Name the Principle you honor the most in your day-to-day work life.

Mentimeter:

MODULE FIVE

FOUNDATIONAL WRAPAROUND TRAINING

INSTRUCTOR

Resource Center For
Family-Focused Practice

Way to GO!

5 modules

1 orientation

4 goals…

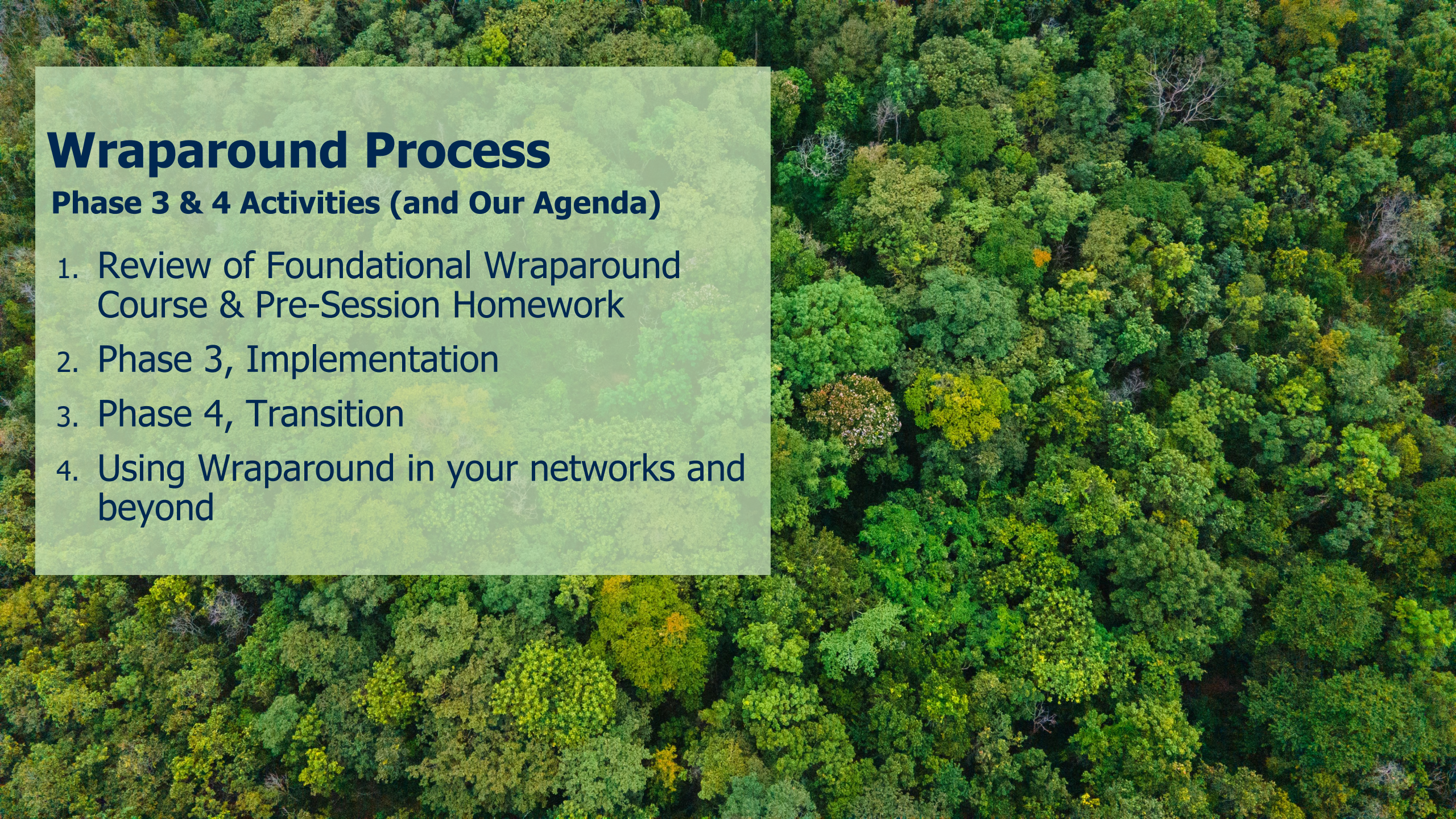
37 learning objectives!

24 different homework assignments

- Interviews…
- Readings….
- Videos…

Where we've been and where we are going

MOD ONE	MOD TWO	MOD THREE	MOD FOUR	MOD FIVE
Intro	**Skills**	**Phases**	**Phases**	**Phases**
Introduction to Wraparound	Skills of Wraparound	Phase 1: Initial Interviews and Engagement Strategies	Phase 2	Phases 3 & 4 and wrapping up Wraparound



Wraparound Process

Phase 3 & 4 Activities (and Our Agenda)

1. Review of Foundational Wraparound Course & Pre-Session Homework
2. Phase 3, Implementation
3. Phase 4, Transition
4. Using Wraparound in your networks and beyond

Remember your homework reading materials

PHASE 3: PLAN IMPLEMENTATION

MAJOR TASKS/GOALS	ACTIVITIES	OPPORTUNITIES TO BE OUTCOMES BASED
PHASE 3: Implementation *During this phase, the initial plan of care is implemented, progress and successes are continually reviewed, and changes are made to the plan and then implemented, all while maintaining or building team cohesiveness and mutual respect. The activities of this phase are repeated until the team's mission is achieved and formal Wraparound is no longer needed.*		
3.1. Implement the plan of care GOAL: To implement the initial plan of care, monitoring completion of tasks and strategies and their success in meeting need and achieving outcomes in a manner consistent with the Wraparound principles.	**3.1 a. Implement tasks for each strategy** Care Coordinator aids completion of tasks by checking in and following up with team members.	• N/A
	3.1 b. Track progress on tasks Team monitors progress on the tasks for each strategy in the plan, tracking information about the timeliness of completion of responsibilities assigned to each team member, fidelity to the plan, and the completion of the requirements of any particular intervention.	• All team members should be contacted weekly, or as appropriate, to ensure successful implementation of the plan of care. • Tasks' due dates and persons responsible should be documented during every CFTM so the status of their completion can be reviewed and discussed at subsequent CFTMs.

12/5/2016

Putting the Outcomes-Based Principle into Action

Part One: A Guide for Wraparound care coordinators

Prepared by the University of Washington School of Medicine
Wraparound Evaluation and Research Team
Jennifer Schurer Coldiron | Spencer W. Hensley | Eric J. Bruns | Ryan Paragoris

Phase 3: Implementation

PHASE ONE:

Getting Prepared to run the marathon

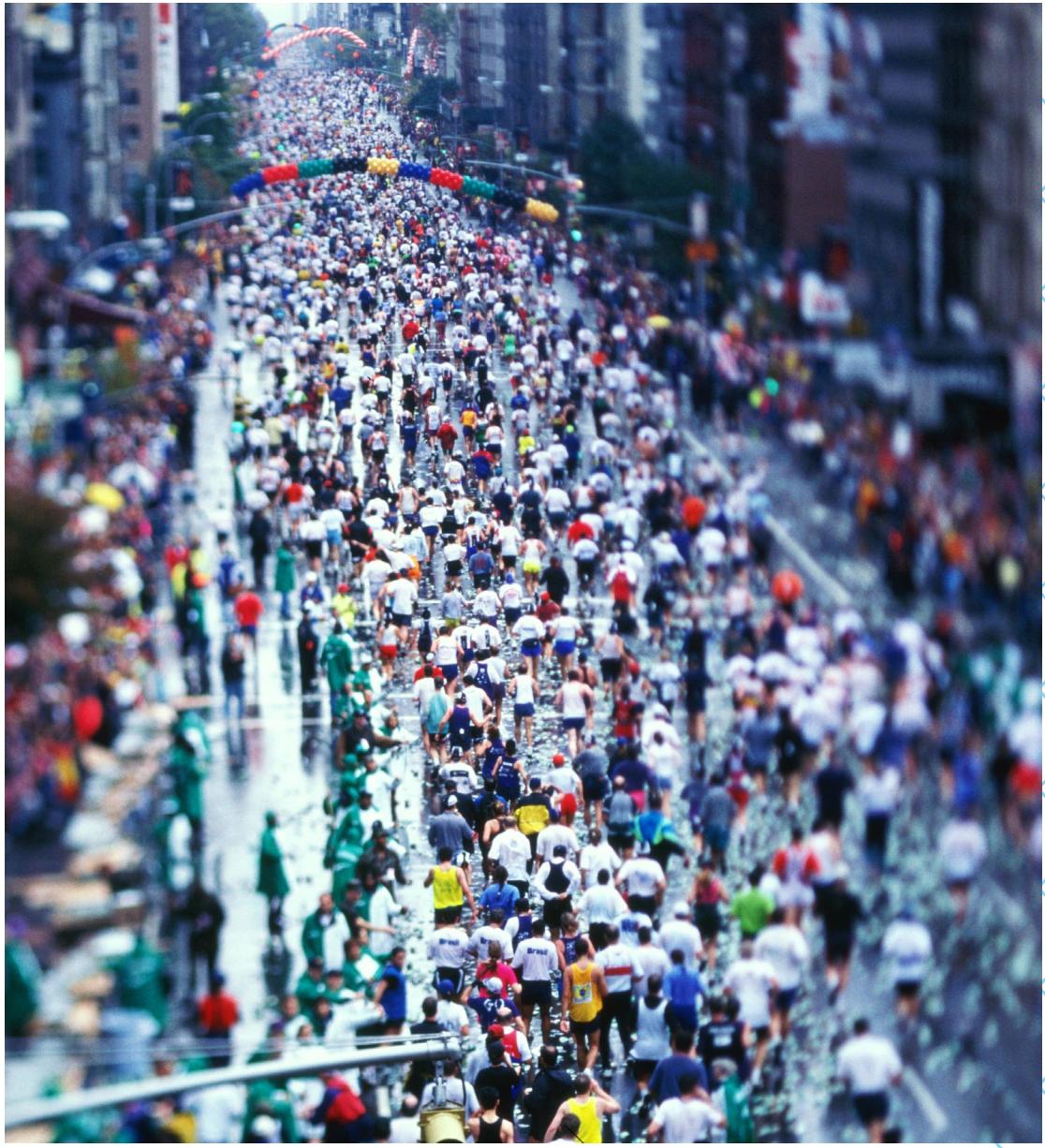
PHASE TWO:

The Starting line and the first few miles

PHASE THREE

Is mile 5-20… keeping up the hard work

**This is the longest phase of Wraparound*



Wraparound Process: Phase Tasks

PHASE THREE

Plan Implementation

- Implement and monitor initial plan of care
- Team meets formally at least every 30 days
- Continue to build team cohesiveness & trust

Wraparound Role(s)

Every Team Member:

- Advocates
- Supports
- Participates
- Communicates
- Celebrates successes
- Provides resources and referrals

Facilitator:

Facilitates meetings and provides CANS updates

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 remembers 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

Our Job

1. To be aware of ourselves, our judgement, our bias, our ability to blame, shame, and
2. To apologize & forgive ourselves when we slip up and we judge, are biased, blame and/or shame ourselves or others

And There's More!

Perfectionism (noun)

- Per·fec·tion·ism
- Definition: (b) a disposition to regard anything short of perfection as unacceptable

Projection (noun)

- pro·jec·tion
- Definition: 6(b):the attribution of one's own ideas, feelings, or attitudes to other people or to objects

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"

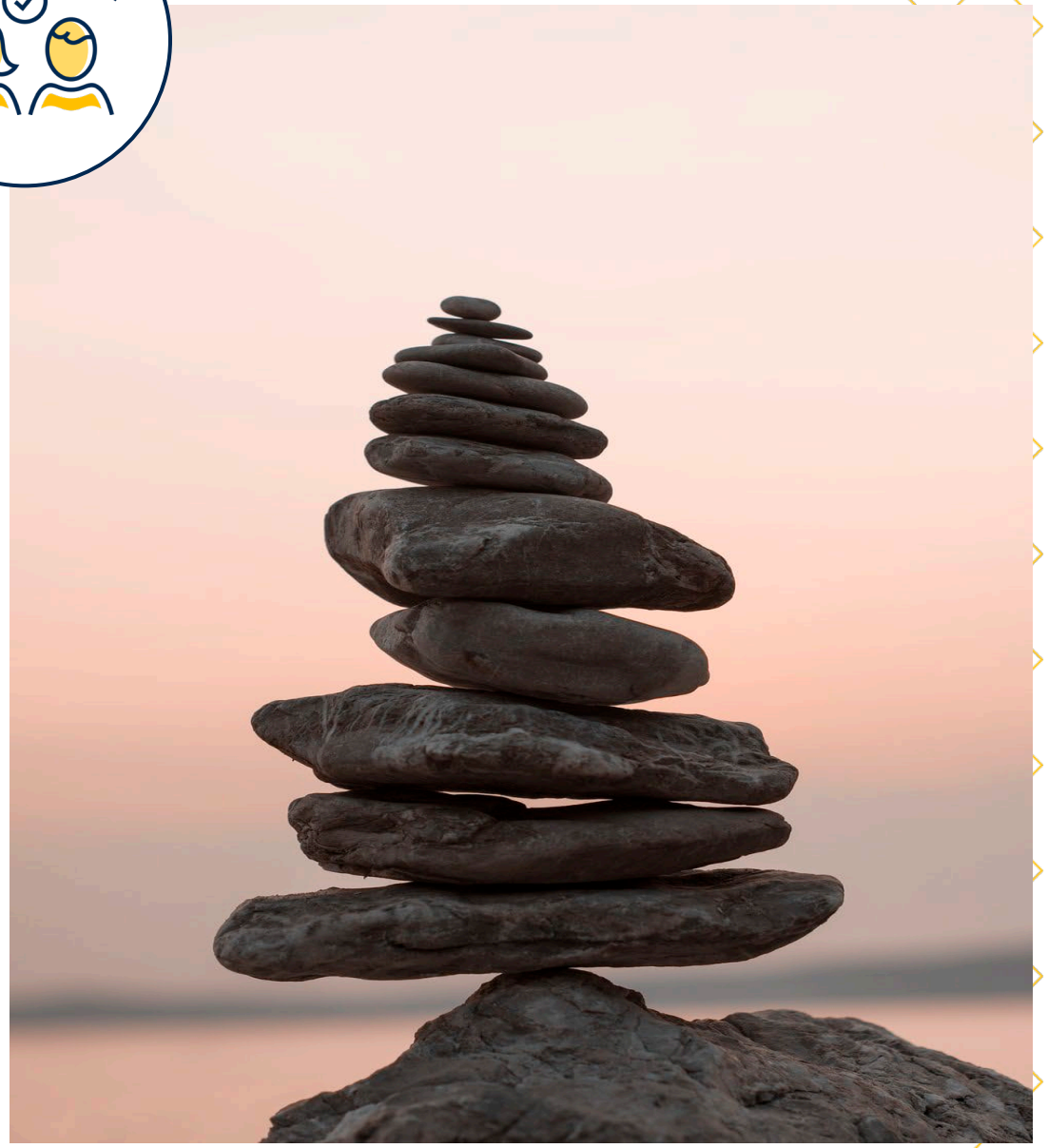
Self-Care

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



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:

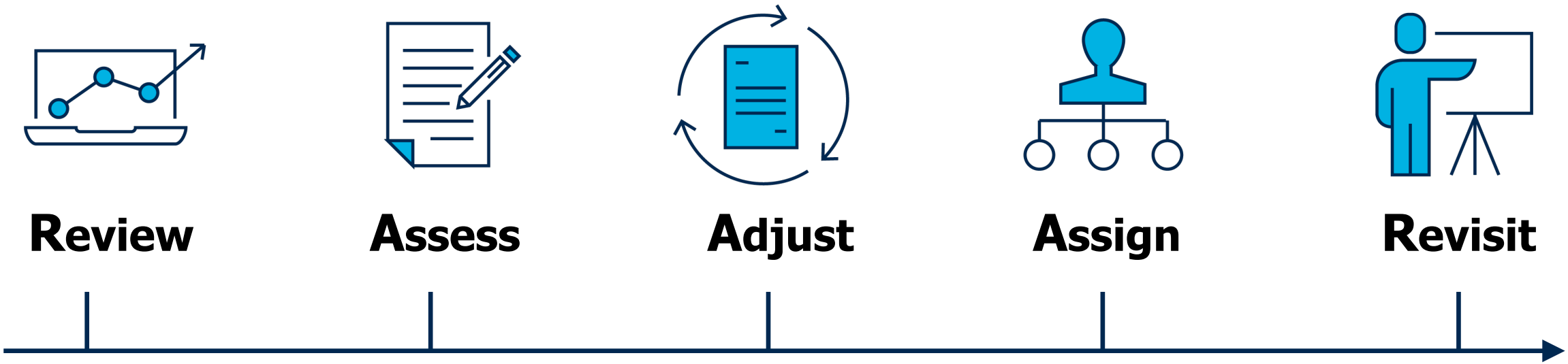
What would it be like to:

- support them through these moments
- address our own relationship with shame and take care of ourselves?

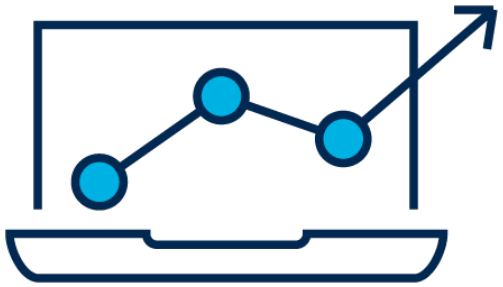
The Child & Family Team

Group Cohesiveness and Trust

The CFT during implementation: RAAAR



RAAAR



Review

Zoe is feeling angry about her mom (Tanya) not following through on some commitments

RAAAR

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)?

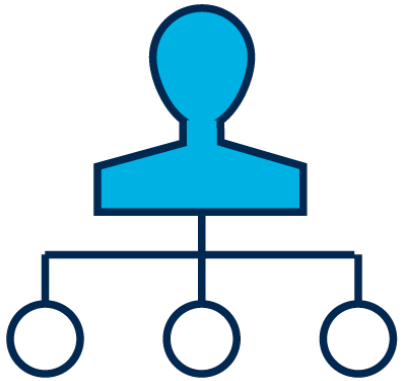
RAAAR

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?

RAAAR



Assign Tasks

Tanya and FP agree to review mom's agreements to explore mom's commitments

RAAAR

Revisit

Team follows up within one week to explore if the new strategies or tasks are working for the family.

“Do not judge me by my success, judge me by how many times I fell down and got back up again.”

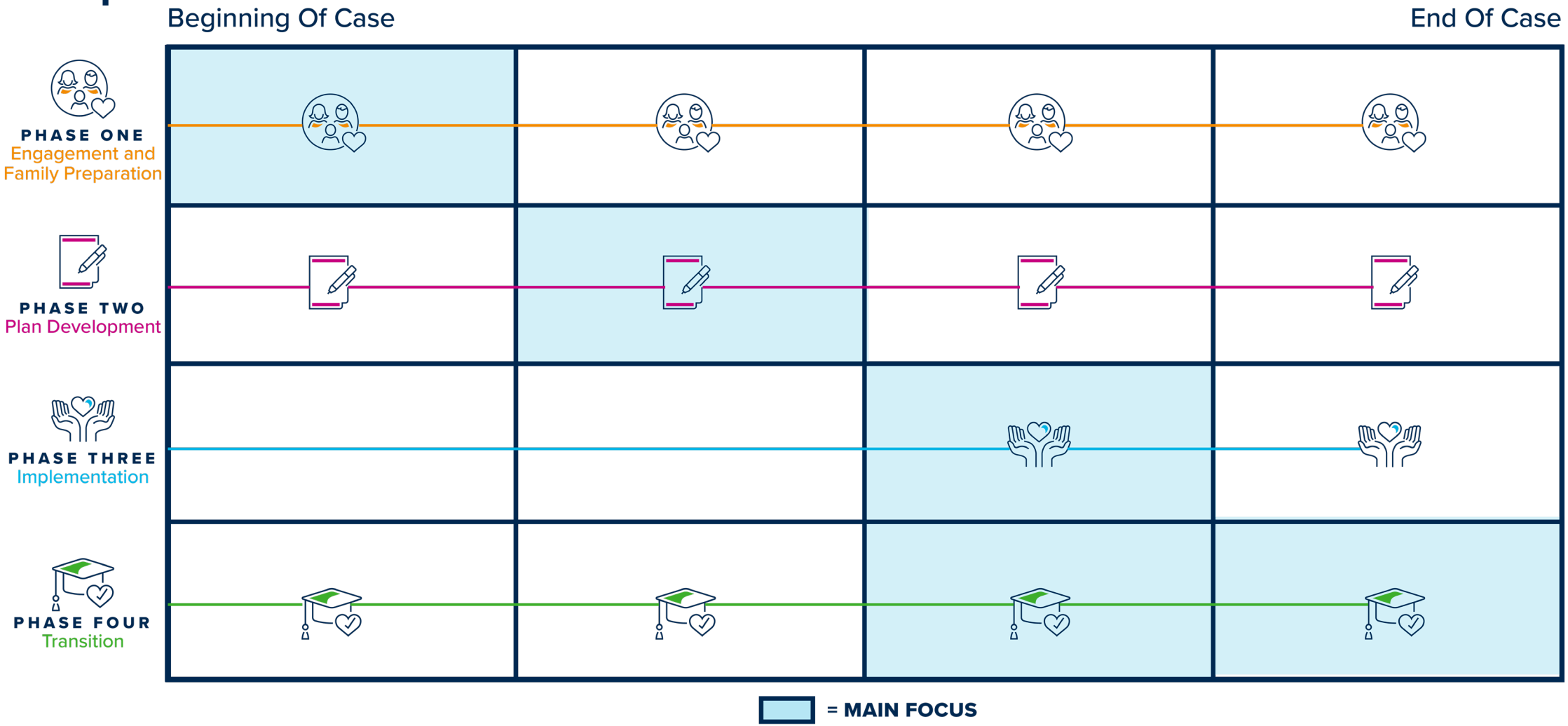
Nelson Mandela

TRACK YOUR INSIGHTS

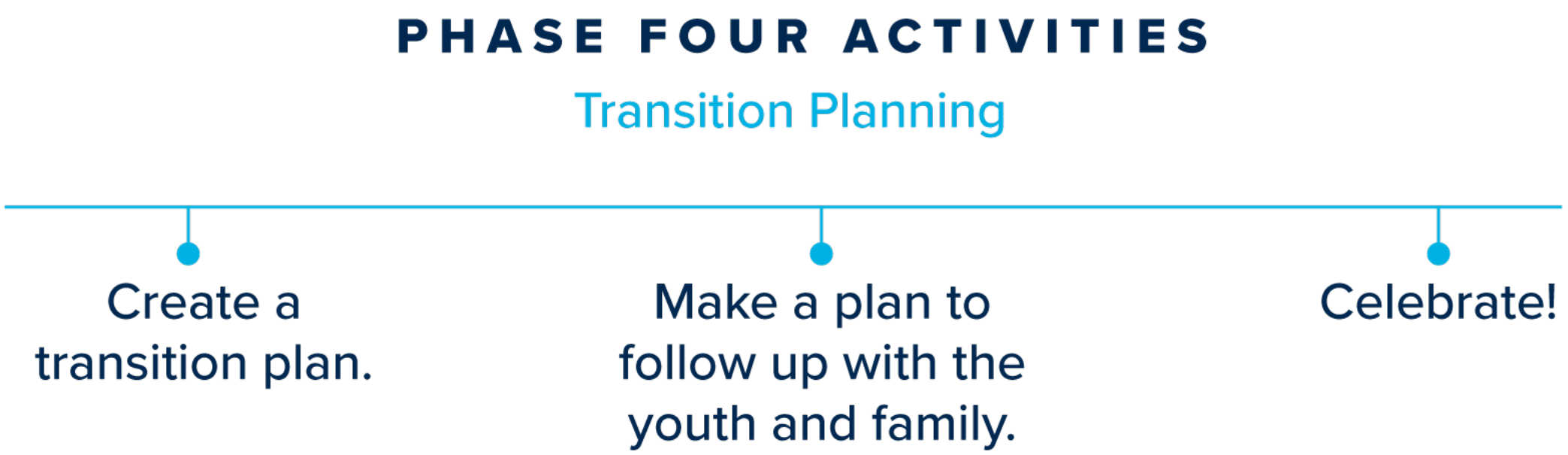
COFFEE
BREAK

Focus and Energy Over Time

Phases of Wraparound



Wraparound Process



“There are no goodbyes for us. Wherever you are, you will always be in my heart.”

Mahatma Gandhi

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?

Imagine the following

Via Wraparound, Zoe and her mom are provided with peer 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 (i.e., SMART goals and outcomes) and are making great strides.

- What would happen if, after they were doing really well and 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?

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

INFORMAL SUPPORTS

Post Transition Crisis Management Plan

CELEBRATE!

COFFEE
BREAK

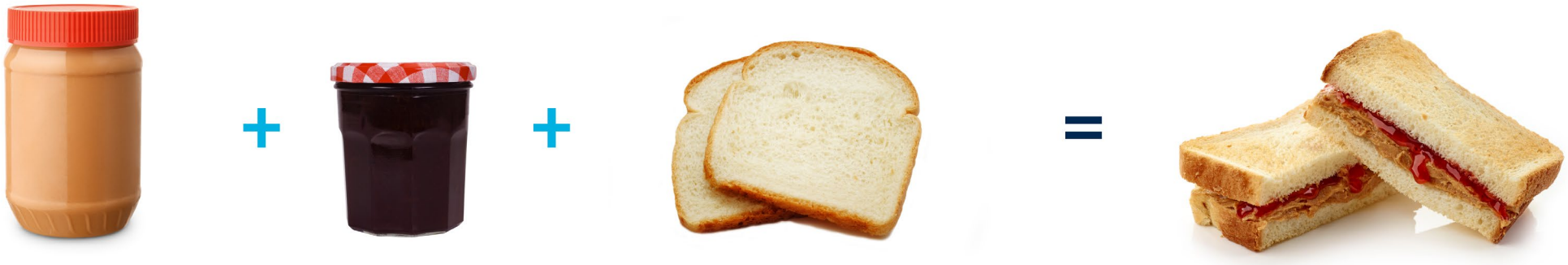
WRAPPING UP

WRAPAROUND

Youth and family's capacity & resources for coping & planning increase…

HIGH FIDELITY RECIPE

THE WHOLE WRAPAROUND PROGRAM



PIECES OF THE WRAPAROUND PROGRAM

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

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 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.
4. Understand/know how Wraparound works with families by using individualized plans of care from the initial through the transitional plans.

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?

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.

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?

Wraparound is (one or two words)
Mentimeter:

High Fidelity is...

Healing is...

Family voice and choice is…

Time for evaluation and celebration!

Fill in the blank:

I will be in service to High Fidelity Wraparound by doing/being/championing _____.

Citations and Resources

Systems of Care (www.tapartnership.org)

Pires, 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 Child and Human Development, National Technical Assistance Center for Children's Mental Health.

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Bruns, E.J., Walker, J.S., et al (2004) Ten Principles of the Wraparound Process. Portland, OR: National Wraparound Initiative, RTC, Portland State University.

Bruns, E. J., & Suter, J. C. (2010). Summary of the wraparound evidence base. In E. J. Bruns & J. S. Walker (Eds.), *The resource guide to wraparound. Portland, OR: National Wraparound Initiative.*

Walker, J. S. (2008). *How, and Why, Does Wraparound Work: A Theory of Change.* Portland, OR: National Wraparound Initiative, Portland State University

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

Schurer Coldiron, J., Hensley, S. W., Bruns, E. J., & Paragoris, R. Putting the outcomes-based principle into action part one: a guide for wraparound care coordinators; The National Technical Assistance Network for Children's Behavioral Health. 2016.

m Wraparound, I would gain the inner
ength I needed to make changes, and
hing would stop me.

MODULE FIVE

THANK YOU!

INSTRUCTOR

Resource Center for
Family-Focused Practice