

Foundational Wraparound

Orientation and Modules 1-5

Trainer's Guide



Training Version I | 2021

Acknowledgments

This curriculum is developed with public funds and is intended for public use.

Suggested citation: UC Davis – Human Services. (2021). Foundational Wraparound Trainer Guide.

For more information about this Trainer's Guide, the accompanying Learner's Journal, and the Foundational Wraparound curriculum please email ResourceCenter@ucdavis.edu.

Special thank you to the stakeholders and contributors of this curriculum, including, but not limited to:

- ❖ **UC Davis, Human Services, Resource Center for Family Focused Practice**
- ❖ **California Department of Social Services, Children and Family Services Division**

Contents

Foundational Wraparound Orientation and Modules 1-5 Trainer's Guide	1
Acknowledgments	2
Introduction	6
Tips for Training this Curriculum.....	0
Where Are We and What Is Ahead?.....	7
Foundational Wraparound Learning Objectives.....	8
Orientation	12
Orientation Overview	12
Orientation Agenda	13
Orientation Lesson Plan.....	14
Segment 1: Welcome and Goal of the Orientation	16
Segment 2: Course Overview.....	18
Segment 3: Review the Learner's Journal.....	22
Segment 4: Current areas of focus in California that relate to Wraparound.....	24
Segment 5: Closing	31
Module One: Introduction to Wraparound.....	33
AGENDA – MODULE ONE.....	34
Module One Lesson Plan	35
Segment 1: Welcome and Introductions	38
Segment 2: Group Agreements	43
Segment 3: The Definition of Wraparound.....	45
Segment 4: Overview of the Wraparound Four Phases.....	49
Segment 5: Ten Principles of Wraparound	52
Segment 6: Principle Two: Team Based	54
Segment 7: Principle Six: Culturally Respectful and Linguistically Responsive	59
Segment 8: Module One Wrap-Up	65
Module Two: Phase One	68

Module Two Learning Objectives	68
AGENDA – MODULE TWO.....	69
Module Two Lesson Plan	70
Module 2: Segmented Lesson Plan.....	71
Segment 1: Welcome and Introduction.....	71
Segment 2: Youth and Family Engagement	74
Segment 3: Vulnerability and Shame	84
Segment 4: Crisis and Safety.....	88
Segment 5: Module Two Wrap-Up	95
Module Three: Wraparound Phase One: Engagement & Team Preparation.....	98
Module Three Learning Objectives	98
AGENDA – MODULE THREE	101
Module Three Lesson Plan.....	101
Segmented Agenda Module Three	104
Segment 1: Welcome, Review of Agenda and Pre-Session Debrief.....	104
Segment 2: Culture Discovery.....	107
Module Four: Wraparound Phase Two: Initial Plan Development.....	134
Module Four Lesson Plan.....	142
Segment 1: Welcome and Review of the Agenda.....	144
Segment 2: Phase Two Overview.....	147
Segment 3: Overview of the Initial CFT Meeting	150
Segment 4: Team Mission.....	153
Segment 5: Developing Plan Outcomes and Strategies.....	156
Segment 6: Developing the Initial Wraparound Plan	168
Segment 7: Module Wrap-Up	170
Module Five: Wraparound Phase Three: Implementation & Phase Four: Transition	173
Module Five Lesson Plan.....	175
Segment 1: Welcome and Review of the Agenda.....	177

Segment 2: Overview of Phase Three-Implementation.....	180
Segment 3: Wraparound Phase Four: Transition.....	142
Segment 4: HIGH FIDELITY WRAPAROUND: BRINGING IT ALL TOGETHER.....	147
Segment 5: Review of Course Objectives, Course Evaluation	151
Supplemental Handouts	154
Materials Checklist.....	Error! Bookmark not defined.
References/Bibliography	155
Appendix.....	157

Introduction

Please read this Trainer's Guide carefully as a first step in preparing to train this curriculum.

IMPORTANT NOTE: This curriculum is being offered in a virtual format. The UC Davis Human Services, Continuing and Professional Education staff will provide the trainer(s) with the links prior to the training. It is essential that all trainers adhere closely to the Wraparound curriculum to provide a standardized training content to all trainees.

GENERAL INFORMATION

This five-module Foundational Wraparound curriculum and training is intended for anyone working or volunteering with child and family serving agencies who provide Wraparound services including but not exclusive of Care Coordinators, Care Coordinator supervisors, Parent Partners, Youth Partners, Youth Partner supervisors, and Parent Partner supervisors in California. The course is designed to be a Wraparound process overview, generalizable across the State of California. Bringing together youth, families and their support systems, Wraparound is a research-informed approach to care planning designed to preserve permanent in-home placement, prevent out-of-home placement, and increase positive outcomes for families to thrive. We begin to create a standardized practice leading to High Fidelity Wraparound by consistently addressing all Four Wraparound phases, the Ten Wraparound Principles, and incorporating consistent evaluation practices.

This Foundational Training consists of an Orientation and Five Modules and will take learners approximately nine weeks to complete. Orientation will be hosted three weeks prior to the first module and each module will be facilitated one to two weeks apart.

NOTE: Each training module requires pre-session work. Because participants complete pre-session work prior to attending each class, the module instruction can be accelerated and provide a review of the information learned independently prior to class. The instructor will thus be able to lead participants in a thoughtful reflection of their understanding of the materials while guiding them through deeper conversations. Class sessions are also spaced apart to allow participants the opportunity to practice using materials in their work, and then receive follow-up coaching for enhanced learning.

The Resource Center for Family-Focused Practice (RCFFP) will maintain a Foundational Wraparound website (hosted on the UC Davis Human Resources Resource Barn) which will include all materials required for this class. Handouts and learning aides will be provided in the Trainee Guide, or "Learner's Journal."

WRAPAROUND COURSE STANDARDS AND TRAINER'S REQUIREMENTS

This curriculum has been designed in accordance with the State of California Wraparound Training standards (<https://www.cdss.ca.gov/inforresources/cdss-programs/foster-care/wraparound/background-history>). This course must be co-taught, with one of the trainers serving in the role of peer partner.

In addition to having expertise in both training and the Wraparound Model, trainers must be comfortable with hosting virtual workshops. This training requires the use of multiple features most commonly found in the Zoom platform.

TRAINER REQUIREMENTS:

1. Agencies and organizations wishing to train the UC Davis Foundational Wraparound course must ensure trainers 1) attend the training in full, and then 2) complete the one-day Training for Trainers (T4T) course. In addition, they must agree to present this training as presented in this training guide, without modifications.
2. Child and Adolescent Needs and Strengths (CANS) certified: Trainers must be CANS certified and be able to include anecdotal stories about the inclusion of the CANS assessment in Wraparound services.
3. Wraparound Professional: Trainers must have expert level knowledge of Wraparound services.

TRAINER'S GUIDE

The Trainer's Guide contains the standardized information the instructor will convey to trainees. For an overview of the training, we recommend that trainers first review each Module's Agenda and Lesson Plan. Next, trainers should review the activities for each training segment in the Trainer's Guide, as well as the training content and course materials provided in the Learner's Journal. This will help the trainer get familiar with each topic, training activity, and the intended flow of the course. The trainers should print both the Trainer and Learner's Journal for themselves so that they can easily refer the trainees to activities during class. If the materials are not printed, the trainers should know the page numbers in the Learner's Journal for each activity. The trainer should have the electronic versions of the materials ready on the computer screen before each class starts.

** The Trainer's Guide is not a script! Nor does the Trainer's Guide contain comprehensive descriptions of each topic/activity. Trainers must have expertise in high fidelity Wraparound, such that they are equipped to share information regarding each topic/activity. The Trainer's Guide is designed to guide the class instruction – providing important talking points and instructions for activities within a

standardized format. It is NOT expected that every talking point will be reviewed, as it is expected trainers will make adjustments to meet the needs of the participants.

TRAINEE'S GUIDE (from this point on referred to as the LEARNER'S JOURNAL)

Each participant will receive a copy of the Learner's Journal, which accompanies the curriculum. This class has been designed to provide participants with a learning experience that is not a typical, one-time, stand-alone training. Instead, this class has been designed with significant pre-session work for each of the five distinct modules, so that participants spend time independently learning about the content before each class, with opportunities for deeper reflection and critical thinking about the content presented during the class session.

Participants will receive a PDF copy of the Learner's Journal prior to the Orientation, and after the Orientation, they will also be mailed a paper copy via USPS. The Learner's Journal contains exercises that may be easier to complete with a hard copy.

COMPONENTS OF THE TRAINER'S GUIDE AND LEARNER'S JOURNAL

The two documents (Trainer's Guide and Learner's Journal) mirror each other in many ways:

The **Trainer's Guide** includes: Table of Contents, Acknowledgements/Copyright, Introduction, Tips for the Trainer, Agenda, Learning Objectives, Lesson Plan with PowerPoint slides, Materials Checklist, Supplemental Handouts, and the References/Bibliography.

The **Learner's Journal** includes: Table of Contents, Acknowledgements/Copyright, Introduction, Agenda, Learning Objectives, Pre-Session Assignments, PowerPoint Slides, Supplemental Handouts, and the References/Bibliography.

Goals and Learning Objectives

Goals and Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and participants. All the Goals and Learning Objectives for the curriculum are listed in a separate tab in both the Trainer's Guide and Learner's Journal. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values. The Learning Objectives are also indicated in the suggested Lesson Plan for each segment of the curriculum.

Goals are defined as broad indicators of essential and best practices. Typically, several *Learning Objectives* support the attainment of each *Goal*. The *Learning Objectives* are more specific than the *Goals* and usually provide measurable indicators of learning.

1. *Knowledge Learning Objectives* entail the acquisition of new information and often require the ability to recognize or recall that information.
2. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application.
3. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

Tips for Training this Curriculum

MODULE GUIDELINES

- Bridge ideas from the Orientation and Pre-session work to the course work in Modules 1 through 5.
- Support and encourage participants to access and fully utilize the Foundational Wraparound Course Learner's Journal that accompanies the five-part module series.
- Emphasize and spotlight that each Module contains opportunities to "Track your Insights," providing an opportunity for learners to highlight specific course content as it pertains to their individual learning and to their workplace. Encourage participants to use words, drawings and/or symbols in these sections. This feature is a learning strategy allowing for content to be actively revisited, processed, and organized by the learner to enhance their learning experience.
- In addition, throughout the course, reinforce the concept of Permanency – meaning to keep kids at home and in their communities as often as possible to promote stability and a long-term family context.

FACILITATION POINTERS

- If any one person dominates, redirect to involve everyone and shift perspective, if needed.
- Use simple and direct language.
- Probe, paraphrase, and summarize. Tell stories! Share stories from your work as a Wraparound practitioner to bring the material in the class to life. Much of the "heart" of Wraparound can be best illustrated by you sharing meaningful impactful and clarifying stories of your work with youth and families.
- Incorporate a wide variety of proven process tools (such as showing empathy, active listening, conflict management, consensus building, reflecting the material using different vocabulary, effective question techniques, brainstorming, rapport building, and group management).
- Provide opportunities for learners to interact and participate (such as chat feature for questions to all and direct to trainer, raising hand feature, polling, and break out groups).

PRE-SESSION WORK

When debriefing the Pre-Session Work it is vital for trainers to be prepared, as it creates better communication and time management, while also enhancing strategic thinking. The trainer should have recently read through all pre-session materials and have answers for possible questions prior to the specific pre-session class where the participants will discuss the information. It can also help if trainers point out to participants the places where the pre-session work is used in each module.

Please note: not every participant will have done the Pre-Session Work. Since we will have Pre-Session Work throughout the series, it is important to encourage participants to complete the Pre-Session Work as it is a key component of the series. As trainers get to know the participants in each class series, there may be a need to make accommodations regarding Pre-Session Work, for example, coordinating break out rooms that participants can self-select into after considering which pre-session activity they are most prepared to discuss.

LINKING MODULES

The trainer needs to frequently refer to the big picture of Wraparound to help participants understand how all materials are linked together. The visual of a birds-eye view of the forest is used in PowerPoint slides to represent when the course material is about information that is used in all the phases such as the 10 principles. The visual of the trees in a forest is used to represent specific skills or knowledge, such as how to develop a family vision, that are needed when practicing Wraparound. As this is a foundational course the participants will not learn all the specific knowledge and skills necessary to practice Wraparound. When introducing a new segment, it is helpful to clarify how the learning objectives of that segment fits into the big picture or is a specific skill area.

It is recommended that the trainers track the questions or issues in one module that need to be answered in another module. This can be done in chat and/or the trainer takes notes. At the beginning and end of modules take time to answer questions or clarify where in future modules (or in advance courses) the participant will have their questions answered.

USING THE MOVIE “ReMoved”

ReMoved is a short independent movie utilized as an information and learning tool to raise awareness about child abuse/neglect and foster care from a child’s point of view. The story that is told serves to facilitate discussion and analysis for major concepts in the Wraparound methodology.

The movie ReMoved is presented in Module 3 and is an example to illustrate the Wraparound phases, principles, and the specific components such as Family Vision, Team Mission, Plan of Care, Safety and Crisis Plan and a Transition Plan throughout the five-part module series. In the beginning of Module 3 there is a chart that shows how the case is used in Modules 3, 4 and 5.

NOTE: This movie provides realistic situations that may be triggering to some people.

TRAINER BACKGROUND INFORMATION

This Foundational Wraparound curriculum draws on research-informed studies and requires trainers to have background and competency in each of the following subject matter areas as these are significant to workplace training and child welfare Wraparound services. Ideally a parent or youth partner serves as one of the co-trainers. Co-trainers may have complimentary skills and experience, for instance if one trainer is a peer partner with lived experience with Wraparound or related methods of supporting families in, or at risk of entering, the child welfare system.

Adult Learning Theory

Adult Learning Theory is the study of how adults learn differently from children. Malcom Knowles proposes five principles of andragogy (adult learning) that are widely utilized in effective adult education. The five principles are: adults are 1) self-directed learners, 2) use experience and background, 3) appreciate relevant materials, 4) enjoy problem centered instruction, and 5) are motivated to learn.

Five additional principles that we draw upon to develop training include those from Pulse Learning's "Top Five most important Adult Learning Principles" (2015), particularly as they related to the design of learning via virtual formats.

1. Adults are practical. Keeping eLearning practical could mean effective use of video to demonstrate how to perform a task or weaving information together with a real-life scenario.
2. Adults are goal oriented. As adults, we feel the need to learn to solve real-life tasks or problems. It's up to us, as designers and trainers, to provide meaningful learning experiences.
3. Adults are self-paced. eLearning has an advantage here because it can be accessed anywhere with an Internet connection and the homework between sessions can be done when it best fits the participant's schedule.
4. Adults have life experience and prior knowledge.
5. Adults learn by doing. Use interactive approaches creatively to set up experiential situations and allow learners to wander off the linear path and explore.

Family-Centered Child Welfare Practice

Family-centered practice is a way of working with families, both formally and informally, across service systems to enhance their capacity to care for and protect their children. It focuses on children's safety and needs within the context of their families and communities and builds on families' strengths to achieve optimal outcomes. Families are defined broadly to include birth, blended, kinship, foster, and adoptive families. (From:

<https://www.childwelfare.gov/topics/famcentered/>).

Words Matter: trainers of this curriculum will model respectful engagement of children and families by using "family," "child," "youth," "parent," as opposed to "clients". This work is done *with* families, not *on* clients. We want to model that families involved in Wraparound services are not separate from us as practitioners, but part of our community.

Diversity, Equity, and Inclusion

Within the field of social work, cultural competence refers to the ability to practice social work "in a manner that recognizes, affirms, and values the worth of individuals, families, communities, and protects and preserves the dignity of each" (National Association of Social Workers, 2015, p. 13).

Cultural awareness refers to being mindful or conscious of similarities and differences between people from different groups. Cultural awareness includes being aware of issues related to power, privilege, and oppression. To employ cultural awareness in practice, social workers and other service providers need to be aware of their own cultural characteristics (values, worldviews, language, belief systems, traditions, norms), as well as those of the people they are serving. Without self-awareness, social workers and other providers risk imposing their values, beliefs, and judgments on clients (Maschi & Leibowitz, 2018). They also risk inadvertently constructing barriers to trust that is necessary to fully engage children, youth, and families.

Cultural sensitivity is similar to cultural awareness in that both terms require consciousness of cultural issues affecting practice. The term sensitivity is used in Standard 1.05(b), quoted earlier. Some might argue that cultural sensitivity goes beyond awareness, requiring a deeper understanding and ability to apply this understanding to one's practice.

Cultural humility suggests that social workers should not view themselves as experts in other people's cultures, but instead view themselves as learners. By acknowledging that 'I do not know everything about another person's culture,' a person shows respect and opens their heart and mind to learning. When working with Blind clients, for instance, treat these clients as experts in their own lives, including their experiences in and perspectives about Blind culture. Acknowledge that 'I do not understand Blind culture in the same sense as my clients, and I value the opportunity to learn from them' (National Association of Social Workers, 2015). Similar to cultural awareness and cultural sensitivity, cultural humility requires reflection and self-awareness. To avoid making assumptions about another person's culture, providers need to be aware of ways in which culture affects their own language, beliefs, values, and so on.

Cultural responsiveness means being aware of cultural factors and responding to them in an appropriate manner. Culturally responsive practitioners include the topic of culture as part of their assessments. They also tailor their interventions to take the clients' culture into account. As with the other approaches to culture, cultural responsiveness suggests that social workers and other providers demonstrate respect, build on the strengths of the culture, and attend to clients in the contexts of their social environments, including culture.

See <https://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-cultural-competence-awareness-sensitivity-humility-responsiveness/> for additional information.

Creating an Equitable classroom

Here are five tips from the [University of Southern California Rossier School of Education website \[https://rossier.usc.edu/seven-effective-ways-to-promote-equity-in-the-classroom/ \]](https://rossier.usc.edu/seven-effective-ways-to-promote-equity-in-the-classroom/) on creating an equitable classroom where all participants can thrive:

- 1. Reflect on Your Own Beliefs:** Before you can create a more equitable learning environment in the workshop, consider your own beliefs, like anyone else, you may not be aware of the biases that exist in your training and upbringing. Understanding your own positionality, or the circumstances that create your identity in terms of race, gender and ability, can help you become more conscious of issues related to racial equity and gender equity, and help you better support participants in your workshop.

- 2. Reduce Race and Gender Barriers to Learning:** While it might not be obvious, you may be unintentionally excluding students with specific characteristics from fully participating in your course. Here are some ways to avoid adding discriminatory barriers:
 - Don't ask students of color to be "experts" on their race
 - Diversify your curriculum including choices of subject examples and visual representation
 - Hold every student to high expectations
 - Avoid assumptions about students' backgrounds.

- 3. Establish an Inclusive Environment Early:** Clarify early in the workshop that it is an inclusive space for participants. Discussions should represent a variety of views, and participants should feel comfortable expressing themselves as each has valuable perspectives to offer.

- 4. Be Dynamic with Classroom Space:** You can foster inclusion in the classroom through how you engage your students, starting with your use of space. Even in the virtual world we can create opportunities for engagement and lowering the power differential. Some ways to do this may be using virtual backgrounds, standing up, breakout rooms, polling questions, utilizing the chat box, staying after a few minutes to answer questions and concerns.

- 5. Accommodate Learning Styles and Disabilities:** Learning styles vary from student to student. These may be influenced by different gender identities, amount of formal education experience, and/or for people with disabilities. To create equity in the classroom for everyone, here are a few methods to try:
 - Variance – Present the same information in different ways for visual, aural, and verbal learners
 - Use a variety of media (e.g., audiobooks, movies)
 - Include transcripts for multimedia materials
 - Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)
 - Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
 - For presentations, use dyslexia-friendly fonts
 - Read test instructions aloud, even if they appear in print.

Adverse Childhood Experiences (ACEs)

ACEs is an acronym for Adverse Childhood Experiences which originated in a study that was conducted in the mid-1990s by the Centers for Disease Control and Prevention and the Kaiser Permanente health care organization. In that study, researchers studied three kinds of adversity: abuse, neglect, and household dysfunction. Results indicated that ACEs were common and there is a connection between ACEs experienced and poor outcomes later in life. ACEs affect the body, the mind, and behavior. Typically, the experience of ACEs means that toxic stress has occurred and this triggered biological reactions leading to poor health outcomes. Trainers for this the Foundational Wraparound curriculum must have an understanding of ACEs and Trauma-Informed care (described below).

Trauma-Informed Care

Trauma-informed care is a framework that acknowledges the impact of trauma and the importance of using a strengths-based, safety-focused, patient-driven approach to create safety where and how people receive services or care. Mitigating the effects of trauma by incorporating a trauma-informed perspective in educational programming and other types of services create increased opportunities for positive outcomes in the child welfare system.

Child and Adolescent Needs and Strengths (CANS)

The Child and Adolescent Needs and Strengths (CANS) is a multi-purpose, trauma-informed behavioral health evaluation and communication tool developed for children's services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services. The purpose of the CANS is to use a team approach to accurately represent the shared vision of the children, youth and families and the child/youth/family-serving system. It is important to ensure that participants understand it is not an "assessment" done on a family; but rather a tool the team, along with the family, utilizes to help with decision-making, drive service-planning, and show family strengths and needs, as well as successes over time.

This foundational training does not include a formal overview of CANS or how to use it as an assessment tool, but the use of CANS must be reinforced throughout this training. Trainers must be CANS certified and prepared to share anecdotal stories of the CANS inclusion. Per All County Letter (ACL) 18-09, CANS is the functional assessment tool to be used with the Child and Family Team (CFT) process to guide case planning over time.

For more information about CANS implementation in California, please visit this website:
<https://www.cdss.ca.gov/inforesources/foster-care/child-and-family-teams/state-policy-letters>

Permanency

The [Adoption and Safe Families Act \(ASFA\) of 1997](#) established three primary goals of child welfare agencies: Permanency, Safety and Well-Being. Permanency indicates that children will have stability and consistency in their living arrangements, and that the continuity of family relationships and connections is preserved for children. The [Capacity Building Center for the States](#) provides definitions for two types of permanency: legal permanency (i.e., reunification, adoption, or kinship care) and relational permanency (i.e., a relationship or connection with a caring adult). Child welfare workers and other providers can help children and youth understand the definition of permanency and how it can help them. Engaging children and youth in their own care planning can help support them in meeting and building a relationship with a family that can be a lifetime family. Permanence should bring physical, legal, and emotional safety and security within family relationships with a variety of caring adults. A report released in 2021: [ACF - Youth Engagement Team - Recommendations for Improving Permanency and Well-Being \(hhs.gov\)](#). For more information about Permanency, the Child Welfare Information Gateway provides numerous resources: [Concept and History of Permanency in U.S. Child Welfare - Child Welfare Information Gateway](#).

Where Are We and What Is Ahead?

Day 1. Orientation.

Goal: The goal is two-fold: to provide learners with an overview of the entire five-part module series, and also to orient them to the unique nature of this foundational training.

Day 2. Module 1. Introduction to Wraparound

Goal: Module One focuses mostly on Goal One: recognize, describe and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.

Day 3. Module 2. Phase One

Goal: Key activities of Phase One: Engaging Youth and Families and the use of their natural support system. Crisis and Safety planning. Discovery of Strengths.

Day 4. Module 3. Family Strengths and Needs

Goal: Introduction of Zoe family case as a learning tool to examine how to help a family share their Family Story, Family Vision, and Strengths and Needs.

Day 5. Module 4. Wraparound Phase Two: Initial Plan Development

Goal: Creating a Team Mission, prioritizing Needs, developing Outcome Statements that leads to the Initial Plan.

Day 6. Module 5. Wraparound Phase Three: Implementation/Phase Four: Transition

Goal: Reviewing Implementation and how to assess progress of Case Plan. How to transition the family and their support network to continue after Wraparound is completed.

Foundational Wraparound Learning Objectives

This course aims to help participants meet four key goals. By the end of the five module course participants will:

1. build competence in recognizing, describing and utilizing the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.
2. identify and build competence in using key strategies/methodologies to engage families and youth in the Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.
3. identify and build competence in recognizing families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.
4. build competence in and understanding the use of individualized plans of care from initial through the transitional plans.

Learning Objectives for each of the above goals are further organized by Value, Knowledge or Skill. In the Trainer's Guide these learning objectives are identified by the goal, category and number (i.e., G1, V2 denotes Goal One, Value Two) so on and so forth.

Goal One: Participants will build competence in recognizing, describing, and utilizing the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.

Learning Objectives

Values: Participants will:

1. honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
2. commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)
3. reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)

Knowledge: Participants will:

1. put into their own words the Ten Principles and Four Phases that make up the Wraparound process. (G1, K1)
2. be able to name the activities for each of the Four Wraparound Phases. (G1, K2)

3. identify what comprises High Fidelity Wraparound. (G1, K3)
4. discuss and be able to locate resources on the foundational elements that help a child, youth and family achieve increased positive outcomes in a social services or health program. (G1, K4)

Skills: Participants will:

1. describe the Wraparound principles. (G1, S1)
2. identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)
3. discuss the differences among formal support, informal supports, and natural supports. (G1, S3)

Goal Two: Participants will identify and build competence in using key strategies/methodologies to engage families and youth in the Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.

Learning Objectives

Values: Participants will:

1. honor the ability of the parent partner and youth partner to engage with families and youth in a profound and meaningful way. (G2, V1)
2. reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based and needs-driven manner is the key to successful outcomes. (G2, V2)
3. acknowledge and discuss how implicit bias impacts their work with families. (G2, V3)

Knowledge: Participants will:

1. identify the importance of cultural responsiveness and potential for implicit bias to impact their work with families and youth. (G2, K1)
2. be able to describe the essential roles/function of the family, youth, and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)
3. describe the impact of vulnerability, empathy, and non-judgement when working with families/youth. (G2, K3)
4. participants will describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
5. be able to describe the cycle of crisis. (G2, K5)
6. identify key components of the Wraparound Child and Family Team meeting. (G2, K6)

Skills: Participants will:

1. create a family story and vision. (G2, S1)
2. construct a team agreement and team mission for a Wraparound CFT. (G2, S2)

Goal Three: Participants will understand that families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.

Learning Objectives

Value: Participants will:

1. respect that a family's strengths provide the foundation for meeting their needs. (G3, V1)

Knowledge: Participants will:

2. put into their own words the process for a strength, needs, and culture discovery (using the 12 life domains). (G3, K1)
3. be able to analyze the difference of a surface need versus an underlying need and explain the relationship between needs and behaviors. (G3, K2)
4. be able to describe how CANS is an integral tool to assess a child, youth and family's strengths and needs. (G3, K3)

Skills: Participants will:

1. explain the purpose of, and complete a Wraparound Strengths, Needs, and Culture Discovery and Summary. (G3, S1)
2. discuss how to collaborate with the family and the rest of their Wraparound CFT to address the needs of the children, youth, and families. (G3, S2)
3. watch a child welfare case scenario and then identify the child, youth, and family's strengths and needs. (G3, S3)
4. review a needs statement to determine if it meets the standards. (G3, S4)
5. prepare families for cessation of Wraparound services and their ongoing use of Wraparound tools. (G3, S5)

Goal Four: Participants will understand/know how Wraparound works with families by using individualized plans of care from the initial through the transitional plans.

Learning Objectives

Knowledge: Participants will:

1. be able to describe how a good Wraparound plan (initial plan of care, crisis and safety plan and transitional plan) should be clear, specific, and team-built with the primary voice being that of the youth and family. (G4, K1)
2. be able to explain that Wraparound implementation involves a process of regularly reviewing, assessing, and revising a family's plan of care. (G4, K2)
3. Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)
4. be able to explain that developing a general Wraparound Crisis and Safety Plan is a standalone activity, not contained in any specific phase. (G4, K4)

Skills: Participants will:

1. Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
2. Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing, and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)
3. be able to apply the cycle of crisis to creating a Wraparound Crisis and Safety Plan. (G4, S3)

Orientation

Orientation Overview

Each cohort will attend a two-hour Orientation approximately three weeks prior to the class session covering Module One. The orientation is designed to prepare participants for the pre-session work of the Foundational Wraparound Course. The full course requires participants to spend time between modules learning and reflecting on assigned material.

Orientation Agenda

Time	Segment
9:00 – 9:15 a.m.	Segment 1: Welcome and Goal of the Orientation
9:15 – 9:50 am.	Segment 2: Course Overview <ul style="list-style-type: none">a. Foundational Wraparound Course Goalsb. Review Modules and Methodology
9:50 – 10:10 am.	Segment 3: Review of the Learner's Journal
10:10-10:50 am.	Segment 4: Current Areas of Focus in California that Relate to Wraparound <ul style="list-style-type: none">a. Integrated Core Practice Model (ICPM) and System of Care Group Discussion: History, Shared Vision, and Principlesb. ACEs, Permanency, and CANS
10:50 am – 11:00 am.	Segment 5: Closing

Orientation Lesson Plan

Segment	Methodology and Learning Objectives
Orientation, Segment 1. 15 min. 9:00 – 9:15 a.m.	Activity 1A. Introductions and Welcome PowerPoint slides: 1-3. Welcome and Goal of the Orientation.
Orientation, Segment 2. 35 min. 9:15 – 9:50 a.m.	Activity 2A. Foundational Wraparound Course Goals PowerPoint slides: 4-5 Course Overview.
	Activity 2B. Review Modules and methodology PowerPoint slides: 6-10
Orientation, Segment 3. 20 min. 9:50 – 10:10 a.m.	Activity 3A Introduce the Learner's Journal PowerPoint slides: 11-14. Review of the Learner's Journal.
Orientation, Segment 4. 40 min. 10:10 – 10:50 a.m.	Activity 4A ICPM and System of Care Group Discussion: History, shared vision, and principles PowerPoint slides: 15-17
Current Areas of Focus in California that Relate to Wraparound	Activity 4B ACEs, Permanency and CANS PowerPoint slides: 18-26

Orientation, Segment 5.

10 min.

10:50 – 11:00 a.m.

Closing

Activity 5A

Review Any Remaining Questions and Closing

PowerPoint slides: 27-29

Segment 1: Welcome and Goal of the Orientation

ACTIVITY 1A: WELCOME AND INTRODUCTIONS

Estimated Segment Time: 15 mins (9:00 - 9:15)

Trainee Content: None

Materials: None

Slides: 1-3

Description of Activity:

Each cohort will attend a two-hour Orientation approximately three weeks prior to Module 1. The goal is two-fold: to provide learners with an overview of the entire five-part module series, and also to orient them to the unique nature of this foundational training. This course will require that the participants spend time between modules learning and reflecting on assigned material.

Before the Activity

- Prepare to screen share PowerPoint presentation slides.
- Practice how to use online learning technology so you can manage the module and help participants.
- The trainers may want to divide the work for each segment so one is presenting while the other is helping participants get familiar with the technology.
- Have video chat function ready.

During the Activity

****PRE-CLASS CHAT:** Please start the class promptly with a chat engagement if not all participants are there at the start. Start the class at 9:05 by the latest, regardless of how many participants are in the room.

Chat Activity: What's your favorite song/artist right now?



Set Up

Webcam/Video

Locate your webcam on your computer

- Arrange it so you are looking directly at the webcam if possible. We want to see your face.
- Locate the webcam button on the bottom of your screen.
- Turn webcam/video on.
- If you don't have a webcam on your computer, use the zoom app on your smartphone for your camera.

FOUNDATIONAL WRAPAROUND TRAINING | Orientation

UC DAVIS Continuing and Professional Education | 2

Welcome the participants to the training and introduce yourself.

Briefly explain the Parent Partner role in Wraparound to be sure all the participants know this role.

Share one positive experience you have had in Wraparound.

Discuss logistics related to virtual learning. Cover technology logistics including chat feature, breakout rooms and encourage participants to turn on their video camera.

Engagement using CHAT: While welcoming participants into the classroom ask participants to use the chat to answer questions like, “what did you have for breakfast today? What’s the weather like in your neighborhood, where do you live?” to get to know participants *quickly*.



The overall goal of the day is to provide participants with an overview of the Course format – the use of pre-session work/homework. The next several slides will describe the format of the class in more detail. In addition, this orientation will provide some background on key, foundational concepts that won’t be taught in the class as separate topics but will be embedded throughout the course (for example, CANS and ACEs).

Explain how breaks occur. (One 10 minute or two shorter segments. It will depend on the length of the modules. Also, there are breaks for writing in their Learner’s Journal.)

These few slides should take 15 minutes. This time allows the group to warm up, to get started. Official icebreakers will follow (breakout group discussions etc.).

Transition to the Next Segment

Move on to the next segment: Course Overview.

Segment 2: Course Overview

ACTIVITY 2A: FOUNDATIONAL WRAPAROUND COURSE GOALS

Estimated Segment Time: 25 mins (9:15 – 9:40)

Materials: PPT

Trainee Content: Learner's Journal

Slides: 4-5

Description of Activity:

The trainer will review the overall course goals and point out the overall Learning Objectives in the Learner's Journal (LJ). Participants know that going through and reflecting on them is part of the pre-session work for Module One.

Before the Activity

Refer to the Learner's Journal to make sure each participant has theirs ready to review.

Prepare Zoom breakouts of 4 – 6 participants. Locate the “annotate” feature in zoom and be ready to show participants how to annotate on screen.

During the Activity

We're excited to learn!

10- minute breakouts:
In groups of 4 – 6 you will:

- Share your hopes/expectations
- What do you hope to learn from this Wraparound Course –
- What do you hope to learn on this experience?
- How do you expect your practice will change after attending this course?



FOUNDATIONAL WRAPAROUND TRAINING | Orientation

UC DAVIS Continuing and Professional Education

- Activity: 10-minute breakouts of 4-6. Send participants into breakout rooms to talk about their hopes/expectations for the class.



- **Debrief 10 minutes:** Participants will use the annotate feature to write their hopes/expectations on the slide. They can also unmute themselves and share it verbally.

ACTIVITY 2B: REVIEW MODULES AND METHODOLOGY

Estimated Segment Time: 10 mins (9:40 – 9:50)

Materials: PPT

Trainee Content: Learner's Journal

Slides: 6 – 10

Description of Activity:

The trainer will briefly review the focus of each of the five modules, giving an overview of the five-module course structure and class flow including pre-session learning, and note the focus of each module.

Before the Activity

Refer to the Learner's Journal to make sure each participant has theirs ready to review, whether in PDF or paper format.

Modify slide #7, Course Agenda slide, to contain dates and times of each module.

During the Activity



FOUR KEY GOALS FOR THE COURSE

Participants will be able to:

01

Recognize, understand, and be able to describe the basic components of Wraparound
(including the principles and phases)
in culturally responsive, family-friendly language.

03

Value the Wraparound Child and Family Team
including why specific individuals are part of the team and their various roles throughout the Four Phases.

02

Understand what engaging children, youth, and families means
and why it is so important.

04

Participants will understand/know how Wraparound works with families
by using individualized plans of care from the initial through the transitional plans.

FOUNDATIONAL WRAPAROUND TRAINING | Orientation

UC DAVIS Continuing and Professional Education | 6



And looking closely at several key strategies/tools/concepts.



Foundational Wraparound

This course will take a bird-eyes view of the entire process.

COURSE AGENDA

MOD ONE MOD TWO MOD THREE MOD FOUR MOD FIVE

Pre-Session Work	Pre-Session Work	Pre-Session Work	Pre-Session Work	Pre-Session Work
Introduction to Wraparound	Phase 1 Family Story and Vision Strengths and Needs	Phase 1 & 2 Family Story and Vision Strengths and Needs	Phase 2 Initial Plan Development	Phase 3 & 4 Implementation & Transitions

FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 2

- Review the four main goals of the course – pointing out that the Learning Objectives will be reviewed prior to every class. The Learning Objectives are listed in the Learner's Journal which will be reviewed in the next segment of this orientation.
- Explain that as this is foundational training these modules will cover some areas will be an overview (Birds-eye view) and some areas will help the participants develop more specific knowledge and skills (ground level/looking up through the trees view). It will take practice and additional training to become a competent Wraparound Team member.

Course Methodology

Objectives

- Orient you to the terminology, model, and process
- Experiential learning in the classroom
- Learning opportunities outside of the classroom (take charge of your own learning)
- Keep our eye on fidelity



FOUNDATIONAL WRAPAROUND TRAINING | Orientation



Flipped Learning

Pre-Session Work... homework... say what?
Say why?

FOUNDATIONAL WRAPAROUND TRAINING | Orientation

UC DAVIS Continuing and Professional Education | 8

- Review the focus of each of the five modules, highlighting that before every module, including the first, there is pre-session work. The pre-session work is designed to be creative, thoughtful, and meaningful.

20

- Research tells us that one-shot trainings are rarely effective. Adults simply don't learn by sitting in a 7-hour class – adults learn by doing, by reflecting on content *over time*, and by making the content specific to their own experience.
- This class is designed specifically with the learner, and their brain, in mind. This course is designed for the adult learner – to allow for a lot of opportunity to learn outside of the classroom. This course is designed in a flipped style. The trainer and learners have less time together but makes sure that the time together is the most productive and meaningful possible.
- Review the Learning Process – how the class will flow which prepares the participants for the learning process and previews the flow of the training modules.
- Connect the importance of pre- and post-session work with the overall experience and competencies gained from this on-line process.
- Explain the connection between the parallel process and the Wraparound process, helping participants to understand how this training was developed and implemented.

Transition to the Next Segment

Move on to the next segment: Review of the Learner's Journal.

Segment 3: Review the Learner's Journal

ACTIVITY 3A: INTRODUCE THE LEARNER'S JOURNAL

Estimated Segment Time: 20 mins (9:50 – 10:10)

Trainee Content: Learner's Journal

Materials: PPT, Trainer will screenshare the Learner's Journal

Slides: 11 – 14

Description of Activity:

The trainer will orient the learners to the Learner's Journal and talk about how it will be used throughout the modules.

Before the Activity

- Locate the Pre-Session work for Module One in the Learner's Journal
- Screenshare the Learner's Journal

During the Activity

Pre-Session Work
Your Learner's Journal
• Interviews
• Readings
• Reflections
• Videos
4-6 hours of work every module

MODULE 1
Class is now in session
• Review and become familiar with Wraparound foundational materials.
• Access and review foundational websites for future references.
• Investigate the similarities and differences between the ICPM and what you know about Wraparound.
• Reflect on the ten Principles of Wraparound
• Select and interview a Wraparound mentor
• Self-reflection

The Learner's Journal contains both pre-session work and in-class work. The pre-session work is designed to enhance learning and provide learners with more thorough and thoughtful information about Wraparound. Wraparound is a comprehensive model for working with children and families. We can't possibly cover everything there is to know about Wraparound, this course just provides a foundational base. The readings, interviews, and observations in the pre-session work are designed to help your learning.

Screen share: Share the Learner's Journal on your screen and show participants where to find the pre-session homework for Module 1.

Pre-Session Work

In small groups you will:

- Review/familiarize yourself with the Learner's Journal layout
 - Find learning objectives for the entire course
- And discuss:**
1. One learning objective that matches what you are excited to learn about in this course
 2. Who you consider to be your Wraparound Mentors
 3. One Wraparound principle you already use in your work.



10 minutes for this activity

FOUNDATIONAL WRAPAROUND TRAINING | Orientation

SC DAVIS Continuing and Professional Education | 13

Activity: 10-minute small group breakouts. Ask participants to look through the Learner's Journal and discuss the topics on the slide.

**During the breakout, periodically send questions to the groups (via zoom breakouts) regarding the Learner's Journal:

- What video will you watch before Module Two?
- What poem will you create before Module Three?
- Who will you interview before Module Four?

Debrief 5 minutes: ask participants if they have any questions. What do they like about the Learner's Journal?

Transition to the Next Segment

Move on to the next segment: Current Areas of Focus in California that Relate to Wraparound.

Segment 4: Current Areas of Focus in California that Relate to Wraparound

ACTIVITY 4A: INTEGRATED CORE PRACTICE MODEL AND SYSTEM OF CARE GROUP DISCUSSION: HISTORY, SHARED VISION, & PRINCIPLES

Estimated Segment Time: 5 mins (10:10 - 10:15)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 15-17

Description of Activity:

The trainer will provide a very brief overview of the ICPM – it will not be taught in the Foundational class, and participants are encouraged to learn more about it on their own and during pre-session homework activities.

Before the Activity

Please ensure you have a basic understanding of the Integrated Core Practice Model – information supplied below.

During the Activity



This segment will review several current initiatives/practices/trends in California (and the nation) that will heavily influence the way in which we work with children and families. These topics will NOT be taught in the Foundation Wraparound Modules. But they are very important practices and approaches to keep in mind as they are very much integrated and embedded into Wraparound practice. Participants should be encouraged to seek out more information about the topics they are not familiar with. This entire segment should be a brief overview of these topics – but not go in-

depth. It will be important to make sure participants understand how they connect to Wraparound! Please provide stories or snippets from your practice on how they connect.



10 Minutes: Share brief history of Wraparound in California and the ICPM

Trainer note: Some participants will not be familiar with these acronyms or terms. Take time to be sure they can ask for clarification.

Released in 2018, in support of the child welfare system's Continuum of Care Reform (CCR) and Pathways to Well-Being efforts, the ICPM is an articulation of the shared values, core components, and standards of practice expected from those serving California's children, youth, and families. The ICPM provides practical guidance and direction in the delivery of timely, effective, and collaborative services. Additionally, the ICPM helps create a culturally relevant and trauma-informed systems of care that strengthens the voice and choice of the child, youth, and family and builds consensus around their strengths and needs in service planning and delivery. The practice of working together as a team is at the heart of ICPM and central to the implementation of family-centered practice and CCR.

For California Child Welfare agencies this means working actively and consistently with other agencies, including Probation, Behavioral Health, Education, Tribes, Regional Centers, and other like-minded partners to align training, orientation and services for children and youth in all systems. Cross-system work is enhanced when the tools and resources from the California Child Welfare ICPM that evolved from the 2002 Katie A. lawsuit and California Partners for Permanency (CAPP), are shared and used in partnership.

The ICPM is a framework that sets the Child and Family Team (CFT) as the primary vehicle for the team-based process. Together with the CFT process, the ICPM establishes an authentic partnership with children, youth, and families which results in coordinated and integrated plans that are individualized to address the unique needs of each child and family member working together towards well-being and permanency. Additionally, the ICPM helps create a culturally relevant and trauma-informed systems of

care that strengthens the voice and choice of the child, youth, and family and builds consensus around their strengths and needs in service planning and delivery. The practice of working together as a team is at the heart of ICPM and central to the implementation of family-centered practice and CCR.

The Pre-Session work for Module 1 includes some information about the ICPM. Encourage all participants to review the materials on the CDSS website to learn more about Wraparound and how it fits into other California practices/models.



DEBRIEF: Facilitate a short debrief (just a few minutes) about the ICPM – how familiar are participants with the ICPM? What questions do they have about it?

ACTIVITY 4B: TRAUMA/ACEs, PERMANENCY AND CANS

Estimated Segment Time: 35 mins (10:15 – 10:50)

Trainee Content: None

Materials: PPT

Slides: 18 – 26

Description of Activity:

The trainer will very briefly review trauma and ACEs, Permanency and CANS and **how they relate to Wraparound**.

A landmark study in the 1990s found a significant relationship between the number of ACEs a person experienced and a variety of negative outcomes in adulthood, including poor physical and mental health, substance abuse, and risky behaviors.

The more ACEs a person experienced, the greater the risk for these outcomes. By definition, children in the child welfare system have suffered at least one ACE. Recent studies have shown that, in comparison to the general population, these children are far more likely to have experienced at least four ACEs.

Before the Activity

Prepare for the permanency video link: https://www.youtube.com/watch?v=3nO2r0s7_3w

During the Activity

TRAUMA/ACEs

Trauma-Informed Systems

Wraparound as trauma informed:

- Recognizes and responds to the impact of traumatic stress
- Infuses and sustains trauma awareness, knowledge and skills into cultures, practices and policies

FOUNDATIONAL WRAPAROUND TRAINING | Orientation UC DAVIS Continuing and Professional Education | 18

Adverse Childhood Experiences (ACEs)

- ACEs are traumatic events that occur in childhood (0-17 years). ACEs impacts the brain, the body and behavior.
- Awareness of ACEs is a critical step in responding with trauma-informed care.

FOUNDATIONAL WRAPAROUND TRAINING | Orientation UC DAVIS Continuing and Professional Education | 16

Threading Wraparound and ACEs

Mitigating the impact with a focus on resilience and protective factors:
• Safe, predictable, stable and nurturing relationships and communities help to build resilience, prevent violence, improve mental health and support health across one's lifespan.
• How can Wraparound cultivate greater resilience to lessen the impact of ACEs (on both children/youth and their parents)?

Debrief

- What is an example of something you might do or do differently if you knew how many ACEs a youth/parent you were working with had?

FOUNDATIONAL WRAPAROUND TRAINING | Orientation UC DAVIS Continuing and Professional Education | 21

Start with a very brief definition of Trauma Informed Systems and then describe, briefly, ACEs. The goal is to create Trauma Informed Systems at all levels, which includes you and your role in Wraparound. The field is learning more, every day, about the impact of trauma and the role practitioners play in healing and building resilience.

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

ACEs are linked to chronic health problems, mental illness, and substance use problems in adulthood. ACEs can also negatively impact education, job opportunities, and earning potential. However, ACEs can be prevented, and resiliency can be built to overcome the impact of ACEs.

ACEs are common. About 61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE, and nearly 1 in 6 reported they had experienced four or more types of ACEs.

Preventing ACEs could potentially reduce a large number of health conditions. For example, up to 1.9 million cases of heart disease and 21 million cases of depression could have been potentially avoided by preventing ACEs.

Some children are at greater risk than others. Women and several racial/ethnic minority groups were at greater risk for having experienced 4 or more types of ACEs.

Small groups: 10 minutes: What is an example of something you might do or do differently if you knew how many ACEs a youth/parent you were working with had?

Debrief: ask for reflections on ACEs and how this information is utilized in their work with children and families

PERMANENCY

<p>Permanency and Wraparound</p> <p>Background information – Children's Bureau definitions: • Permanency outcome 1: Children have permanency and stability in their living situation. • Permanency outcome 2: The continuity of family relationships and connections is preserved for children.</p> <p>FOUNDATIONAL WRAPAROUND TRAINING Orientation UC DAVIS Continuing and Professional Education 23</p>		<p>Wraparound – always an eye on permanency</p> <p>All children and youth deserve a loving home and family permanently</p>
--	--	---

Permanency Video



FOUNDATIONAL WRAPAROUND TRAINING | Orientation UC DAVIS Continuing and Professional Education | 20

The Children's Bureau is the federal agency that oversees child and family services (including child welfare). Permanency is a key outcome for children who become involved in the child welfare system and is defined on the slide (there are two key outcomes for permanency that the Children's Bureau - and every county/state in the nation - monitor).

Another topic that we talk about is finding permanency for youth (defined on the slide). While every child/youth comes into Wraparound with a unique history and situation – we want, desperately, for

that child/youth to find permanency. It is first and foremost our desire. Every child/youth deserves to live with a family who loves and cherishes them. This is a fundamental need of all children/youth who are served by Wraparound. Some may already have this, but if they don't, this IS the key desire.

We have a video to hear about what permanency means to youth in their words.

Activity: Share 2:30 video: https://www.youtube.com/watch?v=3nO2rOs7_3w

Debrief: ask participants for their reflections after watching this video. In general, this video doesn't require a large debrief –remind participants that we are in this work to help all children find permanency – a loving home and family that will stick with them long-term through challenges and celebrations of life. These youth define emotional permanency and its importance to them. Legal permanency is not the same as emotional permanency. We must help youth obtain both.

CANS

**Child and Adolescent
Needs and Strengths
(CANS)**

Purpose

Accurately represent the shared vision of the child/youth serving system, including youth and families. It can support decision making, including level of care and service planning.

- Multi-purpose tool developed for children's services
- Used with all Child and Family teams

UC DAVIS Continuing and Professional Education | 21

This is the last current topic we'll cover today - the Child and Adolescent Needs and Strengths is a multi-purpose tool we rely on to help guide our work in finding permanency and good outcomes for children and youth. Review the information on the slide. This training will not review (provide training on) the CANS – but it is important for everyone to know that it is an integral part of California Wraparound. It is widely used and must be included in the child and family teaming process over time.

Trainers – please share a story about the usefulness and integration of the CANS into your agency/program.

7 Minute Breakouts

Consider the different practices we discussed today (ICPM, ACEs, Permanency and CANS), which are you most familiar with? Which might you explore a bit further? What is similar across these different practices?

UC DAVIS Continuing and Professional Education | 26

Activity (7 minutes): Using breakouts of 3 – 5, ask participants to reflect on all of the practices discussed in this segment (ICPM, ACEs, Permanency and CANS). Questions are on the slide.

Debrief: Take a few questions or reflections, but this does not need a significant debrief.

Transition to the Next Segment

- Move on to the next segment, Closing.

Segment 5: Closing

ACTIVITY 5A: REVIEW REMAINING QUESTIONS AND CLOSING

Estimated Segment Time: 10 mins (10:50 – 11:00)

Trainee Content: none

Materials: none

Slides: 27 -29

Description of Activity:

Close out the orientation – making sure everyone understands the pre-session homework.

Before the Activity

Review the pre-session homework to ensure questions can be answered.

During the Activity



Mention that much of our learning comes from the work in Wraparound that has been done across the nation – our teachers are those who have dedicated their lives to working with children and families. The National Wraparound Initiative (NWI) and the Wraparound Evaluation and Research Team (WERT) have led the way for us to implement Wraparound. Much of our pre-session work/homework will include information from the NWI.



MODULE 1
Class is now in session

- Select and interview a Wraparound mentor
- Watch (most of) the Kruan Institute series on Implicit Bias in Child Welfare (<https://drive.google.com/drive/u/0/folders/1C9zJLcOOGXmzQoBz-1U1>)
- Review and become familiar with Wraparound Resources materials on the CDS website (California Wraparound Standards and California All-County Levels of Care)
- Reflect on the 10 Principles of Wraparound (after reading The 10 Principles of Wraparound Chapter)
- Commit to honoring the 10 Principles of Wraparound
- Self-Reflection

FOUNDATIONAL WRAPAROUND TRAINING | Orientation
UC DAVIS Continuing and Professional Education | 28

Reminder! Module One Pre-Session Work. This will take several hours to complete. Participants should schedule an interview with their Wraparound Mentor and time to do this work.

- **Reminder:** Pre-Session work is integral to the “live” virtual course and to set aside four hours to complete the materials that include field work.
- **Ask:** Any questions before they get started with the Module One Pre-Session work?



Encourage everyone to embrace a mindset of curiosity! Everyone has the chance to get and review relevant Wraparound methodology in an environment with others who are doing similar meaningful and important work. Learners will be able to be even more successful in the workplace by sharing this information with their colleagues. The course has been designed to be easily accessible, engaging, and straightforward which means we all are going to have a great time learning and being curious together!

Module One: Introduction to Wraparound

Module One focuses mostly on Goal One: *recognize, describe, and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.* The majority of activities are focused on the primary components of Wraparound, and as such most of the Learning Objectives are focused on Goal One. There are a few activities that will start participants on their journey to accomplishing Goals Two and Three, and they are noted in the below list.

Learning Objectives:

At the end of this module, participants will:

- construct a team agreement and team mission for a Wraparound CFT. (G2, S2)
- able to locate resources on the foundational elements that help a child, youth and family achieve increased positive outcomes in a social services or health program. (G1, K4)
- commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)
- identify what comprises High Fidelity Wraparound. (G1, K3)
- put into their own words the Ten Principles and Four Phases that make up the Wraparound process. (G1, K1)
- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)
- reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)

- reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based, and needs-driven manner is the key to successful outcomes. (G2, V2)
- acknowledge and discuss how implicit bias impacts their work with families. (G2, V3)
- Identify the importance of cultural responsiveness and potential for implicit bias to impact their work with families and youth. (G2, K1)
- be able to describe how CANS is an integral tool to assess a child, youth and family's strengths and needs. (G3, K3)

AGENDA – MODULE ONE

Time 3 HOURS	Segment
9:00 – 9:25 am	Segment 1: Welcome and Introductions
9:25 – 9:45	Segment 2: Group Agreements
9:45-10:05	Segment 3: The Definition of Wraparound <ul style="list-style-type: none"> a. Wraparound Defined and Understanding Acronyms b. High Fidelity/High Quality Wraparound
10:05 – 10:20	Segment 4: Overview of the Wraparound Four Phases
10:20-10:30	Break
10:30-10:45	Segment 5: Ten Principles of Wraparound
10:45 – 11:20	Segment 6: Principle Two – Team Based <ul style="list-style-type: none"> a. Team Based Lecture b. Team Insight Activity
11:20 – 11:50	Segment 7: Principle Six: Culturally Respectful and Linguistically Responsive <ul style="list-style-type: none"> a. Culturally Respectful Principle Lecture b. Biases Activity

11:50 – 12:00

Segment 8: Module One Wrap-Up

Module One Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1. 25 min. 9:00 – 9:25 Welcome and Introductions	Activity 1A. Introductions and Review of Agenda. <i>PowerPoint slides: 1-8.</i>
Segment 2. 20 min. 9:25 – 9:45 Group Agreements	Activity 2A. Working as a Team <i>Learning Objectives: (G2, S2)</i> <i>PowerPoint slide: 9.</i>
Segment 3. 9:45 – 10:05 20 min. The Definition of Wraparound.	Activity 3A. Wraparound Defined and Understanding Acronyms. <i>PowerPoint slides: 9.</i> <i>Learning Objectives: (G1, K1) (G1, K2)</i> Activity 3B. High Fidelity/High Quality Wraparound Lecture <i>PowerPoint slides: 11 - 13.</i> <i>Learning Objectives: (G1, V2) (G1, K3)</i>

Segment 4. 10:05 – 10:20 15 min.	Activity 4A. The Wraparound Phases <i>PowerPoint slides: 14 - 19.</i> Overview of the Wraparound Four Phases
10 min.	Break
Segment 5. 15 min. 10:30 – 10:45 Ten Principles of Wraparound	Activity 5A. Small Group Debrief and Large Group Discussion of Pre-session Work. <i>Learning Objectives: (G1, V1) (G1, K1) (G1, S2)</i> <i>PowerPoint slides: 20 - 21.</i>
Segment 6. 40 min. 10:45 – 11:20 Principle Two: Team Based	Activity 6A Team Based Lecture (10:45 – 11:05) <i>Learning Objective: (G1, V1) (G1, V3)</i> <i>PowerPoint slides: 22 - 30.</i>
	Activity 6B Team Insight Activity (11:05 – 11:20) <i>Learning Objective: (G1, V1) (G1, V3)</i> <i>PowerPoint slides: 31.</i>
Segment 7. 30 min. 11:20 – 11:50 Principle Six: Culturally Respectful and Linguistically Responsive	Activity 7A. Culturally Respectful Lecture (11:20 – 11:25) <i>Learning Objectives: (G1, V1) (G1, S3)</i> <i>PowerPoint slides: 32.</i>
	Activity 7B (11:25 – 11:50) Biases Activity <i>Learning Objectives: (G2, V3) (G2,K1)</i> <i>PowerPoint slides: 33-39</i>

Segment 8.
10 min.
11:50 – 12:00
Module 1 Wrap-Up

Activity 8A.
Closing
*PowerPoint slides: 57 – 60.
Learning Objectives: (G1, K1)*

Segment 1: Welcome and Introductions

ACTIVITY 1A: INTRODUCTIONS AND REVIEW OF AGENDA.

Estimated Segment Time: 25 mins (9:00 – 9:25)

Trainee Content: none

Materials: none

Slides: 1-8

Description of Activity:

The trainer will welcome participants, introduce the day, review pre-session work, and facilitate an icebreaker.

Before the Activity

The trainer should have the Power Point ready to share with the class. Have Trainer's Guide, slides, and Learner's Journal page numbers handy for reference.

Prepare Chat questions that will be used in the introduction activity.

Read all the materials listed in the Learner's Journal, including the website materials.

Complete the Implicit Bias online learning.

Complete slide #3, course Dates slide, that includes the dates and times of the all the modules for this group.

During the Activity



Welcome participants with a brief explanation of the training—Name of course, “Foundational Wraparound”. This is Module One of Five Modules. The modules will be offered with time in between classes to allow participants to complete pre-session work. Remind participants if they did not attend the pre-session, it is critical that they watch the recording. None of the other modules will be recorded so they to attend all of them as scheduled.

- Introduce the trainers: including work experience/job positions connected to Wraparound.
- Cover technology logistics including chat feature, breakout rooms and encourage participants to turn on their video camera.
- Let the participants know when the break will occur.
- Review dates and times of each module. Reminder not all modules have the same amount of time.

ACTIVITY: Ask participants to use chat for questions like (or other warm-up questions):

- What part of the state do you live in?
- How long have you worked in Wraparound?
- What is one question you hope will be answered in today's module?
- What is your job title or position?
- Review your Self-Reflection on pages 14-15 of your Learner's Journal. Share anything you want from this reflection.

COURSE GOALS

1. Recognize, describe and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.
2. Identify and build competence in using key strategies and methodologies to engage families and youth in the Wraparound process and evaluate the importance of strength-based interventions which are culturally responsive and linguistically relevant.
3. Understand that families have strengths and needs and that the most successful work with children, youth and families is strength-based.
4. Understand how Wraparound works with families by using individualized plans of care from the initial through the transitional phase.

TODAY'S GOAL FOCUS

1. Recognize, describe and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.
2. Identify and build competence in using key strategies and methodologies to engage families and youth in the Wraparound process and evaluate the importance of strength-based interventions which are culturally responsive and linguistically relevant.
3. Understand that families have strengths and needs and that the most successful work with children, youth and families is strength-based.

This Module will focus mostly on introducing key concepts related to Wraparound, defining terms, phases, and the Wraparound Principles. Ask participants to find the Goals for this course in their Learner's Journal (Mod One In-Class Work page 16). Ask the participants to place in Chat one of the goals they selected as important to them during their pre-session work. Let them know all the goals and learning objectives will be covered in the five modules.

Refer to the Learner's Journal to make sure they are handy for participants during the course presentation.



Throughout the Learner's Journal there are note pages called "Track Your Insights." Participants can use these as note pages - using the light bulbs to rate their insights. Trainer can say, for example,

- Some insights are more powerful (like a 5 on this scale) and some lesser (like a 1 on this scale). As insights come forward for you, place them where they land for you.
- Sometimes you'll hear something that you will think, "Now that I really want to remember." "That insight will help me right now in the work I am doing." Those notes will go on the top of your page. Other times it will be something you want to remember, but it's more of a "baby" insight.
- The act of rating insights has been shown to impact how much you remember them, and how much you integrate them, as you will be "thinking about your thinking while you're thinking". The Learner's Journal has one "Track Your Insights" page per module. You may want to print out extra copies of this page to have on hand. The PowerPoint is provided in the appendix of your Learner's Journal, but we encourage you to take notes on this page to help you remember them more clearly and to have them in one spot."
- This is a critical *thinking job aide* to make connections with the material.
- We will take breaks during each module to give you time to record and, sometimes, to discuss your insights.

A graphic titled "Pre-session Work" featuring a photograph of a woman with curly hair wearing headphones and working on a laptop. To the left of the photo is a sidebar with text:

Your Learner's Journal

- Readings
- Video's
- Interviews
- Reflections

BREAKOUTS: 8 minute small groups: share what you discovered during the interview you conducted with your supervisor/director. What did you learn? What surprised you?

WRAPAROUND FOUNDATIONAL TRAINING | 16

UC DAVIS Continuing and Professional Education | 8

A reminder that before each module there are pre-session activities that will enhance your learning process. We will refer to and use these readings, videos, and exercises in the modules. Here is our first opportunity as you will share what you learned from your Wraparound champion interview.

Activity: 6 minutes large group

- Ask the participants to turn to page #11 in their Learner's Journal that contains the notes from their interview with a Wraparound Champion/Mentor. By a show of hands how many participants were able to conduct an interview.
- Take 5 minutes and give the participants an opportunity to ask the Parent Partner trainer questions about their role: Today you have an opportunity to interview a Parent Partner (if you have not done so already acknowledge that this role has different job titles in different Wraparound programs). Raise your hand if you would like to ask (name of Parent Partner trainer) a question.
- Allow for up to 5minutes of questions.

Activity: 8-minute breakout groups of 2 – 4:

- Many of you did complete an interview. Everyone will be placed in small groups to share with the other participants what you learned from your Wraparound mentor.
- Have participants discuss the interviews they conducted with their supervisor or director – what did they learn? What surprised them?
- When the participants return to the large group ask for a few participants to share one item that their group discussed.
- Not all their pre-session work will be debriefed here – many of the readings will be addressed later in this module and will be referred to again in later modules. Trainers must ensure that there is time in each module to allow the participants to ask questions about and discuss the pre-session work. This is especially important in Module One to establish the importance of this work



- Explain to the participants that this is an overview class – we are beginning with an introduction to the Wraparound process today before we dive into the phases and activities in the following modules.

Activity: 1 minutes

- Take one minute to document something on your insight page.

Transition to the next segment

Transition to the next Segment: Group Agreements are key for learning groups. Next, we will develop our agreements.

Segment 2: Group Agreements

ACTIVITY 2A: WORKING AS A TEAM

Estimated Segment Time: 20 mins (9:25 – 9:45)

Trainee Content: Learner's Journal: Multicultural Guidelines for Communicating Across Differences (page 18) and Group Agreements for the Classroom (page 19)

Materials: PPT

Slides: 9

Description of Activity:

The trainer will facilitate a discussion about the importance of working on a team and developing team agreements in any learning environment such as this course. These same conceptions can also be used in Wrap teams Today we will build group agreements for this “learning team”.

Learning Objectives:

- construct a team agreement and team mission for a Wraparound CFT. (G2, S2)

Before the Activity

The trainer should have the appropriate section of the PowerPoint ready to share with the class, along with the relevant sections of both the Trainer's Guide and Learner's Journal for reference. This is the start of talking about the importance of creating a team, a theme that comes up throughout this course. This includes talking about group agreements and communicating across differences.

Be prepared to screen-share Multi-Cultural Guidelines for Communicating Across Differences. Trainer should prepare to share one or two examples of how group agreements has supported teamwork. Also, examples of how struggles to communicate across differences or implicit bias has not supported teamwork. These examples can be from Wraparound, training teams or any type of teams.

Trainers agree ahead of this segment who will take lead and who will document group agreements on the screen and monitor the Chat, so those comments are included in the discussion.

During the Activity



A foundational hallmark of Wraparound is the Wraparound team. Talk about the power of meaningful team agreements, and that successful teams have a core set of agreements they honor. Mention that sometimes group agreements aren't meaningful and aren't honored. For example, they may just be the typical group agreements, "turn off your cell phone, keep things confidential" but they aren't created collaboratively nor are they honored. We will talk a lot, throughout this course, about the Wraparound Team, but a key step in creating a strong team is the group agreement. We want this group to come together in our learning and we'll create some group agreements together.

Activity – 20-minute large group discussion (also encourage use of chat): Using the Learner's Journal/Handout: "Multicultural Guidelines for Communicating Across Differences". Page #18 in Learners Journal.

- Ask for volunteers to read one of the Guidelines – changing participants for every Guideline (so that several people read the Guidelines out loud).
- As they are read out loud, ask participants to circle one or two they feel they honor regularly, one or two they might need to work on, and/or circle any they have questions about. These guidelines are good for communicating across all kinds of differences.
- Facilitate a group discussion about the guidelines. Participants can raise hand to talk/ask questions or write in Chat.
- Ask if the guidelines presented would be a meaningful start for the classroom agreements and if they agree, ask if there are others they would like to add. Type the additional agreements into the word document you are sharing.
- Ask: How could implicit bias impact one's ability to communicate across differences? Refer to Kirwan Institute video on Implicit bias.
- Trainer writes key agreements on screen.
- Ask participants to use the Learner's Journal to document the agreements.

Transition to the next segment

Transition to the next segment, The Definition of Wraparound.

Segment 3: The Definition of Wraparound

ACTIVITY 3A: WRAPAROUND DEFINED AND UNDERSTANDING ACRONYMS.

Estimated Segment Time: 10 mins (9:45 – 9:55)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 10

Description of Activity:

The trainer will facilitate a discussion about the key definition of Wraparound and discuss the importance of being able to share what Wraparound is with families and other stakeholders. In addition, the group will share acronyms that are used in Wraparound and participants will be urged to ask if they are unfamiliar with terms.

Learning Objectives:

- able to locate resources on the foundational elements that help a child, youth and family achieve increased positive outcomes in a social services or health program. (G1, K4)

Before the Activity

The trainer should also have the Trainer's Guide, slide numbers and Learner's Journal page numbers handy for reference.

During the Activity

What is Wraparound?

Definition

A collaborative, team-based problem-solving planning process. Through the wraparound process, teams create one individualized plan of care to meet the needs—and improve the lives—of multi-system involved youth and their families.



WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

UC Davis Continuing and Professional Education | 11

Explain that Wraparound is a process used to plan and coordinate care that came out of many similar efforts coming together to define: “what is working”

- Wraparound was developed as a specific and well-defined process that incorporates care planning and coordination for a successful, principle-driven team process.
- Research over the years showed positive results using this process for children, youth, and families.
- Being a process versus a service is one difference from *intensive care coordination*.
- Research has consistently shown that this process is more effective when it is delivered with fidelity. (We will discuss this more later in the training.)
- This training is designed to teach the philosophy of Wraparound, not a specific delivery system or funding source.

Wraparound strives to make services and information accessible to all, however, out of habit, providers may use acronyms that the family (and other providers) don't understand.

CDSS Wraparound webpage: Refer the participants to their pre-session work. Explain that this is a resource page they may want to bookmark. This page will change as new letters or guidance are released. Ask participants to share a resource they found (a pre-session assignment). Did they have any questions when they reviewed these documents? If possible, given the time, answer their questions now. If the questions will be answered later in the module let the learners know this. Trainer should write down questions that are not answered so you can respond to them later.

Chat Engagement: After reading all the pre-session materials and when you have been doing Wraparound you probably found that there are many acronyms. Use the chat to share some acronyms that you have heard in Wraparound. Many will be used in this training. We want participants to feel good about asking what they mean at any time during the modules. The chat will be a fun way to illustrate how often we use them and how useful it is to ask what they are. Ask if they reviewed the materials on the CDSS website. Do they have any questions from their review? No one is expected to memorize/learn all the material. This is a reference website the participants will need when practicing Wraparound. It is regularly being updated.

ACTIVITY 3B: HIGH FIDELITY/HIGH QUALITY WRAPAROUND

Estimated Segment Time: 10 mins (9:55 – 10:05)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 11-13

Description of Activity:

The trainer will discuss High Fidelity/High Quality Wraparound.

Learning Objectives:

- Commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)
- identify what comprises High Fidelity Wraparound. (G1, K3)

Before the Activity

The trainer should have the Power Point ready for after the break is complete as well as the Learner's Journal and Track Your Insights pages to share on the screen.

Trainer should read the following: <https://nwi.pdx.edu/history-of-wraparound-and-the-national-wraparound-initiative/>

During the Activity



Is High Fidelity Wraparound different from Wraparound?

Short answer – high fidelity is about consistency and quality. The goal is for Wraparound to mean the same thing in every county and every agency in California. If a family moves from Northern California to Southern California, and they are engaged in Wraparound in both places, it should “look and feel” the same.

Wraparound started in the 1970's/80's and has evolved through a process of ongoing innovation on the part of families, trainers, and providers around the nation. This process stimulated a kind of creativity that would never have occurred within a less flexible model. On the other hand, the lack of shared standards or guidelines for Wraparound practice historically created problems around issues of quality assurance and fidelity.

Over time, research showed that the best results came from Wraparound programs that followed certain principles and combined certain elements. But there still was not a formal consensus of what these principles and elements were.

High Fidelity =

- Clear definitions of the Wraparound philosophy and the Wraparound process.

- Specific strategies on how to realize high-quality Wraparound at the family, team, provider, and system levels.
- Minimum standards for Wraparound practice and for supporting families, teams, and practitioners.
- Implementation and fidelity tools – aligned with the strategies and standards for Wraparound – that could inform quality improvement and be used in more rigorous evaluation



The High-Fidelity Recipe is a metaphor for what fidelity means. If you want a peanut butter and jelly sandwich, you have to use peanut butter, jelly and sandwich bread. If you want a peanut butter and jelly sandwich but use spam and rye bread, you're not going to get the same sandwich. If we want the outcomes that Wraparound offers for children and families, we have to define and use the entire Wraparound process, we can't take bits and pieces of it and expect the same results.

High Fidelity is about making sure families can have trust and faith that the Wraparound Process will do what it is supposed to do. That when we say to a family that we are doing Wraparound we are doing our best practice and following the model. Fidelity is not something to be afraid of – it's exciting. It may improve your current way of practicing Wraparound. This is a good thing.

Wraparound is not a new process and is currently practiced in California and throughout the US in many different forms. While the different elements of High-Fidelity Wraparound are not unique, combining these elements towards specific goals, along with following a principle-driven process, makes High Fidelity Wraparound the success it is today.

Transition to the next segment

Transition to the next segment, Overview of the Wraparound Phases.

Segment 4: Overview of the Wraparound Four Phases

ACTIVITY 4A: THE WRAPAROUND PHASES.

Estimated Segment Time: 15 mins (10:05 – 10:20)

Trainee Content: Learner's Journal Reflection Page 20

Materials: PPT

Slides: 14-19

Description of Activity:

The trainer will explain the Wraparound Phases.

Learning Objectives:

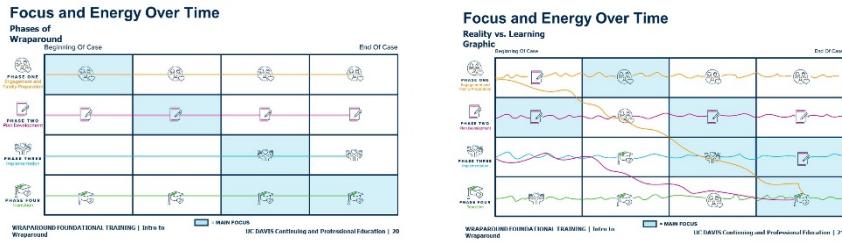
- put into their own words the Ten Principles and Four Phases that make up the Wraparound process. (G1, K1)
- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)

Before the Activity

The trainer should have the correct section of the Power Point cued up to share. The trainer should also have the Trainer's Guide, slide numbers and Learner's Journal page numbers handy for reference.

During the Activity





The Wraparound Process can be divided into Four Phases: Engagement and Family Preparation, Plan Development, Implementation, and Transition.

Here is the birds-eye view of the activities that can occur in the phases. We will explore these activities in future modules. The term phase may imply that activities occur in a specific order or only occur once. This is not how High-Fidelity Wraparound Process occurs.

As the trainer clicks through these slides the participants will see a progression of time and focus for the Wraparound Team. It shows how while the focus at the beginning of working with a family is on Phase One: Engagement, two other Phases also start. The last slide shows how sometimes the Phases are not linear, that there is often forwards and backwards progression.

The blue boxes show what the main focus is across the time span of the case (so in Phase 4 the focus is on transition). BUT all the other phases are still happening at the same time. For example, if you read the first slide, you'll see the focus is on Phase 1, but Phase 2 and 4 also start (the only phase that doesn't start right away is Phase 3). And then the squiggly line shows that it's all messy, all things happen at different times. It's not a linear process.

The success of the Wraparound process is directly related to incorporating all three of these elements proficiently (the phases, the principles, and the specific activities of each phase).

While each phase has its own distinct set of activities, it is misleading to think of these phases as discrete and sequential. Progress in Wraparound (and in life!) is not linear. It is more fluid. For example, even though Phase One is dedicated to Engagement, engaging with families is something that happens throughout the Wraparound process. And while Transition is the fourth and final phase, the Wraparound team considers "life after Wraparound" in all its planning, from the beginning to the end.

We will go into detail about the Phases of Wraparound in Modules 3, 4, and 5.

The different phases are not linear. But where the Wraparound team focuses its energy changes. Here are a few key takeaway points to remember:

- We are always engaging from Day One until the end of the process.
- Our planning process ebbs and flows.

- You might have to implement the saying: “do for, do with, and cheer on.”



- Example: A probation officer is the subject matter expert in probation and a therapist is the subject matter expert regarding mental health, etc. But these perspectives should not diminish the family's intimate knowledge of themselves, their experiences, and their culture. It is our role in Wraparound to help the family build a bridge to outside systems and agencies.
 - The Wraparound team mission and family vision are a common expression of what the family hopes for the future.



Activity: Give participants a few minutes to Track their Insights. Ask for a few participants to share their insights and send them on a 10-minute break.

Transition to the next segment

Transition to the next segment to review the Ten Principles of Wraparound and explore in-depth Principles 2 and 6.

Segment 5: Ten Principles of Wraparound

ACTIVITY 5A: SMALL GROUP DEBRIEF AND LARGE GROUP DISCUSSION OF PRE-SESSION WORK.

Estimated Segment Time: 15 mins (10:30 – 10:45)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 20-21

Description of Activity:

Participants were asked in their Learner's Journal to observe how the principles are alive and honored in their organization. This activity will have participants share their observations in small groups. In this module we will provide a general overview of the 10 principles and go deeper on Principles 2 and 6.

This segment (and in future modules for the other principles) on the ten Wraparound Principles requires that each trainer have a cache of personal stories that highlight and expand on each of the Wraparound Principles. The participants will have basic knowledge of the principles from their pre-session work, but this is an opportunity for them to hear inspirational and meaningful stories from Wraparound experts. In addition, the trainer is encouraged to promote significant sharing from the participants about what the principles mean to them and how they see them used and honored in their organization.

The trainer will also provide more detailed information and examples for each of the Ten Principles of Wraparound.

Reminder: This section is a great overview. However, the Ten Principles should be woven throughout the entire training. It is important to find moments throughout the training to connect the Ten Principles to the activities and process of Wraparound. Infusing the Ten Principles throughout the series highlights their importance.

Reminder: Because participants will have done pre-session work, they will not be new to this material. The conversations about all the principles should be deep and beyond a basic overview.

Be ready to have participants refer to their Learner's Journal and share the training materials listed above on the screen for participants to view.

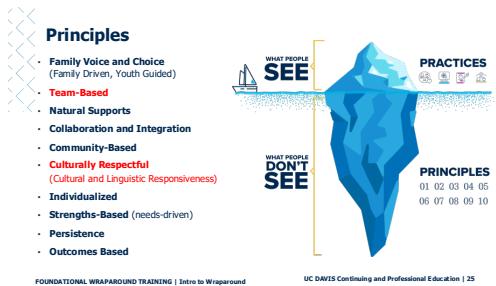
Learning Objectives:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)
- put into their own words the Ten Principles and Four Phases that make up the Wraparound process. (G1, K1)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)

Before the Activity

Trainer will set up breakouts of 3 – 5 learners

During the Activity



The Wraparound Principles guide us and keep us pointed in the right direction during the process.

- Being principles-driven is a key difference between the Wraparound process and other approaches such as: intensive care coordination, case management, etc.
- Also, the Principles must drive practices – it is not enough to say the words or to know what a specific principle is – these principles must be put into *action*, into the practices.

Whenever people in Wraparound experience barriers or struggles during the process, it helps to ask: “Are all the principles being followed?” This can often highlight what the struggle is stemming from.



Activity – about 10 minutes: Breakout rooms in groups of 3-5 to discuss their learnings during the pre-session work about the “Principles of Wraparound in your organization” by looking at these questions: (This activity is about all 10 principles.)

1. How alive are the principles in your organization?
2. How often are the principles mentioned or discussed?
3. How are the principles honored?
4. If your agency doesn’t honor or uphold the principles, then how could they? Or how do they unintentionally not honor the principles?

Debrief – 5 minutes: invite participants to debrief key learnings.

Transition to the next segment

Transition to the next segment to review Principle Two: Team Based. In this module the participants will review principles 2 and 6 in-depth. Principle Six: Culturally Respectful and Linguistically Responsive. The other principles will be explored in later modules.

Segment 6: Principle Two: Team Based

ACTIVITY 6A: TEAM BASED LECTURE

Estimated Segment Time: 20 mins (10:45 – 11:05)

Trainee Content: Learner’s Journal

Materials: PPT

Slides: 22-30

Description of Activity:

Principle Two, Team Based, is reviewed in more depth with a discussion of teaming, which includes a short activity.

Learning Objectives:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)
- reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)

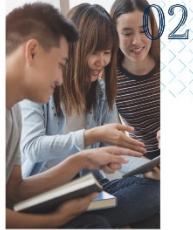
Before the Activity

Be ready to refer to the Learner's Journal.

During the Activity

PRINCIPLE TWO Team Based

- The Wraparound team consists of individuals committed to the family and youth through informal, formal, community support and service relationships
- The team should be no more than 50% providers (more unpaid participants than paid/formal participants)
- Wraparound plans are co-authored by collecting all interested and invested parties who will work toward the youth and family vision



FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 28

02

Principle Two: Team Based.

Role Clarity: One goal of working as a team is to establish a clear idea of what each team member's role is. Some people must be on the team because of their regulatory responsibility. Some people should be on the team because their role, perspective and/or resources will improve success of the team's plans. For example, teams should include members who can speak to and support families' cultural beliefs, traditions, and norms. Families and youth can ultimately decline services if they refuse to work with someone on the team whose participation is really required. But this can usually be managed through youth and family engagement.

History of the Child and Family Team

2018: The CFT Method brought together all of the people working with a specific family in different settings to become members of the same team, working with one another towards the same goals for the family.



The Team

- adheres to a practice model (structures, techniques, procedures)
- considers multiple alternatives before making decisions
- helps all members feel their input is valued
- builds agreement despite differing views
- builds appreciation of strengths
- reflects cultural humility or curiosity through the planning process



FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound

- The practice of teaming is vital to the process of creating sustainable change. By bringing together individuals with diverse experience, expertise, skills and perspectives, teaming supports child/youth and family change over time and facilitates effective implementation of selected interventions.
- Working with a collaborative team can be a complex undertaking as everyone comes to the team with a variety of backgrounds, experiences, and personalities. Everyone brings valuable insights and unique approaches to problem-solving and decision-making. A team's best results may come from tapping into these differences and bridging the gaps to solve problems and work towards identified goals.

- The first job of the Wraparound Team is family and youth engagement. This process creates the space for the family, youth, and children to learn about the program and to become formative members of the team. Engagement prepares the family, youth, and children to choose the team composition. The only exception to this is if the family or youth does not want one of the formal system participants on the team who really has to be a member. For example, the team member in question may have a role with the courts. In this case, engagement continues until they see how it is in their best interest to have them there.
- Ask the participants to share the memory aid they created for Team Based (part of pre-session work).



These slides walk through the four tasks of a Wraparound Team (which map onto the Four Phases of Wraparound). This class will walk through all of these tasks in great detail over the next four sessions.

As we continue through this training, be aware of the cohesion of our group here, and of other groups you observe or are part of. Group Cohesion is a social process that characterizes groups whose members interact with each other. It refers to the forces that bring group members closer together. Components can include social relations, task relations, perceived unity, and emotions. Factors influencing group cohesion include ease or difficulty of entering the group and group success.

ACTIVITY 6B: TEAM INSIGHT ACTIVITY

Estimated Segment Time: 15 mins (11:05 – 11:20)

Trainee Content: Learner's Journal pg. 20

Materials: PPT

Slides: 31

Description of Activity:

This activity builds on how participants will find out a little bit more about their group and how to contribute to their work together.

Encourage participants to try this exercise with groups in their workplace between class sessions, and to consider what they notice.

Learning Objectives:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)
- reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)

Before the Activity

Participants should turn to the relevant page in their Learner's Journal to complete their 1–3-word answers to the questions below. On page #20 of journal.

During the Activity

Team Insights – write 1-3 word answers in your LJ



ONE The main benefit of teams is _____.

TWO One important reason a team makes sense for Wraparound is _____.

THREE In order for a team to work, the team leader must _____.

FOUR The number one thing that might weaken our team is _____.

FIVE A key factor for our team's success is _____.

SIX In order to make a team effective, team members must agree to/on _____.

SEVEN An important indicator of team empowerment is _____.

Activity: 5-minute individual writing: Participants should turn to appropriate page in their Learner's Journal to complete their 1–3-word answers to the questions below. Give everyone 4 minutes to write the answers to the below. They only need 1 – 3-word answers!

Team Insight Cards

- The main benefit of teams is _____.
- One important reason a team makes sense for Wraparound is _____.
- For a team to work, the team leader must _____.
- The number one thing that might weaken our team is _____.
- A key factor for our team's success is _____.
- To make a team effective, team members must agree to _____.
- An important indicator of team empowerment is _____.

Debrief 7 minutes: Using the chat – ask participants to type in their answers for every question of the “Team Insight Cards” activity above. Depending on amount of time, either go through every question or pick a few to debrief.

After going through several questions, ask what the key takeaway points for them were for this activity.

The takeaways are potentially numerous and among them we hope to hear: positive team sharing, a variety of insights exist, communication is a factor, making agreements can be challenging, staying within the guidelines can be challenging, team roles might complicate this further, skillful facilitation is important, team building behavior is important. And finally, every team role is necessary, unique, and crucial to success.

We've already talked today about agreements for our work together in this class. In a later module we will address again the importance of making team agreements.

Transition to the next segment

Transition to the next segment to review Principle Six: Culturally Respectful and Linguistically Responsive.

Segment 7: Principle Six: Culturally Respectful and Linguistically Responsive

ACTIVITY 7A: CULTURALLY RESPECTFUL PRINCIPLE LECTURE

Estimated Segment Time: 5 mins (11:20 – 11:25)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 32

Description of Activity:

Review the sixth Principle: Culturally Respectful and Linguistically Responsive.

Learning Objectives:

- put into their own words the Ten Principles and Four Phases that make up the Wraparound process. (G1, K1)
- reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based, and needs-driven manner is the key to successful outcomes. (G2, V2)

Before the Activity

Be ready to refer to the Learner's Journal and share the training materials listed above on the screen for participants to view.

Trainers should prepare examples on how this principle applies in their work, in Wraparound. This topic can be difficult, so it is important to carefully prepare your examples.

During the Activity

PRINCIPLE SIX
Culturally Respectful and
Linguistically Responsive

- The Wraparound process demonstrates respect for and builds on the **VALUES, PREFERENCES, BELIEFS, CULTURE, AND IDENTITY** of the youth, family, and the community.
- Services are designed, delivered, and incorporated into the religious, cultural, regional, racial and ethnic values, and beliefs of the youth and family. They honor unique customs, traditions, mores, and habits.
- Pre-session work – Kirwan Institute



06

WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

IEC DAVIS Certifying and Professional Education | 47

Principle Six: Culturally Respectful and Linguistically Responsive

- We should always strive to be culturally respectful, responsive, and reflective beginning with our approach of plan creation through plan implementation.
- We should always look for ways to ensure the family is being heard. Culture influences everything we do and will certainly impact numerous elements throughout the Wraparound process including how we run meetings, when we meet, how we end meetings, how the plan is written, and celebrations. Infuse the family's culture into the process.
- Provide services and materials in the language preferred by the family.
- Culture is not limited to race and ethnicity. It can include a trait that is an aspect of being from a certain place, for example, the speed and volume of language. For example, a team member may speak very fast and loud. But the family may interpret this cultural speech pattern as aggressive and domineering. If this team member is a formal support, they should think about adjusting their speech pattern to address these cultural differences.
- For a program or process to be successful, staff members must value diversity and be aware of and accept what they perceive as differences.
- Staff must work to adapt their practices to the cultural context of the youth/child and family.
- Staff should also understand the role of their own cultural values on this process.
- Please note additional training may need to be implemented to help staff understand how their own biases and values may impede the Wraparound process.

Ask the participants what memory aid they created for Culturally Relevant and Linguistically Appropriate. (Pre-session work.) This can be done verbally or in chat.

ACTIVITY 7B: ACTIVITY: BIASES ACTIVITY

Estimated Segment Time: 25 mins (11:25 – 11:50)

Trainee Content: Learner's Journal Page 21

Materials: PPT

Slides: 33 - 39

Description of Activity:

Small group and large group discussion about implicit bias, using learnings/reflection gained from the pre-learning work watching the Kirwan Institute's series on implicit bias.

Learning Objectives:

- acknowledge and discuss how implicit bias impacts their work with families. (G2, V3)
- Identify the importance of cultural responsiveness and potential for implicit bias to impact their work with families and youth. (G2, K1)

Before the Activity

The trainer should have the appropriate Power Point slide ready to share on the screen.

Prepare breakout rooms of 4-6.

Complete all 4 modules of Kirwan Institute Implicit Bias training. These modules contain information on how to address bias and how bias has impacted families.

Information and training modules on Indian Child Welfare Act.

Review information on Indian Child Welfare Act and Disproportionality in Child Welfare.

<https://www.childwelfare.gov/topics/systemwide/diverse-populations/americanindian/icwa/>

<https://www.childwelfare.gov/pubs/issue-briefs/racial-disproportionality/>

During the Activity



It is so important that we understand the ways in which we may impede successful family and youth engagement without even realizing it. Bias is one of those ways.

Unconscious bias (or implicit bias) is often defined as prejudice, or unsupported judgments, that are in favor of or against one thing, person, or group as compared to another. This is usually considered unfair. Having biases is normal but acting on those biases harms people who are disadvantaged and people from marginalized groups.



Check Your Privilege

5 minute breakouts: groups of 4 – 6 will discuss who they think are the top seven (7) marginalized groups in the United States.

Marginalization = the social disadvantage and relegation to the fringe of society.

WIDAWAROUND FOUNDATIONAL TRAINING | Intro to Wraparound
UC DAVIS Continuing and Professional Education | 41

ACTIVITY: 5 minutes: in groups of 4-6, participants will discuss who they think are the 7 top marginalized groups in America.



Marginalized Groups	Center Groups
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Marginalized **VS** **Center**

- 1. People of color
- 2. Women
- 3. People with disabilities
- 4. People in poverty
- 5. LGBTQIA
- 6. Non-Christians
- 7. Immigrants

- 1. White people
- 2. Men
- 3. Able-bodied people
- 4. People not in poverty
- 5. Heterosexuals
- 6. Christians
- 7. Natural-born U.S. citizens

WIDAWAROUND FOUNDATIONAL TRAINING | Intro to Wraparound
UC DAVIS Continuing and Professional Education | 42

DEBRIEF 5 minutes: Each group will use the chat (or can unmute and talk) to share who they believe are the most marginalized groups. Trainer will then show the actual top seven Marginalized Groups in the next slide. The Center Groups are groups with power, privileges, and social status.



Implicit Bias – groups of 3 – 10 minutes

In small group discuss the privilege(s) you have AND your insights from the Kirwan Institute Training Video

Conversation starters:

- Your insights
- Information that you feel is essential to your practice
- Indications that bias maybe occurring in your agency
- Disproportionality for families of color
- Indian Child Welfare Act
- What can be done to address bias in your agency/your work/wraparound

Review page 11 and 12 of your Learner's Journal (Mod 1 Pre-Session work on Bias)

10-minute Activity: Privilege and Kirwan Institute videos small groups of 3 participants: small groups to discuss insights gained in this activity and in watching the Kirwan Institute videos. Share your insights to the Implicit Bias online learning that was part of your pre-session work on pages 11-12 of the Learner's Journal.

Debrief: Ask each group to share. Have participants share the keys discussion points from their group. Be sure to review actions to address bias. Encourage participants to complete Module 3 and 4 of the Kirwan Institute Implicit Bias training to help them find ways to address bias.

An important note about the Indian Child Welfare Act. It is a Federal Law passed in 1978 to address the government's actions (done by private and public child welfare agencies) of removing children from the families and tribes without cause. It establishes standards to protect the right of an Indian child to live with an Indian family and to foster continued tribal existence. For children to be loved, protected and safe in their tribal family. For the children to be connected with their family, tribal

culture and community. There are specific requirements that are higher than for other children regarding when the government can remove a Native American child and who the child must be placed with if removal is necessary. Some Native American cases will have tribal representatives or tribal courts involved. If you need further information on this practice/law you can find this at <https://www.childwelfare.gov/topics/systemwide/diverse-populations/americanindian/icwa/>



It is imperative for those of us in the human serving fields to understand what the words on the screen mean. We have been called to action to take more responsibility to stop discrimination and bias – and if trainer's or participants are triggered when reading the word cloud then this is an opportunity to do some learning outside of this classroom.

The word cloud offers topics to research. There is an immense amount of information and resources available that can get you up to speed on concepts and terminology. During your research on specific topics, you may get uncomfortable.

What is Your Personal Commitment to be more Culturally Responsive

- To learn more
- To do differently
- To show up
- To speak up

Learner's Journal – page 21



FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 39

Individual Activity (just a few short minutes) Personal Commitment to addressing bias: Invite participants to write a Personal Commitment Statement in their Learner's Journal (page 21)– what will they do to increase cultural responsibility in their work?

To learn more

To do differently

To show up

To speak up

Transition to the next segment

Transition to the next segment to review Module One: Wrap-Up.

Segment 8: Module One Wrap-Up

ACTIVITY 8A: CLOSING

Estimated Segment Time: 10 mins (11:50 – 12:00)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 40-46

Description of Activity:

The trainer will facilitate an end-of-session wrap-up discussion and review pre-session work for Module 2.

Learning Objectives:

- commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)

Before the Activity

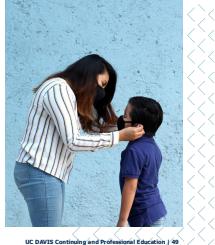
The trainer should have the correct section of the Power Point cued up to share on the screen. The trainer should also have the Trainer's Guide, slide numbers and Learner's Journal page numbers handy for reference.

During the Activity



WRAPAROUND One way of looking at it...

A care planning, care coordination and care management process that most consistently produces the desired outcomes for family, youth, system partners, providers and stakeholders.



FOUNDAUTONAL WRAPAROUND TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 49

Give a very brief overview of the content we have covered today to remind participants before they do the Track Your Insights activity.

ACTIVITY: Using your “Track Your Insights” page from this module, what are some of your key takeaways? Do a quick review of the content for this module. Ask for up to three participants to share how they will apply something they learned today to their workplace.

- What did you learn and how will you apply it in your workplace?
- If time, review if the day's training objectives were met, any questions that went unanswered.
- Have participants write in the Chat if they have any questions or issues they wish to discuss. If these cannot be reviewed at the end of the module be prepared to answer them at the beginning of the next module. Consider using a parking lot of ideas method.



HOMEWORK Module 2

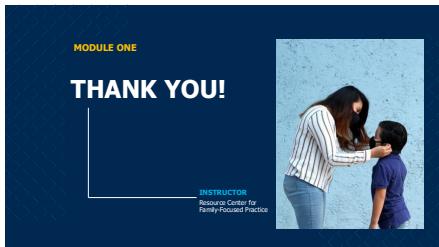
Assignments

- Read High Fidelity Wraparound in Tribal Communities
- Interview your Peer Partner colleagues
- Read and Reflect on the [Neuroscience of Wraparound article](#) – optional homework
- Watch and reflect on the Brene Brown video on Shame and Vulnerability

WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 52

- Review the key content for Module 2. Please review with participants pre-session work for Module 2 which is in the Learner's Journal as this will help them be prepared for Module 2.
- We reviewed a considerable amount of material today, including a lot of new information and new conversations. Thank you for being great participant.



ACTIVITY: Model the Wraparound process by engaging the group about what worked well for the day. Use the chat box or have participants unmute.

The Human Services and Resource Center for Family-Focused Practice at UC Davis is excited to be able to offer this training. We encourage you to check out more of our resources and class offerings at our website. Thank you! See you next time for Module 2 of Foundational Wraparound.

Module Two: Phase One

Module Two Learning Objectives

Module Two focuses on Goals One and Two: 1) *recognize, describe, and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.* And 2) *identify and build competence in using key strategies/methodologies to engage families and youth in Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.* The activities focus on some of the key processes in Phase One, defining Team Roles, family strengths and needs, and how crisis is addressed.

Learning Objectives for Module Two include those listed below.

At the end of this module, participants will:

- commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)
- respect that a family's strengths provide the foundation for meeting their needs. (G3, V1)
- describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
- be able to explain that developing a general Wraparound Crisis and Safety Plan is a standalone activity, not contained in any specific phase. (G4, K4)
- be able to describe the cycle of crisis. (G2, K5)
- describe the impact of vulnerability, empathy and non-judgement when working with families/youth. (G2, K3)
- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
- describe the Wraparound principles. (G1, S1)
- discuss the differences among formal support, informal supports, and natural supports. (G1, S3)

- honor the ability of the parent partner and youth partner to engage with families and youth in a profound and meaningful way. (G2, V1)
- be able to describe the essential roles/function of the family, youth, and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)
- reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based, and needs-driven manner is the key to successful outcomes. (G2, V2)
- be able to apply the cycle of crisis to creating a Wraparound Crisis and Safety Plan. (G4, S3)

AGENDA – MODULE TWO

Time 3 HOURS	Segment
9:00 – 9:10 am	Segment 1: Welcome Back and Agenda
9:10 – 10:00	Segment 2: Youth and Family Engagement <ul style="list-style-type: none"> a. The Engagement Phase of Wraparound b. Engaging the Family and Youth c. How Wraparound Engages the Team
10:00 – 10:40	Segment 3: Vulnerability and Shame
10:40 – 10:55	Break
10:55 – 11:55	Segment 4: Crisis and Safety <ul style="list-style-type: none"> a. Crisis Cycle b. Developing a Crisis and Safety Plan
11:55 – 12:00	Segment 5: Module 2 Wrap-Up

Module Two Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1. 10 min. 9:00 – 9:10 am.	Activity 1A. Welcome Back and Agenda. <i>PowerPoint slides: 1 – 4</i> <i>Learning Objectives: G2, V2</i>
Welcome and Introductions	
Segment 2. 50 min. 9:10 – 10:00 am.	Activity 2A. The Engagement Phase of Wraparound Activity 2B. Engaging the Family and Youth Activity 2C. How Wraparound Engages the Team <i>PowerPoint Slides: 5 - 21</i> <i>Learning Objectives: (G1.V1) (G1, S1) (G1, S3) (G2, V1) (G2, K2)</i>
Youth and Family Engagement	
Segment 3. 40 min. 10:00 – 10:40 am	Activity 3A Engaging with the Family: Shame and Vulnerability. (10:00 – 10:40) Vulnerability and Shame <i>PowerPoint slides: 21 - 29</i> <i>Learning Objectives: (G2, K3)</i>
10:40 – 10:55	Break
Segment 4. 45 min. 10:55 – 11:55	Segment 4A The Cycle of Crisis Segment 4B Developing a Crisis and Safety Plan <i>PowerPoint slides: 30 - 40</i> <i>Learning Objectives: (G2, K4) (G4, K4) (G4, S3)</i>
Crisis and Safety	
Segment 5. 5 min.	Segment 5A Closing (5 Minutes)

11:55 – 12:00

Phase One

PowerPoint slides: 41 - 44

Learning Objectives: (G1, V2)

Module 2: Segmented Lesson Plan

Segment 1: Welcome and Introduction

ACTIVITY 1A: WELCOME BACK AND AGENDA

Estimated Segment Time: 10 mins (9:00 – 9:10 am)

Trainee Content: Learner's Journal

Materials: <https://native-land.ca/>

Slides: 1-4

Description of Activity:

The trainer will review the logistics of the virtual classroom. The trainer will conduct a review of the day's agenda and highlight a few learning objectives. This module focuses on Phase One: Engagement, Family Strengths, Needs and Cultural assessment, and Principles 1: Family Voice and Choice, 3: Natural Supports and 8: Individualized.

The trainer will introduce the day, review Pre-Session work in dyads, and facilitate an icebreaker.

Learning Objective:

- Reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based, and needs-driven manner is the key to successful outcomes. (G2, V2)

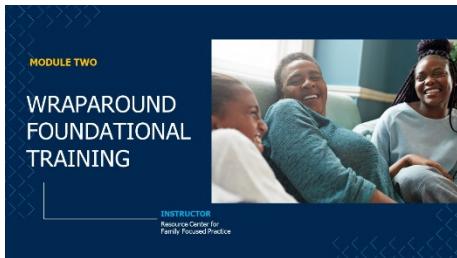
Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

The trainer should review the pre-session Learner's Journal and know when to address these activities during the module.

Prepare chat for Land acknowledgement Ice breaker by putting this website in the chat box.
<https://native-land.ca/> Locate the Native Land that you as a trainer work or live on.

During the Activity



Course Goals

Identify & Understand

- Identify and build competence in using key concepts and strategies to engage families and youth in the Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.
- Understand that families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.



UC DAVIS Continuing and Professional Education | 3

- Welcome participants and briefly reintroduce trainer(s).
- Activity:** Icebreaker – LAND: 3 minutes
 - Purpose: A land acknowledgement is a critical step towards working with native communities to secure inclusion in the stewardship and protection of their cultural resources and homelands.
 - As we begin this module today, we acknowledge and honor Indigenous people throughout various regions of California, home to nearly 200 tribal nations. Let's take a moment to honor their ancestral grounds that we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide.
 - Possible introduction for trainer: Since I am currently teaching online for UC Davis, I'd like to recognize the territory of the Patwin Tribe. Davis sits on land that originally belonged to the Indigenous Patwin, a southern branch of Wintun people, who were killed or forced from their

lands by the 1830s. Patwin Indian remains were discovered at the Mondavi Center construction site beginning in 1999, and consequently the University of California, Davis built a Native American Contemplative Garden within the Arboretum, a project honoring the Patwin. (Trainer can change this to the place from where they are working.)

- Native Land website (<https://native-land.ca/>) offers an online platform where users can interact with maps of Indigenous lands, treaties, and languages. Click on the tribal name and it will lead you to websites about that tribe. (This website works for anywhere in the Americas and other places in the world.) 907-312-5085
- Chat box engagement: Add the Native Land website to chat box.
 - Encourage participants to search the native land they currently occupy and to paste it in chat.
 - Chat questions:
 - What key learnings did you gain from the *High-Fidelity Wraparound in Tribal Community* reading?
 - What is the definition of High Fidelity?
- **Debrief:** Review the definition of High-Fidelity Wraparound and how this can improve the practice with communities of color.
- Review technology logistics: including chat feature, breakout rooms and encourage participants to turn on their video camera.
- Remind participants of overall course goals – remind them of where we have been and where we are headed.
- Review any parking lot items or questions from earlier modules.
- Review Module 2 Agenda and Learning Objectives (Agenda and LO's are in the Learner's Journal, pages 6-9).
- Remind participants to turn to their "Track Their Insight" page for Module 2 so they can document their insights throughout the module.

Today we will review a few general topics and some skills that are used throughout the Wraparound phases. As we discussed in the last module, there are four phases of Wraparound that have different components. But there is considerable overlap among those phases and skills and practices that are common across all phases.

- In the next few training segments, we will review general areas that we know from the history of practice and the results of much research, improve the quality of services to children, youth, and families, these include discussing how Wraparound uses authentic engagement of children and families to empower positive changes in their lives. This authentic engagement is what sets Wraparound apart from other programs/services that work with system involved children and families. We will talk about the different team members that engage with children and families

and their roles. We'll also talk about how to work with vulnerability and shame, and how to address safety and crises.

- As a reminder: many of the components of High-Fidelity Wraparound are not unique. It is the specific structuring of these elements, and the fact that it has a principle-driven foundation, that make High Fidelity Wraparound as powerful a process as it is.

Transition to next segment

Transition to the next segment, Youth and Family Engagement and the principles of Family Voice and using Natural Supports of the family in Wraparound.

Segment 2: Youth and Family Engagement

ACTIVITY 2A: THE ENGAGEMENT PHASE OF WRAPAROUND

Estimated Segment Time: 5 mins (9:10 – 9:15)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 5-6

Description of Activity:

In this segment we talk about the importance of family voice and choice and how to engage family and youth in a strength-based way. We also cover the different roles of Wraparound team members and how each role engages families and youth. This segment includes one breakout of small groups (4 – 6) to talk about the different Wraparound positions/roles and what they learned during their pre-session work regarding parent/youth partners.

Learning Objective:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
- describe the Wraparound principles. (G1, S1)
- discuss the differences among formal support, informal supports and natural supports. (G1, S3)
- honor the ability of the parent partner and youth partner to engage with families and youth in a profound and meaningful way. (G2, V1)

- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class. Prepare to utilize breakout room feature – groups of 4-6.

The family's subject matter expertise is their own lives, culture and life experiences. Be ready to add your stories and examples.

Prepare Chat box for Family Voice and Choices and another for Natural Support discussion.

Participants will be referring to 10 Principles activity done in Pre-Session Module One on page X.

During the Activity



First let's view what are the activities that happen in the Engagement Phase. Each of the activities we discuss today take place in the Engagement Phase. In Phase One, the family, youth, and child, along with the rest of the Wraparound CFT, set the tone for team interactions that are consistent with Wraparound Principles, particularly through their 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 that the team prioritizes their preferences.

- Phase One activities should be completed relatively quickly (within 1-2 weeks if possible), so that the team can begin meeting, build relationships, and establish ownership of the process as quickly as possible.
- Because individual families and youth are unique, any process, program or plan needs to be individualized for each family and child/youth. There are no cookie-cutter solutions.
- Wraparound processes should be designed to incorporate a youth/child and family's religious customs, regional, racial, ethnic values, and beliefs, so that they honor the families' unique customs and norms, traditions, mores, and habits.
- Encourage the participation of team members who care about and can aid the youth/child and family and set the stage for their active and collaborative participation on the team in a manner consistent with Wraparound principles.

ACTIVITY 2B: ENGAGING THE FAMILY AND YOUTH

Estimated Segment Time: 10 mins (9:15 – 9:25)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 6 - 9

Description of Activity:

In this segment we talk about the importance of family voice and choice and how to engage family and youth in a strength-based way. We also cover the different roles of Wraparound team members and how each role engages families and youth. This segment includes one breakout of small groups (4 – 6) to talk about the different Wraparound positions/roles and what they learned during their pre-session work regarding parent/youth partners.

Learning Objective:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
- describe the Wraparound principles. (G1, S1)
- discuss the differences among formal support, informal supports, and natural supports. (G1, S3)
- honor the ability of the parent partner and youth partner to engage with families and youth in a profound and meaningful way. (G2, V1)
- be able to describe the essential roles/function of the family, youth, and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Prepare to utilize breakout room feature – groups of 4-6.

The family's subject matter expertise is their own lives, culture, and life experiences. Be ready to add your stories and examples.

Prepare Chat box for Family Voice and Choices and another for Natural Support discussion.

Participants will be referring to 10 Principles activity done in Pre-Session Module One on page X.

During the Activity

SECTION ONE
YOUTH & FAMILY ENGAGEMENT
The key characteristic of Wraparound



People are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.

TED WACHTEL

WRAPAROUND FOUNDATIONAL TRAINING | Module One
UC DAVIS Continuing and Professional Education | 5

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 7

Youth and family engagement is perhaps the most important key element of Wraparound. We engage families and youth in every process and practice, and their success is central to the success of the Wraparound program. Two key principles to ensure engagement are Family Voice and Choice which is Principle 1 and Natural Supports which is Principle 3. These are central to what we do and how we do it. The various Wraparound team members are deployed for this purpose – to engage with families/youth in helpful, caring, empathic and sincere ways.

Youth and Family-Driven Practice

- Restorative Practice is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, decrease crime, repair harm, and restore relationships that have been impacted by trauma and difficult situations.
- One of the fundamental premises of Restorative Practice is that “people are happier, more cooperative and productive, and more likely to make positive changes when those in positions of authority do things with them, rather than to them or for them.” This premise is vital to working with families, youth, and children in Wraparound, and will help increase engagement, build trust, and – most importantly – create the space for the family to heal and grow.

Principle One: Family Voice and Choice: Family-Driven and Youth Guided.

PRINCIPLE ONE
Family Voice and Choice
(Family Driven and Youth Guided)

01

• Family/youth perspectives are prioritized (by the Team)
• The plan reflects family and youth values, preferences, and strengths
• The needs of the family and youth determine how and when services are rendered, and goals, interventions and outcomes are mutually defined

YOUTH GUIDED
Youth to have an equal voice in the planning process
As well as our policies and procedures.

FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound
UC DAVIS Continuing and Professional Education | 20

- Talk about key points on slide.
- Families/children/youth are experts of their own lives. Each member is a part of the Wraparound CFT because they are subject matter experts in something. The family's subject matter expertise is their own lives, culture, and life experiences. (Please add trainer stories and examples.)
- Historically, the process is provider driven. Service providers were seen as the experts; parents were the problem; youth needed to be “fixed”. Service providers partnered with youth and

families but maintained expert status and made the rules. But the field learned that youth and family-focused services were more successful.

Ask the participants to share in Chat or verbally what type of memory aid they have for this principle. Module One pre-session activity on page 13.

- What professionals sometimes miss is that, when changes need to be made, what they think is not the primary important factor. It's not their life. The choice to participate in the Wraparound process is ultimately that of the youth and family.
- For this to happen, service providers need to engage children, youth, and families at the beginning of working together and in an ongoing way after that. Relationships are crucial. No program, intervention or process can hope to succeed if the staff has not successfully **engaged** the family and youth/child as a first step and throughout the life of the relationship.

ACTIVITY 2C: HOW WRAPAROUND ENGAGES THE TEAM

Estimated Segment Time: 35 mins (9:25 – 10:00)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 10-21

Description of Activity:

In this segment we talk about the importance of family voice and choice and how to engage family and youth in a strength-based way. We also cover the different roles of Wraparound team members and how each role engages families and youth. This segment includes one breakout of small groups (4 – 6) to talk about the different Wraparound positions/roles and what they learned during their pre-session work regarding parent/youth partners.

Learning Objective:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
- describe the Wraparound principles. (G1, S1)
- discuss the differences among formal support, informal supports, and natural supports. (G1, S3)
- honor the ability of the parent partner and youth partner to engage with families and youth in a profound and meaningful way. (G2, V1)
- be able to describe the essential roles/function of the family, youth, and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class. Prepare to utilize breakout room feature – groups of 4-6.

The family's subject matter expertise is their own lives, culture, and life experiences. Be ready to add your stories and examples.

Prepare Chat box for Family Voice and Choices and another for Natural Support discussion.

Participants will be referring to 10 Principles activity done in Pre-Session Module One on page X.

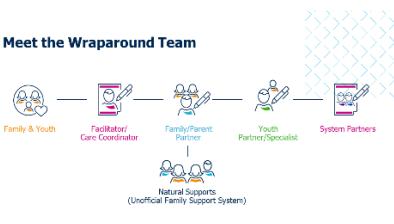
During the Activity



Transition slide for how the team engages and ensure the child/youth's voice is heard:

Just as only the families themselves are the experts in their own lives, including their experience and dreams, so are the children and youth. Because of this, successful programs must solicit and value children and youth's voices in decision making and whatever process involves their lives. This also includes their visions and goals, strengths, and needs.

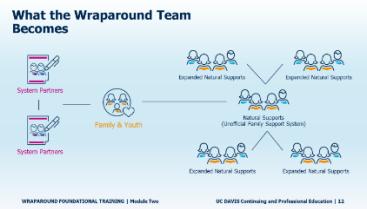
As part of this Foundational Wraparound course, we will define the roles of the Wraparound team members (and their relation to family engagement) and how they are in service to Family Voice and Choice.



This slide shows the roles of who is on the Wraparound team and engages the youth/family at the beginning of the Wraparound process.

These roles include Family & Youth; Facilitator/Care Coordinator; Family/Parent Partner & Natural Supports; Youth Partner/Specialist; System Partners.

These are the members of what the Wraparound Team becomes.



These are the members of the Wraparound Team after time and attention is paid to bringing on more natural supports. One of the goals of the Wraparound process is to grow the list of family, youth, and children's natural supports so that, eventually, they will swap out formal supports and rely primarily on natural supports).

Activity: Chat listing: 2 minutes: List the different System Partners members of Wraparound Teams in your agency. The titles maybe different from one agency to the next. Trainer helps participants understand that though titles are different there are key System Partners who are involved in Teams.

BREAKOUTS
10 Minute Breakout Sessions

In small breakouts talk about these items:

Talk about your role in Wraparound and what you learned from the interviews with Parent and Youth Partners

Were there any surprises?

If you are a parent or youth partner, how can others on the wraparound team better utilize your strengths?

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 15

LET'S CHAT
LET'S CHAT
LET'S CHAT

TIME TO TALK
TELL US WHAT YOU LEARNED

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 16

ACTIVITY: 10-minute breakouts of 4 -5. Talk about your role in Wraparound and what you learned from the interviews with Parent and Youth Partners. Were there any surprises? Write in Learner's Journal title names and roles. **This slide is meant to be shared (on Zoom) during the breakout groups so that each group has the instructions

Debrief 5 minutes using the chat.

Family & Youth

Their Role

- Share their story and vision
- Participate in meetings and provide feedback
- Identify individuals and support
- Accountable to other team members for commitments


Family & Youth

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 16

Parent Partner

Their Role

- Partners with the parent/resource parent
- Instills hope
- Decreases bias about parents (within the team)
- Promotes self-advocacy
- Addresses immediate needs
- Helps connect with resources


Family/Parent Partner

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 16

These slides talk about the roles of the different members of the Wraparound team during the Engagement Phase, again, starting with the family & youth. Because the class will have just debriefed their pre-session learning these slides should go quickly. These are a brief review to check for understanding.

- **The Family and Youth** openly share their family story and family vision. They are honest about what has and has not worked in their family to this point. The child, youth and family participate in scheduled Wraparound meetings and provide feedback about whether they think ideas discussed will work for their family. They participate in identifying individuals and supports for their Wraparound Team. The parents leave room for the child and youth's voices about what they want or how to include them in the development of their plan. They are honest about their ideas and concerns and are open to consider all possible ideas to solutions to obstacles in their plan. Children, youth, and families are accountable to other team members for the commitments they make to their team.
- **The Family/Parent Partner (PP):** The PP is a formal member of the Wraparound Team whose role is to serve the parent(s), to help them engage and actively participate on the team and make informed decisions that drive the Wraparound process. The PP's personal experience raising a child with emotional, behavioral, or mental health needs is critical to ensuring the respect of parent(s) and establishing a trusting relationship that the parent(s) value. This may include mentoring parent(s) to improve their confidence and ability to advocate for and effectively manage the services and supports for their own family.



- **The Youth Partner (YP):** YPs have a key role on the Wraparound Team. Their roles are similar in function but separate in practice, to the parent partner. The YP is a designated peer support specialist for the youth participating in the Wraparound process. The YP acts as a mentor and advocate for the youth and child, making sure they understand what is going on in the Wraparound process. The YP also makes sure that the youth's and child's strengths and needs are clearly represented in the Wraparound meetings and incorporated into any Wraparound Plan of Care. The YP works with the child/youth to identify any possible team members for Wraparound. And the YP coordinates with the youth, family, the CC and PP, and other members of the Wraparound CFT.

Family Specialist

Their Role

- Provides support
- Enhances connections in the community and school environments
- Builts on or develops strengths
- Develops skills to replace non-productive behaviors



Family Specialist

WRAPAROUND FOUNDATIONAL TRAINING | Module Two

UC DAVIS Continuing and Professional Education | 18

- **Family Specialist:** The Family Specialist role is important to the success of Wraparound, creating a high level of trust with the child/youth and adults as individualized proactive interventions are planned and implemented within the family and community. The Specialist works primarily with child/youth providing support, enhancing connections in community and school environments that build on or develop strengths, and developing functional coping skills to replace non-productive behaviors. The Specialist also supports parents/caregivers to avoid or navigate crisis escalation patterns, with support available 24/7 in most cases. Through the work of the Specialist, parents or caregivers, children and youth, and other important adults are supported to interact in more positive ways, responding to needs effectively and participating in a reciprocal learning process.

Facilitator

Their Main Responsibilities

- Work to support the Wraparound CFT
- Guide Wraparound planning in all phases
- Organize, facilitate, write up, and disseminate meeting results

Their Role

- Meets with the family and youth
- Reviews consent and release forms, answers questions, and gathers information
- Gathers individual perspectives on strengths, needs and long-term goals
- Helps ID other possible team members
- Arranges and facilitates CFT meetings
- Prepares documents/plans to be used by the CFT



Facilitator

- **The Facilitator:** The Facilitator has responsibilities that can be broken into three areas: Work to support the Wraparound CFT; Guide Wraparound planning in all phases; and organize, facilitate, write up, and disseminate meeting results. The Facilitator brings people together and solicits various perspectives. The Facilitator manages conflict and blends perspectives. The Facilitator hosts meetings, facilitates decision-making, manages time, and follows the Wraparound process. The Facilitator holds members of the Wraparound CFT accountable and arranges for services and interventions. The CC reinforces pro-action instead of reaction.
- **Support Roles:** There is another set of roles in the team. These come from the natural, informal, and formal supports of the family.

PRINCIPLE THREE

Supports

- Natural Supports
- Informal Supports
- Formal Supports



03

FOUNDATIONAL WRAPAROUND TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 27

Principle Three: Natural Supports:

82

Natural Supports are connected to youth & family by relationship.

- The team will help the youth and family build natural supports if none exist.

Informal Supports. These are connected to youth & family by community:

- Former teacher
- Mentor
- Etc.

Formal Supports. These are system supports and others who are “paid” to help:

- Therapist
- Social Worker
- Wraparound Professional Staff.

Activity: Discussion 3 minutes. Verbal or Chat sharing. Ask the participants if they had a problem in their own life what type of natural supports would have helped. These can include formal and informal supports.

- For example, we might start with one natural support being a counselor, teacher or coach at school, and then grow more natural supports like a trusted and invested neighbor, a church community member, or a youth group volunteer.
- The goal in Wraparound is to build a team that is comprised of 75% combined natural and informal supports and 25% formal supports.
- Benefit of natural and informal supports is that they ensure the team has members who share/support a family's cultural identity and values.



- **Learner's Journal/Track Your Insights!** Direct participants to use the *Track Your Insights* note pages.

Transition to the Next Segment

Transition to next segment, one of the roadblocks to helping the family to use their voice in Wraparound is Shame and Vulnerability. We will explore these issues in the next segment.

Segment 3: Vulnerability and Shame

ACTIVITY 3A: ENGAGING WITH THE FAMILY: SHAME AND VULNERABILITY

Estimated Segment Time: 55 mins (10:00 – 10:55, with 15-minute break)

Materials: PPT

Trainee Content: Learner's Journal, review Neuroscience of Wraparound article

Slides: 21 - 29

Description of Activity:

Breakouts will talk about the impact of shame and how to interact with a family and youth in a way that is positive, respectful and strengths based to encourage vulnerability while also avoiding triggering shame responses.

The purpose of this activity is to help participants understand their power in their relationships with family and youth – that the way they interact with youth and families **matters**. As people in positions of power, team members can share their power by providing signals and cues that indicate safety and respect for the family and youth. It will be helpful for trainers to provide their own brief examples about how and when they have seen respectful interactions with families (that do not trigger shame) work well, AND examples of negative interaction and their impact.

Learning Objective:

- describe the impact of vulnerability, empathy and non-judgement when working with families/youth. (G2, K3)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Breakouts of 2-3 people will be used.

View Shame and Vulnerability video and reflect on your reactions. Trainer shares how you overcame your negative interactions about a team member or share your reflection on what you wished you would have done differently. (Trainer demonstrates being vulnerable to the participants.)

Read "Neuroscience of Wraparound" which is an optional pre-session reading for the participants. This article has many specifics on why people behave in different ways in group settings and the power a good group can have on overcoming fear and disengagement.

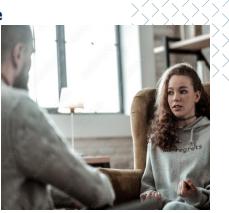
Be ready to show Empathy video. <https://www.youtube.com/watch?v=1Evwgu369Jw>

During the Activity

Vulnerability and Shame

The Neuroscience of Wraparound

- Shame is "I am bad". Guilt is "I did something bad".
- Shame is correlated with addiction, depression, violence, aggression, bullying, suicide, eating disorders.
- Fear of not being worthy of connections



Phase One

- Remember we are asking youth and families to be deeply vulnerable when they just met us
- Be mindful how we might trigger feelings of shame in our questions, tone and body language

WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 20

Many of the families and youth involved in Wraparound have been system-involved for a long time and may have become numb to the experience of sharing their stories. Wraparound principles demand that we engage with them respectfully and mindfully. The article "Neuroscience of Wraparound" was an optional reading in your Module 2 pre-session work.

<https://humanservices.ucdavis.edu/blog/neuroscience-wraparound>

The Neuroscience of Wraparound white paper covers research that "illustrates the social nature of our brains and what this has to do with cooperative teamwork, creating new habits of behavior, and motivating ourselves and others." Wraparound prioritizes relationships and social connectedness, meeting the need for belonging that is necessary for well-being.

Additionally, it notes that the reward center of the brain constantly makes decisions about whether something or someone is threatening or rewarding which helps people pay attention to "who is meaningful in our environment, and in what way." We are less able to engage in cooperative team processes when we are feeling threatened. The brain is primed to minimize danger first, then to maximize reward – making threat the default attention state. However, it takes only minimal activation of the reward circuitry to activate the approach/creation state that helps people to engage or join positively in a team. This article provides ideas on how to engage families and have successful groups.

Shame corrodes the very part of us that believes we are capable of changes.

—BRENE BROWN

WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 21

Vulnerability is trusting others with one's personal well-being through sharing information or providing other types of access to one's own present situation. This can be scary as it allows others to have some level of power over you and can potentially add harm to an already difficult situation.

Shame is "I AM bad". Different from **guilt** which is "I did something bad."

In your pre-session work you watched the video Brene Brown on Shame and Vulnerability on page 22 of the Learner's Journal



**Principle note: addressing shame and vulnerability is one way to bring life to Principle 8 (Strengths-Based) and Principle 6 (Culturally Respectful and Linguistically Responsive).

BREAKOUTS
15 Minute Breakout Sessions

In small breakouts talk about these items:

Reflect on times when you have felt shame. What does it feel like? Where do you feel it in your body?

What have other people done that has triggered their feelings of shame (words/body language)?

How can the concept of Vulnerability help you in your role in Wraparound Team Meetings?

WRAPAROUND FOUNDATIONAL TRAINING | Module Three
UC DAVIS Continuing and Professional Education | 23

WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 13

ACTIVITY dyads for 10 minutes: Ask them to be vulnerable, to talk about the questions listed on the slide, which should be shared on the Zoom screen during the breakouts so that groups can follow the questions prompts.

Debrief for 5 minutes: How does being vulnerable in your role help the family?

The purpose is of this segment is to help participants understand their position of power in this relationship – the way they interact with families **matters**.

It is helpful for trainers to provide their own brief examples about how and when they have seen respectful interactions with families work well (e.g., interactions that support trust and sharing while avoiding triggering shame), AND examples of negative or unhelpful interactions (e.g., their interference with building trust which may come from: inadvertently making presumptions about the meaning of labels and expressions of characteristics, not respecting such identifiers as preferred pronouns, refusing or forgetting to use requested nick names, assuming what people are more or less important to the

youth and family, etc.). It will be equally helpful for trainers to then share how they overcame their negative interactions or share their reflection on what they wished they would have done differently. (Trainer demonstrates being vulnerable to the participants.)

Helpful Hints: Participants may experience their own triggers when helping the family. The trainer should talk with participants about what they can do when they find themselves triggered by client interactions, or even interactions amongst team members. This is also a place where coaching can really help. Also, in the more extreme triggering situations, participants should discuss with their supervisor if they are the best facilitator/partner for the family.

The family is sharing their most vulnerable stories within days/weeks of meeting you. As Wraparound team members, participants will learn to look for a youth's and family's triggers and think about how to avoid using terms, vocal tones or other communication elements that can be triggering. Trainer should also point out that the people in the family and youth's life who know how to interact with them without triggering a shameful response may be good candidates to become Natural Supports on the Wraparound team.

Encourage participants to read or review again the article on "Neuroscience of Wraparound" as it contains tips on handling reactions in a group. If not now, it can be a great resource when they are working with families.



Activity – 3-minute video: Show the video on Sympathy and Empathy, also by Brene Brown.

<https://www.youtube.com/watch?v=1Evwgu369Jw>

Empathy = fuels connection Sympathy = drives disconnection

If time: allow for participant to share their reactions to this video.





Take a 15-minute break.

Transition to the Next Segment

In the next segment we are going to examine one of the specific skills necessary in Wraparound. That is one of the specific skills areas (trees visual) is about how to conduct Crisis and Safety as all families come to Wraparound in some type of crisis and need a safety plan to address the crisis.

Segment 4: Crisis and Safety

ACTIVITY 4A: THE CYCLE OF CRISIS

Estimated Segment Time: 30 mins (10:55 – 11:25)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 30 - 34

Description of Activity:

This segment focuses on the cycle of crisis and Crisis and Safety Planning – which may show up in any of the four Phases of Wraparound. While technically, creating a Wraparound Crisis and Safety Plan happens in Phase II, families often come into Wraparound while in an active crisis. This segment introduces participants to this important topic before jumping into Phase One activities.

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class. Trainer should have identified a story to share while walking through this topic of crisis. So that at each step of the way they can relate it back to a family they worked with and what was happening in that context.

Learning Objectives:

- Participants will describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
- be able to describe the cycle of crisis. (G2, K5)

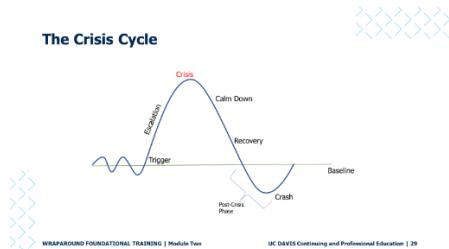
During the Activity



While technically Crisis and Safety Planning is part of Phase Two (which we'll get into during the next Module), the Wraparound Team often enters the family's life during a crisis, and it may be one of the family's hardest moments. Although we can see it, sometimes it takes some time for the family to trust us and share what is really going on.

We are often first introduced to families when they are in crisis, and there are times throughout Wraparound where they may again enter into crisis. Working with families during these times is central to our work.

Activity Chat Engagement: 2 minutes Ask participants to use the chat to share some of the current crises facing the families/youth they serve.



Crisis Cycle Phases: Baseline; Trigger; Escalation; Crisis; Calm Down; Recovery; Crash; Baseline... in a cycle.

Emphasize that the goal of a crisis stabilization intervention is to return someone to their former baseline, (for example, we might support regaining access to shelter in a crisis, but stable housing is a longer-term goal).

Let's walk through the Crisis Cycle:

- At **Baseline**, the individual is doing fine; everything is going well until there's a trigger.
- A **Trigger** is something that can be internal or external, something that causes the individual to move from normal behavior to an escalated state. It can also result from an underlying unmet need.
- **Escalation** happens when the behaviors intensify and increase. This escalation period can happen very quickly or over a period of time, days or even longer.
- Next in the cycle is the **Crisis** event. This is the point of no return, and the cycle now must complete.
- After the crisis is over, the individual begins to **Calm Down** and then to **Recover**.
- Next the **Crash** comes. During this crash phase the individual can sleep for hours, before returning to baseline.
- **Escalation** is a specific phase where the cycle component can be avoided. One way to eliminate escalation is to have the family's needs met so that the crisis cycle rarely happens. However, in the real world, we often start with decreasing escalation and building supports and strategies to support the family in recognizing and managing the triggers.



It is important to have **both** types of plans --reactive and proactive- in any crisis/safety plan for the plan to be successful. Often the focus is on the reactive plan which intervenes in the crisis; and often takes priority over the proactive (prevention) plans, which then sometimes don't get created. The goal is to balance the time and create both kind of plans.

A proactive plan is a plan to address the situations that can become triggers before they even get started as well as the escalation that occurs after the trigger but before the reaction has reached the level of crisis. A reactive plan addresses what to do in the event the crisis cannot be avoided and the person/family is in crisis.

Both have their place in modifying the crisis cycle. For instance, a proactive plan may work most of the time, but the family needs to be prepared with a reactive plan for when the proactive plan does not work. Sometimes life can get in the way of a good proactive plan.

**Great spot for trainer to use personal stories/stories of families they have worked with.



- To produce a successful, realistic crisis and safety plan, i.e., one that the family will use, the family needs to trust the other members of the team putting it together. This trust and connection are built over time.
- Information and understanding are essential to creating an effective plan.
- Youth and families must be actively involved in creating the plan: The ways they have handled a crisis/crises in the past provides crucial information for creating a current plan.
- Good plans are strengths-based and built from things that are known to work for the youth and family. Crisis/Safety plans should be empowering, effective, sustainable, and realistic.
- Good Crisis/Safety Plans should be culturally relevant and highly value the youth and family's traditions, culture, values, beliefs, and preferences.

Crisis is part of the Wraparound process – families may go through the cycle several times while part of the Wraparound Team. This is to be expected, and part of our work with them. Our hope is to increase the family's resilience, help them meet their underlying needs, and create proactive plans to prevent the crisis from happening again.

ACTIVITY 4B: DEVELOPING A CRISIS AND SAFETY PLAN

Estimated Segment Time:	30 mins (11:25 – 11:55)
Trainee Content:	Learner's Journal
Materials:	PPT and video: "Poodle Roo"
Slides:	35 - 40

Description of Activity:

Trainer will present information on the elements of and how to create a Wraparound Crisis and Safety Plan.

Before the Activity

Trainer should have appropriate section of Power Point cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Trainer shares an example of how crisis and safety planning was used in a case.

Watch the **Poodle Roo video** to be able to discuss in the context of crisis and safety planning.

Learning Objective:

- Participants will describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
- Be able to explain that developing a general Wraparound Crisis and Safety Plan is a standalone activity, not contained in any specific phase. (G4, K4)
- Be able to apply the cycle of crisis to creating a Wraparound Crisis and Safety Plan. (G4, S3)

During the Activity



WRAPAROUND FOUNDATIONAL TRAINING | Module Two

UC DAVIS Continuing and Professional Education | 45

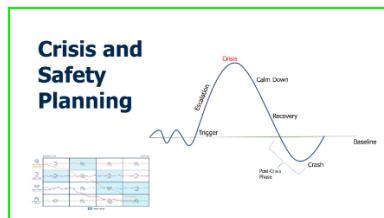
There are many different root causes of crisis triggers – this slide walks through some of the common situations that can spark crisis. This list is to help participants understand there are a wide variety of situations that can lead to a crisis trigger, and they can be complex and inter-related, and sometimes not what we expect or think will cause a crisis.



Activity: In dyads 10 minutes. Earlier you were asked to think of the type of help you would have if you experienced a problem. In this activity we want you to go deeper. With your partner share a crisis you have experienced in your family. One that you are comfortable discussing. Examples: death of a family member, severe illness, loss of income, even changes that we want can cause a crisis like change in jobs, marriage, a new child, etc. Share in 1 or 2 sentences the crisis. The focus of the sharing is about what helped you through the crisis. Provide specifics on your natural and formal supports. How was it to ask for help? How vulnerable did you feel? If you needed additional help what would that have been? Were your supports able to address your safety needs. Remember safety is not only about physical safety.

Debrief: 2 minutes In Chat list the types of supports that helps people through crisis. How it felt to ask for and receive help.

In your personal crisis cycle you may or may not have had a leader to help you through the cycle. In Wraparound the Facilitator/Care Coordinator has the lead responsibility to lead the Wraparound team in developing the Crisis and Safety plan. Every member of the team must be engaged in this process and be of support when the plan must be implemented. Take a moment and on our “Track Your Insight” page write down one item about how you, in your current role, can support families in this part of Wraparound.



**Principle note: when creating a crisis and safety plan is one way to bring life to Principle 1 (Family Voice and Choice), Principle 2 (Team-Based), Principle 3 (Natural Supports), Principle 4 (Collaboration and Integration), Principle 5 (Community Based) Principle 6 (Culturally Respectful and Linguistically Responsive), Principle 7 (Individualized), Principle 8 (Strengths Based), Principle 9 (Persistence) and Principle 10 (Outcome Based).

Wraparound is not specifically a crisis intervention process; it is a process that accepts families where they are—if they are in crisis then that's where Wraparound starts.

- Trainer gives an example from their own work.
- Whether or not a family believes they are currently in crisis when they enter Wraparound, this is where we need to start. We need to help the family identify what is the crisis (need to change the cycle) and their safety needs. Every family in Wraparound develops a Crisis and Safety Plan, distinct from a Plan of Care. This allows the Wraparound CFT to proactively plan in case a youth or family faces a crisis. It also follows the research that making and having a crisis plan reduces the likelihood of a youth or family escalating into a crisis stage when a triggering event happens.

A Effective Plan is:

- One the family and youth will use
- Anticipates a crisis based on past behavior and known triggers
- Plans for the worst-case scenario – **without judgement**
- Meets the needs of the youth and family
- Addresses the needs of involved systems and the community
- Has each response planned with a beginning, middle, and end to manage the crisis process



WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 36

Elements of Wraparound Crisis and Safety Plan

- History & Background Information
- Narrative Summary: Strengths & Needs across all life domains
- Anticipated Problems/Crisis or Safety Events
- Medical Information
- Warning Signs/Triggers
- Recommended Interventions
- Interventions to Avoid
- Youth & Family treatment Preferences
- Contact List



WRAPAROUND FOUNDATIONAL TRAINING | Module Two
UC DAVIS Continuing and Professional Education | 43

In Wraparound, crisis planning is a skill-teaching opportunity. **Crisis Stabilization with Formal Support:**

- Learn what has/hasn't worked – talk with family and youth about any other crisis/safety plans they have, what they think works/doesn't work in those plans
- Let them know that goal will be to bring other providers' crisis/safety plans into this process
- Explore options for effective stabilization

An effective Crisis and Safety Plan has the following components:

- It is one the youth and family will use.
- It anticipates a crisis based on past behavior and known triggers.
- It plans for the worst-case scenario.
- It meets the needs of the youth and family.
- It addresses the needs of involved systems and the community.

It has each response planned and a beginning, middle and end to manage the crisis process.



5-minute activity: play the Poodle Roo Story video (4:51):

<https://www.youtube.com/watch?v=n6JZlsQwW2Q>

The video demonstrates creating a plan and adjusting until a solid one is formed – and the power of strengths-based crisis intervention. A light-hearted story

Chat Debrief: 5 minutes – ask for reflections from participants about the learnings from this video and its application to Wraparound.

Transition to the Next Segment

In the next segment is about Strengths, Needs and Cultural Discovery. This is essential in every phase of Wraparound, and we begin to explore this in Phase One of the process.

Segment 5: Module Two Wrap-Up

ACTIVITY 5A: CLOSING

Estimated Segment Time: 5 mins (11:55 – 12:00)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 41 – 44

Description of Activity:

The trainer will facilitate an end-of-session wrap-up discussion and review pre-session work for Module 3.

Learning Objective:

- commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)

Before the Activity

The trainer should have the correct section of the Power Point cued up to share on the screen. The trainer should also have the Trainer's Guide, slide numbers and Learner's Journal page numbers handy for reference.

Trainer will debrief the learning at the end of module. Decide which method to use and prepare what is needed such as a scaling question.

Trainer should be ready to take notes or copy chat for questions and issues that should be reviewed or answered in the next module.

During the Activity



ACTIVITY: We reviewed a considerable amount of material today, including a lot of new information and new conversations. Thank you for being great participants.

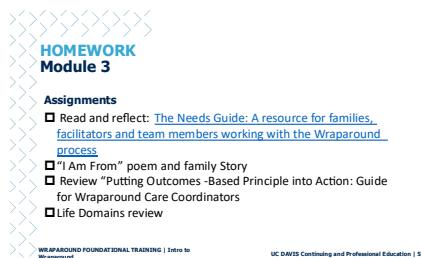
- Using your Track Your Insight for the Module 2:

ACTIVITY: Model the Wraparound process by engaging the group about what worked well for the day. Use the chat box or have participants unmute. Or scaling question: In this module I was able to engage in the learning process: 10 totally, 5 sometimes, 1 not at all.



Read quote aloud.

Temperature Check-in: In chat: On a scale of 0 to 10, where 10 means this course far exceeds my expectations, 5 means this course is meeting my expectations, and 0 this course is far below in meeting my expectations: How would you rate this course at this time? What could be done to improve the course?



Please review with learners the Module 3 pre-session work.



- The Human Services and Resource Center for Family-Focused Practice at UC Davis is excited to be able to offer this training. We encourage you to check out more of our resources and class offerings at our web site Thank you! See you next time for Module 3 of Foundational Wraparound.

End of Day and Thank you!

Module Three: Wraparound

Phase One: Engagement & Team Preparation

Module Three Learning Objectives

Module Three focuses on Goals Three and Four: **Goal Three: Participants will understand that families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.** **Goal Four: Participants will understand/know how Wraparound works with families by using individualized plans of care from the initial through the transitional plans.** The activities focus on Phase One and Two: Helping the family to state their family story and vision. Then completing the process of identifying Strengths, Needs and finally creating Needs statements. Much of this module is at the ground view; that is developing skills on how Wraparound Teams do this work with families.

Learning Objectives for Module Three include the below.

At the end of this course, participants will:

- put into their own words the process for a strength, needs and culture discovery (using the 12 life domains). (G3, K1)
- reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)
- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)
- watch a child welfare case scenario and then identify the child, youth and family's strengths and needs. (G3, S3)
- create a family story and vision. (G2, S1)
- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)

- reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based and needs-driven manner is the key to successful outcomes. (G2, V2)
- respect that a family's strengths provide the foundation for meeting their needs. (G3, V1)
- put into their own word the process for a strength, needs and culture discovery (using the 12 life domains). (G3, K1)
- explain the purpose of, and complete a Wraparound Strengths, Needs and Culture Discovery and Summary. (G3, S1)
- be able to analyze the difference of a surface need versus and underlying need and explain the relationship between needs and behaviors. (G3, K2)
- explain the purpose of, and complete a Wraparound Strengths, Needs and Culture Discovery and Summary. (G3, S1)
- discuss how to collaborate with the family and the rest of their Wraparound CFT to address the needs of the children, youth and families. (G3, S2)
- review a needs statement to determine if it meets the standards. (G3, S4)
- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)
- be able to explain that Wraparound implementation involves a process of regularly reviewing, assessing, and revising a family's plan of care. (G4, K2)

Zoe Case Scenario – How it is used in Wraparound curricula

Module/segment	Wraparound step	Activity	Content
Mod 3 Seg 2a	Intro to case	Watch video Small group: How do you feel Questions, how you would feel if in her wrap team	Video
Mod3 seg 2b	Family Story	Read case scenario Chat What might you do to help Zoe family share their family Story	Case scenario
Mod 3 seg 2c	Family vision	Chat review Zoe's family vision. Ask questions or make comments	Zoe family vision
Mod 3 seg 3a	What do we see	Identify Zoe's family strengths	Save list to use in future activities
Mod 3 seg 3C	Types of strengths	Using list of strengths ID in 3A – divide into types of strengths	Save list

Mod 3 Seg 3D	Needs	ID underlying needs for Zoe and Tanya	Slide on problem statement, potential needs and Underlying needs Save list
Mod 3 Seg E	Needs statement	Small groups: list strengths, ID underlying needs, write needs statement for Zoe	Save list
Mod 3 Seg F	Strengths and needs summary	Write Zoe and Tanya summary Compare to summary written for curriculum.	Strengths and Needs Summary Zoe Save list
Mod 4 Seg 4a	Team mission	Develop team mission for Zoe family	Trainer gives possible mission from all perspectives (in guide) Save team mission
Mod 4 seg 5b	Prioritizing	Prioritize Zoe's needs	Save list
Mod 4 seg 5c	Outcome	Write outcome statement for Zoe, select strategies	Use S/N summary from Mod 3
Mod 5 seg 2b	Persistence	How would you support Zoe if the family was struggling	
Mod 5 seg 2c	RAAR	Do review of Zoe case plan based on what happened after initial plan	
Mod 5 seg 3a	Transitions	Chat: how to talk to Zoe and mother about transitions. Chat: informal supports for Zoe through the transition	

AGENDA – MODULE THREE

Time 4 HOURS	Segment
8:00 – 8:20 am	Segment 1: Welcome, Review of the Agenda, and Pre-session Debrief
8:20 – 9:35 am	Segment 2: Culture Discovery <ul style="list-style-type: none"> a. Video: ReMoved b. Family Story c. Family Vision
9:35 – 9:45	Break
9:45 – 11:00	Segment 3: Strengths and Needs <ul style="list-style-type: none"> a. What do we see? Strengths or Problems? b. Life Domains c. Identifying Strengths d. Identifying Needs e. Creating Needs Statements
11:00 – 11:10	Break
11:10 – 11:45	Segment 3: Strengths and Needs, cont. <ul style="list-style-type: none"> f. Completing a Strengths and Needs Summary
11:45 – 12:00	Segment 4: Module Three Session Wrap-Up

Module Three Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1. 20 min. 8:00 – 8:20 am. Welcome, Review of the Agenda, and Pre-session Work	Activity 1A. Review of Agenda and Pre-Session Debrief. <i>PowerPoint slides: 1 – 8</i> <i>Learning Objectives: (G3, K1) (G1, V3) (G1, K2)</i>

Segment 2. 75 min. 8:20 – 9:35 am.	Activity 2A. Video: ReMoved
Culture Discovery	Activity 2B Family Story.
	Activity 2C Family Vision.
	<i>PowerPoint Slides: 9 - 20</i> <i>Learning Objectives: (G3, S3), (G2, S1), (G4, K3)</i>
9:35 – 9:45 pm	Break
Segment 3. 10 min. 9:45 – 11:10 am	Activity 3A What do We See? Strengths or Problems?
Strengths and Needs	Activity 3B Life Domains
	Activity 3C Identifying Strengths
	Activity 3D Identifying Needs
	Activity 3E Creating Needs Statements
	<i>PowerPoint slides: 21 - 42</i> <i>Learning Objectives: (G2, V2) (G3, V1) (G3, K1) (G3, S1) (G3, K2) (G3, S2) (G3, S4)</i>
11:00 – 11:10 am	Break
Segment 3, cont. 15 min. 11:10 – 11:45	Activity 3F Completing a Strengths and Needs Summary (11:10 – 11:45)
Strengths and Needs Continued	<i>PowerPoint slides: 48 - 52</i> <i>Learning Objectives: (G4, S2)</i>
Segment 4. 15 min.	Activity 4A Track Your Insights and next module pre-session work.

11:45 – 12:00

Module Three Session Wrap-up *PowerPoint slides: 53 - 58*
 Learning Objectives: N/A

Segmented Agenda Module Three

Segment 1: Welcome, Review of Agenda and Pre-Session Debrief

ACTIVITY 1A: REVIEW OF AGENDA AND PRE-SESSION DEBRIEF.

Estimated Segment Time: 20 mins (8:00-8:20)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 1-8

Description of Activity:

After a brief introductory meditation (7 minutes) the trainer will immediately review the logistics of the virtual classroom.

The trainer will conduct a review of the day's agenda and highlight a few learning objectives. Using their pre-session summary sheet, participants will share, in dyads, what they learned in their Pre-Session work. Participants reflecting on their pre-session learning is a very important piece of this curriculum.

Ice-breaker will be the pre-session work debrief.

Learning Objective:

- put into their own words the process for strength, needs and culture discovery (using the 12 life domains). (G3, K1)
- reflect and discuss how collaboration and integration (teaming) are successful strategies when working with families in Wraparound. (G1, V3)
- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

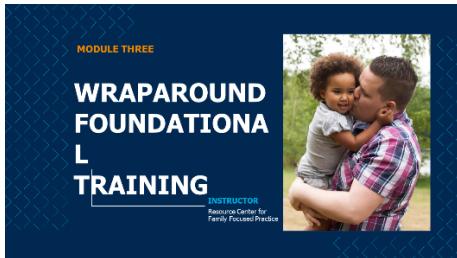
Prepare for mediation introduction exercise.

Prepare white board for 4 questions on The Needs Guide.

Throughout Modules 3, 4 and 5 the Zoe story will be used. Above is a chart on how it is used to illustrate the activities in the different Phases of Wraparound. Trainers should take notes on the participants answers to the Zoe exercises so these can be used to build on during future exercises.

During these exercises encourage the participants to write down answers (theirs and others) in their Learner's Journal: Strengths, Needs and Cultural Discovery

During the Activity



Focus on Goals 2 & 3

2. Identify and build competence in using key strategies/methodologies to engage families and youth in the Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.
3. Understand that families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.



Ground View:
Module Three
Family Story and
Vision
Strengths and Needs
Statements
Summary



Birds-Eye View: Module Three Phase One – Activities

WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 3

Wraparound Process Phase 1 Activities

Initial meetings with youth & family identified team members



1. Crisis Stabilization
2. **Family & Youth Story**
3. **Family/Youth Vision(s)**
4. **Strengths & Needs Summary**
5. Schedule 1st CFT Meeting
(Reach out to ID'd participants)

WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 5

Module Three Wraparound Phase One: Engagement and Team Preparation

- Welcome participants and briefly reintroduce trainer(s).
- Ask participants to use chat to describe how they are feeling at the beginning of the module.
- Review technology logistics: including chat feature, breakout rooms and encourage participants to turn on their video camera.
- Review any parking lot items or questions.
- Review what was covered in Module 2 and the Module 3 Learning Objectives and Agenda. We will be using a case about Zoe to walk through Phase One discovery process. Phase One items bolded in red are the focus of this module.

Pre-session Work

Your Learner's Journal

- The Needs Guide

Verbal and Chat discussion:

- "Needs should not be defined as:
- "Instead, needs are defined as:
- "If left untended, needs will likely:
- "It is often helpful to consider challenging behaviors as:



WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 6

ACTIVITY: 5-minute Verbal discussion and participants write their answers on White Board on the questions from their Learning Journal assignment. Refer to your Learner's Journal on pages 30-31.

- Pre-session work: Read and answer questions: [The Needs Guide: A resource for families, facilitators and team members working with the Wraparound process.](#)

"Needs should not be defined as:

"Instead, needs are defined as:

"If left untended, needs will likely:

"It is often helpful to consider challenging behaviors as:

Two principles are key to this module – 6 mins

Review these principles and ask for general discussion from participants about their reflections on this. This was in pre-session work for Module One.

PRINCIPLE FOUR Collaboration and Integration

- All team members work cooperatively and share responsibility for developing, implementing, monitoring and evaluating the Wraparound plan

- Planning and services are comprehensive, and help address the youth/family needs in all life domains and system linkages



WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 49

Principle Four: Collaboration and Integration

Collaboration is a joint effort where everyone works together from building a shared vision to achieving results.

PRINCIPLE SEVEN
Individualized

- Customized set of strategies, supports and services
- Services are based on specific needs of the youth and family and are not based on a particular intervention model
- Services are not "canned"



WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

IEC DAVIS Certification and Professional Education | 51

Principle Seven: Individualized

- Based on CANS and individual family/youth assessments/interviews.
- Customized work with each family
- The team utilizes the particular strengths, assets, resources and needs of the youth and family.
- Services are based on family need, not the provider or team's skill set. If there is a need identified that the team is unable to meet, they seek additional resources.

Transition to the Next Segment

Remind participants that at the end of Module 2 they had begun to review the importance of Voice of Family, Natural Supports, Crisis and safety planning, and Strengths, Needs and Cultural Discovery as a bases for beginning the Wraparound process. In the next segment they will continue to learn about the Discovery process.

Segment 2: Culture Discovery

ACTIVITY 2A: VIDEO: “REMOVED”

Estimated Segment Time: 40 mins (8:20-9:00)

Trainee Content: Learner’s Journal,

Materials: PPT, Video “ReMoved”

Slides: 9-11

Description of Activity:

We will watch and discuss the independent film “ReMoved” and debrief the video in small groups. The main character is Zoe, her brother is Beniah, and her mother is Tanya. Their story will be used as a vignette for several activities during the last three modules.

Learning Objective:

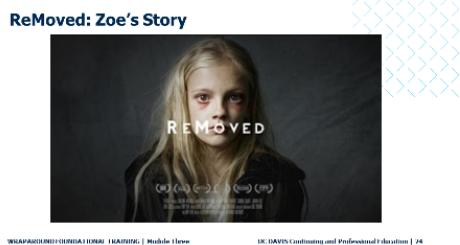
- watch a child welfare case scenario and then identify the child, youth, and family's strengths and needs. (G3, S3)

Before the Activity

Trainer will have video, "ReMoved" ready to show.

Breakouts will be used to debrief the video.

During the Activity



The class is going to use Zoe's story in ReMoved to walk through Phases 1 – 4. This will be the main vignette we use from now through the end of this training.

PREFACE: Let participants know that trauma is portrayed. The ReMoved video may trigger emotions due to the vivid depiction of a youth's journey in the child protective system. We will debrief after.

Show ReMoved Movie (12:47 minutes): [HTTPS://WWW.YOUTUBE.COM/WATCH?V=L0EQUwDAJE0](https://www.youtube.com/watch?v=L0EQUwDAJE0)

SMALL GROUP ACTIVITY

First, Read the Zoe Family Story in your group (additional handout). This scenario will be used in various activities during the next three modules.

Then, after reading the story, you will discuss:

How are you feeling?

What do you need from the group right now?

How can you bring your feelings into helping Zoe and her family?

Who might the team members be for this family's Wraparound CFT?

ACTIVITY: Small group activity (10 minutes). Use Breakout rooms of 4-5. Groups will discuss the questions on the slide using the scenario from ReMoved.

Questions on slide:

- How are you feeling?
- What do you need from the group right now?
- How can you use these feelings for your role in the Wraparound team?

- What questions do you have about the scenario?

DEBRIEF (15 minutes): After small groups discuss bring them back into the main zoom room to debrief either in chat or verbally.

Tell participants we will continue to use this video/scenario the next modules at different points and the many questions they have will be answered.

Transition to the Next Segment

Move on to the next segment: Family Story and its importance in the engagement process.

ACTIVITY 2B: FAMILY STORY

Estimated Segment Time: 10 mins (9:00-9:10)

Trainee Content: Learner's Journal

Materials: Zoe family Story Handout

Slides: 12 - 14

Description of Activity:

Participants will create a family story of their own in their pre-session learning. Chat to discuss how you could help Zoe's family share their story.

Learning Objective:

- create a family story and vision. (G2, S1)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Trainer has Zoe's Family Story ready to share with Participants.

Trainer refers participants to I AM poem that was part of Module 3 pre-session work. Trainer should complete this poem for their family.

Trainer has one or two examples of the methods they used to help families share their Family Story.

During the Activity

One of the most powerful parts of Wraparound is the creation of a Family Story. Authentic engagement with all family members starts with the family sharing their story. True engagement requires compassionate listening and helping families understand the importance of their story. Family stories are often connected to the overriding goal of permanency – permanent connections to those whom they call family. Children/youth deserve to have a permanent family who loves them and will include and support them through the ups and downs of life. This theme should be woven into all parts of Wraparound and should be shared during these initial meetings.

While many families who use Wraparound have been involved in different systems of care (e.g., child welfare, mental health, or probation), this may be the first time they have been asked, authentically, to share, from their hearts, their *family story*.

In Phase One the Facilitator/Care Coordinator and/or partners works with the members of the family to create their family story, which helps the child, youth and family put into writing where they are and how they got there (family story). The next piece we'll get into after the Story is the Vision (what they want they want their future to look like). The family story is incorporated into the Strengths and Needs Summary which is shared during the first CFT.

**Principle note: understanding the family story is one way to bring life to Principle 1 (Family Voice and Choice), Principle 3 (Supports), Principle 5 (Community Based), Principle 6 (Culturally Respectful and Linguistically Responsive), Principle 7 (Individualized), and Principle 8 (Strengths Based).



Activity: Take a few minutes and read Zoe's family Story.

Zoe's Family Story is powerful. By the time families enter Wraparound, they have likely shared a version of their story many times to many people and in retelling their story some of the power of the story may have been lost or the family may become numbed by the retelling. Wraparound seeks to use the Family Story as a starting point for moving forward while also validating and honoring the stories as something sacred to each family member. This is true engagement and true listening to the family members share their story in a way that honors and respects them, with authenticity.

**Original Poem:
Where I'm From By George Ella Lyon**

- I am from clothespins,
- from Clorox and carbon-tetrachloride.
- I am from the dirt under the back porch.
- (Black, glistening, it tasted like beets.)
- I am from the forsythia bush
- the Dutch elm
- whose long-gone limbs I remember
- as if they were my own. I'm from fudge and eyeglasses,
- from Imogene and Alafair.
- I'm from the know-it-alls and the pass-it-ons,
- from Pork up! and Pipe down!
- I'm from Herresteth's soul with a cottonball lamb

The poem written by George Ella Lyon; it demonstrates the power of sharing one's Family Story. This poem is not meant as a method of having a family share their story. Trainer shares an example of how to help a family share their story.

Creating a family story is a vulnerable process for our youth and families. In your pre-session work we asked you to write your own Where I'm From Poem to experience how meaningful the process can be. Be mindful of what it feels like and how this is something we ask families to do.



Debrief: Chat: 5 minutes. Ask participants to write in chat what it felt like to create their I Am From poem – what was this experience like? What might you do to help Zoe's family share their Family Story?

Transition to the Next Segment

The next segment explains the importance of a family having a **Vision** about what they hope the outcomes will be for them.

ACTIVITY 2C: FAMILY VISION

Estimated Segment Time: 25 mins (9:10-9:45, including 10-minute break)

Trainee Content: Learner's Journal, *Putting Outcome Based Principle into Action*

Materials: PPT

Slides: 15 - 20

Description of Activity:

Here we look at another powerful engagement tool: discovering a Family Vision. Again, it is important to remember that one of the key outcomes of Wraparound is permanency. Children/youth deserve to have a permanent family who loves them. A Family Vision includes how they remain connected to each other.

How this family dreams their future will be. This theme should be woven into all part of Wraparound and should be shared during these initial and ongoing meetings.

Learning Objective:

- create a family story and vision. (G2, S1)
- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Trainer completes the participant pre-session assignment to read *Putting Outcome Based Principle into Action* to find where in the Wraparound process the Family Vision is used.

There will be one individual activity and one chat

Trainers, share stories about what it's like to see families involved in this kind of way/process.

Trainer should have possible Zoe family vision ideas they can contribute.

During the Activity



Family Vision

- Created and written by youth and family in their own words
- Extends beyond the formal Wraparound process
- Reminds the team about who the youth and family are and what they want for themselves

WRAPAROUND FOUNDATIONAL TRAINING | Module Three



UC DAVIS Continuing and Professional Education | 25

Family Vision Examples

- We (name of family members) work together to create an inviting place of spiritual enrichment, cleanliness, cooperation, respect, comfort, relaxation and love.
- We (name of family members) want to help each other to reach our goals while laughing, having fun and without yelling.
- Our family vision is to do adventures, feel good, be respectful for each other as good humans, be kind and use our strengths to be better people

WRAPAROUND FOUNDATIONAL TRAINING | Module Three



UC DAVIS Continuing and Professional Education | 20

Creating a Family Vision is another great tool to help children, youth and families imagine what life will look like in the future when things are going well and they have strategies to address their needs. This vision can help guide a family's current path. The Vision can and should go beyond the time when the Wraparound team has finished its work.

Remember, this may be the first time a family may have been engaged in this kind of positive, strengths-based process. And it may be very difficult for the family to look into the future, to see beyond the moment where they are. Additionally, they may state things for their vision that seem impossible. Helping each family member have a place in making the Family Vision will make it stronger.

Activity: Chat: 3 minutes After the initial development of the Family Vision it is referred to many times in Wraparound process/phases. In your pre-session work you were asked to search for "Family Vision and Vision" in the *Putting the Outcome- Based Principle into Action* document. In the chat, list the places in Wraparound that you found Family Vision was used. (Example Develop an initial plan of

care). Emphasize to the participants how critical Family Vision is to the process. This is what the family wants to achieve; it is their motivation to change.

*Trainers, share stories you have about what it's like to see families involved sharing their Family Vision.

**Principle note: creating a Family Vision is one way to bring life to Principle 1 (Family Voice and Choice), Principle 4 (Collaboration and Integration), Principle 6 (Culturally Respectful and Linguistically Responsive), Principle 7 (Individualized), Principle 8 (Strengths Based), Principle 9 (Persistence), and Principle 10 (Outcome Based).

1. Vision statements are largely about getting to know oneself a little better and to identify what it is one really wants. These help children, youth and families identify what is actually important in life, both individually and as a family.
2. Another important aspect of vision statements is that they add accountability, helping people be clear on their vision and therefore responsible for their decisions, actions, and results.
3. Most importantly, a vision statement promotes ownership of the outcomes. This is why it is so important the family themselves takes on the major role of creating their own Family Vision.
4. A vision statement reinforces the principles of being family-driven as well as voice and choice, individualized service, and culturally responsive.

The family members may need some guidance on how to create a vision but be sure the team does not take over. A key question the team should ask: "is it our vision for the family or the family's vision for themselves?"

Typically, the Care Coordinator, Parent Partner, and Youth Partner meet with the family in Phase One to start creating a Family Vision in preparation for the bigger team meeting. If you were not part of this meeting be sure to ask to read their Family Vision.

If participants ask about Team Mission state that it is different than Family Vision. The next module reviews Team Mission so it is best to not cover that topic here.

Practice Lab

A **VISION** is the ability to think about and plan the future with imagination and hope. Your vision is your mental picture. It can be dreams and goals. A vision defines your best future state with purpose telling you what you want.



WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 21

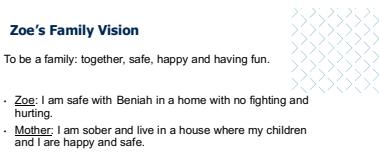
ACTIVITY: 10-minute Practice Lab - Family Vision; individual activity where participants practice creating a Family Vision for their own family (however they define it). **Page 39 in Learning Journal.**

There are four steps. See Learner's Journal: Family Vision Statement Activity. All instructions are written in the Learner's Journal for participants to follow along so it is not necessary to read these to the participants

1. Step One: One-minute think. Trainer reads the following statements out loud.
 - Think of your own family, however you choose to define it (family of origin, current family, chosen family, etc.) Your family is completely unique. There is no other family in the world that is exactly the same. Now imagine you want your family to be better than it currently is, to have a better future.
 - Give participants the rest of the minute to think of their family.
2. Step Two: One-minute writing. Ask participants to take the next minute to write down brief answers to the questions below. They shouldn't overthink it; they can just use words or phrases or draw small pictures. It may help participants if they keep track of the minute so they answer all four questions. There is a worksheet in the Learners Journal.
 - What words/phrases describes your family when they feel good?
 - What words/phrases describes what makes them feel good?
 - What words/phrases describe how it feels when everyone is at their best?
 - You can also include the miracle question to help you think of your family vision: *What if you woke up tomorrow morning and found that a miracle had happened and life was perfect? What would that look like?*
 - These words/phrases are the foundation of the vision. Now we will work towards an easy-to-read sentence that applies to everyone in your family.
3. Step Three: 5 minutes writing. Ask participants to write down "Our family vision is to" and then list the above words or phrases they came up with. This is really meant to be a brainstorming time.
 - At this point, participants should look at what they have written and imagine how another member of their family might have completed the same exercise. Do they see where the family visions might overlap?
 - When doing this activity with a family in Wraparound, it is important to capitalize on any crossover or similarities. Every family member's vision should be represented in the statement. This may require a broader and simpler statement and that is okay.
4. Step Four: 2 minutes writing: Now, complete the family vision statement:
 - In place of "our family vision is to", try writing "We" (names of family members) believe our purpose as a family is to (do something) by (doing what).
 - Can you create one sentence from your last one that is broad enough to capture everyone but detailed enough to know it's for your unique family?

- Some people will want to use the words “family vision” in their statement and others like to use “We” and family names to personalize their statement. It does not really matter but this gives you tools to assist with this process.

DEBRIEF for 5 minutes using chat: Invite participants to share their visions in chat. Debrief team on the process. What did they like and what was hard about this process?



Activity for 5 minutes: This vision is shared as a potential for Zoe and her family. Have participants read through it and ask questions or make comments. Tell participants to write down Zoe family’s story and vision in their Learner’s Journal page # 42 *SNCD Worksheet*.



Individual Reflection: Participants add information learned on Track your insights.



Take a 10-minute break

Transition to the Next Segment

In the next segment will be a deeper look (trees) into how to help the family/team identify strengths and needs.

Segment 3: STRENGTHS AND NEEDS

ACTIVITY 3A: WHAT DO WE SEE? STRENGTHS OR PROBLEMS?

Estimated Segment Time: 5 mins (9:45-9:50)

Trainee Content: Learner's Journal

Materials: None, lecture only with chat/verbal engagement.

Slides: 21-22

Description of Activity:

Trainer will explain why work with youth and families is much more successful when it is strengths-based, i.e., focused first on a family's assets, talents and skills, rather than on problems and needs. This includes a short activity to discuss visible strengths and needs identified in photos.

Before the Activity

The trainer should have the Power Point ready for after the break is complete.

Prepare Chat for question on identifying strengths in Zoe's family.

Be ready to share possible strengths in Zoe's family and how strengths could be identified.

Learning Objective:

- reflect on and describe how engaging families in a culturally respectful, linguistically responsive, individualized, strengths-based and needs-driven manner is the key to successful outcomes. (G2, V2)
- respect that a family's strengths provide the foundation for meeting their needs. (G3, V1)

During the Activity



In this segment we are going to explore in depth Strengths and Needs.

Engagement: Ask participants to look at the picture of Zoe. Given what they know so far what strengths they can identify in Zoe's family? Give them a couple of minutes. If they struggle to identify strengths assure them that this is because the Family Story and video focus on problems (as too many of our documents do). Let the participants know we will explore Zoe's strengths more in this module.

Save this chat as it will be used in Segment 3C Identifying Strengths.

In Wraparound our work is fundamentally strengths based. We constantly look for the family and youth's strengths in any given situation, whether it is on good days or bad days, but we can also look for their strengths in any given situation. Sometimes, as we work with them, we may find strengths the family hadn't mentioned before – maybe even after working with them for several months!

As mentioned earlier, historically, services for children, youth and families were problem-focused, and providers saw their role as fixing things. As we discovered, families have many strengths and it is these strengths that help them address their challenges and needs. Sometimes families and youth themselves may have focused for so long on everything that has not worked well in their lives that they may need help finding their strengths. This focus on problems often leads to cookie cutter case plans, i.e. parent has an addiction so the service is a standardized drug treatment program or parent has a mental health problem so the only service needed is mental health therapy. The principle of Individualized Case Plans cannot occur when the professionals only lens is problem-focused.

In the Wraparound process we discover an initial set of strengths during Phase 1 and the discovery process with each individual member of the family. In Phase 2, when the CFT meets for the first time, the CFT will discuss the Family Story and Vision, and further explores the strengths which were discovered in Phase 1, sometimes adding additional strengths that might be useful to help the family achieve their Vision

Coming from a strengths-based perspective also helps provide an orientation that families can use when they move on from working with program professionals

Sometimes it is hard to change how we naturally see the world especially if we have biases we didn't even know we have.

Transition to the Next Segment

In the next segment will explore more about identifying strengths by looking at Life Domains.

ACTIVITY 3B: LIFE DOMAINS.

Estimated Segment Time: 5 mins (9:50-9:55)

Trainee Content:	Learner's Journal
Materials:	Lecture only
Slides:	23-24

Description of Activity:

The trainer will explain the concept of Life Domains, which comprise many of the different areas where people function in life.

***Participants completed a short pre-session homework assignment on Life Domains.*

Learning Objective:

- put into their own words the process for a strength, needs and culture discovery (using the 12 life domains). (G3, K1)

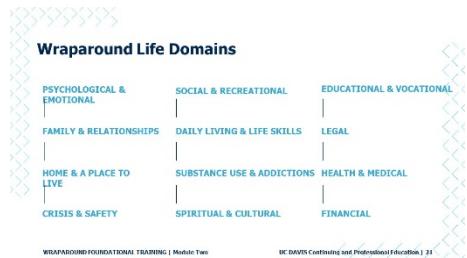
Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Give a few examples of family, youth, and children's strengths in these domains (personal stories from the trainer's work in Wraparound).

During the Activity

Using the Life Domains structure helps us understand that life experiences happen in a wide range of areas, and we have areas of strengths and needs in each one. Ideally there is balance across the domains, such that our lives feel balanced and secure. Wraparound recognizes these domains as a way to also help families and youth in crisis identify other areas of their life that may be going well, or that, if boosted, may help the areas with challenges.



Quick engagement: **Mention the Pre-Session homework and ask participants to share in chat some of their insights. This should be brief!

We use the domains listed on the slide (Wraparound Life Domains) as a holistic guide to help identify family, youth, and children's strengths. A child/youth and family have strengths in many different arenas. By ensuring that the Wraparound team takes an inventory of a family's strengths in a range of different areas, the team then has a more complete picture. This is a good place from which to

start the Wraparound process. (And strengths from one area very well might end up supporting needs in another.)

- Give a few examples of family, youth, and children's strengths in these domains (personal stories from the trainer's work in Wraparound).
- These domains are covered in the CANS, as well. It is a good idea to identify who on the team is responsible for the completion of the CANS and to make sure the ratings are in alignment with what the team is identifying as strengths/needs.

Transition to the Next Segment

In the next segment examine how strengths come in 3 different types. This can help identify more strengths or how a strength can be used.

ACTIVITY 3C: IDENTIFYING STRENGTHS

Estimated Segment Time: 15 mins (9:55-10:10)

Trainee Content: Learner's Journal,

Materials: Zoe family scenario

Slides: 25-29

Description of Activity:

Initial Discovery of Strengths occurs in Phase 1. It may take multiple meetings before all the strengths are known; in Phase 2 the team continues to identify strengths. Life Domains can help the team identify more strengths. Thinking of strengths by Functional, Contextual and Descriptive categories can also help identify strengths.

Learning Objective:

- explain the purpose of, and complete a Wraparound Strengths, Needs and Culture Discovery and Summary. (G3, S1)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Bring up the saved chat from segment 3A to be used in this segment.

Have a list of possible strengths of Zoe's family listed by Functional, Contextual and Descriptive.

Chat or White Board to list strengths by types.

During the Activity



Strengths

Strengths include knowledge, proficiencies, skills, and talents.

- Strengths are subject to the influence and impact of culture. It is important that formal supports remember this, and both recognize these strengths when families share them and solicit this information from families if it doesn't naturally come up.
- Strengths are the pathway to meeting needs.
- People use their strengths to complete work, achieve goals and relate to others.
- When working with children, youth and families, a service provider should help them list their strengths and then use this list in a meaningful way in any work or planning.
- Should be specific and functional
- Come from several life domains
- May be hidden
- Should include not only individual but also strengths for the family and their natural support system.

*Note for trainer: there is a great opportunity in this discussion to model finding strengths. For many parents in Wraparound, they have not thought about their child's (or their) strengths in a long time. Going through this process helps parents begin to see themselves and their child as a person again, and not just as a "problem."

Descriptive

- Engages people and starts a story
- Often are subjective
- Reflects strengths and features

"She has a great sense of humor!"

WRAPAROUND FOUNDATIONAL TRAINING | Module Two

Functional

- Action based
- Relate to a skill, ability, or capacity
- Can be purposeful

"She uses her sense of humor to relate to others and make friends. This indicates strong social skills"

WRAPAROUND FOUNDATIONAL TRAINING | Module Two

Contextual

- Storytelling as a learning process
- Present in a specific situation

"She made me laugh during a tough time"

WRAPAROUND FOUNDATIONAL TRAINING | Module Two

Strengths can be categorized as **descriptive, functional, and contextual**.

- **Descriptive strengths** delineate attributes and features.
 - They are often adjectives and may be more superficial. Sometimes descriptive strength/skills can be in interest areas (i.e., ‘she is good at basketball.’) but should not be mistaken for more than a descriptor unless it is built upon. (‘She is good at basketball, so she knows how to work as a member of a team.’) Descriptive strengths can be subjective or objective. (‘They are smart.’ ‘They can reach anything on the top shelf.’)
- **Functional strengths** are those that can be applied in numerous different settings. (‘She can fix almost anything.’)
 - Here is an opportunity to discuss what functional strengths are vs. surface level strengths that are more like compliments. “She’s nice”. How do we get to the function of this compliment and develop it into a functional strength? Being nice might indicate she has social skills and knows how to interact with members of various systems.
- Functional strengths/skills can be applied in a more organized way to target needs in a **context (contextual strengths)** in which the family is operating. *‘Because he gets along with lots of kinds of people, he is a great volunteer at his daughter’s school’.*



ACTIVITY: Engage the learners (10-minutes): Ask participants to look at the Chat done in the last segment about strengths in Zoe’s family. Then check the Life Domains: are there more strengths? Review the Zoe Family Story for hints on strengths. Are the strengths of other family members included? (Resource family, natural support system). Which ones are descriptive, which ones are contextual and which ones are functional?

In chat or white board list Zoe’s family strengths by the different types of strengths. Save this list to reference for future activities. Tell participants to write down strengths in their Learner’s Journal page # 42 *SNCD Worksheet*.

Transition to the Next Segment

In the next segment we identify family needs; what strengths will help address.

ACTIVITY 3D: IDENTIFYING NEEDS

Estimated Segment Time: 20 mins (10:10-10:30)

Trainee Content: Learner's Journal

Materials: Learner's Journal for individual activity on underlying need

Slides: 30-34

Description of Activity:

Trainer will lead discussion of needs and the underlying needs that drive behaviors. There are two opportunities for engagement in this activity – one is an individual reflection on underlying needs the participants might have for a change they want to make in their life, and the other is to work together to identify underlying needs for Zoe's family.

Learning Objective:

- be able to analyze the difference of a surface need versus and underlying need and explain the relationship between needs and behaviors. (G3, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Provide a personal example of a need and underlying need.

Have possible answers to Underlying Needs for Zoe's family.

During the Activity



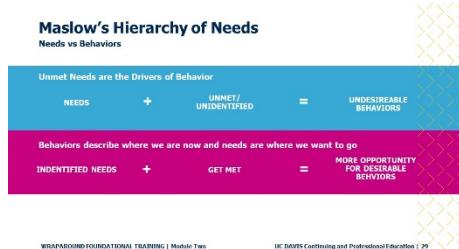
What are needs?

- Needs range from basic survival needs (common to all human beings) satisfied by necessities, to cultural, intellectual, and social needs (varying from place to place and age group to age group). Needs are finite, in contrast to wants (which spring from desires or wishes), which are boundless.

- Needs are also greatly impacted by culture. A family's needs will be framed by culture as will how their formal support persons interpret these needs.



A brief review of Maslow's Hierarchy of Needs using the needs pyramid. Needs, from the bottom to the top of the pyramid, are: Physiological; Safety; Love/Belonging; Esteem; Self-Actualization.



- Needs are internal motives that energize, direct, and sustain behavior. That is why it is important to recognize there is no such thing as a “bad” behavior; the behavior relates to an unmet need that the person is attempting to meet. *This perspective represents one of the most important shifts that the Wraparound process is based on.*
- Unmet needs drive behavior (provide an example from trainer’s cache of stories). **If this comes up - the only exception is addiction, which over-rules any hierarchy and can become the *overriding* need.



In Wraparound we look for underlying needs (problems are not the same thing as needs) linked to behaviors.

Examples of common “problem behaviors”:

- Youth is running away
- Youth is smoking pot
- Youth isn’t attending school

Examples of underlying needs may include:

- Connection
- Social interaction
- Love
- Attention
- Acceptance
- To feel good
- To feel heard
- To feel valued
- To feel important



Needs vs. Strategies: It is important to note needs and strategies are easily confused.

Strategies

- A strategy is a specific approach to **achieving** a goal.
- Strategies start with setting goals and priorities and determining actions to achieve the goals. “A strategy describes how the ends (goals) will be achieved by the means (resources.)”

Where people tend to make mistakes is they confuse the two and say things like “he needs to go to school” and or “they need family therapy” both of which can be great strategies. However, they are not needs. For example, he may not be going to school because he does not feel safe, he does not feel confident, he does not feel competent, etc. The need might need to be phrased “he needs to feel safe at and competent with school. The resulting strategies to get there might be, “he will attend therapy to work on social skills and work with a reading tutor”.

Underlying Needs

SOCIAL CONNECTION = UNDERLYING NEED

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 32

Sample Need Statements

- Jack needs to feel adults and peers respect him.
- Charmaine needs to feel happy about being at school.
- Beverly (mom) needs to know her son is getting a fair shake at school.
- Bella needs to be reassured that she is safe.

WRAPAROUND FOUNDATIONAL TRAINING | Module Three UC DAVIS Continuing and Professional Education | 37

REFLECTIONS
5 Minute Exercise

For the next 5 minutes:

Reflect on a behavior you have that you would like to change.

Identify what might be the underlying needs that are driving that behavior.

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 31

Activity: 5 minute individual exercise: Invite all participants to reflect on a behavior they have that they might want to change and what might the underlying needs be that are driving that behavior (please provide them with an example from your life, “I would like to go to bed earlier/spend more time with my family,” etc. and then share the underlying need “more health, more connection.” etc.). The participants should write down their behavior and underlying needs in their Learning Journal. They will not be asked to share these unless they want to.

Debrief in chat for up to 5 minutes: Ask participants to share or put into the chat window the underlying needs they identified. Was this process easy? Hard? Ask them to explain.

Underlying Need Examples		
PROBLEM STATEMENT	POTENTIAL NEEDS	POSSIBLE REFRAME OF UNDERLYING NEED
Zoe is acting out in foster care Zoe is depressed	Supervision and boundaries	Zoe needs to feel safe and that her brother will remain with her
Tanya is addicted to alcohol Tanya does not protect Zoe from abuse	Addiction treatment	Tanya needs feel valued and loved

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 39

Activity: 5 minutes as a large group – Review the two examples on the slide. The underlying Needs reframes the problem into strengths! Then ask participants to, as a large group, identify the underlying needs listed on the slide for Zoe and her mother for their second problem statements. The examples on the slide are not the only possible underlying needs. Encourage the participants to identify other possible underlying needs. In Wraparound we MUST engage with the family in identifying needs and underlying needs. This may take more than one conversation. Ask the participants: What questions would you ask Zoe’s mother to help identify her underlying needs? Tell participants to write down needs in their Learner’s Journal page # 42 SNCD Worksheet.

Trainer Note: Save participants’ answers for next activity.

Transition to the Next Segment

In the next segment we will use the identified Underlying Needs to write a statement for the family.

ACTIVITY 3E: CREATING NEEDS STATEMENTS

Estimated Segment Time: 40 mins (10:30-11:10, includes 10-minute break)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 39-42

Description of Activity:

We will talk about how to create Needs Statements, helping participants understand the difference between needs, strategies and services.

Learning Objective:

- explain the purpose of, and complete a Wraparound Strengths, Needs and Culture Discovery and Summary. (G3, S1)
- discuss how to collaborate with the family and the rest of their Wraparound CFT to address the needs of the children, youth, and families. (G3, S2)
- review a needs statement to determine if it meets the standards. (G3, S4)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class. Read through Mia's vignette and be prepared to facilitate a discussion. Create breakouts of 4 – 5 to discuss Zoe's story.

Have examples of Mia Needs Statement ready to share; including what strengths and needs you used to develop the statement.

Have white board ready for activity.

Have sample Needs statement for Zoe developed.

During the Activity



CREATING NEEDS STATEMENTS

Needs Statements

Focus on the "Why" Not "How"
"Needs to feel loved" rather than
"Needs to respect her mother"

Uses Descriptive Terms
To learn, To know, To experience, To feel,
To see, To have, To be

Deal With Big Family Stuff
Parents/youth need to know their teams are dealing
with their larger challenges

Open to Many Strategies
Unlike a goal (John will come to school every day)

Improves Quality of Life
(as defined by family and youth)

WRAPAROUND FOUNDATIONAL TRAINING | Module Two



UC DAVIS Continuing and Professional Education | 35

The first slide is a transition slide to the task of creating needs statements.

If you have formulated the needs well—i.e., they are correctly identified; they are not strategies; and they are framed positively—the needs statements should be easy to write. Turning needs into needs statements is at the heart of the Wraparound process.

Creating a Needs Statement

- Needs statements are about one individual, except when addressing relationships.
- Needs statements are constructive expressions of difficult circumstances.
- Needs statements are a tool to help a team prioritize its work.
- A team should organize its needs into some sort of statement. This statement is a way to articulate and prioritize these needs.

When creating a needs statement for a youth, an adult member of the team should point out that we all have similar needs—need to feel safe, need to feel competent, need to feel connected--we just may need different strategies to address these needs. This is important for the youth to hear.



Sample Needs Statements

Charmaine needs to feel loved and part of a family
Ross needs to feel connected to her brothers and sisters
Lima needs to feel safe at school
Luke needs to feel like his voice is heard
Jack needs to feel understood.
Maya needs to feel respected
Chris needs friends
Joye needs to feel like she belongs

WRAPAROUND FOUNDATIONAL TRAINING | Module Two

UC DAVIS Continuing and Professional Education | 37

Review examples of Needs Statements

Needs Statement – Quick Test



- Are needs clear?
- Is it brief?
- Can you tell who has what need?
- Will it take time to work on it?
- Is there more than one way to meet the need?
- If met, will quality of life be enhanced?

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 38

A Quick Test: To review Your Needs Statements

- Are needs statements clearly articulated? (Clarity)
- Is the statement to the point? (Brief)
- Can you tell who has what need? (Individualized)
- Is the need stated in such a way that it will take time to work on it? (Enduring)
- Is there more than one way to meet the need? (Needs vs. Service)
- If met, will quality of life be enhanced? (Should this be a priority?)

The Needs Statement Flow – graphic helps place participants in their learning – we use Domains to find strengths and needs, we look for the underlying needs and from there we create needs statements.



ACTIVITY – 10 minutes: Create breakout rooms with 4-5 people with the do the following:

- Focus is on Zoe.
- List strengths (These can be more than those already identifying in previous exercises.)
- Identify underlying Zoe's needs. (These can be more than already identified in previous exercise.)
- Write needs statement for Zoe in Learning Journal and on White Board

ACTIVITY: Debrief: 10 minutes: Create white board where each group can write their ideas about strengths, underlying needs and needs statement. Provide feedback on their ideas. Use the Quick Test questions to help improve the Needs Statements. Save participants' examples for future activities. Tell participants to write down strengths, needs and needs statement in their Learner's Journal page # 42 *SNCD Worksheet*.



Time for a 10-minute break!

Transition to the Next Segment

In the next segment we will put it all together by summarizing, in writing, the family's strengths and needs statement.

ACTIVITY 3F: COMPLETING A STRENGTHS AND NEEDS SUMMARY

Estimated Segment Time: 35 mins (11:10-11:45)

Trainee Content: Learner's Journal

Materials: Zoe Family Strengths and Needs Summary (in Learner's Journal)

Slides: 49 - 52

Description of Activity:

This activity will discuss and show what a complete Strengths and Needs Summary looks like in the Zoe case) This step is putting together all the work that has been: Family Story, Family Vision, Strengths, and Needs. Participants will practice writing a summary for Zoe.

Learning Objective:

- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing, and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Have the answers this group has developed for Family Vision, Strengths and Needs to show on White Board for this activity.

Handout: Zoe Family Strengths and Needs Summary Document

During the Activity

Strengths and Needs Summary Document

- Care coordinator pulls together information from SCND and all of the great input from the youth, family/parent partners
- Includes the family vision/goals
- The Summary Document will be presented at the first Wraparound Child and Family Team Meeting (CFT)



- **Discovery and Summary**
- **Discovery** = the processes used to get the information for the summary
- **Summary** = the information from the discovery

WRAPAROUND PRACTITIONERS TRAINING | Module Three

WRAPAROUND Practicing and Professional Education | Inc.

After the Strength and Needs Discovery the Facilitator (or Care Coordinator) works with the youth and family partners to create a Summary Document that also may include the Family Story and Vision, to be shared during the first CFT meeting in Phase Two. The Summary is completed by the Facilitator and inclusive of the CANS.

Creating a Strengths and Needs Summary

- Just as with creating the Strengths and Needs Discovery document, the family, youth and all other members of the Wraparound CFT work together to tighten up and summarize what was learned throughout the Discovery process.
- Needs statements are informed by family story, and other perspectives
- This is challenging process; you may need to try more than once before you get it right
- Legal mandates must be addressed/considered in your planning process
- Needs should be individualized (not complicated) and should make sense in the context of the Family Story
- Youth and Parent Partners are valuable in re-framing challenges using a strengths-based perspective
- To frame needs effectively, find a way that makes them workable, avoids judgment, and doesn't jump to solutions
- Remember, needs statements are constructive expressions of difficult circumstances

ACTIVITY: 15 minutes practicing writing a Strengths and Needs Summary for Zoe's Family. Breakout groups of 5-6. Using the information gathered in previous segments today summarize the Strengths, Needs and Future goals for Zoe and Tanya. Tell participants to write down story ideas in their Learner's Journal page # 42 *SNCD Worksheet*.

Write your answers on the White Board.

ACTIVITY: Debrief 5 minutes: Chat to share strengths, Needs, needs statement for Zoe's family.

LARGE GROUP DOCUMENT REVIEW
15 Minute Exercise

Review the Zoe Family Strengths and Needs you have documented on SNCD Worksheet in your Learner's Journal.

Write a summary of Zoe's and Tanya's strengths and Needs

Have one person in your group write the summary on the White Board

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 40

Zoe's and Mom's Strengths, Needs and Culture Discovery Notes

Team Member	Strengths	Problem/Needs	Future Goals
Zoe Locke	She is hopeful about being a permanent member of a family (D-2) She is insightful about her situation. (D-1) She is a good artist (D-12)	As a result of being removed, Zoe has acted out in two of her relationships. She needs a permanent, stable family setting. She is depressed. Zoe needs to feel safe, secure, and cared for. Yvonne has a hard line taking care of her children. Tanya needs help getting and staying sober.	To live in a permanent, stable family setting. To have time, support and supplies to nurture her artistic talents.
Tanya Matanick (Mother)	She loves her children. (D-2) She wants to get sober. (D-5)	To get the opportunity and support to get and maintain sobriety.	



WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 56

Wraparound Needs and Strengths Summary (6-20)

Youth Name: _____ Date of CANS: _____

WRAPAROUND LIFE DOMAINS

1. Psychological/Emotional Considerations:
Diagnosis, Functioning, Insight, Judgment, Memory, IQ, Impulse Control, Emotional Regulation Concentration, Mood, Thought Process, Medication, Satisfaction, Orientation, Evaluations, Reports, Significant Life Events, Family Definition of Trauma, Physical, Emotional, Sexual, Time-frames, etc.

2. Family/Relationships Considerations:
Family Members, Relatives, Friends, Neighborhood, Community, Relationship Status, Significant others, Separations, Divorces, Marriages, Widow/Widower, Orientation, Siblings, Birth Order, Extended Family, Adoptions, Other Caregivers, Custody/Guardianship Arrangements, Family Dynamics, Quality, Incarcerations, Deaths, etc.

Strengths and Needs Summary: (Provide a narrative description of how the strengths identified in this domain have been observed as well as the impact of the needs items rated 2-3 have had on the youth's functioning in the home, school and community settings.)

ACTIVITY 5 minutes – large group.

Refer participants to their Learner's Journal page 43: A blank Wraparound Needs and Strengths Summary form. This is the form where Needs and Strengths Summary is documented. Have the participants read the Zoe Family Strengths and Needs Summary Document (handout). The Zoe Family Strengths and Needs Summary is only partially completed and does not contain all possible answers.

Ask: How is it different from what your group just wrote? This is not a complete Strengths and Needs Summary – the summary is exhaustive of many interviews and inclusive of the CANS assessment. This is just for practice and exposure to what the Summary is and what it looks like.

Transition to the Next Segment

Transition: Module Three Session Wrap-up

Segment 4: Module Three Session Wrap-Up

ACTIVITY 4A: TRACK YOUR INSIGHTS AND NEXT MODULE PRE-SESSION WORK

Estimated Segment Time: 15 mins (11:45-12:00)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 53 - 58

Description of Activity:

The trainer will facilitate an end-of-session wrap-up discussion and review pre-session work for Module Four.

Before the Activity

The trainer should have the correct section of the Power Point cued up to share on the screen.

Prepare for PLUS DELTA chat

During the Activity



Using your Track Your Insight for Module Three:

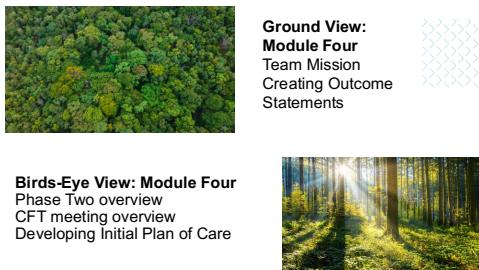
- What impacted you the most? New or surprising information.
- How will you use this to improve your work with families?

Please review with participants Module Four's pre-session work. Putting the Outcomes Based Principles into Action article was also reviewed for this module. There are two activities related to this article for Module 4. It is more impactful if you can observe a CFT rather than watching the video. Try to schedule this as soon as possible.



**Ground View:
Module Three**
Family Story and Vision
Strengths and Needs Statements
Summary

Birds-Eye View: Module Three
Phase One – Activities



**Ground View:
Module Four**
Team Mission
Creating Outcome Statements



Birds-Eye View: Module Four
Phase Two overview
CFT meeting overview
Developing Initial Plan of Care

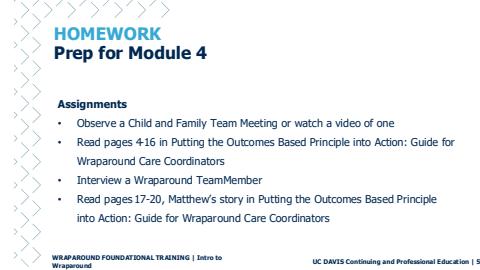
HOMEWORK
Prep for Module 4

Assignments

- Observe a Child and Family Team Meeting or watch a video of one
- Read pages 4-16 in Putting the Outcomes Based Principle into Action: Guide for Wraparound Care Coordinators
- Interview a Wraparound TeamMember
- Read pages 17-20, Matthew's story in Putting the Outcomes Based Principle into Action: Guide for Wraparound Care Coordinators

WRAPAROUND FOUNDATIONAL TRAINING | Intro to Wraparound

UC DAVIS Continuing and Professional Education | 56



We reviewed a considerable amount of material today, including a lot of new information and new conversations. Thank you for being great participant.



THANK YOU!

INSTITUTE FOR
Resource Center for
Family-Focused Practice

ACTIVITY: 3 minutes: How's it going? We are now over halfway through the modules. You may be feeling overwhelmed, hopeful, excited or many other emotions. In the chat box lists the things you like about the course so far (PLUS) and the things you would change (DELTA)

Module Four: Wraparound Phase Two: Initial Plan Development

AGENDA MODULE FOUR

Time: 3 Hours	Segment
9:00 – 9:15 am	Segment 1: Welcome and Review of the Agenda
9:15 – 9:30 am	Segment 2: Phase Two Overview
9:30 – 9:55 am	Segment 3: Overview of the Initial CFT Meeting
9:55 – 10:15 am	Segment 4: Team Mission
10:15 – 10:30 am	Break
10:30 – 11:50 am	Segment 5: Developing Plan Outcomes and Strategies <ul style="list-style-type: none">a. The Plan of Careb. Prioritizing Needs, Selecting Strategies, Defining Outcomesc. Connecting Needs, Outcomes, Strategies, and Action Items
11:35 - 11:50'ish am IF TIME	Segment 6: Developing the Initial Wraparound Plan
11:50 am – 12:00 pm	Segment 7: Module Wrap-up

Learning Objectives:

- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- identify what comprises High Fidelity Wraparound. (G1, K3)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)

- be able to describe how a good Wraparound plan (initial plan of care, crisis and safety plan and transitional plan) should be clear, specific, and team-built with the primary voice being that of the youth and family. (G4, K1)
- identify key components of the Wraparound Child and Family Team meeting. (G2, K6)
- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)
- identify key components of the Wraparound Child and Family Team meeting. (G2, K6)
- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)
- construct a team agreement and team mission for a Wraparound CFT. (G2, S2)
- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing, and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)
- be able to explain that Wraparound implementation involves a process of regularly reviewing, assessing, and revising a family's plan of care. (G4, K2)
- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)
- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- be to describe how CANS is an integral tool to assess a child, youth and family's strengths and needs. (G3, K3)
- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)
- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)

- be able to describe how a good Wraparound plan (initial plan of care, crisis and safety plan and transitional plan) should be clear, specific, and team-built with the primary voice being that of the youth and family. (G4, K1)

Module Four Lesson Plan

Segment	Methodology and Learning Objectives
Mod 4, Segment 1. 15 min. 9:00 – 9:15 am. Welcome and Review of the Agenda	Activity 1A. Welcome, Agenda and Homework Review <i>PowerPoint slides: 1-4.</i>
Mod 4, Segment 2. 15 min. 9:15 – 9:30 am. Phase Two Overview	Activity 2A. Defining Phase Two of Wraparound. <i>Learning Objectives: (G1, K2) (G4, K3) (G1, S2) (G4, K1) (G2, K2)</i> <i>PowerPoint slides: 5-9</i>
Mod 4, Segment 3. 25 min. 9:30 – 9:55 am. Overview of the Initial CFT Meeting	Activity 3A Initial Team Meeting Focus. <i>Learning Objectives: (G2, K6) (G2, K2) (G1, S2)</i> <i>PowerPoint slides: 10-13</i>
Mod 4, Segment 4 20 min. 9:55 – 10:15 am. Team Mission	Activity 4A Team Mission Statement <i>Learning Objectives: (G2, S2)</i> <i>PowerPoint slides: 14-20</i>
10:15 – 10:30 am	Break
Mod 4, Segment 5 75 min. 10:30 am – 11:50 am Developing Plan Outcomes and Strategies	Activity 5A The Plan of Care <i>Learning Objectives (G4, S2), (G4, K1)</i> <i>PowerPoint slides: 20-25</i> Activity 5B Prioritizing Needs, Selecting Strategies, Defining Outcomes <i>Learning Objectives: (G4, K3) (G4, S1) (G3, K3)</i>

PowerPoint slides: 25-35

Activity 5C (11:10 – 11:50)

Connecting Needs, Outcomes, Strategies and Action Items

Learning Objectives: (G4, K3) (G4, S1) (G4, S2)

PowerPoint slides: 36-42

Mod 4, Segment 6

15 min.

Optional Between 11:10 - 11:50

Developing the Initial
Wraparound Plan

Activity 6A MIGHT NOT BE TIME. Do not go over class time.

Developing a Plan of Care: Putting the Pieces Together

Learning Objectives: (G4, K1) (G4, S2)

PowerPoint slides: 43-47

Mod 4, Segment 7

10 min.

11:50 – 12:00 pm

Module Wrap-up

Activity 7A

Module Review and Review of Pre-Session Work.

PowerPoint slides: 48-52

Segment 1: Welcome and Review of the Agenda

ACTIVITY 1A: WELCOME, AGENDA AND HOMEWORK REVIEW.

Estimated Segment Time: 15 mins (9:00 – 9:15)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 1 - 4

Description of Activity:

The trainers will review the logistics of the virtual classroom. The trainers will conduct a review of the day's agenda and highlight Goal 4 and the Learning Objectives Summary for Module 4.

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Prepare breakouts of 2 – 4 in Zoom

During the Activity



Welcome participants and briefly reintroduce trainer(s).

Start of Class Chat Engagement: As participants enter the room invite them to do a “Two Word” check-in using the Chat – prompt them to write two words which describe how they are feeling, for example, “Hungry and Excited”.

Way to GO!

3 modules so far 2 more to go
Working to meet 4 goals...
Lots of learning objectives!
19 different homework assignments
- Interviews...
- Readings...
- Videos...

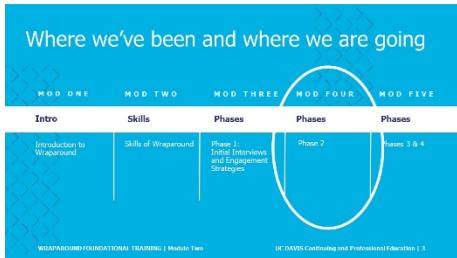


WRAPAROUND FOUNDATIONAL TRAINING | Module Three

UC DAVIS Continuing and Professional Education | 2

This is the 4th class of this series! Congratulate and praise the participants for all their hard work to date. Mile 17 is $\frac{3}{4}$'s through a marathon and they are working through understanding Wraparound (Wraparound is an intensive process, and there is a lot to learn). They have completed many homework assignments and are working through 37 Learning Objectives!

Quick Chat reflection: Which homework activity has been the most impactful? What Pre-session work did you find most useful?



This slide represents where we are in this series. Remind them of the starting point (intro to Wraparound, Mod 3 covered Phase 1 and now we are in Phase 2).



Today the class will walk through Phase 2 using a bird's eye view, in other words – the big picture of Phase 2. The class will cover the CFT, and the Plan of Care. This class will not cover everything thing involved in each of those steps but will provide an overview of things participants should expect to see happen in Phase 2. They will not be experts in Phase 2 by the end of this – our goal is to help them understand what is happening across the roles and phases of the entire Wraparound process. Trainer's will pick out a few trees of Phase 2 to discuss in this module (mission, outcome statements)

Today we will review Learning Objectives covered in Module Four itself which are largely linked to Goal 4.

Goal 4: Participants will understand/know how Wraparound works with families by using individualized plans of care from the initial through the transitional plans.

Transition to the Next Segment

Move on to the next segment, Phase Two Overview.

Segment 2: Phase Two Overview

ACTIVITY 2A: DEFINING PHASE TWO OF WRAPAROUND

Estimated Segment Time: 15 mins (9:15 – 9:30)

Trainee Content: Learner's Journal

Materials: PPT, [Putting the Outcomes Based Principle into Action](#)

Slides: 5 - 9

Description of Activity:

Trainers will define and support understanding of Phase Two of Wraparound: "Plan Development." Phase 2 Activities include preparation for the First CFT; Plan of Care; and Crisis and Safety Plan. This segment will have the participants define Outcome-based including key decisions and opportunities to be outcome-based in each phase.

Throughout today's class, trainers will support participants in referring to the Zoe Family Strengths and Needs Summary Document. A key element of today's class includes practice applying the information from the Strengths and Needs Summary in preparation for the initial Wraparound Child and Family Team (CFT) meeting.

Learning Objectives:

- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- identify what comprises High Fidelity Wraparound. (G1, K3)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)
- be able to describe how a good Wraparound plan (initial plan of care, crisis and safety plan and transitional plan) should be clear, specific, and team-built with the primary voice being that of the youth and family. (G4, K1)
- identify key components of the Wraparound Child and Family Team meeting. (G2, K6)
- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

Before the Activity

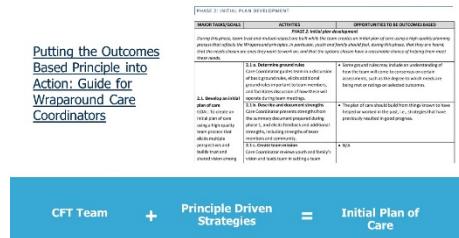
The trainer should have the appropriate section of the Power Point

Have the document [*Putting the Outcomes Based Principle into Action: Guide for Wraparound Care Coordinators*](#) ready to share on your screen. Also have the link to this document available in the chat.

Give examples how being “Outcomes based” helped in Wraparound teams you have participated in.

Have the chat ready.

During the Activity



In the previous session we talked about Wraparound Phase 1 (engaging the youth and family members, discussing their strengths and needs, and creating a family story and vision for the future).

The module will now explore more of Phase 2. Part of their homework has been to read the document [*Putting the Outcomes Based Principle into Action: Guide for Wraparound Care Coordinators. Which you also reviewed in Module 3.*](#)

This document defines Outcome-Based Wraparound and outlines the key activities for every Phase, describing the activities of Phase 2 as working together to create an initial Plan of Care (which is created by using Principle Driven Child and Family Teams during a CFT meeting).

Pause and make sure participants can access this document (put the link to the document in Chat).

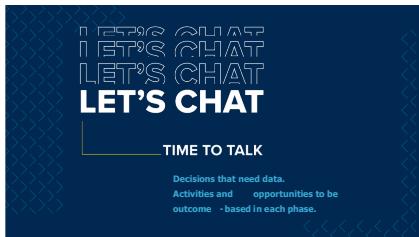
The tables listed in this document reflect key Wraparound activities. This should be considered a foundational source of information about **High Fidelity Wraparound**.

Ask: What is the definition of Outcome-Based Wraparound? (A pre-session assignment.) Then share this slide.



Principle Ten: Outcome Based

- The team is accountable to the family, other team members, individuals, organizations, agencies, and the public.
- Team-based outcome monitoring ultimately aids the community in demonstrating success as part of the overall Wraparound evaluation plan.
- The team is accountable to each other for the tasks each member takes on to support the plan. Members say what they will do and do what they say.



Engagement activity: Ask participants to share or chat. What are some of the decisions where data is needed? What are activities and opportunities for Wraparound to be outcome-based? (These questions are a pre-session assignment.) If there is not enough time to review opportunities for each Phase focus on Phase Two.

PHASE TWO

Wraparound Roles in Phase 2



Review activities in Phase Two. Review their key roles (the Wraparound providers - facilitator and youth/parent partners), in Phase 2. The facilitator will be responsible for making facilitating the process of most activities we will talk about in class today – but again, the goal is for every participant to understand what the purpose of the Phase 2 activities are.

Transition to the Next Segment

- Move on to the next segment, Overview of the Initial CFT Meeting.

Segment 3: Overview of the Initial CFT Meeting

ACTIVITY 3A: INITIAL TEAM MEETING FOCUS

Estimated Segment Time: 25 mins (9:30-9:55)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 10 - 13

Description of Activity:

In this segment, trainers will talk about the purpose of the Wraparound CFT Meeting, provide an overview of a typical agenda for the initial Wraparound CFT meeting. Participants will not be expected to facilitate a CFT after attending this training – this is to review the basics of the CFT and how the meeting flows and honors the 10 Wraparound Principles. Participants will share, in small groups, what they learned in their Pre-Session work of watching a CFT and interviewing a Team Member. They will be asked to identify which principles were demonstrated during the CFT they watched.

Learning Objectives:

- identify key components of the Wraparound Child and Family Team meeting. (G2, K6)
- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)
- identify and highlight the 10 principles as they are being honored in their work with families and youth. (G1, S2)

Before the Activity

Trainer should have appropriate section of PPT cued up and prepared to engage participants in chat.

Trainers prepare to add anecdotal stories about what these first CFT's are like.

Watch the video of the CFT meeting so you can respond to discussion about this meeting.

During the Activity



The CFT Meeting Focus

- Build the team
- Focus on strengths
- Prioritize the team's focus
- Agree on a plan



In Phase 2, after the Discovery Process, the Team is now ready to meet! The Facilitator, also called a Care Coordinator, is responsible for putting together the agenda and leading the meeting. This marks an important event for the Wraparound Team to come together around the youth and family's vision (covered in Module 3), and to create a Plan of Care that is relevant, useful, and meaningful. Thanks to the work all team members did in Phase One, everyone should be prepared to fulfill their part of this meeting. The youth and family should not be surprised with new information at this meeting, and they should understand the purpose of the meeting prior to arriving. They should be aware that their contributions are crucial to the success of the Wraparound process.

**Trainers - add anecdotal stories about what these first CFT's are like.

The meeting agenda:

- This is a general overview of what the team will focus on in this first CFT. During the next hour of class, trainers will walk participants through each step of the agenda, beginning with introductions and ending with scheduling the next meeting.

Pre-session Work

Breakouts

10 minute small groups
Since the last module you observed a Child and Family Team Meeting. And Interviewed a team member.

In your breakouts discuss:

- What did you notice about the role of the facilitator/care coordinator? What was the facilitator/care coordinator trying to accomplish in the Family Team Meeting and how did they accomplish the tasks?
- What did you notice about the role of the parent/youth/family partner?
- Which Team Member did you interview?
 - How did that person describe the role of the parent partner?
 - What are the critical actions the team should do to be Outcome-Based?
 - What are the key things the interviewee said about making CFT meetings successful?



Activity: 10-minute small group breakouts: in groups of 4-5 people ask participants to reflect on the homework activity of observing a Child and Family Team Meeting or watching a video of one.

In breakouts they will discuss:

- What did you notice about the role of the facilitator/care coordinator? What was the facilitator/care coordinator trying to accomplish in the Family Team Meeting and how did they accomplish the tasks?
- What did you notice about the role of the parent partner?

- In pre-session work you have been asked to interview different members of Wraparound teams.
 - Who did you interview? *Their role.
 - How did that person describe the role of the parent partner?
 - What are the critical actions the team should do to be Outcome-Based?
 - What are the key things the interviewee said about making CFT meetings successful?

Debrief for 5 minutes with larger group: what were some of the key take-aways.



Remember the principles!

Quick annotation activity – ask participants to type into chat or use the Annotate option on zoom to mark the principles that are honored in the CFT meeting they observed

**Principle note: the initial Wraparound CFT meeting is one way to bring life to Principle 1 (Family Voice and Choice), Principle 2 (Team-Based), Principle 3 (Natural Supports), Principle 4 (Collaboration and Integration), and Principle 10 (Outcome Based).

Some may have watched this video as well: <https://www.youtube.com/watch?v=AD3ccMEVz9Y>

Transition to the Next Segment

Move on to the next segment: Team Mission

Segment 4: Team Mission

ACTIVITY 4A: TEAM MISSION STATEMENT

Estimated Segment Time: 20 mins (9:55 – 10:15)

Trainee Content: Learner's Journal

Materials: PPT, Strengths and Needs Summary from Module 3

Slides: 14 - 19

Description of Activity:

In this segment, trainers will present information on, and help participants create Wraparound Team Mission Statements. Participants will practice using these within the context of the Zoe family scenario.

Learning Objectives:

- construct a team agreement and team mission for a Wraparound CFT. (G2, S2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Set up chat for Team Vision Activity.

Have an example of the Zoe family team vision statement ready to share in chat or screen.

During the Activity



Team Mission

- Uses vision/goal statements created during the discovery phase
- Expresses what the team needs to accomplish
- Outlines how the team will know they have been successful
- Includes any legal mandates
- Is achievable during the Wraparound process
- Is written in strengths-based language
- Is written as if it were true today



Permanency and Team Missions

Sample Team Missions

- Our mission is for Larry to live at home in the neighborhood like he is loved and belongs
- Our mission is for Jane to attend the 9th grade at Falcon High School (no longer at community day school)



Quick Check: Difference between the Family Vision and the Team Mission

After the Team Agreements is the Mission Statement: A statement crafted by the Wraparound CFT that provides one to two sentences describing what the team (with the youth and family driving the process) is working toward.

The Mission Statement:

- indicates the goal (or Mission) the team works together to help the child and family achieve.
 - Once this Mission has been achieved, with crisis and safety plans in place, as well as a transition plan, the Wraparound process comes to an end.
- is **not** the same as the family vision.
 - The family vision extends to a future beyond when Wraparound is no longer needed.
- Keeps the team focused on what they need to accomplish together and when they have finished, helps keep things on track and avoid continuation of Wraparound indefinitely.

CHAT CREATIVITY SHOWER
Creating the Zoe Family Mission

When prompted each participant will type in what they believe, if they were each of the people listed below, is the mission of the team.

1. Zoe
2. Mother
3. Your Role

DO NOT hit the SEND/ENTER button until prompted – everyone will then see all of the responses at the same time!

Activity 10 minutes in large group: Developing a Team Mission

Instructions: Using the Zoe scenario from “ReMoved” ask participants to develop a team mission. Instruct participants to type into Chat or White Board what they believe the mission should be (from Zoe’s perspective first). Tell them they will all have a few minutes to type the potential mission into the Chat, BUT they should not hit “enter” until prompted! Have them all hit “enter” at once, so that the chat is filled with all of their potential missions at the same time! This way they will see the creativity of all of colleagues.

1. Zoe

154

2. Bio mother
3. Their job

After all of the team missions from these perspectives have been shared discuss what the team mission might be. Were there similarities across perspectives?

Have the participants write possible Team Mission statements in their Learners Journal.

The following mission statement can be offered to the class if they do not create something very similar
“The team is committed to creating and supporting a trusting, safe and permanent home for Zoe and her family.”



Time to take a Break.

Transition to the Next Segment

Move on to the next segment, Highlighting Strengths and Prioritizing Needs.

Segment 5: Developing Plan Outcomes and Strategies

ACTIVITY 5A: THE PLAN OF CARE

Estimated Segment Time: 10 mins (10:30 – 10:40)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 20 - 22

Description of Activity:

In this section, we will look at the next two general areas of positive practice as used with children, youth and families: The Importance of Making Plans and the Elements of Progress (which flows directly from making needs statements - putting a plan in place to help the family reach their goals (for the team to fulfill its mission). This occurs in Phase Two. This segment is at the Birds-eye view level.

Learning Objective:

- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing, and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)
- be able to explain that Wraparound implementation involves a process of regularly reviewing, assessing, and revising a family's plan of care. (G4, K2)

Before the Activity

The trainer should have the appropriate section of the Power Point ready to share with the class.

Prepare Zoom breakouts (dyads).

Have examples of your personal SMART goal ready to share.

During the Activity



Making clear, structured, written plans has been proven to produce strong results in a number of fields. It requires that people be specific about the outcomes they want to see, the roles people will play, the actions people will take, and the timelines for taking them. A plan holds people accountable. It requires coming up with mutual agreements about process and product. Putting this information in writing and making sure that everyone involved has a copy helps make sure that everyone has clarity about the next steps in the process.

The objective of a social service team is to make sure the family, youth or child makes progress towards their stated goals by making, implementing, and updating a plan that addresses their strengths and their current needs. The ultimate goal of any social service process is for families, youth and children to get to a place where they no longer need intensive formal supports and can navigate their lives with the help of informal and natural supports.

After coming up with Needs Statements (which we did in Module 3) the next piece is to start putting together a plan of action. In Wraparound there are several different types of plans: initial plan of care, ongoing plans of care, crisis and safety plans, and transition/aftercare plans. We will cover specific plans in future modules, but we're going to talk a bit about the planning basics—specifically, what is the purpose of a plan and how to set goals (since all good plans are based on good goals). Strengths-based, needs-driven goal setting is the “secret sauce” of Wraparound.

Goals and Road Maps – the goal is your destination; the plan is the route! Describes how you are going to get to your destination. Planning is one of the best tools a team has to help move towards success. A plan is like a road map to help you get to where you want to go. A good plan lays out the actions needed to get to a goal.

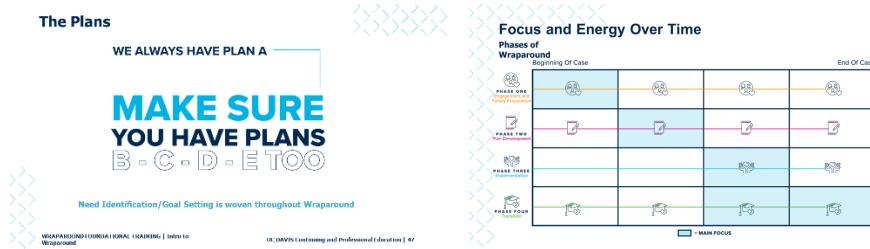
A good plan sets a destination. And planning is particularly important when working with a team.

- A plan should be clear, specific, and team-built with the primary voice being that of the youth and family. The youth and family must feel like it is their plan.

Other benefits of setting goals and making PLANS:

- Helps to break goals into manageable tasks, which makes teams more efficient and productive because everything is laid out and clear.

- Helps us accept things that don't go according to our Plan A. Part of the planning process is to have a Plan B (or C or D!). By monitoring our plan, we can identify things that may need to be changed.
- Gives us a way to measure progress towards goals and success. And seeing our success, even in small ways, is exciting and inspiring. Celebrating is important!



Every area of life has its peaks and valleys. Not every dip backward is a crisis, and not every plateau demands a drastic response. In fact, there can be periods of life without a crisis and drama. For some families, this may be a new concept. What is important is to try to understand why progress may look the way it does in a particular situation. Are there new factors at play? Did something unanticipated come up? Does the plan need to be changed?

Another important corollary to the statement that progress is not linear is that no one gives up. If progress is not defined in terms of absolute success or failure, then there is no notion of defeat. Persistence demonstrates a durability of a team's work.

No matter how clear any written plans are, no matter how great the resources are, and no matter how strong the team's skills and motivation, forward progress is never linear. This is important for all team members, particularly youth and families, to understand so they do not have unreasonable expectations and get discouraged.

The nature of human progress is to move forward, then back, and sometimes sideways. New challenges and opportunities mean that the team may have to change timelines, goals, or outcomes. None of this indicates a lack of progress or failure. Again, it is what progress may look like for that specific family/youth.

Progress often happens in overlapping stages, not discrete, sequential phases. If families and youth are new to the concept of planning for progress, they may be misled by how neatly everything in a plan may be laid out. This is why the concept of a Plan B is so important. Plan Bs (and Cs and Ds) do not mean that the team has failed or cannot reach its goals. It just means that a plan needs to be responsive to what progress actually looks like in a particular situation.

And periodically getting stuck in the muck is also an important aspect of progress. It's totally normal. Remind families that failure is part of success. Trying something and having it not work just gives us information for future planning.

It is also important for us to realize that the definition and concept of progress is impacted by culture. We should not assume that everyone understands progress in the same way. So, it is vital to understand how a youth or family thinks of progress. For example, the idea that progress can be measured within an individual rather than a collective may be a new approach for a family.

Remind participants, people don't fail, plans do!

ACTIVITY 5B: PRIORITIZING NEEDS, SELECTING STRATEGIES, DEFINING OUTCOMES

Estimated Segment Time: 30 minutes (10:40 – 11:10)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 23 – 34

Description of Activity:

The trainer will lead a discussion on the role of Needs and CANS in Wraparound planning. Then the trainer will lead a discussion on brainstorming and selecting strategies to meet prioritized needs. Finally, trainer will lead a discussion on outcome statements. Outcome statements need to be SMART so they intentionally establish parameters for tracking progress, a key component of High-Fidelity Wraparound. These same parameters help the team create reasonable, relevant outcome statements for the initial Wraparound Plan of Care.

Learning Objectives:

- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)
- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- Be able to describe how CANS is an integral tool to assess a child, youth and family's strengths and needs. (G3, K3)

Before the Activity

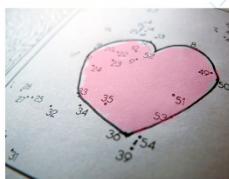
Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal. Might be a breakout.

Trainer brings up list of Zoe's family needs developed by this group in Module 3, segment 3D.

Prepare possible answer to the Selecting Strategies activity.

During the Activity

Getting into the heart of the CFT
– the team is making progress!



The CFT is now getting into the heart of making the Initial Plan of Care – they are working through the process to identify where they are heading as a team! This slide is to help ground the participants in the CFT – that we are still talking about things that happen in the first CFT meeting. This is a good time to ask participants for their reflections on how much work the team does in this first CFT!



Prioritizing Needs

- Top 3-5 needs
- Legal mandates are automatically prioritized (education, probation, etc.)
- Youth and Family Voice and Choice



Prioritizing



The CFT reviews and prioritizes the strengths. This process is transparent and should be reflective of what the Wraparound providers learned during interviews with the family members, in other words, no new information should be shared. This is to validate and share in transparency.

CANS note: The Wraparound care coordinator is responsible for ensuring this process is in line with the CANS and used with fidelity to the larger CANS process. The facilitator MUST be CANS certified and take a CFT class to conduct this meeting. Highlight the importance of training and experience to promoting High Fidelity Wraparound.

Review the purpose of the CANS tool as a collaborative process in gathering information about strengths and needs from multiple perspectives to develop a shared understanding and vision.

This is when the CFT chooses which Needs are the priority. The team reviews the summary to select the needs that must be focused on in the Plan of Care. This is done with the voice and choice of the youth and family! Their opinions matter. Sometimes mandates may take priority (such as steps that must be made to show safety concerns are addressed).

Prioritizing when planning

- Prioritization is a process that means evaluating a group of things and placing them in the order of either urgency or importance. This is done at several steps in the planning process: Needs, strengths to address needs, strategies, tasks.
 1. The first step in prioritization is to have an overall list of tasks.
 2. The second step is to identify the urgent tasks.
 3. The third step is to prioritize the list of tasks. In any subsequent revisions of the plan, the order of tasks may shift.

Activity: Large Group: 2-4 minutes Let's prioritize Zoe's needs. Trainer brings up list of needs developed by this group in Module 3, segment 3D. The trainer can add more needs if the group has missed any critical ones. Discuss which ones are the top priorities.

**If the team identifies needs that are not rated on the CANS (and vice versa) the team or the holder of the CANS is doing a disservice to the family and is not representing them accurately. The CANS may be out of date or incomplete.

Selecting Strategies

- Lead the team in processing the strategy ideas
- Seek strategies that are related to strengths and clearly tie strategy to meeting needs and achieving outcomes
- The team may have to define a graduated approach to implementing strategies
- Look for the things the team CAN do



WRAPAROUND FOUNDATIONAL TRAINING | Module Three

IIC Wraparound Continuing and Professional Education | 29

After Needs are prioritized, the next step is to brainstorm strategies to address those needs.

Brainstorm Strategies:

Strategies = Interventions, services, supports, activities, flex fund expenditures, etc.

The facilitator leads the CFT to brainstorm as many strategies as possible to meet the family's identified needs. It is important not to evaluate ideas during the brainstorming process, rather, the facilitator captures all the team's input and saves the evaluation of whether they are effective, realistic, relevant to the family culture and strengths, etc. for the next step.

By engaging in effective brainstorming, the team is ensuring we are adhering to the **Principle** of being **Individualized** in our planning process.

Selecting Strategies: This part is to bring the brainstormed ideas closer to what can be implemented at this juncture of the meeting. At this stage, the team begins to select strategies to implement. Remember, just because something isn't useful now, does not mean that it might not be an important strategy later.

• Important Considerations for the team:

- Be mindful of the team member who wants to take everything on...this is a team for a reason.
- Be wary of plans and action steps that only list professional supports. Make it a goal to include natural supports in every plan and to increase the number of tasks natural supports take on to set the team up for transition.

Example: Youth needs emotional balance

A OUTCOME STATEMENT	USING
Youth is emotionally balanced (relaxed, nonreactive, expresses comfort) related to past trauma (per reports from youth and parents) by 6 months.	Background Needs: Needs to feel Safe and in control Problems: Depression, Anxiety, and Anger Control
	DEVELOP Prioritized: 2-3 to be addressed in Plan of Care
ONE Service Strategies Trauma-informed therapy focused on coping strategies. In a week	TWO Service Strategies An Identified Trauma-Informed Provider will complete a Beck's Depression Inventory and a Beck's Anxiety Inventory with youth by 2/20/20, and every three months after that.

WRAPAROUND FOUNDATIONAL TRAINING | Module Three

IIC Wraparound Continuing and Professional Education | 30

Walk through example of outcome statements to strategies using the example on the slide.

SELECTING STRATEGIES

What is it you hope to get out of _____?

How will _____ help you?

What type of concerns do you want _____ to address?

What does the youth/family need help with that _____ will address?

WRAPAROUND FOUNDATIONAL TRAINING | Module Two UC DAVIS Continuing and Professional Education | 30

How to find true Needs Statements: To get a true need statement, walk through the process of taking the service that has been suggested and plug it into any of the following questions.

- Ask for volunteers to fill in the blanks (they can either share verbally or use the chat window).

IDENTIFYING OUTCOMES

WRAPAROUND FOUNDATIONAL TRAINING | Module Four UC DAVIS Continuing and Professional Education | 30

Outcomes

- Identify the **ENDING** place
- Describes where we want to be
- "Define" distance and informs us how close we are
- Let's us know when we have arrived!
- Honors Principle 10



Once the needs and have been prioritized and strategies have been selected, the team launches into creating outcome statements, which are the indicators the team will use to know when a need is being met. This is a high-level overview!

Guidelines for Creating Outcome Statements

A result or future state of being
Not an action step
Includes the verb "will" or "is"
Linked to the need
Passes the SMART test
"NOT" is not allowed

WRAPAROUND FOUNDATIONAL TRAINING | Module Four UC DAVIS Continuing and Professional Education | 32

For each prioritized need, facilitate discussion among the team regarding outcomes

- How will we know when this need is met?
- Clearly describe the expected observable changes in behavior or circumstance
- State goals in the positive (e.g., "Youth will ..." rather than "Youth won't ...")
- During the brainstorming, prioritization process, emphasize getting the team's input – establish a plan to wordsmith later



As mentioned in the previous slide, good Outcome statements pass the SMART test... aka they are SMART Goals!

SMART goals - Specific, Measurable, Achievable, Relevant and Timely. A SMART goal incorporates all these criteria to help focus a team's efforts.

- SMART goals also help track and measure progress, which in turn helps members of the team stay motivated.
- Having Outcomes: The team ties the goals and strategies of the plan to observable or measurable indicators of success, and then monitors progress consistent with those indicators. This emphasizes that the team is accountable – to the family and all the team members -- to the systems of care which serve the children, youth, and families, and to the community.
- Tracking progress toward outcomes and goals keeps the plan on track and indicates need for revision of strategies and interventions, as necessary. It also helps the team maintain hope, cohesion, and effectiveness and allows the family to recognize that things are, indeed, changing and progress is being made.

Show SMART goal example slide, and using the example, ask participants to identify the SMART goal elements. Trainer provides an example of a SMART goal they have (had) in their own life.

BREAKOUT GROUPS

10 Minute Exercise

Set a SMART goal for yourself that you would like to accomplish in the next month. Be sure you are addressing an underlying need. Complete in five minutes.

One at a time share your SMART goal with your partner.

Partner gives quick feedback if the goal is SMART.

Repeat - other partner shares.

ACTIVITY (dyad breakouts – 10 minutes): ask learners to engage in the Pair Share Activity: In 10 minutes. Working independently each participant should set a SMART goal for themselves – either professional or person - that they want to accomplish in the next month. The goal might be related to the personal change they identified for themselves in Module 3. They should then share the SMART goal with their partner. The goal should address an underlying need.

Give participants a 5-minute warning. At that time, they should begin to share their SMART goals with each other. The partner gives feedback if it meets SMART standards; do not give feedback on what the goal is about.

Debrief: ask participants to share their experience; not their goal. Most participants will find writing SMART goals challenging the first times they try this method. Goals that contain 100%, always, never, and similar words are not realistic as perfection is not something individuals or families can achieve.

*Note to trainer: Connect any discomfort participants may have felt sharing their goal with their partner to what we are asking of the family/youth/child.

ACTIVITY 5C: CONNECTING NEEDS, OUTCOMES, STRATEGIES AND ACTION ITEMS

Estimated Segment Time: 40 minutes (11:10 – 11:50)

Trainee Content: Learner's Journal

Materials: PPT, Mathew's Story in Putting Outcomes-Based Principle into Action;
Zoe's Strengths and Needs Summary from Module 3 Segment F

Slides: 35 - 40

Description of Activity:

The trainers will lead participants in a brainstorming session, creating SMART goals with action steps using the Matthew Story and Plan from Putting the Outcomes-Based Principles into Practice article and using the “ReMoved” Zoe scenario.

Learning Objectives:

- Assess outcome statements to ensure they are strengths-based and focus on increasing a positive behavior or skills. (G4, K3)
- Using a child welfare case vignette, participants will create a SMART goal/outcome statement to plan, monitor, and benchmark their progress through Wraparound. (G4, S1)
- Using a child welfare case vignette, participants will demonstrate skills for creating, reviewing, assessing, and revising Wraparound plans of care (initial, crisis and safety, and transitional). (G4, S2)

Before the Activity

Trainer should have appropriate section of PPT cued up.

Have breakouts and white boards ready for Matthew and Zoe activities.

Read and be ready to answer activities:

- 1) Matthew's Story and Plan in [Putting Outcomes-Based Principle into Action](#) (pg. 17-20)
brief outline on slide, Strengths and Needs Summary from article
- 2) Zoe strengths and Needs summary (have this document in chat so the participants can access during activity)

During the Activity

Matthew's Story
From Pre-Session homework
• Cliff Notes Version of
[Putting Outcomes-Based Principle into Action](#) (pg. 17-20)

BREAKOUTS
Matthew's Story from Pre-Session
In 10 minute groups of 4-6 you will discuss the Matthew Story:
What were your insights about strengths, needs, outcomes statements and strategies?
What did you learn?
What could you apply to your work?

WRAPAROUND FOUNDATIONAL TRAINING | Module Three UC DAVIS Continuing and Professional Education | 27

WRAPAROUND FOUNDATIONAL TRAINING | Module Three UC DAVIS Continuing and Professional Education | 28

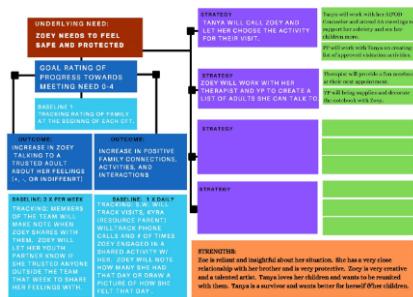
```
graph TD; UN[Underlying Need] --> PFM[Global Rating of Progress toward Meeting need is]; PFM --> BS1[Baseline 1: Tracking Panel by each family member to keep track of each GTM]; PFM --> BS2[Baseline 2: Tracking Panel by each family member to keep track of each GTM]; PFM --> O1[Outcome Increase in days between family members to get a general picture of how many days it takes for each family member to respond to a problem]; PFM --> O2[Outcome Increase in days between family members to get a general picture of how many days it takes for each family member to respond to a problem]; S1[Strategy John will take Matthew to his neighborhood and share stories of how he grew up] --> T1[Task John will check his work schedule and find a Saturday within the next 3 weeks to go to the neighborhood]; S1 --> T2[Task Mona will check in with them get a general idea of what they like]; S2[Strategy Adam will assist with work with family to explain depression and anxiety and how these are related to the neighborhood]; S2 --> T3[Task Adam to provide psychoeducation around depression, trauma, and anxiety and how these three things could be related to the behavior via a family meeting]; S3[Strategy Marlene will assist with Smith's assistant and help out with other aspects of the family dynamics]; S3 --> T4[Task Coach Smith will provide support with other aspects of the family dynamics]; S4[Strategy The family will meet at the neighborhood to find out what they liked about it when... together all family members will put names down for what they liked something they liked that another family member did]; S4 --> T5[Task Marlene (Marie's friend) will give a raffle ticket for immediate use]; S4 --> T6[Task Matthew will find a place for the box and will cut paper strips for family members to write their favorite part of the neighborhood]; S4 --> T7[Task Matthew to leave a letter on the front door telling adults to be nice, etc., Marlene asks for help when needed, etc., like believe]
```

The first slide just introduces the activity – on this slide ask participants to find the vignette. **Activity (10 minutes):** in dyads, review the homework pertaining to outcome statements/strategies (Matthew's Story). Pairs will need to review the vignette paying close attention to page 20 (chart of needs and strategies).

1. What were your insights about the strengths, needs, outcome statements and strategies for Matthew?
2. Does the flow from the underlying need to outcomes to strategy to tasks make sense? Is there anything missing or should be changed?
3. What can you apply to your work?



Debrief – 5 minutes. Ask for a few key learnings from participants.



Zoe's Story ACTIVITY 10-minute small groups

Refer to the chart in the previous slide. Identify and discuss an outcome (dark blue boxes), Brainstorm 1 additional strategy(purple box) and 3 action items (green boxes) based off Zoe's needs (red box). Template provided in Learner's Journal.

Brainstorm strategies to help Zoe and her family meet the outcome.

Activity (10 minutes), breakout groups of 4 – 6: Trainer reviews slide with Zoe’s sample needs, goal, outcomes, and strategies. These were developed off the Strengths, Needs, Culture Discovery from Module 3. Trainer asks groups to brainstorm another strategy to meet Zoe’s need of feeling safe and protected. Next groups should brainstorm at least 3 action items to accomplish that strategy and meet Zoe’s need. Strategies and Action Items identified should also match and help accomplish at least one of the outcomes identified on the grid in dark blue, however, trainer should highlight that the strategies are identified based on meeting Zoe’s need rather than brainstormed based solely on her goals or outcomes. Let them know they will be writing their answers in the debrief.

Trainer note: During this breakout you should “drop in” on each group early to be sure they understand the activity and provide guidance if needed.

Debrief 5 minutes: Have groups write into the white board their outcome statement and their top strategies. Getting back together in the large group, each small group should debrief and share what they came up with. Review how their outcomes are connected to strategies.

Transition to the Next Segment

- Move on to the next segment, Developing the Initial Wraparound Plan.

Segment 6: Developing the Initial Wraparound Plan

ACTIVITY 6A: DEVELOPING A PLAN OF CARE: PUTTING THE PIECES TOGETHER.

Estimated Segment Time: 15 mins (Optional Between 11:10 – 11:50)

Trainee Content: Learner's Journal

Materials:

Slides: 41 - 46

Description of Activity:

This is all about bringing everything together all the Plan of Care components. At this point the class has gone through all the steps to create a Plan of Care.

Learning Objectives:

Before the Activity

Trainer should have appropriate section of PPT cued up, activity is lecture only.

During the Activity



- Plan of Care will include:**

 - Family Vision
 - Team Mission
 - Strengths
 - Needs
 - Outcomes
 - Strategies
 - Interventions
 - Action Steps

 - ✓ In the family language
 - ✓ Includes all domains

Student Information (Please provide as much information as possible)		
Family and Health History (Please answer both for my family)		
Employment Information (Please answer as much information as possible)		

Again, the facilitator is responsible for documenting the team's progress and plans in to the "Plan of Care.

- **Plan of Care:** Discuss how the plan needs to be written with the family and not for the family.
- **Plan of Care Elements:** Review the Plan of Care elements with the slide's information and review examples available to the trainer.
- **Summarize the Plan:** Care coordinator summarizes the plan for the team and asks for feedback!
 - Allow team members to express whether or not they agree with the plan
- Following the meeting, each team member gets a copy of the plan and the Care Coordinator regularly checks in with team members regarding action steps and plan implementation prior to the next team meeting

A Effective Plan is:

- One the family and youth will use*
- Anticipates a crisis based on past behavior and known triggers
 - Plans for the worst-case scenario – **without judgement**
 - Meets the needs of the youth and family
 - Addresses the needs of involved systems and the community
 - Has each response planned with a beginning, middle, and end to manage the crisis process



WRAPAROUND FOUNDATIONAL TRAINING | Module Two

UC DAVIS Continuing and Professional Education | 43

**Principle note: creating a meaningful Plan of Care is one way to bring life to Principle 1 (Family Voice and Choice), Principle 2 (team-based), Principle 4 (Collaboration and Integration), Principle 6 (culturally respectful and linguistically responsive), Principle Seven (Individualized), Principle 8 (strengths-based), Principle 10 (Outcome Based).

Principle Four: Collaboration and Integration

Collaboration is a joint effort where everyone works together from building a shared vision to achieving results. This principle guides the selection of strategies.

PRINCIPLE FIVE Community Based

- Services and support strategies are to take place in the most inclusive, most responsive, most accessible, and **LEAST RESTRICTIVE SETTING** possible
- Services and supports safely promote child and family integration into home and community life



FOUNDATIONAL WRAPAROUND TRAINING | Module Four

UC DAVIS Continuing and Professional Education | 40

Principle Five: Community-Based

The Wraparound CFT implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible, while safely promoting child and family integration into home and community life.

- Things that might present as barriers: safety for team members, scheduling at times and locations that are not inclusive for all team members: e.g., Problem solving when the family prefers Tuesday afternoons and the social worker is in court regularly at that time. Problem solving when a probation officer is not permitted by their department to enter the home without a partner or weapon, etc.



Activity: Dyads: 10 minutes: Write a question about Phase Two Developing the Plan. Something that is critical to know or something you are not sure you have the answer.

Ask one dyad at a time to post their question. Then the other dyads can answer the question. Trainer confirms if the answer is correct.

Continue until all the questions are answered or there is no more time.

Left over questions can be put in the chat for the trainers to be sure they are answered in Module 5.

Track your insights!



Transition to the Next Segment

- Move on to the next segment, Module Wrap-up.

Segment 7: Module Wrap-Up

ACTIVITY 7A: MODULE REVIEW AND REVIEW OF PRE-SESSION WORK

Estimated Segment Time: 10 mins (11:50 – 12:00)

Trainee Content: Learner's Journal

Materials: PPT

170

Description of Activity:

Trainer will discuss Mod 5 Pre-Session work

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

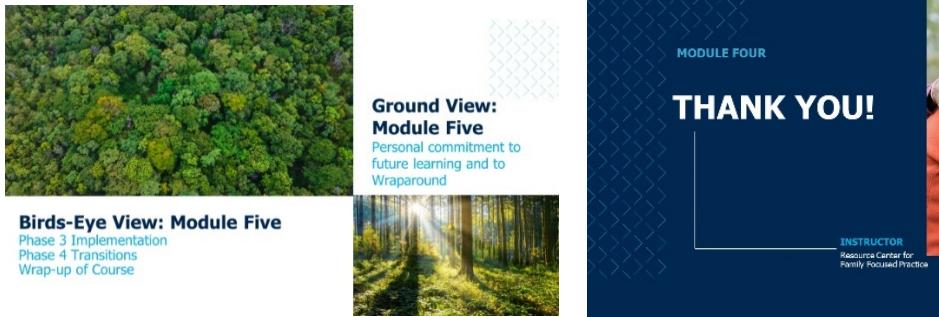
Set up chat for their hopes for Module 5.

Have the link to how participants can find each other for pre-session learning ready for the chat.

During the Activity



We reviewed a considerable amount of material today, including a lot of new information and new conversations. Thank you for being great participant.



Please review with participants pre-session work for Module 5 which is in the Learner's Journal.

- [Integrated Core Practice Model \(ICPM\) Guide: Investigate the similarities and differences between the ICPM and what you know about Wraparound.](#)
- Build your network! Coordinate with another participant in class (choose someone who works in a different agency than you). Meet to share information about where you each work. this class and how their Wraparound is similar/different from yours.
 - a. Open the folder and access Cohort document for Networking Activity
<https://drive.google.com/drive/folders/1khPhh-DaLranKjouGDhipAHeXyeiBhCp?usp=sharing>
- Access, Review and Bookmark these Organization Websites for future reference. Review and be familiar with the resources here so that you can access them at a later date when needed.
[National Wraparound Implementation Center \(NWIC\)](#)
[National Wraparound Initiative \(NWI\)](#)
[VROON VDB LLC \(VVDB\)](#)
[Paperboat LLC](#)

Ask for comments in chat about what they hope they will learn in Module 5.

The Human Services and Resource Center for Family-Focused Practice at UC Davis is excited to be able to offer this training. We encourage you to check out more of our resources and class offerings at our website. Thank you! See you next time for Module 5 of Foundational Wraparound.

Intentionally Left Blank

Module Five: Wraparound Phase Three: Implementation & Phase Four: Transition

AGENDA MODULE FIVE

Time	Segment
9:00 – 9:20 am	Segment 1: Welcome and Review of Agenda
9:20 – 10:20 am	Segment 2: Overview of Phase Three-Implementation: Description, Tasks and Roles <ul style="list-style-type: none">a. Introduce Phase Three: Description, Tasks, and Roles.b. Persistence.c. The CFT in Phase Three: RAAAR
10:20-10:35 am	Break
10:35 – 11:05 am	Segment 3: Wraparound Phase Four: Transition
11:05 – 11:35 pm	Segment 4: Wrapping up Wraparound
11:35 - 12:00 pm	Segment 5: Review of Course Objectives, Course Evaluation

Learning Objectives:

- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- be able to describe the essential roles/function of the family, youth, and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

173

- acknowledge and discuss how implicit bias impacts their work with families. (G2, V3)
- Participants will describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
- discuss how to collaborate with the family and the rest of their Wraparound CFT to address the needs of the children, youth, and families. (G3, S2)
- prepare families for cessation of Wraparound services and their ongoing use of Wraparound tools. (G3, S5)
- commit to adhering to the Wraparound model—called resource Fidelity or High-Quality Wraparound. (G1, V2)
- describe the Wraparound principles to a family or youth. (G1, S1)
- discuss the differences among formal support, informal supports, and natural supports. (G1, S3)

Module Five Lesson Plan

Segment	Methodology and Learning Objectives
Segment 1. 20 min. 9:00 – 9:20 am.	Activity 1A. Welcome and Pre-Session Work Review <i>Learning Objectives: (G1, V1)</i> <i>PowerPoint slides: 1-5</i>
Welcome and Review of Agenda.	
Segment 2. 60 min. 9:20 – 10:20 am.	Activity 2A. Introduce Phase Three: Description, Tasks, and Roles. Lecture <i>Learning Objectives: (G1, K2) (G2, K2)</i> <i>PowerPoint slides: 6-9</i>
Overview of Phase Three: Implementation	
	Activity 2B Persistence <i>Learning Objectives: (G2, V3) (G2, K4) (G3, S2)</i> <i>PowerPoint slides: 10-16</i>
	Activity 2C The CFT in Phase 3: RAAAR. <i>Learning Objectives: (G4, K2)</i> <i>PowerPoint slides: 17-26.</i>
10:20 – 10:35 am	Break
Segment 3. 35 min. 10:35 am – 11:05 am.	Activity 3A Introduce Phase Four: Transition. <i>PowerPoint slides: 27-36</i> <i>Learning Objectives: (G1, K2) (G3, S5) (G1, S3)</i>
Wraparound Phase Four: Transition.	

Segment 4
30 min.
11:05 – 11:35 pm.

High Fidelity Wraparound:
Bringing it All Together

Activity 4A
Wrapping up Wraparound

PowerPoint slides: 38-45
Learning Objectives: (G1, V2) (G1, S1) (G1, V2)

Segment 5
25 min.
11:35- 12:00 pm.

Review of Course Objectives,
Course Evaluation

Activity 5A
Course Showers, Personal Commitment, and Identifying
Resources.

PowerPoint slides: 46-53
Learning Objectives: (G1, V1) (G1, V2)

Segment 1: Welcome and Review of the Agenda

ACTIVITY 1A: WELCOME, PRACTICE AND PRE-SESSION WORK REVIEW.

Estimated Segment Time: 20 mins (9 – 9:20)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 1 - 5

Description of Activity:

The trainers will review the logistics of the virtual classroom. The trainers will conduct a review of the day's agenda and highlight Goal 4 and the Learning Objectives Summary for Module 5. Participants will share, in small groups, what they learned in their Pre-Session work.

Learning Objectives:

- Honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1, V1)

Before the Activity

Trainer should create a Mentimeter word cloud using the following question: What principle do you honor most in your day-to-day work life? (Free accounts available at:

<https://www.mentimeter.com/login?continue=/app/welcome>

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Prepare breakouts of 2 – 4 in Zoom

During the Activity



Start of Class Chat Engagement: Using Mentimeter to create a word cloud, show this slide which asks participants to name one of the ten principles that they honor the most.

Provide to participants via chat, the Mentimeter Voting link you created. Share word cloud results via link provided from Mentimeter.

Alternately, share a word cloud that was created by previous participants:

Word Cloud Results link:

<https://www.mentimeter.com/s/3d747a3652cf85f8ced3d8e62a88f8b9/00af066562b7>

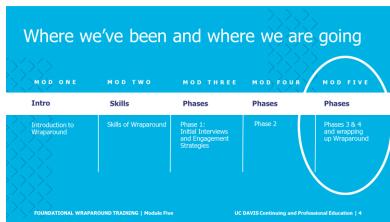


Welcome participants and briefly reintroduce trainer(s).



Quickly review and celebrate(!) what has been covered and accomplished in this Foundational Wraparound course. Orientation, number of modules (4), number of homework assignments, number of weeks/months since starting! Answer any questions the participants have from the other modules.

Quick Chat reflection: What were you Key Insights from the Connections video?



Modules have covered foundational skills, knowledge, and values of topics that affect youth and families in child welfare.

In our final day, we will address Phases 3 & 4 and bring everything together to make a commitment for moving forward



Today the class will continue to use a bird's eye view to walk through Phases 3 and 4. The class will cover the basics of Phase 3 and some of the dynamics you will find which occur during the implementation process. We'll talk about the transition process of Phase 4 and then wrap-up Wraparound.

Implementation = using the Wraparound process with youth and family

Transition = completing the Wraparound process and making plans for how youth and family can overcome future crises to thrive

Transition to the Next Segment

Move on to the next segment, Overview of Phase Three: Implementation.

Segment 2: Overview of Phase Three-Implementation

ACTIVITY 2A: INTRODUCE PHASE THREE: DESCRIPTION, TASKS AND ROLES.

Estimated Segment Time: 10 mins (9:20 – 9:30)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 6-9

Description of Activity:

This section is a discussion of Phase Three including its activities and roles.

Learning Objectives:

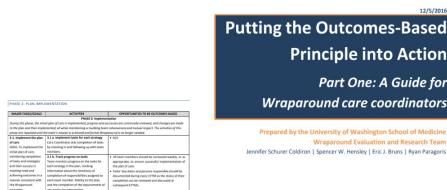
- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- be able to describe the essential roles/function of the family, youth and Wraparound staff in each of the Four Wraparound Phases. (G2, K2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

During the Activity

Remember your homework reading: Modules 3 & 4

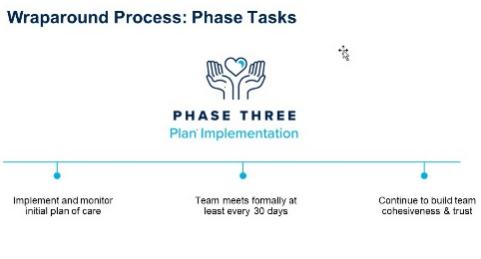


Trainers – please remind participants that the document, *Putting the Outcomes-Based Principles into Action* is a key resource for High Fidelity Wraparound, listing every activity of every phase. The participants reviewed parts of this document as pre-session work in Modules 3 and 4.



Using the metaphor of a marathon, Phases 1 & 2 can be considered the preparation and beginning of the race. Phase 1 and 2 can be stressful and driven by adrenaline. But then comes Phase 3, which is the longest and hardest Phase. This is where everyone does their part and digs deep inside of themselves to stay on the course, or help each other back to the Team Mission, Wraparound Principles and more.

Implementation is where the change occurs and can last anywhere from 3 months to a year or more.



Phase 3 Tasks include

- Implement the initial Wraparound plan!
- Continually review and revise the plan, as needed, and continue to build on strengths and successes.
- Maintain communication among team members
- Continue to build trust and group cohesion.
- Reach out between meetings to provide support or maintain accountability.
- Determine when the team has achieved its mission and when the family no longer needs formal Wraparound.

The balance of scheduled formal Wraparound CFTs and informal meetings among specific Wraparound CFT members may also shift during the Implementation Phase. More of the work may begin to happen

in smaller groups with the updates and results brought to the regular formal CFT meetings. Between formal team meetings, always working with the latest version of the revised Plan of Care, team members may work together to complete the listed tasks.

Scheduled formal Wraparound CFT Meetings may begin to happen less frequently in the Implementation Phase, but they must happen every 30 days.

Wraparound Role(s)

Every Team Member:

- Advocates
 - Supports
 - Participates
 - Communicates
 - Celebrates successes
 - Provides resources and referrals
- Facilitator: also facilitates meetings and provides CANS updates



WRAPAROUND FOUNDATIONAL TRAINING | Module Five

UC DAVIS Continuing and Professional Education | 8

Key point: the Facilitator has the responsibility to update the plans and facilitate the meetings. Every member of the team is responsible for advocating for and supporting the family members.

Child, Family, Youth: must be active participants as equal team members if the Wraparound process is to work.

Parent/Family Partners: have lived experience to share as a collaborator with parents; trained to provide an extra set of eyes to actively notice and encourage parents to fully participate and learn to become self-advocates. Can provide near-peer experiences that may be more relevant and welcoming to parents.

Youth Partners: have lived experience in the child welfare and Wraparound systems as well as training to support youth in navigating systems. Can reach out to youth between formal meetings and encourage the youth in meeting their goals and making positive choices.

ACTIVITY 2B: PERSISTENCE.

Estimated Segment Time: 30 mins (9:30 – 10:00)

Trainee Content: Learner's Journal, 10 Principles of Wraparound

Materials: PPT

Slides: 10-16

Description of Activity:

Trainer will review Principle Nine, Persistence and guide participants in reflection about the emotional effects of change, self-care, self-awareness. Zoe's family scenario will be used as an example for a group activity.

Learning Objectives:

- acknowledge and discuss how implicit bias impacts their work with families. (G2, V3)
- Participants will describe how to work with families during times of crisis and help them plan for future crises. (G2, K4)
- discuss how to collaborate with the family and the rest of their Wraparound CFT to address the needs of the children, youth, and families. (G3, S2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide, Learner's Journal and the 10 Principles of Wraparound handout.

Prepare chat about SMART goals.

During the Activity

PRINCIPLE NINE
Persistence

- The Wraparound team does not give up on, blame or reject children, youth and their families.
- Despite challenges, the team persists and reinforces strengths, supports growth, locates resources, and does whatever is needed.
- As needs change, so do strategies (people don't fail, plans do!).
- We "Get to YES!" (find a way to make it happen)

Persistence...

"Change is hard at first, messy in the middle and gorgeous at the end."
—Robin Sharma

Implementation is the Messy Middle

Persistence of each team member is needed to support the child, youth, and family. Continued use of creativity, strategic thinking, and, if needed, bringing in new team members with skills and resources to help progress toward success.

Phase 3 is all about Persistence and staying in the “messy middle”; it’s about “progress, not perfection”. In SMART Goal terms, not meeting a goal is a reality check. There might be relapse, slip ups and the like. These are not failures; they are part of the process.

Chat Engagement Opportunity (2-3 minutes): participants will respond using chat, after reviewing their SMART Goal from previous Module. Page 54 in Learner's Journal. What did persistence look like for them in meeting their own SMART Goal?

Our Job

1. To be aware of ourselves, our judgment, our bias, our ability to blame, shame, and
2. To apologize & forgive ourselves when we step up and we judge, are biased, blame and/or shame ourselves or others.



FOUNDATIONAL WRAPAROUND TRAINING | Module Five

UC DAVIS Continuing and Professional Education | 12

Change is not only hard for the people who are making the changes themselves, but it can be very difficult to witness. It can be frustrating, angering, confusing, sad... these are normal feelings to feel, and it is our job to understand our emotions and provide space for families and youth to go through their change process. In the Neuroscience of Wraparound article, the author discusses how it is the job of practitioners to show up for the family members in a non-judgmental and open manner.

By providing positive, supportive non-judgmental interactions, the team is providing healing experiences and helping the child, youth and family re-write their expectations for themselves and for the types of support they can expect to receive. Helpful language, “Help me understand...”

These types of deep personal and social change, as well as the major and minor steps along the way toward change, can cause unfamiliar feelings, trigger fears, be exhausting, and signal a changing life with unexpected or unpredictable consequences. Establishing trust in the team and the Wraparound process can help reduce stress and help everyone continue to commit to moving forward together.

And There's More!

- Perfectionism (noun)
• Per-fec-tion-ism
• Definition: a disposition to regard anything short of perfection as unacceptable
- Projection (noun)
• proj-ec-tion
• Definition: (1) the attribution of one's own ideas, feelings, or attitudes to other people or to objects



Each person also has their own feelings about behavior that they and others must deal with. We know that many of you all are perfectionists. It can be difficult to not project those feelings on to the people with whom we work, whether as providers or as colleagues.

If a team notices a perfectionism tendency, considering multiple Wraparound Principles is a way to move toward reasonable, balanced expectations that meet each team member's needs. Principle 7 (Individualized) helps everyone remember that there is no single correct path toward achieving goals.

By consistently practicing Principle 8 (Strengths-Based), the team members and the team itself can provide a reminder that seeing children, youth, and families in the light of their capacities, visions, hopes, etc., can revive perceptions that might have been distorted through traumatic or oppressive circumstances.

Principle 10 (Outcome-Based) can reduce the distraction of overwhelming feelings and triggering events by highlighting the previously agreed-upon outcomes to monitor for progress. If the team agrees on outcomes when they are calm and hopeful, these same outcomes and the supporting data can provide calming and neutral information about whether various approaches are working or need to be revised.

Helping Others Through Change

- Our brains crave certainty and predictability – when we make changes, it can be scary
- What if we met mistakes/set-backs with “How Fascinating” vs “I failed”

FOUNDATIONAL WRAPAROUND TRAINING | Module Five
UC DAVIS Continuing and Professional Education | 14

What does it really look like to support families? Notice that when people make mistakes, they often get smaller, hunch their shoulders, and effectively shut down in the moment.

However, instead of focusing on the mistake, we have the option to throw our arms up and said, “How Fascinating!” By deciding to feel a sense of wonder and to make the physical action of vigorously expanding arms up, chest out, and head back, the body, mind and emotions are physiologically and neurochemically shifted into a more positive and empowered state. Immediate strategies are one way to practice self-care.

Self-Care

Staying healthy enough to be able to support families and youth

If we don't, we will be more likely to:

- Blame
- Shame
- Be angry
- Be depressed
- Shut Down

It is impossible to truly work with youth and families in crisis, or who are making significant changes, and not take care of ourselves. If we don't take care of ourselves, we cannot take care of others. ICPM document page 30 lists 10 ways to assess behaviors. Presession work.

As we know through this class, the children, and families that we work with, and their trauma, impacts us. Hearing about stories of stress and crisis is impactful, and the work we do carries an emotional burden. It is imperative we work through these feelings of stress and/or trauma, having a neutral party (supervisor/therapist) we can talk with to process and release the stress.

ZOE AND HER MOTHER
10 Minutes

Spend one minute bringing awareness to any thoughts of judgement/blame/shame you may have had regarding the Zoe family scenario.

Now imagine you are working with them in the implementation phase and Zoe and/or her mother having a rough patch where Zoe is very angry and disruptive OR her mother is not following through on her commitments:

What would it be like to:

- support them through these moments
- address our own relationship with shame and take care of ourselves?

Activity 10 minutes: groups of 2 – 3. If there is time use a breakout. If not, then do a group activity. The next segment must start on time for the remainder of this session.

Have participants spend a moment bringing awareness to any thoughts of judgement/blame/shame/implicit bias they have had regarding the Zoe family scenario.

Participants will now imagine they are working with Zoe's family in the implementation phase.

- Zoe is having a rough patch where she is very angry and disruptive
- Her mother/Tanya is not following through on her commitments

What would it be like to:

1. support each of them through these moments using the Wraparound Principles.
2. address our own relationship with shame and take care of ourselves.

Participants can debrief by using the chat feature or unmuting themselves if there is time.

ACTIVITY 2C: THE CFT IN PHASE THREE: RAAAR.

Estimated Segment Time: 20 mins (10:00 – 10:35; with 10 minute break)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 17-26

Description of Activity:

A Phase 3 key task is to continually revisit and update the Wraparound plan by using a high-quality team process to ensure that the team regularly responds to the successes of initial strategies and the need for new strategies. The trainer will teach the RAAAR method of reviewing and adjusting the plan, using Zoe and her mother as an example.

Learning Objectives:

- be able to explain that Wraparound implementation involves a process of regularly reviewing, assessing, and revising a family's plan of care. (G4, K2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Prepare polling questions. Read ICPM document and be ready to help learners understand how Wraparound fits into the ICPM standards.

During the Activity



In the Implementation Phase, the Wraparound CFT does the following five things at each meeting:

- **Review** the team's accomplishments
- **Assess** what has and hasn't worked in the Plan of Care to achieve the team's goals, and why.
- **Adjust** elements that aren't working within the plan.
- **Assign** new tasks to team members.
- **Revisit** the revised Plan of Care to make sure everyone is clear, agrees with the changes and understands their new responsibilities.



Review the team's accomplishments. The Care Coordinator asks team members to share accomplishments since the last meeting. This keeps the team focused in a positive way. (What happened and what went well.) Starting with "what's gone right" is a nice way to use a strengths-based approach.



Assess

What has mom followed through on and what is the gap (and what are the root causes for the gap)?

How is Zoe doing in all aspects of her life (e.g. Is she still parenting Beniah)?

Assess what has and hasn't worked, and why.

- The team members assess whether outlined strategies and action steps are working, and if not, why not.
- This involves several elements including:
 - Reviewing the records of activities.
 - Looking at whether people did what they said they were going to do.
 - Identifying whether each action step actually helped to get the strategy accomplished.
 - Reviewing the team mission and, if necessary, the list of prioritized needs, to see if the team is addressing its priorities.
 - Sometimes people don't make as much progress as the team had anticipated.
 - Determining why something isn't working as expected can tell the team as much as identifying what did work.
 - For example, before deciding to revise a strategy that does not appear to be effective, the team should determine whether or not it was fully implemented (i.e., measure task completion). If the strategy hasn't been sufficiently realized, the team can work to address barriers to implementation.



Adjust

What are potential strategies to fill the "gap" in what Tanya is completing and not completing?

What are some strategies to continue to help Zoe deal with her disappointment and anger with her mom?

Adjust elements within the plan that aren't working.

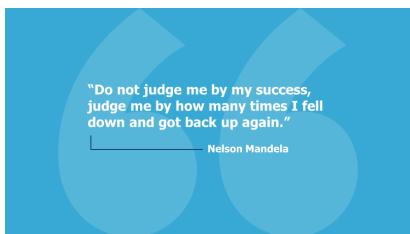
- When the team has finished assessing what has or hasn't worked with the plan of care and identifying why, the Care Coordinator will lead the team in listing any changes that need to be made.
- Revising the plan of care takes place in the context of the Strengths and Needs identified in Phase Two. Since the needs are in turn connected to the mission, the mission helps to guide evaluation and plan revisions. During this part of the team meeting, the group will brainstorm to come up with new strategies to meet the needs that have not been successfully met, or to address newly identified needs. Making adjustments may include changing some action steps, stopping some actions, or adding some new ones.



The team members will **Assign** and take responsibility for specific actions when the team has selected the next set of actions designed to meet needs. This includes specifying timelines. After each meeting, the Care Coordinator should update the plan of care to reflect the adjustments and assignments made by the team. Then, the Care Coordinator should send the updated plan of care to all team members.



Finally, before the Wraparound meeting ends, all members should **Revisit** the revised Plan of Care to make sure everyone is clear on their responsibilities and the actions they should take before the next team meeting.



This wraps up the end of the Phase 3 discussion. Phase 3 continues until the Wraparound formally transitions to the end of services. Phase 3 consists of CFT's meeting as often as needed and working through the RAAAR steps until the families are successful.

Wraparound is one of the case management models used in California. The Integrated Core Practice Model document defines what a case management model must be to meet standards. You were asked in your pre-session work to review this document. Refer to your Learner's Journal Page 57-58 to complete the following polling questions.

Activity: Polling 5 minutes: Poll one: Does High Fidelity Wraparound meet ICPM standards? Yes/No/I am not sure. Poll Two: The 4 phases of ICPM and Wraparound are: a. exactly the same b. very similar c.

some differences d. not similar. Poll Three: Fill in the blank: One Assessment Behaviors-Enhanced from Phase Two of ICPM that I can use in Wraparound is:

Debrief: 5 minutes: Trainer reviews the polls with the participants. Purpose to help them understand that Wraparound does meet ICPM standards when done with fidelity.



Segment 3: Wraparound Phase Four: Transition

ACTIVITY 3A: INTRODUCE PHASE FOUR: TRANSITION.

Estimated Segment Time: 30 mins (10:35 – 11:05)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 27-36

Description of Activity:

Discussion of Wraparound Phase Four: Transition.

Learning Objectives:

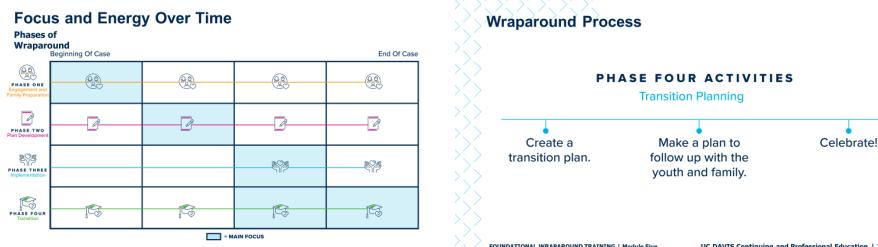
- be able to name the activities for each of the Four Wraparound Phases. (G1, K2)
- prepare families for cessation of Wraparound services and their ongoing use of Wraparound tools. (G3, S5)
- discuss the differences among formal support, informal supports, and natural supports. (G1, S3)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Set up chats.

During the Activity



During implementation as we are monitoring progress toward goals and stabilization, natural supports are taking on more and more tasks and professional supports are doing fewer things.

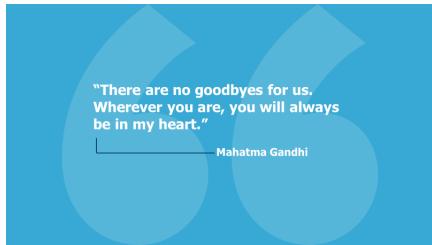
With Persistence, sooner or later, the child, youth, family and the rest of the Wraparound CFT will come up with the right mix of strategies and interventions, delivered in the right way at the right time. The child/youth and family will have accomplished certain outcomes, and the team is close to

meeting its mission. At this point all team members will decide that it is time for the child/youth and family to transition out of Wraparound.

As has been mentioned numerous times on previous days of this training, while Transition is a specific Wraparound phase, the concept of transition is built into the whole Wraparound process from the moment a child/youth and family enter Wraparound until they are ready to move on with their own support team and plans in place.

The Transition Phase of Wraparound has **three goals** (abbreviated version on the slide):

1. To plan a purposeful transition out of formal Wraparound in a way that is consistent with the Wraparound principles, and that supports the child/youth and family in maintaining the positive outcomes achieved in the Wraparound process.
2. To ensure that the end of formal Wraparound is conducted in a way that celebrates successes and frames transition proactively and positively. This may include a culturally appropriate commencement ritual.
3. To ensure that the family is continuing to experience success after Wraparound and to provide support if necessary.



This is about preparing for a successful “goodbye”. We prepare youth and families for this “goodbye” and help set them up for success after the CFT stops meeting and they no longer receive services. Throughout the Wraparound process, the Care Coordinator has had regular conversations with the Wraparound CFT about transition. This has included building a supportive team for the child/youth and family that relies progressively less and less on professional Wraparound staff. Reaching the Transition Phase of Wraparound should never be a surprise.

Things to Consider

- Who is part of the youth & family's continued support system?
- What services are they still linked to?
- How can strengths and skills be utilized in crisis management?
- Who can the family contact if they do want to see additional professional supports or services?



A critical part of the Transition phase is to identify who will introduce the child/youth and family, and the team's accomplishments to follow-up providers, and how the introductions will be done. This might include drafting a letter of introduction the family can keep in their records or meeting with other service providers to describe what is going to be helpful or not. Sometimes this is most efficiently done in team meetings and other times it occurs outside of a team setting.

Imagine the following

Via Wraparound Zoe and her mom are provided with a partners (youth and parent) and a team of people who are cheering them on and helping to connect them to resources... they are receiving outstanding coaching (ie, SMART goals and outcomes) and are making great strides.

- What would happen if, after they were doing really well and were on the right track, Wraparound services suddenly ended?
- What kinds of conversations/supports would you want to have in place for Zoe and her mom if you knew they were leaving Wraparound services and you wanted them to be successful?

WRAPAROUND FOUNDATIONAL TRAINING | Module Five UC DAVIS Continuing and Professional Education | 32

Activity: Either in breakouts or a large group. 10 minutes. Discuss the questions on the slide. If in breakouts ask the groups to write answers in chat. Discuss how after months of working together emotions by all the team members can impact this phase.

Create a Transition Plan

Ensure all team members understand their role post-Wraparound & have a plan for continued clear communication.	Identify the skills, strengths, & resources built during Wraparound.	Talk with the family/youth about their concerns.	If you're worried about it, make a plan for it!
--	--	--	---

"Promise me you'll always remember:
You're braver than you believe,
stronger than you seem, and smarter
than you think."

Winnie-the-Pooh

FOUNDATIONAL WRAPAROUND TRAINING | Module Five UC DAVIS Continuing and Professional Education | 32

The Care Coordinator then takes this information and puts it into a written **transition plan** and brings it to the next team meeting for review. Once the team has reworked the transition plan so that everyone agrees with it, the entire team negotiates a schedule for transition. All team members including the family get a copy of this final transition summary in electronic or paper form.

- While some formal supports and services may be needed post- transition, the team tries to develop a sustainable system of supports that is not dependent on a formal Wraparound process.
- The transition plan should also include plans for follow-up. The Care Coordinator leads the team in brainstorming follow-up options that will help the youth and family succeed outside of the formal Wraparound structure. Team members identify what type of follow-up support they can personally provide to the family. The Care Coordinator and the team should also determine how to regularly check in with the youth/child and family.



Chat: What might be the informal supports that Zoe and her mother could use?



- Create a post-transition crisis management plan. Just as the Wraparound CFT created a Crisis/Safety Plan at the beginning of the Wraparound process, they also create a 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 the Wraparound process, the child, youth and family, together with their continuing supports, should have improved their 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.
- Make sure there are regular check-ins with the family and that the child/youth and family know how to check in with designated members of the Wraparound CFT. Part of the transition plan includes creating a procedure for how other team members stay connected with the youth and family after the formal Wraparound process ends. If the youth/child and family develop new needs that require a formal response, the Care Coordinator and/or other team members may help the family access appropriate services, possibly including a reconvening of the Wraparound CFT.



- To ensure that the ending of the formal Wraparound process is conducted in a way that celebrates the team's successes, and frames transition proactively and positively. This ending can include a culturally appropriate team celebration including a "commencement."

Transition to the Next Segment

- Move on to the next segment, Wrapping up Wraparound.

Segment 4: HIGH FIDELITY WRAPAROUND: BRINGING IT ALL TOGETHER.

ACTIVITY 4A: WRAPPING UP WRAPAROUND

Estimated Segment Time: 30 min (11:05 – 11:35)

Trainee Content: Learner's Journal

Materials: PPT

Slides: 38-45

Description of Activity:

Reviewing the 4 goals of this course and High-Fidelity Wraparound. Practicing how you would describe Wraparound to a family.

Learning Objectives:

- commit to adhering to the Wraparound model—called resource Fidelity or High-Quality Wraparound. (G1, V2)
- describe the Wraparound principles to a family or youth. (G1, S1)
- commit to adhering to the Wraparound model—called resource Fidelity or High-Quality Wraparound. (G1, V2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

During the Activity



WRAPPING UP

WRAPAROUND



- The Wraparound planning process is an iterative process of creating, implementing, evaluating, and adjusting until the most effective plan for each family is established.
- A positive spiral is created as youth and families improve their coping and problem-solving skills, which in turn increases their self-efficacy and leads to more engagement and empowerment.
- Connect the dots between what research says is effective in team processes and why certain elements are done in particular ways in Wraparound (i.e., creating a team mission, brainstorming strategies, and collaboration).



Through the Wraparound process, youth and family will demonstrate increased capacity and resources for coping and planning. Wraparound structures support positive interactions and success through planning, reviewing plans, adjusting approaches, and collecting outcome-based data to track progress. By being part of a team of people who practice self-care, interact with respect, and encourage positive growth, the youth and family learn skills to increase these and similar practices in their own lives.



By defining terms and expectations as well as using standard practices of Wraparound Principles and Phases for every family, teams can better ensure they are participating in high fidelity Wraparound practices. Approximating terms, inconsistently collecting data, not checking in with every team member at the minimum monthly CFT meetings will make it difficult to achieve equitable high-quality

Wraparound for every family. Instead, families may experience Wraparound that is strong in some areas but is missing some components and adding components that reduce the fidelity of the process in unpredictable ways.

QUALITY WRAPAROUND

One way of looking at it...



- A care planning, care coordination and care management process that most consistently produces the desired outcomes for family, youth, system, partners, providers and stakeholders.

Another way:

- Trust and Faith that Wraparound will do what it promises to do

Trust and faith in the Wraparound model come about when the practices are consistently provided in a high-quality fashion that meets all the requirements.

Course Goals

1. Recognize, describe and utilize the basic components of Wraparound (including the principles and phases) in culturally responsive, family-friendly language.
2. Identify and build competence in using key strategies/methodologies to engage and support families in the Wraparound process and evaluate the importance of strengths-based engagements which are culturally responsive and linguistically relevant.
3. Understand that families have both strengths and needs and that the most successful work with children, youth and families is strengths-based.
4. Understand/know how Wraparound works with families by using individualized plans of care from the initial through the transitional plans.

Revisiting the Four Course Goals helps us understand how much we have learned in the past two months about Foundational Wraparound.

WHAT IS YOUR ELEVATOR PITCH?

You are meeting with a new family member (youth or adult) and they are in crisis and have been referred to Wraparound.

How will you describe Wraparound to them and what your role is?

Activity: Individually: 3-5 minutes: on their own think about how they would briefly, succinctly, and clearly explain Wraparound to someone they just met – in the time it takes to ride an elevator together? Creating your own elevator pitch helps solidify the key points in your mind while also supporting you in using terminology and examples you are comfortable with.

Imagine you are meeting with a parent of a teenager for the first time this afternoon. The parent is quite stressed, and this is a moment of crisis for their family. What will you tell this parent about what Wraparound is and what you will be doing with them?

Debrief: 3-5 minutes: Ask for volunteers to share their elevator pitch. Cheer them on for doing this.



15-minute dyads

Using questions on next slide as a guide, talk about your "transition plan" to becoming the Wraparound Practitioner you would like to be.

Activity: 15-minute dyads. This slide describes the activity that is displayed on the next slide. Dyads will talk about their professional development in Wraparound and what steps they need to take to become the Wraparound practitioner they would like to be.

QUESTIONS TO USE AS A GUIDE
15 minutes

What functional strengths do you bring to Wraparound? (i.e., what are some of your functional strengths that you can use in Wraparound?)

What are some of your unmet needs you would like to address in your Wraparound role/practice?

What kind of Wraparound practitioner would you like to become (what is your vision for your role)?

Who is someone who can mentor you in Wraparound? Who will continue to support you in your learning?

What is your most profound insight from this course?

Dyads will talk through these questions, thinking about what kind of practitioner they would like to be and where they are on their own development to get there.

Debrief very quickly – their key learnings are theirs to take with them. Trainer's may ask for one to two people to share some of their reflections, time permitting.

Transition to the Next Segment

- Move on to the next segment, Review of Course Objectives and Course Evaluation.

Segment 5: Review of Course Objectives, Course Evaluation

ACTIVITY 5A: COURSE SHOWERS, PERSONAL COMMITMENT, AND IDENTIFYING RESOURCES.

Estimated Segment Time: 25 mins (11:35 – 12:00)

Trainee Content: Learner's Journal

Materials: Evaluation

Slides: 46-53

Description of Activity:

This is the closing for the entire Foundational Wraparound 5-module course. The trainer will review some summary statements about Wraparound. Ensure that there will be time for participants to fill out an evaluation for the whole course.

Learning Objectives:

- honor the Ten Principles of Wraparound as the building blocks and drivers of the Wraparound process. (G1.V1)
- commit to adhering to the Wraparound model—called High Fidelity or High-Quality Wraparound. (G1, V2)

Before the Activity

Trainer should have appropriate section of PPT cued up, along with appropriate section of Trainer's Guide and Learner's Journal.

Set up Word Cloud.

Have evaluation ready.

Share other Wraparound training opportunities.

During the Activity



Wraparound is (one or two words)
Mentimeter:

Activity: ask participants to create a word cloud using the prompt “Wraparound is”

Place in the chat, participant voting link: <https://www.menti.com/tstok7cioo>

Share screen using word cloud results link:

<https://www.mentimeter.com/s/417a04e51d91f5e7acdf691b3bfa3f13/c9e38255366a>



High Fidelity is...



Healing is...



Family voice and choice is...

Activity: time permitting ask participants to do a chat shower. Each participant will finish the sentence on the slide in chat but will not hit “enter” until prompted (so that everyone enters their sentence at the same time, creating a shower of chat statements).

**Time for evaluation
and celebration!**



Activity 10 minutes: Provide the evaluation link for the participants and play some music in the background while they do this.

Fill in the blank:

I will be in service to High Fidelity Wraparound by
doing/being/championing _____.

FOUNDATIONAL WRAPAROUND TRAINING | Module Five

UC DAVIS Continuing and Professional Education | 50



Citations and Resources

- Systems of Care www.systemsofcare.org
- Pines, S. (2002). Building systems of care. A primer. Washington, D.C.: Human Service Collaborative.
- Stroul, B. (2002) Issue Brief: Systems of Care: A framework for systems reform in children's mental health. Washington, DC: Georgetown University Center for Children and Families, Center for Children and Families, National Institute of Mental Health.
- Stroul, B., & Freeman, M. (1987). A system of care for children and youth with severe emotional disturbances (Rev. ed.). Washington, DC: Georgetown University Child Development Center, National Technical Assistance Center for Children's Mental Health, Replicated.
- Wraparound www.wraparound.org
- Bruce, E.J., Utter, J.S., et al. (2004) Ten Principles of the Wraparound Process. Portland, OR: National Wraparound Initiative, RTO, Portland State University.
- Bruce, E.J., Utter, J.S., et al. (2007) Summary of the wraparound evidence base. In E.J. Bruce & J.S. Utter (Eds.), The research guide to wraparound. Portland, OR: National Wraparound Initiative.
- Utter, J.S., Bruce, E.J., et al. (2008) Wraparound: A process of change. Portland, OR: National Wraparound Initiative, Portland State University.
- Utter, J.S., Bruce, E.J., VanDerburg, J.D., Patel, J., Odeh, T.V., Marin, R., Ansari, J., A National Wraparound Initiative Advisory Group (2004). Phases and activities of the wraparound process. Portland, OR: National Wraparound Initiative, Research and Training Institute.
- Schuer Collier, J., Henney, S.W., Bruce, E.J., & Paragone, R. Putting the outcome-based principle into action part one: a guide for wraparound care coordinators. The National Technical Assistance Network for Children's Behavior Health. 2016.

Closing Activity: Ask participants to create a commitment statement to how they will be in service to High Fidelity Wraparound. Have them write this in the Learner's Journal page 61. Resources: Who will be a resource for you? (Build your network pre-session assignment) What will be a resource for you? (Many in Learning Journal and pre-session assignment). What is their first step? When will they complete this first step?

Ask participants to write their commitment in chat. They do not need to add all the information. This could be just a “raise your hand” if you have completed the Commitment questions. Cheer them on for making a commitment to continue their growth in Wraparound.

Share other Wraparound training opportunities.



From Wraparound, I would gain the inner strength I needed to make changes and nothing would stop me.

MODULE FIVE

THANK YOU!

INSTRUCTOR
Resource Center for Family-Focused Practice

FOUNDATIONAL WRAPAROUND TRAINING | Module Five

UC DAVIS Continuing and Professional Education | 52

Thank participants for their time.

Supplemental Handouts

References/Bibliography

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES; CALIFORNIA DEPARTMENT OF SOCIAL SERVICES. INTEGRATED CORE PRACTICE MODEL. Retrieved September 16, 2018, from <https://theacademy.sdsu.edu/wp-content/uploads/2018/05/california-children-youth-and-families-integrated-core-practice-model-icpm-2018.pdf>.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES CCR FACTSHEET (INFOGRAPHIC).

<http://www.cdss.ca.gov/Portals/9/CCR/CCRInfographic.pdf?ver=2017-10-18-161318-400>.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES. (2018). LEVEL OF CARE FACTSHEET.

<http://www.cdss.ca.gov/Portals/9/CCR/LOC/InfographicLOC.pdf?ver=2018-09-06-130611-613>.

COUNTY WELFARE DIRECTORS ASSOCIATION OF CALIFORNIA. (2004). CALIFORNIA DEPARTMENT OF SOCIAL SERVICES, CHILD WELFARE SERVICES CHRONOLOGY.

<http://www.cdss.ca.gov/cdssweb/res/pdf/Chronology.pdf>.

Gallup, Inc. (2007). Theme Descriptors and Barrier Labels.

MICHIGAN STATE UNIVERSITY, SCHOOL OF SOCIAL WORK. (2007). DEVELOPING MODELS OF EFFECTIVE CHILD WELFARE STAFF RECRUITMENT AND RETENTION TRAINING: TRAINING SERIES: STAFF RETENTION IN CHILD AND FAMILY SERVICES. WORKBOOK 3. WORKING WITH DIFFERENCES. MICHIGAN STATE UNIVERSITY, SCHOOL OF SOCIAL WORK. Retrieved September 15, 2018, from http://www.socialwork.msu.edu/outreach/childwelfare_curriculum.html.

NATIONAL ASSOCIATION OF SOCIAL WORKERS. (2011). EVIDENCE BASED PRACTICE.

Retrieved from <https://www.socialworkers.org/News/Research-Data/Social-Work-Policy-Research/Evidence-Based-Practice>.

NATIONAL COUNCIL ON CRIME AND DELINQUENCY. (2016). SDM FACT SHEET.

https://www.nccglobal.org/sites/default/files/sdm_faq_2016_0.pdf.

PRAED FOUNDATION. (2015). THE CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS). Retrieved December 8, 2019, from <http://praedfoundation.org/tools/the-child-and-adolescent-needs-and-strengths-cans/>.

PRYKUCKI, B. (2018). GRADIENTS OF AGREEMENT CAN HELP MOVE GROUPS FORWARD.

Retrieved February 24, 2019, from

https://www.canr.msu.edu/news/gradients_of_agreement_can_help_move_groups_forward.

UC DAVIS CONTINUING AND PROFESSIONAL EDUCATION. (2020). THE

NEUROSCIENCE OF WRAPAROUND: SEEING COLLABORATION AND

COLLECTIVE INTELLIGENCE THROUGH THE LENS OF BRAIN SCIENCE.

Retrieved September 20, 2021, from <https://humanservices.ucdavis.edu/blog/neuroscience-wraparound>

Appendix

Trainer's Note: All Handouts and Participant Materials are Included in the Learner's Journal that Corresponds with This Curriculum