High-Fidelity Wraparound Facilitator Curriculum Blueprint

Pre-training reading:
Necessary Conditions – Janet Walker
History of Wraparound
Practice-based evidence
Challenges to Implementation of Wraparound
Wraparound Handbook – NWI

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A collaboration between Spurwink Institute and University of Maine at Augusta
High-Fidelity Wraparound Facilitator: Curriculum Blueprint

1. High Fidelity Wraparound – Phases and Principles
2. Engagement and Team Preparation
3. Initial Plan Development
4. Implementation
5. Transition

In the time allotted for this required introductory training, and based upon the feedback of the focus groups, the following levels of proficiency have been assigned to each competency:

Level 1  Able to demonstrate awareness of basic information related to the topic and the ability to access additional information as needed.

Level 2  Able to demonstrate the skill at an introductory level.
1. **High Fidelity Wraparound –Principles and Phases**

   **Competencies: The participant will have**
   
   A. An understanding of the four (4) phases and ten (10) principles of Wraparound
   
   B. The ability to discuss the process of High Fidelity Wraparound
   
   C. The ability to bring wraparound principles to the family


   **Evaluation Measure for High Fidelity Wraparound – Phases and Principles**

   **A.** An understanding of the four (4) phases and ten (10) principles of Wraparound.

   The participant can name:

   The Principles of Wraparound are:

   - collaboration
   - community-based
   - culturally competent
   - family voice and choice
   - individualized

   The Four Phases of Wraparound are:

   - engagement
   - initial plan development
   - plan implementation
   - transition

   **B.** The ability to discuss the process of High Fidelity Wraparound

   - Engage in discussing unique family culture and natural supports
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Identify strengths
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Identify practices which support family voice and choice
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Identify strategies for engaging and collaborating with the community
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Identify strategies for team development
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   **C.** The ability to bring wraparound principles to the family

   - Discuss the expected outcomes for the four (4) Phases of Wraparound and documentation
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Develop ways to introduce wraparound including the family support partner
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Discuss the strengths and challenges of utilizing the principle of family voice and choice
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent

   - Discuss the strengths and challenges of utilizing the principle of natural supports
     
     ☐ Demonstrated ☐ Partially Demonstrated ☐ Absent
2. Engagement and Preparation

Competencies

A  The participant will demonstrate the ability to orient an individual and her/his family and his/her support network to the wraparound process.

- Develop a description of the wraparound process to present to families and potential team members that is culturally and linguistically sensitive
  - Demonstrated  □ Partially Demonstrated  □ Absent

- Describe the similarities and differences between traditional children’s mental health case management and high fidelity wraparound that is culturally and linguistically sensitive
  - Demonstrated  □ Partially Demonstrated  □ Absent

B  The participant will demonstrate the ability to assess and stabilize a crisis.

- Correctly identify situations requiring immediate intervention versus those situations which can wait for the team to be formed
  - Demonstrated  □ Partially Demonstrated  □ Absent

- Discuss potential crisis stabilization remedies
  - Demonstrated  □ Partially Demonstrated  □ Absent

C  The participant will demonstrate the ability to engage an individual and his/her support network in a conversation about strengths, culture, needs and a vision of the future.

- Identify 6 strategies each for identifying family’s needs, strengths and culture
  - Demonstrated  □ Partially Demonstrated  □ Absent

- Identify 6 strategies to elicit information about family’s vision
  - Demonstrated  □ Partially Demonstrated  □ Absent

- Identify 6 strategies to identify whom the family relies on for support
  - Demonstrated  □ Partially Demonstrated  □ Absent

D  The participant will demonstrate the ability to write a family culture, strengths and needs summary.

- Write a summary that includes at least 6 examples each of family culture, strengths and needs that is culturally and linguistically sensitive
  - Demonstrated  □ Partially Demonstrated  □ Absent

- In the family summary, identify family vision and two primary needs identified by family
  - Demonstrated  □ Partially Demonstrated  □ Absent

- In the family summary, include information about family strengths, needs, and culture from primary supports and family caregivers
  - Demonstrated  □ Partially Demonstrated  □ Absent

E  The participant will demonstrate the ability to orient and engage additional team member as identified by the individual, family or mandated involvement with child/adult protective or criminal justice providers.

- Identify 6 strategies for engaging natural supports
  - Demonstrated  □ Partially Demonstrated  □ Absent

- Identify 6 strategies for engaging professional care givers
  - Demonstrated  □ Partially Demonstrated  □ Absent
F The participant will demonstrate the ability to coordinate and facilitate team meetings.
- Identify and describe 6 basic facilitation skills
  □ Demonstrated □ Partially Demonstrated □ Absent
- Identify 6 ground rules necessary for effective team meetings.
  □ Demonstrated □ Partially Demonstrated □ Absent
- Describe effective brain storming
  □ Demonstrated □ Partially Demonstrated □ Absent
- Describe 6 potential facilitation challenges and strategies to deal with them
  □ Demonstrated □ Partially Demonstrated □ Absent

3. Initial Plan Development
Competencies
A The participant will demonstrate the ability to write, review and revise safety, crisis and wraparound plans.
- Identify the components of a safety, crisis and wraparound plan
  □ Demonstrated □ Partially Demonstrated □ Absent
- Write goals, objectives, methods and outcomes that reflect the individual and family’s needs
  □ Demonstrated □ Partially Demonstrated □ Absent

B The participant will demonstrate the ability to empower and support the individual and family to explore and establish goals and objectives for the plan of care.
- Identify 6 strategies for engaging an individual and family in a conversation about their needs
  □ Demonstrated □ Partially Demonstrated □ Absent
- Identify 6 strategies for engaging an individual and family in a conversation about the strengths they will use in implementing the wraparound plan
  □ Demonstrated □ Partially Demonstrated □ Absent

C The participant will demonstrate an understanding of the challenges that may impact the implementation of the wraparound plan i.e. physical illness, mental health issues, substance abuse, criminal behavior, mandates, ethics, and requirements related to the role of a facilitator.
- Identify 6 potential challenges that may impact a wraparound plan
  □ Demonstrated □ Partially Demonstrated □ Absent
- Engage the individual, family or team member in a difficult conversation
  □ Demonstrated □ Partially Demonstrated □ Absent

3. Implementation
Competencies
A The participant will demonstrate the ability to delegate or perform the task necessary to implement the plan of care.
- Identify 6 strategies for matching an individual’s strengths with tasks
  □ Demonstrated □ Partially Demonstrated □ Absent
- Identify 6 strategies for following-up on task completions
  □ Demonstrated □ Partially Demonstrated □ Absent
B. The participant will demonstrate the ability to support and maintain a cohesive team.
   - Identify the 4 stages of team development
     □ Demonstrated □ Partially Demonstrated □ Absent
   - Identify the 4 roles of team members
     □ Demonstrated □ Partially Demonstrated □ Absent
   - Discuss the functions of effective team members
     □ Demonstrated □ Partially Demonstrated □ Absent

4. Transition Competencies
A. The participant will demonstrate an understanding of the value of recognizing success.
   - Identify 6 signs that indicate a family is ready for Transition out of formal wraparound
     □ Demonstrated □ Partially Demonstrated □ Absent
   - Identify 6 potential challenges that may arise during Transition
     □ Demonstrated □ Partially Demonstrated □ Absent
   - Identify 6 strategies for engaging the individual and family in a culturally and linguistically sensitive celebration
     □ Demonstrated □ Partially Demonstrated □ Absent

B. The participant will demonstrate the ability to engage the individual and family in a follow-up interview to assess the fidelity of the wraparound service that was delivered.
   - Discuss the importance of a follow-up interview with the individual and family
     □ Demonstrated □ Partially Demonstrated □ Absent
   - Discuss the process for the follow-up interview with the individual and family
     □ Demonstrated □ Partially Demonstrated □ Absent