



Non-Negotiables: Orientation and Initial Training for Wrap Facilitators

A survey conducted by the Workforce work group of the National Wraparound Initiative

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1. What are the essential things that a facilitator needs to learn or master during orientation and initial training (i.e., before they see their first families):

Text Response

Basic values and principles of wrap stages of phases of wrap Team preparation and team building Listening to family voice family and youth engagement How to run a meeting with an educational focus (rather than clinical) How to bring all voices to the table How to provide a structure for brainstorming to occur

Knowledge of wraparound, including history, introduction to the values and principles, and knowledge of wraparound phases and activities associated with each phase. Definition, role of facilitator and family partner. Clear understanding of the model for wraparound practice for which they have been hired. Clear understanding and identification of community partners who are or potentially can be involved in their community wraparound program.

Completion of the Wrap 101 Training. A clear understanding of the skill set required when introducing Wraparound to a family. We follow the skill sets set forth by Vroon VanDenBerg.

Engagement, Functional Strengths assessment, paradigm shift in thinking, the difference between care coordination and case management, balancing perspectives, understanding need and behaviors are different, needs and services are different. Accurately documenting the process, partnership with families, joining them where they are at.

The target population we serve with Wraparound Families (biological, foster or adoptive) with child/youth demonstrating behavioral or emotional problems which have resulted in or could result in, their placement in an RCL 10-14 group home facility. the must be a 300 dep or 602 ward of the juvenile court, or eligible to receive services under AB2726,ED designated with IEP ,full scope Medical or eligible to receive services through Adoptions Assistance Program (AAP). Wraparound Facilitators are required to have Masters degree & be licensed or Licensed eligible to provide EPSDT Medi-cal Mental Health Services. Once hired they receive 4 week agency core training which include The agencies Mission & vision Wraparound principles / best practices ,Strength based Solution focused. The facilitation of the four phases of wraparound, the role of the family Partner & other team members Cultural Diversity ,Case management, pro active safety planning, Confidentiality & HIPPA, child development & EBP Practice Wise, cognitive behavioral management, Mandated reporting, overview of child welfare & Probation system, etc..Also Staff participate in job Shadowing, weekly ind & group supervision.

Knowledge of wraparound, how it is supposed to work, principles, phases and activities, outcomes to be expected; Basic experiential training plus practice on the basic activities

multiple means & purposes of engagement, family organization and development, cultural * socio-economic influences upon family org & development, team composition and structure, facilitating agreements to establish shared team goals and rules multi-systemic assessment (youth, peers, schools, family, community), wraparound principles, theory base and theory of change, also design of strengths-based intervention so they build social support

Family sensitivity training, accepting the family "where they are", separating one's own values or belief system from the families. Understanding of the true Wraparound Process

How to engage with youth and families The ability/skill of listening The Knowledge of the steps of the process and the ability to prepare a family for team meetings De-construct the brain from the assumptions/medical model of what works with families Family driven/youth guided principles and how it translates into practice

They need to know the 10 principles of Wraparound and how to apply them in their relationships to families. Strength based language is critical and family based planning.

1. Able to understand confidentiality in the Wrap process and explain the notion of confidentiality and its limitations 2. Able to identify examples of how to apply the ten elements (skill sets) in a practice setting 3. Begin to initiate the Strengths Needs and Culture Discovery process

Outside of specific agency requirements: Strong Facilitator Skills and Strength-based approach in their everyday clinical work as prerequisite to hiring. Then: Wrap principles and approaches, Wrap phases and roles of the Facilitator during those phases, Wrap team member roles, and Sustainability and flexible funding.

Basic meeting facilitation principles: agendas, introductions, encouraging participation from everyone, conflict management. Use of an easel for focus of attention, problem solving, brainstorming. Core Wraparound principles: family-driven, culturally competent, respectful. Humility.

Wraparound values Phases and activities of wraparound System partners overview (education, probation, child welfare) Customer service/communication Strengths based assessment including CANS Facilitation skills and documentation (child and family team agendas and minutes) Crisis/safety planning Assertive facilitation (coordination, collaboration, communication in and out of team meetings) Task timeline (order to complete activities) WFI and other tools to measure fidelity Natural supports/community resources Family support organization(s) Provider network orientation DSM IV diagnosis/psych testing Court reports Transition planning/discharge summary HIPAA There are a number of other things that are Choices/care management specific that our facilitators must learn (e.g. technology for reporting, budgeting/authorizations) as well as 9 on-line classes related to HR and either CARF or COA accreditation - everything from bloodborne pathogens to workplace harassment and ethical decision making.

Introduction to Systems of Care Wraparound 101 Ten Principles of Wraparound Phases and Activities of the Wraparound Process Team Meeting Facilitation Skills Roles and Responsibilities of Team Members (coordinator, family partner, etc). System Partner Orientation

Fully understand and be able to apply the principles and elements of high fidelity Wraparound. Be highly skilled in facilitation skills including the following: • Organize and manage a meeting including modeling punctuality • Create an agenda and arrange for minute taking • Arrange for time keeping during the meeting • Assist a team in creating a vision • Assist a team in creating a mission • Assist a team in creating a plan • Assist a team in creating a conflict management process so that a constructive

solution is found • Create a psychologically safe working environment • Assist a team in creating group agreements • Assist a team in creating a decision making and conflict management process • Assist a team in accessing resources and strengths • Create an open flow of communication within the team • Provide guidance to the process by directing & providing structure for the planning process • Provide stimulation for reinforcing productive team efforts, and checking and receiving feedback to determine whether all team members are actively involved in the process • Coach both one-on-one and in groups with other team members by giving feedback, asking if they are having issues or concerns, giving helpful suggestions • To document all of the teams input and progress and disseminate information to everyone on the team and other relevant stakeholders • Document Medi-cal in a clear and concise manner • To present the family’s plan to the county review team and to take any information received from the review team back to the family team for action To develop and maintain open and productive relationships with all stakeholders both from governmental agencies, community resources, and family members

Steps of wraparound, positive attitude, and should know facilitation skills before the training.

An overview to the whole process (preferably being walked through for one or more families through complete videos and documents or stories from families) • An overview to the principles and specific details about how the principles are used throughout the process • An overview of the phases and activities with specific training and behavioral rehearsals for at least 10 key activities • Specific strategies for ensuring the process is based on youth and family identified and chosen needs • Specific strategies and an understanding of assessing and building family self efficacy • Specific strategies and an understanding of how to talk to families about the importance of natural supports, how to identify them, how to support reestablishing weekend relations • specific strategies and an understanding of the need to build collaborative relationships with the team and how their job as facilitator is to build a team to do the planning and not take on the responsibility themselves • Specific strategies for engaging you and for engaging families in an individualized and strengths based fashion • Shadowing at least two different staff providing much of the wraparound process for families

Completion of the Wrap 101 class Knowledge of the expectation and the skill sets for initial meeting with family Ideally; this meeting should be supervised by a wraparound coach or a seasoned facilitator.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 19 |

2. How do you know when a facilitator has adequately learned or mastered these things?

Text Response

Field based observation Confidence survey completed by both staff and supervisor Self report

When they begin serving families, they will have an idea about where to start their work, how to best approach families to ensure engagement and participation. They will have some degree of confidence around the expectations of their role, in spite of the uncertainty they may have about beginning this work with families. They have knowledge and ability and are able to begin using supervision to strengthen their skills and abilities.

A certified Wraparound coach should monitor to the mastery of these skills through direct observation and individual coaching.

Observation, time with the facilitator and guided coaching/feedback sessions with them.

We view Wraparound as continuous process which one is always attempting to master. All staff participate in weekly supervision ind/group.and inservice trainings. # 2 of our supervisors & 2 of our family partners have completed the California Department of Social Services Wraparound Facilitators Training for trainers. Our supervisors also as part of their duties provide Wraparound Facilitation to 1 family.

Knowledge could be assessed via a test. Intro level ability to do the activities could be assessed via role play.

Evaluate team composition and structure, evaluate comprehensiveness of assessment, evaluate design of interventions, evaluate wrap fidelity, evaluate efficiency and outcomes

1. Their language tends to be in-line with NWI 2. They don't assume that the first meeting is the ONLY plan. It's not considered the 3. Treatment plan. 4. It's family-driven and not agency driven. 5. Facilitator doesn't prescribe the plan based on Medicaid reimbursement 6. Natural Supports are sought and maintained

Role play exercises that challenges the facilitator's temptation to talk when they should listen Go with seasoned facilitator's and practice and evaluate the season facilitator Observation and practice get a group of parents to evaluate

I think they should shadow excellent team facilitators and be mentored in supervision with role playing scenarios. Exposure to WFI/WFAS is good. Training tapes such as Mary Grealish are good.

1. & 2. Role play situations (initial interview or team meetings); can explain the notion of confidentiality in training and/or supervision. Supervisor or lead facilitator/case manager observes this with the new facilitator in the field. 3. Can identify questions related to strengths, needs, and culture of the family and begin to apply these in the field

Difficult during initial stages, mostly through encouraging discussion or questions during orientation. Orientation should include shadowing prior to receiving own families, which allows for more learning and supervisor's ability to judge how well facilitator is catching on through follow up discussions. When facilitator is just starting out there should be a supervisor observing the team process. Could also produce a quiz at end of trainings for a "gold star" standard, although we don't currently have such a tool.

You observe them doing the work.

I think no one ever really "masters" all of this unless they have been successfully working at it for 4-5 years. That said, each new hire must produce a certificate of completion for on-line courses, CANS certification at a specified level of reliability, and attend and participate in at least one week of intensive in person orientation and training, followed by another week of shadowing and being shadowed by experienced lead care coordinators. This is followed by weekly group and individual supervision, observation of team meetings, a weekly staff training/update, and ongoing coaching and mentoring that never stops.

Examination Observation/practice

* Facilitators needs to be mentored and coached by well trained supervisors * Supervision of facilitators takes place in the field at child and family team meetings * supervisors need to reinforce the facilitators strengths and determine the areas for improvement * Areas for improvement are addressed through training, mentoring, and coaching * Areas for improvement need to be tied to job performance evaluations and goals * Team observation tools that keep the focus on the process need to be used in the supervision process * This should be an ongoing process of monitoring, and coaching * It should not be "assumed" that a facilitator has mastered these skills and no longer needs this on-going supervision and support

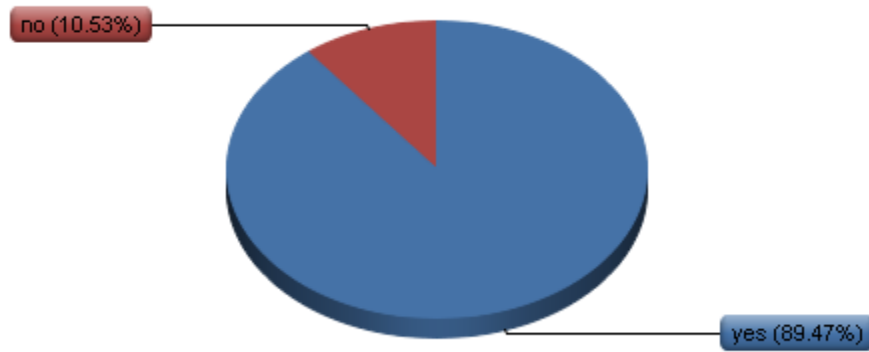
By the flow of their meetings.

- The knowledge items should be tested orally or in writing and should include scenarios in which the knowledge items occur or do not and the staff person should be able to identify an explain these
- The new staff person should be able to describe what they have seen during shadowing including the strengths of the staff's performance, the areas in which things did not go as well and ideas about other things that might have been tried
- The behavioral rehearsals should be scored to competency against specific items for that activity

Check list completion on the skill sets graded by a Wraparound coach or supervisor

| Statistic | Value |
|-----------------|-------|
| Total Responses | 19 |

3. Have you already developed resources that you use to help facilitators learn or master these?



| # | Answer | Response | % |
|---|--------|----------|------|
| 1 | yes | 17 | 89% |
| 2 | no | 2 | 11% |
| | Total | 19 | 100% |

| Statistic | Value |
|--------------------|-------|
| Min Value | 1 |
| Max Value | 2 |
| Mean | 1.11 |
| Variance | 0.10 |
| Standard Deviation | 0.32 |
| Total Responses | 19 |

4. Please give a brief description of the resources you have developed to help facilitators learn/master what they need to for orientation/initial training AND, for each, indicate if you would be willing to share with the workforce group AND/OR the general public.

Text Response

Basic 4 day curriculum developed by the LATC Coaching and mentoring skills - developed by the LATC Advanced facilitator training developed by the LATC Six week staff orientation developed by Vista Del Mar

Wraparound Orientation LIVE Wrap - Intensive 3-day training (adapted from Connie Conklin) that orients participants to the wraparound process, working with actual families and guiding participants through activities of each wraparound phase. Facilitator Training - based on role of facilitator involved in wraparound team process (2 day intensive Wraparound Coach and Supervisor Consultation

We are using a checklist of skills and activities for certification of facilitators. It is lengthy but I would be willing to send not through this survey.

Training plan and curriculum and follow-up coaching format. All facilitators are given the opportunity to shadow more seasoned care coordinators and then are assigned families gradually as their skills develop and they have demonstrated and expressed increased confidence. We also have developed our own team effectiveness survey. A great tool is meeting observation and feedback

We have developed an agency Program Manuel & staff training & supervision guidelines that have consulted with other Agencies. Our Agency plans to expand the development of this information and make it available for sale.

NWI resources: Phases and activities, theory of change.

training for staff and supervisors, developed documentation to re-enforce training, designed supervisory/administrative and consultation evaluation of wraparound implementation through review of data from these documents

We provide the information from NWI. It seems that when we try to make our training community specific, the agency administrators attempt to modify to Wraparound. When we use items with the NWI logo, there is no room for discussion

Yes, I will share...too long to write in survey co-facilitate until they are skilled enough but don't make it a performance art...have facilitator find their own style

We use monthly trainings that are shared at orientation, along with a description of the Wrap phases and duties of the facilitator, and review of the TOM markers during family team meetings.

Training curricula. Willing to share.

I think we have shared just about everything we use with the NWI (tools on the web site). I gathered these several years ago and much of it is also published in the System of Care Handbook (Stroul and Blau, Eds.) Chapter 15. The online classes are not ours to share (including CANS training and certification by John Lyons). More information is on Choices website - www.ChoicesTeam.org and our blog "Needs Aren't Services". We use a variety of interactive methods for teaching that are common in the adult education literature and the actual content is created to meet the need of staff or customer (i.e. role plays, scenarios, games, etc.) at the time.

Team Meeting Facilitation Exercises/Practice Role Play

Facilitators receive initial training, they shadow seasoned facilitators, supervisors provide on-going training and attend child and family team meetings to provide mentoring and coaching. Job descriptions list the necessary core competencies. Facilitator's performance evaluations list the competencies and have a space for the supervisor to comment on how the individual is performing in that area. This creates the opportunity for short and long term goals to enhance performance. The TOM is used to observe the Facilitators performance and to give feedback and coaching.

Shadowing seasoned wraparound facilitators, treatment offices, probation offices, and local mental health centers seem to all have a person that knows wrap well and are willing to give advice. We also have a collection of DVDs, and cds from Mary Grealish training on her style of wraparound, also the NWI site.

we have videos that show a family through wraparound with a full set of documentation materials we have other videos that show parts of this we have standup training and individualized curricula for all of the listed areas we have check sheets for the showing, behavioral rehearsals and for the demonstration of action steps we have a manual that shows coaches how to score this so the site can be self sustaining

We are currently using Vroon VanDenBerg material for credentialing our Wraparound facilitators. I think the same materials are used or posted in the NWI site.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 17 |

5. Are there resources you don't currently use (but that you have heard of or could imagine) that would be helpful in getting staff to learn or master these essential things?

| Text Response | |
|---|--|
| Currently developing a Family Partner Orientation that is based on the phases and activities of wraparound. | |
| We are revamping the skill set and requirement for FSP and YSP. If there are material for YSP specially would be helpful. | |
| Parents Anonymous ,Web site info on Parent partners | |
| More webinars that include NWI models that are working. Peer to Peer leadership | |
| Mary Grealish training tapes. | |
| Community Partners -wraparoundsolutions.com; Pat Miles - Family Partnership Initiative? | |
| A "gold star" standard training may be beneficial. | |
| Video footage of team meetings with guide, TOM, workbook. etc. | |
| No | |
| More videos as we implement within communities we learn that there are parts of the curriculum and process that work better than others. we have found ways to address the major challenges we see (e.g., how to get a better functional assessment, how to get a proactive crisis plan, how to build family self efficacy throughout the process, how to transition out of wraparound more smoothly, how to better ensure plans are based on family strengths and culture) but new activities for other areas that are still harder for people are always needed | |
| Not sure | |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 11 |

6. What are the most common things that can go wrong in staff training during this phase? What are common problems or pitfalls that should be avoided when working with facilitators during their initial orientation/training?

Text Response

Staff is overconfident Training module not thoroughly completed Poor follow through on supervisor

-No plan for follow up support - and advanced skills training -Meet for logical progression of training and support for all levels of involvement in wraparound to assure support at the leadership, organizational, supervisory and practice levels. -need for evaluation to determine overall effectiveness of training and relevancy to the knowledge, skill and competence needs at every level

I think starting too soon. Staff should do some shadowing of other trained facilitators before going solo. I would never send brand new staff without a seasoned facilitator or coach. In-vivo coaching for me is the way to go. It is difficult to ascertain what is going on if you are not there to guide and give immediate feedback.

Not enough time to develop the skills. Too much, too soon. Not only a pitfall for staff but families as well.

The most important thing is to make sure the staff you hire share the Wraparound values /prospective vs just the old Medical Model. Another key is have Supervisors who share the same value. It is important that have provided Wrap Facilitation & Family Parenters are co- trainers, shared leadership role along with program supervisors & staff. also employee evaluations must include staff accountability to the wraparound principles.

Putting staff into direct practice with minimal training and no support.

Assuming that training or cognition/awareness creates change in practice

Old way of doing business gets in the way of new learning. Not enough informed individuals in the community to keep up the integrity of the process. Trainers have never received NWI training. They have just read articles and they train adult and children staff

They are too mechanical They are not authentic The training environment makes them afraid to fail It is too value based or lecture based so they agree but have no idea what to do during the first meeting Not enough exposure to how it should be done but instead how it shouldn't be done

Training can be excellent but there has to be constant reinforcement thru. Excellent supervision.

Too many cases already assigned no support or follow up from supervisors or administration outside of training. No way to measure acquisition of the skill.

Starting a facilitator too quickly before orientation is completed due to need or giving a facilitator too many families too quickly.

Letting them fly solo too soon. Excessive caseloads, i.e. > 6 families.

There is never enough time to practice all the necessary skills that are "taught". Adults do not change behavior or learn new skills by hearing (or reading about) it once. This is why we believe ongoing supervision, coaching and mentoring as well as peer-to-peer learning opportunities are crucial to long term success.

1. Not enough practice time for team facilitation skills. 2. Too much time between training and 1st team meeting.

Facilitators need to be fully trained in Wraparound and facilitation skills. They need an opportunity to observe others that are more seasoned and they need an opportunity to practice these skills before being given families to work with. Most common pitfalls are to give basic wraparound training and basic facilitation skills and then to send the Facilitator out to practice on their own. They need to shadow others and they need on-going in the field supervision, monitoring, mentoring, coaching. They also need on-going mini trainings and motivational team building in the form of staff development on a regular basis.

Going off on tangents. Use the parking lot rule. If someone asks an unrelated question shove it in the parking lot and get to it if you have time.

the wrong people come to the training the people who come to the training are not ready to learn wraparound the system is not ready to support fidelity wraparound following training staff do not receive the time or coaching needed to do wraparound well or to be supported well in their learning

Facilitators not clear on their role with families. Facilitators being overwhelmed by the process and this not becoming a team based approach. Facilitators do "runaround", "jumparound" and not do WRAPAROUND process!

| Statistic | Value |
|-----------------|-------|
| Total Responses | 19 |

7. Use this space for any other comments or ideas you might have about what the NWI could do to help communities successfully get facilitators through orientation and initial training.

Text Response

I think standardizing the expectations in credentialing coming from the NWI would help. As it stands, many different sites practicing wraparound may have different skill-based requirements. I know this is a sensitive issue but something that would bring cohesiveness if we are all on the same page.

Spend the time and invest upfront in staff development. It greatly reduces staff turnover as well as drift from the model.

I would suggest a training for Agency leaders Program supervisors, managers, etc. Leadership is the key to establishing & maintaining the Wraparound Culture within program

Design studies to evaluate many these elements in training, supervision, organizational culture, etc

A certificate of participation with a pre and post or an online course that isn't as expensive or as time consuming as the USF course. For a fee!! Connect with NASDE regarding training of public school teachers. "Ie" Sandy Keenan's presentation last year "Why can't we have just one meeting?"

Be careful about creating a manual that is not culturally relevant and account for differences in culture, facilitator skills, experience and readiness

Training modules on mastering 10 principles of Wraparound and facilitator certification process,

Lower cost training packages. Free training for Wraparound trainers.

I think that people have to be very careful to understand the difference between "training" and real learning which only takes place with lots of practice, integration with what we already know, and feedback, both positive and negative.

The NWI could provide a handbook with contributions from the advisory group on successfully getting facilitators through orientation and initial training. The various handbooks and materials created by the NWI have been very helpful in the past. Anything of this sort needs to be written in generalities and basics as different states and counties have different workforce realities. However, the basics should apply to all.

I think building on the community supports for wraparound to have a level of community readiness would be great

| Statistic | Value |
|-----------------|-------|
| Total Responses | 11 |