



Office of Comprehensive Services

Empowering communities to serve youth

Virginia High Fidelity Wraparound Training Day Two

Agenda

- Feedback from Day One
- Learning Goals
- Strength, Needs and Culture Discovery (SNCD or Discovery)
- Team Preparation
- First Team Meeting

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Ground Rules



- Please let us know if there is anything you need to support your learning.
- Participate in the entire training (if you can't, let us know).
- Come back from breaks and lunch on time.
- Place all cell phones on vibrate, so the training process is not interrupted if you receive a call or page.

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Learning Goals:

1. Discovery

- Participants will discuss the Discovery process and the various life domains that will be covered in this creative and positive document.
- Participants will explore their own beliefs, traditions, and culture.
- Participants will use the Discovery Organizer during the live modeling demonstration.

Learning Goals Day Two	
	
1. Discovery	
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2. Engaging Team Members:	
	Participants will discuss how to engage system/agency partners and other team members into the HFW process.

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3. Preparing the Team and Meeting Logistics (final activities in the Engagement Phase)

- Participants will discuss the importance of preparing the team, including the youth, family, natural supports and system/agency partners for the first team meeting.
- Participants will discuss how to communicate the logistics for this meeting.

Learning Goals Day Two	
	
3. Preparing the Team and Meeting Logistics (final activities in the Engagement Phase)	
	Participants will discuss the importance of preparing the team, including the youth, family, natural supports and system/agency partners for the first team meeting. This includes communicating the logistics for this meeting.
4. Overview of Skills for the First Team Meeting (Planning Phase of HFW begins)	
	Participants will identify the required skills for a successful first team meeting and the planning process used in HFW.

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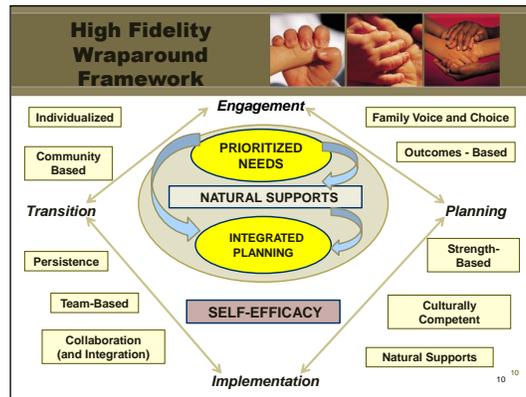
Priority Messages

HFW Training Priority Messages



- The facilitator seeks to identify deeper level needs within the culture and lifestyle of the youth and family.
- The facilitator including the natural supports are all on the same page and mindful of the Discovery process.
- Preparing the HFW team members is the key to successful meetings.
- We are a team. We are a group of people teaching each other how to achieve goals.

The HFW Framework – A Review



Phases/Activities of the HFW Process 

Phase One - Engagement and Team Preparation

- Orient youth and family to HFW.
- Stabilize crises.
- **Develop Strengths, Needs, and Culture Discovery.**
- Engage team members.
- Make meeting arrangements.

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Strength, Needs and Culture Discover/SNCD/Discovery

The Discovery is both a written document and an ongoing process. It is an ongoing process in that the facilitator will continue to discover family strengths, needs, and important aspects of family culture through the Transition Phase of HFW. The Discovery is information gathered by the facilitator over the entire process. We continuously gather information from the youth, family and others that know the family well and who care about them.

Engagement Activities/Skill Sets Discovery 

- Creating the Discovery is **both** an **event** and an **ongoing process**.
- Engage core family members and primary caretakers.
- Listen actively to the family and youth.

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Most families have experienced questions based on problems and plans that focus on what they are doing wrong. Often times, youth and families have little or no input. The Discovery is very different. It will guide the team and the plan to include strength-based options for meeting the needs of the youth and family that reflect the family culture. Such a Discovery supports a plan that is highly individualized. In other words, the plan is “one of a kind” and is designed to fit the unique ways of the family based on what has worked for them.

Even more importantly the Discovery is a positive narrative that identifies the strengths of the family and imagines a positive future for them. Many families have reported that this is the first time their story has been told in a positive way. The SNCD gives them hope and builds self-efficacy. It sets the stage for a process that focuses on personal vision and needs.

Engagement Activities/Skill Sets Discovery 

- The skill of the SNCD or Discovery is making it comprehensive and thorough, yet making the information gathering feel like a free flowing conversation.
- Develop a document that summarizes the youth and family’s story (Discovery; Strength, Needs and Culture Discover; SNCD).

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Gathering information for the Discovery is done in a continuous, seamless manner through a natural conversational flow. To achieve this and still have a comprehensive and thorough product is a skill

that can be developed. We normally schedule several visits to gather this information. These skills are about the facilitator gathering the right information, coordinating what is learned and what else needs to be understood in order to have a good base to write an accurate and effective document. This document will be used as a reference for effective and individualized planning with the team.

Youth and family members are often surprised when the document is offered to them for their edits. They may add new information, and almost uniformly, they are shocked to see pages of information about what works in their family. This can feel like a true “gift” when done thoroughly. It can cause a strong emotional reaction.

Skill Sets for Discovery Process 

- Assist the youth and family to identify needs across life domains and prioritize.
- Elicit detailed information of **strengths** from the youth and family around, and related to the need areas.
- Elicit detailed information of **culture** related to need areas.

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Skill Sets for Discovery Process 

- Support the youth/family to express their vision, and to identify the first needs to be addressed to achieve it.
- Identify potential natural supports.
- Identify potential system/agency partners.

Remember... the Discovery is a positive narrative that identifies the strengths of the family and imagines a positive future for them!

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The initial gathering of information for a Discovery is conducted in a safe place of the youth/family’s choosing, at a time convenient to them. With the family’s permission, it is often helpful to encourage other individuals who know the youth and family well to participate in the Discovery process. This includes both parents (even in a divorce situation especially where the family vision includes both parents and the needs identified by the children involve both), extended family members, friends, neighbors and other natural supports, as well as strengths, needs, and culture as observed by professional and system/agency partners who are working with the family.

The findings of the Discovery are recorded in a narrative format. The facilitator is responsible for preparing the document. After the first draft is written, the facilitator must review the Discovery with the family and/or youth and explain how this be passed out to all team members prior to the first meeting. The family has “editing rights” in which they can change, add, and delete any information they wish. Sometimes this part of the process can lead to an important conversation about the concerns of system/agency partners. If the family vision is related to resolving the issues of system/agency partners, we definitely will keep these needs and concerns in the document but written in a way the family is comfortable with. Many times this is very empowering for families who have the experience of being handed documents with little or no input. It is recommended that the Discovery be completed within a few weeks of

Skill Sets for Discovery Process 

- Review the summary document with the family and youth; ensure that they have edited the information where necessary and that it expresses what they want to communicate to their team.
- **The youth and family have editing rights.**
- After youth and family approve the Discovery (SNCD) is sent to the HFW team members before the first team meeting.

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will

the initial meetings with the family. This will give time to review the final version with them before using it to prepare the team members for the first meeting after beginning the Engagement Phase, usually within four to six weeks.

The Discovery is an event, as well as an ongoing process. This document should be updated as progress, and significant life events occur.

Objectives: There are six overall areas that we want to gather information about. These areas are incorporated into the Discovery:

1. To share the family story in their own words.
2. To identify child and family needs across Life Domains, including strengths that directly relate to the need areas (how do they manage and what has worked). Also included in this is the important cultural information related to the need area (their values and beliefs about the need area) that will guide the team and the plan.
3. To help the family articulate their vision and the first (priority) needs that the family is most worried about.
4. To know who the important people are who can support each need area.
5. To learn about and understand the overall culture of the family, so the eventual HFW plan “looks like” and “feels like” the family.
6. To support the family/youth in team member selection and those who will support implementation of a successful plan

Strengths

What does the family like to do? What are they good at? How can these strengths be directly related to each need area? HFW gathers information that helps identify strengths the youth and family have, especially within the priority need areas.

Deficit-based plans may have already been tried without positive outcomes. A comprehensive Strengths, Needs and Cultural Discovery will permit the plan to include strength-based options for meeting the unique needs of the youth and family that reflect the culture of the family. It is a distinctive plan.

Detailed Strengths	
	<ul style="list-style-type: none">• A superficial Discovery leaves the youth, family and team) with deficits but not the understanding of strengths and culture.• The plan is based on the strengths, needs, values, norms, preferences, culture, and vision of the youth, family and community.• By building on these strengths, the plan supports who the youth are family are, how the youth/family will positively progress in life. <p>(Vroon Vandenberg) 18</p>

Discovery Organizer

Discovery Organizer			
			
Needs	Strengths	Culture	People
1.			
2.			
3.			

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Discovery Table			
			
Need (Expressed by family)	Strengths	Culture	People
Need 1	Strengths related to Need 1	Culture related to Need 1	People who may be able to assist with Need 1
Need 2	Strengths related to Need 2	Culture related to Need 2	People who may be able to assist with Need 2
Need 3, etc.			

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Appendix: Day Two

**Activities and Skill Sets of the Engagement Phase:
Strengths, Needs and Culture Discovery (SNCD/Discovery)**
(Facilitate conversations with family and youth/child)

Goal: to explore individual and family strengths, needs, culture, and vision. Use this information to develop a document that will serve as the starting point for planning.

Facilitator

- Engage core family members and primary caretakers in the process of doing the Discovery.
- Listen actively to the family and youth to truly understand what they are saying.
- Assist the youth and family to identify priority concerns, i.e., the one or two things they are most worried about.
- Assist the youth and family to identify needs across life domains, i.e., what the youth and family believe they need help with.
- Elicit detailed information and examples of family and individual strengths.
- Elicit detailed information and examples of family and individual culture including: race, ethnicity, and family preferences, customs, beliefs and values.
- Support the family to express their long range vision of the youth and family.
- Support the family to identify the priority needs that must be met to reach the long range vision.
- Identify potential natural supports of the family and select those that might participate on the child and family team.
- Identify the people who are providing services for the family and select those that might participate on the child and family team.
- Develop a document that summarizes the family and youth strengths, needs and culture.
- Review the summary document with the family and youth (and custodial agent if involved) and amend it as necessary.

Appendix - Day Two

Engaging System/Agency Partners

Managing and addressing youth and family needs with other system/agency partners will lead to more effective meetings and better outcomes.

Some system/agency partners think that HFW is only involved to represent the voice of the youth and family. They may not be aware that there are nine other HFW principles, several of which involve them such as team based, collaboration, and integrated planning. Lead by example; ask what they want for the family. What are the mandates or goals they are working on? Tell them how HFW can help them with their mandates/goals.

It is important to help the system/agency partners feel a part of the HFW team. Even if they are unable to attend meetings, their participation needs to be encouraged and supported.

Engaging system/agency partners is similar to engaging youth and families. It is a matter of knowledge, education and a clear understanding of the HFW process. Many people who first learn about the HFW process want to know “what’s in it for me?” A HFW facilitator needs to have answers to this question.

Engaging System/Agency Partners 

Managing and addressing youth and family needs with other system/agency partners will lead to more effective meetings and better outcomes.

Share a description of the HFW process and how it can help the system/agency partner be more effective, as well as details about how the process can help meet goals and mandates.

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Engaging System/Agency Partners 

Behavioral health clinicians, and physical health clinicians (if warranted) should be a part of the team if the youth and family express this as a need.

Even if not on the team due to time constraints, maintaining contact with these relevant individuals (with consent) is important.

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Engaging System/Agency Partners 

Opportunities for facilitators to meet with the system/agency partners staff from other organizations, share information and understand their strengths and culture can lead to effective interagency collaboration.

System/agency partners will begin to understand that you are there to help them be more productive in their role with the youth and family.

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Activity - Day Two

Engaging System Partners/Agencies

Time: 30 minutes

Opportunities for HFW facilitators to meet with staff from other agencies, share information, and gain understanding about their strengths and culture can lead to effective interagency collaboration. With a focus on integration, system/agency partners will begin to understand that the HFW process can help them be more productive in their role with the youth and family.

Instructions:

1. Get into groups of three (facilitator, system/agency partner, and observer).
2. Facilitator engages in a conversation with the system/agency partner about their experience working with the youth and family. Explain that their knowledge of the youth and family will help make the integrated plans more successful.
3. Facilitator gives a brief, yet detailed description of the HFW process. Discuss how the process can help the system/agency partner with their goals and mandates.
4. When engaging system partner/providers to the process, share how HFW can help communicate new ideas, get buy-in from the youth and family, and how working with a team can lighten the work load, etc. Use situations involving youth and families that you have worked with and how it has helped other system partners.
5. Facilitator helps system/agency partner understand the roles on the team.
6. Observer writes down behavior skills demonstrated by the workforce member.
7. Large group debrief, discuss the following questions:
 - What do you think went well? What worked to engage the system/agency partner?
 - What were some of the barriers to engaging system/agency partners?
 - As the system partner/provider, did you feel that this was something you wanted to be a part of? Why?
 - What additional information would you need to be comfortable with engaging system partners?

Appendix – Day Two

Main Components of the Strengths, Need, and Cultural Discovery

Strengths, Needs, and Culture Discovery



- Youth and family vision
- Life domains
- Prioritized needs
- Detailed culture
- Detailed strengths
- System partners
- Natural supports

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Family Vision

The family vision is where the family wants to be at the end of the formal part of the HFW process, or at some point in the future. The vision can be identified and modified at any point in the HFW process.

A vision statement can be elicited by asking, “If you could imagine a better future what would be different about your family’s life?” One family might say, “The kids would be home and doing well in school.” Another might say, “The family would get along without anger, we could do activities and have fun together.” Another question that could be asked is, “What would your life look like if all your needs were met?” The vision is to be the focus of a HFW plan. **If the youth’s vision is different from the parent’s, both are included in Discovery. The parent vision and needs don’t “trump” youth vision and needs. The team will prioritize and plan for both.**

Family Vision



- What do you need to have a better life?
Example: “We need our kids to be home, in school and doing well.”
- Youth vision and parent vision may not be the same. Both are written in the Discovery.

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Life Domains



- Residence
- Family
- Social
- Behavioral/Emotional
- Educational/Vocational

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Life Domains



- Safety
- Legal
- Health
- Spiritual

Other areas: Pets, Financial, Transportation, etc.

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Life Domains

Life Domains are universal areas of life that help break down the complexity of our lives. Life Domains can be used as a road map to gather information about the family's strengths, needs, culture, and important people in their lives. A list of Life Domains follows:

- **Residence.** Where does the family live? What is the neighborhood like? Do the current living arrangements meet the family's needs? Are there supports in the neighborhood? Does the neighborhood have needs that affect the family (e.g. safety)?
- **Family.** Who is in this family by their definition? What do the members of the family need to stay together or in touch with each other? Are there serious, unmet needs for any family members that will impair the family reaching their vision? How do the children/youth view who is in their family? Who makes decisions in families? When are the relationships satisfying? What works in terms of the family relationships? What are the family values?
- **Social.** How do family members make friends and have access to their friends? How do they socialize with each other? Do individuals socialize outside the family? How do they have fun? How do they relax?
- **Behavioral and Emotional.** What recovery behaviors support positive adaptations even though there may be serious mental health concerns? Does the child/youth/family member have any unmet needs in these areas? If ongoing trauma symptoms exist, how are these being coped with? Are there concerns that impede normal interactions within the family or in the community? How does the family understand the behavioral issue (culture related to understanding of what the diagnosis means and views of treatment options)? What has worked in the past? What made that intervention or support work well? How does the family handle stress? Do the youth and other family members have differing views in this life domain? Who are the people that have been helpful? What is it that has made them helpful?
- **Educational/Vocational.** What will it take to ensure a successful educational experience for the children? Do older children have access to employment opportunities? Are their legal rights under IDEA being protected? Do other family members have educational needs? What does the family think about education? What was their experience? What are the strengths and needs identified by the school staff? Who at the school is helpful?
- **Safety.** Are there dangerous or safety issues for individual family members? Is anybody potentially dangerous to themselves or to the community? What has worked to keep family members safe? What are the issues that have caused separations in the family (including children and youth being placed in out-of-home situations)?

- **Legal.** Are any family members involved in the judicial system, on probation or parole? Are there issues around custody? What are the needs that must be met to satisfy the legal system and ensure community safety?
- **Health.** Are healthcare needs met? Does the family have access to specialized medical services they may need? What has helped with healthcare needs? Who has been helpful? Does the youth and family understand their healthcare needs? What are their views on health, wellness and sickness?
- **Spiritual.** Are the family's spiritual needs being met? What are the spiritual practices of the family? What are these unique cultural aspects of the family? Do they have a faith-based community? Who is helpful in their faith-based community? What support do they provide?
- **Other Possible Areas:** Pets, Financial, Transportation

Needs (a component of our Theory of Change)

What is the family/youth most concerned about? What are they worried about? **A need is not necessarily about a service.** A service might be a brainstormed option to meet a need. Generally a need can be discovered with the answer to the question, "I need help with..."

Needs are defined by the youth and family who are experiencing them. One question may be "What do you need to be different to have a better life?"

People often want to identify needs in others. This leads to planning action steps for others. As we know, planning for ourselves is what can lead to change because our motivation is key. When a team wants to plan for others not present, reframe the conversation to "what do **you** need help with in this area?"

Once a youth and family have identified an area of need, it is crucial to find out why the need is important. These needs must be met for the family and their team to reach the long range vision and team mission of what life would be like if things were better for them.

We clarify and understand needs so that the eventual solutions can be individualized, strengths-based, and culturally relevant to the youth/family. Skillful facilitators make sure that needs are understood and clarified.

Needs



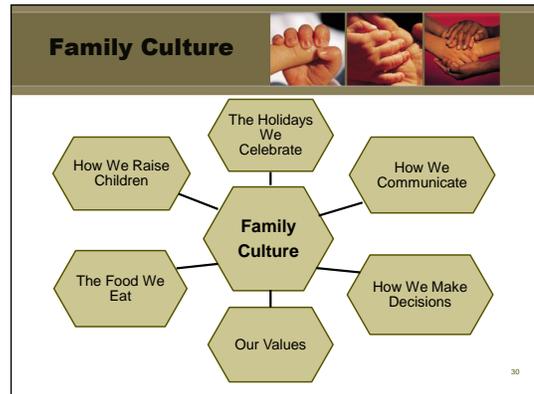
- If services are mentioned as needs, persist to learn what the service may address.
- Needs must be identified by the youth and family.
- The needs identified by the youth/family must be met in order for them to reach their vision.
- Needs are not always services!

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Family Culture

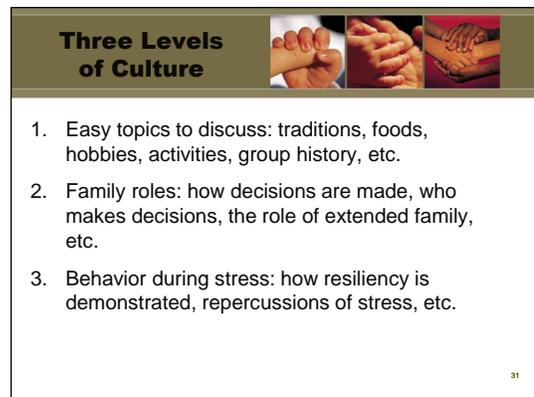
Every family is different and every family has its own culture. It goes with the adage, “we all come from somewhere”! This has been referred to as our “invisible suit” because it is always worn, and always there to help define who we are and where we have come from.

Culture is about *differences*... legitimate, important differences. Cultural competence in the area of family culture occurs not only when we discover what the individual family culture is, but also when we appreciate the cultural differences of the family and use this information to individualize our HFW process and plan. You may find most people are used to thinking about culture in terms of race or ethnicity. Family culture is much more.



Culture is:

- what we value
- how we live our lives
- how we spend our time
- how we spend our money
- how we raise our children
- what we eat
- what holidays we celebrate
- what is important to us and why
- how decisions are made
- the distribution of power
- what outside influences impact our families
- what roles the extended family have in decision making
- how we handle stressful situations...
- how we understand our needs



In a statement, **“It is everything!”**

Three Levels of Culture:

1. Traditions, food, hobbies, activities, group history and other “easy” to discuss topics.
2. Family roles, such as how decisions are made, who is in charge, the role of extended family or grandparents in decision making.
3. How the family acts under great stress, how they demonstrate resiliency during traumatic times.

The second and third levels are often when we discover cultural information that is useful in HFW planning.

Activity-Day Two Culture Wordle	
<p>Culture Wordle: My Name: Key Word:</p> <hr/> <ul style="list-style-type: none">• Everyone will identify a personal aspect of their own culture and write their key word on this handout.• Give this sheet to one of the trainers for a Wordle we will create with our cultural key words. <p style="text-align: right;"><small>32</small></p>	

Activity – Day Two
The Culture of Support
Time: 30 minutes

As the HFW facilitator, your task is to provide support to others who come into the HFW process. Each person's own family culture can influence how and when they give support to others. We would like to explore your own family culture about giving and receiving support.

Instructions:

In your training pair, take time to explore deeply held beliefs and traditions within your family. As one person shares, the other should take notes on their responses for later sharing in large group. Use the following questions and issues to guide your discussion.

1. What is your own family culture about receiving support from others? Do you often seek support from others? What do you seek support for? Do you only take support after you have exhausted all other options? Under what conditions would you or your family refuse support from others? Are there persons you would not accept support from?
2. What is your own family culture about giving support to others? Do you give support when asked or do you have internal guidelines about when and how you give support? Are there persons you would not provide support to?
3. After mutual discussion with your partner, we will debrief in large group and list our individual cultural barriers and strengths which may influence our provision of support to others.
4. We will use the large group to discuss how to minimize our own internal barriers on support issues. We will list personal cultural rules that may get in the way of accepting other cultural styles or choices.
5. Finally, we will discuss how to recognize barriers and brainstorm ideas to address barriers that affect youth and families accepting support in the HFW process.

Appendix – Day Two

Natural Supports

When looking at the process, natural supports are one of the components of the Theory of Change (TOC) and one of the Ten Principles. The Theory of Human Ecology (Bronfenbrenner, 1979) emphasizes the importance of social influences on human development and functioning.

Many research studies demonstrate that people with stronger natural support systems are healthier, happier, and have more positive outcomes than people with fewer natural supports. Youth are influenced by their parents and the people who play important roles in their lives. In turn, these people are influenced by the interrelations of their families, social networks, neighborhoods, communities and cultures. When parents have networks of family members and friends who share a commitment to the youth, for example, parents' efforts to care for the youth are enhanced.

One of the central aspects of the Theory of Change (TOC) is that the impact of the youth-parent relationship on outcomes for the youth is directly related to the relationships the parent has had with others. Parents who have supportive relationships that are also supportive of the youth-parent relationship strengthen the impact on the youth.

The youth and family may let you know that they do not want their friends and family members in their business as natural supports. Some families feel that it is their responsibility to handle situations as a family and not go outside for help. In order for the youth and family to achieve success they have to obtain all the components of the Theory of Change (self-efficacy, integrated planning, natural supports and the ability to prioritize needs).

One of the reasons why a youth and/or family may not want supports involved could be that they are embarrassed by their circumstances. Whatever the reason may be, explain that they are in control and the natural supports on the HFW team will only know what the youth/family allows them to. The supports may not have to come to every meeting. They will only come to meetings that the youth and family agree to, and/or only if the individual has the ability to help with that particular need.

Natural Supports



Natural Supports...

- Reciprocal, beneficial relationships
- Accessed based on needs and availability
- Resources that are available for use by youth and families within the community.
- Consistent with the cultural beliefs and practices of the youth and family.

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Natural Supports



- May involve activities, community institutions, individuals outside the immediate family, and informal supports found in the neighborhood or larger community.
- Reassure the youth and family that only people they want on the team will be invited.
- Natural supports are asked to help out with specific tasks and goals. They may not have to attend every meeting.

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People

Based on the Theory of Change and why HFW works, HFW workforce members need to gather information about the important people in the families' lives. What support do they offer? How do they support each need area? These people will become the natural supports of the family, who will be there for the family long after the professionals are gone. These will be possible team members or support to the team in the form of consultants.

Child and Adolescent Needs and Strengths

Comparing the CANS and the Discovery 

- How are the CANS (Child and Adolescent Needs and Strength) and the Discovery or SNCD (Strength, Needs and Culture Discovery) the same?
- Do both provide a comprehensive picture of the functioning of a youth with respect to his or her strengths and needs?
- How are they different?
- Do they **look** the same?

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Comparing the CANS and the Discovery 

- What are your thoughts about how you would review the CANS to identify what additional information you might need from the youth, family, providers, natural supports, etc.?
- What's the strength of the CANS?
- What's the strength of the Discovery?
- What information would the Discovery provide that will be helpful in HFW?

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All youth entering Intensive Care Coordination and High Fidelity Wraparound in Virginia will have a Child and Adolescent Needs and Strengths (CANS) assessment completed. The CANS is an **assessment tool** that focuses on the needs and strengths of the youth and their family that is used to provide a basis for communication, service planning and monitoring of progress and change. Similar to the Discovery, personal and interpersonal functioning, family functioning, needs and strengths are included. The Discovery differs from the CANS in that it is a process resulting in a **living document** that focuses on the strengths and achievements of the youth and family, as well as their hopes and dreams. Both the CANS assessment and the Discovery process can be utilized together for a comprehensive look at the youth and family.

Team Engagement

Team Engagement and Preparation



- The youth and family select their team.
- The facilitator helps the youth and family understand the importance of natural supports.
- The facilitator addresses any concerns about involving natural supports.
- Make every effort to ensure all team members participate.
- Approach potential team members.

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Team Engagement and Preparation



- Solicit team membership.
- Orient each team member to HFW.
- Elicit information about the strengths, needs and culture.
- Identify potential conflicts.
- Prepare team members for first meeting.

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From the National Wraparound Initiative:

Engagement Phase	
Activity	Details
Engage other team members	Soliciting participation/orienting team members. HFW facilitators, together with identified team members if they so choose, approach potential team members identified by the youth and family. The facilitator describes the High Fidelity Wraparound process and clarifies the potential role and responsibilities of this person on the team. The facilitator will also ask if they are willing to participate on the team. If so, the facilitator will briefly talk with them to learn their perspectives on the family's strengths and needs. The facilitator will also ask about their needs and preferences for the meeting.

High Fidelity Wraparound Facilitator Skill-Sets

Facilitator
<ul style="list-style-type: none">• Facilitate a consensus between the family and youth (and if necessary, representatives of custodial agencies) about who will be on the team.• Support the family and youth to recognize the importance of involving natural supports on the team.• Address family and youth concerns about involving natural supports on the team.• Make every possible effort to ensure all needed professionals and natural supports participate on the team.• Approach potential team members, solicit team membership, and orient each team member to prepare them for the High Fidelity Wraparound process. Share Discovery and purpose. Ask them to bring it to the team meetings.• Elicit information from team members about the strengths, needs and culture of the family and youth and potential conflicts that might emerge during the team process.

Meeting Preparation with the Family and Team Members

Family and Meeting Preparation 

- **Supports family and youth to assure their participation and comfort in the team process.**
 - Meeting time and location sensitive to the needs of the family and youth and other team members
 - Discuss meeting goals and concerns.
 - Discuss key activities.

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Family and Meeting Preparation 

- **Prepare the youth and family.**
 - Jointly develop the agenda.
 - Prepare to add team strengths.
 - Prepare for ground rules.
 - Prepare for team mission.
- **Prepare the necessary documents and materials.**

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From the National Wraparound Initiative:

Activity	Details
<p>Make necessary meeting arrangements</p> <p>Goal: to ensure that the team is prepared to begin an effective team process.</p>	<ul style="list-style-type: none"> • Arrange meeting logistics. Facilitator integrates information gathered from all sources to arrange meeting time and location and to assure the availability of necessary supports or adaptations such as translators or child care. • Meeting time and location should be accessible and comfortable for the family and other team members. • Facilitator prepares materials – agenda, team notebooks, blank action steps for team meeting (for team to use to remember steps until the plan can be written and sent out). • The Discovery should have been distributed as part of Team Preparation. • Communicate all meeting logistics to the team – where, when, length of meeting, etc. • The family and youth will need to know what will happen at the first meeting and why. • The facilitator can encourage the youth and family to begin thinking about ground rules and the prioritized need for the first team meeting.

High Fidelity Wraparound Facilitator Skill-Sets

Facilitator
<ul style="list-style-type: none"> • Arrange for supports for the family and youth to assure their participation and comfort in the team process. • Make arrangements for team meeting time and location that are sensitive to the needs of the family and youth and other team members. • Prepare necessary documents for distribution prior to or at the team meeting, as well as materials to use during the meeting.

Activity – Day Two
Preparing the Team for the First Team Meeting

Live Demonstration

Time: 45 minutes

1. Trainers will model how to prepare the family for the first team meeting.
2. Describe skills you saw demonstrated by facilitator.
3. Describe the effect the skills had on the family members.
4. Describe “active listening” you saw demonstrated by the facilitator.
5. Describe anything you might have done differently (and rationale).

Phase Two: Initial High Fidelity Wraparound Plan Development

This begins with the First HFW Team Meeting

Phases/Activities of the HFW Process	
<p style="text-align: center;">Phase Two - Initial Plan Development</p> <ul style="list-style-type: none">• Develop a plan of care.• Develop a detailed Crisis Prevention Plan.	

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How the Theory of Change (TOC) is achieved in the Planning Phase

During the **Planning Phase**, we help the team identify and plan for the needs that are most important to the youth and family. We set short, achievable goals so the youth and family achieve success, which increases their confidence that they can be successful and prepares them to successfully manage some parts of the process. We engage the natural supports in the planning process and include action steps for how they are helping achieve the goals for the plan. We integrate all of the plans into a single plan and work with all providers to ensure the plan is manageable and that natural supports do follow through on services.

Process for Developing the High Fidelity Wraparound Plan

We are going to teach the skills for the first team meeting that will result in the initial HFW plan. Initially, the trainer will provide the topical information on the skills for the first team meeting. You will then watch the skills modeled.

1. Create a welcoming and safe environment for the meeting.
2. Determine ground rules.
3. Review youth/family vision and create team mission.
4. Describe and prioritize needs/goals.
5. Brainstorm options based on strengths and culture for the selected prioritized need.
6. Choose options and develop specific action plans for the selected prioritized need.
7. Check-in with the team about the effectiveness of the meeting, whether additional members are needed and a plan for the next meeting.

**Agenda:
First Team Meeting** 

1. Create a welcoming and safe environment for the meeting.
2. Determine ground rules.
3. Review youth/family vision
4. Create team mission.
5. Describe and prioritize needs/goals.

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**Agenda:
First Team Meeting** 

6. Brainstorm at least six options based on strengths and culture for the selected prioritized need.
7. Choose options and develop specific action plans for the selected prioritized need.
8. Check-in with the team about the effectiveness of the meeting, whether additional members are needed and plan for the next meeting.

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This team meeting covers one or two priority needs. There are many team-building and “norming” activities (activities that teach the team about how the HFW process works).

A skilled facilitator always anticipates that a potential team member may have a lack of engagement in the HFW process. It is important to try to engage them further prior to the first meeting. There are general things that should occur at the beginning of the first team meeting before we begin these steps:

- Introduce everyone at the table and know their roles. “Hi, I’m (name). I am the HFW facilitator.”

- Briefly explain what HFW teams do to help families:
 - ✓ You can talk about building on the ***family’s strengths*** and creating a very ***individualized plan*** to address the needs of the family/youth.
 - ✓ Introduce the concept of a ***team-based process*** where the youth and family have ***voice and choice***, and the importance of developing ***a plan that reflects the youth and family’s culture***.
 - ✓ Explain that the entire HFW team (which includes the youth and family) all work together to assess the ***priorities of the youth and family***, and as a team, creates services and supports that will address those needs with the intention of helping the family reach their vision. **You should have the vision statement from the Discovery printed and ready to hand out or up on the wall to refer to.**
 - ✓ Taking a minute or so to explain HFW in very simple terms (as above) is important to orient everyone to the process. It can be helpful to have a copy of the ten principles and the four phases and activities to hand out and refer to as you further explain HFW.

- Explain any legal mandates, i.e. mandated reporting, safety issues that must be addressed, court-ordered plans that day. Cover the issue of confidentiality and how it will be ensured. Get new releases signed as needed.

High Fidelity Wraparound Skill-Sets (based on the NWI Standards) for the First Team Meeting	
Create welcoming and safe environment for the meeting.	<ul style="list-style-type: none"> • Team member introductions. These can be done by the youth and family, by the facilitator, by each person. Youth and family can help decide how they would like their team meeting to begin. • Show agenda and remind team about the Discovery and its purpose for the meeting.
Determine ground rules.	<ul style="list-style-type: none"> • Elicit and develop consensus on team ground rules and a decision-making process that maximizes family and youth voice and choice and prevents blame. • Discuss and develop consensus on confidentiality at the team level.
Create team mission.	<ul style="list-style-type: none"> • Clarify the family vision and facilitate the process of developing a team mission. Obtain commitment from all team members to the mission.
Describe and prioritize needs/goals.	<ul style="list-style-type: none"> • Assist the team to review, amend, and reach consensus on a list of youth and family needs statements. • Assist the team to prioritize family and youth needs statements. • Develop specific goals that address the prioritized needs and team mission • Develop methods for evaluating progress toward goals.
Select strategies and assign action steps.	<ul style="list-style-type: none"> • Brainstorm multiple natural and formal support options for possible inclusion in the action plan. • Develop options that build on the strengths and culture of the child, family, and team. • Support the team to select the best options with the family and youth making the final selections. • Ensure the action plan defines who will do what, when, how often, and that all team members share in plan implementation. • Assist the team to consider if other individuals are needed on the team to fully implement the current plan and/or to address other areas of priority need that will be the focus of future planning sessions.

Key Terms in High Fidelity Wraparound Planning



Ground Rules - Guidelines the team develops that define how the team will function. They include: confidentiality, decision making, and may include other topics based on team composition and potential challenges. Encourage youth and family members to add in safety measures.

Strengths and Cultural Information – This is information that identifies the culture and strengths of the youth, family, system/agency partners and natural supports. This strengths and cultural focus should carry through team interactions.

Concerns - The team will view and add to, with family permission, concerns that the family and custodial system/agency partner staff have that must be addressed if HFW is to be considered successful for this family.

Ground Rules

Guidelines the team develops that define how the team will function.

They include:

- Confidentiality
- Decision making
- Other topics based on team composition and potential challenges

Strengths and Culture Information

- The HFW process begins by adding to the Strengths, Needs and Cultural Discovery (SNCD or Discovery) and identifying strengths of all team members.
- Strengths and cultural focus should carry through all team interactions, and used to identify options for the action plans.

Concerns

The team will list concerns that must be addressed if High Fidelity Wraparound is to be considered successful.

Vision – The vision describes, in the family’s own words, what their life will be like once the priority needs have been met. The family vision will say what the youth’s hopes and dreams are as well as the parent’s hopes and dreams.

Team Mission – The team reviews the concerns and the family’s vision and develops a team mission. The mission describes what the team commits to accomplish together in order to help the family achieve their vision.

Vision 

Vision defines a mental picture of the future for the family.

Vision is a statement of the positive future of the family.

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Mission 

Mission clarifies what the team hopes to accomplish.

Mission is the objective and purpose for the work being done by the youth, family and rest of the HFW team.

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Team Mission 

The team reviews the concerns and the family’s vision and develops a team mission which describes what the team commits to accomplish together:

- Developing the mission is the first phase of transforming individuals into a team.
- Creates a shared understanding of the group’s purpose.
- Engages team members
- Guides the team’s work

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Tips for Mission Statements 

Make it Memorable

- Use techniques to remember
- Be creative and unique.
- Review it at every meeting
- Use it as a footer or header for your minutes
- Return to the mission each meeting.

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Vision/Mission Examples 

Vision: Six months from now, my children will be living with me, and I will be able to keep them safe at all times.

Mission: The team commits to supporting Marge to learn to keep the children safe, to support a safe transition from group care to home, and to work closely with child welfare to ensure safety.

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Prioritized Needs – Needs are the areas that must change for the family to achieve the vision and team mission. Prioritized needs are the needs the team will address first through the HFW plan. Needs definition often begins with the term “I need help with _____.”

Measurable Goals – Often referred to as “baby steps” these measurable goals are generally things that can be accomplished in two to four weeks or less so the family and team can celebrate often. This helps build self-efficacy (the confidence that someone can manage life on their own with only normal amounts of help or support).

Prioritized Needs 

Needs are the things that must change for the family to achieve the vision and team mission.

Prioritized needs are the ones the team will address first through the High Fidelity Wraparound plan.

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Goals 

- Goals will be set for each of the prioritized needs.
- These goals can be broken down into action steps that are accomplished in two weeks or less.

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Measurable? 

Which of the following negative behaviors are written in measurable ways? The child is showing aggressions due to being provoked by siblings.

1. That boy is just plain bad.
2. The child acts out when provoked by his siblings.
3. The child is very unhappy when his brother hits him on the head, and he just defends himself.
4. The child shows a pattern of aggressive behavior when he is teased about his hair.
5. None of the above.

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Measurable? 

Which options are written in measurable ways?

1. On Tuesday, March 9, Bobby will develop, view, and with his Dad's support, analyze a one minute video of he and his brother mock fighting, with the goal of Bobby and his brother understanding and verbally describing the sequence of the aggression that has been happening.
2. Bobbie will get through his bedtime routine without hitting anyone three days over the next week.
3. Bobby and his brother will receive time out when they fight.
4. None of the above

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Options or Strategies – Options are different ideas team members or others have to address the prioritized needs. In HFW we **brainstorm** many options based on family strengths and culture. The family then selects the ones that will work best for them.

Action Steps – Action steps are specific descriptions of what will be done (selected options), who will do it and when it will be completed.

Brainstorm Options or Strategies 

- **Brainstormed options or strategies** are different ideas or techniques team members or others might do to address the prioritized needs.
- In High Fidelity Wraparound we brainstorm many options based on family strengths and culture.
- All options are considered.
- The family selects the options that will work best for them.

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Action Steps 

Specific descriptions of:

1. What will be done (selected options)?
2. Who will do it?
3. When will it be completed?

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Measurement Strategies/ Action Steps 

The measurement strategy shows that the action steps are making progress towards a goal.

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Work Sheet: Facilitator and Team Prep. 

Facilitator and Team Preparation Worksheet
(In the Appendix)

- Worksheet to help you think through the important parts of the first team meeting
- We will use this as we go through the skills.
- Also useful to use with team members unable to attend meetings.

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**Work Sheet for First Team Meeting
Facilitator and Team Preparation**

From the Discovery

List one or two concerns that could be addressed at this first team meeting:

- 1.
- 2.

Looking at the list, circle the top concern. Use the top concern for the remainder of the exercise.

Write the vision from the Discovery:

List at least three needs in this area of concern. Start each one with "I need help to...."

- 1.
- 2.
- 3.

Choose the top need, the one you feel is the priority to address first.

List the three to six people who will be instrumental in helping to meet this need:

From the Engagement Phase and Gathering Information

Consider the people on your HFW team. List any factors about these people that would suggest a need for a ground rule and list possible ground rule(s).

What are the "system" mandates that will be important to integrating the plan so the youth/family is successful in completing these requirements?

Develop a team mission your team would agree to and that corresponds to the vision. You can develop a catchy phrase and measurable add on sentences.

Brainstorm at least six to eight options for addressing the top need. Build from your strengths and culture and the strengths of your team.

- 1.
- 2.
- 3.
- 4.
- 5.

Describe a measurable action step for carrying out the top option (who, what, when, where)

Common High Fidelity Wraparound Planning Problems

Planning meetings that are too long: Planning sessions that take more than one hour may produce resistance on the part of team members. It is not realistic to assume that any team member can take several hours to attend a HFW team planning meeting. We have also learned that an overly long planning meeting can cause system/agency partners to go back to their units and complain. It is tiring, as well, for the youth and family.

Common HFW Planning Challenges



- Planning meetings that are too long
- Team targeting too many needs at once
- Working on more than two needs at one time.

Change takes time. For every need that gets met, other needs are more likely to change, and new needs may arise.

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Targeting too many needs at once: When system/agency partners write plans for youth and families, requirements may be included that may be expected to be completed at the same time. Families' "compliance" is often measured by getting these requirements met. However, we found that these methods of planning, which emulated the work done when developing a comprehensive treatment plan overwhelmed staff and discouraged families. Part of our Theory of Change is based on an understanding of needs, not services, and builds a plan a few needs at a time.

Change doesn't come all at once. We have a 'need', that need gets met, and that may cause the unmet needs to change, more needs to arise, and so on. For example, a family may have primary needs of housing and friends for the kids. When the housing need gets met and the family is now near more kids, the need for friends has diminished too. Therefore, we try to prioritize life domain needs, and meet the most important needs first. We know once a very important need is met, then all other needs are likely to change. There is a domino effect. Don't work on more than two needs at one time, or the vision may never be met.

Tips on the Art of High Fidelity Wraparound Planning

Have the right people at the meeting: Don't have a meeting if the right people can't be there. Don't ever have a meeting without the youth and/or family.

Organization skills: The team has a lot to do and not much time. Being organized is crucial.

Facilitating team behavior: Unfortunately, few of us were trained to be team members. Many of us were trained to run the show. Therefore, team behavior must be taught, modeled, shaped, and rewarded by the facilitator.

Tips on the "Art" of HFW Planning



- Have the right people at the meeting.
- Have good organizational skills.
- Work as a team member.
- Be aware of body language of team members.
- Use strategic seating so the youth and family are supported during the meeting.

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Be sensitive to body language of team members. It is important for the facilitator to watch both the verbal and non-verbal cues of the team members.

Implement the Plan 

- See if it works!
- If needed, revise with youth and family as goals and needs change and are achieved.
- Add or delete 'needs' as necessary.
- Some plans may need to be revised several times before we get it right!

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Agenda: First Team Meeting 

1. Warm and welcoming environment
2. Ground rules
3. Youth/family vision
4. Team mission
5. Prioritize needs/goals
6. Brainstorm options
7. Choose options-develop action plans
8. Check-in with the team

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**Activity – Day Two
First Team Meeting
Time: 60 Minutes**

Instructions:

1. The trainers will model a first team meeting.
2. Use the First Team Meeting tool to make comments on the skills you see demonstrated in this meeting.
3. We will debrief in large group.



**Observation Form Two
First Team Meeting for HFW**

HFW Facilitator: _____
Reviewer: _____
Youth/Family: _____

Site: _____
Date: _____

Code	M	Met
	P	Partially Met
	U	Unmet

Skills	Scoring	Comments
1. Facilitator has prepared needed documents (Discovery/SNCD) and materials (agenda) prior to the meeting and sent these to the team prior to the meeting. Facilitator had contact with team members prior to meeting to review the agenda and to determine if any new needs have become priority needs for planning.	M P U	
2. Facilitator has made every possible effort to ensure all needed professional and natural supports participate on the team.	M P U	
3. The facilitator assists the team in developing ground rules that maximize safety, a positive/strength-based approach and family and youth voice and choice (including how decisions will be made), for how the team would like to conduct meetings.	M P U	
4. The facilitator highlights key points (priority needs and strengths and culture related to these) of the Discovery and asks the team for any additions.	M P U	
5. The facilitator leads the team to brainstorm words that describe the purpose of the team (their purpose for being there). These words are crafted into a statement that the team commits to and helps the team to "stay on the same page" during meetings. This becomes the team mission.	M P U	
6. Beginning with the Discovery, the team reviews, amends, and reaches consensus on positively framed youth and family needs statements that are in language anyone can understand, and do not suggest solutions. The priority of the needs list is finalized.	M P U	

7. The prioritized needs relate to the team mission (including system/provider needs) and family vision. These are the concerns that lead to the youth and family's involvement in HFW.	M P U	
8. The facilitator assists the team to develop methods for evaluating progress toward addressing concerns and meeting priority needs. These are the measurement strategies that measure the progress being made in the need areas both at the goal level and the bigger need area. This answers the question, "How will we know the plan is working?"	M P U	
9. The Facilitator leads a robust brainstorming process to develop multiple options to meet established goals in the priority need areas including: formal service and support options, strength-based options, and options that mobilize natural supports.	M P U	
10. The facilitator assists the team to select the options they believe are most likely to work with the family and youth making the final selections.	M P U	
11. The facilitator ensures that action plans define who will do what, when, and how often.	M P U	
12. The facilitator ensures all team members contribute and are active partners in the planning process.	M P U	
13. The facilitator assists the team to consider if other individuals are needed on the team to implement the plan.	M P U	

Appendix – Day Two



**Observation Form Two
First Team Meeting for HFW
Skills, Rationale and Scoring Rubric**

Skills	Rationale	Scoring Rubric
<p>1. Facilitator has prepared needed documents (Discovery) and materials (agenda) prior to the meeting and sent these to the team prior to the meeting. Facilitator had contact with team members prior to meeting to discuss the agenda and to determine if any new needs have become priority needs for planning.</p>	<p>A prepared team will be a more effective team. They will understand the purpose of meetings and they will have the information needed to know how to do strength-based planning that fits the culture of the family according to the needs the family has identified (Discovery information). Natural supports, system and system/agency partners will understand their importance to the team.</p>	<p>M=Discovery and agenda are sent and discussed with team prior to meeting.</p> <p>P=Discovery and agenda are given to team in the beginning of the meeting.</p> <p>U=Discovery and agenda are not used for the meeting; team is unprepared for the meeting and seems unclear about their purpose; lack of team engagement is observed.</p>
<p>2. Facilitator has made every possible effort to ensure all needed professional and natural supports participate on the team.</p>	<p>Effective HFW planning requires a team...the engagement phase is the phase for team identification and preparation. The youth and family's voice is critical for this but the facilitator has to skillfully advocate for a team or we find ourselves stuck planning without the necessary resources available.</p>	<p>M=Facilitator has worked to prepare members of the team; full team is present at the meeting; youth, family, facilitator, system/agency partners, and natural supports.</p> <p>P=Important members of the team are missing; meeting includes family, HFW facilitator and system/agency partners only. But planning has been done to include action steps for how to get them involved.</p> <p>U=Meeting includes family and facilitator only.</p>
<p>3. The facilitator assists the team to develop ground rules that maximize safety, a positive/strength-based approach and family and youth voice and choice (including how decisions will be made), for how the team would like to conduct meetings.</p>	<p>By the first team meeting, the facilitator has learned through engagement quite a bit about how the family communicates. The facilitator should have prepared youth and family for developing ground rules that are sensitive to their communication 'culture' but also lead to safe and productive meetings. Facilitator ensures that needs are identified from all comments made and culture of positive support is shared by all team.</p>	<p>M=Facilitator helps team develop meaningful ground rules that establish the group norms for behavior in meetings.</p> <p>P=Ground rules are developed but purpose for these do not seem clearly understood by the team.</p> <p>U=Ground rules are not developed during the meeting.</p>

<p>4. The facilitator highlights key points (priority needs and strengths and culture related to these) of the Discovery and asks the team for any additions.</p>	<p>The Discovery document is used as a meaningful source of information in the meeting. People have read it prior to the meeting and come with additions that they want to be added. This is additional strength, culture and needs information necessary for planning and sets the tone for how the information will be used.</p>	<p>M=The facilitator engages the team in a meaningful review of the Discovery information including eliciting additional strength, culture and needs.</p> <p>P=The facilitator refers to the Discovery but does not demonstrate the importance of the information and does not ask for additional information.</p> <p>U=The Discovery is not used in the meeting</p>
<p>5. The facilitator leads the team to brainstorm words that describe the purpose of the team (their purpose for being there). These words are crafted into a statement that the team commits to and helps the team to “stay on the same page” during meetings. This becomes the team mission.</p>	<p>The team mission is critical to the team understanding their purpose for meeting. This creates a group identity and guides their work together. It states how they will support the family towards their vision, keeps them working in the same direction and helps them know when their work is done.</p>	<p>M=Facilitator explains the purpose of the team mission and gets the team to think about the strengths they bring to the team; a meaningful statement of their purpose is created.</p> <p>P=Facilitator gets the team to develop a mission statement but the skills demonstrated don’t clearly help the team know the purpose for the mission statement.</p> <p>U=No mission statement is developed.</p>
<p>6. Beginning with the Discovery, the team reviews, amends, and reaches consensus on positively framed youth and family needs statements, that are in language anyone can understand, and do not suggest solutions. The priority of the needs list is finalized.</p>	<p>The prepared team should come to the meeting with an idea of the prioritized needs and which “need” is the focus of the initial meeting. Teams will plan for needs over time creating plans with small steps toward goal areas. The Discovery document has the needs clearly prioritized and is used unless a new pressing need is identified and chosen by the team.</p>	<p>M=Facilitator assists team to focus on need priority list in the Discovery unless pressing need has been identified.</p> <p>P=Facilitator asks the team about needs in the meeting and seeks to prioritize a need area for planning according to ground rule for how decisions will be made (#3 skill area).</p> <p>U=Team begins to plan without a clear idea of the need area.</p>

<p>7. The prioritized needs relate to the team mission (including system/agency partner needs) and family vision. These are the concerns that lead to the youth and family’s involvement in HFW.</p>	<p>Meaningful planning occurs when the need areas clearly relate to the family vision and team mission (including system mandates). A skillful facilitator can get all of these needs “on the table” for team discussion for how to go about prioritizing for planning process.</p>	<p>M=The facilitator helps the team to understand how the priority needs “fit” with the family vision and team mission (e.g. safety or stability).</p> <p>P=Facilitator helps team identify need area without clear tie-in to the family vision or team mission.</p> <p>U=Needs are identified for the youth or family by team members (e.g. a parent may identify a need for the youth) and facilitator allows planning to occur for a person who does not share in agreement for that need.</p>
<p>8. The facilitator assists the team to develop methods for evaluating progress toward addressing concerns and meeting priority needs. These are the measurement strategies that mark the progress being made in the need areas both at the goal level and the bigger need area. This answers the question, “How will we know the plan is working?”</p>	<p>HFW is outcome based. We don’t accuse youth and families of failing the plan. We work to ensure the plan is working for the family and make necessary changes to the plan until it is working. The measurement strategies give us the data necessary to determine if the plan is working.</p>	<p>M=Facilitator asks the team to develop objective measurement strategies for each goal area on the plan that will give meaningful data to determine if the action steps are working; facilitator keeps team thinking about larger need area as a whole and how to measure progress on getting need area met.</p> <p>P=Facilitator helps the team develop measurement strategies but data collected may not actually measure if the action steps were helpful in meeting the goal.</p> <p>U=No measurement strategies are identified.</p>
<p>9. The facilitator leads a robust brainstorming process to develop multiple options to meet established goals in the priority need areas including: formal service and support options, strength-based options, and options that mobilize natural supports.</p>	<p>Once the priority need is chosen and the goal identified, the HFW facilitator reminds the team of the strengths and culture related to this goal giving the team information about what has worked in the past. The team can then have lots of creative ideas that become the brainstormed options. The HFW facilitator encourages active participation by all of the team members in this brainstorming. Preparation of the youth and family to contribute their ideas is critical to the success of the plan.</p>	<p>M=Facilitator clearly gives information necessary for effective brainstorming and keeps it going until many options (at least six to eight) are up on the paper for the team to see.</p> <p>P=Brainstorming occurs but the facilitator has not clearly instructed team and few creative ideas are generated (less than six) based on strengths and culture.</p> <p>U=Options are chosen without brainstorming.</p>

<p>10. The facilitator assists the team to select the options they believe are most likely to work with the family and youth making the final selections.</p>	<p>The team evaluates the options looking for a couple to try first that seem like they have the best chance of working. The youth and family have the final say as long as the system mandates are met.</p>	<p>M=Facilitator leads team to evaluate the options weighing in on what might work best and considering where system mandates might be involved.</p> <p>P=Facilitator leads a cursory review of options without consideration for what might work best.</p> <p>U=Options chosen for youth and family.</p>
<p>11. The facilitator ensures that action plans define who will do what, when, and how often.</p>	<p>The plan must be specific for people to know what they are supposed to do and to be held accountable. This level of detail goes on the plan. Think about how soon the plan will go out for the action steps to be completed. Are there strategies at the meeting that can be used so people go away from the meeting with their “to do” list in hand?</p>	<p>M=The facilitator develops the detail for each action step and ensures the team that the plan will be sent to them by a certain date; best if people leave with their action steps clearly understood.</p> <p>P=Facilitator writes action steps but detail is missing; team members may not have what they need to complete steps for the plan.</p> <p>U=Action steps are not chosen and team does not have a clear idea of their role in the plan.</p>
<p>12. The facilitator ensures all team members contribute and are active partners in the planning process. Facilitator asks the team if the meeting was productive and met their expectations.</p>	<p>The team is chosen because they are a necessary resource for the youth/family or they are instrumental in the family achieving their vision. HFW facilitator ensures that everyone is heard and participates actively in the meeting. These meetings produce effective and clear plans that everyone feels good about.</p>	<p>M=Facilitator actively engages everyone who is attending the meeting giving the message that all have something to contribute.</p> <p>P=Facilitator ensures that some but not all actively participate in the meeting.</p> <p>U=Facilitator runs the meeting without engaging the team in the process.</p>

<p>13. The facilitator assists the team to consider if other individuals are needed on the team to implement the plan.</p>	<p>Building a full team will often occur over time as the team identifies additional people critical to the success of the plan.</p>	<p>M=Facilitator is active in suggesting to the team where new team members may be needed for brainstorming and action steps on the plan; they may also be necessary in helping the team see new strengths and culture. People are identified with a clear plan for engaging them as additional action steps.</p> <p>P=Facilitator references a need for additional team members without a clear plan for engaging them.</p> <p>U=Facilitator does not mention the importance of building the team and identifying new team members where needed for plan success.</p>
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Appendix – Day Two

Overview of Skills and Rationale: First Team Meeting

<p>The facilitator has prepared the necessary documents (Discovery/SNCD) and materials (agenda) prior to the meeting and sent these to the team prior to the meeting. Facilitator has had contact with team members prior to meeting to discuss the agenda and to determine if any new needs have become priority needs for planning.</p> <p>Rationale: A prepared team will be a more effective team. They will understand the purpose of meetings. They will have the information needed to know how to do strength-based planning that fits the culture of the family according to the needs the family has identified (Discovery information). Natural supports, system and agency partners will understand their importance to the team.</p>	<p>Notes:</p>
<p>The facilitator has made every possible effort to ensure all necessary professional and natural supports participate on the team.</p> <p>Rationale: Effective HFW planning requires a team...the Engagement Phase is the phase for team identification and preparation. The youth and family's voice is critical for this. But, the facilitator has to skillfully advocate for a team. If not, we find ourselves trying to plan without the necessary resources available.</p>	<p>Notes:</p>
<p>The facilitator assists the team in developing ground rules for how the team would like to conduct meetings. Ground rules maximize safety, encourage a positive/strength-based approach, and ensure that the family and youth voice and choice is respected (including how decisions will be made).</p> <p>Rationale: By the first team meeting and through Engagement, the facilitator has learned quite a lot about how the family communicates. The facilitator should have prepared youth and family for developing ground rules that are sensitive to their communication 'culture' but that also lead to safe and productive meetings. The facilitator ensures that needs are identified and the culture of positive support is shared by all team.</p>	<p>Notes:</p>

<p>The facilitator highlights key points (priority needs, and strengths and culture are related) of the Discovery (SNCD) and asks the team for any additions.</p> <p>Rationale: The Discovery document is used as a meaningful source of information in the meeting. People have read it prior to the meeting and come to the meeting with additional information to add. This is additional strength, culture and needs information necessary for planning, and sets the tone for how the information will be used.</p>	<p>Notes:</p>
<p>The facilitator leads the team to brainstorm words that describe the purpose of the team (purpose for being there). These words are crafted into a statement that the team commits to. This commitment helps the team to “stay on the same page” during meetings. This becomes the team mission.</p> <p>Rationale: The team mission is critical to the team’s understanding of their purpose for meeting. This creates a group identity and guides their work together. It states how they will support the family towards their vision, keeps them working in the same direction and helps them know when their work is done.</p>	<p>Notes:</p>
<p>Beginning with the Discovery (SNCD), the team reviews, amends, and reaches consensus on the youth and family statement that is positively framed and in a language anyone can understand. They do not suggest solutions. The priority of the needs list is finalized.</p> <p>Rationale: The prepared team should come to the meeting with an idea of the prioritized needs which will be the focus of the initial meeting. Teams will plan for additional needs over time, creating plans with small steps towards goal areas. The Discovery document has the needs clearly prioritized and is used unless a new pressing need is identified and chosen by the team.</p>	<p>Notes:</p>
<p>The prioritized needs relates to the team mission (including system/agency needs) and family vision. These are the concerns leading to the youth and family’s involvement in HFW.</p> <p>Rationale: Meaningful planning occurs when the need areas clearly relate to the family vision and team mission (including system mandates). An experienced facilitator can get all of these needs “on the table” for team discussion, regarding prioritizing for planning process.</p>	<p>Notes:</p>

<p>The facilitator assists the team to develop methods for evaluating progress toward addressing concerns and meeting priority needs. These are the measurement strategies that mark the progress being made in the need areas both at the goal level and the bigger need area. This answers the question, “how will we know the plan is working?”</p> <p>Rationale: HFW is outcome based. We don’t accuse youth and families of failing the plan. We work to ensure the plan is working for the family and make necessary changes to the plan until it is working. The measurement strategies give us the data necessary to determine if the plan is working.</p>	<p>Notes:</p>
<p>The facilitator leads a robust brainstorming process to develop multiple options to meet established goals in the priority need areas including: formal service and support options, strength-based options, and options that mobilize natural supports.</p> <p>Rationale: Once the priority need is chosen and the goal identified, the facilitator reminds the team of the strengths and culture related to this goal giving the team information about what has worked in the past. This information leads the team to have lots of creative ideas that become the brainstormed options. The facilitator encourages active participation by all of the team members in this brainstorming. Preparation of the youth and family to contribute their ideas is critical to the success of the plan.</p>	<p>Notes:</p>
<p>The facilitator assists the team in selecting the options they believe are most likely to work. The youth and family make the final selections.</p> <p>Rationale: The team evaluates the options looking for those options that seem to have the best chance of working. The youth and family have the final say as long as the system mandates are met.</p>	<p>Notes:</p>
<p>The facilitator ensures that action plans define who will do what, when, and how often.</p> <p>Rationale: The plan must be specific for people to know what they are supposed to do and what to be accountable for. This level of detail goes on the plan. If the plan will not go out immediately after the meeting, how are the team members with action steps reminded of what they have agreed to do? Are there strategies at the meeting that can be used so people go away from the meeting with their “to do” list in hand?</p>	<p>Notes:</p>

<p>The facilitator ensures all team members contribute and are active partners in the planning process. Facilitator asks the team if the meeting was productive and met their expectations.</p> <p>Rationale: The team is chosen because they are a necessary resource for the youth/family or they are instrumental in the family achieving their vision. The facilitator ensures that everyone is heard and participates actively in the meeting. These meetings produce effective and clear plans that everyone feels good about.</p>	<p>Notes:</p>
<p>The facilitator assists the team in considering if other individuals are needed on the team to implement the plan.</p> <p>Rationale: Building a full team will often occur over time as the team identifies additional people critical to the success of the plan.</p>	<p>Notes:</p>

Appendix – Day Two

End of Day Two Training

End of Day Two


- Wrap-Up
- Concerns?
- Questions?
- Knowledge assessment
- Contact information:

Scott Reiner
scott.reiner@csa.virginia.gov
804.662.9082

Anna Antell
anna.antell@csa.virginia.gov
804.662.9136

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