Meeting Notes
National Wraparound Initiative Advisory Meeting
June 22, 2005

Notes included:

Breakout session 1 & 2: Tools and Products (Facilitated by Janet Walker and Nancy Koroloff)

Breakout session 1 & 2: Fidelity Measurement (Facilitated by Eric Bruns and Trina Osher)

Breakout session 3/4: Implementation Kit and Dissemination (Facilitated by Trina Osher, Eric Bruns, Nancy Koroloff, and Janet Walker)

Afternoon debrief

Breakout Session 1: Tools and Products
Facilitated by Janet Walker

Showed some tools that she had available. We all probably have a pile of these types of tools would it be good to gather them, maybe then categorize them and share them with one another? Talked about feedback tools, evaluation tools, specific tools and core tools and that these items might be categorized in this way. It was suggestion that people would want to know why to use each tool or when and that this may encourage people to use the tools more often. Talked about the tools are often developed or use to help problem solve. For example they talked about a checklist that was developed around cultural comments. This helps to maintain some structure and formally of what people are doing. This can also help develop quality controls for example are facilitator covering everything that they need to be. Using or relying on tools makes for a “shallow” product. The issue was also brought to the table around the supervisor tools and marketing issues. People talked in general about the phases forms and talked about how they used this in a training format. People have always asked for an example of a great WA plan and what would it look like, what is the process that the facilitator goes thru to get there, what does the evaluation look like the strength discovery... It sounds like people would like to have a packet of wraparound that people could use. Talked about a packet specific to the phases. What is the key purpose of the phases and this is discussed
in the article. Talked about how a plan of care for each individual is different but it is the practice and that people should be taught in the context of what they are going to working in. There is a great stand-alone guide on the web called share the care but it does not work if your are in the system. I may be worthwhile to cross-reference the share the care folks. Someone shared that they went to a WA and that it seemed more like a process and not help. These tools can help you learn but that we have to be a careful to capture the individualized part of it. Talked about that there could be a job description for each phase this would be helpful for the staff and to the supervisor to supervise. These tools are good instructions but they do not encompass everything. What can we do to compensate? Talked about how a lot of times there are programs that either have system or not have system support and those these make them different. It maybe good to have an implementation plan to go along with these tools. Wraparound therefore needs to be intergraded into the local system context. It is helpful to offer options. A tools is not a replacement for good coaching that there needs to be clear that this is complex and highly individualized context and that if not combining both then we can lead to “Crap WA”. There is a pre and post team. Each facilitator has there own individualized way of accomplishing these tasks. How do we capture all this stuff? People’s skills and capacities have a part in what makes it successful outside of what they may learn about the process. The heart and soul of WA or the art it, the technical needs that people have – that we may need to start with the tools and then go from there.

Purpose of the whole engagement process –
That there is a shared understanding, we have this need, the meaning of our need, this what our life looks like and that someone has reflected back. There may need to be different engagement for family and system. What tools will help you connect up with the family and the systems. Some tools are timelines, history or narrative, natural supports, strength stories, crisis plan, sharing of other stories – in regards to parent partners, DVD tape that families could watch to help them determine if they want to engage, the cultural norms in regard to engagement, ability to listen. System tools for engagement there are some in the handbook, education strategies for other systems, focus groups for system groups, care coordinators are ambassadors to the community partners, monthly supervision to supervisors that they can talk cross systems about cases and educate and encourage engagement. The hiring process that the families are on that hiring panel and the qualities for good staff would be and how to interview for it. Folks at the table talking about their stories and how do you teach that compassion and ability to have the WA philosopgy and beliefs for staff.

How would we get these tools out of people? What could we ask people to provide? What would be helpful and what makes sense to ask people to do? How would we general this list for the other tasks? How would we disseminate this information?
Community practice forum would be one way to make this happen. Have some degree of boundary to it meaning that it you give you get in return. Created the structure of what we want information on or a question and then they can propose an answer then people can have a parking lot where they can question and or answer or comment. And then people would be able to review what was developed possibility in an al-Delphi format. There probably are thousands of forms. It seems like s bulleting broad format where people can look, respond – an Amazon format. People could use a form and then they can vote on it or evaluate it. We will need technology for this endeavor. That there needs to be a consumer reviews. I think it would be good to evaluate it as it goes and that we do not take this on as a task on our own. Ultimately it has to be done the family and youth have to say if it is working or not. That they evaluate it.

Breakout Session 2: Tools and Products
Facilitated by Janet Walker

Will to share tools?

- Put as many tools out there as possible.
- Why this tool, why use it, what does it accomplish?
- Train around tools.
- Packet for each tool, i.e., flexible funding, the thinking behind it.
- Caution about the tools, vast array of what flexible funding is, or any other term.
- Definitions, author, how it works, does it work in your state?
- Program to program differences. A term that could be understood by everyone.
- Fidelity to general wraparound model, not tied to different systems.
- How make sure of fidelity, CA standards, tools tied into fidelity. Look at the tool and adjust it to fit, adapt it.
- We like getting tools from others, we adapt them to our needs. Crediting the tool’s originator is important. How to give credit and be fair.
- Tools cost when embedded in MIS system. Very useful because we can analyze and use across sites. Might be an issue of compensation.
- Process for allowing knowledge of “expensive” tools.

How would we actually get the tools?

- How to prioritize tools into phases of development or need.
- How do you know the tools work?
- Stages of implementation/development and tools needed for each stage.
• Cultural competence related tools – CMHS – talk to Gary who is collecting.
• Anything that can be done. Not a matter of “fairness.” Want kids and families to benefit.
• Form to accompany a submission so we know where to file it. Make specific requests for tools. Answer these questions when you submit the tools. Instructions, contact name/number.
• Where appropriate, stories about families to illustrate the use of a tool.
• Like the Fatherhood Network online – story of family.
• Organized way to refine the tool and improve it.
• Post tools on website.

How to weed through the tools for “best of” tools?

• Understand the underlying meaning of the work before scoring. Need to have someone in person who takes you through every step of the way.
• When you throw lots of tools out without the background or training. What you are doing, why you are doing it and what it all means when it is done is important. Nebraska used everything and no one really knew what it meant.
• You need to understand complex tools and know how to use them.
• Make a distinction between tools and outcomes measures and clinical scales.
• What’s the point in using all these tools. What are we trying to do and what do we want to happen afterward.
• Group what kind of tool you are talking about, what kind of structure is needed, what type of training.
• WFI – general agreement as a good thing to use. Learning experience. Consensus model could get us there. What are the tasks we want to accomplish.
• Define different categories to tools, fidelity, implementation, etc. What are we trying to accomplish.

Subgroup to review tools:

• Want to make sure that by the time a tool gets to that process criteria to get it there.
• What do programs do to ensure that implementation gets to where it should?
• Expertise, which tools fit for which situations?
• How to administer the tool?
• Provide instructions.
• What are the training issues involved? Purpose and how it is used?
• Workgroup reviewing it to determine use.
• Train to use tool, transition, need to train again.
• Requires a lot of “tending” to make sure staff know how to use the tool.
• Want to see cultural specific, language specific tools. Have people with that expertise on the group.
• How are tools translated to stay with purpose of the tool.

Criteria to send them or post them?

• How do we generate criteria?
• How long used the tool?
• Multiple sites.
• Effectiveness?
• Tools are only as effective as supervisors interested in implementing that tool.
• Categories of types of tools, purposes. Say what you use it for.
• Like to see when you do deliver tools, have a piece for the supervisor and supervisor needs to understand and use the tool.
• Good questions, where did you get it, how did you use it, caveats of when it did and didn’t work well.
• Develop first step in soliciting tools – form or questionnaire. User rating component.
• Length of time, who uses it, multiple users, training required, used by other groups, costs, why do you use it?
• Person who submits it should also be the person who uses it.

Breakout Session 1: Tools and Products
Facilitated by Nancy Koroloff

Definition of Tool: particular activities/procedures people use to achieve pieces of the Wraparound process

Examples of Tools
• Stress-O-Meter: assess stress in different domains
• Wraparound Outcome Scale: way to scale the team’s progress
• Strengths and Needs: Under each domain, make two lists (one of strengths, one of needs). Then prioritize the needs. There are questions that guide the conversation. It’s based on the strengths of the family. Go back and review it with the family to make sure you really captured it the way they see it. (Beth Larson-Steckler)
• John Franz—descriptive, contextual, and ? Example: Descriptive—he likes basketball, Contextual—he uses basketball when he is stressed,
there’s one more category that I can’t remember (Beth Larson-Steckler mentioned it)

- Laminated cards for each domain to use visually
- Database that tracks the process of the Wraparound service and how the family moves up. They track the implementation of the plan and keep track of what level the parent is at. A report is generated and given to the team. It’s not like an actual score, it just shows where they are. (Kansas)
- A form called an Action Plan (smaller version of Single Plan of Care) that tracks assignments and when they are supposed to be completed. It helps keep track of responsibility and prevents arguing about who was supposed to do what. (Beth Larson-Steckler)
- ROLES used as an evaluation tool

What is the best way to identify and find these tools?

- Have a website/Blog system where people can download the forms to use to list their tool
- Have a manual of some kind that incorporates everything that is uploaded
- Send out e-mail asking for tools
- Help people understand what they have that will be valuable to your project, by conversation, or by a description or examples to help people understand that you’re not looking for more of the same.
- Start with the NWI advisors and ask them, go from there
- Get much clearer about what we mean by this “tool thing”
- Tie it to the phases and activities

What should we expect people to do when they send us the tool?

- Ask people to provide a cover page, give them a list the information you would like them to include.
- Include where the tool came from both for fidelity and so that people can contact them about the tool.
- Find out how the tool was created (was family involved in the creation? Youth voice?)

How do we evaluate/rate these tools?

- Have the people who use them evaluate it
- Find out what kind of family they used it with (some tools may work better with other families/cultures than others.)
- Have people who have tried the tool give feedback and share that on the website (have a targeted e-mail that can be sent to people whenever a new comment comes onto the website on a tool you are interested)
- It would be hard for newcomers to Wraparound to go to a website full of unrated tools—especially when there a big fidelity issues.
- Have categories on the website—“if you’re new to Wraparound, try these things”
• Have an initial review of each tool by a group of staff-members—if something is not family-friendly or goes against the principles of Wraparound then it should be kept off the list.

Other Comments
• What are we looking for? Look at what it is we want to get out of these tools. Build consistency across tools.
• Seek out tools on youth and family voice—especially youth voice for teams for older children—different types of involvement for children at different developmental stages.

Breakout Session 2: Tools and Products
Facilitated by Nancy Koroloff

• EMQ – has socio-gram that is used to diagram emotional connections between family members; has other tools at both family and system level
• Donnie – supervisor’s tool that structures supervisors in asking questions to determine wraparound fidelity
• Dal – gross-level fidelity tool that tracks phases and achievement of activities
• Nancy could e-mail Advisory Members and ask for practice tools and quality management tools
• Anna – tools could be posted on NWI website
• Maybe need conference with focus on sharing practical tools (that supervisors and practitioners could take home and use the next day)
• Organizing requests for tools around phases
• Is it tools or techniques?
• People who share tools should include their name and phone number so others could contact them directly for further discussion – information sharing
• Greater clarity about what types of tools we are looking for – what is the need the tools (or request for tools) is an attempt to meet?
• Should there be a screening mechanism? Maybe a small volunteer screening committee; let contributors know that there is a screening process
• For each tool, it would be helpful to know why the tool was created
• Maybe there should be on screening at all – post everything
• Template for data tracking that includes report writing component would be useful for many organizations that are gathering data but don’t have the skills or capacity to aggregate and generate reports
- If mechanism for feedback is developed, it should be structured so it is strength-based
- If there is a “data-base” of tools, make it searchable by key word
- Dan – follow-up interview tool that gets information about child and family status six months after termination of wraparound

- EMQ – has socio-gram that is used to diagram emotional connections between family members; has other tools at both family and system level
- Donnie – supervisor’s tool that structures supervisors in asking questions to determine wraparound fidelity
- Dal – gross-level fidelity tool that tracks phases and achievement of activities
- Nancy could e-mail Advisory Members and ask for practice tools and quality management tools
- Anna – tools could be posted on NWI website
- Maybe need conference with focus on sharing practical tools (that supervisors and practitioners could take home and use the next day)
- Organizing requests for tools around phases
- Is it tools or techniques?
- People who share tools should include their name and phone number so others could contact them directly for further discussion – information sharing
- Greater clarity about what types of tools we are looking for – what is the need the tools (or request for tools) is an attempt to meet?
- Should there be a screening mechanism? Maybe a small volunteer screening committee; let contributors know that there is a screening process
- For each tool, it would be helpful to know why the tool was created
- Maybe there should be on screening at all – post everything
- Template for data tracking that includes report writing component would be useful for many organizations that are gathering data but don’t have the skills or capacity to aggregate and generate reports
- If mechanism for feedback is developed, it should be structured so it is strength-based
- If there is a “data-base” of tools, make it searchable by key word
- Dan – follow-up interview tool that gets information about child and family status six months after termination of wraparound

- EMQ – has socio-gram that is used to diagram emotional connections between family members; has other tools at both family and system level
• Donnie – supervisor’s tool that structures supervisors in asking questions to determine wraparound fidelity
• Dal – gross-level fidelity tool that tracks phases and achievement of activities
• Nancy could e-mail Advisory Members and ask for practice tools and quality management tools
• Anna – tools could be posted on NWI website
• Maybe need conference with focus on sharing practical tools (that supervisors and practitioners could take home and use the next day)
• Organizing requests for tools around phases
• Is it tools or techniques?
• People who share tools should include their name and phone number so others could contact them directly for further discussion – information sharing
• Greater clarity about what types of tools we are looking for – what is the need the tools (or request for tools) is an attempt to meet?
• Should there be a screening mechanism? Maybe a small volunteer screening committee; let contributors know that there is a screening process
• For each tool, it would be helpful to know why the tool was created
• Maybe there should be on screening at all – post everything
• Template for data tracking that includes report writing component would be useful for many organizations that are gathering data but don’t have the skills or capacity to aggregate and generate reports
• If mechanism for feedback is developed, it should be structured so it is strength-based
• If there is a “data-base” of tools, make it searchable by key word
• Dan – follow-up interview tool that gets information about child and family status six months after termination of wraparound

Breakout Session 1: Measuring Quality
Facilitated by Eric Bruns

NWI has now created a model (consisting of Four Phases, 31 Activities of the Wraparound Process).

1. What are the best ways to measure the quality of implementation of wraparound?

Comments/ideas:
Measuring quality is not the same as measuring effectiveness, although effectiveness is obviously presumed to be associated with high quality practice.

Well-trained staff

Consistency of practice

It has to be practical (e.g. useful for supervisors, measurable) – cannot be “all process, no product” – cannot be too labor-intensive-burdensome.

So what are the other demands on or activities of the supervisor? What else is competing for their time? Do these things add value? Can more focused supervisory attention to wraparound practice replace existing activities?

Must be problem-solving oriented in order to meet the needs

Balance between under- versus over-specification: we need greater specification of the competencies demanded by each of the activities. Need a competency-based approach for both facilitators and for supervisors. Wraparound requires a specialized set of skills (advanced), but frequently personnel lack more basic, universal helping skills (e.g. listening). Core competencies (e.g. listening, conflict management, group/meeting facilitation skills; for clinicians, how to be a partner) + (advanced) wraparound skills.

(e.g. needs-driven team membership/participation).

Job descriptions and training must be aligned with these necessary skills and competencies.

Qualitative interviews with families – relationship between staff and families

Key skill: Must be able to understand the resources available in the community, and to know how to access or develop what is needed

Need to meet families where they are at (engagement)

Multiple data points to validate the system’s perceptions of its practice:

- Direct observation of the work of the wraparound team
- Direct observation by the supervisor of the facilitators’ skills and behavior
- Direct, targeted interviews of the families receiving services – what is their experience
- Chart reviews

Disperse the responsibilities as a way to share feasible burdens:

- Use QM resources applied to a large “N” to collect objective measures (e.g. chart reviews)
- Use supervisors to directly observe the behavior and skills of facilitators and the workings of the wraparound teams
Use teams of family members, other team members (community representatives) and internal BH personnel to conduct in-depth interviews of a small number of teams’ members (including youth and families).

Is training directed at core competencies, or focused at doing the process correctly?

Some focus on assessing the experience of team members

Key skills for facilitators: “teaching” and “connecting”

Keep the questions objective. Not generally, “Are you satisfied?”

Be sure not to overlook the organization and system infrastructure context.

2. Where are the competencies identified?

- Annapolis Coalition
- Research and Training Centers
- VVDB Supervision Tools and Users’ Guide
- AZ draft tools
- Job descriptions: The Sycamores (the four phases of help: engagement, planning, providing, transition)

Also relevant: How do we measure what families are capable of doing? How do we measure their readiness/willingness/ability to serve as a full partner? Keys for Networking: Targeted Parent Assistance tool (1-10 scale + interventions)

And an implication for wraparound facilitator: their awareness of family’s stage of readiness, and ability to meet the family where they are at now

Families rating their own progress, and rating each contact they have with the wraparound process (e.g. Arizona’s “practice-based evidence” experiments at Family Involvement Center and at Southwest Behavioral Health)

3. How can NWI develop a set of indicators?

- Fill a big basket of current known resources and use a process (like Delphi) to rank order/narrow down
- Use a core group (as with Phases and Activities process)
- Mobilize NWI advisors to fill the big basket with tools already developed

Breakout Session 2: Measuring Quality
Facilitated by Eric Bruns
1. **What are the best ways to measure the quality of implementation of wraparound? What are the essential items we should attend to?**

- **Two things:**
  - Are we doing what we said we would do?
  - Is it helping?
  
  Look at these in both the immediate context of the family, and in context of longer term outcomes.

- **What the youth and family perceive is at least as important as what the professionals belief in terms of quality of process/practice. Examples:**
  - the extent to which they feel respected
  - that they are receiving the services and supports they want
  - the extent to which they are driving their team.

- **Family needs to be able to say, “This is not a good worker” or “service provider” – or “not a good match for me” – and that this will trigger a corrective response**

- **When providers use case rates and give resources to families or teams to choose services and providers, then those choices exercised by the families or teams are key measures of inferred quality of service (e.g. Dawn Project).**

- **Ask families and youth, “Are there any barriers (e.g. language, worker skill level) barriers to your receiving services/having your important needs met?”**

- **Can a tool/measure be developed that is useful for many different types of systems? We need to develop some organizational context measures**

- **We need to measure outcomes – they are “part and parcel” of quality of practice!!!**

- **Multiple levels of quality data:**
  - Jon Franz dashboard – each wraparound team uses this tool
  - Supervisory-level data – e.g. Pat Miles directive supervision
  - Management level data for agency/provider
  - Community data (taxpayers’ bang for the buck)
  - Researcher data – control variables, replicability etc.

- **Keys for Networking: Targeted Family Assistance:**
  - What did the family want?
How did we help them? Did they get it?
How well did it work?
1-10 scale reflecting development of family’s empowerment over time

- Family empowerment, confidence, perception of their capacity are very legitimate outcomes, regardless of whether their children (“hard outcomes” re delinquency, education etc) actually get better.

- Even measures about the family’s perception that their pet likes the care coordinator may be very important in affecting outcomes.

- Need to apply a logic model that considers inputs and outputs as well as “hard outcomes” (like success in school, avoidance of delinquency).

- John F – we may only be able to account for self-efficacy of families, special supports – not so much for hard outcomes.

2. Should NWI attend to developing measures of all of these different dimensions of process quality and effectiveness?

- Sue Smith - Recommend experimentation in different locations with different sets of measurement – standardized, non-traditional, customer satisfaction, “did we do what we said we’d do?” etc.

- Measure observed practice versus “non-negotiables” (practice standards)

- “Frank’s impassioned rant” – to what end do we provide wraparound? Public policy rationale from US Surgeon General’s Report in 1999 to present responds in terms of improved “hard outcomes” for youth and families. Accountability for “hard outcomes” means we must attend not only to measures of social support and families’ perceived competence over time, but as well to kids’ achievement in school, avoidance of delinquency, safety and stability of families over time. Focus on families’ hope and confidence are relevant to these outcomes, and that is the biggest reason why they are important to measure. In general, Frank suggests the ten principles of wraparound from NWI do not adequately attend to the importance of “best practices” – effective clinical interventions and supports.

Breakout Session 1 & 2: Measuring Quality
Facilitated by Trina Osher
Methods for Measuring Quality
- Assess community infrastructure that supports wraparound
- Standard clinical and functional outcomes for children, youth, and families
- Family and youth satisfaction with their role in the process and the outcome from it
- Data on the funding – especially the impact on funding.
- Tools to assess wraparound need to be mandated in the contracts that pay for it
- Assess the team process – form of wraparound – in light of the outcomes achieved for children, youth, and families. A good process alone is of no value unless it leads to a better quality of life – kids who are living at home, are going to school, are safe in the community, and are not in trouble with the law
- Assess all three aspects
  - Outcomes for children, youth, and families that are quantifiable
  - Process followed such as who is on the team, the role they play, and how the team operates – such as the role of the family partner or coach
  - Plans themselves and their implementation
- Extent to which the family is finally empowered to advocate for the child and for itself – check out the Family Functioning Matrix (ask Brad for the URL)
- Triangulate multiple perspectives on performance of personnel
- Is there a code of ethics – it is followed
- Must eliminate assumptions and ambiguity

Readiness to Implement
- Team dynamics and readiness to engage the important person – the youth
- Systems preparation – the need to blended perspectives
- Capacity to facilitate and support ongoing training
- Engagement of system partners

Designing Useful measures
- Identify the results the family and youth are seeking and the process falls into place
- Extent to which the measurement can be used to promote learning about the wraparound process and the outcomes that come from it.
- These need to be action oriented – lead the team or agency to a new level of skill
- Youth need to identify the kinds of information that would be useful to them
- Individual measures need to be targeted to the team, the agency, or to the system
Need tools that are simple and give quick feedback to staff as well as tools that are more comprehensive for continuous quality improvement.

- Process to develop indicators of quality
  - Get input from:
    - Supervisors who serve as good coaches for both facilitators and for system transformation
    - Family members who serve as guides and mentors
    - Community leaders who serve as cultural guides for staff
  - “Outsiders” can help us better understand our own wraparound process because they observe it more objectively

Summary:
Measurement has to assess infrastructure, purpose, process, and outcomes. It must examine individual action, team behavior, and institutional support. AND, it has to be able to show performance of each element separately as well as their impact on each other and the constellation as a whole.

[Take a look at what has worked in other settings.]
[A future discussion is needed on vehicle(s) for certification.]

Breakout Session 3 & 4: Implementation Guide and Dissemination Facilitated by Trina Osher

Session III - Things that need to be “in the box.”
- A list of services – not just current offerings in the community but all the possibilities that might be considered (evidence base or other data about their effectiveness and about which populations they work for)
- A video (tape or CD) of John or Jim (or others) doing a wraparound session
- Youth and family members (on tape or CD)
  - giving an orientation to the wraparound process
  - talking about their expectations of the process
  - talking about cultural and linguistic perspectives as well as how differences in socio-economic status, age and development stage, influence their perspective
- Guidelines for deciding who should be on the team and what the minimum membership should be
- A check list to track tasks to make sure all aspects of the process have been addressed
- Role descriptions for all kinds of folks – both formal and informal positions – including
  - why each role is an essential part of the process
  - how much each person is expected to participate (time)
  - what are the expectation of each role
  - what responsibilities are specifically assigned to each role
  - what limitations are they for each role
Guides to hiring and supervising team members
Guides to engaging and educating families
Quick overviews of evidence-based practice
Tools for families and youth

Family guide
- Youth guide
  - Organizing tools such as folders or binders with sections to keep various documents, track appointments, keep notes
  - Links to natural networks
  - Strategies, incentives, and peer supports to engage youth
    - Develop the youth ladder
    - Include lists of what youth are doing that works
    - Identify where the youth groups are

Tools for management
- Templates to feed data on core measures into a central (national) database from which reports could be generated of local interest including benchmarks
- Strategies for funding
  - public and private funding sources
  - don’t rely only on Medicaid
  - strategies for getting wraparound into the benefit package
- Confidentiality forms, policies, and interagency agreements
- Administrative support tools
- Lists of experts and individuals with specific experience to call in when you need help

Tools for the community
- Self-assessment guides to determine readiness for wraparound and guide development of an implementation plan
- Framework for describing the organizational and community context
- Fidelity measurement tools
- Marketing tools to sell it to policy makers and funders outside the mental health system

Session IV - Dissemination
- Build wraparound into SIG requirements
- State with a few locations willing to implement it and share their data in a national pool
- Hold a competition to select locations to test the tool kit (Allow communities to test a specific portion of the kit or the whole deal)
- Regenerate a national wraparound conference
- Direct marketing to agencies such as networks of foster care provider organizations
- Roll out at the training institutes
- Interest universities in training personnel on wraparound and marketing their students
vêEducation the United Way and other foundations – interest them in funding studies of fidelity and effectiveness
vêPromote at the FFCMH conference
vêGive youth funds to develop a video that promotes wraparound from their perspective

Breakout Session 3 & 4: Implementation Guide and Dissemination
Facilitated by Eric Bruns

Contents of the kit:

- Interagency agreement template.
- Structure – system and program conditions.
- Orientation and training overall system and agency level of support required to do quality wraparound.
- Before people use a sample agreement, should be a process they have gone through to share resources.
- Takes months of relationship building. Leadership is needed.
- Good research on how system change occurs, “tipping point,” having that in usable form.
- Agreement to what it is and where you are going. “Get on the same age.” Same vision, articulated in a way everyone agrees to it.
- Agreed upon message and standards.
- Clout, knowledge and passion in leadership.
- Ron Heivitz speaks to leadership.
- Move from idea of wraparound to reality of wraparound.
- Building Systems of Care, easy to read and helpful.
- Tipping Point by Malcolm Gladwell.
- Is the box for change agent or person who will lead wraparound group?
- Develop a team agreement. Lay out some things to expect, roles, strengths, reading documents.
- Information one-page to give to families and other team members.
- Everyone on team should have the family guide.
- Family participation at all levels connected to the interagency agreement. What would it be like for facilitators if they didn’t have IA.
- Strengths and needs of our team, where do we need to go and where we prioritize it?
- Data for population – what does a community need to collect to convince partners.
- Social marketing plan.
- Template for writing a wraparound plan. Probation, education, social services, mental health and youth. How will they collaborate? Template
talks about community advisory boards, how review wrap plans, advisory capacity to ensure wraparound. How involve parent partners.

- Case studies of high-end kids, costs and where money comes from. Back page what it will cost with community-based services in play.
- Funding strategies to support implementation for wraparound. Where you are spending dollars now.
- Place to build a budget.
- Data system sharing – look at other systems. These are the elements you need in a data system. Examples of MIS and data tracking.
- Development of a database and elements you might want to include.

Kit for teams:

- Strengths and needs domains.
- Belief system.
- Family driven care definitions.
- Make sure family voice is heard.
- What makes an effective team?
- Curriculum for training each of these teams.
- Instrument to measure team composition, structure and cohesion.

How do we bring this technology?

- Bring that to the process.
- Put research and theory out there.
- Team practice, belief system, etc. with table of references to refer.

Role of NWI to get information out there?

- Resource or clearing house.
- Coaching and modeling.
- Is this right for you? Not every agency “right” for wraparound.
- Choices for having parents at the table.
- Flow chart and “avenues.”
- Essential elements.
- Peer review.
- Certification process.
- Supervision has to change.
- Training, education, certification.
- Training with families but not too soon due to transition.
- Have someone coaching and training who knows what they are doing.
- Mentoring.
- Supervisor is the key. University sponsored trainings for supervisors.
- University graduate programs training students utilizing IV-E match.
• Required training.
• Certify trainers who become ambassadors. Have training standards.
• Analysis of assumptions, current practice, baseline skills, what makes system move, supervision challenges.
• Tie-in to competent practice and getting contracts.
• Requirements and competencies of a supervisor.
• Lobbying and advocating for change at legislative level.
• Training institute.
• Integration into higher education.

Breakout Session 3 & 4: Implementation Guide and Dissemination Facilitated by Nancy Koroloff

Create Gift Basket – Tool Kit? (No lid)

Filled with what we would give new wraparound programs

• Stress importance of family and youth voice as important components to consider upfront

• Painkillers – make the process a little less painful. Share what works – give examples, be realistic about how long the process takes, and share that it is not a linear process – circular. Would want people to call if stuck (similar backgrounds/demographics)

• What does a great strengths/needs culture look like? What does a good integrated plan look like? Research that demonstrates the value and efficacy of wraparound, as well as other aspects (These all make up the foundation)

• Tools for how to find, access, and build resources in the community. Establish relationships with other folks working in the systems/community.

• Forgiveness for families who have made mistakes – get out of jail free.

• Rebirth process from pain to recovery/resiliency – including compassion, strong moral values, understanding to be able to begin working with families who are in a lot of pain and suffering. Getting to the ‘heart’ of the matter. Wraparound = someone wrapping their arms around the family. Symbol = stethoscope to listen to heart.
• Video – public service announcement to help system partners to acclimate to principles of wraparound. Training video – Wrap Around the Movie

• Sister wraparound community.

• Tire gauge for families – to measure pressure/air quality – thermometer to measure temperature.

• Certified list of trainers/consultants

• Flip charts/ pens for writing notes.

• Translator – that translates the terms of wrap around to other community partners (ie., child welfare, family, etc.)

• Fun

• Cultural Guides – for dealing with areas that professionals are not as familiar with (ie., ethnic minority, other cultural factors)

• Something that demonstrates the need for collaboration


• Personal Family Experience – unique from that of other families, using people first language.

• Family cohesion that results in mutual support and eventual policy and funding support

• How to facilitate meetings, conflict resolution skills, and lists of resources that facilitators can utilize to build core skills that are needed to use in a wraparound model.

• Binoculars/microscope/xray vision to see beyond what might be appear to be obvious with families.

• Core skills

• Pile of $$$$ - someone to manage money that

Breakout Session 3 & 4: Implementation Guide and Dissemination
Facilitated by Janet Walker

**Gift box**
JW group:
Need different products for each of four phases:
Everett Rodgers

1. Need to start with early innovators, 2%, who need just the basic information, need a salesman for it. Then goes to the early adapters 12.5% who need observation and relationship to do a way to make it fit and test it in the context of their own systems. Then need products to get to the manual for the early majority. Need products for each group of people.
2. Lots of people to get on board, many different products and processes for getting people all day
3. Need the families as the key integration agents, families will hold the system accountability and family organizations as the vehicle for for bringing the community together.
4. We have been really wimpy about really getting the family involvement, ie parent partners who don’t have kids with special needs. Some families have been abused by the system, need to see peers to bring them into the system.
5. So the first thing we need is a person to make first connections. We need tools to help people get over the speed bumps that separate the phases of change (early innovators to early adapters to early majority). No artificial tool to get that first connection in place. How to get that connection to scale—So need people to guide people along the path of change. You need parent participation and need them present at each level of the implementation from community to program to team. Then you need products to ensure that people will be educated at each level—propaganda for each level or audience, and then tools to determine that we’re doing a good job at each of these levels. Need to build the conditions that will be hospitable for the right kind of connections, people bringing people together to participate in the shared vision.

And what about certification: in some communities the pressure for EBPs is coming down on wraparound. SO whatever the group can do to bring that along will be very helpful. Research that tests the theory, understand which aspects of the wraparound process are most likely to get us to outcomes.

Should there be peer review—JHAACO, self-assessment? What about the problem of people performing to the test Use self assessment in Wisconsin george Hewett.

Certification as a way of validating people’s experience and sense of themselves. Could also certify programs and communities. Differentiate between levels: novice, practitioner, expert (know more than how to follow the book), mentor
How to get unit based competencies be the most important since the people move so quickly, or maybe can certify supervisors. Ultimately certify the organizations that have developed the capacity to bring people along.

Possible ways to stay in touch—discussion groups with postings that are delivered to a listserv—would prefer that things are digested

Large Group Report Out and Closing

**Nancy’s group: Melanie and Sandy reporting out.**
Has to be a gift basket so we are thinking outside of the box. Stress important of family and youth voice—have a megaphone. Painkillers to make the process less painless. Need to share what works and doesn't work, be realistic about how long the process takes, share this. People could feel like there are others they could call if they get stuck. Examples of what a great strengths/needs/culture discovery looks like, what a great plan. Elements of research that attest to the outcomes and quality of wraparound. Tools for finding and accessing resources in the community—that would help people build connections. Get out of jail free card—forgive families for mistakes they have made and they can start new with no blame and judgment. Rebirth process from pain to recovery and resiliency so people can work with families better—get to the heart of matter. Wraparound is wrapping arms around a family. Video to prepare system partners and then a training video that goes more in depth into the wraparound process. A sister wraparound community to provide support and information. A tire guage for families to measure pressure. A thermometer to measure hot air. A certified list of trainers and consultants. A translator who will translate wraparound to cross system partners. And need to have fun. Guides for folks to help understand issues around culture. Something that demonstrates the need for collaboration—everyone has a piece of the puzzle. Wraparound stories and examples. Share personal family experiences. Information on how to facilitate meetings and develop the basic skills we talked about (conflict resolution) other resources for the core skills. Pile of money along with someone with business savvy to manage the finances.

**Trina’s group:**
Administrative tools—technical nuts and bolts of how to get it done. Youth and family guide. Tangible items for the kit—it’s for a variety of audiences. May need several kinds of tools—fidelity measures, list of experts to call. Maximizing funding, how to get benefits that are Medicaid eligible. Marketing—wraparound as an EBP would make it usable. Incentives and strategies to encourage youth participation—models that work.

How would we disseminate this? To small agencies—could it have money attached to it to implement it. Video that youth could make that would promote wraparound. Could be rolled out at major conferences. Tools to address the needs of all people in the system.
**Eric’s group:**
One plan of care that brings together all resources so child and family know what they’re working on. Keep the families at the forefront (crown). Book of wraparound definitions. Shared beliefs. Team agreement that we will work on the same plan, shared vision of what the family will get to.

Similarities to other groups: things to get to communities before practice even happens. Also things like interagency agreements.

Supervisors are the key—how do you change the way they work with facilitators and parent partners—need to get the skills taken up in community colleges and universities earlier in their careers. Do we need to certify people who can bring it to their agencies.

More ideas on certification: in the spirit of family drivenness, the process should be run by families, not by systems or providers or JHAACO. Not that only family views are evaluated but that it is done by families. That may be the way to have credibility for it and to remove some of the issues of monitoring or heavy handedness that comes from more traditional systems of accreditation.

EBP: there is research of wraparound that are conclusive. Bob Friedman is using them as an expert witness in a lawsuit. (**Get Bob’s testimony?) Maybe we roll over to easily, when Colorado didn’t put it on the list—“I’m glad you’re not going to fund residential treatment any more” and that changed the dialogue. Our field doesn’t have the large rigorous studies.

Demonstration what family-driven really looks like.

Certification of supervisors versus agencies: In Milwaukee county how do we replicate. We are looking at agency performance and is it the supervisor skill level or not? We found things contrary to what we expected—we thought that it would key on the supervisors. The agencies that were most able to keep kids out of residential and others, for five years, the same agencies do the best. They don’t have the best supervisors, but we’ve come to the belief that it has a lot to do with the culture of the agency in which those supervisors work and the skill level and beliefs of the next level “up”. The agencies that value it and who have changed what they do.

**Sum up Gary Blau:** There is energy here and value to the work we do. The field needs this work and a unifying approach to doing the work. What we’re doing here is powerful. New products: are you ready for wraparound? DVD idea. Separateness between the toolkit—is still a guide. Need people out in the field to
make it work. Need stuff for social marketing “Zoloft, works well with wraparound.”