NWMI 2012 Meeting!
July 25, 2012
Orlando, FL
In 2003, stakeholders convened and planned to work collectively to:

• Clarify what the principles mean in wraparound practice
• Describe necessary elements of practice - develop a practice model for implementation and further research
• Promote existing and additional research on wraparound implementation and effectiveness
• Develop and share information and resources - “community of practice”
• www.nwi.pdx.edu
Today’s session

• The NWI – its mission and functions
• Transition to a membership organization
• Current governance and staffing
• Dissemination and awareness activities
• NWI Workgroups
• Recent and current projects
• And now, a word from our sponsor
• New/possible projects
• Questions for you and from you
The National Wraparound Initiative seeks to build the capacity of states, communities, organizations and individuals to contribute to the provision of high quality wraparound.
Supporting community-level planning and implementation through webinars, implementation blueprints, self-assessment tools, and technical assistance.
Promoting professional development of wraparound staff by providing Guidance through online resources, Implementation strategies and tools; A framework for staff development; Quality assurance for training and coaching; and Access to a national technical assistance network.
Ensuring accountability
Through clarification of best practice,
External reviews and evaluation, and
Web-based systems for tracking implementation,
monitoring fidelity and measuring outcomes at a community and team level.
Sustaining a vibrant and interactive national community of practice by bringing together hundreds of NWI members and dozens of affiliates nationally who provide energy and resources while also benefiting from sharing information and being linked together.
Getting input from members to guide NWI priorities

Conferences

Certify Individuals

Certify Orgs

Clarification of Workforce Skill Sets

Tools for Supervision

Community of Practice

Tools to Evaluate Fidelity and quality of Training/TA
Getting input on specific projects/tools

Results of Needs Sensing Survey on Data Elements to Include in Wrap management feedback system

<table>
<thead>
<tr>
<th>Percent rating priority “High” or “Highest”</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Support &amp; Connectedness</td>
<td>77%</td>
</tr>
<tr>
<td>Progress toward Goals/Needs</td>
<td>68%</td>
</tr>
<tr>
<td>Needs/Goals</td>
<td>67%</td>
</tr>
<tr>
<td>Core community outcomes</td>
<td>63%</td>
</tr>
<tr>
<td>Team fidelity assessment</td>
<td>61%</td>
</tr>
<tr>
<td>Family satisfaction</td>
<td>59%</td>
</tr>
<tr>
<td>Strengths</td>
<td>50%</td>
</tr>
<tr>
<td>Plan components</td>
<td>50%</td>
</tr>
<tr>
<td>Emotional outcomes</td>
<td>41%</td>
</tr>
<tr>
<td>Risk</td>
<td>40%</td>
</tr>
<tr>
<td>Status of wrap implementation</td>
<td>36%</td>
</tr>
</tbody>
</table>
How do we sustain the NWI’s work?

- Licensing fees for tools and technologies (e.g., to the UW Wraparound Evaluation and Research Team for use of fidelity tools)
- Evaluation contracts (e.g., The Institute for Implementation and Innovation at University of Maryland SSW)
- Federal grants for specific research projects (NIMH)
- Federal contracts for specific products (e.g., Center for Medicaid and Medicare Services)
- Infrastructure support from external funders (SAMHSA, Child Adolescent and Family Branch)

- **Individual and Organizational Members**
• Per recommendation of our advisors, primarily following a “National Public Radio model”
  – Get needed info and resources to the field
  – Most materials and resources available to all, newsletter distributed widely
  – Members join to support the mission at a level they are comfortable with
  – Currently not sustaining basic dissemination and sharing functions, but we’re working on it
    • Need your input here!
Member “perks”

- Discussions and work groups, sharing of informal, draft and unfinished products
- Facebook group/blog
- Some materials and resources
Facebook NWI member group

Abstract (full text not available from NWI): Addressing the unique needs of youth transitioning to adulthood has long been viewed as a priority in implementation of systems of care (SOCs) and wraparound. Developmental research and ‘practice-based evidence’ suggest that there are differences between transitioning youth and their younger peers in family environment and wraparound team processes. Although these differences are thought to have significant implications for wraparound practice, few studies have examined them empirically. The present research involves two studies examining differences across several age cohorts (i.e., 10-12, 13, 14, 15, 16-17 year-olds) ranging from early adolescent to transitioning youth in: (1) caregiver perceptions of role-related strain and family environment quality, and (2) facilitator, caregiver, and youth perceptions of wraparound processes. In Study #1, older age was associated with higher levels of caregiver strain. In Study #2, age was associated with differences between youth and other team members’ perceptions of wraparound processes, such that older youth perceived teams as less cohesive than others on their teams. These findings suggest that transitioning youth and their families merit special consideration in wraparound implementation and underscore the importance of considering the perceptions of transitioning youth in system change and practice improvement efforts.
Discussions / groups

You can subscribe to any of the discussions in this area, or to any of the topics within a discussion, to receive email updates when others contribute to the discussion or topic.

General

<table>
<thead>
<tr>
<th>Forum</th>
<th>Last message</th>
<th>Topics</th>
<th>Replies</th>
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<td>13</td>
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</table>
Transition to Membership Organization

- Individual memberships (134)
  - Regular (85), Contributing (16), Sponsoring (4), Sustaining (5), Limited Income (24)
- Organizational “bundles” (78)/members (411)
  - Small: 57 bundles/204 members (but about 25% lapsed)
  - Medium: 16/131 (almost none lapsed)
  - Large 5/66 (almost 50% lapsed)
- “Get notified” ~1000 (no access to member-only sections of website)
- Total mailing list ~8000
How to maintain our Community of Practice

- Survey of current members and past advisors—64 responses
- How to accomplish the main functions of the “old” advisors
  - Guide the NWI’s work as a community of practice
  - Collaborate to produce consensus documents
- Definite yes on smaller group within general membership
Structure for NWI Community of Practice

**Selection committee**: Decides if applicants have sufficient expertise to join the “core group”

**Advisor “board”**: Includes both external, selected members and internal, elected members, helps steer both CoP and NWI

**Core group**: Members with sufficient expertise participate in the consensus process to approve key NWI products

**NWI General Membership**: Anyone who pays or gets a “scholarship”—share documents, participate in discussions, provide certain kinds of feedback
NWI Board of advisors

• Jane Adams
• Beth Stroul
• Trina W. Osher
• Neil Brown
• Brittany Couch
• Robert Friedman
• Michelle Zabel
• Mary Jo Meyers
• Sheila A. Pires
Current NWI Staffing

- University-based Co-Directors (each about .20 FTE)
- Dissemination efforts at PSU
  - Website/communications and Program Assistant (each about .40)
- Research/evaluation staff at UW
  - Wraparound Evaluation and Research Team
    - Director April Sather, MPH
    - Ericka Weathers, MA
    - Spencer Hensley
    - Hattie Quick, MSW
Current and Recent NWI Activities and Projects
Dissemination and Awareness

- Website
- Webinars
- Wraparound Resources and Tools Library
- National Registry of Initiatives
- 2011 National Conference
- Implementation Guide
- USF Online course
the national wraparound initiative

In 2004, stakeholders—including families, youth, providers, researchers, trainers, administrators and others—came together in a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families. The NWI now supports youth, families, and communities through work that emphasizes four primary functions:

- Supporting community-level planning and implementation
- Promoting professional development of wraparound staff
- Ensuring accountability
- Sustaining a vibrant and interactive national community of practice

The NWI is membership supported. You can join the NWI to help continue this important work!!
May 22, 2012 - What's the NWI Doing, and How Can the NWI Support Your Work
February 28, 2012 - Combining TimeBanks with Wraparound for Positive Results
August 23, 2011 - Functional Behavioral Analysis and Wraparound
June 14, 2011 - Individualizing Care for Children with Complex Needs Through Developing a Comprehensive Service Array and Provider Network
April 13, 2011 - Strengthening Practice through Directive Supervision
March 29, 2011 - Integrating Wraparound into Schools
February 22, 2011 - Engaging and Involving Youth in Wraparound
January 25, 2011 - The Art of Wraparound in the Child Welfare Environment
September 21, 2010 - Using Medicaid Waivers to Finance Home and Community-Based Services
August 17, 2010 - Family Partners in Wraparound: Who are they and what do they do?
June 29, 2010 - Supporting Wraparound Implementation
June 15, 2010 - Accountability and Quality Assurance in Wraparound
April 10, 2010 - Wraparound Practice
March 16, 2010 - Overview to Wraparound: The principles, practice model, evidence base, and necessary implementation supports
<table>
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<th>Webinar Title</th>
<th>Slides (PDF)</th>
<th>Webinar Recording</th>
<th>Webinar Polls</th>
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<tr>
<td>Supporting Materials:</td>
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<td>1. The new wealth of time: How timebanking helps people build better public services</td>
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<td>2. Co-Production Assessment Tool</td>
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<tr>
<td>August 23, 2011 - Functional Behavioral Analysis and Wraparound</td>
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<tr>
<td><strong>Click here for a Sample Crisis Safety Plan</strong></td>
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<td>.pdf</td>
<td>.wmv</td>
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</table>
Resource Library

- Browse by category
- Search by title, author, keywords
- Includes all NWI materials, both those that spread across the NWI main site and some that are on the membership site (member access only)
The NWI works to promote understanding about the components and benefits of wraparound, and to provide the field with resources to facilitate high quality and consistent wraparound implementation.

wraparound initiative

Members—including families, youth, providers, researchers, funders and others—came together in a collaborative effort to identify the wraparound practice model, compile specific guidelines, and disseminate information about how to implement it in a way that can achieve positive outcomes for children and families.

The NWI now supports youth, families, and professionals through work that emphasizes four primary functions:

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- Ensuring accountability
- Sustaining a vibrant and interactive national community of practice

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Arizona—Statewide Child and Family Team Approach  
Author: Bruce Kamradt  
View Publication

Care Management Entities: A Primer  
Author: Center for Health Strategies, Inc.  
This fact sheet outlines the core characteristics of Care Management Entities, which offer a centralized vehicle for coordinating the full array of needs for children and adolescents with complex behavioral health issues.  
View Publication

Developing, Financing and Sustaining County-Driven Wraparouind in Butler County, Ohio  
Author: Nell Brown  
View Publication

Developing, Financing, and Sustaining Wraparound: Models for Implementation  
Author: Patricia Miles  
View Publication

EMQ Children & Family Services: Transformation from Residential Services to Wraparound  
Author: F. Jerome Doyle, Eleanor Castillo, Laura Champion, & Darrell Evora  
View Publication

Financing Care Management in Maryland
Former “Tools Compendium” Included…

Adolescent Risk Assessment
Author: Equipo Submitted By: Kathy Lazear
list of items for identifying risks and strengths across domains
View Publication

All About Me
Author: Georgia Parent Support Network Submitted By: Sue Smith
tool for eliciting and recording child’s view of strengths, some needs, and important life events
View Publication

Building the Child and Family Team
Author: [not available] Submitted By: Pat Miles
tool for identifying wraparound team members and natural supports
View Publication

Clinical Considerations for a Strength-Based Intake Assessment
Author: [not available] Submitted By: Janet McIntyre
Life issues to cover during intake assessment.
View Publication

Connections Strengths Summary
Wrap Across the USA
Registry of National Initiatives

Welcome to the Wraparound Across the USA Directory!

You do not need to log in to this site to access the Directory. Login is needed only if your program is listed and you want to edit your listing. If your program is not listed on the Directory, you can get listed by taking this survey.

Click on the name of the wraparound program to view the full details for each initiative. The directory is sorted by state, but you can search the directory in two ways:

1. **Browse by State**: Click on the state name in the browsing lists to only show programs in that state.
2. **Search by Keyword**: Enter a keyword (city, contact name, etc.) in the search field.

**State**
- Alabama (2)
- Arkansas (4)
- California (20)
- Colorado (3)
- Connecticut (6)
- Delaware (0)
- District of Columbia (0)
- Florida (10)

Search:  Found: 185  Show: Alas - Depa (1-50)
2011 Wraparound Conference
Brevard Family Partnership (NWI Co-sponsored)
Implementation Guide to Wraparound

• Best Practice guidance, key take home points, and cautions for each of the 6 Themes of Community Support:
  – Community Partnership
  – Collaborative Action
  – Fiscal Supports and Sustainability
  – Access to needed services
  – Human Resource Support
  – Accountability
• Troubleshooting and FAQs sections
• Community self-assessment
USF Online Course: “Wraparound and Systems of Care”

Wraparound Interventions and the System of Care:
MHS 6508: Summer 2012

University of South Florida, Louis de la Parte Florida Mental Health Institute

Course Description:

This course is designed to explore the concepts underlying the “wraparound” philosophy to providing care to children, youth, and families with complex needs, and to present how these service delivery values have become an integral part of providing effective and efficient interventions within the System of Care.

The course will start with a discussion of the history of the wraparound approach and reading and discussion of stories of families in wraparound that will provide an understanding of wraparound values and principles. Examination of these family stories and discussion of the wraparound principles will aim to provide the student a strong basic understanding of how individualized services need to be understood from a philosophical standpoint before they can effectively be provided. In week 3, we will go deeper into these concepts by presenting the research-based theory of change that underlies the wraparound model as well as what research tells us about the effectiveness of the model.

The course will then turn to implementation of the wraparound process with foci on (1) the practice model for wraparound facilitators, (2) how the principle of “family driven care” is supported in wraparound, including the use of family partners, and (3) how system policies, community structures, and fiscal conditions must be in place to bring wraparound and individualized services to fruition.

Finally, we will discuss workforce and other implementation supports for wraparound initiatives, including training and coaching approaches, and accountability mechanisms, such as measuring wraparound integrity and child/family outcomes. The final product for students will be a project in which they design a wraparound capacity for a community and/or system of care.
NWI Work Groups
Standards Work Group

Members of the NWI Implementation / Standards Workgroup

Gerry Rodriguez
Neil Brown
Don Koenig
Mary Stone-Smith
Mary Jo Meyers
Bunny Hentschel
Robin Orlando
Keith Solomon
Janet Walker
Eric Bruns
Sharon Morrison-Velasco
Jon Nibbio
Frank Pace
Lisa Conlan
Doug Crandall
Brad Norman
Sharon Yarish
Connie Burgess
Susan Mclaughlin
Susan Boehrer
Jim Rast
Kurt Moore
Pat Miles
Ceth Ashen
Michael Rauso

Wraparound Implementation Guide:

A Handbook For Administrators And Managers
Family Partner Workgroup

- Currently working on a policy statement regarding who is eligible to be a family partner
  - Reviewing existing definitions and crafting one that fits specifically for wraparound (vs more general family support)
- To be supplemented by material on how to encourage eligible people to apply, and how to assess if people actually meet the eligibility criteria
Workforce Workgroup

• Working on clarifications to the theory of change for wraparound—aiming for something to present for core group consensus in the next few months
  – ToC specifies the “active ingredients” of wraparound and how those contribute to outcomes

• Next steps: Develop a clearer sense of how the active ingredients that promote positive outcomes are “activated” in practice so as to enable definition of skill sets

• Will benefit from broader input from NWI
Other Recent Projects
Other recent projects

• *Journal of Child and Family Studies* Special Issue
• *Wraparound Fidelity Index*, Brief Version
• Training and Technical Assistance Evaluation measure (IOTTA)
• SAMHSA National Registry of Effective Programs and Practices (NREPP) submission
• NIMH-funded research grant: *Wraparound Management Feedback System* (Wrap-TMS)
• State evaluations
Special Issue of JCFS

- Bertram: Review of Wraparound implementation research base
- Eber et al: Implementing wraparound in schools
- Weiner et al: Relationship of accessibility and proximity of services to outcomes in statewide wraparound initiative
- Palamaro-Munsell et al: Relationship between wrap team membership and outcomes
- Effland et al.: Relationships between system development, wrap fidelity, and youth outcomes in a statewide initiative
- Walker & Sanders: Measuring community supports for wraparound using the CSWI
- Bruns et al: Current status of wraparound implementation nationally: Results of the state wraparound survey
- Walker & Matarese: Using the research-based wraparound theory of change to develop a training and workforce development strategy
Other recent wraparound publications

- *New Directions in Evaluation* (2011) special issue includes articles on NWI and wraparound
- Yoe et al. (2011) *Report on Emotional and Behavioral Disorders in Youth* article on cost savings of wraparound in Maine
- Grimes et al (2011) *Journal of Health Policy & Economics* article on cost effectiveness of wraparound in Massachusetts
- IMPAQAQ study (Urdapedilla et al, 2011) study of CMS PRTF waiver demonstration project
- *Psychiatric Rehabilitation Journal* article on wrap for transition age youths
Wraparound Fidelity Index – Short Form

WFI-EZ
Wraparound Fidelity Index – Short Form

WFI-EZ - Demographics

Demographics

Youth/Family ID (The person who gave you this survey will give you this ID, or fill it in for you):

________________________

Is your child of Hispanic descent?

☐ Yes ☐ No

What is the child’s race?

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Mixed Race
☐ Other (please specify) ____________

Who has legal custody of the child?

☐ Two birth parents OR one birth parent and one step parent
☐ Birth mother only
☐ Birth father only
☐ Adoptive parent(s)
☐ Foster parent(s)
☐ Sibling(s)
☐ Aunt or uncle
☐ Grandparent
☐ Cousin
☐ Other family relative
☐ Step parent
☐ Friend (adult friend)
☐ Other (please specify):

WONDERS ID (If different from Youth/Family ID):

________________________

Wrap-Facilitator ID (should match your WONDERS WfID)

________________________

What is your child’s birthday?

_____/_____/_______ (MM/DD/YYYY)

How old is your child?

________

Child’s Gender:

☐ Male ☐ Female

How many months have you been participating in Wraparound?

________

What is your relationship to the child?

☐ Birth parent
☐ Adoptive parent
☐ Foster parent
☐ Live-in partner of parent
☐ Sibling
☐ Aunt or uncle
☐ Grandparent
☐ Cousin
☐ Other family relative
☐ Step parent
☐ Friend (adult friend)
☐ Other (please specify):

Tampa RTC
**Section A – Basic Information**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: My family and I are part of a team (e.g., “wraparound team,” “child and family team”), AND this team includes more people than just my family and one professional.</td>
<td></td>
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</tr>
<tr>
<td>A2: Together with my team, my family created a written plan (e.g., “plan of care,” “wraparound plan”) that describes who will do what and how it will happen.</td>
<td></td>
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</tr>
<tr>
<td>A3: My team meets regularly (i.e., at least every 30-45 days).</td>
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</tbody>
</table>
## Section B – Your Experience in Wrap

For the following statements, please think about all of your experiences with wraparound. Indicate how much you agree with each statement. You will be asked whether you "Strongly Agree," "Mostly Agree," "Somewhat Agree," "Disagree," "Strongly Disagree," or "Don’t Know."

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Mostly Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1: My wraparound facilitator explained clearly to me how wraparound would work.</td>
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<tr>
<td>B2: Our wraparound team’s decisions are based on input from me and my family.</td>
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<td>B3: My family and I had a major role in choosing the people on our wraparound team.</td>
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<td>B4: My wraparound team never meets without me and my family present.</td>
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<tr>
<td>B5: The strategies in our plan focus on meeting the needs that matter most to my family and me.</td>
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*Section B currently has 39 items*
### Section C: Team Meetings

For the following questions, think about your wraparound team meetings. Indicate how often each of the following things happen during your team meetings.

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<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Don’t Know</th>
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<tbody>
<tr>
<td>C1: Team members celebrate successes</td>
<td></td>
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<tr>
<td>C2: Team members review what is in the wraparound plan</td>
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<td>C3: Team members review and/or discuss strengths</td>
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<td>C4: Team members discuss progress toward meeting our family’s needs</td>
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<td>C5: Team members assign specific tasks to team members</td>
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<tr>
<td>C6: Team members check on team members’ progress doing their assignments</td>
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<tr>
<td>C7: Team members talk about adding or changing team members</td>
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<td>C8: My family and I report progress toward achieving our family’s vision</td>
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<td>C9: My family and I give feedback on the meeting process</td>
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<tr>
<td>C10: Whenever necessary, we address problems in the plan</td>
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<td>C11: When things are not working, we change what is in the wraparound plan</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Section C currently has 11 items*
**Section D – Brief Outcomes and Satisfaction**

For the following questions, please respond either “Yes,” or “No.”

<table>
<thead>
<tr>
<th></th>
<th>D1: I am satisfied with the wraparound process in which my family and I have participated</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D2: I am satisfied with my child or youth's progress since starting the wraparound process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D3: Since starting wraparound, our family has made progress toward meeting our needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D4: Since starting wraparound, I feel more confident about my ability to care for my child/youth at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D5: Since starting wraparound, my child or youth has had a new placement in an institution (such as detention, psychiatric hospital, treatment center, or group home)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D6: Since starting wraparound, my child or youth has been treated in an Emergency Room due to a mental health problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D7: Since starting wraparound, my child or youth has had a negative contact with police.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D8: Since starting wraparound, my child or youth has been suspended or expelled from school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Section D currently has 8 items*
Impact of Training and Technical Assistance (IOTTA): Overview

- IOTTA
  - An evaluation survey for Wraparound training attendees
  - Administered twice:
    - Baseline: Immediately following the training
    - Follow-up: 2 months later
  - Assesses:
    - Self-perceived pre and post-training mastery/competence with training skills & content
    - Route to mastery (e.g. working with trainer, colleagues, etc.)
    - How organized, credible and interesting trainer was
    - Expected & actual impact of training on work
    - Route to impact (e.g. sharing info w/colleagues, changing procedures at work, etc.)
ALL TRAININGS

Average Response - All Trainings

BL: Importance of training...
BL: Trainer Credibility
BL: Training Organization
BL: Training Interest
BL: Wraparound Impact
BL: Level of Impact
F/U: Trainer Credibility
F/U: Level of Impact
F/U: Wraparound Impact
F/U: Overall Worthwhileness

Scores:
9.02, 9.05, 8.77, 8.29, 8.52, 8.64, 8.49, 7.66, 7.49, 8.11
BASELINE & FOLLOW UP: PERCEIVED COMPETENCE/MASTERY

- Fully Expert
  - All Trainings: 7.31, 7.29
  - Intro to Wrap: 7.25, 7.20
  - Intermediate: 7.62, 7.28
  - Engagement: 7.44, 7.32

- Intermediate
  - All Trainings: 4.70, 4.46
  - Intro to Wrap: 6.00
  - Intermediate: 5.40

- Complete Beginner

Baseline - What was your level of mastery before this training?
Baseline - What was your level of mastery after this training?
Follow Up - What is your current level of mastery?
ALL TRAININGS

Average Response – All Trainings
Indicate the extent to which each of these contributed to any increase in mastery you experienced:

<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>A bit</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>What you learned in the training itself</td>
<td>3.51</td>
<td>3.23</td>
<td>3.47</td>
<td>3.19</td>
</tr>
<tr>
<td>Working by yourself</td>
<td></td>
<td></td>
<td></td>
<td>3.16</td>
</tr>
<tr>
<td>Working with peers</td>
<td></td>
<td></td>
<td></td>
<td>3.16</td>
</tr>
<tr>
<td>Working with your supervisor or coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working with the trainer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• **National Registry of Effective Programs and Practices**, sponsored by SAMHSA, provides ratings in two areas:
  - quality of the *research* supporting intervention outcomes and
  - quality and availability of training and implementation materials

• NWI submitted a series of research studies plus implementation materials, however,
  - NREPP staff determined that the approach to implementation did not match the NREPP definition
  - Rather than risk a low score on the implementation areas, NWI elected to withdraw and possibly resubmit later
Wraparound Team Monitoring System (Wrap-TMS)
“Team Monitoring Made Simple”

• TMS is a web-based, electronic management system designed to assist the Wraparound process.

• TMS provides a flexible, organization-based repository of information on children, youths, and families in care.

• TMS facilitates communication and sharing of information between Team Members.
User-Specific Dashboards

Can be modified

Draft: Replication of slides not permitted without consent from Accountability Solutions, Inc.
Home Page – Dashboards - Supervisors

Team Monitoring Made Simple

Staff Youth In Care

My Current Youth Placement

In Patient/Residential: 1
Group Home: 2
Foster Home: 4
Family: 3
Independent Living: 2
Current Youth In Care: 12
Last Updated on: 05/06/2012

My Current Family Satisfaction

Very Dissatisfied: 1
Dissatisfied: 2
Satisfied: 4
Very Satisfied: 3
Missing/Not Given: 2
Current Youth In Care: 12
Last Updated on: 03/18/2012

My Reminders

Safety Assessment Due: [Youth Case Identifier]
Team Meeting: [Date]: [Youth Case Identifier]
Safety Assessment Due: [Youth Case Identifier]
New Case Assignments: 3
New Messages: 4

Supervisor Dashboard
User-Specific Reminders

Draft: Replication of slides not permitted without consent from Accountability Solutions, Inc.
Add New Youth Record

**User-Identified Required Data Elements**

**PRFT Waiver Data Elements**
Add New Demographic Data Fields

Adding a New Demographic Data Element
Dashboards - Youth

Youth-Specific Dashboards

Dashboard Details

Need 1: Youth needs to learn the difference between blowing off steam and hurting others.
Final Progress Rating: 8

Need 2: Youth needs to be reassured that he deserves to be protected.
Final Progress Rating: 9

Need 3: Mother needs to learn how to forgive herself and others for the past.
Current Progress Rating: 8
# Youth Space

## Team Monitoring Made Simple

### Blick, Sarah

**Age:** 14  
**Female**  
**Enrolled:** 14 weeks

### All About ME

<table>
<thead>
<tr>
<th>My Favorite Color:</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Favorite Class:</td>
<td>Art</td>
</tr>
<tr>
<td>My Favorite Teacher:</td>
<td>Mrs. Gunderson</td>
</tr>
<tr>
<td>In 5 years I want to be:</td>
<td>In College</td>
</tr>
<tr>
<td>In 10 years I want to be:</td>
<td>A Veterinarian</td>
</tr>
</tbody>
</table>

**My Interests and Activities:**

I like to draw and paint. My favorite is water-color painting. I own a cat named Fluffy and she likes to sit on my lap all the time. My best friend is Elizabeth, but I call her 'Lizzie' and we like to hang-out at the mall and go window shopping.

**If I could have lunch with any person, living or dead, it would be:**

Justin Bieber. I just think he is so cute and talented.
State Evaluations

- Through CMS PRTF Waiver Demonstration Project:
  - Maryland, Indiana, Georgia, Mississippi (future: SC, VA)

- Other states:
  - Maine, Rhode Island (CW), Louisiana, Texas
The future?

- Web-based remote coaching system (Workforce group)
- Inventory of state approaches to funding and implementing child and family teams/wraparound
- Enhance the tool and resource library by filling gaps
- Wraparound + flexible/individualized approach to implementing research-based clinical practices
Wraparound + Managing and Adapting Practice (MAP)
NIMH submission (Bruns/Chorpita)
Practice Wise: A web-based searchable Knowledge repository

This tells you the treatment types that work for this problem.
Practice Wise: A web-based searchable Knowledge repository

This tells you the practice elements associated with those treatment types.
# Attending

## Objectives:
- to increase the amount of positive attention provided to the child, even if the child has misbehaved at other times during the day
- to teach the caregiver to attend to positive behaviors
- to promote the child’s sense of self-worth

## Steps:

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide rationale</strong></td>
<td>Emphasize the importance of providing positive attention to the child. Elicit the caregiver’s opinion about how attention affects behavior and people’s motivation to do a good job. Have the caregiver describe his or her best and worst “managers” and the caregiver’s motivation to work for each. Lead the caregiver to recognize that how he or she was treated affected the caregiver’s desire to work. Discuss how the child’s behavior may be affected by the caregiver’s behavior towards the child and how the child’s desire to behave can be increased by improving the caregiver-child relationship.</td>
</tr>
<tr>
<td><strong>Set aside one-on-one time for caregiver and child</strong></td>
<td>Encourage the caregiver to set aside a block of time (e.g., 10 minutes) each day devoted to joining the child in an activity the child has chosen.</td>
</tr>
<tr>
<td><strong>Teach caregiver to provide positive and descriptive commentary</strong></td>
<td>Show the caregiver how to demonstrate sincere interest in the child’s activities while they are playing. Instruct the caregiver to provide enthusiastic descriptive (e.g., “You are drawing a tree”) and/or positive (e.g., “I like the way you stacked the blocks”) commentary and praise regarding the child’s behavior.</td>
</tr>
<tr>
<td><strong>Encourage caregiver to engage in child’s activity</strong></td>
<td>Suggest that the caregiver become actively involved in the play activity by imitating the child’s behavior in order to demonstrate approval.</td>
</tr>
<tr>
<td><strong>Restrict criticism, questions, and commands</strong></td>
<td>It is important that the child lead the activity; that is, the caregiver should refrain from making suggestions, asking questions, and criticizing the child. Allow the child to use his or her imagination (e.g., coloring the green or making up new rules to a game) without caregiver input about the “correct” way to do things.</td>
</tr>
<tr>
<td><strong>Anticipate difficulties</strong></td>
<td>When the procedure is initially implemented, the child may engage in negative behavior that characterizes the usual caregiver-child interaction. When this occurs, the caregiver should: consistently ignore negative behavior by looking away; refrain from scolding the child so as to avoid providing negative attention for misbehavior; end one-to-one time if disruptive behavior continues or is dangerous. Over time, however, it is expected that consistent positive attending will result in decreased negative behavior and increased positive caregiver-child interactions.</td>
</tr>
</tbody>
</table>
One Idea = Ensure connection to a MAP Therapist

Wrap Facilitator

...as well as...

Parent Partner

Youth Specialist

MAP Therapist

Service Literature (PWEBS)

Codified Clinical Procedures (PG)

Clinical Dashboard
Fully coordinated process

Wrap Facilitator
...as well as...
Parent Partner
Youth Specialist

MAP Therapist

Service Literature (PWEBS)
Codified Procedures (PG)
Family/Collateral Communication
Direct Communication
Team Meeting
Plan of Care
Clinical Dashboard
Questions for the group

- What are priority needs for the field/NWI community?
- How does the NWI enhance sustainability through the membership option?
  - Should we further restrict access to non-members?
- What should we do about NREPP’s concern about wraparound having no single training/TA purveyor?
- Are there any other rigorous evaluations occurring, or opportunities to conduct them?
The National Wraparound Initiative is based in Portland, Oregon. For more information, visit our website:

www.nwi.pdx.edu

The National Wraparound Initiative is funded by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services.