraparound facilitator, were you given time to talk about things you are good at and things you like to do?	2	(1)	0	666 888	777 999
1.2 FVC	Before your first team meeting, did your wraparound facilitator fully explain how the wraparound process would work?	(2)	1	0	666 888	777 999
1.3 SB	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 family?	(2)	1	0	666 888	777 999
1.4 TB	Did you help pick the people who would be on your wraparound team?	(2)	1	0	666 888	777 999
1.5 TB	Do you have a friend or advocate who participates actively on your wraparound team?	(2)	1	0	666 888	777 999
1.6 TB	Would you have different people on your team if you could?	0	1	(2)	666 888	777 999

Page 2

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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WFI 4-Youth Form

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

During this discussion, other prompts may include: Who participated in this planning? How did you decide what would be in the plan? Did you get asked what you wanted?

Phase 2: Planning		Yes	Sometimes Somewhat	No	Missing	
2.1 Col	Did you help to create a written plan that describes how the team will meet your family's needs? *Circle one:* (YES) NO Do you have a copy of the plan? *Circle one:* YES (NO)	YES to both questions 2	YES to only the first quesion (1)	NO to the first question 0	666 888	777 999
2.2 Col	During meetings does your team brainstorm many ideas to meet your needs before picking one?	(2)	1	0	666 888	777 999
2.3 SB	Does the team know what you like and the things that you do well?	(2)	1	0	666 888	777 999
2.4 CB	Does your wraparound plan include things that get you involved with activities in your community? Can you give two examples of those activities: 1. Bally's membership 2. Skating pass *Follow scoring rules.* (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	Two examples of community activities. (2)	One example of a community activity. 1	No examples of community activities. 0	666 888	777 999
2.5 CC	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?	(2)	1	0	666 888	777 999
2.6 Ind	Does your wraparound plan include mostly professional services?	0	(1)	2	666 888	777 999
2.7 Ind	If things go wrong or there is a crisis, is there a plan that says what everyone must do?	(2)	1	0	666 888	777 999
2.8 OB	Do you and your family get the help that you need?	(2)	1	0	666 888	777 999

Page 3

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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

Phase 3: Implementation	Yes	Sometimes Somewhat	No	Missing	
3.1 *FVC* Are important decisions made about you or your family when you are not there?	0	1	(2)	666 888	777 999
3.2 *Ind* When your wraparound team has a good idea, can it figure out some way to make it happen?	(2)	1	0	666 888	777 999
3.3 *SB* Does your wraparound team get you involved with activities you like and do well? Please give two examples of those activities: 1. School 2. Beach *Follow scoring rules*	Two examples of activities youth likes and does well. 2	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. (0)	666 888	777 999
3.4 *NS* Do people on the team help you do things with your friends and family?	(2)	1	0	666 888	777 999
3.5 *NS* When things are not going right, does the team help you talk with friends and other people you like to talk to?	(2)	1	0	666 888	777 999
3.6 *Per* Does your team come up with new ideas for your wraparound plan whenever something is not working?	(2)	1	0	666 888	777 999
3.7 *CB* Are the places you go to for services hard to reach because they are far away? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	0	(1)	2	666 888	777 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

Phase 3: Implementation (continued)	Yes	Sometimes Somewhat	No	Missing	
3.8 CC	Do members of your team always use language you can understand? *(NOTE: For youth for whom English is not a first language, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding. For English-speaking youth, this means that facilitators and team members translate or do not use professional jargon or acronyms that the youth does not understand.)*	(2)	1	0	666 777 888 999
3.9 SB	Do your wraparound team meetings make you feel good about your successes and accomplishments?	(2)	1	0	666 777 888 999
3.10 TB	Does everyone on your team talk and give their ideas during your wraparound team meeting?	(2)	1	0	666 777 888 999
3.11 Per	Do you think you could get "kicked out" of wraparound before you or your family is ready for it to end? *For example, because of time limits, because of your behavior, or because of a placement change?*	0	(1)	2	666 777 888 999
3.12 CC	Do all the members of your team show respect for you and your family?	(2)	1	0	666 777 888 999
3.13 FVC	Do you have the chance to give your ideas during the wraparound team meetings?	(2)	1	0	666 777 888 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4-Youth Form

OK, we're almost done. I now want to ask you a few final questions about wraparound and the future for you and your family.

Phase 4: Transition	Yes	Sometimes Somewhat	No	Missing	
4.1 *OB*	Has your team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* *Circle one:* (YES) NO Does your team have a plan for when this will occur? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999	
4.2 *NS*	Has the wraparound process helped you and your family to develop relationships with people who will support you when wraparound is finished?	(2)	1	0	666 777 888 999	
4.3 *NS*	Has the wraparound process helped you become friends with other youth in the community?	(2)	1	0	666 777 888 999	
4.4 *Ind*	Has your team helped you prepare for major changes (e.g., new school, new residential placement, independent living)?	(2)	1	0	666 777 888 999	
4.5 *Per*	Will people on your team be there to help you when wraparound is finished?	(2)	1	0	666 777 888 999	

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

Thank you for taking the time to complete this interview. Are there any comments you would like to add, like what have been the best things about your wraparound? What has not gone well or could be improved?

Positive feedback:

_____

_____

_____

_____

_____

_____

_____

Negative feedback:

_____

_____

_____

_____

_____

_____

_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____

_____

_____

_____

Scoring Examples – WFI-4 – Sample #2 (Youth)

Disk 1, Track 2

Youth (Respondent): Christina
Interviewer: Eric

SUMMARY

Length: 32:37 minutes

This interview is conducted with a 17 year old youth. The youth has a strong grasp of her services and is very open in her communications. This interview flows well and suggests fairly high fidelity. It presents many learning opportunities in scoring, especially in the implementation section.

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.1	2.1	3.3	4.1
1.4	2.4	3.4	
	2.6	3.7	
		3.8	
		3.11	
		3.12	
		3.13	

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.1 – *Correct Answer = 1*

When you first met your wraparound facilitator, were you given time to talk about things you are good at and things you like to do?

Notes: This item may be difficult to score. At first the youth responds: "Yeah, I talked about my interests and hobbies … what I'm good at." When interviewer asks: "Did it happen before the first big meeting?" the respondent answers that it happened <u>at</u> her first team meeting. Before the first team meeting, respondent remembers that "We talked about what I like to do and what I'm interested in, but I don't think we talked about my strengths (at the initial meeting w/ wrap facilitator)." A score of '1' was decided upon and the interviewer checks this with the respondent. Remember that this item is intending to assess whether the strengths discovery process started <u>before</u> the first team meeting.

ITEM 1.4 – *Correct Answer = 2*

Did you help pick the people who would be on your wraparound team?

Notes: The youth did choose her counselor, 2 friends and her special education teacher. Although she did not pick every single member, this item would still be scored as '2' because of the clear evidence that the team engaged the youth in the process.

ITEM 2.1 – *Correct Answer = 1*

Did you help to create a written plan that describes how the team will meet your family's needs?

Notes: The youth is sure that there is a plan and it is written. She does not have a copy, however. She is unclear if her caregiver (her mother) has a copy. In this instance you would score 'No' to the second question, and therefore, the overall item score would be '1'. Even though there is a copy "in the family's files," the second question in the item would be scored "no," because the youth does not have her own copy on hand.

Scoring Examples – WFI-4 – Sample #2 (Youth)

Disk 1, Track 2

Youth (Respondent): Christina
Interviewer: Eric

ITEM 2.4 – *Correct Answer = 2*

Does your wraparound plan include things that get you involved with activities in your community?

Notes: Determining whether or not examples are true community activities can be difficult. In this case, it is clear because it allows the youth to take part in peer activities, with someone who is not a paid professional. This youth has three examples, 1) Gym membership, 2) Skating pass, and 3) Dog Park (Dog daycare). (In general, be careful not to provide credit for activities that are not everyday community activities, such as trips to the movies with a mentor, or going to day treatment.)

ITEM 2.6 – *Correct Answer = 1*

Does your wraparound plan include mostly professional services?

Notes: This youth is clear in her answer, "1/2 and 1/2," which leads to a score of '1'. Often times, the term 'professional services' is difficult to explain to youth. It is helpful to have other descriptions to use to describe the differences between natural supports and professional services. Another thing to point out here is that, even though the youth's mother was interviewed and said the mix of services was more like "75% - 25%" on the side of community and natural supports, we do not consider information provided by other respondents when scoring WFI-4 interviews. We take the interviewee's response at "face value" here and assign a score of '1,' rather than '2.'

ITEM 3.3 – *Correct Answer = 0*

Does your wraparound team get you involved with activities you like and do well?

Notes: Similar to Item 2.4, it can be difficult to determine whether or not the examples given are 'activities you (the youth) like and do well'. This youth gives the example of 'school', which is not an activity per se. If the respondent had an example of an 'after school activity', it would be a valid example. The respondent also said the team "tried, but I wasn't into it." Even though the team tried, it still indicates low fidelity on this item. It may have been good in this situation for the interviewer to probe further in this area. The youth states, "(The team) helped me to recognize my talents to help myself." This helps the interviewer to score item 4.4. However, the interviewer never returned to further ask about the youth's activities. Given the information that was provided, the best score for this item is '0.'

ITEM 3.4 – *Correct Answer = 2*

Do people on the team help you do things with your friends and family?

Notes: This youth was clear and gave good examples of activities she is doing with friends and family. [NOTE: If the youth had described some specific activities she did with these friends and family that she liked and did well, that information could be used to help score item 3.3.]

ITEM 3.7 – *Correct Answer = 1*

Are the places you go to for services hard to reach because they are far away?

Notes: It is clear that there were some scheduling issues in the beginning of the process, however, the youth states that the team worked together to come up with a solution by getting the youth a bus pass. Because the youth states that there were a few problems, a score of '1' is assigned.

Scoring Examples – WFI-4 – Sample #2 (Youth)

Disk 1, Track 2

Youth (Respondent): Christina
Interviewer: Eric

ITEM 3.8 – *Correct Answer = 2*

Do members of your team always use language you can understand?

Notes: The youth states that, "Most of the time, they always explain things if I don't understand". This shows that the youth will not be hindered in participating in the meetings due to a language barrier or too much professional jargon. You would score a '2' in this scenario because it is clear that the youth is able to understand what is being discussed and decided in team meetings (even though the team has to explain things "at times").

ITEM 3.11 – *Correct Answer = 1*

Do you think you could get "kicked out" of wraparound before you or your family is ready for it to end?

Notes: This item is scored as a '1' because of the fear of funding running out. This item assesses whether or not the youth perceives the team would be there no matter what. The wraparound process is intended to ensure that services and supports will be there as long as they are needed.

ITEM 3.12 – *Correct Answer = 2*

Do all the members of your team show respect for you and your family?

Notes: Based on this youth's answer, it is clear that, from her perspective, the team shows respect for her and her family. It may be difficult for some youth to acknowledge that they perceive disrespect from team members, the interviewer may wish to probe if she or he senses any hesitation, or perceived from any other questions that some team members may have acted disrespectfully to the youth and family.

ITEM 3.13 – *Correct Answer = 2*

Do you have the chance to give your ideas during the wraparound team meetings?

Notes: This youth is very clear when she states, "It was about me, the team had to listen to what I wanted". In general, it is important to determine that the youth does not just receive token opportunities to speak, but that the youth actually contributes ideas that are taken seriously.

ITEM 4.1 – *Correct Answer = 2*

Has your team discussed a plan for how the wraparound process will end?

Notes: This youth says that the team both "talked about" how the wraparound process was going to end, as well as when it would end. She states that it will either "end naturally, or on my 18th birthday". So in this example, the youth presents evidence for "Yes" answers to both questions on this item. In general, if the answer to only <u>one</u> question is 'Yes', then score a '1', and if there is no evidence that the youth has discussed with her team when the transition out of formal wraparound will occur, score a '0'.

NOTE: Again, in this example, information presented by the youth is different than information presented by her parent (WFI-4 Example 1). Always remember to score items based on the information presented by <u>that respondent</u>, even if it is contradicted by information provided by another respondent on the same team.

Wraparound Fidelity Index 4

Wraparound Facilitator Form August 13, 2007 version

Youth's name: Ezekiel

Caregiver's name: Teri

Facilitator's name: Jeanette

Interviewer's name: Eric

Today's date: Month _____ Day _____ Year _____

Start time: _____ am/pm

Length of interview: 44:02 _____ minutes

Project ID:	
Youth/ Family ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

---

1. What is the primary caregiver's relationship to _____ (*child's name*)? (*Check one*)

   1 Birth parent ⟨circled⟩   2 Adoptive/Stepparent
   3 Foster parent   4 Live-in partner of parent
   5 Sibling   6 Aunt or uncle
   7 Grandparent   8 Cousin
   9 Other family relative   10 Friend (adult friend)
   11 Other _____ (*please specify*)

2. Who has legal custody of _____ (*child's name*)? (*Check one*)

   1 Two birth parents OR   2 Birth mother only ⟨circled⟩
     one birth parent and
     one stepparent
   3 Birth father only   4 Adoptive parent(s)
   5 Foster parent(s)   6 Sibling(s)
   7 Aunt and/or uncle   8 Grandparent(s)
   9 Friend(s)   10 Ward of the State
   11 Other _____ (*please specify*)

   If birth or adoptive parent has custody, go to question #3.

   *If birth or adoptive parent **does not** have custody, read 2a.*

Page 1

WFI 4-Wraparound Facilitator Form *August 13, 2007 version*

2a. Is there a plan to reunite the youth with the birth parent?   1   No   2 Yes

> If **Yes**, go to question #3.

> If **No**, read 2b.

> 2b. What is the permanency plan for the youth?

> _____

> _____

3. Has the youth ever been in the custody of the state?   (1 No)   2 Yes

4. Is the youth currently receiving Wraparound?   1 No   (2 Yes)

> If **Yes**, How many months has the youth been receiving Wraparound?   ___3___ months
> If **No**, Has the youth received Wraparound in the past?

> 1 No   2 Yes

> If **Yes**, How many months did the youth receive Wraparound?

> _____ months

5. How many months have you been working with the family?   ___3___ months

6. Does the youth or family have a "wraparound team"?
   [NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term. PROMPTS may include asking whether the family has a group of people involved in services for the child or youth that comes together to meet and plan services for the child or youth and family]

   1 No   (2 Yes)

If Yes, We will be asking questions about the team so keep those people in mind as you answer the following questions. Who is on that wraparound team? **List below (Roles, not names)**

2 grandparents	Neighbor	Mom's Therapist	Youth Play Therapist
2 friends of Mom	Child Care Provider	CASA	
1 cousin of Mom	CPS Worker	Facilitator	

If No, For the purposes of this interview, when we ask you about 'the wraparound team,' please consider the people that work with the youth and his or her family to provide services and supports.

WFI 4-Wraparound Facilitator Form August 13, 2007 version

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.

Please answer all questions as well as you can. Remember that all your answers will be kept confidential.

Let's start with the beginning of the wraparound process. Can you tell me a little bit about your first interactions with [*name of youth/family*]? What were those very first meetings like? What took place?

Phase 1: Engagement		Yes	Sometimes Somewhat	No	Missing
1.1 CC	When you first met with the family, were they given ample time to talk about their strengths, beliefs, and traditions? *Circle one:* (YES) NO — At the first team meeting, were these strengths, beliefs, and traditions shared with all team members? *Circle one:* (YES NO)	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
1.2. FVC	Before the first team meeting, did you fully explain the wraparound process and the choices the family could make?	(2)	1	0	666 777 888 999
1.3. SB	At the beginning of the wraparound process, was the family given an opportunity to tell you what things have worked in the past for the child and family?	2	(1)	(0)	666 777 888 999
1.4. TB	Did the family members select the people who would be on their wraparound team?	(2)	1	0	666 777 888 999
1.5. TB	Is it difficult to get team members to attend team meetings when they are needed?	0	(1)	2	666 777 888 999
1.6. OB	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?	(2)	1	0	666 777 888 999

WFI 4-Wraparound Facilitator Form August 13, 2007 version

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?

Phase 2: Planning		Yes	Sometimes Somewhat	No	Missing
2.1 *Col*	Did the family plan 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? Circle one: (YES) NO Do the youth and family have a copy of the plan? Circle one: (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.2 *TB*	Did the team develop any kind of written statement about what the future will look like for the child and family, or what the team will achieve for the child and family? (*PROMPTS: This statement might be a mission statement for the team or vision statement for the family. It may also be a statement of the ultimate goal for the team. The statement should be a 'big picture' statement and different than individual goals in the wraparound plan.*) Can you describe what the team's mission says? Circle one: (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.3 *Ind.*	Can you summarize the services, supports, and strategies that are in the family's wraparound plan? Self-Care/Home safety ___ CPS ___ Stress/time management ___ CASA ___ Youth Therapist ___ Mom Therapist ___ Many natural supports especially family ___ *Scoring rule: Assign a '2' if majority of services, supports, and strategies are informal or non-professional services, a '1' if they are about equal professional and informal/non-professional, and a '0' if the majority are professional,* *Ask directly only if there is uncertainty about how to score*: Does the family's wraparound plan include mostly professional services?	Mostly informal or non-professional services and supports 2	About equal informal and professional (1)	Mostly formal or professional services (0)	666 777 888 999
2.4 *SB*	Are the supports and services in the wraparound plan connected to the strengths and abilities of the child and family? (*PROMPTS: Strengths are the positive things the child and family members do well. Do the strategies in the plan <u>use</u> your child and family's strengths? Do they <u>help build</u> the child and family's strengths and abilities?*)	2	(1)	0	666 777 888 999

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Phase 2: Planning continued	Yes	Sometimes Somewhat	No	Missing
2.5 *CB* Does the wraparound plan include strategies for helping the child get involved with activities in her or his community? Please give two examples of those activities: 1. 2. *Follow scoring rules.* (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	0	1	2	(666) 777 888 999
2.6 *Col* Are there members of the wraparound team who do <u>not</u> have a role in implementing the plan?	(0)	1	2	666 777 888 999
2.7 *Col* Does the team brainstorm many strategies to address the family's needs before selecting one?	(2)	1	0	666 777 888 999
2.8 *Ind* Is there a crisis or safety plan that specifies what everyone must do to respond to a crisis? *Circle one:* (YES) NO Does this plan also specify how to prevent crises from occurring? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.9 *CB* Do you feel confident that, in the event of a major crisis, the team can keep the child or youth in the community? (SUGGESTED PROMPTS: i.e., not immediately placed in a hospital, jail, residential treatment center)	(2)	1	0	666 777 888 999
2.10 *FVC* Would you say that people other than the family have higher priority than the family in designing their wraparound plan?	0	(1)	2	666 777 888 999
2.11 *CC* During the planning process, did the team take enough time to understand the family's values and beliefs? *Circle one:* (YES) SOMEWHAT NO Is the wraparound plan in tune with the family's values and beliefs? *Circle one:* YES (SOMEWHAT) NO	YES to both questions 2	YES to only one question (1)	NO to both questions 0	666 777 888 999

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

Phase 3: Implementation	Yes	Sometimes Somewhat	No	Missing	
3.1 *FVC* Are important decisions ever made about the child or family when they are not there?	0	(1)	2	666	777
				888	999
3.2 *Ind* When the wraparound team has a good idea for a support or service for the child, can it find the resources or figure out some way to make it happen?	2	(1)	0	666	777
				888	999
3.3 *SB* Does the wraparound team get the child involved with activities she or he likes and does well? Please give two examples of those activities: 1. 2. *Follow scoring rules*	Two examples of activities youth likes and does well. 2	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. 0	(666) 888	777 999
3.4 *NS* Does the team find ways to increase the support the family gets from its friends and family members?	(2)	1	0	666	777
				888	999
3.5 *Col* Do the members of the team hold each another responsible for doing their part of the wraparound plan?	(2)	1	0	666	777
				888	999
3.6 *NS* Is there a friend or advocate of the child or family who actively participates on the wraparound team?	(2)	1	0	666	777
				888	999
3.7 *Per* Does the team come up with new ideas for the wraparound plan whenever the family's needs change? *Circle one:* YES NO Does the team come up with new ideas for the wraparound plan whenever something is not working? *Circle one:* YES NO	YES to both questions 2	YES to only one question 1	NO to both questions 0	666 888	777 (999)
3.8 *CB* Are the services and supports in the wraparound plan difficult for the family to access? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	0	(1)	2	666	777
				888	999

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WFI 4-Wraparound Facilitator Form   August 13, 2007 version

Phase 3: Implementation (continued)	Yes	Sometimes Somewhat	No	Missing
3.9 *OB* Does the team assign specific tasks to all team members at the end of each meeting? *Circle one:* (YES) NO Does the team review each team member's follow-through on their tasks at the next meeting? *Circle one:* (YES) NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 777 888 999
3.10 *CC* Do members of the team always use language the family can understand? (NOTE: <u>For family members for whom English is not a first language</u>, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding. <u>For English-speaking caregivers</u>, this means that facilitators and team members translate or do not use professional jargon or acronyms that the caregiver does not understand.)	2	1	(0)	666 777 888 999
3.11 *SB* Does the team create a positive atmosphere around successes and accomplishments at each team meeting?	(2)	1	0	666 777 888 999
3.12 *TB* 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?	(2)	1	0	666 777 888 999
3.13 *Per* Do you think the wraparound process could be discontinued before the family is ready for it to end? *For example, because of time limits, because of the child's behavior, because of a placement change or because of a change in funding or eligibility?*	(0)	1	2	666 777 888 999
3.14 *CC* Do all the members of the team demonstrate respect for the family?	2	(1)	0	666 777 888 999
3.15 *FVC* Does the child or youth have the opportunity to communicate his or her own ideas when the time comes to make decisions?	2	1	0	(666) 777 888 999

WFI 4-Wraparound Facilitator Form August 13, 2007 version

OK, we are almost done. I now want to ask you a few final questions about transition out of wraparound and the future for this youth and family.

Phase 4: Transition		Yes	Sometimes Somewhat	No	Missing
4.1 OB	Has the team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* *Circle one:* YES (NO) Does the team have a plan for when this will occur? *Circle one:* YES NO	YES to both questions 2	YES to only the first question 1	NO to the first question (0)	666 777 888 999
4.2 NS	Has the wraparound process helped the child develop friendships with other youth who will have a positive influence on him or her?	2	1	0	(666) 777 888 999
4.3 OB	Has the wraparound process helped the child to solve her or his own problems?	2	1	0	(666) 777 888 999
4.4 Ind	Has the team helped the child or youth prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?	(2)	1	0	(666) 777 888 999
4.5 Per	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?	2	(1)	0	666 777 888 999
4.6 NS	Has the wraparound process helped the family to develop or strengthen relationships that will support them when wraparound is finished?	(2)	1	0	666 777 888 999
4.7 CB	Do you feel like the child and family will be able to succeed without the formal wraparound process? *In other words, with the help of family, friends, community supports, and key providers, but without formal team meetings or wraparound facilitation.*	2	(1)	0	666 777 888 999
4.8 Per	Will some members of the team be there to support the family when formal wraparound is finished?	(2)	1	0	666 777 888 999

WFI 4-Wraparound Facilitator Form August 13, 2007 version

Thank you for taking the time to complete the interview. Are there any comments you would like to add? We are particularly interested in hearing anything you might want to say about things that have worked well or that would need to be improved around how well wraparound is working for families such as *[name of youth/family]*.

Positive feedback:

_____
_____
_____
_____
_____
_____

Negative feedback:

_____
_____
_____
_____
_____
_____
_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____
_____
_____
_____

Scoring Examples – WFI-4 – Sample #3 (Wraparound Facilitator)
Disk 2, Track 1

Facilitator (Respondent): Jeanette

Interviewer: Eric

SUMMARY

Length: 44:02 minutes

This interview is unique in that the youth is only 2 years old. The family came to be in wraparound through a crisis intervention, and the facilitator was enlisted through formal rather informal means. The information provided about the wraparound process also reflects on only 3 months of the process, which makes some items challenging for the respondent.

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.3	2.3	3.1	4.1
1.4	2.6	3.5	4.2
	2.7	3.7	4.4
	2.11	3.15	

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.3 - *Correct Answer = 0 or 1*

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?

Notes: According to the respondent this happened "relatively early in the process, but it took until about the 3rd meeting". The manual states that this discussion should have occurred in a conversation <u>before the first team meeting</u>, otherwise it should be scored a 0. Given that this was a crisis situation to begin with, the interviewer may choose to score this item a '1', because there was a meeting with the caregiver, facilitator and CPS worker before there was a full team meeting. The respondent reports that in initial meetings, strengths were discussed. Ultimately, this item requires some judgment on the part of the scorer, and may be scored a '0' or a '1'.

ITEM 1.4 - *Correct Answer = 2*

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

Notes: While families may not be able to select all members on the team, the interviewer must determine whether or not the team is made up of people the family wants to be there. If it seems the caregiver wishes other individuals were on the team, or that they did not know they had the option of bringing natural supports on the team, a score of '0' would be appropriate. In this case, the family was given the opportunity and ultimately chose a number of natural supports that will be on the team, so the interviewer assigns a score of '2'.

ITEM 2.3 – *Correct Answer = 0 or 1*

Can you summarize the services, supports, and strategies that are in the family's wraparound plan?

Notes: Though the respondent lists many examples of strategies, the plan this team put together does, at this early stage, lean heavily toward professional services. Even though

Scoring Examples – WFI-4 – Sample #3 (Wraparound Facilitator)

Disk 2, Track 1

Facilitator (Respondent): Jeanette

Interviewer: Eric

there is strong natural support present (grandparents, friends, cousin, neighbor), the respondent still chose 'Mostly professional services', and thus a score of '0' is probably best. However, because of the number of unique and creative strategies that also are described that are not professional services, a score of '1' would also probably be ok. In general, any indication that the plan is mostly (i.e., clearly more than 50%) professional services would yield a score of "0." Be careful to circle the correct number on this item – note that the item is "reverse scored." Thus the score of "2" – the most positive possible score – is in the column under "No."

ITEM 2.5 – *Correct Answer = 666*

Does the wraparound plan include strategies for helping the child get involved with activities in his/her community?

Notes: Item 2.5, as well as 3.3, refer to whether the wraparound plan helps get the youth involved in specific activities. Because the child is so young (2 years old), '666' or 'Not Applicable' is appropriate for these items. (See also items 3.15, 4.2 and 4.3.) In general, when using a missing data code such as '999,' be sure to check which missing variable is used for accuracy.

ITEM 2.6 – *Correct Answer = 0*

Are there members of the wraparound team who do <u>not</u> have a role in implementing the plan?
Notes: The facilitator gave a clear example of a therapist not being able to make it to the meetings. The therapist did not wholly participate much in the meetings, and based on caregiver comments, there may not be full buy in of the plan. The interview must probe and use her or his best judgment in deciding the extent of the participation of the team members. In this case, you would probably score a '0', due to the lack of participation of the therapist in the team process. (It might have been better to not involve the therapist in formal team meetings.) As the manual says, interviewers may ask this question directly or assign a score based on the description of individual team members' roles on the team.

ITEM 2.7 – *Correct Answer = 2*

Does the team brainstorm many strategies to address the family's needs before selecting one?
Notes: The respondent mentions brainstorming early in the process, therefore, this item is assigned a score of '2'. This is an example of an item for which the interviewer got enough information about an item early in the interview, making it unnecessary to ask the item directly.

ITEM 2.11 – *Correct Answer = 1*

During the planning process, did the team take enough time to understand the family's values and beliefs?

Notes: When the interviewer asks if the team took enough time to understand the family's values and beliefs, respondent gives an example of how the auntie, cousin, and she are really coming to know this family and their values, beliefs and styles. For this the interviewer scores a 'YES. However, the second question was scored as 'somewhat', because the respondent states that the plan is "beginning to" be in tune with the family's values and beliefs. Thus, a response of "SOMEWHAT" is assigned to the second part of the question, and the correct score on the item overall is '1'.

Scoring Examples – WFI-4 – Sample #3 (Wraparound Facilitator)
Disk 2, Track 1

Facilitator (Respondent): Jeanette

Interviewer: Eric

ITEM 3.1 – *Correct Answer = 1*

Are important decisions ever made about the child or family when they are not there?

Notes: The respondent does mention some issues with the parent being able to drive decision making. This is common in wraparound processes such as this one, where a CPS worker, CASA, and Therapist are all involved. But because the Facilitator does make a strong effort to re-direct these members to try and bring these decisions to the team, a score of '1' is appropriate.

ITEM 3.6 – *Correct Answer = 2*

Is there a friend or advocate of the child or family who actively participates on the wraparound team?

Notes: Although the youth is only 2 years old, it is important that this parent have friends or advocates on the team. It is clear that the family has some natural supports that act as advocates for the parent and family. Some of these examples include: Neighbor, Grandparents, Friends of Mom, and Cousin of Mom. The respondent did comment that Grandma "gets a little testy", however, in this case a score of '2' would still be appropriate.

ITEM 3.7 – *Correct Answer = 999*

Does the team come up with new ideas for the wraparound plan whenever the family's needs change?

Notes: Item 3.7 was skipped in this interview, and there is not clear information available from other parts of the interview to assign a score. Thus the appropriate score would be '999' or 'Missing/Question was not asked.' In general, when using a missing data code such as '999,' be sure to check which missing variable is used for accuracy.

ITEM 3.15 – *Correct Answer = 666*

Does the child or youth have the opportunity to communicate his or her own ideas when the time comes to make decisions?

Notes: Since this youth is only 2 years old, this question is not applicable. In general, when using a missing data code such as '999,' be sure to check which missing variable is used for accuracy.

ITEM 4.1 – Correct Answer = 0

Has the team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")*

Notes: This particular item is often difficult to interpret, which is the case in this interview. When asked whether or not the team has discussed a plan for when the wraparound process will end, the respondent answers that there has been talk of what to do if funding ends. It is also somewhat clear that this wraparound team is time-limited due to funding. Wraparound is not intended to be an open-ended process, the facilitator and team should frame their mutual work as being geared toward transitioning out of formal wraparound when the family's goals or vision is met, not just when time runs out. Although the team has had to discuss what would happen if funding was lost, there has not yet been a true discussion around transition planning. Even though there is some discussion of the "90 day" rule around funding, per scoring rules, if the answer to the first part of the question is "No," a score of "0" should be given. Thus, the interviewer scores this item as '0'.

Scoring Examples – WFI-4 – Sample #3 (Wraparound Facilitator)
Disk 2, Track 1

Facilitator (Respondent): Jeanette

Interviewer: Eric

ITEM 4.2 – *Correct Answer = 666*

Has the wraparound process helped the child develop friendships with other youth who will have a positive influence on him or her?

Notes: In this example, since the youth is only 2 years old, the interview must score a '666'. Again, be sure to mark the correct missing category, as it can be very useful for evaluators using the data in the future.

ITEM 4.4 *– Correct Answer = 2 or 666*

Has the team helped the child or youth prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?

Notes: Like item 4.2 and 3.15, in this example, the youth is too young to be prepared for his own major transitions, so the interviewer may choose to score '666' for not applicable. However, in some circumstances even if the child is very young, and the caregiver is being affected such that obvious transitions have been positively effected, the interviewer may choose to give an appropriate score for this item.   In this instance, many transitions from formal support by CPS and other professionals to informal supports are described. Thus, a '2' is more appropriate for this item.

Wraparound Fidelity Index 4

Youth Form August 2007 version

Youth's name: _Kevin_____

Caregiver's name: _____

Facilitator's name: _Sarah_____

Interviewer's name: _Betty_____

Today's date: Month _____ Day _____ Year _____

Administration method: (1 Face-to-face) 2 Phone

Start time: _____ am/pm

Length of interview: _____30:56_____ minutes

Project ID:	
Youth/Family ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

---

1. Respondent age ____15.5_____ years

2. Respondent gender (1 Male) 2 Female

3. Do you have a "wraparound team"?

[NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term. PROMPTS may include asking whether the youth has a group of people involved in his/her services that comes together to meet and plan services for the youth and family]

1 No (2 Yes)

If No, For the purposes of this interview, when we ask you about the team please consider all the people that work with you and your family to provide services and supports.

If Yes, We will be asking questions about the team so keep those people in mind as you answer the following questions.

> *Note: Kevin has been in services for 9 years. Had 1 year with Sarah as WF. This interview pertains to that...*

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

---

WFI 4-Youth Form

I am going to ask you some questions about the services and supports you and your family is receiving now and has received since you started receiving services through the wraparound process.

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?**

NOTE: During this discussion, other prompts may include: Who participated in the planning? How did you decide what would be in the plan? Did certain people have more input than others?

Phase 1: Engagement		Yes	Sometimes Somewhat	No	Missing	
1.1 CC	When you first met your wraparound facilitator, were you given time to talk about things you are good at and things you like to do?	2	1	(0)	666 888	777 999
1.2 FVC	Before your first team meeting, did your wraparound facilitator fully explain how the wraparound process would work?	2	1	(0)	666 888	777 999
1.3 SB	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 family?	2	(1)	(0)	(888)	777 999
1.4 TB	Did you help pick the people who would be on your wraparound team?	2	1	(0)	666 888	777 999
1.5 TB	Do you have a friend or advocate who participates actively on your wraparound team?	2	1	(0)	666 888	777 999
1.6 TB	Would you have different people on your team if you could?	0	(1)	2	666 888	777 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4-Youth Form

August 2007 version

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

During this discussion, other prompts may include: Who participated in this planning? How did you decide what would be in the plan? Did you get asked what you wanted?

Phase 2: Planning		Yes	Sometimes Somewhat	No	Missing	
2.1 Col	Did you help to create a written plan that describes how the team will meet your family's needs? *Circle one:* (YES) NO Do you have a copy of the plan? *Circle one:* YES (NO)	YES to both questions 2	YES to only the first quesion (1)	NO to the first question 0	666 888	777 999
2.2 Col	During meetings does your team brainstorm many ideas to meet your needs before picking one?	2	(1)	0	666 888	777 999
2.3 SB	Does the team know what you like and the things that you do well?	2	(1)	0	666 888	777 999
2.4 CB	Does your wraparound plan include things that get you involved with activities in your community? Can you give two examples of those activities: 1. Go to the pool to go swimming 2. Used to go to YMCA (Acting – mentioned later) *Follow scoring rules.* (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	Two examples of community activities. (2)	One example of a community activity. (1)	No examples of community activities. 0	666 888	777 999
2.5 CC	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?	2	(1)	(0)	(888)	777 999
2.6 Ind	Does your wraparound plan include mostly professional services?	(0)	1	2	666 888	777 999
2.7 Ind	If things go wrong or there is a crisis, is there a plan that says what everyone must do?	2	(1)	0	666 888	777 999
2.8 OB	Do you and your family get the help that you need?	2	1	(0)	666 888	777 999

Page 3

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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

Phase 3: Implementation	Yes	Sometimes Somewhat	No	Missing	
3.1 FVC — Are important decisions made about you or your family when you are not there?	0	1	2	666 777 (888) 999	
3.2 Ind — When your wraparound team has a good idea, can it figure out some way to make it happen?	2	(1)	0	666 777 888 999	
3.3 SB — Does your wraparound team get you involved with activities you like and do well? Please give two examples of those activities: 1. Football 2. Acting *Follow scoring rules*	Two examples of activities youth likes and does well. (2)	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. 0	666 777 888 999	
3.4 NS — Do people on the team help you do things with your friends and family?	(2)	1	0	666 777 888 999	
3.5 NS — When things are not going right, does the team help you talk with friends and other people you like to talk to?	2	1	(0)	666 777 888 999	
3.6 Per — Does your team come up with new ideas for your wraparound plan whenever something is not working?	(2)	1	0	666 777 888 999	
3.7 CB — Are the places you go to for services hard to reach because they are far away? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	0	1	(2)	666 777 888 999	

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

	Phase 3: Implementation (continued)	Yes	Sometimes Somewhat	No	Missing	
3.8 CC	Do members of your team always use language you can understand? *(NOTE: For youth for whom English is not a first language, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding.* *For English-speaking youth, this means that facilitators and team members translate or do not use professional jargon or acronyms that the youth does not understand.)*	2	(1)	0	666 888	777 999
3.9 SB	Do your wraparound team meetings make you feel good about your successes and accomplishments?	(2)	1	0	666 888	777 999
3.10 TB	Does everyone on your team talk and give their ideas during your wraparound team meeting?	2	(1)	0	666 888	777 999
3.11 Per	Do you think you could get "kicked out" of wraparound before you or your family is ready for it to end? *For example, because of time limits, because of your behavior, or because of a placement change?*	0	1	(2)	666 888	777 999
3.12 CC	Do all the members of your team show respect for you and your family?	2	(1)	0	666 888	777 999
3.13 FVC	Do you have the chance to give your ideas during the wraparound team meetings?	2	1	(0)	666 888	777 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

OK, we're almost done. I now want to ask you a few final questions about wraparound and the future for you and your family.

Phase 4: Transition	Yes	Sometimes Somewhat	No	Missing	
4.1 OB — Has your team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* *Circle one:* YES (NO) Does your team have a plan for when this will occur? *Circle one:* YES (NO)	YES to both questions 2	YES to only the first question 1	NO to the first question (0)	666 777 888 999	
4.2 NS — Has the wraparound process helped you and your family to develop relationships with people who will support you when wraparound is finished?	2	1	(0)	666 777 888 999	
4.3 NS — Has the wraparound process helped you become friends with other youth in the community?	2	1	(0)	666 777 888 999	
4.4 Ind — Has your team helped you prepare for major changes (e.g., new school, new residential placement, independent living)?	2	1	(0)	666 777 888 999	
4.5 Per — Will people on your team be there to help you when wraparound is finished?	(2)	(1)	0	666 777 888 999	

WFI 4-Youth Form

Thank you for taking the time to complete this interview. Are there any comments you would like to add, like what have been the best things about your wraparound? What has not gone well or could be improved?

Positive feedback:

_____
_____
_____
_____
_____
_____

Negative feedback:

_____
_____
_____
_____
_____
_____
_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____
_____
_____
_____

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

Scoring Examples – WFI-4 – Sample #4 (Youth)
Disk 2, Track 2

Youth (Respondent): Kevin
Interviewer: Betty

SUMMARY

Length: 30:56 minutes
This interview is conducted with a 15 year old youth. This youth has been in services for 9 years, but the interview applies only to the last 1 year. The family is transitioning from an old facilitator to the new one, which they have had for approximately one year. This is an example of a lower fidelity wraparound team.

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.1	2.1	3.1	4.1
1.3	2.4	3.2	4.5
1.5	2.5	3.3	
1.6	2.7	3.12	
	2.8		

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.1 – *Correct Answer = 0*
When you first met your wraparound facilitator, were you given time to talk about things you are good at and things you like to do?
Notes: This item was given a score of '0' because the youth stated he 'only met her like 4 times in a big group'. Ideally, facilitators will have time to meet the youth and family and talk about strengths and abilities before any team meetings occur.

ITEM 1.3 – *Correct Answer = 1, 0, 888*
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 family?
Notes: This is a difficult item to score, and leaves much to interviewer interpretation. The youth answers, "yes and no". He then goes on to say that he "does not know", and that his parent may have had a chance to do this, but he may not have. It could be possible to score this item as '1', giving the benefit of the doubt in that it may have happened, but the youth does not remember. Conversely, one could score '0' and trust the youth's memory that if the youth did have the opportunity to do this, he would remember. You could also score '888', because he does state that he doesn't know at one point. In this example, the interviewer gave the benefit of the doubt and assigned a score of '1.'

ITEM 1.5 – *Correct Answer = 0*
Do you have a friend or advocate who participates actively on your wraparound team?
Notes: This youth replies that he "doesn't want one" when asked if there is a friend or advocate on his team. When probed further, the youth states that he didn't think he could have a friend or advocate on the team if he did want one. The interviewer scored this item a '0' because the youth should be provided an opportunity to bring in a natural support if so desired. In addition, one reason to assign a score of '0' is that even if a youth states he or she does not want a friend or advocate, a skilled facilitator should be able to help the youth get to that point by making the wraparound process non-threatening for the youth.

Scoring Examples – WFI-4 – Sample #4 (Youth)

Disk 2, Track 2

Youth (Respondent): Kevin
Interviewer: Betty

ITEM 1.6 – *Correct Answer = 1*

Would you have different people on your team if you could?

Notes: This item may be difficult to score, as the youth replies that he "would rather not have my teachers there; They tell the team about (me) not doing well in school". It would be up to the interviewer to probe further to determine if the youth would make serious changes to the current team. The youth did express that some people on the team "talk about you like you're not there". For this reason and the statement about the teacher, this item was scored a '1'.

ITEM 2.1 – *Correct Answer = 1*

Did you help to create a written plan that describes how the team will meet your family's needs?

Notes: On this item, the youth is sure that there was a written plan created, however, he does not have a copy of the plan. Even though his parent may have a copy of the plan, this item is scored as '1,' because the youth should ideally feel like the plan is his plan, and thus that he would want to have a copy for himself.

ITEM 2.4 – *Correct Answer = 1 or 2*

Does your wraparound plan include things that get you involved with activities in your community?

Notes: 'Community activity' means an activity attended predominantly by peers who do not have a need for special supports. Examples include sports teams, art class, etc.. In this case, the team took in to account the youth's athletic ability and incorporated it into the plan by getting the youth to the community pool. The item will score at least a '1' based on this. The youth also stated that he "used to go to the YMCA". It is unclear whether or not this was an activity supported by natural or professional supports. It may be possible to give either a '2' or a '1' for this item. In this case, the interviewer assigned a score of '2,' since there was evidence that the team has gotten the youth involved in more than one activity over the life of the wraparound process.

ITEM 2.5 – *Correct Answer = 1, 0, 888*

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?

Notes: This item is difficult to score. At first the youth answers "some" team members ask about what he likes and believes in. After further probing, the youth then says 'no'. But the interviewer says it's ok if you don't know. The youth responds, "o.k.". This would be a good opportunity for the interviewer to probe further, and ask the item directly. However, as it stands, you may choose to score a '0', '1', or '888' because the youth may not know the answer.

ITEM 2.7 – *Correct Answer = 1*

If things go wrong or there is a crisis, is there a plan that says what everyone must do?

Notes: This is another opportunity to probe further in an interview. It appears the youth is somewhat confused by the question, asking, "What is a crisis? Like if there is a fire?" The interviewer continues to talk with the youth about what a crisis might entail. The youth then speaks about steps the team has discussed regarding avoiding arguments and how to react to conflict in the family. This alludes to some discussion of a crisis plan. For this, the interviewer assigned a score of '1'.

Scoring Examples – WFI-4 – Sample #4 (Youth)
Disk 2, Track 2

Youth (Respondent): Kevin
Interviewer: Betty

ITEM 2.8 – *Correct Answer = 0*

Do you and your family get the help that you need?

Notes: This item was scored with a '0'. Although the youth first answers, "yes and no", he goes on to describe how the family has asked for things, and still no one has gotten what they have asked for. This would allude to a lack of adequate and successful planning.

ITEM 3.1 – *Correct Answer = 888*

Are important decisions made about you or your family when you are not there?

Notes: This youth is somewhat unclear about whether or not decisions are made with out him there. He may have a feeling about it, but he is not sure enough to answer. This is a good opportunity to utilize the '888' response ("Don't know"), which is more accurate than guessing about what is happening on this team.

ITEM 3.2 – *Correct Answer = 1*

When your wraparound team has a good idea, can it figure out some way to make it happen?

Notes: The youth uses this opportunity to express frustration over losing the old wraparound facilitator. It may be that the old facilitator would find a way to make things happen for the family. The youth used the example of the points system, which he mentions is getting started back up again. In the end, the combination of concerns about whether positive ideas can be made to happen along with expression of some success in this area yields a score of '1'.

ITEM 3.3 – *Correct Answer = 2*

Does your wraparound team get you involved with activities you like and do well?

Notes: This is a clear example of 2 activities that the youth likes and does well, football and acting. These are activities that build on the youth's strengths. The example of acting also provides another example of a community activity for item 2.4, helping confirm the score assigned of '2' for that item.

ITEM 3.12 – *Correct Answer = 1*

Do all the members of your team show respect for you and your family?

Notes: In this item, the youth brings up the teacher that he mentioned in an earlier item. The youth feels that this teacher does not show him respect, however, this teacher seems to be the only example of such. Therefore, the interviewer scores this item a '1'.

ITEM 4.1 – *Correct Answer = 0*

Has your team discussed a plan for how the wraparound process will end?

Notes: In this item, the youth feels that services may be "going on for a while". He mentions that he and his brother know they need to get their life together and be independent, but there was no discussion of when or how this would happen.

ITEM 4.5 – *Correct Answer = 1 or 2*

Will people on your team be there to help you when wraparound is finished?

Notes: The final item on the youth form is somewhat hard to score. The youth ultimately says that he feels his current facilitator will be there, and that he may "continue to give her a call". The youth does mention that the facilitator "is a nice person, but she is hard to get a hold of". It is up to the interviewer to determine whether this would score as a '2' or a '1'. This may be an opportunity for further probing.

Wraparound Fidelity Index 4

Caregiver Form August 13, 2007 version

Youth's name: _Kevin_

Caregiver's name: _Teri_

Facilitator's name: _Sarah_

Interviewer's name: _Betty_

Today's date: Month _____ Day _____ Year _____

Administration method: (1 Face-to-face)   2 Phone

Start time: _____ am/pm

Length of interview: _38:20_ minutes

Project ID:	
Youth ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

---

1. What is the primary caregiver's relationship to _____ (*child's name*)?   (*Check one*)

- (1) Birth parent
- 2 Adoptive parent
- 3 Foster parent
- 4 Live-in partner of parent
- 5 Sibling
- 6 Aunt or uncle
- 7 Grandparent
- 8 Cousin
- 9 Other family relative
- 10 Friend (adult friend)
- 11 Step parent
- 12 Other _____ (*please specify*)

If not a birth parent read: 1a. Does one or more of the child or youth's birth parents participate on the wraparound team or in services for [*child's name*]?   Yes   No

Details: _____

2. Who has legal custody of _____ (*child's name*)? **(Circle one)**
- (1) Two birth parents OR one birth parent and one stepparent
- 2 Birth mother only
- 3 Birth father only
- 4 Adoptive parent(s)
- 5 Foster parent(s)
- 6 Sibling(s)
- 7 Aunt and/or uncle
- 8 Grandparent(s)
- 9 Friend(s)
- 10 Ward of the State
- 11 Other _____ (*please specify*)

3. Has your child ever been in the custody of the state?   (1 No)   2 Yes

---

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

4. Is your child currently receiving Wraparound? 1 No (2 Yes)

> *If **Yes,*** How many months has the youth been receiving Wraparound? 9 (years) months

> *If **No***, Has your child received Wraparound in the past?
>
> 1 No 2 Yes

> *Training note*: Since this interview was conducted, a question on this form about the permanency plan has been removed.

> *If **Yes***, How many months did your child receive Wraparound?
>
> _____ months

5. Do you have a "wraparound team"?
   [NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term. PROMPTS may include asking whether the family has a group of people involved in services for the child or youth that comes together to meet and plan services for the child or youth and family]

   1 No (2 Yes)

If Yes, We will be asking questions about the team so keep those people in mind as you answer the following questions. Who is on that wraparound team? ***List below (Roles, not names)***

Facilitator	Mother		
Family Sup. Partner	Youth		
Child & Family Support Services	Teacher		
Direct support worker	Therapist (CFSS)		

If No, For the purposes of this interview, when we ask you about 'the wraparound team,' please consider the people that work with the youth and his or her family to provide services and supports.

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4- Caregiver 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.

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?

[Note: During this discussion, other prompts may include: What did (your facilitator) tell you about what wraparound would be like? How did you decide who would be on your wraparound team?]

Phase 1: Engagement	Yes	Sometimes Somewhat	No	Missing	
1.1 *CC* — When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions? *Circle one:* (YES) NO — Did this process help you appreciate what is special about your family? *Circle one:* (YES) NO	YES to both questions **(2)**	YES to only the first question 1	NO to the first question 0	666	777
				888	999
1.2. *FVC* — Before your first team meeting, did your wraparound facilitator fully explain the wraparound process and the choices you could make?	**(2)**	1	0	666	777
				888	999
1.3 *SB* — At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past for your child and family?	**(2)**	1	0	666	777
				888	999
1.4 *TB* — Did you select the people who would be on your wraparound team?	**(2)**	1	0	666	777
				888	999
1.5 *TB* — Is it difficult to get team members to attend team meetings when they are needed?	**(0)**	**(1)**	2	666	777
				888	999
1.6 *OB* — Before your first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for your child and your family?	2	**(1)**	0	666	777
				888	999

WFI 4- Caregiver Form

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

During this discussion, other prompts may include: Who participated in this planning? How did you decide what would be in the plan? Did certain people have more input than others?

Phase 2: Planning		Yes	Sometimes Somewhat	No	Missing
2.1 Col	Did you and your team plan and create a written plan of care (or wraparound plan, child and family plan) that describes how the team will meet your child's needs? *Circle one:* (YES) NO Do you have a written copy of the plan? *Circle one:* YES (NO)	YES to both questions 2	YES to only the first question (1)	NO to the first question 0	666 777 888 999
2.2 TB	Did the team develop any kind of written statement about what the future will look like for your child and family, or what the team will achieve for your child and family? (*PROMPTS: This statement might be a mission statement for the team or vision statement for the family. It may also be a statement of the ultimate goal for the team. The statement should be a 'big picture' statement and different than individual goals in the wraparound plan.*) *Circle one:* (YES) NO Can you describe what your team's mission says? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.3 Ind	Does your wraparound plan include mostly professional services?	(0)	1	2	666 777 888 999
2.4 SB	Are the supports and services in your wraparound plan connected to the strengths and abilities of your child and family? (*PROMPTS: Strengths are the positive things your child and family members do well.* *Do the strategies in your plan <u>use</u> your child and family's strengths? Do they <u>help build</u> your child and family's strengths and abilities?*)	2	1	(0)	666 777 888 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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Phase 2: Planning (continued)	Yes	Sometimes Somewhat	No	Missing
2.5 *CB* Does the wraparound plan include strategies for helping your child get involved with activities in her or his community? Please give two examples of those activities: 1. Camping (w/ support staff) 2. Boy scouts (don't know if team got involved) *Follow scoring rules.* (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	Two examples of community activities. 2	One example of a community activity. (1)	No examples of community activities. 0	666 777 888 999
2.6 *Col* Are there members of your wraparound team who do <u>not</u> have a role in implementing your plan?	0	(1)	2	666 777 888 999
2.7 *Col* Does your team brainstorm many strategies to address your family's needs before selecting one?	(2)	1	0	666 777 888 999
2.8 *Ind* Is there a crisis or safety plan that specifies what everyone must do to respond to a crisis? *Circle one:* YES (NO) Does this plan also specify how to prevent crises from occurring? *Circle one:* YES NO	YES to both questions 2	YES to only the first question 1	NO to the first question (0)	666 777 888 999
2.9 *CB* Do you feel confident that, in the event of a major crisis, your team can keep your child or youth in the community? (SUGGESTED PROMPTS: i.e., not immediately placed in a hospital, jail, residential treatment center)	2	1	(0)	666 777 888 999
2.10 *FVC* Do you feel like other people on your team have higher priority than you in designing your wraparound plan?	0	(1)	2	666 777 888 999
2.11 *CC* During the planning process, did the team take enough time to understand your family's values and beliefs? *Circle one:* YES (SOMEWHAT) NO Is your wraparound plan in tune with your family's values and beliefs? *Circle one:* YES SOMEWHAT (NO)	YES to both questions 2	YES to only one question 1	NO to both questions (0)	666 777 888 999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4- Caregiver Form

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

Phase 3: Implementation	Yes	Sometimes Somewhat	No	Missing	
3.1 FVC — Are important decisions made about your child or family when you are not there?	0	(1)	2	666	777
				888	999
3.2 Ind — When your wraparound team has a good idea for a support or service for your child, can it find the resources or figure out some way to make it happen?	2	(1)	0	666	777
				888	999
3.3 SB — Does your wraparound team get your child involved with activities she or he likes and does well? Please give two examples of those activities: 1. Football camp 2. Swimming, biking, camping *Follow scoring rules*	Two examples of activities youth likes and does well. (2)	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. 0	666	777
				888	999
3.4 NS — Does the team find ways to increase the support you get from your friends and family?	2	1	(0)	666	777
				888	999
3.5 Col — Do the members of your team hold one another responsible for doing their part of the wraparound plan?	2	1	(0)	666	777
				888	999
3.6 NS — Is there a friend or advocate of your child or family who actively participates on the wraparound team?	2	1	(0)	666	777
				888	999
3.7 Per — Does your team come up with new ideas for your wraparound plan whenever your needs change? *Circle one:* YES (NO) — Does your team come up with new ideas for your wraparound plan whenever something is not working? *Circle one:* YES (NO)	YES to both questions	YES to only one question	NO to both questions	666	777
	2	1	(0)	888	999
3.8 CB — Are the services and supports in your wraparound plan difficult for your family to access? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	(0)	1	2	666	777
				888	999

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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Phase 3: Implementation (continued)		Yes	Sometimes Somewhat	No	Missing	
3.9 *OB*	Does the team assign specific tasks to all team members at the end of each meeting? *Circle one:* (YES) NO — Does the team review each team member's follow-through on their tasks at the next meeting? *Circle one:* (YES) NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 888	777 999
3.10 *CC*	Do members of your team always use language you can understand? *(NOTE: For caregivers for whom English is not a first language, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding.* *For English-speaking caregivers, this means that facilitators and team members translate or do not use professional jargon or acronyms that the caregiver does not understand.)*	(2)	1	0	666 888	777 999
3.11 *SB*	Does your team create a positive atmosphere around successes and accomplishments at each team meeting?	2	1	(0)	666 888	777 999
3.12 *TB*	Does your 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?	(2)	1	0	666 888	777 999
3.13 *Per*	Do you think your wraparound process could be discontinued before you or your family is ready for it to end? *For example, because of time limits, because of your child's behavior, because of a placement change, or a change in funding or eligibility?*	(0)	1	2	666 888	777 999
3.14 *CC*	Do all the members of your team demonstrate respect for you and your family?	(2)	1	0	666 888	777 999
3.15 *FVC*	Does your child have the opportunity to communicate his or her own ideas when the time comes to make decisions?	2	1	(0)	666 888	777 999

OK, we're almost done. I now want to ask you a few final questions about wraparound and the future for your child and family.

Phase 4: Transition		Yes	Sometimes Somewhat	No	Missing	
4.1 OB	Has your team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* *Circle one:* YES (NO) Does your team have a plan for when this will occur? *Circle one:* YES NO	YES to both questions 2	YES to only the first question 1	NO to the first question (0)	666 888	777 999
4.2 NS	Has the wraparound process helped your child develop friendships with other youth who will have a positive influence on her or him?	2	1	(0)	666 888	777 999
4.3 OB	Has the wraparound process helped your child to solve her or his own problems?	2	1	(0)	666 888	777 999
4.4 Ind	Has your team helped you and your child prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?	2	1	(0)	666 888	777 999
4.5 Per	After formal wraparound has ended, do you think that the process will be able to be "re-started" if you need it?	(2)	1	0	666 888	777 999
4.6 NS	Has the wraparound process helped your family to develop or strengthen relationships that will support you when wraparound is finished?	2	1	(0)	666 888	777 999
4.7 CB	Do you feel like you and your family will be able to succeed without the formal wraparound process? *In other words, with the help of family, friends, community supports, and key providers, but without formal team meetings or wraparound facilitation.*	2	1	(0)	666 888	777 999
4.8 Per	Will some members of your team be there to support you when formal wraparound is finished?	2	1	(0)	666 888	777 999

Thank you for taking the time to complete this interview. Are there any comments you would like to add, like what have been the best things about your wraparound? What has not gone well or could be improved?

Positive feedback:

_____
_____
_____
_____
_____
_____

Negative feedback:

_____
_____
_____
_____
_____
_____
_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____
_____
_____
_____

Scoring Examples – WFI-4 – Sample #5 (Caregiver)

Disk 3, Track 1

Caregiver (Respondent): Teri
Interviewer: Betty

SUMMARY

Length: 38:20 minutes

This interview takes place with a caregiver with significant experience with the child and family team (wraparound) process. In addition to the youth focused on in this interview also has another youth on a different wraparound team. She has had both negative and positive experiences in wraparound over the years. In this interview, they try to speak of the wraparound services that the family has been receiving over the last year. [NOTE: The youth whose wraparound is being discussed was interviewed in Track 4 (CD 2 Track 2) of this training toolkit.]

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.1	2.1	3.3	4.5
1.4	2.2	3.6	
1.5	2.5	3.7	
	2.11	3.11	
		3.13	

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.1 - *Correct Answer = 2*

When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions?

Notes: The interviewer does a nice job on this item, in clarifying whether or not the family had enough time to talk about their strengths, beliefs and traditions. The first part of this item was clear, as the caregiver responded that the facilitator really "tried to get to know us". When the second part of the question was not as clear, the interviewer asks the caregiver, "So she got an appreciation of what your family is all about?" The caregiver answers 'Yes', and therefore this was ultimately scored as a '2'. It is possible that a '1' would be more appropriate here, because the respondent did not specifically state that the process was adequately intensive to reinforce the caregiver's notions of the strengths and abilities of the family, but ultimately, the interviewer erred on the side of a '2'.

ITEM 1.4 - *Correct Answer =2*

Did you select the people who would be on your wraparound team?

Notes: This item is difficult to score at first. The respondent answers that members were chosen on her team "a lot by chance". However, she goes on to clarify that of all the "people that came and went on the team we chose, especially teachers". She clarifies that yes, she did select people who would be on her wraparound team.

ITEM 1.5 – *Correct Answer = 0 or 1*

Is it difficult to get team members to attend team meetings when they are needed?
Notes: This is another item where interviewer discretion will influence the final score assigned. When asked if it's difficult to get team members to attend, the caregiver responds

Scoring Examples – WFI-4 – Sample #5 (Caregiver)

Disk 3, Track 1

Caregiver (Respondent): Teri
Interviewer: Betty

that Sara (Facilitator) has had a hard time coordinating, and it's not always easy, they are having challenges getting people together. If important persons are not on the team and/or attending meetings, this item may be scored as a '1' or '0', depending on how disadvantageous the situation is for the family. In this instance, the interviewer went with a '1,' but either could be assigned.

Be careful to circle the correct response! Note that the item is "underline reverse scored." Thus the score of "2" – the most positive possible score – is in the column under "No," where, for the previous four items, the lowest possible score of "0" is located.

ITEM 2.1 – *Correct Answer = 1*

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

Notes: This respondent is clear that there is a written plan; however, the youth and/or family do not have a copy of the plan. This item can be somewhat confusing, because everyone signs the plan, yet they do not have a copy. Per scoring rules, this yields a score of '1'. Note that this item determines not only if a written plan exists, but that the family had a role in its development. Since the respondent indicates that they were involved in its creation, credit was given for the first part of the item.

ITEM 2.2 – *Correct Answer = 2*

Did the team develop any kind of written statement about what the future will look like for your child and family, or what the team will achieve for your child and family?

Notes: This item can be somewhat confusing, but it seems clear to this interviewer that the team has developed a vision, and the caregiver determines that it is a written statement. There is a question as to whether or not the vision statement is from 'Kevin's perspective'. The ultimate intent for this item, however, is to determine whether the team has adopted a longer-range vision for the team or family, that extends beyond immediate goals and needs. The interviewer assessed that this was true, and assigned a score of '2'.

ITEM 2.5 – *Correct Answer = 1*

Does the wraparound plan include strategies for helping your child get involved with activities in her or his community?

Notes: This is another tough one to score. The caregiver gives two examples, 1) Camping (with support staff) and 2) Boy scouts (with church). The first example would not qualify as a community activity, because it is done with support staff. That would mean the highest possible score on this item would be '1'. The question is whether or not to give credit for the 'Boy scouts' example, since information provided suggests that was not necessarily a strategy set up by the wraparound team. This interviewer gives credit for the example, as it is a good community activity that has remained in the youth's life through this point. Therefore, we give credit for one example, and, per scoring rules, assign a score of '1'.

ITEM 2.11 – *Correct Answer = 0*

During the planning process, did the team take enough time to understand your family' values and beliefs?

Notes: This item on this sample WFI-4 interview illuminates the unique scoring rule for the 2-part item 2.11. Specifically, it is necessary to achieve two "YES" answers for a score of '2' or one "YES" answer to achieve a score of '1'. In this example, the respondent states that the

Scoring Examples – WFI-4 – Sample #5 (Caregiver)

Disk 3, Track 1

Caregiver (Respondent): Teri
Interviewer: Betty

team "kind of" took the time to understand the family's values and beliefs. For the second part, the respondent suggested that the plan is "generic," and not really in line with their values and beliefs. This yields a score of '0,' because neither of the parts of the 2 part item was clearly a "YES" from the perspective of the respondent. The first part of the question was "kind of," or SOMEWHAT, and the second part is likely a NO. This is a good example of how the individual questions about cultural competence on this item need to be strongly endorsed by the respondent in order to award full or partial credit.

ITEM 3.3 – *Correct Answer = 2*

Does your wraparound team get your child involved with activities she or he likes and does well?

Notes: This item is similar to item 2.5; however the focus of this item is activities that the youth "likes and does well," as opposed to taking place in the community. In this case, the caregiver gave several examples, such as, football camp, swimming, biking, and camping. Even though some of these activities may have taken place with support staff, they were all examples of things that the youth liked and did well. It is important to note that some of these examples <u>may</u> be used to help score item 2.5, if they are clear examples of activities that also took place in the community with peers. (However, in this instance, these examples do not necessarily provide additional such examples for item 2.5.)

ITEM 3.6 – *Correct Answer = 0*

Is there a friend or advocate of your child or family who actively participates on the wraparound team?

Notes: This item assess whether the family has a friend, family member, or advocate who attends team meetings and participates actively in decision making. Even though the caregiver mentions a family support partner, she comments that the family partner seems overwhelmed. Without any other friends, family or natural supports to speak of, this item is scored a '0', as the team is not successful in finding such supports for the family.

ITEM 3.7 – *Correct Answer = 0*

Does your team come up with new ideas for your wraparound plan whenever your needs change?

Notes: On this item, the caregiver answers 'No' for the first question, and 'Sometimes' for the second question. On any of these two-part questions, when a respondent answers "Sometimes', it is best to clarify whether they would be more inclined to say "yes" or "no." In this instance, since "Sometimes" was the response, the interviewer did not clarify, but correctly counted the response as a 'No,' because it was not a clear "Yes" response. Thus, this item would be scored a '0'. If the answer to both questions is a clear and definitive 'Yes', award '2' points. If it is 'Yes' to only one question, award '1' point.

ITEM 3.11 – *Correct Answer = 0*

Does your team create a positive atmosphere around successes and accomplishments at each team meeting?

Notes: The atmosphere at team meetings should be positive and emphasize successes and accomplishments, even when things are challenging. Given the caregiver's comments regarding the meetings always focusing on crises, the interviewer scored a '0'.

ITEM 3.13 – *Correct Answer = 0*

Do you think your wraparound process could be discontinued before you or your family is ready for it

Scoring Examples – WFI-4 – Sample #5 (Caregiver)
Disk 3, Track 1

Caregiver (Respondent): Teri
Interviewer: Betty

to end?

Notes: The caregiver answers quite clearly that she does sometimes worry that her wraparound services could come to an end before the youth and family is ready. The wraparound process is intended to ensure that services and supports will endure as long as they are needed, and the family should perceive that "unconditional" support. The family and youth should feel that problems encountered will be solved by the team together, and the plan will change if it is not working. The respondent does not express this confidence, and thus a '0' was assigned. It is possible that some interviewers might assign a '1,' but '0' is the more appropriate score. Be careful in scoring this item, as it is a 'Reverse Scored Item' – be sure to circle the right option!

ITEM 4.5 – *Correct Answer = 2*

After formal wraparound has ended, do you think that the process will be able to be "re-started" if you need it?

Notes: This item often takes interviewer interpretation, is it asks the caregiver a hypothetical question. In this case, the caregiver answers that she thinks it probably could be restarted. It would be best to ask the respondent directly whether they think "Yes," "Somewhat," or "No," but in this instance, the interviewer gives a score of '2,' since the respondent is able to answer with fair confidence that the process could be re-started if necessary.

Wraparound Fidelity Index 4

Caregiver Form August 13, 2007 version

Youth's name: ___Tyrone___

Caregiver's name: ___Pat___

Facilitator's name: ___Connie___

Interviewer's name: ___Eric___

Today's date: Month _____ Day _____ Year _____

Administration method: 1 Face-to-face (2 Phone)

Start time: _____ am/pm

Length of interview: ___37:40___ minutes

Project ID:	
Youth ID:	
Caregiver ID:	
Facilitator ID:	
Interviewer ID:	
Timeframe:	

---

1. What is the primary caregiver's relationship to _____ (*child's name*)?   (*Check one*)

   (1) Birth parent   2 Adoptive parent
   3 Foster parent   4 Live-in partner of parent
   5 Sibling   6 Aunt or uncle
   7 Grandparent   8 Cousin
   9 Other family relative   10 Friend (adult friend)
   11 Step parent   12 Other _____ (*please specify*)

If not a birth parent read: 1a. Does one or more of the child or youth's birth parents participate on the wraparound team or in services for [*child's name*]?   Yes   No

Details: _____

2. Who has legal custody of _____ (*child's name*)?   **(Circle one)**

   (1) Two birth parents OR   2 Birth mother only
       one birth parent and
       one stepparent
   3 Birth father only   4 Adoptive parent(s)
   5 Foster parent(s)   6 Sibling(s)
   7 Aunt and/or uncle   8 Grandparent(s)
   9 Friend(s)   10 Ward of the State
   11 Other _____ (*please specify*)

3. Has your child ever been in the custody of the state? (1 No)   2 Yes

---

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

4. Is your child currently receiving Wraparound?   1 No   (2 Yes)

            *If **Yes**,* How many months has the youth been receiving Wraparound?   ___6___ months

            *If **No***, Has your child received Wraparound in the past?

                                                  1 No   2 Yes

> **Training note**: Since this interview was conducted, a question on this form about the permanency plan has ~~been removed~~

                        *If **Yes**,* How many months did your child receive Wraparound?

                                                  _____ months

5. Do you have a "wraparound team"?
    [NOTE: Also may be referred to as a 'child and family team,' 'interagency team' or other term. PROMPTS may include asking whether the family has a group of people involved in services for the child or youth that comes together to meet and plan services for the child or youth and family]

                                                  1 No   (2 Yes)

If Yes**,* We will be asking questions about the team so keep those people in mind as you answer the following questions. Who is on that wraparound team? ***List below (Roles, not names)

Facilitator	Daughter		
Family Sup. Partner	School teacher		
Grandmother	Minister		
Youth	Mother		

If No, For the purposes of this interview, when we ask you about 'the wraparound team,' please consider the people that work with the youth and his or her family to provide services and supports.

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

WFI 4- Caregiver 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.

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?

[Note: During this discussion, other prompts may include: What did (your facilitator) tell you about what wraparound would be like? How did you decide who would be on your wraparound team?]

Phase 1: Engagement	Yes	Sometimes Somewhat	No	Missing	
1.1 *CC* — When you first met your wraparound facilitator, were you given time to talk about your family's strengths, beliefs, and traditions? *Circle one:* (YES) NO — Did this process help you appreciate what is special about your family? *Circle one:* (YES) NO	YES to both questions **(2)**	YES to only the first question 1	NO to the first question 0	666 888	777 999
1.2. *FVC* — Before your first team meeting, did your wraparound facilitator fully explain the wraparound process and the choices you could make?	**(2)**	1	0	666 888	777 999
1.3 *SB* — At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past for your child and family?	**(2)**	1	0	666 888	777 999
1.4 *TB* — Did you select the people who would be on your wraparound team?	**(2)**	1	0	666 888	777 999
1.5 *TB* — Is it difficult to get team members to attend team meetings when they are needed?	**(0)**	**(1)**	2	666 888	777 999
1.6 *OB* — Before your first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for your child and your family?	**(2)**	1	0	666 888	777 999

WFI 4- Caregiver Form

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

During this discussion, other prompts may include: Who participated in this planning? How did you decide what would be in the plan? Did certain people have more input than others?

Phase 2: Planning		Yes	Sometimes Somewhat	No	Missing
2.1 Col	Did you and your team plan and create a written plan of care (or wraparound plan, child and family plan) that describes how the team will meet your child's needs? *Circle one:* (YES) NO Do you have a written copy of the plan? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.2 TB	Did the team develop any kind of written statement about what the future will look like for your child and family, or what the team will achieve for your child and family? (*PROMPTS: This statement might be a mission statement for the team or vision statement for the family. It may also be a statement of the ultimate goal for the team. The statement should be a 'big picture' statement and different than individual goals in the wraparound plan.*) *Circle one:* (YES) NO Can you describe what your team's mission says? *Circle one:* (YES) NO	YES to both questions (2)	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.3 Ind	Does your wraparound plan include mostly professional services?	0	(1)	2	666 777 888 999
2.4 SB	Are the supports and services in your wraparound plan connected to the strengths and abilities of your child and family? (*PROMPTS: Strengths are the positive things your child and family members do well.* *Do the strategies in your plan use your child and family's strengths? Do they help build your child and family's strengths and abilities?*)	(2)	1	0	666 777 888 999

WFI 4- Caregiver Form

August 13 2007 version

Phase 2: Planning (continued)	Yes	Sometimes Somewhat	No	Missing
2.5 *CB* Does the wraparound plan include strategies for helping your child get involved with activities in her or his community? Please give two examples of those activities: 1. Boy scouts 2. Summer Rec. *Follow scoring rules.* (SUGGESTED PROMPTS: After school activities, activities with a church, volunteer activities, recreational activities with normal peers)	Two examples of community activities. **(2)**	One example of a community activity. 1	No examples of community activities. 0	666 777 888 999
2.6 *Col* Are there members of your wraparound team who do <u>not</u> have a role in implementing your plan?	**(0)**	**(1)**	2	666 777 888 999
2.7 *Col* Does your team brainstorm many strategies to address your family's needs before selecting one?	**(2)**	1	0	666 777 888 999
2.8 *Ind* Is there a crisis or safety plan that specifies what everyone must do to respond to a crisis? *Circle one:* (YES) NO Does this plan also specify how to prevent crises from occurring? *Circle one:* (YES) NO	YES to both questions **(2)**	YES to only the first question 1	NO to the first question 0	666 777 888 999
2.9 *CB* Do you feel confident that, in the event of a major crisis, your team can keep your child or youth in the community? (SUGGESTED PROMPTS: i.e., not immediately placed in a hospital, jail, residential treatment center)	**(2)**	1	0	666 777 888 999
2.10 *FVC* Do you feel like other people on your team have higher priority than you in designing your wraparound plan?	0	1	**(2)**	666 777 888 999
2.11 *CC* During the planning process, did the team take enough time to understand your family's values and beliefs? *Circle one:* (YES) SOMEWHAT NO Is your wraparound plan in tune with your family's values and beliefs? *Circle one:* (YES) SOMEWHAT NO	YES to both questions **(2)**	YES to only one question 1	NO to both questions 0	666 777 888 999

Page 5

Missing Data Codes: 666 Not Applicable; 777 Refused; 888 Don't Know; 999 Missing/Question Was Not Asked

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

Phase 3: Implementation		Yes	Sometimes Somewhat	No	Missing	
3.1 FVC	Are important decisions made about your child or family when you are not there?	0	1	(2)	666 888	777 999
3.2 Ind	When your wraparound team has a good idea for a support or service for your child, can it find the resources or figure out some way to make it happen?	2	(1)	0	666 888	777 999
3.3 SB	Does your wraparound team get your child involved with activities she or he likes and does well? Please give two examples of those activities: 1. Basketball 2. Boy scouts *Follow scoring rules*	Two examples of activities youth likes and does well. (2)	One example of an activity youth likes and does well. 1	No examples of activities youth likes and does well. 0	666 888	777 999
3.4 NS	Does the team find ways to increase the support you get from your friends and family?	(2)	1	0	666 888	777 999
3.5 Col	Do the members of your team hold one another responsible for doing their part of the wraparound plan?	(2)	1	0	666 888	777 999
3.6 NS	Is there a friend or advocate of your child or family who actively participates on the wraparound team?	(2)	1	0	666 888	777 999
3.7 Per	Does your team come up with new ideas for your wraparound plan whenever your needs change? *Circle one:* (YES) NO Does your team come up with new ideas for your wraparound plan whenever something is not working? *Circle one:* (YES) NO	YES to both questions (2)	YES to only one question 1	NO to both questions 0	666 888	777 999
3.8 CB	Are the services and supports in your wraparound plan difficult for your family to access? *(SUGGESTED PROMPTS: Because of scheduling or transportation issues or because services and supports are far away or hard to get to.)*	0	(1)	2	666 888	777 999

WFI 4- Caregiver Form

Phase 3: Implementation (continued)	Yes	Sometimes Somewhat	No	Missing	
3.9 *OB* Does the team assign specific tasks to all team members at the end of each meeting? *Circle one:* YES NO Does the team review each team member's follow-through on their tasks at the next meeting? *Circle one:* YES NO	YES to both questions 2	YES to only one question 1	NO to both questions 0	666 777 888 999	
3.10 *CC* Do members of your team always use language you can understand? *(NOTE: For caregivers for whom English is not a first language, this may mean that bilingual facilitators, translators, or other means are used to ensure adequate understanding.* *For English-speaking caregivers, this means that facilitators and team members translate or do not use professional jargon or acronyms that the caregiver does not understand.)*	2	1	0	666 777 888 999	
3.11 *SB* Does your team create a positive atmosphere around successes and accomplishments at each team meeting?	2	1	0	666 777 888 999	
3.12 *TB* Does your 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?	2	1	0	666 777 888 999	
3.13 *Per* Do you think your wraparound process could be discontinued before you or your family is ready for it to end? *For example, because of time limits, because of your child's behavior, because of a placement change, or a change in funding or eligibility?*	0	1	2	666 777 888 999	
3.14 *CC* Do all the members of your team demonstrate respect for you and your family?	2	1	0	666 777 888 999	
3.15 *FVC* Does your child have the opportunity to communicate his or her own ideas when the time comes to make decisions?	2	1	0	666 777 888 999	

WFI 4- Caregiver Form

OK, we're almost done. I now want to ask you a few final questions about wraparound and the future for your child and family.

Phase 4: Transition		Yes	Sometimes Somewhat	No	Missing	
4.1 OB	Has your team discussed a plan for how the wraparound process will end? *(i.e., a "transition plan")* *Circle one:* YES (NO) Does your team have a plan for when this will occur? *Circle one:* YES (NO)	YES to both questions 2	YES to only the first question 1	NO to the first question (0)	666 888	777 999
4.2 NS	Has the wraparound process helped your child develop friendships with other youth who will have a positive influence on her or him?	(2)	1	0	666 888	777 999
4.3 OB	Has the wraparound process helped your child to solve her or his own problems?	2	(1)	0	666 888	777 999
4.4 Ind	Has your team helped you and your child prepare for major transitions (e.g., new school, new residential placement) by making plans to deal with these changes?	(2)	1	0	666 888	777 999
4.5 Per	After formal wraparound has ended, do you think that the process will be able to be "re-started" if you need it?	2	1	0	666 (888)	777 999
4.6 NS	Has the wraparound process helped your family to develop or strengthen relationships that will support you when wraparound is finished?	(2)	1	0	666 888	777 999
4.7 CB	Do you feel like you and your family will be able to succeed without the formal wraparound process? *In other words, with the help of family, friends, community supports, and key providers, but without formal team meetings or wraparound facilitation.*	(2)	(1)	0	666 888	777 999
4.8 Per	Will some members of your team be there to support you when formal wraparound is finished?	(2)	1	0	666 888	777 999

Thank you for taking the time to complete this interview. Are there any comments you would like to add, like what have been the best things about your wraparound? What has not gone well or could be improved?

Positive feedback:

_____
_____
_____
_____
_____
_____

Negative feedback:

_____
_____
_____
_____
_____
_____
_____

End Time _____ am/pm

Interviewer observations about interview, respondent and any validity concerns: _____

_____
_____
_____
_____

Scoring Examples – WFI-4 – Sample #6 (Caregiver)
Disk 3, Track 2

Caregiver (Respondent): Pat
Interviewer: Eric

SUMMARY

Length: 37:40 minutes

This interview is conducted in a conversational style, which means that the interview may seem to jump around a bit. An experienced interviewer will have a good feel for the questions and know where to jump around to.

ITEMS TO REVIEW

A rationale is provided for the correct scores assigned to the following items:

1.5	2.3	3.8	4.7
1.6	2.4	3.10	
	2.6		

NOTES & SCORING RATIONALE FOR SELECTED ITEMS

ITEM 1.5 – *Correct Answer = 0 or 1*

Is it difficult to get team members to attend team meetings when they are needed?

Notes: Because the respondent stated that, "the therapist can never make it," the interviewer scored this items as "0." However, the interviewer may also choose to score a '1' in this example, because there is only one member that is consistently unable to attend meeting, and the respondent comments that, "they are trying but it's not working out". Note that the item is "<u>reverse scored</u>." Thus the score of "0" – the most negative possible score – is in the column under "Yes," Be careful to circle the correct response!

ITEM 1.6 - *Correct Answer = 2*

Before your first wraparound team meeting, did you go through a process of identifying what leads to crises or dangerous situations for your child and your family?

Notes: In this example, the interviewer probes until he is able to gather that there was indeed crisis planning in the Engagement phase. Although the caregiver states that the team conducted a formal crisis planning after a couple of meetings, she made it clear that their immediate concerns were addressed right away. This is sufficient with respect to crisis stabilization, and a score of "2" was assigned.

ITEM 2.3 – *Correct Answer = 1*

Does your wraparound plan include mostly professional services?

Notes: In this instance, the respondent states directly that the wraparound plan has "some" professional services and "some" informal and community supports. This indicates that about half the supports and strategies in the wraparound plan are natural or community supports, and half are professional services, yielding a score of "1." In other interviews, this item may be more difficult to score. The key is that if the plan includes less than half professional services, a score of "2" can be assigned. About half and half yields a score of "1," and indication that the plan is mostly (i.e., clearly more than 50%) professional services would yield a score of "0." Be careful to circle the correct number on this item – note that the item is "<u>reverse scored</u>."

Scoring Examples – WFI-4 – Sample #6 (Caregiver)

Disk 3, Track 2

Caregiver (Respondent): Pat
Interviewer: Eric

ITEM 2.4 – *Correct Answer = 2*

Are the supports and services in your wraparound plan connected to the strengths and abilities of your child and family?

Notes: The caregiver is able to give several examples as to why this item is scored as '2'. Since her son is good in sports, the team does a good job of getting him involved in sporting activities. The key is that the strengths and abilities of the youth must fully be considered in developing an individualized plan – ideally, strengths and abilities should be highlighted in developing the plan and used as the basis for strategies in the plan. In addition, strengths and abilities should be built through the plan.

ITEM 2.6 – *Correct Answer = 0 or 1*

Are there members of your wraparound team who do <u>not</u> have a role in implementing your plan?

Notes: This respondent clearly states that the therapist does not have an active role in the plan. When team members do not attend meetings or attend but do not end up being a part of implementing the plan, this is a negative indicator of wraparound fidelity. In this case the interviewer must determine how disadvantaged the situation is because of this member's non-participation. If they feel that having one member not participate is enough to score a definite 'Yes', then score '0'. If the team is not as affected by this non-participation, but somewhat affected, score a '1'.

Please note this is a '<u>reverse score item</u>'.

TEM 3.8 – *Correct Answer = 1*

Are the services and supports in your wraparound plan difficult for your family to access?

Notes: The caregiver stated that there were "some problems at times accessing services after hours". She cites not being able to do intakes during the day as one example of such access problems. Wraparound teams should support the provision of services and supports that are easily accessible, including being located conveniently and available during hours that are feasible for the family. In this case, since 'some' of the supports and services were difficult to access, the interviewer assigned a '1'.

ITEM 3.10 – *Correct Answer = 2*

Do members of your team always use language you can understand?

Notes: From conversation about this item, it was somewhat clear that overall the team uses language that the youth and family can understand. It may be confusing when the caregiver mentions the IEP (individualized education plan) team, as she says that this team does not always use appropriate language. However, the IEP team is not being evaluated here, only the wraparound process, so this information shouldn't be considered in scoring this item.

ITEM 4.7 – *Correct Answer = 2 or 1*

Do you feel like you and your family will be able to succeed without the formal wraparound process?

Notes: This question may be hard for the respondent to answer at times. Essentially you are asking about the caregiver's perception, so it is up to the interviewer to determine the appropriate way to score that perception. In this case, a '1' or a '2' score may be appropriate. Since the respondent answered, "I hope so", and "that is our goal", the interviewer may feel

Scoring Examples – WFI-4 – Sample #6 (Caregiver)

Disk 3, Track 2

Caregiver (Respondent): Pat
Interviewer: Eric

that is sufficient evidence of the caregivers perception that the youth and family will ultimately be able to succeed on its own. Or conversely, that the caregiver perceives that they 'somewhat' will be able to succeed on their own.

WFI-4 INTERVIEWER TRAINING TRACKING FORM

No.	Trainee Name	1(CG)	2(Y)	3(WF)	4(Y)	5(CG)	6(CG)	Notes