



Virginia Wraparound Center of Excellence

High Fidelity Wraparound Training: Day One

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Ground Rules

1. Please let us know if there is anything you need
2. Participate in the entire training (if you can't, let us know)
3. Please be sure to sign-in
4. Come back from breaks and lunch on time
5. Place all cell phones to vibrate so the training process is not interrupted if you receive a call



Learning Goals - Day One

1. High Fidelity Wraparound (HFW) Framework
2. The HFW Facilitator Role
3. Partnering with Family Support Partners
4. Orient the Youth and Family to HFW
5. Explaining HFW
6. Crisis Stabilization
7. Engaging System Partners



Review of the Training Binder

- Let's take a few minutes to review how the training binder is organized
- Access to templates used in HFW are available on the CSA website



Review of Pre-Training Reading



- Overview of HFW
- Virginia's History
- National Wraparound Initiative
- Peer Support Movement

Any Questions?

Continuum of Service

System Level

Child/Youth/Family

Intensive Care Coordination, referrals through the Family Assessment and Planning Team (FAPT)

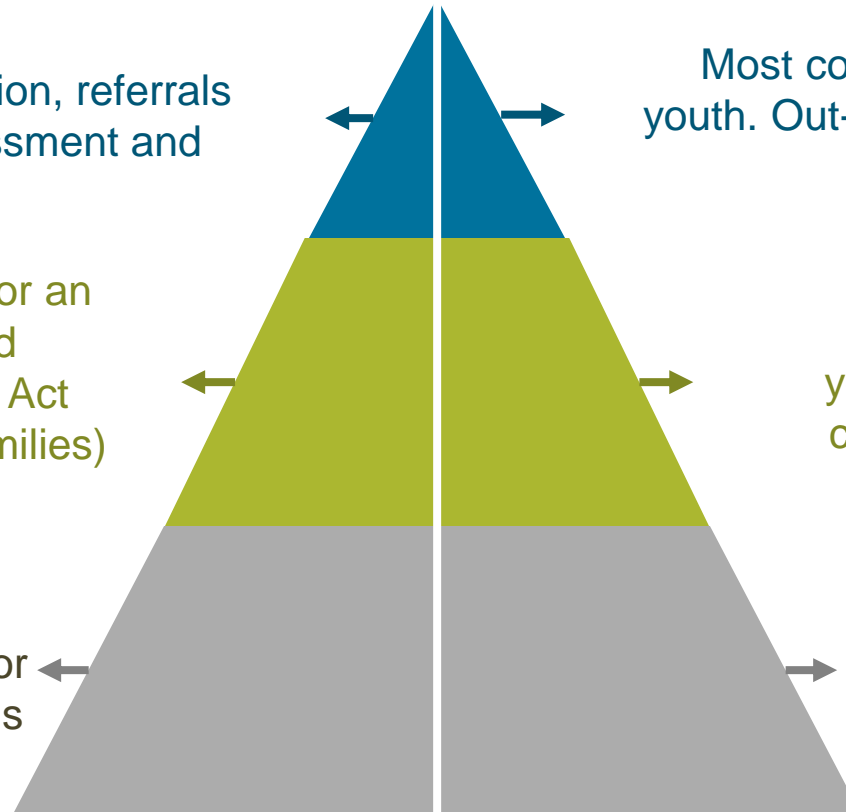
Most complex, often multi-system youth. Out-of-home, or risk of out-of-home placements

Referrals through FAPT for an array of community-based CSA (Children's Services Act for At-Risk Youth and Families) funded services

Moderately complex youth, requiring an array of community-based services

Services covered under routine agency activities or traditional funding streams

Least complex youth. Do not require extensive case management or services



Overview

High Fidelity Wraparound

A **team-based, collaborative process** for developing and implementing **individualized care plans** for children with behavioral health challenges, and their families.

Overview

The goals of HFW:

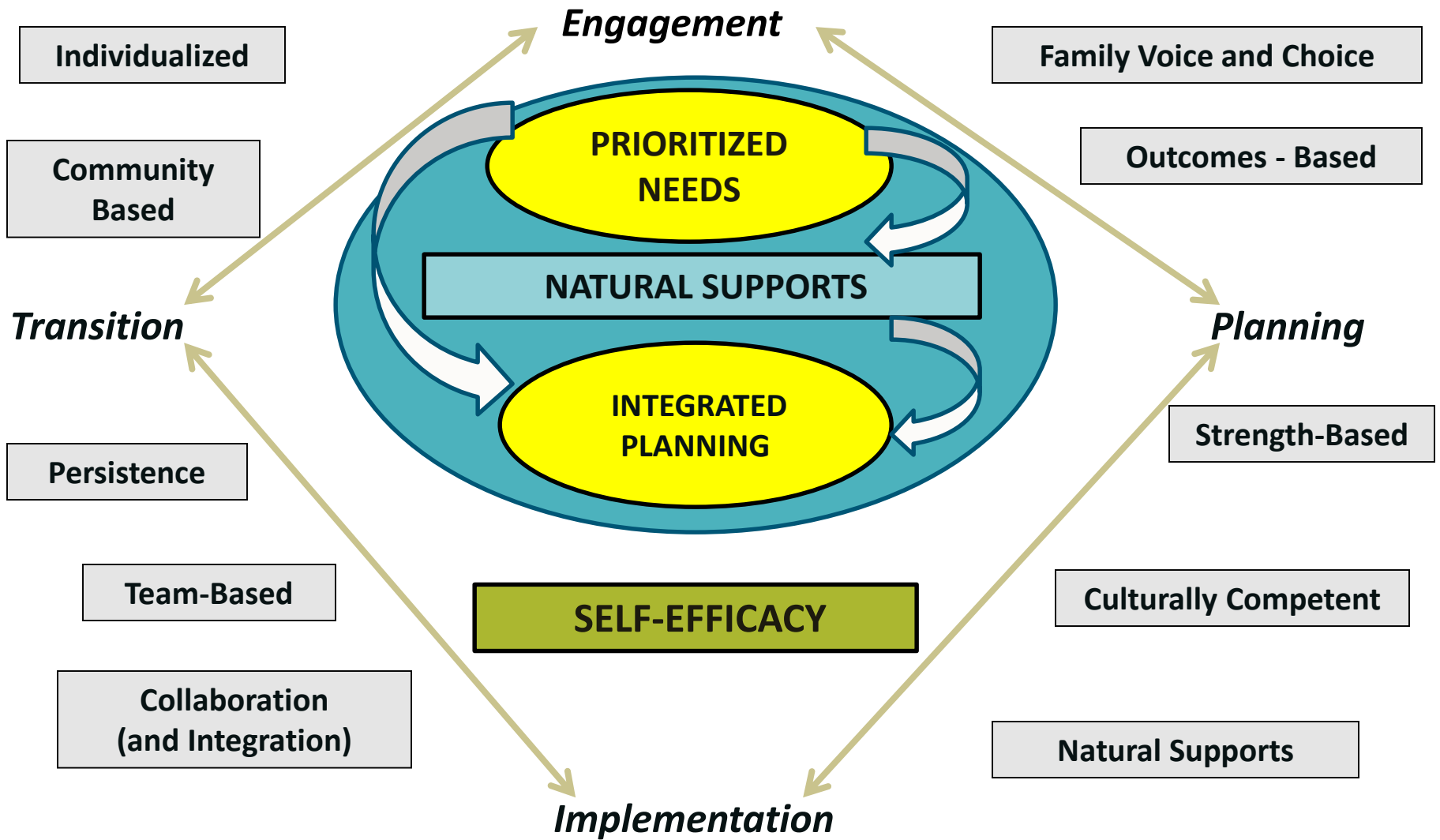
To meet the stated needs prioritized by the youth and family

To improve the youth/family's ability and confidence to manage their own services and supports

To develop or strengthen the youth/family's natural support system over time

To integrate the work of all child serving systems and natural supports into one streamlined plan

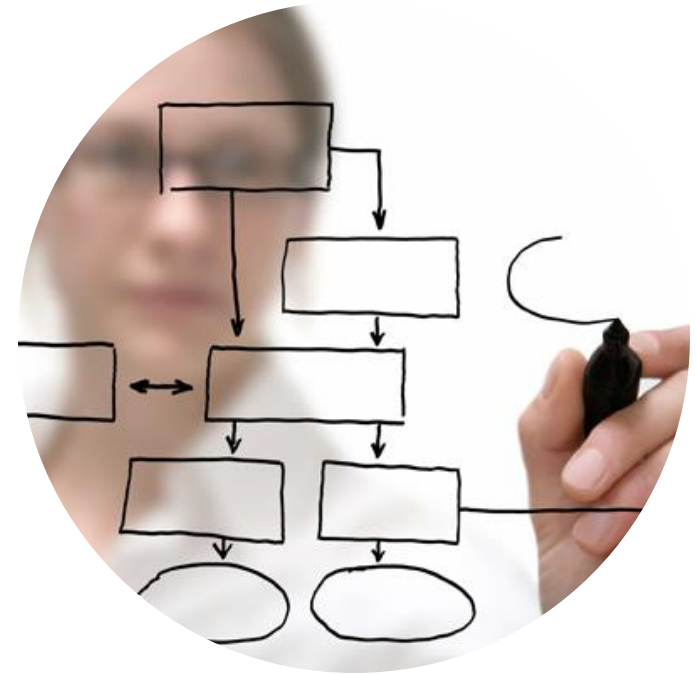
HFW Framework



The HFW Process

A process for supporting youth and families that:

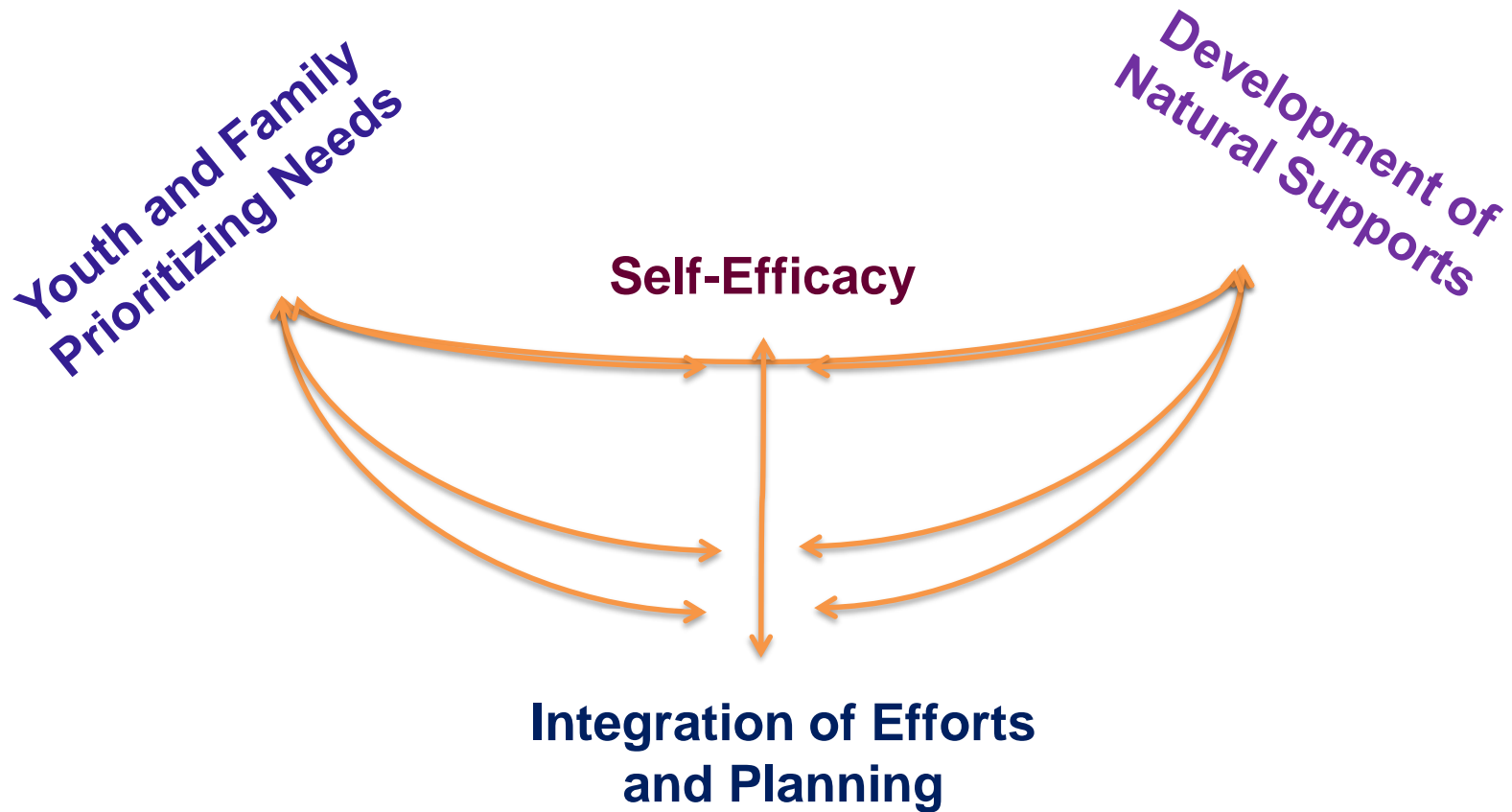
- ... is defined by **Ten Principles** of how the process is implemented
- ... is done in **Four Phases** and related activities that describe **what** is to be done
- ... fits the four components of the **Theory of Change (TOC)** that explains **why** it works



Ten HFW Principles

1. Youth and Family Voice and Choice
2. Team-based
3. Natural Supports
4. Collaboration (and Integration)
5. Community-based
6. Culturally Competent
7. Individualized
8. Strengths-based
9. Persistence
10. Outcome-based and cost responsible

Theory of Change



Teach Them to Fish!!!



Day One - Activity One

HFWS Principles





HFW “Motto”

Do For, Do With, Cheer On...!!!

HFW Workforce Members

Coach

Facilitator

*Family
Support
Partner*

*Youth Support
Partner*

Facilitator

A HFW facilitator ensures that the 10 HFW Principles, four Phases and the activities of the process are delivered with the highest possible fidelity to national best practices

Facilitators model the principle of being 'strengths-based' by always focusing on "what works"

Facilitators learn skills that focus on empowering the family to solve their own problems

Facilitators are responsible for assisting the team to develop effective plans

Facilitator

Facilitators value the principle of 'team-based'

Facilitators ensure that all team members are involved in robust brainstorming

Facilitators ensure that all team members have action steps supporting the team mission

Facilitators engage the natural supports that will be there for the family long after HFW ceases

They engage professionals by understanding and respecting their system mandates

Facilitator

They ask the family about their priority needs and what options they think will work best for them

They learn the skills of artfully facilitating the HFW team meetings leading to effective plans

They help the family develop their team (natural supports and system partners/providers), and guide the team to develop their own, individualized team mission

They help the youth and family learn how to lead their team and their meetings

They work to transfer their skills to the youth and family

Effective Facilitators

Outgoing personality

Strong desire to help people

Empathize with families

Humor

Detail management and follow-through

Curious

Flexible

HFW Teams

HFW team includes:

- The youth and family
- The HFW workforce
- Natural supports
- System/agency partners (including physicians, therapists, education personnel, etc.)



VA Family Support Partner Training

- HFW principles and phases
- The facilitator role and HFW team
- Do For, Do With and Cheer On!
- How to tell their story
- Mandated reporting
- The importance of supervision
- Life domains
- Discovery
- Trauma
- Confidentiality, boundaries and triangulation
- Natural supports
- Transferring skills
- Self-care and wellness

Family Support Partner Role

Three areas (categories) of skills:

1

Partner and support the facilitator/coordinator/case manager while working with the family

2

Designed to provide direct and intensive levels of peer support for families

3

Connect families with other families and resources

Family Support Partner (FSP)

- Ensures family voice and choice
- Promotes and strengthens healthy relationships
- Assists people working with the youth and family to understand their culture
- Uses their personal story to teach through experience

There are activities for the FSP in all four phases in your day one appendix.

Family Support Partners on a Team

Family support partners are so important to the team, and to the youth and family...

- They are familiar with what the family is going through
- They understand the systems and barriers
- They have validity in the eyes of the family members, and may be able to engage on a different level
- They need to ensure family voice and choice
- They will need to teach others on the team about their role, and how they can help

Facilitators and FSPs



- Ask the family about their priority needs and what options they think will work best for them
- Engage the natural supports that will be there for the family long after HFW ceases
- Help the family develop their team (natural supports and system partners/providers), and guide the team to develop their own, individualized team mission
- Help the youth and family learn how to lead their team and their meetings

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

Balancing Youth and Family Voice



Boundaries

What is the purpose and intent?



Active Listening

S.O.U.L.

S = Silence

O = Observation

U = Understanding

L = Listening



Sympathy VS. Empathy

Brené Brown on Empathy



Phases/Activities of the HFW Process

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Engagement Skills

Overview of Skills:

- 1 Introduce yourself; explain your role
- 2 Listen to the youth/family's concerns. Is HFW a good option?
- 3 Describe HFW so the youth/family understands
- 4 Answer questions about HFW that the youth/family have
- 5 Assist the youth/family to make an informed decision
- 6 Explain confidentiality and information sharing; obtain needed releases
- 7 Explain your responsibilities as a mandated reporter

Engagement First!

Jumping in with solutions, a quick assessment, or conclusion about needs during engagement jeopardizes the potential positive outcomes of the HFW process

A common error new HFW workforce members can make is to begin providing solutions not realizing that they are still a stranger to the youth and family

The job of the **HFW team** is to create options and strategies

Day One - Activity Two

Engaging Families

Activity – Day One
Appendix, page 2



Day One - Activity Three

Engagement Skills for Initial Meeting Time

Observation Form –
Day One Curriculum, page 18



Explaining HFW

“I am the HFW facilitator/Intensive Care Coordinator of your team. My role is to...”

- Help you **build your team** with people you feel can be helpful and those who can add to your success
- **Explain HFW** to team members and **prepare them** for meetings
- Help ensure that **your needs are identified and met**



Explaining HFW

“I am the HFW facilitator/Intensive Care Coordinator of your team. My role is to...”

- Ensure that **you have a say** in your plan and that it works for you
- Ensure **confidentiality** within the HFW team and safety; explain your role as a mandated reporter



Explaining HFW



Let families know that:

- You're not going to tell them what to do, or tell them who to have on their team
- Explain the role/need for certain system/agency partners to be on the team (e.g., probation officer, social services worker)

Explaining HFW



Make a connection with the youth/family by:

- Talking about **how HFW has helped other youth and families**
- Explaining some of the **activities** that will ensure their voice and choice will be honored (brainstorming, transferring of skills, goals of self-efficacy, etc.)

Explaining HFW

- Explain that the meetings will take place where the family prefers, and at the best time for them
- What do they know about HFW?
- Discuss the 10 HFW Principles... details are not necessary for each principle. Focus on family and youth voice and choice, strength-based, etc.



Explaining HFW

- Ask the family about their hopes and dreams, and that HFW builds on strengths
- Mention the four HFW Phases... don't overwhelm. Ten minutes of explanation is enough unless they ask questions
- Be mindful of acronyms



Day One - Activity Four

Explaining HFW and Your Role

Activity – Day One
Appendix, page 4



Phases and 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

Crisis Stabilization Plan

What warrants a Crisis Stabilization Plan?

Safety and crisis concerns take many forms. The two most frequent are:

1

Concerns about the safety of a youth

2

Concerns that the youth may do something that puts others in jeopardy

Taking the time to develop a meaningful Crisis Stabilization Plan with the youth and family helps with engagement and building trust.

Crisis Stabilization Plans

Collaboration on Crisis Stabilization Plans:

Other systems (child welfare, juvenile justice, education, etc.) may already have a crisis or safety plan developed

Collaborate with the youth, family and the other systems to develop a crisis stabilization plan

These initial 'band aid' plans can help address basic needs of the family so that the progress of engagement can continue

Crisis stabilization can occur during any HFW Phase

Three Steps for Crisis Stabilization

1

Ask youth, family, system partners, and/or potential team members about immediate crisis concerns

2

Conduct a brief conversational functional assessment

3

Workforce assists youth and family to develop a crisis stabilization plan to meet the crisis situation identified

Template— Day One Curriculum, page 35

Step One for Crisis Stabilization



1. Ask youth, family, system partners, and/or potential team members about immediate crisis concerns.
 - Identify immediate and/or potential crisis and/or safety concerns.
 - Help the youth and family recognize which concerns need immediate attention and which concerns can wait until the team convenes. This is accomplished by reviewing *what could possibly happen if a plan were not in place*.

Step One for Crisis Stabilization, cont.

Identify immediate or potential crisis

A

A student is often truant from school and if he misses five more days will not advance to the next grade

B

A youth is attacking his brother and places his safety at risk

If both are stated, which one is the more immediate crisis?

If only one is stated, you can do a plan around that crisis.

Step Two for Crisis Stabilization



2. Conduct a brief conversational functional assessment that clarifies what occurs before, during, and after the crisis or safety situation.
 - The brief, conversational functional assessment helps identifies the triggers, setting events, possible function and environmental responses of the behavior.
 - It the best “guess” of the *function* of the behavior that can lead to a crisis or safety situation.

Step Two for Crisis Stabilization, cont.

Identify replacement behaviors that the youth chooses (preferably) that can serve the same function of the behavior and not lead to a crisis.

Potential functions of behavior:

- To control situations
- Gaining attention
- To avoid being bullied

Most functions are to gain or avoid something.

All behavior serves a function or purpose.

Step Two for Crisis Stabilization, cont.

Potential Setting Events – *What happened earlier, leading up to the behavior?*

Examples: Not enough sleep; Loud Noises, Being Hungry

Potential Triggers – *What happens right before?*

Examples: Being told what to do; spoken “down” to; being told “NO”

*Setting events/triggers can be interchanged
depending on individual*

Step Three for Crisis Stabilization



3. Workforce assists youth and family in developing a crisis stabilization plan to meet the crisis situation identified.
 - Brainstorm a quick plan and back-up plan that will prevent the potential crisis.
 - This plan is created and implemented when needed during the Engagement Phase, and until a team is in place.
 - The plan should be written down, accessible to the youth and family. They need to have the resources to carry out the plan.

Step Three for Crisis Stabilization, cont.

Ensure that the youth, family and others have the necessary resources to carry out the plan.

Sample action steps (who, what, where, when):

- Gina (mom) will go to another room when she notices Amy (youth) getting frustrated
- Gina will call Jamie (neighbor) to help her talk through leaving Amy alone
- Amy will go outside and swing on the swing set when she becomes frustrated

Step Three for Crisis Stabilization, cont.

Necessary resources:

Examples:

- Is there another room for Gina to go to?
- Do they have a phone to call or receive calls?
- Will Jamie be available all the time?
- If not, is there someone else?
- Is there a swing set near by?

Crisis Stabilization Plan

Once developed with the youth and family, coordinate and communicate crisis stabilization plans with other system/agency partners and potential team members

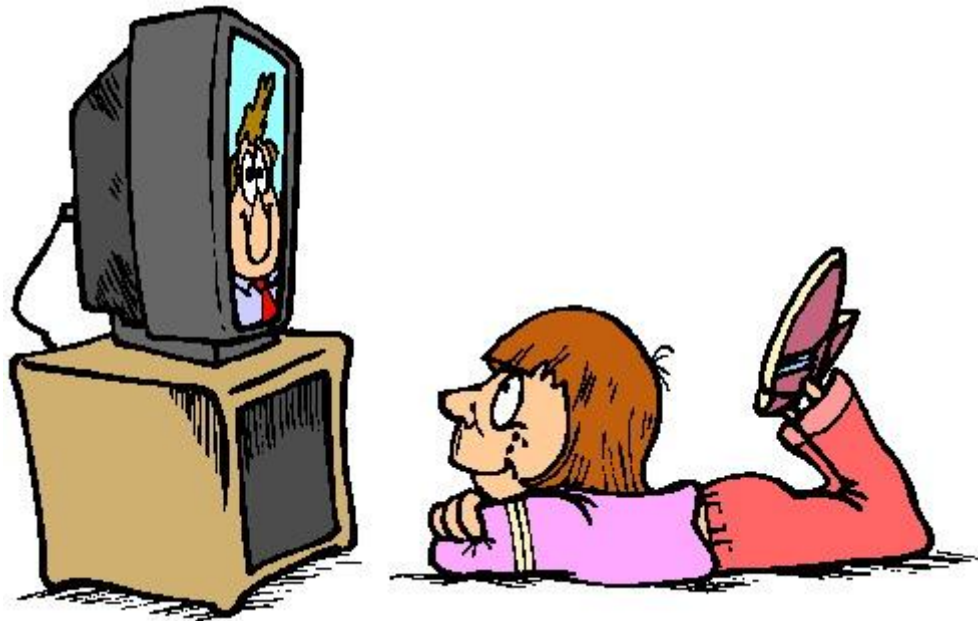
Crisis Stabilization Plans can also be done during the other HFW phases, if needed. This is done when you have a crisis behavior/situation that needs immediate attention and you are not able to bring the team together

Towards Independence

- Avoid stepping in and creating dependency in the family by “doing it all”
- A skilled HFW Facilitator will be careful not to do anything in the crisis stabilization plan that can be done by the family or their resources



Engaging System and Agency Partners



Engaging System and Agency Partners

- As you build the discovery you want to include information around system/agency partners areas of focus, what they see as strengths, culture, as well as concerns
- They may already know some of the information about the youth and family, asking others can help the youth and family to not repeatedly tell their story



Engaging System and 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



Engaging System and Agency Partners



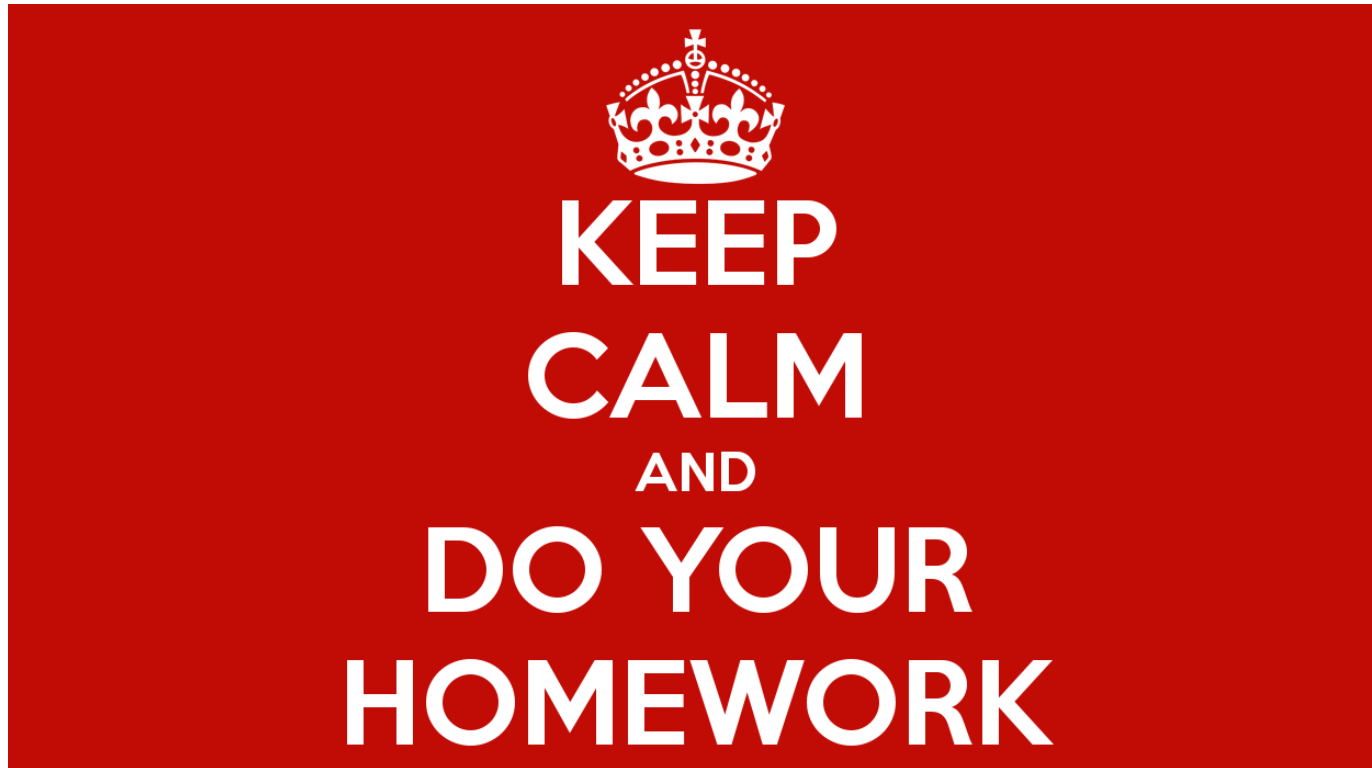
- Behavioral health clinicians, and physical health clinicians (if warranted) should be a part of the team if the youth and family express this as a need
- Even if not on the team due to time constraints, maintaining contact with these relevant individuals (with consent) is important

Engaging System and 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

Homework



Monica Discovery: Day 1 Appendix, page 5

End of Day One

- Wrap-Up
- Concerns?
- Questions?

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