Wraparound Fidelity Index 4.0

MANUAL FOR TRAINING, ADMINISTRATION, AND SCORING OF THE WFI 4.0

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

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Preface to the *WFI 4.0* User's Manual

Always a leader in his field, John Burchard, a researcher at the University of Vermont, began talking about the need for a standardized method for evaluating the quality and fidelity of the wraparound process in the mid-1990s. By that time, it was becoming clear that the wraparound process had established itself as a promising method for helping service providers improve the lives of children with complex needs and their families. However, as more and more communities looked to implement wraparound, it became clear that wraparound looked different across families and communities. Sometimes wraparound looked <u>very</u> different from one place to another, to the point that concerns arose about whether families were experiencing the wraparound process as it was intended. The natural question arose: what <u>should</u> wraparound look like in practice? And how do we "make sure that families get wraparound, and not the runaround?"[1]

John and his team began work on the first version of the WFI in 1999. That year, we presented at a research conference with Scott Henggeler, developer of Multisystemic Therapy, about the importance of measuring fidelity to treatment models. The idea was that measuring fidelity and feeding back the results would help keep quality high and make positive outcomes more likely. Later that year, we began pilot testing the first WFI, which we were able to do thanks to publication of a monograph that described the principles of wraparound for the first time (Burns & Goldman, 1999). The WFI-1 asked questions of parents or caregivers, youth, and wraparound facilitators regarding their experiences in services, and whether the wraparound process was implemented in keeping with the principles of wraparound.

Over the next several years, the WFI was revised to versions 2 and 3 based on data received from evaluators in pilot testing communities. Studies using the WFI-3 showed that the measure possessed good reliability and validity, Results of evaluations showed that better scores on the WFI-3 were associated with better outcomes, and that a community's level of support for wraparound predicted WFI-3 scores.

Throughout versions 1-3 of the WFI, the measure assessed adherence to the <u>principles</u> of wraparound, mainly because there was no clear description of the specific <u>activities</u> that should be undertaken by the members of a wraparound team. This always seemed a shortcoming of the WFI-1, WFI-2, and WFI-3. Why? Because measuring fidelity ideally asks: "Is the model being implemented as intended? Are the things that are supposed to be done *actually* being done?" However, it was clear that designing a fidelity measure for wraparound would be difficult, because there was no single, accepted description of what the activities of high-quality wraparound should be.

In order to help the children's services field better understand "what wraparound is supposed to be," in 2003, a group of researchers, family advocates, wraparound trainers and program administrators launched the National Wraparound Initiative (NWI) (Walker & Bruns, 2006, Walker & Bruns, in press). This project used a group of national advisors and a consensus-building evaluation process to better specify the basic activities of wraparound. This helped the field better understand what should occur during the wraparound process, and provided the basis for the design of the WFI-4. This description of the "Phases and Activities of the Wraparound Process," is presented in the first chapter of this Manual.

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[1] This quote comes from a parent in Topeka Kansas, who participated in a wraparound forum hosted by Jane Adams, who leads Kansas Keys for Networking and who has been active in the National Wraparound Initiative.

Thus, this version of the WFI-4 is the first to actually evaluate the degree to which a family's experience in wraparound actually conforms to a specific set of activities. As a result, the new WFI-4 is no longer organized by the 10 principles of wraparound (called 'Elements' in the WFI-2 and WFI-3), but by the four <u>Phases</u> of wraparound.[1] There are some other changes as well: We have now included a fourth interview -- a "team member" form that communities and programs can administer to team members other than the parent, youth, and facilitator, if they so choose. We also have included questions that allow the interviewer to record who is on the family's wraparound team, and what services and supports are included in their wraparound plan. We also now expect that WFI interviews will attempt to have an open-ended "conversation" between a trained interviewer and the respondent, before assigning scores the WFI items. This, we believe, will yield more valid fidelity scores. It also aligns better with the wraparound process, which is intended to be more strengths-based, more engaging, and to level differences between professionals and family members.

As for this Manual, it is intended to provide our new collaborators with sufficient information to use the WFI 4.0, including a basis for training interviewers and a reference for WFI administration and scoring. The manual is divided into eight chapters:
1. An introduction to wraparound,
2. An introduction to the WFI 4, including purpose, development, psychometrics of previous versions, and a discussion of using and interpreting WFI results;
3. A discussion of User Qualifications and interviewer training
4. A chapter on preparations to take before interviews;
5. General interview considerations;
6. Directions for administering and scoring the caregiver, facilitator, and team member forms;
7. Directions for administering and scoring the youth form; and
8. Directions for data entry and transmission.

> **!** **Though we are pleased to provide the WFI and this manual for use to the field as a whole, use of the WFI-4 and this manual continue to be restricted to collaborators who have an agreement with our research team. For more information about collaborating with our team as a pilot WFI-4 community or program, please visit our website at http://depts.washington.edu/wrapeval**

We highly value feedback at any phase of your collaboration. If you have questions, recommendations, or suggestions please contact us. In addition, we are interested in other uses for this measure that might better fit your needs. We appreciate your willingness to collaborate with us in an effort to pilot test and validate this new instrument.

Thank you and best wishes,

The Wraparound Evaluation and Research Team (WERT)

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[1] At the same time, the 40 items of the caregiver and wrap facilitator form still map to the 10 principles of wraparound (revised slightly through the NWI process) – 4 items per principle, just like the WFI-3.

Acknowledgments

The Wraparound Evaluation and Research Team wishes to thank several groups and individuals who were especially important to the creation of the WFI-4 and this manual.

Over the years, this and other related projects have been supported by several agencies including the Child, Adolescent and Family Branch of the Center for Mental Health Services, U.S. Substance Abuse and Mental Health Services Administration; the Child, Adolescent, and Family Unit of the Vermont Department of Developmental and Mental Health Services; the University of Vermont Department of Psychology; the Vermont Federation of Families for Children's Mental Health; the University of Maryland Division of Child and Adolescent Psychiatry; ORC Macro, Inc.; and the Maryland Offices of Children Youth and Families and Crime Control and Prevention.

More individuals than we can list have given their time and efforts to the development of the WFI, but we'd like to highlight the crucial efforts of a few. During this project we have been fortunate to have several parent advocates to provide their unique perspectives to this project, including Karen Merhtens, Mary Cosgrove and Julie Finkle from Vermont, and Robin El-Amin from Baltimore, MD. We also appreciate the help provided by Vroon VanDenBerg, LLP, for its help in recruiting pilot sites and conducting reliability and validity studies.

Finally, we thank our collaborators who provided the invaluable field-testing of earlier versions of the WFI and offered suggestions for its improvement. Without their ongoing collaboration this project would not be possible. Collaborators who helped us field-test the WFI 2.1 and earlier versions include:

- ARC of Anchorage, AK
- Bridges Project, Gateway Youth and Family Services, KY
- Center for Social Services Research, CA
- Child & Youth Council, MN
- EMQ Children and Family Services, CA
- Evaluation Design, TN
- Family Center Services of Alaska
- Family Intervention and Community Support Program, CA
- Gateway Youth and Family Services, MO
- GIFTTS Training and Evaluation Office, NC
- Lamoille County Mental Health, VT
- Missouri Alliance for Children and Families, MO
- Monroe County Wraparound, IN
- Project MATCH, AZ
- Purdue University Calumet, IN
- Region 3 Mental Health, NE
- River Oak Center for Children, CA
- Saskatchewan Rural Wraparound Project
- St. Albans Community Mental Health, VT
- UMASS Medical Center/Worcester Communities of Care, MA
- University of Texas at Austin School of Social Work
- Vista Del Mar, Child and Family Services, CA
- Washington County Mental Health, VT

- Wraparound Sacramento at Stanford Home, CA

Collaborators who helped us field-test the WFI 3.0 include:
- Catholic Charities, St. Louis, MO
- Chestnut Hill College, Bala Cynwyd, PA
- Clark County Division of Child and Family Services, Las Vegas, NV
- Dakota County Community Mental Health Center, Apple Valley, MN
- The Dawn Project, Indianapolis, IN
- Family HOPE and University of South Florida, West Palm Beach, FL
- Human Services Research Institute, Cambridge, MA
- Orange-Person-Chatham System of Care, North Carolina
- PACT 4 Families, Kandiyohi County, MN
- Region III Behavioral Health, Kearny, NE

Communities that helped us field-test the pilot version of the WFI 4.0 include:
- Community Kids, Montgomery County, MD
- People Encouraging People, Baltimore, MD
- UMB Innovations Institute, Baltimore, MD
- St. Joseph's Children's Home, St. Louis, MO
- Communities of Care, Worcester, MA
- Burlington, NJ
- Oklahoma Systems of Care, Tulsa, OK
- Clark County Division of Child & Family Services, Las Vegas, NV
- University of Nevada – Center for Urban Partnerships, Las Vegas, NV
- Stepping Stones, Lavalette, WV
- Center for Human Services Research, Albany, NY
- FamiliesFirst, Fresno, CA
- DePelchin Children's Center, Houston, TX
- Hamilton CHOICES, Cincinnati, OH
- CHOICES, Inc., Indianapolis, IN
- University of Colorado, Denver, CO
- Riverside County, CA
- Centerstone – Mule Town Family Network, Maury County, TN
- One Community Partnership, Broward County, FL
- University of Buffalo & The Family Voices Network, Buffalo, NY
- KEYS – North Key Community Care, Crittenden, KY
- Children's Institute, Rochester, NY
- Missouri Alliance, Jefferson City, MO
- Arizona State University - Center for Applied Behavioral Health Policy, Phoenix, AZ
- Seneca Center – San Francisco Connections – San Francisco, CA

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Chapter 1. Introduction to Wraparound

In order to appropriately understand and administer the WFI, it is essential that the user have some knowledge about Wraparound itself. In the following pages, descriptions of wraparound are provided from two sources. The first comes from the chapter "The Wraparound Approach" written by John Burchard, Eric Bruns, and Sara Burchard in the 2002 volume *Community-Based Treatment for Youth*, edited by Barbara Burns and Kimberly Hoagwood (2002) and published by Oxford University Press. The second descriptions come from the National Wraparound Initiative.

Though a useful introduction, the Burchard, Bruns, & Burchard chapter is now somewhat out of date. Current conceptualizations of Wraparound frame it as a <u>process</u> and not an "approach" or a service. Thus, we also include detailed information from the wraparound model as defined by the National Wraparound Initiative (NWI). Since 2003, the NWI has undertaken a series of consensus-building and research projects to better define the principles, phases and activities, and necessary support conditions for the wraparound process. You can view the results of this initiative at the project's home page at <u>www.rtc.pdx.edu/nwi</u>. A summary of the principles of wraparound as defined by the members of the NWI, and a complete presentation of the phases and activities of the wraparound process as specified by the NWI, are both presented later in this chapter.

1.1 Basic Description of Wraparound:
From the Burchard, Bruns, & Burchard chapter (2002)

Wraparound is a care management process that has evolved over the past 15 years through efforts to help families with the most challenging children function more effectively in the community. More specifically, it is a definable planning process that results in a unique set of community services and natural supports that are individualized for a child and family to achieve a positive set of outcomes. While most of the development of wraparound has focused on families who have children with severe emotional and behavioral problems, the process has also been used for these problems with 'emancipated' adolescents and with families who have family members experiencing severe and/or chronic physical illnesses and developmental disabilities. Wraparound has been implemented in the mental health, education, child welfare and juvenile justice sectors.

The philosophy that spawned wraparound is relatively simple: Identify the community services and supports that a family needs and provide them as long as they are needed. Despite this simplicity, the development and implementation of the process is complex. For one, Wraparound is probably best described as a care management <u>process</u> rather than a service or intervention. The label of a 'wraparound service' is often interpreted as a specific service or an array of categorical services. For example, some agencies have declared that they have offered 'wraparound' if they provided respite or individualized services, even though many essential elements of the process were lacking (e.g., the caregivers were not involved in the decision-making process). Other agencies have described their intervention as 'wraparound' because they utilized funding from two separate agencies, even though all families received the same array of services. There has also been the misconception that Wraparound can be administered outside the community in residential treatment centers or psychiatric hospitals, even though Wraparound was conceived as and is intended to be an alternative to institutionalization. In short, there has not always been the awareness that wraparound is a comprehensive process that requires a specific set of values, elements, and principles, all of which have to be in place.

In the latter half of the 1980's, efforts to implement services via the wraparound process began to spread as many state and county public service agencies began to explore new ways to provide community-based services to children with severe mental health challenges. By 1990, the wraparound process had been established as a viable alternative to residential treatment, with many advocates expressing the belief that wraparound was more youth and family friendly, less costly and more effective than traditional services. Since that time there has been a remarkable expansion in the delivery of services to families that align with wraparound's philosophic principles. Results of a 1998 survey of the United States and its territories suggests that the current number of youth with their families engaged in Wraparound could be as high as 200,000 (Faw, 1999).

Coinciding with the rapid proliferation of Wraparound has been concern for more uniform definitions, standards, and service strategies. As a first step toward such better definition, the essential elements and requirements for practice within the wraparound process were defined (Burns & Goldman, 1999). Until recently, these elements and principles provided the foundation for service provision, training, and supervision. These principles also provide one basis for assessment of fidelity to the Wraparound process.

The National Wraparound initiative recently revisited these basic principles and more fully described them, subjecting them to a consensus building process and an explication of some of the challenges in achieving them in "real world" practice. These principles are presented below (Walker, Bruns, et al., 2004).

1.2 The Ten Principles of the Wraparound process

1. **Family voice and choice.** Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.
2. **Team based.** The wraparound team consists of individuals agreed upon by the family and committed to them through informal, formal, and community support and service relationships.
3. **Natural supports.** The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.
4. **Collaboration.** Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates, and resources. The plan guides and coordinates each team member's work towards meeting the team's goals.
5. **Community-based.** The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life.
6. **Culturally competent.** The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/youth and family, and their community.
7. **Individualized.** To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.
8. **Strengths based.** The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.

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

The principles listed above provide the value base for wraparound. Previous versions of the WFI measured adherence to these principles (called "Elements" in previous versions of the WFI). As described in the Preface, the need to better specify wraparound demanded additional work that helped the field come to consensus about the activities that professional staffpersons, parent support professionals, youth and family members, and other team members undertake together to implement the wraparound process. The NWI took this challenge on, and the result was the "Phases and Activities of the Wraparound Process," which is the basis for the WFI-4.

1.3 Phases and Activities of the Wraparound Process[1]

The following section presents a summary of the work of the National Wraparound Initiative in specifying the typical activities of a high-quality wraparound process. It is important for those who are administering the WFI-4 to have a good understanding of these "phases and activities" of wraparound, because many of the items in the WFI-4 are based on the assumption that the wraparound process should consist of some type of expression of these activities.

Before presenting the results of this consensus process, a few clarifying comments are necessary. First, the activities below identify a *facilitator* as responsible for guiding, motivating, or undertaking the various activities. This is not meant to imply that a single person must facilitate all of the activities, and we have not tried to specify exactly who should be responsible for each activity. The various activities may be split up among a number of different people. For example, on many teams, a parent partner or advocate takes responsibility for some activities associated with family and youth engagement, while a care coordinator is responsible for other activities. On other teams, a care coordinator takes on most of the facilitation activities with specific tasks or responsibilities taken on by a parent, youth, and/or other team members. In addition, facilitation of wraparound team work may transition between individuals over time, such as from a care coordinator to a parent, family member, or other natural support person, during the course of a wraparound process.

Second, the *families* participating in wraparound, like American families more generally, are diverse in terms of their structure and composition. Families may be a single birth or adoptive parent and child or youth, or may include grandparents and other extended family members as part of the central family group. If the court has assigned custody of the child or youth to some public agency (e.g., child protective services or juvenile justice), the caregiver in the permanency setting and/or another person designated by that agency (e.g. foster parent, social worker, probation officer) takes on some or all of the roles and responsibilities of a parent for that child and shares in selecting the team and prioritizing objectives and options. As youth become more mature and independent, they begin to make more of their own decisions, including inviting members to join the team and guiding aspects of the wraparound process.

Third, The use of *numbering for the phases and activities* described below is not meant to imply that the activities must invariably be carried out in a specific order, or that one activity or phase must be finished before another can be started. Instead, the numbering and ordering is

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[1]Taken directly from: Bruns, E.J., Walker, J.S., VanDenBerg, J.D., Rast, J., Osher, T.W., Miles, P., Adams, J., & National Wraparound Initiative Advisory Group (2004). *Phases and activities of the wraparound process.* Portland, OR: National Wraparound Initiative, Research and Training Center on Family Support and Children's Mental Health, Portland State University.

meant to convey an overall flow of activity and attention. For example, focus on transition activities is most apparent during the latter portions of the wraparound process; however, attention to transition issues begins with the earliest activities in a wraparound process.

Finally, though the following description of the "Phases and Activities of the Wraparound Process" focuses on *what* needs to happen in wraparound; it is equally important to attend to *how* the work is accomplished. Merely accomplishing the tasks is insufficient unless this work is done in a manner consistent with the 10 principles of wraparound. As a research team member or evaluator charged with assessing the adherence to the wraparound process for individual families, it will be important for you to have a solid grounding in both the *principles* as well as *activities* of wraparound, because the items of the WFI-4 require assessment of both, sometimes in the same item.

1.3.1 Phases and Activities of the Wraparound Process: Phase 1

MAJOR TASKS	ACTIVITIES	NOTES
PHASE 1: Engagement and team preparation During this phase, the groundwork for trust and shared vision among the family and wraparound team members is established, so people are prepared to come to meetings and collaborate. During this phase, the tone is set for teamwork and team interactions that are consistent with the wraparound principles, particularly through the initial conversations about strengths, needs, and culture. In addition, this phase provides an opportunity to begin to shift the family's orientation to one in which they understand they are an integral part of the process and their preferences are prioritized. The activities of this phase should be completed relatively quickly (within 1-2 weeks if possible), so that the team can begin meeting and establish ownership of the process as quickly as possible.		
1.1. Orient the family and youth GOAL: To orient the family and youth to the wraparound process.	**1.1 a. Orient the family and youth to wraparound** In face-to-face conversations, the facilitator explains the wraparound philosophy and process to family members and describes who will be involved and the nature of family and youth/child participation. Facilitator answers questions and addresses concerns. Facilitator describes alternatives to wraparound and asks family and youth if they choose to participate in wraparound. Facilitator describes types of supports available to family and youth as they participate on teams (e.g., family/youth may want coaching so they can feel more comfortable and/or effective in partnering with other team members).	This orientation to wraparound should be brief and clear, and should avoid the use of jargon, so as not to overwhelm family members. At this stage, the focus is on providing enough information so that the family and youth can make an informed choice regarding participation in the wraparound process. For some families, alternatives to wraparound may be very limited and/or non-participation in wraparound may bring negative consequences (as when wraparound is court ordered); however, this does not prevent families/youth from making an informed choice to participate based on knowledge of the alternatives and/or the consequences of non-participation.
	1.1 b. Address legal and ethical issues Facilitator reviews all consent and release forms with the family and youth, answers questions, and explains options and their consequences. Facilitator discusses relevant legal and ethical issues (e.g., mandatory reporting), informs family of their rights, and obtains necessary consents and release forms before the first team meeting.	Ethical and legal considerations will also need to be reviewed with the entire team as described in phase 2.

MAJOR TASKS	ACTIVITIES	NOTES
1.2. Stabilize crises GOAL: To address pressing needs and concerns so that family and team can give their attention to the wraparound process.	**1.2 a. Ask family and youth about immediate crisis concerns** Facilitator elicits information from the family and youth about immediate safety issues, current crises, or crises that they anticipate might happen in the very near future. These may include crises stemming from a lack of basic needs (e.g., food, shelter, utilities such as heat or electricity).	The goal of this activity is to quickly address the most pressing concerns. The whole team engages in proactive and future-oriented crisis/safety planning during phase 2. As with other activities in this phase, the goal is to do no more than necessary prior to convening the team, so that the facilitator does not come to be viewed as the primary service provider and so that team as a whole can feel ownership for the plan and the process.
	1.2 b. Elicit information from agency representatives and potential team members about immediate crises or potential crises Facilitator elicits information from the referring source and other knowledgeable people about pressing crisis and safety concerns.	Information about previous crises and their resolution can be useful in planning a response in 1.2.c.
	1.2 c. If immediate response is necessary, formulate a response for immediate intervention and/or stabilization Facilitator and family reach agreement about whether concerns require immediate attention and, if so, work to formulate a response that will provide immediate relief while also allowing the process of team building to move ahead.	This response should describe clear, specific steps to accomplish stabilization.
1.3. Facilitate conversations with family and youth/child GOAL: To explore individual and family strengths, needs, culture, and vision and to use these to develop a document that will serve as the starting point for planning.	**1.3 a. Explore strengths, needs, culture, and vision with child/youth and family.** Facilitator meets with the youth/child and family to hear about their experiences; gather their perspective on their individual and collective strengths, needs, elements of culture, and long-term goals or vision; and learn about natural and formal supports. Facilitator helps family identify potential team members and asks family to talk about needs and preferences for meeting arrangements (location, time, supports needed such as child care, translation).	This activity is used to develop information that will be presented to and augmented by the team in phase 2. Family members should be encouraged to consider these topics broadly.
	1.3 b. Facilitator prepares a summary document Using the information from the initial conversations with family members, the facilitator prepares a strengths-based document that summarizes key information about individual family member strengths and strengths of the family unit, as well as needs, culture, and vision. The family then reviews and approves the summary.	

MAJOR TASKS	ACTIVITIES	NOTES
1.4. Engage other team members GOAL: To gain the participation of team members who care about and can aid the youth/child and family, and to set the stage for their active and collaborative participation on the team in a manner consistent with the wraparound principles	**1.4 a. Solicit participation/orient team members** Facilitator, together with family members if they so choose, approaches potential team members identified by the youth and family. Facilitator describes the wraparound process and clarifies the potential role and responsibilities of this person on the team. Facilitator asks the potential team members if they will participate. If so, facilitator talks with them briefly to learn their perspectives on the family's strengths and needs, and to learn about their needs and preferences for meeting.	The youth and/or family may choose to invite potential team members themselves and/or to participate in this activity alongside the facilitator. It is important, however, not to burden family members by establishing (even inadvertently) the expectation that they will be primarily responsible for recruiting and orienting team members.
1.5. Make necessary meeting arrangements GOAL: To ensure that the necessary procedures are undertaken for the team is prepared to begin an effective wraparound process.	**1.5 a. Arrange meeting logistics** Facilitator integrates information gathered from all sources to arrange meeting time and location and to assure the availability of necessary supports or adaptations such as translators or child care. Meeting time and location should be accessible and comfortable, especially for the family but also for other team members. Facilitator prepares materials—including the document summarizing family members' individual and collective strengths, and their needs, culture, and vision—to be distributed to team members.	

1.3.2 Phases and Activities of the Wraparound Process: Phase 2

MAJOR TASKS	ACTIVITIES	NOTES
PHASE 2: Initial plan development During this phase, team trust and mutual respect are built while the team creates an initial plan of care using a high-quality planning process that reflects the wraparound principles. In particular, youth and family should feel, during this phase, that they are heard, that the needs chosen are ones they want to work on, and that the options chosen have a reasonable chance of helping them meet these needs. This phase should be completed during one or two meetings that take place within 1-2 weeks, a rapid time frame intended to promote team cohesion and shared responsibility toward achieving the team's *mission* or overarching goal.		
2.1. Develop an initial plan of care GOAL: To create an initial plan of care using a high-quality team process that elicits multiple perspectives and builds trust and shared vision among team members, while also being consistent with the wraparound principles	**2.1 a. Determine ground rules** Facilitator guides team in a discussion of basic ground rules, elicits additional ground rules important to team members, and facilitates discussion of how these will operate during team meetings. At a minimum, this discussion should address legal and ethical issues—including confidentiality, mandatory reporting, and other legal requirements—and how to create a safe and blame-free environment for youth/family and all team members. Ground rules are recorded in team documentation and distributed to members.	In this activity, the team members define their collective expectations for team interaction and collaboration. These expectations, as written into the ground rules, should reflect the principles of wraparound. For example, the principles stress that interactions should promote family and youth voice and choice and should reflect a strengths orientation. The principles also stress that important decisions are made within the team.
	2.1 b. Describe and document strengths Facilitator presents strengths from the summary document prepared during phase 1, and elicits feedback and additional strengths, including strengths of team members and community.	While strengths are highlighted during this activity, the wraparound process features a strengths orientation throughout.
	2.1 c. Create team mission Facilitator reviews youth and family's vision and leads team in setting a *team mission*, introducing idea that this is the overarching goal that will guide the team through phases and, ultimately, through transition from formal wraparound.	The team mission is the collaboratively set, long-term goal that provides a one or two sentence summary of what the team is working towards.
	2.1 d. Describe and prioritize needs/goals Facilitator guides the team in reviewing needs and adding to list. The facilitator then guides the team in prioritizing a small number of needs that the youth, family, and team want to work on first, and that they feel will help the team achieve the mission.	The elicitation and prioritization of needs is often viewed as one of the most crucial and difficult activities of the wraparound process. The team must ensure that needs are considered broadly, and that the prioritization of needs reflects youth and family views about what is most important. Needs are not services but rather broader statements related to the underlying conditions that, if addressed, will lead to the accomplishment of the mission.
	2.1 e. Determine goals and associated outcomes and indicators for each goal Facilitator guides team in discussing a specific goal or outcome that will represent success in meeting each need that the team has chosen to work on. Facilitator guides the team in deciding how the outcome will be assessed, including specific indicators and how frequently they will be measured.	Depending on the need being considered, multiple goals or outcomes may be determined. Similarly, for each goal or outcome determined by the team for measurement, multiple indicators may be chosen to be tracked by the team. However, the plan should not include so many goals, outcomes, or indicators that team members become overwhelmed or tracking of progress becomes difficult.

MAJOR TASKS	ACTIVITIES	NOTES
	2.1 f. Select strategies Facilitator guides the team in a process to think in a creative and open-ended manner about strategies for meeting needs and achieving outcomes. The facilitator uses techniques for generating multiple options, which are then evaluated by considering the extent to which they are likely to be effective in helping reach the goal, outcome, or indicator associated with the need; the extent to which they are community based, the extent to which they build on/incorporate strengths; and the extent to which they are consistent with family culture and values. When evaluating more formal service and support options, facilitator aids team in acquiring information about and /or considering the evidence base for relevant options.	This activity emphasizes creative problem solving, usually through brainstorming or other techniques, with the team considering the full range of available resources as they come up with strategies to meet needs and achieve outcomes. Importantly, this includes generating strategy options that extend beyond formal services and reach families through other avenues and time frames. These are frequently brainstormed by the team, with the youth and family and people representing their interpersonal and community connections being primary nominators of such supports. Finally, in order to best consider the evidence base for potential strategies or supports, it may be useful for a wraparound team or program to have access to and gain counsel from a point person who is well-informed on the evidence base.
	2.1 g. Assign action steps Team assigns responsibility for undertaking action steps associated with each strategy to specific individuals and within a particular time frame.	Action steps are the separate small activities that are needed to put a strategy into place, for example, making a phone call, transporting a child, working with a family member, finding out more information, attending a support meeting, arranging an appointment. While all team members will not necessarily participate at the same level, all team members should be responsible for carrying out action steps. Care should be taken to ensure that individual team members, particularly the youth and family, are not overtaxed by the number of action steps they are assigned.
2.2. Develop crisis/safety plan GOAL: To identify potential problems and crises, prioritize according to seriousness and likelihood of occurrence, and create an effective and well-specified *crisis prevention and response* plan that is consistent with the wraparound principles. A more proactive *safety plan* may also be created.	**2.2 a. Determine potential serious risks** Facilitator guides the team in a discussion of how to maintain the safety of all family members and things that could potentially go wrong, followed by a process of prioritization based on seriousness and likelihood of occurrence.	Past crises, and the outcomes of strategies used to manage them, are often an important source of information in current crisis/safety planning.
	2.2 b. Create crisis/safety plan In order of priority, the facilitator guides team in discussion of each serious risk identified. The discussion includes safety needs or concerns and potential crisis situations, including antecedents and associated strategies for preventing each potential type of crisis, as well as potential responses for each type of crisis. Specific roles and responsibilities are created for team members. This information is documented in a written *crisis plan*. Some teams may also undertake steps to create a separate *safety plan*, which specifies all the ways in which the wraparound plan addresses potential safety issues.	One potential difficulty with this activity is the identification of a large number of crises or safety issues can mean that the crisis/safety plan "takes over" from the wraparound plan. The team thus needs to balance the need to address all risks that are deemed serious with the need to maintain focus on the larger wraparound plan as well as youth, family, and team strengths.

MAJOR TASKS	ACTIVITIES	NOTES
2.3. Complete necessary documentation and logistics	**2.3 a. Complete documentation and logistics** Facilitator guides team in setting meeting schedule and determining means of contacting team members and distributing documentation to team members	

1.3.3 Phases and Activities of the Wraparound Process: Phase 3

MAJOR TASKS/Goals	ACTIVITIES	NOTES
PHASE 3: Implementation During this phase, the initial wraparound plan is implemented, progress and successes are continually reviewed, and changes are made to the plan and then implemented, all while maintaining or building team cohesiveness and mutual respect. The activities of this phase are repeated until the team's mission is achieved and formal wraparound is no longer needed.		
3.1. Implement the wraparound plan GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies and their success in meeting need and achieving outcomes in a manner consistent with the wraparound principles.	**3.1 a. Implement action steps for each strategy** For each strategy in the wraparound plan, team members undertake action steps for which they are responsible. Facilitator aids completion of action steps by checking in and following up with team members; educating providers and other system and community representatives about wraparound as needed; and identifying and obtaining necessary resources.	The level of need for educating providers and other system and community representatives about wraparound varies considerably from one community to another. Where communities are new to the type of collaboration required by wraparound, getting provider "buy in" can be very difficult and time consuming for facilitators. Agencies implementing wraparound should be aware of these demands and be prepared to devote sufficient time, resources, and support to this need.
	3.1 b. Track progress on action steps Team monitors progress on the action steps for each strategy in the plan, tracking information about the timeliness of completion of responsibilities assigned to each team member, fidelity to the plan, and the completion of the requirements of any particular intervention.	Using the timelines associated with the action steps, the team tracks progress. When steps do not occur, teams can profit from examining the reasons why not. For example, teams may find that the person responsible needs additional support or resources to carry out the action step, or, alternatively, that different actions are necessary.
	3.1 c. Evaluate success of strategies Using the outcomes/indicators associated with each need, the facilitator guides the team in evaluating whether selected strategies are helping team meet the youth and family's needs.	Evaluation should happen at regular intervals. Exactly how frequently may be determined by program policies and/or the nature of the needs/goals. The process of evaluation should also help the team maintain focus on the "big picture" defined by the team's mission: Are these strategies, by meeting needs, helping achieve the mission?
	3.1. d. Celebrate successes The facilitator encourages the team to acknowledge and celebrate successes, such as when progress has been made on action steps, when outcomes or indicators of success have been achieved, or when positive events or achievements occur.	Acknowledging success is one way of maintaining a focus on the strengths and capacity of the team and its members. Successes do not have to be "big", nor do they necessarily have to result directly from the team plan. Some teams make recognition of "what's gone right" a part of each meeting.
3.2. Revisit and update the plan GOAL: To use a high quality team process to ensure that the wraparound plan is continually revisited and updated to respond to the successes of initial strategies and the need for new strategies.	**3.2. a. Consider new strategies as necessary** When the team determines that strategies for meeting needs are not working, or when new needs are prioritized, the facilitator guides the team in a process of considering new strategies and action steps using the process described in activities 2.1.f and 2.1.g.	Revising of the plan takes place in the context of the needs identified in 2.1.d. Since the needs are in turn connected to the mission, the mission helps to guide evaluation and plan revisions.

MAJOR TASKS/Goals	ACTIVITIES	NOTES
3.3. Maintain/build team cohesiveness and trust GOAL: To maintain awareness of team members' satisfaction with and "buy-in" to the process, and take steps to maintain or build team cohesiveness and trust.	**3.3 a. Maintain awareness of team members' satisfaction and "buy-in"** Facilitator makes use of available information (e.g., informal chats, team feedback, surveys—if available) to assess team members' satisfaction with and commitment to the team process and plan, and shares this information with the team as appropriate. Facilitator welcomes and orients new team members who may be added to the team as the process unfolds.	Many teams maintain formal or informal processes for addressing team member engagement or "buy in", e.g. periodic surveys or an end-of-meeting wrap-up activity. In addition, youth and family members should be frequently consulted about their satisfaction with the team's work and whether they believe it is achieving progress toward their long-term vision, especially after major strategizing sessions. In general, however, this focus on assessing the process of teamwork should not eclipse the overall evaluation that is keyed to meeting identified needs and achieving the team mission.
	3.3 b. Address issues of team cohesiveness and trust Making use of available information, facilitator helps team maintain cohesiveness and satisfaction (e.g., by continually educating team members—including new team members—about wraparound principles and activities, and/or by guiding team in procedures to understand and manage disagreement, conflict, or dissatisfaction).	Teams will vary in the extent to which issues of cohesiveness and trust arise. Often, difficulties in this area arise from one or more team members' perceptions that the team's work—and/or the overall mission or needs being currently addressed—is not addressing the youth and family's "real" needs. This points to the importance of careful work in deriving the needs and mission in the first place, since shared goals are essential to maintaining team cohesiveness over time.
3.4. Complete necessary documentation and logistics	**3.4 a. Complete documentation and logistics** Facilitator maintains/updates the plan and maintains and distributes meeting minutes. Team documentation should record completion of action steps, team attendance, use of formal and informal services and supports, and expenditures. Facilitator documents results of reviews of progress, successes, and changes to the team and plan. Facilitator guides team in revising meeting logistics as necessary and distributes documentation to team members.	Team documentation should be kept current and updated, and should be distributed to and/or available to all team members in a timely fashion.

1.3.4 Phases and Activities of the Wraparound Process: Phase 4

MAJOR TASKS	ACTIVITIES	NOTES
PHASE 4: Transition During this phase, plans are made for a purposeful transition out of formal wraparound to a mix of formal and natural supports in the community (and, if appropriate, to services and supports in the adult system). The focus on transition is continual during the wraparound process, and the preparation for transition is apparent even during the initial engagement activities.		
4.1. Plan for cessation of formal wraparound GOAL: To plan a purposeful transition out of formal wraparound in a way that is consistent with the wraparound principles, and that supports the youth and family in maintaining the positive outcomes achieved in the wraparound process.	**4.1 a. Create a transition plan** Facilitator guides the team in focusing on the transition from wraparound, reviewing strengths and needs and identifying services and supports to meet needs that will persist past formal wraparound.	Preparation for transition begins early in the wraparound process, but intensifies as team meets needs and moves towards achieving the mission. While formal supports and services may be needed post-transition, the team is attentive to the need for developing a sustainable system of supports that is not dependent on formal wraparound. Teams may decide to continue wraparound—or a variation of wraparound—even after it is no longer being provided as a formal service.
	4.1 b. Create a post-transition crisis management plan Facilitator guides the team in creating post-wraparound crisis management plan that includes action steps, specific responsibilities, and communication protocols. Planning may include rehearsing responses to crises and creating linkage to post-wraparound crisis resources.	At this point in transition, youth and family members, together with their continuing supports, should have acquired skills and knowledge in how to manage crises. Post-transition crisis management planning should acknowledge and capitalize on this increased knowledge and strengthened support system. This activity will likely include identification of access points and entitlements for formal services that may be used following formal wraparound.
	4.1 c. Modify wraparound process to reflect transition New members may be added to the team to reflect identified post-transition strategies, services, and supports. The team discusses responses to potential future situations, including crises, and negotiates the nature of each team member's post-wraparound participation with the team/family. Formal wraparound team meetings reduce frequency and ultimately cease.	Teams may continue to meet using a wraparound process (or other process or format) even after formal wraparound has ended. Should teamwork continue, family members and youth, or other supports, will likely take on some or all of the facilitation and coordination activities.
4.2. Create a "commencement" GOAL: To ensure that the cessation of formal wraparound is conducted in a way that celebrates successes and frames transition proactively and positively.	**4.2 a. Document the team's work** Facilitator guides team in creating a document that describes the strengths of the youth/child, family, and team members, and lessons learned about strategies that worked well and those that did not work so well. Team participates in preparing/reviewing necessary final reports (e.g., to court or participating providers, where necessary)	This creates a package of information that can be useful in the future.
	4.2 b. Celebrate success Facilitator encourages team to create and/or participate in a culturally appropriate "commencement" celebration that is meaningful to the youth/child, family, and team, and that recognizes their accomplishments.	This activity may be considered optional. Youth/child and family should feel that they are ready to transition from formal wraparound, and it is important that "graduation" is not constructed by systems primarily as a way to get families out of services.

MAJOR TASKS	ACTIVITIES	NOTES
4.3. Follow-up with the family GOAL: To ensure that the family is continuing to experience success after wraparound and to provide support if necessary.	**4.3 a. Check in with family** Facilitator leads team in creating a procedure for checking in with the youth and family periodically after commencement. If new needs have emerged that require a formal response, facilitator and/or other team members may aid the family in accessing appropriate services, possibly including a reconvening of the wraparound team.	The check-in procedure can be done impersonally (e.g., through questionnaires) or through contact initiated at agreed-upon intervals either by the youth or family, or by another team member.

1.4 Key Terms Used in Wraparound

In describing wraparound, in this manual and on the WFI-4 forms, many terms are used that may be unfamiliar. The following table is designed to give the reader exposure to some of the key terms used in Wraparound as well as systems of care for children and families. If there are other terms that you would like to know that we have not defined here, please contact our research team.

Table 1.1: Definitions of Key Wraparound Terms

Wraparound Term	Definition
Action steps	Statements in a wraparound plan that describe specific activities that will be undertaken, including who will do them and within what time frame.
Community	*Community* means the neighborhood, city, town, village, or rural area where the child/family chooses to live. We use the broader term *community* rather than city or town, because families have different perspectives of what their communities include. Community may also refer to the network of social supports upon which the family relies.
Facilitator	A person who is trained to coordinate the wraparound process for an individual family. This person may also be called care coordinator, navigator, wraparound specialist, wraparound facilitator or something else. The person in the facilitator role may change over time, depending on what the family thinks is working best. For example, a parent, caregiver, or other team member may take over facilitating team meetings after a period of time.
Formal supports	Services and supports provided by professionals (or other individuals who are "paid to care") under a structure of requirements for which there is oversight by state or federal agencies, national professional associations, or the general public arena.
Informal resources or supports	These are resources that already exist in the family, their support network, or in their community. They often cost little or nothing and provide support to the family. This term can also be used to refer to friends or advocates of the family. For example, a caregiver may sometimes ask a neighbor to take her child out on an activity. Similarly, a community may have a strong community center or library that provides activities that the family likes to do.
Life domains	Areas of daily activity critical to healthy growth and development of a child or successful functioning of a family. Life domains include such areas as safety, school/work, health, social/fun, a place to live, legal issues, culture, emotions, transportation, and finances.
Mission Statement	A statement crafted by the wraparound team that provides a one or two sentence summary of what the team is working toward with the youth and family.

Natural supports	See also *informal resources or supports.* Individuals or organizations in the family's own community, kinship, social, or spiritual networks, such as friends, extended family members, ministers, neighbors, local businesspersons or shopkeepers, etc.
Outcomes	Child, family, or team goals stated in a way that can be observed and measured.
Plan of Care (Wraparound Plan)	A dynamic document that describes the family, the team, and the work to be undertaken to meet the family's needs and achieve the family's long-term vision. Since families are constantly changing, the plan should always be updated to reflect changes in strengths, resources, needs, or goals. Also called *individualized plan*, *integrated plan*, and *Wraparound plan*
Respondent	The person being interviewed (e.g., using the WFI-4): a caregiver, youth, wraparound facilitator, or other team member.
Strengths	Strengths are the assets, skills, capacities, actions, talents, potential and gifts in each family member, each team member, the family as a whole, and the community. In wraparound, strengths help family members and others to successfully navigate life situations; thus, a goal for the wraparound process is to promote these strengths and to use them to accomplish the goals in the team's plan of care.
Supports and services	This phrase refers to the full complement of formal services and informal supports received by the child or family.
Vision	A statement constructed by the youth and family (with help from their facilitator and possibly the wraparound team) that describes how they wish things to be in the future, individually and as a family.
Wraparound Team	A group of people – chosen with the family and connected to them through natural, community, and formal support relationships – who develop and implement the family's plan, address unmet needs, and work toward the family's vision.

1.5 Additional reading on Wraparound

The above orientation to the wraparound process is derived primarily from the basic materials developed by the National Wraparound Initiative, However, there is much more reading that can supplement a WFI-4 interviewer's understanding of the wraparound process, and intervention fidelity assessment in general.

❑ **The Resource Guide to Wraparound.** A collection of articles, tools, and resources that represent the expertise, experience, and shared work of the members of the National Wraparound Initiative. Bruns, E.J., and Walker, J.S. (Eds.) (2008). *The resource guide to wraparound.* Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children's Mental Health. (Available at www.rtc.pdx.edu/NWI-book/index.shtml)

❑ **A family member's guide to wraparound – based on the National Wraparound Initiative model:** Miles, P., Bruns, E.J., Osher, T.W., Walker, J.S., & the National Wraparound Initiative Advisory Group (2006). *The Wraparound Process User's Guide: A Handbook for Families.* Portland, OR: National Wraparound Initiative, Research and Training Center on Family Support and Children's Mental Health, Portland State University. (Available at www.rtc.pdx.edu/nwi).

❑ **An entire issue of <u>Focal Point</u>,** published by the Research and Training Center on Family Support and Children's Mental Health, Portland State University, is available at www.rtc.pdx.edu/pgFocalPoint.shtml

❑ **The complete version of the above chapter –** Burchard, Bruns, and Burchard (2002). The Wraparound Approach. In Burns Hoagwood (Eds.) Community-Based Interventions for Children and Families. Oxford: Oxford University Press.

❑ **The original monograph that described the principles of wraparound and presented model programs for the field:** Burns, B.J., and Goldman, S.K. (Eds.) (1999). Promising practices in wraparound for children with serious emotional disturbance and their families. *Systems of Care: Promising Practices in Children's Mental Health, 1998 Series, Volume IV.* Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. (You can download the entire monograph online at: http://cecp.air.org/promisingpractices/1998monographs/vol4.pdf)

❑ **Two compendiums of case studies of wraparound:** Kendziora, K. and Bruns, EJ (Eds.) (2001). Wraparound: Stories from the field. *Systems of Care: Promising Practices in Children's Mental Health, 2001 Series, Volume I.* Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research. (You can download the entire monograph online at: http://cecp.air.org/Air_Monograph.pdf)

❑ **The first compendium of wraparound case studies:** Burchard, JD, Burchard, SN, Sewell, R., & VanDenBerg, J. (1993). *One Kid at a Time: Evaluative Case Studies and Description of the Alaska Youth Initiative Demonstration Project. (This can be obtained by contacting the Georgetown Technical Assistance Center.)*

❑ **An article about measuring treatment fidelity that references the Wraparound Fidelity Index as an example:** Bruns, E. J., Burchard, J. D., Suter, J.S., & Force, M.D. (2005). Measuring fidelity within community treatments for youth: Challenges and strategies. In Epstein, M. Kutash, K. & Duchnowski, A. (Eds.) *Outcomes for Children and Youth.* Austin, TX: Pro-ED.

Chapter 2. Introduction to the *Wraparound Fidelity Index*

2.1 Description of the *Wraparound Fidelity Index*

The Wraparound Fidelity Index (WFI) is an interview that measures adherence to the principles and primary activities of the wraparound process on an individual child, youth, or family basis. The WFI is completed through brief, confidential telephone or face-to-face interviews with three types of respondents: (1) parents or caregivers, (2) youths (11 years of age or older), and (3) wraparound facilitators. We believe it is important to gain the unique perspectives of these three informants to understand fully how wraparound is being implemented. In addition, a program or evaluation team may wish to gain the perspective of a fourth type of informant: a team member other than the caregiver, youth, or facilitator. Thus, the WFI-4 is composed of four respondent forms: the Caregiver form (CG), the Youth form (Y), the Wraparound Facilitator form (WF), and a Team Member form (TM). A Demographic form is also part of the WFI battery (see Chapter 5).

The WFI was designed to assess adherence to the principles and activities of wraparound outlined in the previous section. We consider adherence to the 10 principles and the implementation of the key activities as the foundation of proper wraparound implementation, and as such, the WFI-4 is designed to assess the extent to which both the principles and activities are being implemented in service delivery.

2.2 Organization of the *WFI 4.*

The WFI-4 assesses fidelity by having the interviewer assign a score to each of 40 items on the Caregiver, Facilitator, and Team Member forms. (There are fewer items on the Youth form, which will be discussed in more detail in Chapter 5.) These 40 items are organized by the four phases of wraparound, which were presented in the previous section. The number of items assessing activities in each phase (for the three adult forms) is presented below:

- **Phase 1: Engagement and Team Preparation**: 6 items
- **Phase 2: Initial Plan development**: 11 items
- **Phase 3: Plan Implementation**: 15 items
- **Phase 4: Transition**: 8 items
  TOTAL NUMBER OF ITEMS: 40

In addition, each of the 40 items assesses adherence to one of the 10 Principles of wraparound. Fidelity to each principle is assessed by 4 items. An overview of the WFI-4's organization is presented in Table 2.1 below.

Table 2.1: Organization of the WFI-4

	Family Voice/ Choice	Team Based	Natural Supports	Collaborative	Community Based	Culturally Competent	Individualized	Strengths Based	Persistent	Outcomes based	**Total items per phase**
Engagement & Preparation	1	2				1		1		1	**6**
Initial Plan Development	1	1		3	2	1	2	1			**11**
Plan Implementation	2	1	2	1	1	2	1	2	2	1	**15**
Transition			2		1		1		2	2	**8**
Total Items per principle	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**4**	**40**

2.3 WFI-4 items.

2.3.1 Item numbering. The items of the WFI-4 are numbered sequentially within the phase of wraparound that the item assesses. Thus, for the three adult forms (CG, WF, TM), the first six items are numbered 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6, because they are all grouped within the Engagement and Team Preparation phase. The next 11 items are grouped within the Plan Development phase and are numbered 2.1, 2.2, 2.3, and so forth. The last item is item 4.8, which is the eighth and last item in Phase 4: Transition.

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

2.3.2 Response scale. Regardless of their format, all items are scored by the interviewer on a scale that ranges from 0 (low fidelity) to 2 (high fidelity). For most items, the rating assigned is related to the degree to which the respondent:

- **Agrees** with the statement or answers "**Yes**,"
- **Partially agrees** with the statement or answers **"Somewhat"** or **"Sometimes,"** or
- **Disagrees** with the statement and answers "**No**."

The interviewer is intended to score the items as she or he goes through the interview.

It is important to note that many of the items are reverse-coded. For example, a positive response to a standard item (e.g., "Did the family members select the people who would be on their wraparound team?") would be scored a 2, indicating good Wraparound fidelity. However, a positive response to a reverse-coded item (e.g., 2.8 "Are the services and supports in the wraparound plan difficult for the family to access?") would receive a 0.

2.4 Role of the interviewer.

In administering the WFI-4, the interviewer or administrator is <u>not</u> intended to merely ask each of the questions verbatim and ask for a response on the "Yes – Sometimes – No" scale. Instead, the interviewer is intended to conduct the WFI-4 interview like a conversation. To do so, he interviewer should begin each section of the WFI-4 interview by asking the respondent (caregiver, facilitator, youth, or team member) about how that part of the wraparound process proceeded, what kinds of things occurred, and so forth.

To facilitate this type of administration, each of the four sections of the WFI-4 (which correspond to the four phase of the wraparound process) begins with a series of possible prompts the interviewer might use to begin the conversation about that section. Some examples of prompts provided at the beginning of each Phase of the Caregiver form include:

- **Phase 1: Engagement:** "Let's start by talking about how wraparound began for you and your family. Can you tell me a little bit about the first time you met [your facilitator]?" What were those very first meetings like?"
- **Phase 2: Planning:** "Now I am going to move on to 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?"
- **Phase 3: Implementation:** "Now I am going to ask you a number of questions about what your services and your team meetings are like. First, can you tell me what team meetings are like? How do those meetings go?"
- **Phase 4: Transition:** "OK, we are almost done. Now I want to ask you a few final questions about wraparound and the future for your child and family."

After beginning the conversation, the interviewer's job is to get the information needed to assign a score to each of the items in the section. Sometimes, the interviewer will have enough information to assign a score for an item based on the initial prompt or other parts of the conversation. For many of the items, however, the interviewer will likely need to ask the

question directly. Regardless, administration of the WFI-4 should seem like a conversation, not a rote exercise of asking each of the questions in order. The interviewer should be familiar enough with wraparound, the WFI-4, and its scoring rules to assign ratings based on a combination of this conversation and direct questioning.

2.5 Development of the WFI

2.5.1 WFI versions 1 and 2.

The WFI has gone through three revisions prior to the WFI-4. On the first version of the WFI (WFI 1.0) only nine Elements were included. This first version was pilot tested in 1999-2000 and demonstrated adequate test-retest reliability and overall psychometric properties, though there were concerns regarding a "ceiling effect" and a lack of variability in scores. In addition, WFI fidelity scores were found to correlate well with an external fidelity criterion (ratings by an independent Wraparound expert who assessed fidelity using different methods), but only for combined respondent scores.

The findings from the WFI 1.0, in combination with family and service provider focus groups, lead to two major changes for the WFI 2.0. First, efforts were made to improve items and increase variability in responses by scripting items that were more stringent and specific to each element being assessed. Second, parents and wraparound facilitators were asked questions on all 11 elements while youths were asked to report on eight.

A second revision (WFI 2.1) reflected minor changes in wording (in response to feedback from family members, providers, and survey administrators) and additional demographic questions. WFI 2.1 results from over 250 families in over a dozen Wraparound sites nationwide suggested that the revised WFI was vastly improved with respect to item score variability and internal consistency (Bruns, Burchard, Suter, Leverentz-Brady, & Force, 2004). Further, results of an additional study found that WFI 2.1 fidelity scores related to future outcomes for individual families – which are important criteria for a valid fidelity instrument (Bruns, Suter, Burchard, & Force, 2005). However, many WFI 2.1 items remained problematic, both with respect to their psychometric properties and their understandability to WFI interviewers and respondents. In order to build upon the success of the WFI versions completed to date as well as improve the tool wherever possible, many of these problematic items were replaced and revised, and the result was the WFI 3.0.

2.5.2 Psychometrics: Reliability and Validity of the WFI-3.

As a collaborating community for the WFI-4, you will be contributing data to formally assess the psychometrics of the WFI-4. Though we conducted an initial pilot of the instrument, we can only present preliminary data from this initial pilot, which was conducted in collaboration with seven communities in early 2006. These results will be presented later in this chapter. Because of the greater availability of psychometric data for the WFI-3, and because the WFI-4 retains many of the characteristics and items for the WFI-4, we will first present properties of the WFI-3.

As mentioned in the Preface and acknowledgments sections of this Manual, our research team has benefited greatly from the contribution of WFI data from dozens of communities across the country. These data allowed us to assess the psychometric characteristics of previous versions of the WFI, including reliability and validity. Such information has been instrumental to our revisions of the tool from version 1 to version 4. The following sections provide a summary of this information across several critical areas:

Reliability. Reliability is a fundamental issue for measures such as the WFI. A reliable scale includes items that logically relate to the "latent variable" of interest (e.g., wraparound elements or overall wraparound fidelity). A reliable scale also will show temporal stability; that is, it will yield similar scores on separate occasions. Finally, a reliable scale will yield similar scores for different raters of the same phenomenon. In addition to increasing confidence that what is

being measured is meaningful, a reliable scale also will have greater statistical power to detect differences between groups.

We assessed reliability of the WFI-3 through several studies that assess internal consistency, test-retest reliability, and inter-respondent agreement.

Internal consistency as assessed by coefficient *alpha* is a means to describe the extent to which WFI items are logically connected to a single phenomenon. Using our national WFI-3 sample of 667 families served by 10 wraparound systems of care in nine states, we have found that the internal consistency for underlined all items of the WFI-3 (i.e., Total Fidelity scores) is excellent, with Cronbach *alpha* coefficients of .82 for the Wraparound Facilitator form, .91 for the Caregiver form, and .84 for the Youth form. This means we can say with confidence that the full complement of WFI items is logically related to one another and measuring a consistent construct. These internal consistency results are also an improvement over that found for the WFI-2.1. However, as was found for the WFI-2.1 (Bruns et al., 2004), internal consistency coefficients for individual principles (e.g., Family Voice and Choice, Individualized) are not necessarily as strong. Analysis of the national WFI-3 dataset found that *alpha* coefficients for individual principles ranged from .43 to .69 for the Wraparound Facilitator form of the WFI-3, with only three of 11 principles achieving *alpha* scores above .60 (the commonly accepted minimum threshold for acceptable internal consistency). For the Caregiver form of the WFI-3, *alphas* for individual principles were found to range from .23 to .73, with eight of the 11 principles achieving *alpha* coefficients above .60. Finally, for the Youth form of the WFI-3, *alphas* were found to range from .26 to .70, with four of the eight principles assessed achieving *alpha* coefficients above .60.

Test-retest reliability of the WFI-3 was assessed via a study conducted in two separate wraparound programs in two different states that were using the WFI. Sixteen wraparound facilitators, 14 caregivers, and 11 youths completed the WFI-3 twice within two weeks, and were asked to provide ratings of wraparound adherence for the same retrospective six-month period. Pearson correlations were found to be $r=.84$ for the RF form, $r=.88$ for the CG form, and $r=.64$ for the Youth form. The correlations found for the RF and CG forms were both significant at the $p<.05$ level, while the correlation for the Youth form was significant at the $p<.1$ level.[4]

Inter-respondent agreement for the WFI-3 was assessed by calculating the Intraclass Correlation Coefficient (ICC) for agreement between sets of respondents for the national WFI-3 sample of $N=667$ families in 10 sites. Results found moderate ICCs of .58 for all three respondents, .44 for RF-CG agreement, .49 for CG-Y agreement, and .45 for RF-Y agreement. These ICCs indicated good inter-respondent agreement for a scale of this nature. For example, they are stronger than cross-informant agreement (e.g., parent, youth, and mental health worker) found for major child behavior scales (Achenbach, McConaughy, & Howell, 1987).

Summary of reliability studies. Results of reliability studies indicate that total WFI-3 scores from individual respondents demonstrated good reliability. These results are consistent across studies of internal consistency, test-retest reliability, and inter-rater agreement. However, scores calculated for individual principles (previously called Elements) were found to be less reliable, likely because of the small number of items (only four) in each principle. Thus, individual principle scores are likely to be useful for describing a community's profile of wraparound adherence across the different principles assessed by the WFI-3; however, principle scores may be less useful in research studies (especially those that aim to conduct between-group comparisons) than Total Fidelity scores combining all items. We believe this pattern will continue for the WFI-4, given that each principle continues to only be assessed via 4 items.

In addition, results of inter-respondent agreement analysis supported the reliability of the WFI-3, but they reinforce that no single source of information about fidelity can serve as a "gold

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[4] A previous study of the WFI-2.1 using a larger sample of $n=60$ families across five sites found two-week test-retest reliability of.73 across all items for CGs (N = 56), .86 for RFs (N=53), and .76 for Y (N=36). These results were all significant at $p<.01$.

standard" – multiple sources are preferable to allow for variations in perspectives provided by parents or caregivers, youth, and providers such as wraparound facilitators.

     Validity. While reliability is concerned with how well a measure's items are related to an underlying variable, <u>validity</u> is concerned with whether the variable that is being measured is truly the variable of interest. In the case of the WFI-3, we were concerned with whether the tool is a valid measure of adherence to the wraparound principles.

     To assess this question, we can look to several types of studies involving the WFI. These include studies of:

- <u>Content validity</u> (how well the WFI-3 items measure the domain of interest),
- <u>Criterion-related validity</u> (whether scores on the WFI are associated with a different measure of the same construct),
- <u>Discriminant validity</u> (whether scores on the WFI-3 discriminate between different types of conditions, such as wraparound vs. non-wraparound programs), and
- <u>Construct validity</u> (whether WFI-3 scores are associated with a external variable hypothesized to be related, such as child and family outcomes).

     Content validity. Content validity can be measured in several ways. Support for the face validity of the WFI-3 items can be found by reviewing the history of the development and revision of the measure. During these efforts, dozens of stakeholders representing many different perspectives helped nominate and select indicators of adherence to the 11 elements, and then helped construct the wording of the items.

     Additional support for the construct validity of the WFI-3 comes from a recent confirmatory factor analysis (CFA) of the measure. CFA seeks to confirm that there is good "fit" between scale items and a proposed set of factors (i.e., wraparound principles) they are intended to measure. Using WLSMV estimation our CFA of the Caregiver form of the WFI-3 found a Root Mean Square Error of Approximation (RMSEA) of 0.059 for a 44-item solution. This was an encouraging result, given that a RMSEA of 0.060 or lower indicates a good "fit" of items to a proposed factor structure.[5] This "fit coefficient" was better than was obtained for a one-factor model (parsimony test), which yielded a RMSEA of 0.067. The results provide support for the indicators selected to measure adherence to the 11 elements. The results also provide support for using both individual WFI-3 items and element scores to describe a community or program's wraparound adherence.

     Criterion-related validity. Several studies have been conducted or are underway that have assessed the relationship between scores derived from the WFI and an alternative approach to measuring adherence to the wraparound principles. A series of studies of the first version of the WFI found that an expert's overall fidelity ratings (based on in-depth interviews and record reviews) for individual families were significantly correlated with WFI Total Fidelity scores. Currently, a federally funded study is underway that will determine the relationship between WFI-3 scores and scores from the System of Care Practice Review (SOCPR) (Vinson et al, 2000) in a sample of several federally funded systems of care communities.

     Discriminant validity. Some of the most encouraging information about the validity of the WFI-3 has resulted from collaborators who have used the tool in the course of conducting evaluation studies. Results of these studies have consistently found that scores from the WFI-2.1 and WFI-3 discriminate between different types of service delivery conditions. Most saliently, Ferguson (2004) found that WFI-3 scores were significantly different for a sample of youth receiving services through the wraparound process than for a matched sample of youth receiving child welfare services as usual. In addition, Rast, et al. (2004) found significantly higher WFI-3 scores for a sample of youth receiving wraparound than for a sample of youth receiving child welfare services as usual in a statewide evaluation in Nevada (Bruns, Rast, Walker, Peterson, & Bosworth, in press).

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[5] The coefficient was improved to 0.053 for a 10-element, 40-item solution, which may indicate future directions for improving the measure's factor structure.

Meanwhile, Bruns, Leverentz-Brady, & Suter (2006) found higher WFI scores for families in communities demonstrating greater administrative and system supports for wraparound than for families in communities that did not feature such supports (e.g., lower caseloads, community collaborative teams, outcomes and fidelity monitoring systems). In addition, Rider et al. (2004) found that wraparound facilitators with more intensive training and coaching on wraparound implementation scored higher on the WFI-3 than did facilitators in a nearby community who were implementing wraparound but had less intensive training and coaching to support their efforts.

Construct validity. Finally, several studies have found positive associations between WFI scores and ultimate child and family outcomes. Because high-fidelity wraparound implementation is hypothesized to result in better outcomes, these findings provide additional support for the validity of the WFI, as well for the wraparound process in general. Specifically, as described in Bruns, Rast, Walker, Peterson, & Bosworth (in press), Rast and colleagues found that wraparound facilitators in Nevada with higher WFI-3 scores achieved better child and family outcomes (e.g., child behavior and functioning, residential restrictiveness, and family resources) than facilitators with lower WFI-3 scores. In addition, Bruns, Suter, Leverentz-Brady, Burchard, & Force (2005) found a consistent (though weaker) pattern of association between WFI-2.1 scores and outcomes as assessed at the child and family level in a single system of care in Nebraska.

Summary of validity studies. Though several items on the WFI-3 were singled out for revision in the WFI-4 based on feedback from collaborators and data from our national sample, the WFI-3 was found to have good face validity, and its items fit well to a proposed factor structure based on the accepted principles of wraparound. WFI scores have also consistently been found to correlate with alternate measures of wraparound adherence, to discriminate between wraparound and non-wraparound conditions, and to discriminate between wraparound conditions with different levels of implementation support. Results from these studies provide support for the validity of the WFI and support the use of total scores in evaluation and research studies in which a validity assessment is necessary.

2.6 Preliminary Psychometrics and Reliability Data for the WFI-4

A preliminary pilot study of the WFI-4 was conducted in 2006 with seven collaborating communities (Bruns, Suter, Rast, Walker, & Zabel, 2006). The pilot WFI-4 included 49 items assessing adherence to the 31 activities and 10 principles of wraparound, as specified by the National Wraparound Initiative (Walker & Bruns, 2006). The pilot WFI-4 (Caregiver form only) was distributed to eight sites in six states nationally that expressed interest in participating in the study.

Data were returned for N=60 caregivers from seven sites in five states: Oklahoma (n=17); Missouri (n=12); Massachusetts (2 sites, n=14); Maryland (2 sites, n=10); and New Jersey (n=6). Four interviews were excluded because they were incomplete. Data were analyzed for a final sample of N=56. Youths in the sample were 11.8 years old on average (SD = 3.9, range 2-17) and were 52% male. Seventy-two percent of caregivers/respondents were birth or adoptive parents, 15% grandparents or other relatives, and 13% foster parents. Half (n=28) of the youths currently were in or had previously been in state custody. Youths had been enrolled in wraparound 6.85 months on average (SD = 7.8, range 2-24 months).

Results found that reliability as assessed by Cronbach *alpha* was good for Total scores of the pilot of the Caregiver form of the WFI-4. *Alpha* coefficients were found to be adequate for three of four scales combining items for the different Phases of wraparound assessed by the measure. (See Table 2.2).

Table 2.2: Internal Consistency coefficients of the WFI-4 Caregiver form (initial pilot)

Scale	N Items	*alpha*
Total WFI-4	**49**	**.84**
Phase 1: Engagement	8	.51
Phase 2: Planning	13	.62
Phase 3: Implementation	19	.86
Phase 4: Transition	9	.79

   As was found for the WFI-3, alpha coefficients for scales consisting of items that measure each principle of wraparound were poor, likely because these scales consisted of a small number of items. Thus, similar to the WFI-3, findings suggest WFI-4 total scores will be useful in research studies, but not scales constructed for the 10 principles. More data are needed to assess utility of the Phase-specific scales.

   Results also demonstrate that the measure is capable of finding between-site differences, as demonstrated by significant results of a one-way ANOVA, despite very small ns for each site. (See Figure 2.1) As shown, site-level mean scores ranged from 73% of total possible fidelity to 91%, with an average total fidelity score found across all sites of 81%.

Figure 2.1: Site-level differences found for Total scores of the WFI-4 Caregiver form (initial pilot)
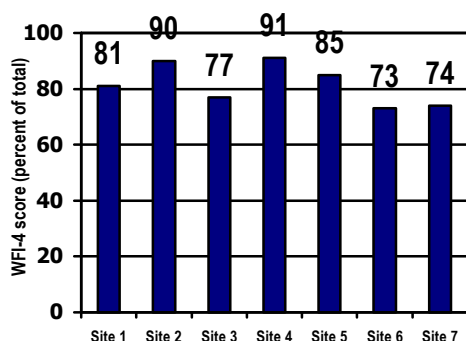
   Most important at this stage of development, results from this initial pilot indicated several Pilot WFI-4 items that should be deleted or revised. These include 9 items that showed little variability. In addition, focus groups with evaluators from these collaborating communities were held, leading to nomination of items for which revision or deletion should be considered because of difficulty in administration or for respondents. Overall, however, participating local evaluators who had previously used the WFI-3 all reported that the WFI-4 represented an improvement over previous version of the measure.

2.6.1. Final revision of the WFI-4.

   Results from the pilot data and focus groups helped inform the final, 40-item version of the WFI-4 now being piloted. It is expected that final revision will result in a more easily administered measure, and one that will also demonstrate greater variability in total fidelity scores. We also hope to find lower mean total scores for the four respondents than the 81.4% found for the Caregiver form in the initial pilot. The current pilot test of the final version of the WFI-4 will help determine if this has occurred.

2.7 Uses of WFI Results

   After collecting fidelity data by administering the WFI-4 forms to caregivers, wraparound facilitators, and youth, information obtained from the WFI can be used for both program improvement and research.

2.7.1 Program improvement.
With respect to program improvement, sites or programs delivering services via the wraparound process can use results from the WFI as part of a quality assurance protocol. Individual item scores may be most useful for supervision, training, and human resource development. Reviewing the percent of respondents for whom ratings of "Yes," "Sometimes" and "No" were assigned for each item can illuminate areas of relative strength and weakness that can guide program planning and training.

   Another way that programs can use WFI scores is to evaluate their adherence to the wraparound activities and principles as compared to other communities nationally, such as mean scores for a national WFI sample. Using data from many sites nationally as well as results from several evaluation studies, we were able to provide communities and programs a "yardstick" against which to compare WFI-3 scores, to assist in interpretation and guide improvement efforts. We expect to be able to do the same for WFI-4 scores once data have been collected for the many sites in the current pilot test.

2.7.2 Research uses.

WFI data on adherence to the elements of Wraparound also serves an important purpose for researchers. First, it has been frequently noted that clinical trials or other research protocols that attempt to measure outcomes related to an intervention must have adequate implementation data to allow for interpretation of results (Lourie, Stroul & Friedman, 1998). Without methods for determining whether a treatment or process such as wraparound has been adequately implemented, researchers may not be able to explain outcomes that are found. For example, negative findings may be misinterpreted as evidence against a service's effectiveness when in fact the intervention was not implemented as intended. Second, researchers on youth and family service approaches may wish to use WFI data to measure the relationship between adherence to various Wraparound principles and outcomes, as a way to explore which aspects of service delivery are most important to achieving positive outcomes.

2.7.3 WFI summary reports.

WFI data can be translated into summary reports that can be used as part of an overall quality assurance plan. The Wraparound Evaluation and Research Team can be employed to create a WFI Summary Report for your site, or you may wish to design your own system for creating reports. Such reports describe your site's results across phases, principles and individual items, as well as identifying areas of service delivery that may benefit from improvement.

Recently, we have developed a new web-based resource called WrapTrack that allows licensed users to enter their data using a web portal that will compile their WFI-4 data into one exportable database, regardless of how many people are entering data, and regardless of where they are located. This system allows the user sites to automatedly create reports at their convenience.

In order to gain access to the web portal, contact the system administrator at wrapeval@u.washington.edu. Users will complete a brief training before utilizing the web system. The system allows for multiple users at each site, as well as multiple levels of data access.

Chapter 3. Site and User Qualifications for the
Wraparound Fidelity Index, version 4

The WFI was designed to be a fairly straightforward interview that could be used by any site interested in collecting fidelity information on wraparound implementation. It was also designed so it could be administered by interviewers of many types of backgrounds, including researchers, evaluators, family members, students – even youths with adequate training and supervision. However, we have found that there can be critical differences in WFI-4 results depending on how it is administered. **Therefore, we have established several criteria a community or program must meet before using the measure. In addition, we require that a user program or community employ a standardized procedure for training interviewers to criteria.**

1. An individual with some background and experience in evaluation research or quality assurance and data management should lead the local effort.

Those responsible for training interviewers and managing interviews, data entry, and data management should have training and/or experience in those particular areas. Our research team will provide a Manual and PowerPoint slide presentation, with notes, to be used in training interviewers. In addition, we have developed a WFI-4 Training Toolkit that includes CDs with audio-recorded sample and practice WFI-4 interviews for use by interviewers who are being trained. Though we can provide some support to WFI administration, WERT is not resourced to provide training in the WFI-4, in using data programs (e.g., Microsoft Access or SPSS), or data management. It is expected that the materials provided, in the hands of an experienced evaluator or quality assurance manager, should suffice. However, if larger scale support is needed, WERT can be contracted to offer such evaluation support.

2. Interviewers should be selected who have experience and comfort with interviewing youths, family members, and providers, or who can be trained and supervised closely until they do have such comfort.

Interviewers should have training and/or experience interviewing respondents whose ages, languages, and backgrounds are similar to the WFI respondents they will be interviewing. If they have not received prior training with other interviews, it is essential that they be sufficiently trained with the WFI (including plenty of practice sessions and supervision; see below). Interviewers also need to be experienced with the WFI forms, this *User's Manual*, and have a good understanding of the wraparound process itself. The more they have mastered this information, the better able they will be to establish rapport with respondents and answer any questions they may have.

The above is not to imply that only researchers must administer the WFI. Though sites often contract with universities or other traditional research partners to collect fidelity, outcome, and/or satisfaction data, many sites that employ wraparound have successfully employed teams of parents or other "non-traditional" evaluators to collect such data. Given adequate training and supervision, such interviewers may even be preferable to "formal" research team members. Regardless of the interviewers' backgrounds used it is crucial to ensure that those who administer the WFI are adequately trained on the WFI and this *User's Manual*, and that they are adequately supervised.

The statements in the box on the next page summarize our research team's expectations on qualifications of individuals who use the WFI.

WFI: QUALIFICATIONS FOR USE

The WFI was designed to be a straightforward interview that could be used by any site interested in collecting information on wraparound implementation. Nonetheless, proper use requires competency in different areas depending on the individual's role in using the WFI-4.

Administration
The WFI-4 Demographics, Wraparound facilitator, Caregiver, Youth, and Team member forms were designed to be administered by a trained interviewer. Interviewers must be trained to criteria on administration and scoring of the WFI-4 using the WFI-4 Training Toolkit, which includes audio-recorded sample WFI-4 administrations. In general, interviewers must have:
- Training and/or experience conducting interviews with respondents whose ages, languages, and backgrounds are similar to WFI respondents (i.e., youth receiving services; parents and caregivers of these youth, and service providers);
- Competence and familiarity with the WFI forms, the user's manual, and the wraparound process;
- Adequate knowledge to explain the interview process, intended uses for WFI data, and limits to confidentiality.

Scoring
Individuals responsible for scoring must follow instructions on the WFI-4 forms and in the *WFI-4 User's Manual* to assure accurate scoring. Scoring is fairly straightforward for most items, because the scale directly corresponds to the answers given by respondents (e.g., "Yes" = 2, "Sometimes/Somewhat" = 1, "No" = 0). However, for some items interviewer judgment is necessary. All paper forms should be checked carefully before final scoring and submission for data entry.
Our research team provides access to an online data entry system (WrapTrack) for data entry, reporting, and exporting of data.   Files are also available in Microsoft Excel© and SPSS© formats for further use. To use these files it is the collaborator's responsibility to have purchased and know how to use these software programs. Those responsible for managing interviews, data entry, and data management should have training and experience in those areas.

Management and Coordination
It is essential that the person or persons responsible for coordinating the evaluation using the WFI-4 have appropriate experience and training in quality assurance and/or evaluation activities. At a minimum, they must have a thorough knowledge of the *WFI-4 User's Manual* and forms, uses for the data, and any limits to confidentiality. They must also ensure adequate training and supervision of interviewers. Ideally, these individuals should also be skilled in getting the key stakeholders from the community and/or program(s) invested in the WFI evaluation (if they are not already), getting approval for the evaluation, identifying interviewers and respondents, and distributing information statements and/or obtaining consents from respondents.

Interpretation
The proper clinical, quality assurance, program evaluation, and research use and interpretation of the WFI-4 require knowledge of theory and methodology of assessment using structured interviews, as well as supervised training in working with the youths and families of interest. The training required may differ depending to the ways in which the data are to be used. However, no amount of prior training can substitute for professional maturity and a thorough familiarity with the procedures and cautions presented in the *WFI-4 User's Manual*.

3. A full training protocol should be implemented for interviewers.

It is expected that a local community that employs multiple interviewers will take the time to administer training for these individuals that includes:

1. An overview of the wraparound process, including its principles and four phases and activities;
2. An overview of the purpose and structure of the WFI-4;
3. A review of general WFI-4 administration procedures;
4. A review of individual items and scoring rules;
5. Group practice administrations of the WFI-4;
6. Listening to and scoring practice WFI administrations using the **WFI-4 Training Toolkit**;
7. Individual practice administrations with feedback from the evaluation leader or supervisor; and
8. Periodic group and/or individual supervision for interviewers.

Though this recommended regimen may seem intensive, we believe it is critical to ensuring reliable and valid administration and WFI-4 scores.

The first four activities should be relatively straightforward: The Wraparound Evaluation and Research Team will provide the *User's Manual*, which can be used as an introduction for interviewers and a reference for administration and scoring. We also can provide a PowerPoint presentation that should be used by local evaluation teams training multiple interviewers, especially if these interviewers are not trained as evaluators.

After the training on the WFI-4, the evaluation team should arrange to have several group practice administrations of the WFI-4, with varying respondents (i.e., facilitators, caregivers, and youths). The team leader or person most knowledgeable about the WFI may want to conduct the first interview (using a speaker phone or with an in-person respondent). This will help other members of the team observe how an interview is likely to proceed. Then, other members of the team can also conduct interviews, with all members of the team scoring the items. After group practice administrations, the group can discuss how the interviews went, and review scores assigned for each item, referring to the manual to determine the appropriate score if there are questions. Group practice sessions may be conducted with providers or family members who are currently receiving wraparound and who are willing to be part of a practice session. Interviewers can also practice with parent support partners, youth or family advocates, or "graduated" family members who are willing to serve as practice subjects. Members of the data collection team may even be able to use one another as practice subjects: if members of the team have past experience delivering or receiving wraparound, they can use these experiences as a basis for responding to interviewer questions.

After initial group training, each interviewer should be given materials from the WFI-4 Training Toolkit. These will be provided to each collaborating program or site and include a set of 5 CDs with 8 pre-recorded WFI interviews (4 caregiver, 2 youth, and 2 facilitator interviews). For each pre-recorded interview, there is "Gold Standard" WFI-4 form with correct scores for each item circled, as well as a Training Debrief form that explains the rationale for the scores assigned to each WFI-4 item. Each WFI-4 interviewer should proceed through the practice administrations on the CDs until they have achieved scores of 80% correct (or better) on at least four practice administrations. **The local coordinator for each WFI evaluation effort must oversee the successful completion of these practice administrations by all prospective WFI-4 interviewers.**

Even after training to criteria is completed, evaluation projects may also wish to have interviewers conduct some actual WFI-4 interviews under supervision of an evaluation team leader or supervisor. Finally, team meetings or supervision sessions should also be held periodically so that members of the team can discuss administration issues they are encountering, scoring questions, and other issues, as a group.

4. Sampling Approaches for Measures of the Wraparound Fidelity Assessment System
1. The sample should be a random selection (or at least representative) of the families served by the wraparound effort.
2. If the evaluation wants to generate reports and information about different levels of wraparound implementation (e.g. multiple provider agencies, counties, supervisors), the sample must be stratified or representative of each of these levels. That is to say, you would want to draw a random sample of adequate size (e.g., no fewer than 10) at each level of evaluation.
3. Once the sample is chosen, adequate effort must be expended toward obtaining a high completion rate. Ideally, at least 80% of all proposed data collection (e.g. the total number of WFI surveys to be completed or teams to be observed) should be completed. Seventy percent is probably ok. Below 60%, we begin to doubt the representativeness of the sample (and thus the validity of the evaluation), because it may be biased toward team meetings or interview respondents who are easier to reach or complete. **Ultimately, the data collection completion rate is more important than the number of youth/families in the sample**.
4. If fidelity data collection is going to proceed over time, then once a sampling method is determined, the same method should be used consistently across data collection waves. A site or program could systematically draw samples and complete interviews/observations on a set schedule (e.g., every year, every 6 months, every 2 years).

In order to conduct a valid evaluation using the tools of the WFAS, it is necessary to administer the measures with a sample (of respondents, of team meetings) that is **representative** of the initiative or project overall. Put another way, if your administrations or interviews are completed with a "convenience sample" or if you only successfully complete interviews with respondents who are easy to reach, it is unlikely that the data will represent the reality of your project, and the perspectives of all your families and staff.

One way to do achieve representativeness is to administer the measure(s) to every caregiver/youth/staff person involved, and/or to observe every team meeting that occurs. However, this is obviously infeasible for most wraparound projects. The alternative is to **use a strategic sampling plan that achieves representativeness** and then **achieve a high (e.g., >80%) data collection completion success rate**, to minimize response bias and further ensure representativeness.

Below are examples of how to use a strategic sampling approach to ensure representativeness. Sampling plans cannot be "one size fits all": they must be based on local resources, information needs, and goals for the evaluation. Representativeness is of highest importance when creating your sampling frame. Achieving representativeness is far more important than the absolute number of families or team meetings included in your evaluation.

SPECIFIC QUESTIONS

How Often? The WFI tools do not need to be completed more than once per youth/family. For small projects that wish to have consistent data available, WFI interviews could be completed at multiple timepoints for the same family, but it is not necessary.

When? Depending on size of the wraparound initiative, and the goal of the evaluation, sites may choose to collect data 1x per year, 2x per year, etc. Or, they may choose to interview each youth/family at a certain time in their service (e.g., at 6 months or at 9 months).

How many do we need? When creating a sampling plan, make sure that you are aiming for a high response rate. We would rather see 12 cases with an 80% response rate than all youth with a 40% response rate. That said, there need to be adequate numbers to create a stable estimate. A minimum of 10 observations or families at each level of evaluation interest is probably necessary.

	WFI-4 – N Served	**Sample**
What is the sample size	Up to 15 active families 16 – 50 active families 51 and greater *(These are minimum standards!)*	Sample = all Sample = 15 Sample = 35% of total youth served (active families); i.e., 35 of 100 or 70 of 200.
How often data collected for every family Random sample method	Once per family unless selected twice during their stay in wraparound as part of random sampling method. Rules for eligibility for selection can vary based on the project. Some things to consider are: • Length of enrollment in the program (e.g., "To be eligible for the assessment, youth must be enrolled in Wraparound for a minimum of 3 months, and a maximum of 15 months"). • Status in the program (often, the youth must be "active" in services, and not "discharged," but a site may wish to get perspectives from recently completed or discharged families. • Replacing ineligible or unreachable families: If a particular selected youth and/or family cannot be contacted for interview, then select the next youth on the list, or replace with another randomly selected youth. If the desired sample rate has not been achieved at this time, select a new random set of youth, and proceed.

Chapter 4. Preparation for WFI Interviews

This chapter includes information on other types of preparation for interviewers as well as identifying and engaging respondents. It is important for those coordinating WFI interviews to review this chapter before training interviewers or scheduling any WFI interviews.

4.1 Project Approval

Even before hiring or training begins an Institutional Review Board (IRB) or Human Subjects Research Committee may need to approve your site's evaluation. If your site is at or affiliated with a college, university, or research center you should have a local IRB. If so, you should obtain approval (or an exemption) from them prior to beginning a formal evaluation.

4.2 Preparing Interviewers

It is important to select interviewers who are not directly involved with the services and supports that are being delivered to the families being interviewed. Also, it is recommended that interviewers do not personally know the respondents. Personally knowing either the family or provider can compromise both the confidential nature of the information and the respondent's willingness to report honestly and openly. Anonymous interviewers who are not affiliated with members of families' wraparound teams are the best choice.

As mentioned in the section on User Qualifications (Chapter 3), interviewers must have adequate knowledge of the service delivery system (including the common terms for child-serving agencies and their representatives), the wraparound process model, and this Manual. A full training protocol (as described in Chapter 3) should occur well in advance of administering interviewers. Interviewers should have some practice administering the WFI prior to starting.

4.3 Conducting Complete Interviews

The most accurate picture of adherence to Wraparound comes from gathering complete data from multiple respondents. Therefore it is important to conduct interviews with wraparound facilitators, caregivers, and youth (11 and older). There also is a fourth respondent form for sites that wish to also interview another team member who supports the family's wraparound process.

Without multiple interviews, a single respondent defines the quality of wraparound for the entire family. We recognize that it may be difficult to conduct interviews with all respondents, particularly if they are unwilling to participate. For example, some parents or caregivers are simply not involved in their child's wraparound process. However, if the youth is living at home or the plan is to return her or him to those family members, then it is important to ask birth parents about the quality of their child or youth's wraparound process, and their involvement in it.

On the other hand, we also recognize that there may be instances in which more than the standard set of interviews might be appropriate for a family. For example, a longstanding foster or kinship care provider may be an appropriate respondent for the caregiver form, along with the birth family member. In this instance, the interview coordinator may wish to use the Team Member form for the foster or kinship care provider and the Caregiver form for the birth

parent, or find another means of including both of these respondents in the fidelity assessment for the family.

4.3.1 Approaching families.

Providing families with information about the WFI process is crucial for motivating them to participate. The evaluation should be presented as an opportunity for families to collectively share their voice and facilitate positive change in their community. It is important to emphasize the confidential nature of the interviews, as well as the extensiveness of the evaluation. For example, one should emphasize that the WFI is being administered to all (or a large number) of the families at the site and not just their family. Take the time to outline what your site's goals are for the evaluation (e.g., to improve services) and then respond to any questions or concerns they may have.

The next step in collecting WFI data is to identify the respondent for the caregiver interview. In cases where there is only one primary caregiver the caregiver respondent is obvious. However, when there are more caregivers involved this process can become more difficult. *The rule is to interview a birth parent, unless parental rights have been terminated or she or he is otherwise uninvolved in the youth's life and/or wraparound process.* If the birth parent's rights have been terminated (or there is a plan to do so) then the youth's primary caregiver (e.g., foster parent, relative caregiver, group home staff person) should be given the caregiver interview. For older youth who are not living with a caregiver (e.g., emancipated or in an independent living program) it is still important to interview a caregiver figure if they remain involved in the team. The only rule for interviewing youth is that they be at least 11 years old. **If the youth is younger than 11, only the caregiver and wraparound facilitator interviews are administered. The team member form may also be administered.**

4.3.2 Interviewing multiple caregivers and youth.

In some cases you may want to interview multiple caregivers. For example, you may want to interview the birth parent and a foster parent. Or, you may wish to interview both a mother and father separately (or grandmother and grandfather, or other pairs of caregivers). While doing so may give you a more accurate picture of wraparound fidelity for that family, it is important to clearly identify each of the caregivers on the WFI forms and when entering data (see Table 5.1 in the next chapter).[1] Similarly, if more than one youth in the family is receiving services within the Wraparound approach, multiple youths for the family can be interviewed, but each must be clearly identified.

4.3.3 Engaging wraparound facilitators.

As for caregivers and youths, wraparound facilitators (or care coordinators, or care managers) must be "on board" as stakeholders in the evaluation. Their investment and involvement is crucial to the process and it is recommended that ample time be taken to review the reasons for undertaking the evaluation. This should be done both through the facilitators' staff meetings or supervision as well as when engaging them in a WFI interview.

Facilitators need to be reminded that WFI data will be used provide comprehensive (and confidential, in most WFI-4 uses) feedback on how wraparound is being implemented and that the data can be used to identify and support training needs. WFI data may be submitted to supervising agencies or policy makers to help attest to the program's meeting standards of accreditation. Data can also be used to make the case for additional funding and support (e.g., greater flex funds, lower caseloads).

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[1] Data for a second caregiver may be entered in the Team Member section of the SPSS or Excel data entry files.

Engaging wraparound facilitators is important not only to ensure their own participation in interviews, but also because they are in the best position to identify and enlist youth and family participation. The better wraparound facilitators understand the process, the more they will be able to inform families and encourage them to share their voices and opinions about services.

4.4 Obtaining Consent

Included in this User's Manual are examples of study summaries and consent/assent forms for caregivers, youth, and wraparound facilitators (Appendix A). The study summaries contain brief descriptions of the WFI-4 and what participants should expect in the interview. In addition, the summary highlights confidentiality and the importance of caregiver and youth input. The summaries and consents can be modified to fit the purposes of your evaluation and the specific requirements of your jurisdiction or IRB. However, the elements of confidentiality and family input are crucial. Information statements should be provided to all respondents. In addition, for many sites and many uses of the WFI, consent should be obtained before an interview is conducted. In some circumstances, interviews can be conducted if verbal consent has been given; however, this is contingent on approval from the host organization or IRB most closely affiliated with your program or evaluation team. **Depending on the context in which you are collecting data (i.e., for a formal research project versus quality improvement) and the opinion of your local IRB, <u>written consent may be necessary</u>.**

> **!** **Under most conditions, an Information Statement about the WFI-4 interview should be provided and/or consent (verbal or written) obtained from all respondents (youth, caregivers, and wraparound facilitators) before WFI-4 data is collected.**

Chapter 5. General Interview Considerations

5.1 Managing the Interviews

5.1.1 WFI ID Numbers.

In addition to conducting individual interviews, someone at your site must be responsible for coordinating and monitoring the completion of all interviews. One of the responsibilities of this individual will be to keep track of families for whom wraparound fidelity is assessed via the WFI. For consistency's sake, our research team developed a tracking system that should be used by all collaborators of the WFI-4. Six separate identification numbers are used. These identification numbers and their descriptions are listed in Table 5.1:

Table 5.1 WFI Identification Numbers

ID Number	*Description*
Project ID	WERT will assign an identification number to your agency or site. This identification number is a three-digit number that is unique to your site (e.g., 154). If your site includes multiple programs or agencies and you want to be able to distinguish among them you should request separate *Project ID* numbers for each.
Youth/Family ID	This number is assigned by your agency for each family unit participating in WFI assessment. It must be unique to every family. The simplest method is to label the first family 1, the next 2, and so on. If a family has multiple youth receiving services they would have the same *Family ID*, but different *Youth IDs* (see below). If a family is interviewed more than once the same *Family ID* should be used each time.
Caregiver ID	This number is assigned by your agency to each caregiver. The number is used primarily to identify different caregivers from the same family, if more than one is interviewed using the WFI. If there is only one caregiver in a family the *Caregiver ID* should be a 1. Similarly, if only one caregiver is interviewed, the only *Caregiver ID* that will be recorded will be a 1.
Wraparound Facilitator ID	Because WERT will analyze how WFI data differs for different facilitators, a unique number should be assigned by your agency to each wraparound facilitator who is coordinating services in your program or site. Every time the same wrap facilitator is interviewed their unique ID number should be recorded. If the facilitator for a family changes over time and a new one is interviewed at a follow-up data collection point, the new facilitator's ID number should be used in data entry for the second interview.
Interviewer ID	This ID number is assigned by your agency for each interviewer. Every time an interview is conducted, the interviewer's unique ID number should be recorded.
Timeframe	Use of this number is dependent on the site's evaluation plan. It is important for sites conducting multiple rounds of interviews at designated time-points. For example, your site may be conducting interviews with families every six months. In this case the initial interview would be assigned a 1, the second interview a 2, and so forth. If a designated interview is skipped then the corresponding *Timeframe* number is also

> skipped. Thus if three interviews were scheduled but only the first and third took place, then data for the first round would be assigned a *Timeframe* of 1 and data for the second interview conducted would be assigned a 3.

! **Identification numbers should always be written on the WFI forms prior to conducting the interview and entered into your database during data entry. These identification numbers provide a means for linking data you enter in the database with the original paper and pencil interviews, therefore it is critical you maintain an accurate record of these numbers.**

5.1.2 Tracking families.

Once the families and wraparound facilitators have been identified and their written consents/assents are obtained, the interviews can begin. It is essential to keep accurate records on interviews scheduled, completed, and still pending. As an example we have included an "Interview Tracking Log" in Appendix B. A tracking log such as this can be used to record which families have been scheduled for WFI interviews; contact information for the caregiver (CG), wraparound facilitator (WF), team member (TM) and youth (Y); and dates interviews are actually completed. You may choose to use this form, alter it to fit your needs, or develop your own system. Computer-based tracking may be more effective.

Whatever your site chooses, we highly recommend using some standard method for tracking families. It also is helpful if one individual is assigned to tracking interviews maintaining these records.

5.1.3 Interview timing.

There are three issues related to the timing of WFI-4 interviews.

1. How long should a family have been in wraparound?

It is expected that the youth and family have been receiving wraparound or a wraparound-like process for <u>at least 30 days</u> before the interview is given. However, WFI-4 interviews may be more effective if the youths and families have had **3 months' experience in wraparound.** This is because, in order for respondents to be able to respond meaningfully questions about the engagement, planning, and implementation of wraparound, <u>the family should have designed their wraparound plan with their team and had at least one follow-up team meeting</u>.

2. How far back are respondents going to be asked to remember?

A peek at the WFI-4 forms shows that interviewer is instructed to ask respondents to answer questions about services they have received (or provided) <u>"Since they began receiving wraparound."</u> This is different than some other evaluation interviews that ask, for example, about services or behaviors that occurred over the past 30 days. Previous versions of the WFI also asked for the respondent to comment on services that occurred over the prior 30 days.

For the WFI-4, this convention has changed. Because we have organized the WFI-4 by the four wraparound phases, and since we have found that most sites assess respondents only once, <u>we have designed the measure to ask respondents to comment on the entire wraparound process, from the time they entered the process to the present</u>.

We realize this may cause some confusion for families who are interviewed a second (or third) time, because they will already have answered questions about, for example, when they first met their facilitator, or when they created their wraparound plan. This also may case some challenges for families who entered wraparound more than a year ago who have to remember the beginning of the process. Overall, however, we believe this approach will allow for more comprehensive assessment, especially in sites where most families will only be assessed once using the WFI-4.

3. When should the different interviews be conducted for one family?

Interviews for the three respondents should be conducted as close to one another as possible. If one of the respondents is interviewed much earlier or later than the others, all three respondents are no longer reporting on the same events that might be occurring for the youth and/or family. Services and supports change quickly even if the wraparound plan has not changed. Ideally all respondents for the same family would be interviewed <u>within a one month window of time</u>, and this should be the goal for all interviews. This does not mean that if an interview falls outside this time window it should not be conducted. Though a late interview should probably be conducted regardless, interpretations about the results may need to be made more cautiously.

5.2 Standard Procedures for Administration

The purpose of the WFI-4 is to assess adherence to the principles and activities of wraparound through a consistent interview protocol. To that end, it is important that interviewers carefully follow the same procedures for administration so that results are comparable from interviewer to interviewer across programs or communities. <u>Interviewers should follow all administration instructions in this chapter and Chapter 6</u>**.**

5.2.1 Administration methods.

<u>The WFI forms must be administered via telephone or face-to-face interview</u>. Although respondents could complete the forms on their own, some of the items are not straightforward "questions" and require scoring by a trained interviewer. Therefore the most valid and reliable information can be collected through interview and not questionnaire format. Additionally, these methods enable the interviewer to establish rapport and respond to other questions about the evaluation (e.g., confidentiality, use of results, etc.).

5.2.2 How to establish and maintain rapport.

Establishing and maintaining rapport throughout the interview is crucial. The interviewer is intended to have a conversation with the respondent about his or her experiences in wraparound, and to be able to score items based on the information given during conversation. Without creating an open and cooperative relationship with the respondent, the interviewer is likely to collect much less valid information and be less likely to assign scores reliably.

Know the WFI-4, its items, and scoring rules. The best way to build rapport is for the interviewer to have mastery over the administration and scoring procedures, so they do not get in the way of interacting with the respondent in a genuine manner. The interviewer should be able to score items based on things the respondent says in response to a general prompt, such as "Tell me about the first time you met your wraparound facilitator. What was that like?" The interviewer will then need to know which items she or he has to ask directly, in order to obtain a score. This comes with experience and practice, and through a commitment to reading and reviewing the User's Manual.

Be appreciative, aware, and flexible. Conveying enthusiasm and appreciation for the respondent's willingness to share their thoughts, impressions, and opinions can also help to build rapport. At the beginning of the interview it is important to explain the interview (and any

evaluation it is a part of) in language the respondent can understand (see *WFI Scripts of Introduction,* this chapter). Once the interview has begun, the interviewer should maintain a reasonable pace while listening for changes in the respondent's mood. For example, if the respondent becomes bored, confused, or uncooperative the interview should recognize this and take steps to help them (e.g., ask if they have any questions, suggest taking a short break, or ask if they have any concerns).

       Redirect to the interview protocol when necessary. Another issue that has come up in past interviews is respondents' desire to share examples or stories that relate to the WFI items. The respondent's willingness to share anecdotes with the interviewer is a testament to how comfortable they feel and rapport is clearly established. However, these "detours" can also make the interview last longer than expected. There is no rule with regard to standardization that says interviewers should not be sidetracked as long as there is still time to answer all the items. In fact such stories may be important ways to help the respondent score a past or future item. They may also help the interviewer rephrase or score an item.

       Ultimately, however, if an interviewer needs to cut a story short it should be done as gently as possible and without rejecting the importance of the respondent's experiences. Indeed, we believe those experiences are the key to understanding how Wraparound is implemented.

5.2.3 Open-ended questions.

       Respondents' stories also may convey information that is not captured by specific items. Such information may be recorded in the open-ended sections at the end of the WFI-4, which ask for feedback about what has been good or useful about wraparound, and what could or should be improved or changed. These sections can be completed during the course of WFI-4 administration, and/or the interviewer can ask the respondent for such comments at the end of the interview. Such information may be useful in the overall evaluation of a community's wraparound program. These comments about good and bad experiences in wraparound (or providing wraparound), and what could be improved, help bring WFI-4 results to life, and round out an evaluation that presents numeric data from the WFI.

5.2.4 Scripts of introduction.

       This Manual includes "Scripts of Introduction" that can be used with wraparound facilitators, caregivers, youth, and team members (Appendix C). These scripts outline how to begin the interview and how to remind the participant about confidentiality and the importance of the evaluation. They are guides to aid the interviewer in establishing rapport with participants in a consistent manner. Similar to the consent/assent forms, the scripts can be modified to match your specific evaluation, but some form of script should be used in order to ensure respondents receive the same information before beginning an interview.

5.2.5 Negative or reverse-scored items.

       It is important to note that not all items reflect good adherence to Wraparound. For example, question "5" of Phase 1 (Engagement) on the wraparound facilitator form reads, "Is it difficult to get team members to attend team meetings when they are needed?" A positive response to this item does not indicate good adherence to Wraparound. Negative (or reverse-scored) items are used to avoid response bias, a problem that can occur when a respondent simply answers *Yes* (or *No*) to every item. For most items the interviewer circles a *2* when the response is *Yes,* but for reverse-scored items a *0* would be circled instead.

       Interviewers should be careful to circle the correct response after getting information or asking a question. It is also advised that the interviewer check their scoring over before submitting a completed WFI-4 form. Mistakenly circling the wrong end of the response scale is a common mistake in interview administration.

5.2.6 Missing responses and taking notes.

Although scores should be assigned for every item, if an item is skipped or data is missing, it is important to note the reason on the form. Missing items should be recorded by using the appropriate codes:

Table 5.2 WFI Missing Data Codes

Reason Missing	Code
The item is not applicable	666
The respondent refused to answer	777
The respondent did not know the answer	888
An item is missing for another reason (e.g., interviewer skipped it accidentally)	999

Sometimes a respondent will answer "I don't know" to one item, but then gives information for a related item later in the interview. If the interviewer feels she or he has enough information about how the wraparound process for the respondent, she or he should assign the score. Or, if the interviewer believes the respondent is able to give an answer for an item attempted previously, she or he should ask it again. In general, if any questions or concerns arise during interviews the interviewer should note them on the WFI form (either next to the appropriate item or at the end of the form).

5.2.7 Prompts, clarification, and queries.

Again, the general procedure for the WFI-4 is to:
1. **Begin each section of the interview with 1 or 2 open-ended questions about that Phase of the wraparound process,**
2. **Assign scores to items as possible based on these conversations, and**
3. **Read questions and items as necessary to obtain scores on the remaining items.**

Throughout the interview, follow all directions and scoring rules on the interview forms.

When asking the items directly, it is best to read the item verbatim the first time. After that, interviewers can restate the item in different words, answer respondents' questions about the intent of the item, and otherwise clarify as necessary to help the respondent. For many items, we have listed sample prompts that might be used to help restate or clarify the intent of the item. Interviewers should use these prompts as needed, or other clarifying language to help the respondent answer items on the WFI-4.

5.2.8 Directions for each item.

It is important that the interviewer review and become familiar with the next section in this manual. Chapter 6 outlines the intent of each question and should be referred to if an item must be reworded to help the respondent understand it. Directions for administering items for the wraparound facilitator, caregiver, and team member are combined because the items are nearly identical. Small differences are described in this section. Youth clarifications follow those for the adult forms. It is likely to be helpful for the interviewer to have a copy of the "Directions for Administration and Scoring" with them while administering all interviews.

Chapter 6. Directions for Administering and Scoring the Caregiver, Facilitator, and Team Member forms

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!   This chapter must be reviewed before administration of the WFI. Also, this chapter should be available to the interviewer during every administration. New interviewers should have this section open and in front of them during WFI-4 administration.

The WFI is an interview, and it should not be passed out to respondents for them to complete on their own. The downside of this is that it takes more time and effort to administer the measure. The upside is that this extra effort helps the respondents better understand the intent of each item. Trained administrators are also better able to assign accurate scores than a caregiver or provider seeing the items for the first time.

If a respondent is having difficulty with an item (either with the meaning of the words or the essence of the question), it is important to reword it in a way that she or he can understand. As mentioned in Chapter 5, sometimes it will be necessary to repeat or rephrase items in less formal language or provide definitions for some of the words. For these reasons, the interviewer should have adequate knowledge of this *User's Manual*, the philosophy of wraparound, and the nature of services in their local community or program being evaluated.

To help the interviewer we provide the following directions for each item on the WFI-4 forms.

6.1 Demographics Form

The Demographics form should be completed as part of the Wraparound Facilitator interview. If the wraparound facilitator will not be interviewed, the form should be completed with the caregiver interview. If necessary, the wraparound facilitator should be asked to have the youth's case file available during the interview so she or he will be able to provide the most accurate information. (Having the youth and family's records will also be important for some items in the facilitator interview.) **This is especially important when entering data into WrapTrack**. Total N of youth will be skewed when Demographic forms are missing.

The questions on the Demographics form are largely self-explanatory. The form begins with lines to write the names of the youth, caregiver, wraparound facilitator, and interviewer. These are provided only to facilitate interviews and this information is never entered into the database nor sent to our research team. The interviewer should also record the appropriate identification numbers (see Chapter 5) in the box on the right of the face page. We also ask that the interviewer note the date and administration method (telephone or face to face).

One additional question on the Demographics form deserves some explanation. The WFI-4 Demographics form asks if the youth is of Hispanic descent (Question 3). Per U.S. Census conventions, this question is separate from the more general question of race. Both questions should be asked.

6.2 Caregiver, Wraparound Facilitator, and Team Member Forms

The administration and scoring directions listed below are for the Wraparound Facilitator, Caregiver, and Team Member forms. Since all these items are parallel, and many of them are identical (with slight changes in wording to reflect the respondents' different points of view), we

have included these instructions together in one section. Any item wording or scoring rules that are not the same are noted. The wording for the items comes from the Wraparound Facilitator form, but the clarifications and scoring instructions are applicable to the Caregiver and Team member form as well.

6.2.1 Informational items.

      These three forms begin by asking for the same information as the Demographic form, with the name of the youth, the respondent (facilitator, caregiver, or team member), and the name of the interviewer. The date and administration method are also included. Three separate items help the interviewer to record the length of the interview. This is done by filling in the start time at the beginning of the interview, the end time on the last page at the end of the interview, and then completing the total interview time (in minutes) on the face page of the interview form after the interview has been completed.

      On both the caregiver and facilitator forms, the respondent is asked about the youth's relationship to the caregiver, custody status, and how long they have been in wraparound. (The facilitator is also asked about the permanency plan for the youth, if he or she is not living with biological parents.) Although it may seem redundant to ask both the caregiver and wraparound facilitator about these issues, it has been our experience that respondents do not always agree on these "facts." Rather than decide which respondent is correct we ask both respondents. Asking these questions of all respondents also ensures the information is recorded in the event that both the caregiver and facilitator are not interviewed. These introductory questions are relatively self-explanatory, though it is important to *follow the instructions in italics to determine if some questions can be skipped*.

      The last question on all three of these forms asks if the family has a "wraparound team" (or 'child and family team' or some similar name). This team may have to be distinguished from a school Individualized Education Plan (IEP) team, which is primarily focused on school issues.

      If the respondent says *Yes,* that there is a wraparound team, the interviewer should record the team member in the (small) spaces provided. List the <u>types</u> of people in these spaces (i.e., "psychiatrist," "family friend,") <u>not their actual names</u> (i.e., "Dr. Freud," "Eric Bruns").

      If the respondent says *No*, that they do not have a wraparound team, it is important that she or he understands that <u>when they are asked about their 'team' during the interview, the interviewer is referring to the people that work with them to provide services and supports</u>. The interview should not begin until the respondent has a clear understanding of whom they consider their team, so time must be allowed for the interviewer to help them with this as needed.

6.2.2 WFI-4 Items.

      In this section we list every item on the Wraparound Facilitator, Caregiver, and Team Member forms. Again, for the sake of space, we provide these instructions from the perspective of the Wraparound Facilitator form unless it is meaningfully different for the other respondent forms. Clarifications and descriptions for each item, and scoring instructions are then presented, if applicable. The descriptions and clarifications are intended to communicate the purpose and intent of each item and should be used by interviewers to help them rephrase items or help the respondent understand what is being asked. (Explanations and scoring instructions for the Youth form are presented in Chapter 7.)

<div style="background-color:gray">**Phase 1: Engagement and Team Preparation**</div>

Begin this part of the interview by reading the prompt at the top of the form.

> *I am going to ask you some questions about the services and supports the youth and family are receiving now and have received since they started the wraparound process.*

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

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

If you prefer, you can also begin the Engagement Phase section with some similar conversation starter that is based on your initial interactions with the respondent, or your knowledge of the local site. **The idea is to begin a conversation about what the initiation of the wraparound process was like for this family, from the perspective of the specific respondent, whether she or he is the facilitator, caregiver, or team member.**
As detailed in Chapter 2, the Engagement Phase is intended to be a 2-3 week period before the first team meeting during which the facilitator explains the wraparound process and how it will work, helps the family to tell its story <u>from their perspective</u>, engage the family, convene a team of people who will be helpful to the family, and so forth. (See Chapter 2 to review a summary of the Engagement Phase). **As you discuss the beginning of wraparound, pay attention to opportunities to score the 6 questions in this Phase. Also look for opportunities to ask the questions directly as part of the flow of the conversation.**

<u>**Engagement Phase Items**</u>

1.1 When you first met with the family, were they given ample time to talk about their strengths, beliefs, and traditions?

If "yes" or "sometimes/somewhat", ask: At the first team meeting, were these strengths, beliefs, and traditions shared with all team members? YES   NO

Caregiver form: **Did this process help you to appreciate what is special about your family? YES   NO**

Clarification: This item assesses whether the facilitator provided the family with ample opportunity to share their story. The second part of the item asks facilitators and team members whether the family's story was shared with the rest of the team, and caregivers whether the process was adequately thorough and strengths based to help them to appreciate what is special about their family. The facilitator should have employed a systematic process for giving the parents, family members, and youth (if old enough) to talk about strengths (things the family members like and do well), as well as beliefs and traditions (including important opinions, attitudes, and goals for the future). Examples include what they hope their child will accomplish in the future, things the family does together, ways they celebrate special occasions, etc, in addition to spiritual practices and preferences.

It is important to note that this first opportunity for the youth and family to tell their story in this way should have occurred before any team meetings took place. It is also important to note that this process should <u>not</u> have seemed like an intake interview that focuses merely on collecting information for reimbursement (such as presenting problems, diagnoses, and negative behaviors). The initial strengths, needs, and culture discovery process is intended to be a positive and strengths-based process.

Scoring: Interviewers should be assessing for whether the facilitator took the time to hear the family's story, from their perspective, in a strengths-based and future-oriented way. This process should have happened before a team meeting or any wraparound plan development took place. If this occurred AND the respondent reports the results were shared with the team in the first team meeting (for WF and TM forms), award 2 points. (For the CG form, the respondent should report that it helped them to appreciate what is special about their family.) If the strengths and culture of the family was assessed before the first team meeting but there was no sharing of the results with the full team, award 1 point. If the facilitator did not have the opportunity to talk about the family's strengths, beliefs and traditions before the first team meeting, award 0 points.

1.2 Before the first team meeting, did you fully explain the wraparound process and the choices the family could make?

Clarification: The caregiver or parent and youth should have entered any wraparound planning process with a full understanding of wraparound. This includes how the team planning process would work, that the family members have the ability to choose team members that will help them, that final decisions should always include their input, and other issues detailed in the Principles and Phases and Activities listed in Chapter 2.

Scoring: No special scoring instructions. The interviewer should assess whether the caregiver truly understood how wraparound would work and the power that is intended to be afforded the family in planning and decision making <u>before the first team meeting is ever held.</u> If the interviewer senses the family did not have an understanding of how wraparound would work before the meeting or if it was not explained to them before the first meeting, a score of "0" should be assigned.

1.3 At the beginning of the wraparound process, was the family given an opportunity to tell you what things have worked in the past for the child and family?

Clarification: This item assesses whether one example of things that should happen in the engagement phase actually did occur.

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

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

Clarification: This question asks whether the facilitator feels the team is made of people the family wants to be on the team. If the caregiver indicates that they wish other individuals were on the team who are not, or if she or he indicates that they did not know they had the option of bringing a friend, minister, extended family member, etc., onto the team, a score of "0" would be appropriate. Likewise, in scoring the wrap facilitator's response, the interviewer should be convinced that she or he engaged family members in a process of thinking broadly about who might be helpful on their team and in attending team meetings.

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

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

Clarification: When a youth is served by multiple agencies such as Education, Mental Health, Social Services, Juvenile Justice, etc., it is often important to have representation from these agencies on the Wraparound Team. Likewise, natural supports for the family (friends, relatives, neighbors, ministers, etc.) should be able to attend to help support the family and strategize with them. In order for team members to be available to attend meetings, the facilitator should work during the Engagement Phase to engage them in participation, and assess how and when to hold meetings so they can attend. Thus, this item assesses whether or not the facilitator has been successful in completing this legwork.

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

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

Clarification: The Engagement phase is intended to be a time during which any initial crises or challenging situations are dealt with, so planning can proceed effectively with an eye to achieving the family's future vision and meeting their long-term needs. This question is specifically assessing whether this happened effectively <u>before the first team meeting</u>. If the family reports there were crises or the threat of crises or dangerous situations that were not <u>immediately dealt with</u> by the facilitator or wraparound lead agency, a score of "0" should be assigned.:

Scoring: No special scoring instructions. The respondent should indicate that a proactive process of identifying precursors to crises, how to identify them, and a <u>well-understood plan</u> for how key individuals will respond was developed. <u>Merely giving a beeper number is not typically adequate</u> and should probably result in a score of "1" or "0," depending on how likely the respondent reports that a crisis was for the family.

Phase 2: Planning

The planning phase section begins with the following prompt:

> *Now I am going to move on to questions about how the planning process proceeded with [name of youth/family]. Can you tell me about how the family's plan was first developed?*

As for the Engagement phase, you can also begin the Planning Phase section with some alternative conversation starter that is based on your interactions thus far with the respondent. **The idea is to begin a conversation about what the initial team meetings and plan development activities were like for this family, from the perspective of the specific respondent, (facilitator, caregiver, or team member).**
    As detailed in Chapter 2, the planning phase is intended to be completed during one or two meetings that take place within 1-2 weeks, a rapid time frame intended to promote team cohesion and shared responsibility toward achieving the team's *mission* or overarching goal. During this phase, team trust and mutual respect are built while the team creates an initial plan of care using a high-quality planning process that reflects the wraparound principles. In particular, youth and family should feel, during this phase, that they are heard, that the needs chosen are ones they want to work on, and that the options chosen have a reasonable chance of helping them meet these needs
    As you discuss the beginning of wraparound, pay attention to opportunities to score the 11 questions in this Phase. Also look for opportunities to ask the questions directly as part of the flow of the conversation.

Planning Phase Items

    2.1 Did the family and its team create a written plan of care (or wraparound plan, child and family plan) that describes how the team will meet the child's and family's needs? YES   NO
        If "yes", ask: **Does the family have a copy of the wraparound plan? YES   NO**

        Clarification: This item determines not only if a <u>written</u> plan was developed and is being used to guide the team's work, but also if the family participated in its construction *and* has a copy of the plan. For a more comprehensive definition of *wraparound plan,* see the definitions in Chapter 1.

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

    2.2 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?
        If "yes", ask: **Can you describe what the team's mission says?**

        Clarification: The intent here is to determine whether the team has adopted a longer-range mission or vision for the family that extends beyond immediate needs. As clarified on the form, the "written statement" being asked about might be a

mission statement that describes what the whole team is working toward together. This statement may also be a vision statement for the family, such as:

> *Jamaal's family envisions a time when they are experiencing much joy with one another, living together in a clean safe neighborhood, and Jamaal is on his way to graduating from high school so he can get a good paying job that he enjoys."*

The statement may also be a statement of the ultimate goal for the team, or when the team knows it can cease formal wraparound. The statement should be a 'big picture' statement and different than individual goals in the wraparound plan, such as "Jamaal will find a summer job," or "Jamaal's mentor will help him practice his anger management skills."

Scoring: If the respondent states that a mission or vision statement that meets the above criteria was created, and can describe some aspects of what it says, assign a "2." If the respondent states that such a statement was developed, but can not describe at least some specifics of what it says, assign a "1." If it doesn't seem as though a long-term mission was developed by the team as a whole or a long-term vision for the family is not referred to by the team, a score of "0" would be appropriate. As described above, interviewers should use prompts to make sure the statement being described is not a short-term strategy, such as attend tutoring, or get the youth to the next grade.

2.3 Can you summarize the services, supports, and strategies that are in the family's wraparound plan? Does the family's wraparound plan include mostly professional services?

Clarification: Wraparound facilitators are administered a unique item that allows the interviewer to get information about the specific strategies and services in the youth and family's wraparound plan. This information will be used to assign a score for this item and may be helpful in scoring several others. The information provided will also be important for the fidelity assessment overall, as it will allow for a review of services and supports being implemented in the community's wraparound process. The interviewer should do his or her best to record the primary services, supports and strategies in the youth's wraparound plan reported by facilitator. (Caregivers and team members are not asked to list all the supports in the plan.) Once the respondent has reported the majority of strategies and supports she or he remembers, or if the respondent is unable to remember all the things in the plan, thank him or her and move on to scoring the item. This is not intended to be a process of generating an exhaustive list, just primary examples of elements of the youth's wraparound plan.

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

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

Clarification: The strengths and abilities of the youth and family must be considered along with identified needs or problems in developing an individualized plan. Not only should they have been listed, reviewed, and added to by the team, the strategies in the plan should be tied to the unique positive abilities, characteristics, or attributes of the youth and family.

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

2.5 Does the wraparound plan include strategies for helping the youth get involved with activities in her or his community? If yes, please give two examples of those activities.

1.
2.

Clarification: This item asks if the team actively supports the youth participating in community activities, and whether such activities are supported in the service plan. "Community activity" means an activity attended predominantly by peers who do not have challenging behaviors or need for special supports. Examples include sports team, art class, volunteering, church youth groups, martial arts, etc. It can be an activity that the team has helped identify for the youth or it can be an activity that the youth identified and already participates in.

This item is similar to 3.3; however, the focus on item 3.3 is activities the youth "likes and does well." The difference is that a community activity may not necessarily be something the youth likes or does well. The same examples of activities can be used for both 3C and 6C as long as the examples fit both criteria (community-based AND strengths-based).

Scoring: Award 2 points for 2 (or more) examples of community activities, 1 point for 1 example, and 0 points for no examples. Be careful not to provide credit for examples that are not true everyday community activities, such as trips to the movies with a mentor, attending tutoring sessions, or going to day treatment. These are more formal supports and not community activities as defined above.

2.6 Are there members of the wraparound team who do not have a role in implementing the plan?

Clarification: Wraparound planning is intended to mobilize the resources of the wraparound team. When team members do not attend meetings or attend but do not end up being part of implementing the plan, this is a negative indicator of wraparound fidelity.

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

2.7 Does the team brainstorm many strategies to address the family's needs before selecting one?

Clarification: A critical part of a successful wraparound process is the creative energy that team members tap into together in planning sessions and team meetings.

Scoring: In order to receive a score of "2", the interviewer should hear evidence that the team identifies (in planning) or reviews (in follow-up team meetings) the family's goals and needs, and then brainstorms strategies and supports to meet those specific needs. This should be a dynamic and creative process that "thinks outside the box" and taps into resources of team members, natural supports, and other supports that are specific to the family.

2.8 Is there a crisis or safety plan that specifies what everyone must do to respond to crises? Does this plan specify how to prevent crises from occurring?

Clarification: This question assesses whether all team members know their roles in a crisis and if these roles are clearly specified in a crisis plan. "Crisis plan" means a written plan that would provide services and supports for the one or two most likely crises that may occur. This could include such crises as: a suicide attempt or self-harmful behavior; assault, theft, or other criminal behavior; substance abuse; running away; school expulsion; etc.

Scoring: If the team has developed a plan AND the plan specifies how to <u>prevent</u> crises, award 2 points. If they took part in the plan but it does not specify how to prevent crises, award 1 point. If they did not take part in developing the plan, award 0 points. <u>Merely providing a beeper number, number for a crisis line, or instructions to call the police is neither an adequate crisis plan nor an approach to preventing crises and should result in a score of "0."</u>

2.9 Do you feel confident that, in the event of a major crisis, the team can keep the child or youth in the community?

Clarification: This question assesses whether or not the respondent perceives that the team's wraparound plan, crisis plans, and available resources will be capable of maintaining the child in his or her home in the event of a major crisis, as opposed to being sent to a hospital, jail, residential treatment center, or other placement out of the home and community. Note that the intent of the item is to assess the ability of the team to maintain the youth in long-term community placement; a one- or two-night stay in a crisis center or respite home that occurs as a result of crisis would not be considered removal from the community.

Scoring: No special scoring instructions.

2.10 Would you say that people other than the family have higher priority than the family in designing their wraparound plan?

Clarification: This question asks whether the family has the final say in making decisions. In wraparound, team consensus is the goal. However, if consensus cannot be reached, the family should make the final decision.

Scoring: No special scoring instructions.

2.11   During the planning process, did the team take enough time to understand the family's values and beliefs? YES   SOMEWHAT   NO
Is the wraparound plan in tune with the family's values and beliefs?
**   YES   SOMEWHAT   NO**

Clarification: This item assesses whether the respondent perceives that the team respects the family and that they make attempts to understand the family's beliefs, habits, and rituals. It is worth noting that this question allows the interviewer to solicit a response for each of the two above questions on a "YES – SOMEWHAT – NO" scale. As described below, note that, a score of "2" requires a "YES" response to each of these 2 questions. This is to ensure that the respondent feels strongly that the team took enough time to understand the family's beliefs and traditions and that the plan is in tune with these beliefs and traditions.

Scoring: Score a '2' if the answer is Yes to both questions. If the respondent only feels that one of the questions is "somewhat" true, credit should <u>not</u> be assigned for that part of the item. Score a '1' if Yes is only answered once, and a '0' if the answer is not Yes to both questions.

Phase 3: Implementation

The Implementation phase section begins with the following prompt:

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

Items in the Implementation Phase section may need to be asked more directly than in the previous sections. **The interviewer should listen to the respondent's description of how implementation and team meetings are currently going, using that information to help gain the perspectives of the specific respondent, (facilitator, caregiver, or team member) on each of the 15 items included in this section.**

Implementation Phase Items

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

> *Clarification:* This item assess whether the team makes decisions or deliberates about such decisions without the caregiver and youth. Though this is common in child and family services, it would be counter to the wraparound principle of family voice and choice.

> *Scoring:* No special scoring instructions. If the respondent indicates that the family or youth is always part of decision-making, but information received previously suggests decisions may sometimes get made for them, be sure to gently probe about that inconsistency.

3.2 When the wraparound team has a good idea for support or service for the child, can it find the resources or figure out some way to make it happen?

> *Clarification:* In order for the team to best meet the needs of the youth and family, funding or other resources must exist to make the team's good ideas a reality. Examples include funds to attend a camp or join a sports league, or ways to transport the youth to or home from an activity. Or, it may be a formal service that the team has identified that the youth or family needs, such as family therapy. Regardless, the resources must be flexible enough to be easily accessible, even if the support is not a formal (or reimbursable) service.

> *Scoring:* No special scoring instructions.

3.3 Does the wraparound team get the child involved with activities she or he likes and does well? Please give two examples of those activities.

1.
2.

Clarification: The focus of this item is whether the team is helping the youth get involved in activities that build on his or her strengths. While this item is very similar to item 2.5, the focus of that item was on activities in the *community*. For example, the team may help the youth participate in an activity that they like and do well (e.g., get art supplies so she or he can spend an hour a day painting), but it may not be in the community. The above example would count toward this item, but not 2.5. The same examples can be used for both items as long as the examples fit both criteria (community-based AND strengths-based); for example, if the youth enjoys karate so the team finds resources for her to attend a karate program at the YMCA. .

Scoring: Award 2 points for 2 or more examples of activities the youth likes and does well, 1 point for 1 example, and 0 points for no examples.

3.4 Does the team find way to increase the support the family gets from its friends and family members?

Clarification: This question assesses whether the team is helping the family connect with friends and family members who can provide natural support to the family. Such support is considered to be crucial in a wraparound process to help the family deal with stresses, "normalize" the family's experience, and prepare the youth and family for transition away from formal services.

Scoring: No special scoring instructions. If the respondent (particularly a facilitator) states that the family has no friends or family in the area, it may be asked whether this constitutes a score of "0," or "666" (not applicable). Typically, a score of "0" should be assigned, because most families have friends, extended family members, or other natural supports that could be cultivated with effort from the facilitator and team.

3.5 Do the members of the team hold each other responsible for doing their part of the wraparound plan?

Clarification: This question assesses how well the team is working together, and whether wraparound implementation is truly a 'team effort.' Ideally, a wraparound team is much more than the sum of its parts. Team members should be assigning specific tasks to one another and following up in between team meetings, as well as checking in at team meetings about follow-through.

Scoring: No special scoring instructions. A key thing for the interviewer to assess for is whether the facilitator is being asked to do everything by himself or herself. The interviewer may want to prompt about this. If team members merely attend team meetings or do not follow through on their tasks, OR if all the implementation tasks fall to the facilitator, a score of "0" or "1' would be appropriate.

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

Clarification: This item assess whether the family has a friend, family member, or advocate who attends team meetings and participates <u>actively</u> in decision-

making. An "advocate" is defined as a nonprofessional who the family wants to be part of the team for the purpose of providing support. This could be a family support professional or parent partner from a local family organization.

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

3.7 Does the team come up with new ideas for the wraparound plan whenever the family's needs change? Does the team come up with new ideas for the wraparound plan whenever something is not working?

Clarification: As the family's needs change the team should work with the family to make the necessary changes to the plan of care. Perhaps even more important, when things are not going well, the team should take the perspective that strategies need to change, not that the family has failed. Evidence that these conditions are in place would be that the team revises goals stated in the plan and/or brainstorms new, creative strategies to meet the goals.

Scoring: If answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is little or no evidence that the family's plan has changed over time, award 0 points. Interviewers may wish to probe specifically for examples of changes that have been made to the family's wraparound plan to get evidence that a "2" or "1" is warranted.

3.8 Are the services and supports that the family needs hard to reach because they are far away?

Clarification: Wraparound teams should support the provision of accessible services. This item assesses whether the services and supports the family needs are outside of their community or difficult to access with the transportation the members have available or assistance provided by the team.

Scoring: No special scoring instructions. Interviewers should be aware that services or supports that are difficult to access because of the time of day they are scheduled (e.g., during work or school hours) also should result in a score of "0" or "1."

3.9 Does the team assign specific tasks to all team members at the end of each meeting? Does the team review each team member's follow-through on their tasks at the next meeting?

Clarification: As discussed above for item 3.5, a strength of wraparound (when implemented properly) is the mustering of the resources presented by all the team members. Ideally, all team members should have some role in

implementing a set of strategies in a wraparound plan. In addition, a key feature of effective wraparound planning is the follow-through that occurs in the context of team meetings. Thus, the second question in this item asks directly whether review of team members' follow-through occurred.

Scoring: If the team assigns specific tasks to all team members, award 2 points. If they assign tasks but do not follow up at team meetings, award 1 point. If specific tasks do not get assigned to all actively participating team members, award 0 points.

3.10 Do team members always use language the family can understand?

Clarification: This item assesses the cultural competence of the wraparound being administered. Family members and other members of the team should always be able to fully understand what is being discussed during team meetings. As described on the forms themselves, this means that any language barriers are addressed for non-English speaking team members. In addition, it means that professional jargon or acronyms are not used that present barriers to understanding.

Scoring: No special scoring instructions. When youth are old enough to be active participants (e.g., 10 or older), they should also be able to understand what is being discussed and decide during meetings. If not, a score of "0" or "1" would be appropriate.

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

Clarification: The principle of 'strengths-based' means that the youth and family are described with respect to their strengths and abilities, and that strategies to support the family are based on their strengths and preferences. In addition, the atmosphere at team meetings should be positive and emphasize successes and accomplishments. Even if things are not going well for the youth or family, this should be a goal of wraparound team meetings. A youth or family member should never feel that the environment of these meetings and other interactions is one in which the majority of the discussion is about negative events, or blaming of the youth or family members for problems that are occurring or that have occurred in the past.

Scoring: No special scoring rules.

3.12 Does the team go out of its way to make sure that all team members – including friends, family, and natural supports – present ideas and participate in decision making?

Clarification: Again, a true wraparound team process involves all members of the team in the discussion and decision-making process. The facilitator and other team members should be actively making space for contributions for all the team members, including the youth.

Scoring: No special scoring rules. If the family's team is very small and does not include friends, family, and natural supports, scoring should be based on whether <u>those who are on the team</u> present ideas and participate actively. Other items will assess the composition of the team.

3.13   Do you think the wraparound process could be discontinued before the family is ready for it to end?

Clarification: This item assesses whether or not the team will be there for the youth and family <u>no matter what happens</u>. Again, the wraparound process is intended to ensure that services and supports will endure as long as they are needed. The family and youth should feel that problems encountered (e.g., negative behaviors on the part of the youth, difficulties in family member follow-through, etc.) will be solved by the team together, and the plan will change if it is not working. The respondents should perceive that such problems or events will <u>not</u> jeopardize the family's standing in wraparound or in receiving specific services.

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

3.14   Do all the members of the team demonstrate respect for the family?

Clarification: This is a straightforward item that speaks to the cultural competence of the wraparound process being received by the youth and family.

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

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

Clarification: Though this item is similar to item 3.12, a special item is included in the WFI-4 to assess whether the youth on the team is given adequate opportunity and support to express him or herself. If possible, it is important to determine that this does not just consist of token opportunities to talk in meetings, but that the youth actually contributes ideas that are taken seriously.

Scoring: No special scoring rules. Sometimes respondents may suggest that the child or youth does not contribute ideas or preferences because she or he does not want to participate in wraparound. However, all youths should be supported to participate in his or her own wraparound implementation. Unless the youth is far too youth (e.g., under 8 years old) or experiences significant developmental or

other challenges that prohibit participation, the interviewer should assign a score of "0" if it is reported that the youth doesn't want to participate.

Phase 4: Transition

The Transition phase section begins with the following prompt:

> *Now I want to ask you a few final questions about transition out of wraparound and the future for this youth and family.*

Most of these items can be administered directly as questions. Because they ask about transition out of wraparound, items in this section may be difficult for some respondents, especially if the family has not been involved in wraparound for more than a few months. If this is the case, scores of "666" or Not Applicable may be appropriate for many items. At the same time, it should be remembered that wraparound should be preparing a family for transition out of formal wraparound almost from the very beginning, by asking what the vision for the future is, and how the team will get the family there.

Transition Phase Items

4.1 Has the team discussed a plan for how the wraparound process will end? [YES/NO] Does the team have a plan for when this will occur? [YES/NO]

Clarification: Wraparound is not intended to be an open-ended process. The ultimate goal is to use wraparound to meet the family's most pressing underlying needs and achieve their own vision for a better life. As mentioned above, transition planning in wraparound ideally begins at the start of the process, when the team defines the goals it is working to achieve and the vision for the family's future. In keeping with keeping this success-oriented perspective on the process, the facilitator and team should frame their mutual work as being geared toward transitioning out of formal wraparound when these goals or this vision is met. Thus, this conversation should be held early in the process, in one of the first team meetings.

Scoring: If answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is no evidence that there is a plan for how or when transition out of formal wraparound will occur, award 0 points.
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4.2 Has the wraparound process helped the child develop friendships with other youth who will have a positive influence on him or her?

Clarification: This item assess whether wraparound and the team is actively fostering positive peer relations for the youth that will help her or him in the future. Such work may include engaging the youth in activities in which she or he may meet peers, or actively aiding the youth in developing friendships with other young people.

Scoring: No special scoring instructions. Though many youth engaged in wraparound may be enrolled in day treatment programs or other formal services where they will meet other youths, full credit should only be given if there are specific strategies being employed to help the youth to develop lasting friendships or connections.

4.3 Has the wraparound process helped the child to solve her or his own problems?

Clarification: This item assess whether the team tries to foster the youth's own strengths and abilities when facing challenges. Examples might include specific supports or strategies to work toward independence or build skills that the youth will need in the future, such as keeping track of his or her own finances, getting or maintaining a job, doing his or her school work independently, and so forth.

Scoring: No special scoring instructions.

4.4 Has the team helped the child or youth prepare for major transitions by making plans to deal with these changes?

Clarification: In addition to transitioning out of wraparound, transitions also occur during wraparound and the process is intended to help a youth and family make positive transitions such as into new schools, new residential placements, independent living, and other major changes.

Scoring: No special scoring instructions. If the respondent can not think of any major transitions that have occurred for the youth, a score of "666" may be appropriate.

4.5 After formal wraparound has ended, do you think that the process will be able to be "re-started" if the youth or family needs it?

Clarification: Ideally, a wraparound host organization has the ability to check in on families who have transitioned out of formal wraparound and to restart the process if necessary. This item assess whether the respondent believes wraparound will be able to be restarted if the family experiences future crises and believe it is necessary.

Scoring: No special scoring instructions. Facilitators and some team members (e.g., those who are professionals in the community) may know about whether restarting wraparound with "graduated" families is a typical and feasible option. For caregivers, this may be assessing their perception about whether the program is supportive enough to restart wraparound if necessary.

4.6 Has the wraparound process helped the family develop or strengthen relationships that will support them when wraparound is finished?

Clarification: This item assesses the extent to which the team is fostering needed supports that will be available after the formal child and family team has disbanded. These do not have to be only natural supports, only supports that will outlive the formal wraparound team. Though wraparound should strive to develop natural supports that will outlast the team (e.g., strengthening relationships with neighbors, friends, extended relatives, faith-based and community organizations), such supports could also be therapists, parent support professionals, or others who will continue to give support.
.
Scoring: No special scoring instructions. Interviewers may wish to probe specifically for examples of relationships that will likely continue past formal wraparound to get

evidence that a score of "2" or "1" is warranted. A score of "2" may be most appropriate if multiple long-term supports have been developed to help the family past formal wraparound.

4.7 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*

Clarification: Again, transition out of wraparound ideally is into a situation in which the youth and family has support to succeed but does not require continuation of a formal and intensive wraparound process. The current item is assessing the respondent's perception that such a goal is likely for the youth and family.

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Scoring: No special scoring instructions.

4.8 Will some members of the team be there to support the family when formal wraparound is finished?

Clarification: Like item 4.6, this item assesses the extent to which the team is fostering needed supports that will be available after the formal child and family team has disbanded. In this instance, this is specifically inquiring about whether team members are likely to continue to support the youth and family. Wraparound teams ideally are composed of such individuals, so that it will live up to the goal of fostering independence as well as continued support. Again, those on the team who will continue to support the family do not have to be natural supports, only supports that will outlive the formal wraparound team.

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

Chapter 7. Directions for Administering and Scoring the Youth form

The following directions are for the youth form of the WFI. The first half of the first page of the youth form is identical to the other WFI forms and should be filled out in the same way, before beginning the interview.

Once you begin the interview with the youth, care should be taken to establish some rapport. Unlike interviews with the youth's facilitator and caregiver, the young person may not understand the purpose of the interview. Thus, in addition to some "icebreaker" questions (e.g., "how is your summer [winter break, etc.] going?" "What do you like to do with your time?" "What music do you like to listen to?" "Are you going to watch the Super Bowl this weekend?"), the interviewer should take care to explain the purpose of the interview and the types of questions that will be asked. Examples of how to present such information are provided in the sample Script of Introduction included in Appendix C.

Unlike the Caregiver, Wraparound Facilitator, and Team Member forms, the Youth form asks only one introductory question: **Do you have a "wraparound team" (or 'child and family team,' 'interagency team,' or other term)?** Depending on how the youth responds, a different standard follow-up should be read: As with this adult versions of the WFI it is crucial that the youth understand what is meant by the term "team" for the purposes of this interview. Follow the same suggestions as for the Caregiver, Wraparound Facilitator, and Team Member forms. The interviewer may need to take extra time to make sure the youth understands who is being referred to in the WFI-4 interview.

If a youth is not actively involved with their team, they may have a particularly hard time answering this question (and the ones that follow). After the standard response is read, a team can be explained as "The people who meet together to make decisions about your services," or "the people who work with you and your family to give you services and other kinds of help." The interviewer will want to especially ensure that the youth considers his or her care manager or wraparound facilitator. Thus, the interviewer will want to reference this person by name before beginning the main part of the interview. The facilitator should be a recognizable individual who is representative of the wraparound process for the youth.

Once the team has been defined it is important to instruct the youth to keep those people in mind while answering the questions during the interview. Though it is not a formal question, as it is for the facilitator and caregiver forms, naming the people on the team (or who help the youth) and their role should help the youth to focus on their team in responding to questions during the interview.

Similar to the last section, in the following pages, we list every item on the youth form, give some description of the intent of each item, and present scoring instructions for each item.

Phase 1: Engagement (Youth Form)

Begin this part of the interview by reading the prompt at the top of the form.

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

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

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

If you prefer, you can also begin the Engagement Phase section with some similar conversation starter that is based on your initial interactions with the youth, or your knowledge of the local site. **The idea is to begin a conversation about what the initiation of the wraparound process was like for the youth.** Administering the youth form may be most efficient if the interviewer moves through the items one at a time, asking follow up questions of the youth as they come up.

Engagement Phase Items

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

Clarification: This item is similar to the WF and CG forms, except that it does not ask the follow up question about whether the strengths discovery process also helped the youth appreciate what is special about her or his family.

Scoring: No special scoring instructions.

1.2 Before your first team meeting, did your wraparound facilitator fully explain how the wraparound process would work?

Clarification: This item is geared toward determining if the facilitator engaged the youth at the beginning of the wraparound process in explaining how the process would work and how the youth should have the opportunity to contribute to creating a plan to meet his or her family's needs

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

1.3 At the beginning of the wraparound process, did you have a chance to tell your wraparound facilitator what things have worked in the past to help you and your family?

Clarification: This is another item that assesses whether one example of things that should happen in the engagement phase actually did occur.

Scoring: No special scoring instructions.

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

Clarification: This question asks whether the youth feels the team is made of people the family wants to be on the team. If the youth indicates that he or she did not know that he or she could help select who would be on the team, a score of 1 or 0 would be appropriate, depending on how disadvantageous this situation is.

Scoring: No special scoring instructions.

1.5 Do you have a friend or advocate who participates actively on your wraparound team?

Clarification: This item assess whether the youth has a friend or advocate who attends team meetings and participates in decision making (i.e., an active participant). An "advocate" is defined as a nonprofessional whom the youth or family wants to be part of the team for the purpose of supporting them. An advocate could be a representative from a local youth or family support organization, assuming the youth perceives that this person is an advocate for his or her interests.

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

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

Clarification: This question asks simply if the youth is unhappy enough with his team that she or he would pick out a different one if she or he could. A "different team" does not have to mean that the youth wants an entirely new team, only that they would make changes to the people on it.

Scoring: No special scoring instructions. Note that this is a reverse-scored item, and thus the interviewer should take care to circle the correct score.

<div style="background-color:gray">

Phase 2: Planning (Youth Form)

</div>

The planning phase section begins with the following prompt:

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

Because the youth may have less understanding about what the formal planning process was, other prompts may be necessary, such as "How did your team decide what would be in your plan?" or "Did you get asked what you want when you decided what would kinds of services and supports you would get?" Again, for the youth interview, proceeding through the items and probing for more information as appropriate may be the best manner to have a conversation about wraparound with some youths. The interviewer should use a style that best suits the young person he or she is interviewing.

Planning Phase Items

2.1 Did you help to create a written plan that describes how the team will meet your family's needs? YES   NO
   Do you have a copy of the plan? YES   NO

   Clarification: This item determines not only if a written plan is being used to guide the team's actions, but also if the youth participated in its construction *and* has a copy of the plan.

   Scoring: If the youth took part in the developing the plan AND he or she (or the family) has a copy of it, award 2 points. If she or he took part in the plan but does not have a copy (or they don't know if they have a copy), award 1 point. If the youth did not take part in developing the plan, or does not remember developing a plan, award 0 points.

2.2 During meetings does your team brainstorm many ideas to meet your needs before picking one?

   Clarification: A critical part of a successful wraparound process is the creative energy that team members tap into together in planning sessions and team meetings. The youth should have a sense of this process and report that it occurs in meetings

   Scoring: No special scoring instructions. The interviewer might want to ask for examples to ensure that the item merits a score of "2" or "1".

2.3 Does the team know what you like and the things that you do well?

   Clarification: The strengths and abilities of the youth and family must be considered along with needs or problems (and indeed emphasized in discussions) in developing an individualized plan.

Scoring: No special scoring instructions. In order to gain a score of "2", some formal strengths assessment process should have been undertaken with the youth and family. The interviewer might wish to ask for a description of how that occurred in individual or team meetings in order to determine whether to assign full credit for this item.

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

If yes, please give two examples of those activities:

1.
2.

Clarification: This item asks if the team actively supports the youth participating in community activities, and whether such activities are supported in the service plan. "Community activity" means an activity attended predominantly by peers who do not have a need for special supports. Examples include sports team, art class, volunteering, church youth groups, martial arts, etc.

Scoring: Award 2 points for 2 (or more) examples of community activities, 1 point for 1 example, and 0 points for no examples. <u>Be careful not to provide credit for examples that are not true everyday community activities, such as trips to the movies with a mentor, attending tutoring sessions, or going to day treatment.</u> These are more formal supports and not community activities as defined above.

2.5 When your team was making its plan, did you and your family have many chances to talk about what you like and what you believe in?

Clarification: Similar to CG form item 2.11, this item assesses whether the youth perceives that the team respects the family and that they make attempts to understand the family's beliefs, habits, and rituals.

Scoring: No special scoring instructions.

2.6 Does your wraparound plan include mostly professional services?

Clarification: This item is parallel to caregiver form item 2.3. However, it does not formally ask the youth to list all the services and supports in his or her plan. Instead it asks the youth to directly answer whether the plan consists of mostly professional services (e.g., counseling, therapy, tutoring). However, the interviewer might also ask the youth to talk about the services and supports he or she gets, or what kinds of things the wraparound team helps him or her do. This could provide the basis for the score assigned instead of directly asking the youth to provide an answer to the item.

Scoring: Assign a '2' if majority of services, supports, and strategies are informal or non-professional, a '1' if they are about equal professional and informal/non-professional, and a '0' if the majority are professional. The interviewer may ask

the respondent this question directly if it is not clear from reviewing the list of services and supports reported.

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

Clarification: This question assesses whether the youth understands that there is a written crisis plan and that all team members know their roles if a crisis occurs. "Crisis plan" means a written plan that would provide services and supports for the one or two most likely crises that may occur. This could include such crises as: a suicide attempt or self-harmful behavior; assault, theft, or other criminal behavior; substance abuse; running away; school expulsion; etc.

Scoring: No special instructions. Note that <u>merely providing a beeper number, number for a crisis line, or instructions to call the police is neither an adequate crisis plan nor an approach to preventing crises and should result in a score of "0."</u>

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

Clarification: This item is specific to the youth form and is intended to serve as an indicator of whether the planning that occurs or occurred for the youth and family has been adequate and successful.

Scoring: No special scoring instructions. Interviewer may wish to use this question as a means for probing about how well supported the youth feels, and what kinds of strengths or weaknesses he or she perceives of the wraparound effort.

The Implementation phase section begins with the following prompt:

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

After conversing with the youth about his or her perceptions of how team meetings work for his or her family, items in the Implementation Phase section may be asked fairly directly. The interviewer should listen to the respondent's description of how implementation and team meetings are currently going, and use that information to help gain the perspectives of the specific respondent, (facilitator, caregiver, or team member) on each of the 13 items included in the youth version of this section.

Implementation Phase Items

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

Clarification: This item assess whether the team makes decisions or deliberates about such decisions without the youth, which would be counter to the Wraparound principle of family voice and choice.

Scoring: No special scoring instructions.

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

Clarification: In order for the team to best meet the needs of the youth and family, funding must exist to make the team's good ideas a reality. Such funding must be flexible enough to be easily and immediately accessible, even if the support is not a formal (or reimbursable service). For the youth version of this item, the interviewer should pay attention to examples the youth gives about ideas that came up at team meetings (such as attending a camp or getting some sort of lessons), and whether the team was able to find resources to support them.

Scoring: No special scoring instructions. If the youth can not think of any examples of good ideas for strategies for which resources were needed, a score of Not Applicable ("666") may be appropriate.

3.3 Does your wraparound team get you involved with activities you like and do well?
Please give two examples of those activities:

1.
2.

Clarification: The focus of this item is whether the team is helping the youth get involved in activities that build on his or her strengths. While this item is very similar to

youth form item 2.4, the focus of this item is on activities the youth likes and does well as opposed to activities in the *community*. (See CG item 3.3 for more details).

Scoring: Award 2 points for 2 or more examples of activities the youth likes and does well, 1 point for 1 example, and 0 points for no examples.

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

Clarification: Similar to CG item 3.4, his question assesses whether the team is helping the youth connect with friends and family members who can provide a natural source of support. Such support is considered to be crucial in a wraparound process to help the youth deal with stress and "normalize" his or her experience.

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

3.5 When things are not going right, does the team help you talk with friends and other people you like to talk to?

Clarification: This is another item asking if the team helps the youth receive support from individuals the youth is comfortable with. Ideally, these individuals are friends, family, and natural and community supports who will be there when formal services are over.

Scoring: No special scoring instructions. If the youth reports that the team helps him or her talk with a counselor or other professional, this may be scored as a "1," if he or she is comfortable with this professional. However, ideally, the youth is receiving support from nonprofessionals who will be there to support him or her over the long haul.

3.6 Does your team come up with new ideas for your wraparound plan whenever something is not working?

Clarification: This is the youth form version of CG and WF item 3.7. As the youth's needs change, the team should work with the family to make the necessary changes to the plan of care. Perhaps even more important, when things are not going well, the team should take the perspective that strategies need to change, not that the youth or family has failed. Evidence that these conditions are in place would be that the team revises goals stated in the plan and/or brainstorms new, creative strategies to meet the goals.

Scoring: No special scoring instructions. The interviewer may wish to assess whether the youth's plan has changed over time. If there is little or no evidence that the family's plan has changed over time, award 0 points. Interviewers may wish to probe specifically for examples of changes that have been made to the family's wraparound plan to get evidence that a "2" or "1" is warranted.

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

Clarification: This item assess whether the services and supports the youth needs are outside of their community or difficult to access with the transportation they have available.

Scoring: No special scoring instructions.

3.8 Do team members always use language you can understand?

Clarification: Youths who are old enough to be interviewed (i.e., 11 or older) they should be able to understand what is being discussed and decided during team meetings. As described on the form, this means that language barriers are addressed for non-English speaking youth and family members. For youth, it also means that professional jargon or acronyms are not used, and that the team is involving the youth directly in the conversation using language that he or she understands.

Scoring: No special scoring instructions. Youth should also be able to understand what is being discussed and decide during meetings. If not, a score of "0" or "1" would be appropriate. The interviewer may want to probe directly if the youth ever feels like he or she does not know what other team members are talking about.

3.9 Do your wraparound team meetings make you feel good about your successes and accomplishments?

Clarification: The principle of 'strengths-based' means that the youth is described based on his or her strengths and abilities, and that strategies to support the youth are based on strengths and preferences. The atmosphere at team meetings should be overwhelmingly positive and emphasize successes and accomplishments. The intent of this item is to determine whether the youth perceives that the atmosphere in meetings is positive, and that he or she never feels that the focus of these meetings is primarily about negative events, or blaming of the youth or family.

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

3.10   Does everyone on your team talk and give their ideas during your wraparound team meetings?

Clarification: An ideal wraparound process involves all members of the team in the discussion and decision-making process. The facilitator and other team members should be actively making space for contributions for all the team members, including the youth.

Scoring: No special scoring rules. If the family's team is very small and does not include friends, family, and natural supports, scoring should be based on whether those

who are on the team present ideas and participate actively. Other items will assess the composition of the team.

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

Clarification: This item assesses (in a rather blunt way) whether or not the youth perceives the team will be there no matter what happens. The wraparound process is intended to ensure that services and supports will endure as long as they are needed. The youth should feel that problems encountered (e.g., negative behaviors on the part of the youth, family problems, even youth lawbreaking) will be solved by the team together, and the plan will change if it is not working. The youth should perceive that such problems or events will not jeopardize the family's standing in wraparound or in receiving services.

Scoring: No special scoring instructions. The item is intended to assess the youth's perception of the persistence and unconditional nature of the team's effort.

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

Clarification: This is a straightforward item that speaks to the cultural competence of the wraparound process being received.

Scoring: No special scoring rules. Because it may be difficult for some youths to acknowledge that they perceive disrespect from team members, the interviewer may wish to probe if he or she senses any hesitation, or if he or she has perceived from other questions that some team members may have behaved disrespectfully to the youth or family.

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

Clarification: This item directly assesses whether the youth on the team is given adequate opportunity and support to express him or herself. If possible, it is important to determine that this does not just consist of token opportunities to talk in meetings, but that the youth actually contributes ideas that are taken seriously.

Scoring: No special scoring rules. Sometimes youths may say that he or she does not contribute ideas or preferences because he or she does not want to participate in wraparound. However, all youths should be supported to participate in wraparound implementation. The interviewer should assign a score of "0" if the youth reports that he or she doesn't want to participate.

Phase 4: Transition

The Transition phase section begins with the following prompt:

> *Now I want to ask you a few final questions about wraparound and the future for you and your family.*

Most of these items can be administered directly. Because they ask about transition out of wraparound, however, some items in this section may be difficult for young respondents, especially if the family has been involved in wraparound for fewer than 3-4 months. If this is the case, scores of "666" or Not Applicable may be appropriate for many items.

Though unlikely, some youths may experience some distress when transition out of wraparound is discussed (i.e., items 4.1 and 4.5). If this occurs, the interviewer should reassure the youth that wraparound should continue until the family's doesn't need wraparound any more.

4.1 Has your team discussed a plan for how the wraparound process will end? Does your team have a plan for when this will occur?

Clarification: As mentioned above, transition planning in wraparound ideally begins at the start of the process, when the team defines the goals it is working to achieve and the vision for the youth's future. In keeping with keeping this success-oriented perspective, the team should be discussing how it will know it is ready to transition out of formal wraparound. This conversation should be held early in the process, in one of the first team meetings. Thus, the youth should have some knowledge of this plan.

Scoring: If the answer to both questions is Yes, award 2 points. If the answer is Yes to only one question, award 1 point. If there is no evidence that the youth knows when transition out of formal wraparound will occur, award 0 points. If the wraparound process has just begun (i.e., less than 4 months old), a score of "666" (Not Applicable) would be appropriate.
.

4.2 Has the wraparound process helped you and your family to develop relationships with people who will support you when wraparound is finished?

Clarification: This item assesses the extent to which the team is fostering needed supports that will be available after the formal child and family team has disbanded. These do not have to be only natural supports, only supports that will outlive the formal wraparound team. Such supports could also be therapists, parent support professionals, or others who will continue to give support.
.
Scoring: No special scoring instructions.

4.3 Has the wraparound process helped you become friends with other youth in the community?

Clarification: This item assesses whether wraparound and the team is actively fostering positive peer relations for the youth that will help her or him in the future. Such work may include engaging the youth in activities in which she or he may meet peers, or actively aiding the youth in developing friendships with other young people.

Scoring: No special scoring instructions. The interviewer may wish to probe for specific examples of peers that the youth has met thanks to the wraparound team. Also, if the youth seems to have many friends, but reports that the wraparound team was not responsible for his or her meeting them, a score of "666" (Not Applicable) may be warranted.

4.4 Has your team helped you prepare for major transitions?

Clarification: In addition to transitioning out of wraparound, transitions also occur during wraparound and the process is intended to help a youth make positive transitions, such as into new schools, a new residential placement, or independent living.

Scoring: No special scoring instructions. If the youth can not think of any major transitions that have occurred since wraparound began, a score of "666" may be appropriate.

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

Clarification: Like item 4.2, this item assesses the extent to which the team is fostering needed supports that will be available after the formal wraparound team has disbanded. In this instance, this is specifically inquiring about whether team members are likely to continue to support the youth and family. Wraparound teams ideally are composed of individuals who will be able to continue providing support. Again, those on the team who will continue to support the family do not have to be natural supports, only supports that will outlive the formal wraparound team.

Scoring: No special scoring instructions. Interviewers may wish to probe specifically for examples of individuals on the team who will be there for the family after formal wraparound to get evidence that a score of "2" or "1" is warranted.

Chapter 8. Organizing and Using WFI Data

8.1 Introduction

*Please note: This chapter refers only to the Excel and SPSS© data entry shell. For information on data entry into the online data entry system (WrapTrack), please see the WrapTrack manual. If you do not have access to WrapTrack, please contact wrapeval@u.washington.edu.

This section provides instructions for entering data into the database, calculating total scores, and sending your data electronically to the Wraparound Evaluation and Research Team. The database we provide was created with SPSS©. If you do not have SPSS© installed on your computer, we can also offer the database file in Microsoft Excel.

> If you do not have any of these programs please contact us: wrapeval@u.washington.edu

The following instructions were written specifically for SPSS©. However, most of the instructions also apply for Microsoft Excel.© (If you have any questions about entering data in these other formats, please contact us). We will note where Excel© differs from SPSS©. We recommend reviewing these instructions while at your computer. If you have any questions about data management, please feel free to contact us. We are currently in the process of creating a database in Microsoft Access©. Look to our website for updates on that version of the database.

8.2 Accessing the Database

NOTE: WFI-4 sites may receive the database and other files through simple emails with our research team.

8.3 Entering Data

You will use the database to enter the data directly from the WFI paper and pencil forms. *Please note that the database does not automatically calculate total scores for you. Total scores can be calculated by using a formula at the end of this section. In addition, there is a syntax file that can be used in SPSS© to calculate total scores. Those sites who have access to the SPSS© program and would like to calculate their own total scores can contact us at wrapeval@u.washington.edu to obtain the SPSS© syntax file and the instructions for use.*

Once you have saved and opened the database you should now see a spreadsheet view with column headers and multiple blank lines. Please be aware that if you are using the separate SPSS databases (one for each form) or the Excel database, you MUST enter the ID numbers (PROJID to CGTARGET) in each database, as that is the way to match each family's data.

In general, each column represents a single unit of data (e.g., *Family ID* or *Project ID*) and each row in the table represents the data for a single youth. At the top of each column is a field header that signifies the type of data to be entered in that column. For example, the field header "WFDONE" refers to whether or not the wraparound facilitator interview has been completed. Moving through the database from left to right, the columns represent: general

project and family demographic data, wraparound facilitator data, caregiver data, team member data, and youth data. For individual WFI-4 items, the name of each field is prefaced with *WF, CG, TM, or Y* to indicate whether the item is from the Wraparound Facilitator, Caregiver, Team Member, or Youth form, though there are some exceptions. The range and number of columns for each type of data are presented below:

Table 8.1: Overview of data entry fields

Type of Data	Column/Variable Names	Number of Columns/Variables
General	PROJID → CGTARGET	10
Demographic	DEMDONE → GRADE	22
Wraparound facilitator	WFDONE → WFOBSVAL	85
Caregiver	CGDONE → CGOBSVAL	78
Youth	YDONE → YINTOBS	49
Team member	TMDONE → TMOBSVAL	61

Please note: the SPSS file has helpful labels describing each of the fields that can be seen by holding the pointer over the column header or opening the variable view at the bottom of the page.

We recommend entering the Wraparound Facilitator data first because it includes many of the demographic questions, but data can be entered in any order. Regardless of which respondent you begin with, the first nine columns should be completed before any other data is entered (these are the identifying variables described below).

To enter data simply click on the box beneath the appropriate field header and on the correct family record. After typing in the appropriate data (e.g., number, text, date, etc.) press the "Tab" button or right arrow key to proceed to the next cell. If for some reason you do not have a response to enter for a particular field you should enter one of the following missing data codes (if you do not know why the information is missing, leave the field as 999, which is the default for most variables):

Table 8.2: Missing data codes

Reason for Missing Data	Code
Question not applicable to respondent.	666
Respondent refused to answer the question.	777
Respondent did not know the answer (even after prompting).	888
Question not asked or missing for some other reason.	999

You will notice we do not ask you to enter all of the information from the WFI forms. Data we do not want you to enter includes: any names (wraparound facilitator, caregiver, youth, or interviewer) or the text name of your site. Further, in some cases we ask you to enter data that does not appear on the forms (e.g., youth or caregiver target). Instructions for specific fields follow. Please read through the instructions for wraparound facilitator even if you will be entering other data first, because they contain information relevant to all data entry.

Entering Identification Data.

PROJID
3-digit *Project ID* Number, given to each site by the Wraparound Evaluation and Research Team, needs to be entered for every row of data. Default value is 999.

SITEID
For *Site ID* Number, we ask that you assign a number to each site used within your project. **You will need to keep a record of the *Site ID* numbers that you assign.** If there is only one site in your project, simply use 1. Default value is 999.

YFAMID
For *Youth and Family ID*, we ask that you assign a 3-digit number to each family you interview (e.g., the Smiths = 101, the Johnsons = 102, etc). These are used to keep track of your families without using their names in the database. **You will need to keep a record of the *Youth and Family ID* numbers that you assign**. Every time data is entered for a family, the same *Youth and Family ID* must be used. In the event that we need to contact you regarding the data you send us, we will use the *Youth and Family ID* numbers to refer to specific lines of data. Default value is 999.

CGID
This is a single digit number used to differentiate caregivers in the same family. Similar to the *Youth and Family ID* number, the *Caregiver ID* is assigned to each caregiver by your agency. Simply assign a 1 to the first caregiver interviewed in a family, 2 to the second, 3 to the third, etc. Most interviews will have a *Caregiver ID* of 1 because those families will have only one caregiver participating in data collection. Default value is 999.

WFID
Because WERT will analyze how WFI data differs for different facilitators, a unique number should be assigned by your agency to each wraparound facilitator who is coordinating services in your program or site. Every time the same wrap facilitator is interviewed their unique ID number should be recorded. If the facilitator for a family changes over time and a new one is interviewed at a follow-up data collection point, the new facilitator's ID number should be used in data entry for the second interview. Default value is 999.

TMID
This is a single digit number used to differentiate team members in the same family. Similar to the *Youth and Family ID* number, the *Team Member ID* is assigned to each team member by your agency. Simply assign a 1 to the first team member interviewed in a family, 2 to the second, 3 to the third, etc. Most interviews will have a *Team Member ID* of 1 because those families will have only one other team member. Default value is 999.

INTIDWF
This is a single digit number used to differentiate interviewers among the same family. The *Interviewer ID* is assigned by your agency to each interviewer who conducts interviews. Simply assign a different number to each interviewer and keep track within your agency of which interviewer is assigned to which number. Default value is 999.

TIMEFRAME
This field is a single digit number that denotes the designated time-point of the interview. Primarily this is important for sites conducting multiple rounds of interviews at designated time-

points. For example, your site may be conducting interviews with families every six months. In this case the initial interview would be assigned a 1, the second interview a 2, and so forth. If a designated interview is skipped then the corresponding *Timeframe* number is also skipped. Thus if three interviews were scheduled but only the first and third took place, then the first round would be assigned a *Timeframe* of 1 and the additional interview would be assigned a 3. If your site is only conducting one round of interviews this field will always be a 1. Default value is 999.

YTARGET (not on WFI form)
When more than one youth is interviewed in the same family, one must be designated the target youth. This is necessary because some analyses allow for only one youth per family. A value of 1 denotes the target youth while all other youth from the same family would have a value of 0 for *YTARGET*. If more than one youth is interviewed from the same family our research team will randomly select one to be the target youth. *Therefore you do not need to enter anything in this field because we will complete it once we receive the data from you*.

CGTARGET (not on WFI form)
Similar to *YTARGET*, this field is important when more than one caregiver is interviewed from the same family. A value of 1 denotes the target caregiver while all other caregiver respondents from the same family would have a value of 0 for CG*TARGET.* If more than one caregiver is interviewed from the same family our research team will randomly select one to be the target caregiver. *Therefore you do not need to enter anything in this field because we will complete it once we receive the data from you*.

8.4 Entering Data from Demographics Form.

DEMDONE (not on WFI form)
This field indicates whether the demographic portion of the wraparound facilitator interview has been completed. Values are 1 = No and 2 = Yes. Default value is 1.

DEMDATE
Enter the date of the demographic portion of the wraparound facilitator interview here. Default value is 999.

DEMADM
This field indicates the method in which the demographic portion of the wraparound facilitator interview was administered. Values are 1 = Face-to-face and 2 = Telephone. Default value is 999.

DOB (Question 1 of WF demographic form)
Enter the month of the youth's date of birth here. Default value is 999.

DOBDAY (Question 1 of WF demographic form)
Enter the day of the youth's date of birth here. Default value is 999.

DOBYEAR (Question 1 of WF demographic form)
Enter the year of the youth's date of birth here. Default value is 999.

SEX (Question 2 of WF demographic form)
For youth's sex, please use the codes provided: Male = 1 and Female = 2. You should note that these numbers are indicated next to the options on the form. Default value is 999.

HISPANIC (Question 3 of WF demographic form)
This field indicates whether or not the youth is of Hispanic ethnicity. Enter 1 if the youth is NOT of Hispanic ethnicity and 2 if the youth IS of Hispanic ethnicity. Default value is 999.

RACE1 (Question 4 of WF demographic form)
Please enter the number of the circled item corresponding to the youth's first identified race. Values: 1 = American Indian or Alaskan Native; 2 = Asian, 3 = Black or African American; 4 = Native Hawaiian/Other Pacific Islander, 5 = White; 6 = Other. Default value is 999.

MIXRACE (Question 4 of WF demographic form)
If the response to youth's race was "Mixed race", please describe the race in this column. Default value is 999.

RACEOTH (Question 4 of WF demographic form)
If the response to youth's race was "Other," please describe the race in this column. Default value is 999.

SCHOOL (Question 5 of WF demographic form)
This field indicates whether the youth has been in school anytime during the last 30 days. Values are 1 = No and 2 = Yes. Default value is 999.

NOSCHOOL (Question 5 of WF demographic form)
This field indicates why the youth has not been in school anytime during the last 30 days. Values are 1 = Dropped out of school before legal age, 2 = Dropped out after legal age, 3 = Expelled/Suspended, 4 = Too young to go to school, 5 = Graduated from high school or GED, 6 = Taught at home (home-schooled), 7 = Physical illness, 8 = Refused to go to school, 9 = In juvenile detention or jail, 10 = Ward of the State, 11 = Summer vacation, 12 = Other. If the youth HAS been in school anytime during the last 30 days (see above question), enter 666. Default value is 999.

NOSCHOTH (Question 5 of WF demographic form)
If the response to reason why the youth was not in school was "Other," please describe the reason in this column. Default value is 999.

GRADE (Question 6 of WF demographic form)
This field indicates what grade the youth is in now or will be in the new school year (if summer vacation.) Values are 1 = Preschool, 2 = Kindergarten, 3 = First Grade, 4 = Second Grade, 5 = Third Grade, 6 = Fourth Grade, 7 = Fifth Grade, 8 = Sixth Grade, 9 = Seventh Grade, 10 = Eighth Grade, 11 = Ninth Grade, 12 = Tenth Grade, 13 = Eleventh Grade, 14 = Twelfth Grade, 15 = Post-secondary, 16 = No grade levels in child's school. If the answer to the second part of Question 5 was 1, 2, or 5 (for dropped out of school before legal age, dropped out after legal age, or graduated from high school or GED), then enter 666 (for not applicable). Default value is 999.

After the WFI-Demographic form has been entered proceed to the first page of the WFI – Wraparound Facilitator form.

8.5 **Entering Wraparound Facilitator Data**.

WFDONE (not on WFI form)
This field indicates whether the Wraparound Facilitator interview has been completed. Values are 1 = no and 2 = yes. Default value is 0.

WFDATE
Enter the date of the wraparound facilitator interview here. Default value is 999.

WFLNTH
This field indicates the length of the wraparound facilitator interview. Please enter the total number of minutes for the wraparound facilitator interview. Default value is 999

WFCGREL (Question 1 of WF form)
This field indicates what the primary caregiver's relationship is to the youth. Values are 1 = Birth parent, 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. Default value is 999.

WFCGRELO (Question 1 of WF form)
If the response to primary caregiver's relationship with youth was "Other," please describe the relationship in this column. Default value is 999.

WFCSTDY (Question 2 of WF form)
This field indicates who has legal custody of the youth. Values are 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. Default value is 999.

WFCSTDYO (Question 2 of the WF from)
If the response to who has legal custody of the youth was "Other," please describe the relationship for the person who has custody of the youth. Enter 666 (for not applicable) if "Other" was not checked for Question 2. Default value is 999.

WFREUNIT (Question 2a of the WF form)
If the birth or adoptive parent does not have custody of the youth (i.e., you did not enter a 1, 2 or 3 for question 2), is there a plan to reunite the youth with his/her birth parent(s)? Values 1 = No and 2 = Yes. Enter 666 (for not applicable) if 1, 2, or 3 was checked for question 2. Default value is 999.

WFPRMPLN (Question 2b of the WF form)
If the answer to the question 2a (is there a plan to reunite the youth with the parent) was "No," then describe the permanency plan for the youth here. Enter 666 (for not applicable) if the answer to question 2 was 1, 2, or 3 (for one or both birth parents having custody of the youth) or the answer to question 2a was "Yes" (for a plan to reunite the youth with the birth parent). Default value is 999.

WFCSTST (Question 3 of the WF form)
This field indicates whether or not the youth has ever been in the custody of the state. Values are 1 = No, 2 = Yes. Default value is 999

WFCURWRP (Question 4 of the WF form)
This field indicates whether or not the youth is currently receiving Wraparound. Values are 1 = No, 2 = Yes. Default value is 999.

WFMOSRECWA (Question 4 of the WF form)
This field indicates how many months the youth has been receiving wraparound. Default value is 999.

WFWRPPST (Question 4 of the WF form)
This field indicates whether or not the youth has received Wraparound in the past. Values are 1 = No, 2 = Yes. Enter 666 (for not applicable) if the answer to the first part of question 4 was "Yes." Default value is 999.

WFMONPST (Question 4 of the WF form)
This field indicates how many months the youth had received Wraparound in the past. Enter the number of months indicated. Enter 666 (for not applicable) if the youth has not received Wraparound in the past (see above question). Default value is 999.

WFMONFAM (Question 5 of the WF form)
This field indicates how many months the wraparound facilitator has been working with the family. Enter the number of months indicated. Default is 999.

WFTEAM (Question 6 of the WF form)
This field indicates whether or not there is a youth and family team according to the wraparound facilitator. Values are 1 = No, 2 = Yes. Default value is 999.

WFTEAM1-12 (Question 6 of the WF form)
This field indicates who is on the team, according to the wraparound facilitator. Default value is 999. There are 12 fields available for inputting team members.

After the demographic information on the Wraparound Facilitator form has been entered proceed to the third page of the WF form. Each phase has a number of items that are scored on a three-point scale (0-2) using the answers* Yes, Sometimes *(or* Somewhat*), and* No*. It is important to keep track of the numbers you are entering due to the fact that at times* Yes = 2, Sometimes =1, *and* No = 0, *while for reverse-coded items* Yes = 0, Sometimes = *1, and* No = 2*.

The database continues with columns that are abbreviated to reflect which form (wraparound facilitator, parent, team member, or youth), what wraparound phase, and what item needs to be entered. For example, "WF1.1" translates into WF = wraparound facilitator, 1 = Phase number 1 (Engagement), 1 = Item 1. Likewise, "WF3.4" corresponds to phase 3 (Implementation) and item 4 on the Wraparound Facilitator form. For these columns, the WFI scores (0 – 2) circled by the interviewer should be entered for each item.

The following is an example of how to enter the majority of the phases.

WF1.1
This column corresponds to phase1, item 1 on the Wraparound Facilitator form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

WF1.2
This column corresponds to phase 1, item 2 on the Wraparound Facilitator form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

WF1.3
This column corresponds to phase 1, item 3 on the Wraparound Facilitator form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

WF1.4
This column corresponds to phase 1, item 4 on the Wraparound Facilitator form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

There are some items within the phases that are not entered in the "typical" way. These are described in detail below.

WF 2.3
This column corresponds to phase 2, item 3 on the Wraparound Facilitator form. This question asks you to enter the services, supports, and strategies in the family wraparound plan. If there is uncertainty about how to score, ask directly: Does the family's wraparound plan include mostly professional services? Enter each service, support, or strategy separately on the open-ended variable located on the SPSS or Excel database, up to a total of eight. Default value is 999 (missing).

WF 2.5

This column corresponds to phase 2, item 5 on the Wraparound Facilitator form. This question asks the respondent whether or not the wraparound plan includes strategies for helping the child get involved with activities in her or his community. If the respondent lists two activities, score a 2. If one activity is listed score = 1, and score 0 = no activities listed. Default value is 999. In addition to entering the score, enter each activity separately in the open-ended variable in the SPSS or Excel database. Default value is 999 (missing).

WF 3.3
This column corresponds to phase 3, item 3 on the Wraparound Facilitator form. This question asks you to list activities that the wraparound team helps the child get involved in. Enter the number that is circled. For this particular question, if the respondent lists two examples of activities youth likes and does well, score = 2. If the respondent lists one activity the youth likes and does well, the score = 1, and if no activities are listed, score = 0. In addition to entering the score, enter each activity separately in the open-ended variable in the SPSS or Excel database. Default value is 999.

Also, in entering all data, please pay attention to the number circled. For example, there are some reverse scored items where Yes = 0, Sometimes/Somewhat = 1, and No = 2. If you are not paying attention to the number circled, you may mistakenly put 2 for Yes.

Repeat the above steps for "WF2.1" through "WF4.8" to finish entering all the data for the wraparound facilitator.

On the last page you will find space to enter respondent comments. The SPSS and Excel database have open-ended variables for positive feedback, negative feedback, and interviewer observations. Note the forms have a space to enter end time. However, it's not necessary to enter this on the SPSS file, just the number of minutes it took to complete the interview.

8.6 Entering Caregiver Data.

CGDONE (not on WFI Caregiver form)
This field indicates whether the caregiver interview has been completed. Values are 1 = no and 2 = yes. Default value is 999.

INTIDCG
This is a single digit number used to differentiate interviewers among the same family. The *Interviewer ID* is assigned by your agency to each interviewer who conducts interviews. Simply assign a different number to each interviewer and keep track within your agency of which interviewer is assigned to which number. Default value is 999.

CGDATE
Enter the date of the caregiver interview here. Default value is 999.

CGADM
This field indicates the method in which the caregiver interview was administered. Values are 1 = Face-to-face and 2 = Telephone. Default value is 999.

CGLNTH
This field indicates the length of the caregiver interview. Please enter the total number of minutes for the caregiver interview. Default value is 999.

CGCGREL (Question 1 on the Caregiver form)
This field indicates what the primary caregiver's relationship is to the youth. Values are 1 = Birth parent, 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. Default value is 999.

CGCGRELO   (Question 1 on the Caregiver form)
If the response to primary caregiver's relationship with youth was "Other," please describe the relationship in this column. Default value is 999.

CGBIRINVOL (Question 1.a on the Caregiver form)
If the caregiver is not the birth parent, this question asks whether or not the youth's birth parents participate in the wraparound team. Default value is 999.

CGBIRDETS (Question 1.a on the Caregiver form)
If the caregiver is not the birth parent, this item gives the details of the birth parent involvement. Default value is 999.

CGCSTDY (Question 2 on the Caregiver form)
This field indicates who has legal custody of the youth. Values are 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. Default value is 999.

CGCSTDYO (Question 2 on the Caregiver form)
If the response to who has legal custody of the youth was "Other," please describe the relationship of the person who has custody of the youth. Enter 666 (for not applicable) if "Other" was not checked for Question 2. Default value is 999.

CGCSTST (Question 3 on the Caregiver form)
This field indicates whether or not the youth has ever been in the custody of the state. Values are 1 = No, 2 = Yes. Default value is 999

CGCURWRP (Question 4 on the caregiver form)
This field indicates whether or not the youth is currently receiving Wraparound. Values are 1 = No, 2 = Yes. Default value is 999.

CGWRPPST (Question 4 on the caregiver form)
This field indicates how many months the youth has been receiving wraparound. Default value is 999.

CGMONPST (Question 4 on the Caregiver form)
This field indicates whether or not the youth has received wraparound in the past. Values are 1 = No, 2 = Yes. Enter 666 (for not applicable) if the answer to the first part of question 4 was "Yes." Default value is 999.

CGMONWRP (Question 4 on the Caregiver form)
This field indicates how many months the youth has been receiving Wraparound in the past. Enter the number of months indicated. Enter 666 (for not applicable) if the youth never received Wraparound in the past. Default value is 999.

CGTEAM (Question 5 on the Caregiver form)
This field indicates whether or not there is a youth and family team according to the caregiver. Values are 1 = No, 2 = Yes. Default value is 999.

CGTEAM1-12 (Question 5 on the Caregiver form)
These fields indicate who is on the team, according to the caregiver. Default value is 999.

Just as in the wraparound facilitator section, each column is abbreviated to reflect what form, question number and part needs to be entered. For example, in field "CG1.1" the 'CG' = caregiver, 1 = Phase number 1 (Engagement), 1 = Item 1. So the question "CG3.4" corresponds to phase 3, item 4 on the Caregiver form. Remember, it is important to keep track of the numbers you are entering due to the fact that at times Yes = 2, Sometimes =1, and No = 0, while for reverse-coded items Yes = 0, Sometimes = 1, and No = 2.

CG1.1
This column corresponds to phase 1, item 1 on the Caregiver form. Although there are two questions for this item, only one number is entered corresponding to the appropriate answers. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

CG1.2
This column corresponds to phase 1, item 2 on the Caregiver form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

CG1.3
This column corresponds to phase 1, item 3 on the Caregiver form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

CG1.4
This column corresponds to phase 1, item 4 on the Caregiver form.   Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

CG1.5
This column corresponds to phase 1, item 5 on the Caregiver form. Enter the number that is circled. For this particular question Yes = 0, Sometimes = 1, No = 2. Default value is 999.

CG1.6
This column corresponds to phase 1, item 6 on the Caregiver form.   Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999

Repeat the above steps for "CG2.1" through "CG4.8" to finish entering all the data for the caregiver. There are some items within the phases that are not entered in the "typical" way. These are described in detail below.

CG 2.3
This column corresponds to phase 2, item 3 on the Caregiver form. This question asks you to enter the services, supports, and strategies in the family's wraparound plan. If there is uncertainty about how to score, ask directly: Does your wraparound plan include mostly professional services? Enter each service, support, or strategy separately on the open ended variable located on the SPSS or Excel database, up to a total of eight. Default value is 999 (missing).

CG 2.5

This column corresponds to phase 2, item 5 on the Caregiver form. This question asks the respondent whether or not the wraparound plan includes strategies for helping the child get involved with activities in her or his community. If the respondent lists two activities, score a 2. If one activity is listed score = 1, and score 0 = no activities listed. Default value is 999. In addition to entering the score, enter each activity separately in the open-ended variable in the SPSS or Excel database. Default value is 999 (missing).

CG 3.3
This column corresponds to phase 3, item 3 on Caregiver form. This question asks you to list activities that the wraparound team helps the child get involved in. Enter the number that is circled. For this particular question, if the respondent lists two examples of activities youth likes and does well, score = 2. If the respondent lists one activity the youth likes and does well, the score = 1, and if no activities are listed, score = 0. In addition to entering the score, enter each activity separately in the open-ended variable in the SPSS or Excel database. Default value is 999 (missing).

On the last page you will find space to enter respondent comments. The WrapTrack, SPSS, and Excel database have open-ended variables for positive feedback, negative feedback, and interviewer observations. Note the forms have a space to enter end time. However, it's not necessary to enter this on the SPSS file, just the number of minutes it took to complete the interview.

8.7 Entering Youth Data.

YDONE (not on WFI form)
This field indicates whether the youth interview has been completed. Values are 1 = no and 2 = yes. Default value is 999.

INTIDY
This is a single digit number used to differentiate interviewers among the same family. The *Interviewer ID* is assigned by your agency to each interviewer who conducts interviews. Simply assign a different number to each interviewer and keep track within your agency of which interviewer is assigned to which number. Default value is 999.

YDATE
Enter the date of the youth interview here. Default value is 999.

YADM
This field indicates the method in which the youth interview was administered. Values are 1 = Face-to-face and 2 = Telephone. Default value is 999.

YLNTH
This field indicates the length of the youth interview. Please enter the total number of minutes for the youth interview. Default value is 999.

YAGE (Question 1 of Youth form)
This field indicates the youth's age. Default value is 999.

YGENDER (Question 2 of Youth form)
For youth's sex, please use the codes provided: Male = 1 and Female = 2. You should note that these numbers are indicated next to the options on the form. Default value is 999

YTEAM (Question 3 on the Youth form)
This field indicates whether or not there is a youth and family team according to the youth. Values are 1 = No, 2 = Yes. Default value is 999.

Just as in the wraparound facilitator and caregiver sections, each column is abbreviated to reflect what form, question number and part needs to be entered. For example, in field "Y1.1" the 'Y' = youth, 1 = Phase number 1, 1 = Item 1. So the question "Y3.4" corresponds to phase 3, item 4 on the youth form. Remember, it is important to keep track of the numbers you are entering due to the fact that at times Yes = 2, Sometimes =1, and No = 0, while for reverse-coded items Yes = 0, Sometimes = 1, and No = 2. Also remember to follow the special directions for items Y2.4 and Y3.3, as described in the wraparound facilitator section above.

Y1.1
This column corresponds to phase 1, item 1 on the Youth form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

Y1.2
This column corresponds to phase 1, item 2 on the Youth form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

Y1.3
This column corresponds to phase 1, item 3 on the Youth form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

Y1.4
This column corresponds to phase 1, item 4 on the Youth form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

Y1.5
This column corresponds to phase 1, item 5 on the Youth form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

Y1.6
This column corresponds to phase 1, item 6 on the Youth form. Enter the number that is circled. For this particular question Yes = 0, Sometimes = 1, No = 2. Default value is 999.

Repeat the above steps for "Y2.1" through "Y4.5" to finish entering all the data for the youth. Also remember to fill in text responses for "Example" prompts, as described in the wraparound facilitator section above.

On the last page you will find space to enter respondent comments. The SPSS and Excel database have open-ended variables for positive feedback, negative feedback, and interviewer observations. Note the forms have a space to enter end time. However, it's not necessary to enter this on the SPSS file, just the number of minutes it took to complete the interview.

8.8 <u>Entering Team Member Data</u>.

TMDONE (not on WFI Team Member form)
This field indicates whether the team member interview has been completed. Values are 1 = no and 2 = yes. Default value is 999.

INTIDTM
This is a single digit number used to differentiate interviewers among the same family. The *Interviewer ID* is assigned by your agency to each interviewer who conducts interviews. Simply assign a different number to each interviewer and keep track within your agency of which interviewer is assigned to which number. Default value is 999.

TMDATE
Enter the month of the team member interview here. Default value is 999.

TMADM
This field indicates the method in which the team member interview was administered. Values are 1 = Face-to-face and 2 = Telephone. Default value is 999.

TMLNTH
This field indicates the length of the team member interview. Please enter the total number of minutes for the team member interview. Default value is 999.

TMREL (Question 1 on the Team Member form)
This field indicates what the primary caregiver's relationship is to the youth. Values are 1 = Birth/Adoptive parent, 2 = 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 = Youth friend, 12 = Parent support partner/peer professional, 13 = Mentor, 14 = Therapist/clinician, 15 = Case worker, 16 = Respite worker, 17 = Residential/group home staff, 18 = Probation officer, 19 = Teacher/school staff, 20 = Minister/faith based, 21 = Community member, 22 = Other. Default value is 999.

TMREL_CM (Question 1 on the Team Member form)
If the response to primary team member's relationship to youth was "Community Member", please describe the relationship in this column. Default value is 999.

TMREL_OTH (Question 1 on the Team Member form)
If the response to primary team member's relationship with youth was "Other," please describe the relationship in this column. Default value is 999.

TMTIME (Question 2 on the Team Member form)
This field indicates how many months or years team member has worked with or known the youth and family. Default value is 999.

TMMONYR (Question 2 on the Team Member form)
This field indicates whether that answer to number 2 is in months or years. Default value is 999.

TMPARTTM (Question 3 on the Team Member form)
This field indicates whether or not the team member is a member of the family's wraparound team. Values are 1 = No, 2 = Yes. Default value is 999.

TMTMLNTH (Question 4 on the Team Member form)
This field indicates how many months the team member has been a member of the family's Wraparound team. Enter the number of months indicated. Enter 666 (for not applicable) if the team member is not a member of the family's Wraparound team (see above question). Default value is 999.

***Just as in the other sections, each column is abbreviated to reflect what form, question number and part needs to be entered. For example, in field "TM1.1" the 'TM' = team member, 1 = Phase number 1 (Engagement), 1 = Item 1. So the question "TM3.4" corresponds to phase 3, item 4 on the Team Member form. Remember, it is important to keep track of the numbers you are entering due to the fact that at times* Yes = 2, Sometimes =1, *and* No = 0, *while for reverse-coded items* Yes = 0, Sometimes = 1, *and* No = 2.**

TM1.1

This column corresponds to phase 1, item 1 on the Team Member form. Although there are two questions for this item, only one number is entered corresponding to the appropriate answers. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

TM1.2

This column corresponds to phase 1, item 2 on the Team Member form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

TM1.3

This column corresponds to phase 1, item 3 on the Team Member form. Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

TM1.4

This column corresponds to phase 1, item 4 on the Team Member form.   Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999.

TM1.5

This column corresponds to phase 1, item 5 on the Team Member form. Enter the number that is circled. For this particular question Yes = 0, Sometimes = 1, No = 2. Default value is 999.

TM1.6

This column corresponds to phase 1, item 6 on the Team Member form.   Enter the number that is circled. For this particular question Yes = 2, Sometimes = 1, No = 0. Default value is 999

Repeat the above steps for "TM2.1" through "TM4.8" to finish entering all the data for the team member

On the last page you will find space to enter respondent comments. The SPSS and Excel database have open-ended variables for positive feedback, negative feedback, and interviewer observations. Note the forms have a space to enter end time. However, it's not necessary to enter this on the SPSS file, just the number of minutes it took to complete the interview.

Entering Additional Families.

Once you have completed a row of data, please continue to the next row and repeat the same procedure for the next family or for additional youth or caregiver interviews from the same family. Remember to enter a new *Family ID* for each new family and a new *Youth ID* for each new youth. You should also continue to enter your *Project ID* number for each row of data.

8.9 Calculating Total Scores

Neither the SPSS© or the Excel© databases automatically calculate summary scores, such as Total scores, or scores for the 10 Principles or 4 Phases. WERT has developed a syntax file that can be used in SPSS© to calculate these scores. Those sites who have access to the SPSS© program and would like to calculate their own Total scores can contact us at wrapeval@u.washington.edu to obtain the SPSS© syntax file and the instructions for use. Keep

in mind that the online data entry system (WrapTrack) is a way to quickly and easily calculate total fidelity scores.

In general, calculating summary scores is simply a matter of dividing the sum of the items (e.g., for all items in a phase or all items in the WFI-4) by the total possible score. The total possible WFI-4 score is 80 for the total score of the CG, WF, and TM forms; and 64 for the Youth form, which only has 32 items.

To calculate individual Phase scores or Principle scores, one would take the same approach, but only use the relevant items. For example, to calculate a total score for the Engagement phase for one respondent (such as the facilitator), one would sum the relevant items (WF1.1, WF1.2, WF1.3, WFI1.4, WF1.5, and WF1.6). Then, this raw phase score for the Engagement phase for that respondent would be divided by the total possible score of 12 (6 items x 2 points for each item).

To calculate a principle score (such as team-based or cultural competence), one would do the above for items that assess the specific principle. For example, for cultural competence, one would sum items 1.1, 2.5, 3.8, and 3.12 (for the 3 adult forms). Since the 10 wraparound principles are all assessed via four items for the WF, CG, and TM forms, the raw principle score would then be divided by the total possible principle score, which for an individual respondent for all principles is 8 (4 items x 2 points per item = 8).

However the above convention becomes more complicated with missing data. If one of the items for a principle is missing it is still possible to calculate the principle score. However it has been our scoring convention that if more than one item score is missing you cannot calculate the principle score. This is to avoid calculating principle scores with too little available data.

The formula to calculate principle scores with (or without) missing data is as follows:
> *If there are valid (non missing) responses for at least 3 of the 4 items for that principle:*
> **(AVERAGE OF ITEM SCORES) * 4 / 8 = PRINCIPLE SCORE**

In other words, simply take the average of the items scores then multiply by 4 to get the raw principle score, then divide by the total possible score, which is 8. By doing this we avoid giving credit for (or penalizing) a single missing item score. If you plan to calculate principle scores in another program, this formula can be used to calculate principle scores for the WF, CG, and TM forms with both missing and non-missing data.

If there is missing data and one wants to calculate a total WFI-4 score for one type of respondent, one convention is to use the above formula to calculate total principle scores for the respondent, then calculate the mean (average) of these element scores.

8.10 Submitting Data

If you are using the online data entry system (WrapTrack), you do not have to make formal data submittals. If you are using SPSS[©] or Excel[©], once you have entered your data into the databases, you are ready send the data to our research team. Data should be sent to our research team at regular intervals. These intervals are based on how much data you are collecting and how quickly. Because this is different for each of our collaborators, our research team will work with your site to develop your own schedule for submitting data.

Once you are ready to send us data, you can do this either as an email attachment (wrapeval@u.washington.edu) or you may send a disk by mail using the address on the front of this User's Manual. **Confidentiality should <u>not</u> be an issue in electronic submissions, because all youths and families will be identified using confidential ID numbers**. Only collaborating sites should maintain identifying information about the families being assessed.

Appendix A: Study Summary and Consent /Assent Forms

An Evaluation of Services and Supports for Children and Their Families
Evaluation Summary for Caregivers

[Name of program or agency] is committed to providing high-quality care to the children and families that it serves. We want to know about the level of quality of our services. We also want to know what the children and families in our program think about our services.

As a result, **[Name of program or agency]** is currently asking all its clients to help us to learn more about how well we are doing. To do this, we will ask you and your child (if your child is 11 years or older) to do short interviews about the quality of services. These interviews will last about 20 minutes and will ask about the kinds of services that your child and family have received, and what you and your child think about those services. We will also ask your **[facilitator/care coordinator]** to do similar interviews. We will use the information we collect to help improve the quality of services you and other families receive.

All data will be anonymous. At no time will any information be given to anyone in a way that can be linked back to your family. Your facilitator/care coordinator will not know the information you give about services you receive.

You do not have to participate in these interviews in order to receive services. If you do not want to participate, you can say no and there will be no change in the services you receive or how you are treated. You can also say no when you or your child is called and asked to participate in the interview. However, we hope that you will decide to help us to improve our services by participating.

If you have questions about this program evaluation, you can call [Name of Evaluator or Program Director], {Title}, at [Phone Number].

I have read this information and/or have had it read to me:

_____
Signature of Parent/Caregiver/Legal Custodian   Date

_____
Name of Youth (Please print)

An Evaluation of Services and Reports for Children and their Families
Caregiver Acknowledgement of Consent

I have been given a description of this evaluation and had a chance to ask questions about it, and these have been answered to my satisfaction.

I understand what the procedures are and have had the potential risks and benefits explained to me. I also understand that my participation is voluntary, and that I may refuse to participate or withdraw at any time without penalty.

I understand that the findings from this evaluation may eventually be published, and that anything I say will remain confidential to the maximum extent allowable by law. All identifying information will be removed, and only group results will be reported.

I have been told that if I want to ask more questions about the evaluation I may contact *Name of contact, name of agency, telephone number, mailing address*. Or, that if I have special questions about my rights as a participant in a research project, that I may contact *Name of IRB contact, telephone number, mailing address*.

I agree to participate in this evaluation, and I have received a copy of this signed form.

Telephone number(s) where I may be reached:

    Home: _____ Other: _____

Address where I may be contacted:

    Street: _____

    City/State/Zip: _____

_____   _____
Name (Please Print)   Name and Age of Youth

_____   __I agree that my child may be asked
Signature   **to participate in this evaluation**

An Evaluation of Services and Supports for Children and their Families
Evaluation Summary and Assent for Youth

[Name of program or agency] wants to know how good its services for young people are. We also want to know what the children and families in our program think about our services.

To find out your opinions about the services you have been receiving, we would like to do a short interview on the telephone. This is a chance for you and other youths like you to let people know what you think about services and what things you would like to see changed.

All of the things you tell us in the interview will be kept completely confidential. We will not tell anyone what you said. We will only report what all the youth we talked to said as a group.

To do this evaluation, a person will call you and ask you questions related to the services you receive. For example, they will ask if you are involved in deciding what services are most helpful for you. Another question will ask you if the team helps you to get involved in activities that you like or do well. This telephone interview will take about 15 minutes.

If you agree to participate, you need to understand the following:

1. I may stop at any time, and it will not affect any of the services I am presently receiving.

2. Anything I say will be kept confidential. No one other than the people doing the evaluation will know how I answered the questions.

3. The information I provide will help improve services for other youth, like myself.

If you still agree to participate, please sign below:

_____   _____
Youth's Signature   Date

_____

Youth Name [Please print]

Appendix B: WFI Interview Tracking Log

Interview Tracking Log

Family Name: _____ Family ID: _____			Family completed?
	Name	**Phone Number**	**Dates completed**
WF			
CG			
Y			
TM			

Family Name: _____ Family ID: _____			Family completed?
	Name	**Phone Number**	**Dates completed**
WF			
CG			
Y			
TM			

Family Name: _____ Family ID: _____			Family completed?
	Name	**Phone Number**	**Dates completed**
WF			
CG			
Y			
TM			

Family Name: _____ Family ID: _____			Family completed?
	Name	**Phone Number**	**Dates completed**
WF			
CG			
Y			
TM			

Appendix C: WFI Scripts of Introduction

WFI Wraparound Facilitator Script

Intro of self and agency and reminder about the study:

Hello, I'm _____ from _____ and I'm calling because you have agreed to participate in an evaluation of how wraparound is being delivered in your county/district/state. Do remember being told about this evaluation project?

<if no, give a short reminder of the evaluation>

<if yes> Good. Then what I would like to do is ask some demographic questions about _____
<youth's name(s)> followed by the Wraparound Fidelity Index. The WFI is a short interview that asks some questions about the nature of service delivery for a specific family. The entire interview takes about 20 minutes *<per youth>*, would now be a good time for you?

<if not a good time> I'd be glad to call back later. When would be a good time for you?

Reminder of confidentiality and importance of participation:

Before we begin, I just want to remind you that this interview and everything you tell me will remain completely confidential. All of your answers will be reported along with the rest of the wraparound facilitators' answers as group data. None of the information we collect will be used for individual performance reviews. The purpose of the evaluation is to understand how we can better serve families but also to understand how we can better train and support providers. The information you will share with us is very important to help identify program improvement objectives in the future so we really appreciate your cooperation and participation.

Do you have any questions at this time?

[Remind the Facilitator about the youth and family for which she or he is being administered the WFI]

[Begin Interview]

I'd like to quickly ask you some background information about <youth name(s)> and his/her family.

(complete demographic portion)

The next questionnaire is the one that asks about how the Wraparound process is administered.

(complete WFI portion)

Repeat for other youth on wraparound facilitator's caseload. Thank them for their participation!

WFI Caregiver Script

Intro of self and agency and reminder about the study:

Hello, I'm _____ from _____ and I'm calling because _____ we are doing a study looking at how services are delivered to families like yours in *<agency/county/district/state>*. *<Wraparound facilitator's name>* should have told you about this study and had you read some information about it. Do remember *[him/her[* describing the study to you and agreeing to be interviewed?

<if no, give a short reminder of the evaluation>

<if yes> Good. Thank you for agreeing to participate. We really appreciate your willingness to take time to help us because your opinions about services are extremely important! The interview I would like to do will take about 20 minutes. Would now be a good time for you?

<if not a good time> I'd be glad to call back later. When would be a good time for you?

Reminder of confidentiality and importance of participation:

Before we begin, I just want to remind you that this interview and everything you tell me will remain completely confidential. Your individual answers will not be shared with anyone except the people on the research team. What you say will be combined with information from other parents and caregivers and reported in a group report. We really want your honest answers about what you think and have experienced and we really appreciate your cooperation and participation.

Do you have any questions at this time?

Begin Interview
Now we'll begin the interview. I am going to ask you some questions about the services and supports your family has received since it began the wraparound process.
(complete WFI portion)

Thank them for their participation!

Thanks once again for letting me interview you. What you have told me is very helpful and I appreciate your time and willingness to offer your opinions.

WFI Youth Script

Intro of self and agency and reminder about the study:

Hello, I'm _____ from _____ and I'm calling to interview you about the services you receive. Your *[parent/foster parent] or <wraparound facilitator's name>* may have told you about doing this interview. Do remember him/her describing the study to you?

<if no, give a short reminder of the evaluation>

<if yes> Good. Thank you for agreeing to participate. We think it is great that you are willing to take time out to help us Your opinions about services are extremely important! We are gathering information about young people's opinions so that we can improve services. The interview I would like to do will take about 15 minutes. Can we do the interview right now?

<if not a good time> I'd be glad to call back later. Can you tell me a time that is good for you?

Reminder of confidentiality and importance of participation:

Before we begin, I just want to remind you that this interview and everything you tell me will remain completely confidential. I will not tell anyone what you say about your services and the people who help you. What you say will be combined with what other youths tell us as a collective voice. We really want your honest answers about what you think and have experienced and we really appreciate your cooperation and participation.

Do you have any questions about what we're going to do or how the information will be used?

Begin Interview

Now we'll begin the interview. I am going to ask you some questions about the services and supports you and your family have received since you began the wraparound process.

(complete WFI portion)

Thank them for their participation!

Thanks once again for letting me interview you. What you have told me is very helpful and I appreciate your time and willingness to offer your opinions.

**Appendix
D: References**

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