



NWI Webinar Starting Soon!

In the meantime, please note...

- We recommend that you close all file sharing applications and streaming music or video.
- Check your settings in the audio pane if you are experiencing audio problems.
- During the presentation, you can send questions to the webinar organizer, but these will be held until the end.

This webinar and the PowerPoint will be available on the NWI website at <http://nwi.pdx.edu/previous-nwi-webinars>.





NATIONAL
WRAPAROUND
INITIATIVE

Facilitating Staff Recruitment and Retention

National Wraparound Initiative

Webinar Series

May 19, 2015

11AM – 12:30PM (PDT)

NWI webinars are brought to you in partnership with the Technical Assistance Network.

THE T_A NETWORK
the technical assistance network for children's behavioral health





Center for Mental Health
Services; Child, Adolescent and
Family Branch



The Technical Assistance
Partnership for Child and Family
Mental Health Network for
Youth and Family Behavioral
Health (TA Network Partnership)



Main points from Today's webinar

1. It takes hard work by organizations (e.g., provider agencies) and systems to make wraparound work in the “real world”
2. **Human resource support** is a big part of the puzzle
 - Hiring practices
 - Training and skill development
 - Organizational policies, climate and culture
3. There are ways to ensure that staff recruitment and retention is successful... but it takes “going the extra mile”

In this webinar, we will provide some examples of ways to do this!



Wraparound history: How does wraparound work?

Wraparound Principles:

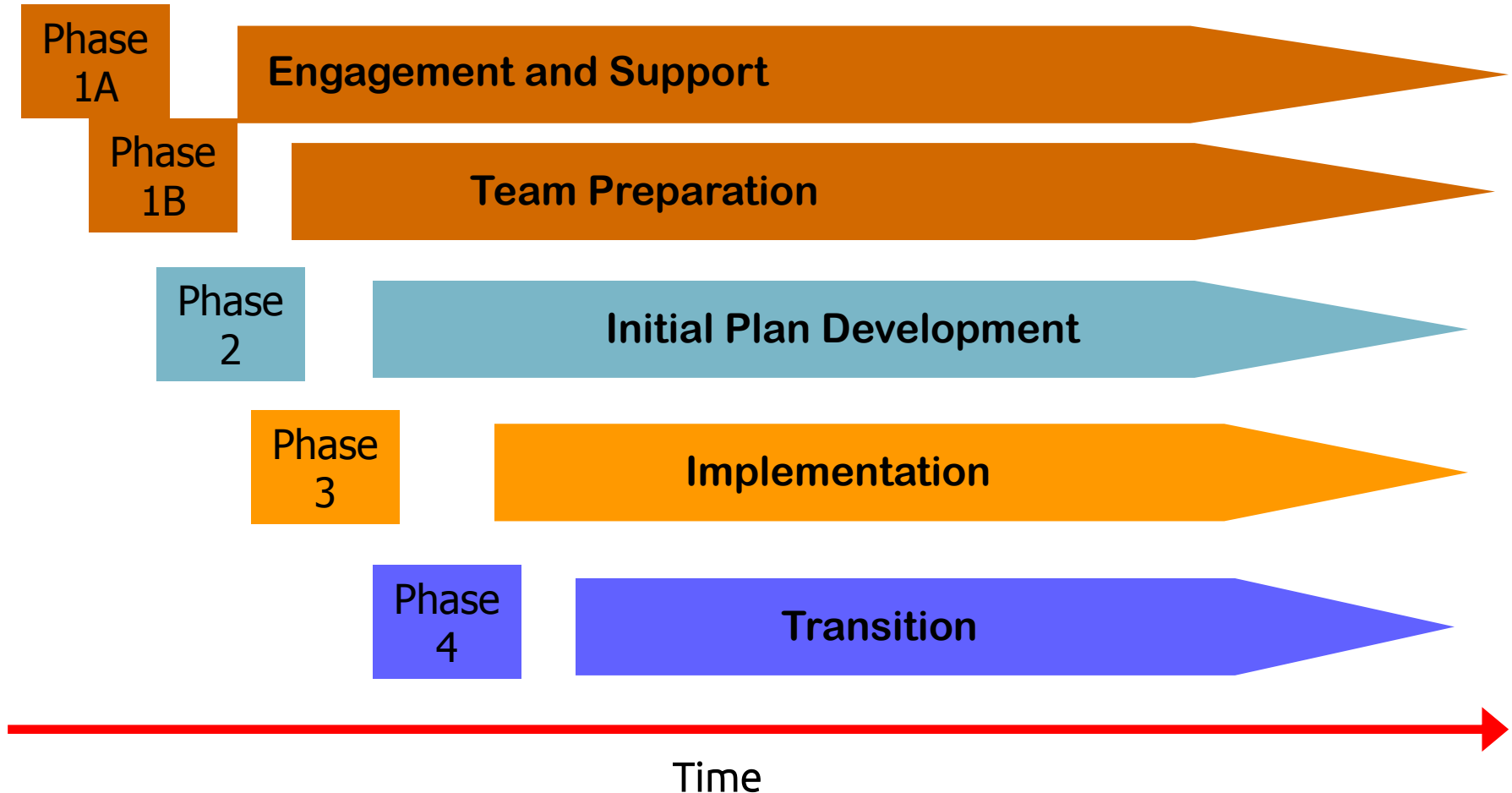
- Family voice and choice
- Team-based
- Culturally competent
- Natural supports
- Collaboration
- Community-based
- Individualized
- Strengths based
- Persistence
- Outcome-based



Positive Outcomes!



The Four Phases of Wraparound



Key Resource: Phases and Activities of Wraparound: [http://www.nwi.pdx.edu/NWI-book/Chapters/Walker-4a.1-\(phases-and-activities\).pdf](http://www.nwi.pdx.edu/NWI-book/Chapters/Walker-4a.1-(phases-and-activities).pdf)

The Implementation Gap

- There are not clear pathways to implementation
- What is adopted often is not used with fidelity and good effect
- What is implemented disappears over time and with staff turnover

■ Blase, 2008

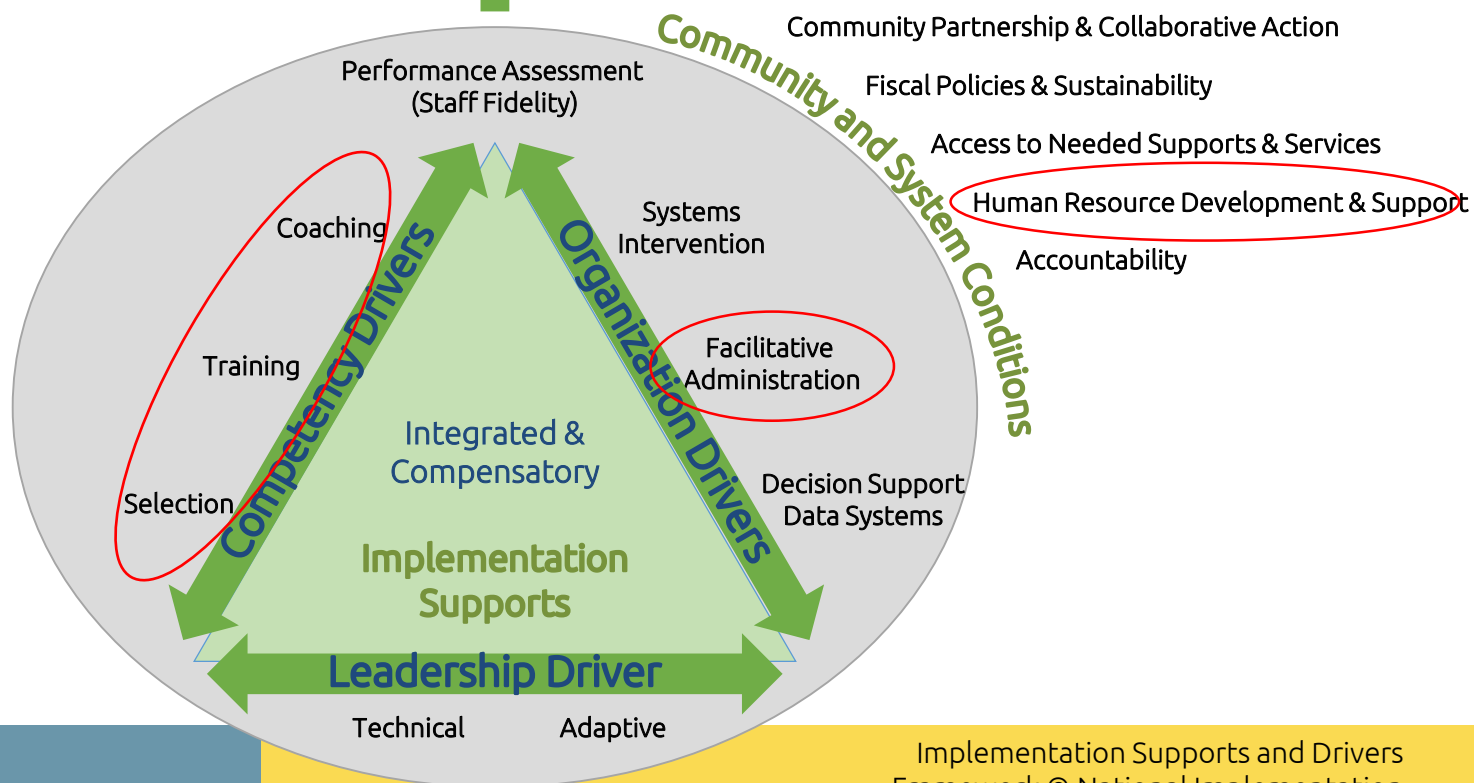


To overcome the implementation gap, apply implementation science!



Positive Youth and Family Outcomes

Sustainable Program Fidelity



5/19/2015

Implementation Supports and Drivers
Framework © National Implementation
Research Network's Fixsen & Blase, 2008

Self-assessment: Scoring your system on “Human Resources Development and Support”

1. The job expectations (duties and requirements from supervisors) of wraparound staff allow them adequate time, flexibility, and resources to implement high-quality wraparound
2. Caseload sizes for wraparound staff allow them to consistently and thoroughly complete the activities of the wraparound process
3. Wraparound staff receive comprehensive training, shadow experienced workers prior to working independently, and receive ongoing coaching that focuses on systematically developing needed skills
4. Wraparound staff receive regular individual and group supervision, and periodic live observation from supervisors who are knowledgeable about wraparound and proficient in the skills
5. Compensation for wraparound staff reflects their value and encourages staff retention and commitment.
6. Wraparound staff have opportunities for career advancement based on the skills they acquire with wraparound.



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Research says.....

...for community psychologists and social workers

- high quality supervision has been associated with decreased burnout or emotional exhaustion, turnover intention, and actual turnover among clinicians (Dorsey et al., 2013; Aarons et al., 2009; Knudsen et al., 2008)
- Staff development reduces turnover intention among social workers... high-quality supervision is negatively associated with burnout and positively associated with attachment to the organization (Kim 2009; Cohen & Gagin, 2005)
- Performance feedback is a key intrinsic motivator (Eby et al., 1999)
- The most useful function of social work supervision is educational (Kadushin 1992)



In other words

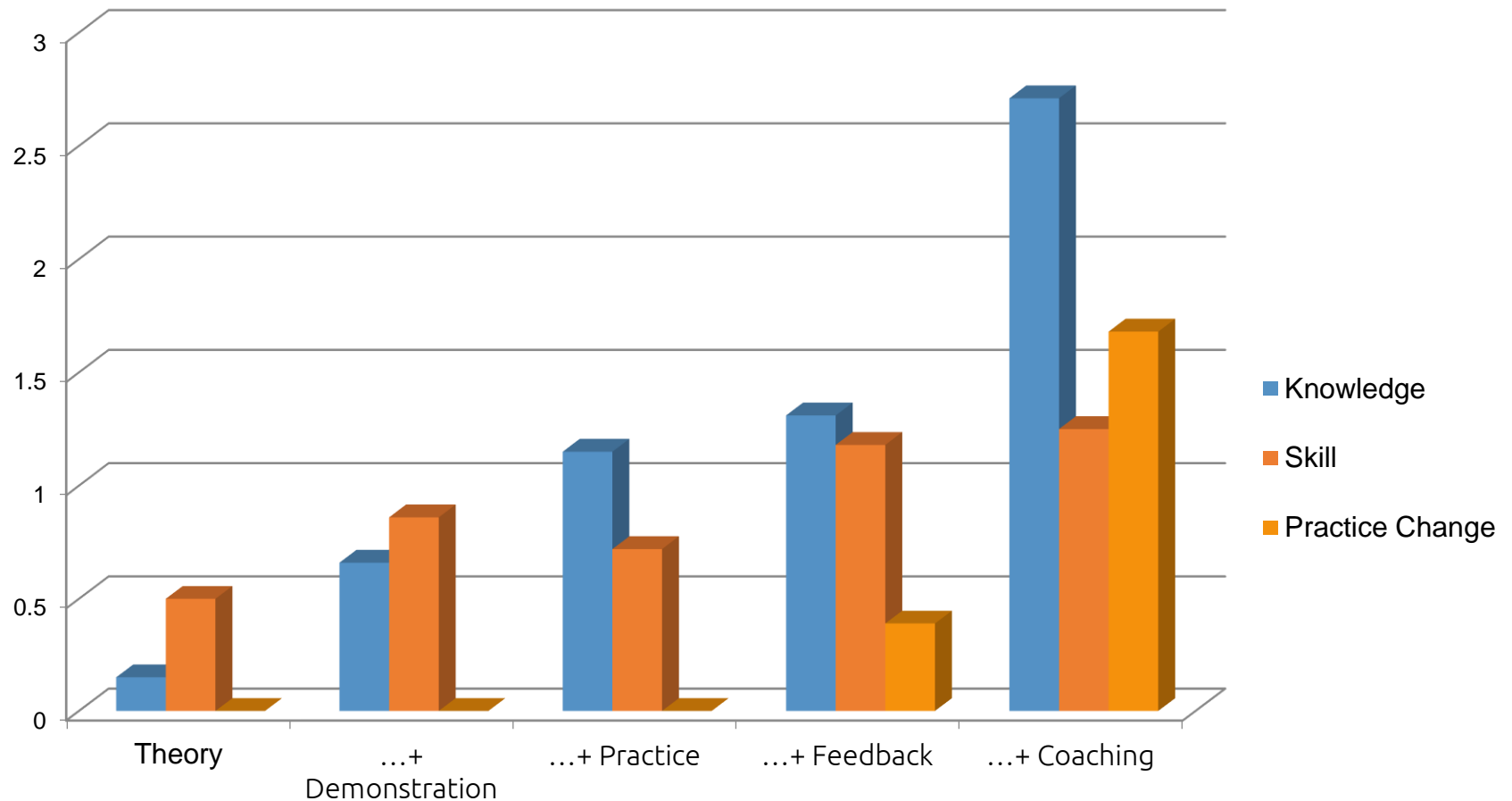
High quality supervision is linked to increased intrinsic motivation and attachment to the organization, lower burnout and lower turnover. Partially this is because it acts as a buffer against stress.

So what are the components of high quality supervision?



Transfer of training to practice

Effect sizes for training outcomes



Adapted from Joyce and Showers (1995). *Student achievement through staff development*.

Training, Coaching and Supervision for Wraparound Facilitators:

*Guidelines from the National
Wraparound Initiative*



Training from orientation to competence

This document addresses three phases in the professional development of wraparound facilitators. The first section describes the initial training and orientation that facilitators need to receive before they start to work with families. The second section describes the “apprentice” period, during which they work in tandem with an experienced facilitator—their “coach”—as they gradually develop the ability to work independently with families. The third section describes the ongoing coaching and supervision process that should be provided to ensure that facilitators are continually developing their skills and increasing their expertise. (See diagram on next page.)

In each of the phases, the learning experience is characterized by a “tell, show, practice, feedback” process. First, facilitator trainees are given clear information not just about what good practice looks like, but also how and why good practice promotes wraparound

The organization employing the wraparound facilitators should maintain systematic and consistent documentation that provides information about how the trainee is progressing. This documentation includes information about the various elements of training that a trainee has received, as well as information about the evolving quality of the trainee’s practice. This should include information based on observation of the trainee, as well as information based on review of the documents (e.g., wraparound plan, strengths/needs assessment) that the trainee creates in the course of working with families. The type of information being gathered may vary depending on the phase of training. Trainees and coaches should have access to this documentation and trainees should know about the criteria against which their performance is being evaluated.

At all times, training and coaching are to be provided in a way that models and reinforces the wraparound principles. This means, for exam-

The Process

Goals:

Demand from the field to “protect” practice

Set expectations that are feasible *and* consistent with high quality practice



Draft created:

Survey on existing expectations: “non-negotiables”

Work group edits

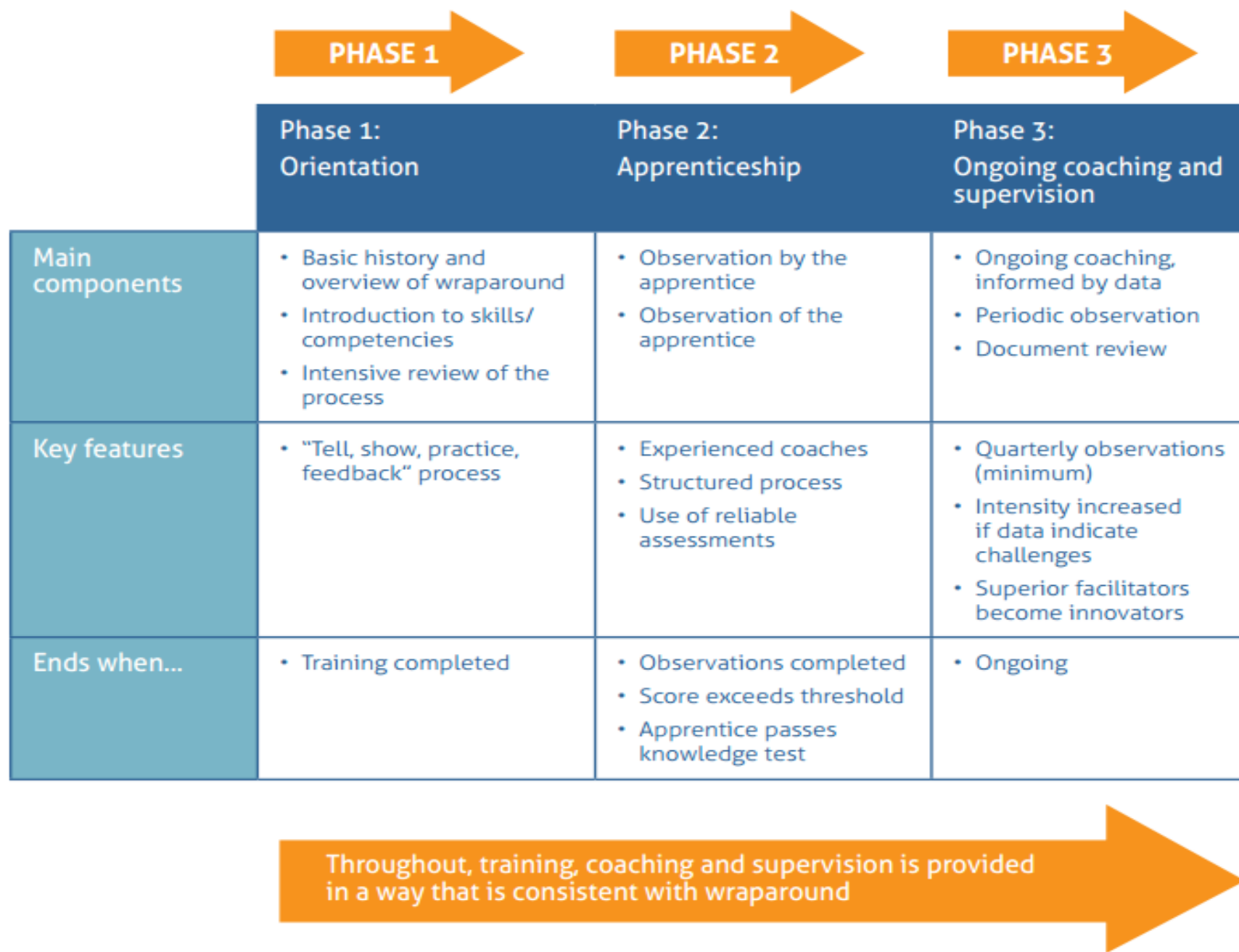


Final version:

Several rounds of feedback from NWI core group and membership

Published June 2013

Figure 1. Training from orientation to innovation



NWI Guidelines: Overall approach to training

Tell, show, practice

- Tell: what good practice looks like AND why this promotes outcomes
- Show: Trainees can see practice—live, simulated and/or video
- Practice: Trainees are observed and given reliable feedback

Shift from imitation to skilled performance

- Deepening understanding of how to respond to situations and why



Staff Recruitment & retention



STAFF COMPETENCY

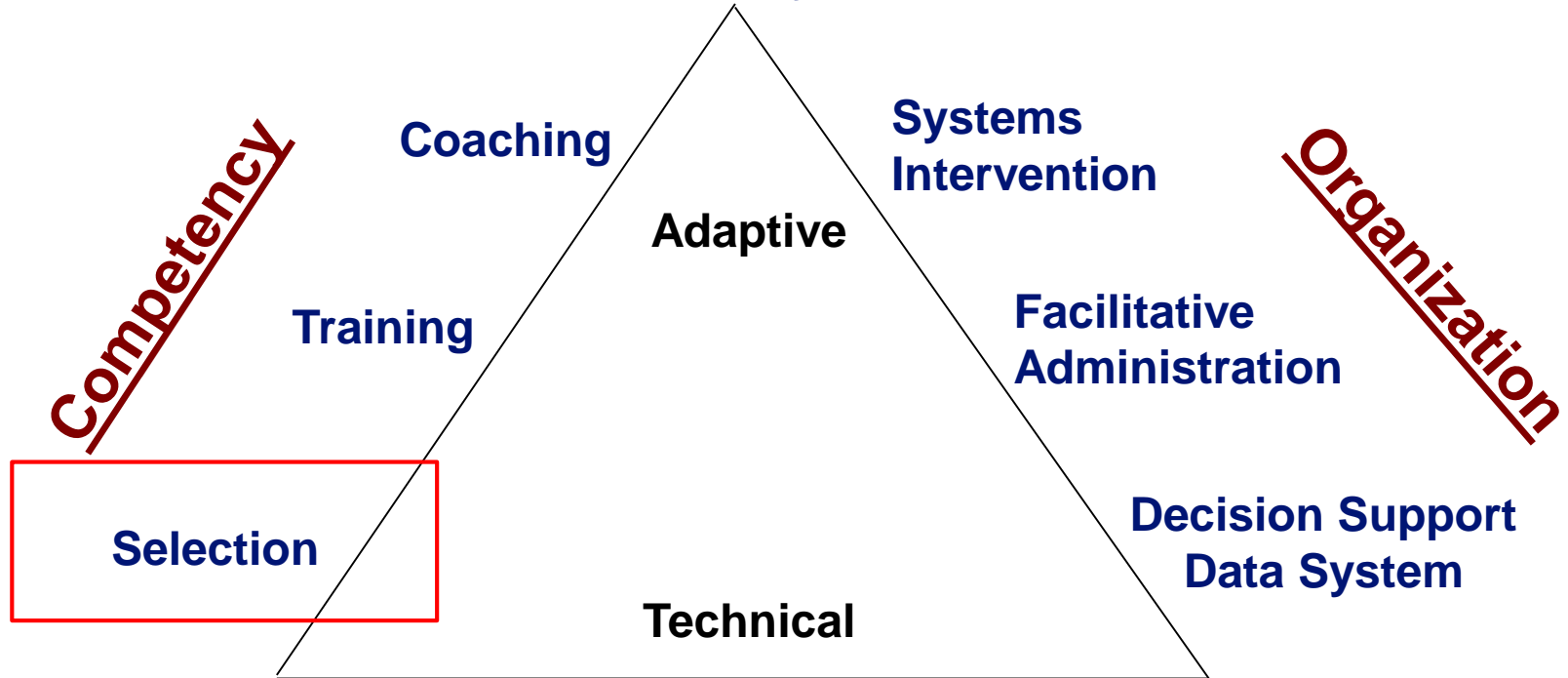
STAFF SELECTION

Child and Family Benefits



Implementation Drivers

Performance Assessment (Fidelity)



Leadership

Staff Selection—Pre-interview Care Coordinators



Push past values: Recruit
for concrete skills

Clearly define
expectations

Be clear about the
mission of wraparound

Staff Selection—Pre-interview Parent Partners

Post position - word of mouth most effective

- Need to access parents with lived experience
- Best resource is families being served
- Role description and clear expectations explained
- Resume helpful but conversation and role play better
- Looking for:
 - Parent of a child with emotional or behavioral challenges with systems experience
 - Ability to empathize with others
 - Problem solving skills
 - Communication and listening skills
 - Culturally competent



Staff Selection—The Interview

Care Coordinator

Seek feedback from families

Use behaviorally based questions, situations

Tie behaviors to the values & test the ability to apply the values

Involve parents in interviews

Consider group interviews (interviewers and interviewees)



Sample Interview Questions

We believe that all bad behavior comes as a result of unmet need. I'm going to read you a brief scenario. When Johnny, a 12 year old boy, is scheduled to go to therapy sessions he and his mom get in arguments, which end with Johnny hitting his mother. What do you think his unmet need is and which strategies would help meet the unmet need?

Tell me about a child (or parent) that you have been most frustrated with by describing what they were good at.

It is an expectation of a care coordinator that you will work with many systems and agencies. What will you do to ensure a strong partnership with these agencies while always maintaining a family determined process?



Group Observation Interview – Parent Partners

In this format, a group of potential Parent Partner applicants are interviewed together. They are given a short presentation about the role of Peer Parent Support, Wraparound, and the organization's values. The group is then asked to discuss what they have heard among themselves. The interviewers observe the discussion and look for the following:

1. Direct experiences they have had in the system
2. What resources they found to be most helpful
3. Opinion about how involved parents should be in their child's care
4. Benefits they see in having peer parents involved in delivering services and supports (for parents, youth, and professionals involved)
5. What changes they think should be made within the child serving systems
6. Any community resources or information they found to be helpful and how accessed
7. Any other things about them we think would be helpful to us



Parent Partner Selection—The Interview

Remember... looking for lived experience - You can teach wraparound, you may not be able to teach values and perspectives

Explain role of peer parent support, how it is different, what is required

Parent Partners should be representative of the population served

Ask parent to discuss their experience in the system (mental health, child welfare, juvenile justice)

Previous interview questions (same as Care Coordinators) used but only after a group interview and selection process

If position is Medicaid billable a writing sample and computer competency quick test is helpful



STAFF COMPETENCY

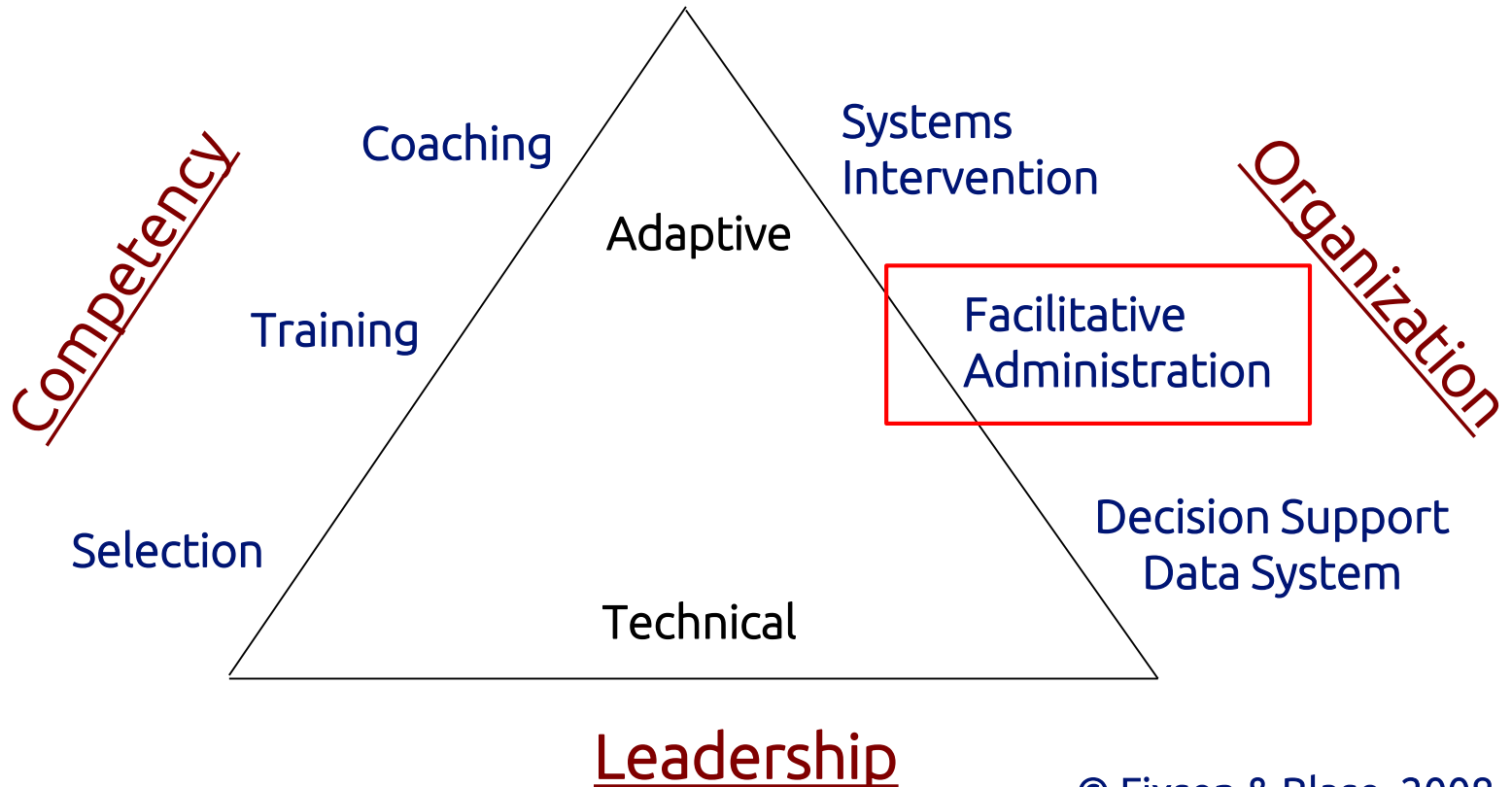
STAFF RETENTION

Implementation
Drivers

Child and
Family
Benefits

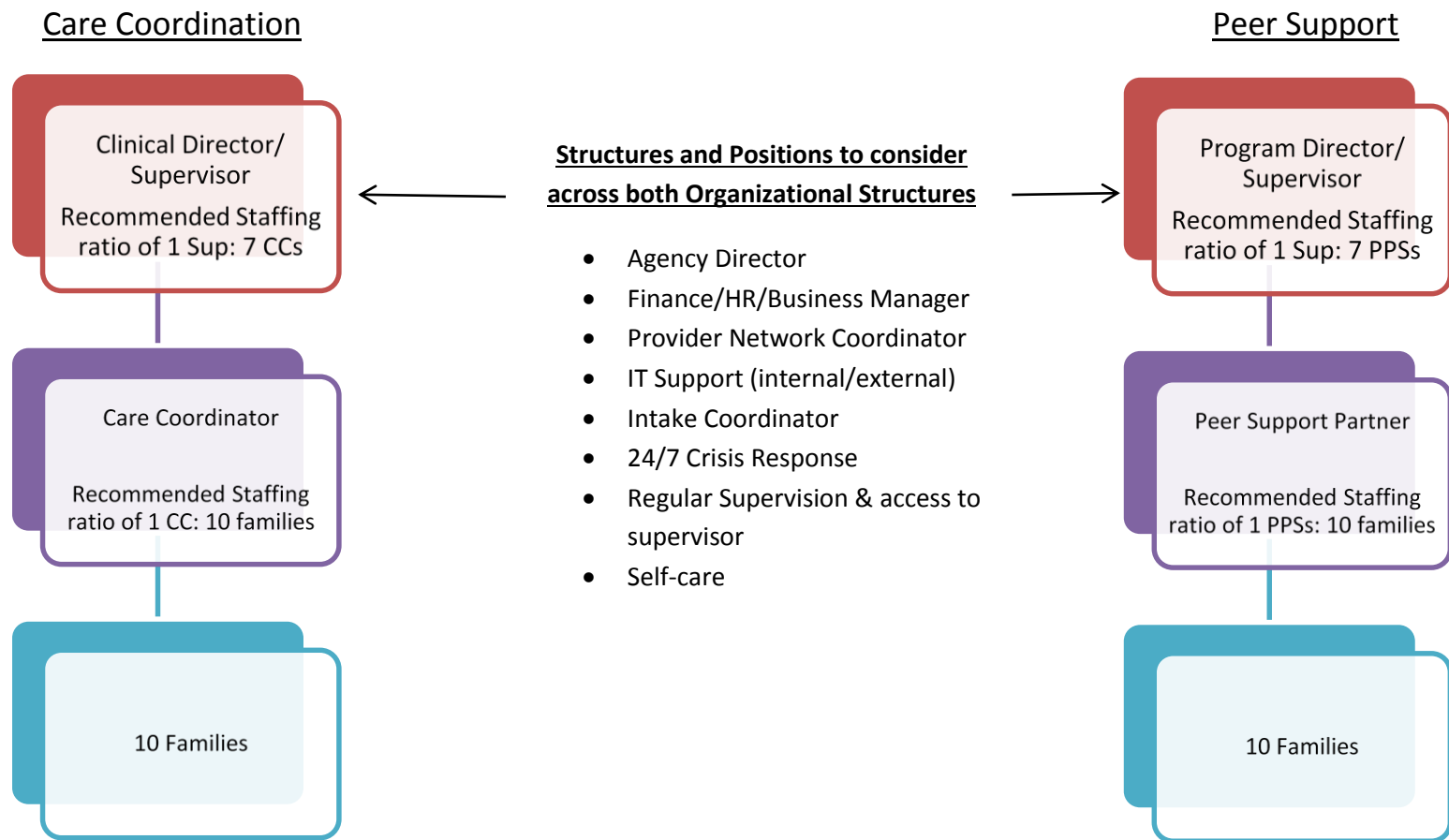


Performance Assessment (Fidelity)



Effective Organizational Supervisory Structures

Organizational Structures in Support of Quality Wraparound Implementation



Climate, Culture and Values

Improve the climate and culture

- Support, support, support
- Connectedness and Collaboration
- Valuing staff
 - Fun & Celebrations
 - Being part of decision-making around agency policies
 - Implement staff suggestions
- Fostering positivity, encouragement, openness, honesty, trust and flexibility

Maintain a Values Orientation

- What are your organizational deal breakers—No-tolerance policy
- Family driven, culturally and linguistically competent, community-based



Climate, Culture and Values

Recognize the organization may have to shift

- Organize around populations of youth rather than funding streams (*allows staff to specialize and access an array of services within the organization*)
- Ensure families have access to the level of intensity they need from the point of referral – don't make families 'fail' into more intense supports and services (*this leads to staff burnout*)
- Supervisory competency around the practice model and ability to build skill is key to care coordinator success (*feeling competent in your job is important*)



Organizational policies and procedures should support the duties staff are expected to perform!

Good Supervisors Create Environments that include...

- Clearly defining the role of various staff
- Assuring staff competence within the practice model and job role
- Communicating expectations
- Connecting expectations to values
- Coaching to desired behaviors
- Correcting staff behavior
- Analyzing data
- Using data to inform practice improvements

