



NWI 2012 Meeting!

July 25, 2012

Orlando, FL





In 2003, stakeholders convened and planned to work *collectively* to:

- Clarify what the principles mean in wraparound practice
- Describe necessary elements of practice – develop a practice model for implementation and further research
- Promote existing and additional research on wraparound implementation and effectiveness
- Develop and share information and resources – “community of practice”
- www.nwi.pdx.edu

Today's session



- The NWI – its mission and functions
- Transition to a membership organization
- Current governance and staffing
- Dissemination and awareness activities
- NWI Workgroups
- Recent and current projects
- *And now, a word from our sponsor*
- New/possible projects
- Questions for you and from you



national
wraparound
initiative

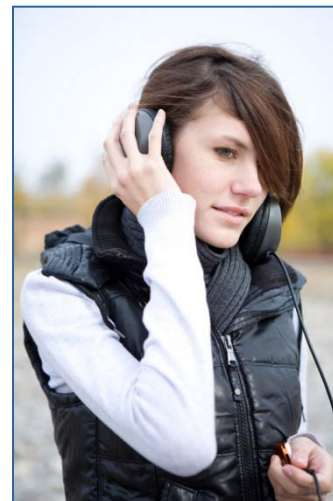
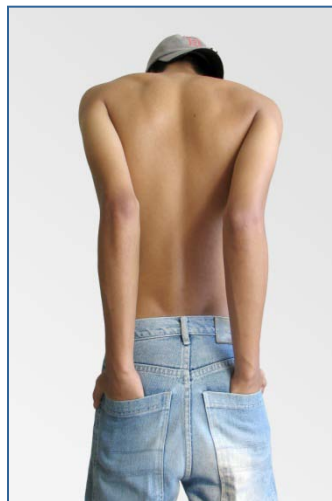


The National Wraparound Initiative seeks to build the capacity of states, communities, organizations and individuals to contribute to the provision of high quality wraparound.

Supporting community-level planning and implementation through webinars, implementation blueprints, self-assessment tools, and technical assistance.



Promoting professional development of wraparound staff
by providing Guidance through online resources,
Implementation strategies and tools;
A framework for staff development;
Quality assurance for training and coaching; and
Access to a national technical assistance network.





Ensuring accountability

Through clarification of best practice,

External reviews and evaluation, and

Web-based systems for tracking implementation, monitoring fidelity and measuring outcomes at a community and team level.

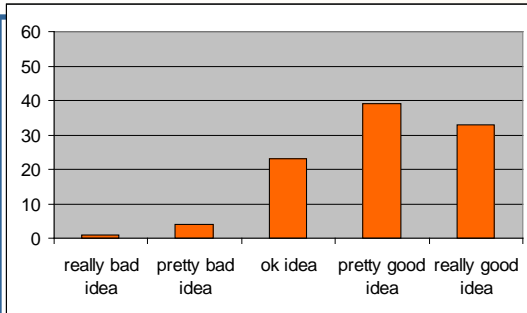


Sustaining a vibrant and interactive national community of practice

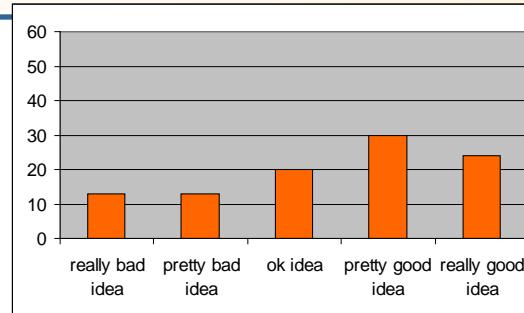
by bringing together hundreds of NWI members and dozens of affiliates nationally who provide energy and resources while also benefiting from sharing information and being linked together.



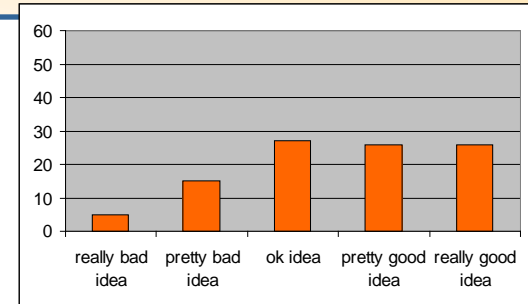
Getting input from members to guide NWI priorities



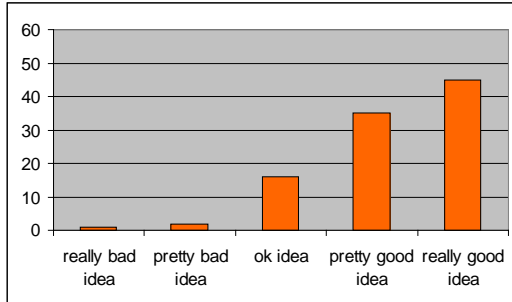
Conferences



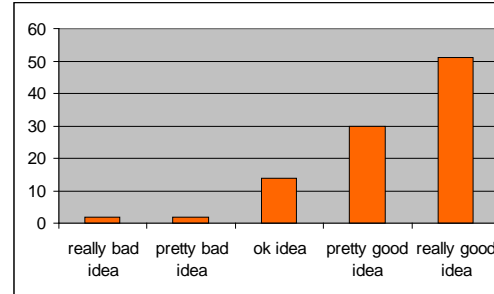
Certify Individuals



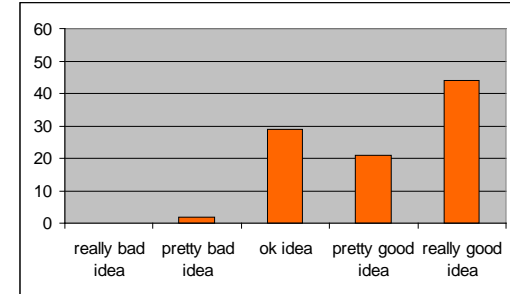
Certify Orgs



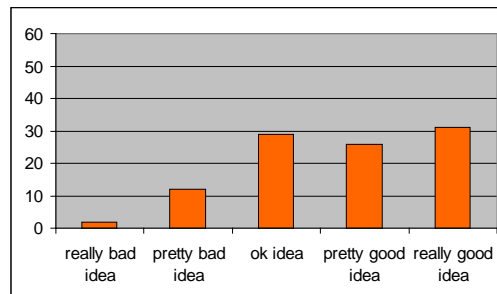
Clarification of Workforce Skill Sets



Tools for Supervision



Community of Practice



Tools to Evaluate Fidelity and quality of Training/TA

Getting input on specific projects/tools

Results of Needs Sensing Survey on Data Elements to Include in Wrap management feedback system

Percent rating priority “High” or “Highest”	
Family Support & Connectedness	77%
Progress toward Goals/Needs	68%
Needs/Goals	67%
Core community outcomes	63%
Team fidelity assessment	61%
Family satisfaction	59%
Strengths	50%
Plan components	50%
Emotional outcomes	41%
Risk	40%
Status of wrap implementation	36%

How do we sustain the NWI's work?

- Licensing fees for tools and technologies (e.g., to the UW Wraparound Evaluation and Research Team for use of fidelity tools)
- Evaluation contracts (e.g., The Institute for Implementation and Innovation at University of Maryland SSW)
- Federal grants for specific research projects (NIMH)
- Federal contracts for specific products (e.g., Center for Medicaid and Medicare Services)
- Infrastructure support from external funders for (SAMHSA, Child Adolescent and Family Branch)
- **Individual and Organizational Members**

Transition to Membership Organization

- Per recommendation of our advisors, primarily following a “National Public Radio model”
 - Get needed info and resources to the field
 - Most materials and resources available to all, newsletter distributed widely
 - Members join to support the mission at a level they are comfortable with
 - Currently not sustaining basic dissemination and sharing functions, but we’re working on it
 - Need your input here!

Member “perks”

- Discussions and work groups, sharing of informal, draft and unfinished products
- Facebook group/blog
- Some materials and resources

Facebook NWI member group

facebook

Search for people, places and things

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Janet Walker

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Pathways to Positive Futures

GROUPS

Wraparound

Create Group...

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Shite Gifts for Academics

FRIENDS

Close Friends

Family

Portland State Unive... 20+

American University in Cairo

Bethesda - Chevy C... 4

Harvard University

University of Chicago 1

Portland Area 20+

nation wraparound INITIATIVE

About Events Photos Files

Write Post Add Photo / Video Ask Question Upload File

Write something...

Janet Walker

New Study!

Citation: Haber, M., Cook, J., & Kilmer, R. (2012). Perceptions of Family Environment and Wraparound Processes: Associations with Age and Implications for Serving Transitioning Youth in Systems of Care. American Journal of Community Psychology, 49(3/4), 454-466.

Abstract (full text not available from NWI): Addressing the unique needs of youth transitioning to adulthood has long been viewed as a priority in implementation of systems of care (SOCs) and wraparound. Developmental research and 'practice-based evidence' suggest that there are differences between transitioning youth and their younger peers in family environment and wraparound team processes. Although these differences are thought to have significant implications for wraparound practice, few studies have examined them empirically. The present research involves two studies examining differences across several age cohorts (i.e., 10-12, 13, 14, 15, 16-17 year-olds) ranging from early adolescent to transitioning youth in: (1) caregiver perceptions of role-related strain and family environment quality, and (2) facilitator, caregiver, and youth perceptions of wraparound processes. In Study #1, older age was associated with higher levels of caregiver strain. In Study #2, age was associated with differences between youth and other team members' perceptions of wraparound processes, such that older youth perceived teams as less cohesive than others on their teams. These findings suggest that transitioning youth and their families merit special consideration in wraparound implementation and underscore the importance of considering the perceptions of transitioning youth in system change and practice improvement efforts.

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17 members · Chat

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What should people post in this group?

Add a Description

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Create an Ad

Save on car insurance

safeco.com

Enter your zip code to find a car insurance agent in just one click! Save up to 15%

Class of 1977

Class of 1977 graduates, look up your high school class profiles. Reconnect with Class of 1977 friends now.

Better Than Botox

healthywomen.org

Mom reveals \$5 wrinkle tricks and products to erase wrinkles. As seen on Dr. Oz.

Shop with Serena Williams

opensky.com

Looking for a new eye-catching accessory or summer fashion must-haves? Shop OpenSky

onl wraparound initiative

Membership site: discussions



[nwi main site](#)



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Discussions / groups

You can subscribe to any of the discussions in this area, or to any of the topics within a discussion, to receive email updates when others contribute to the discussion or topic.

General

Forum	Last message	Topics	Replies
 NWI This discussion area focuses on the NWI itself - the work the NWI is undertaking, its organization, products, and so on. Anyone can post!	11 Jul 2012 11:37 AM Janet Walker (Administrator)	13	6
 Jobs Job opportunities in wraparound. Any member can post job openings or discussion here.	12 Jun 2012 4:10 PM Valerie Holmes	12	—
 Open Any member can initiate a new topic in this area, or post to an existing topic.	02 Jun 2012 5:41 PM Janet Walker (Administrator)	7	3

Workgroups

Forum	Last message	Topics	Replies
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Transition to Membership Organization

- Individual memberships (134)
 - Regular (85), Contributing (16), Sponsoring (4), Sustaining (5), Limited Income (24)
- Organizational “bundles” (78)/members (411)
 - Small: 57 bundles/204 members (but about 25% lapsed)
 - Medium: 16/131 (almost none lapsed)
 - Large 5/66 (almost 50% lapsed)
- “Get notified” ~1000 (no access to member-only sections of website)
- Total mailing list ~8000

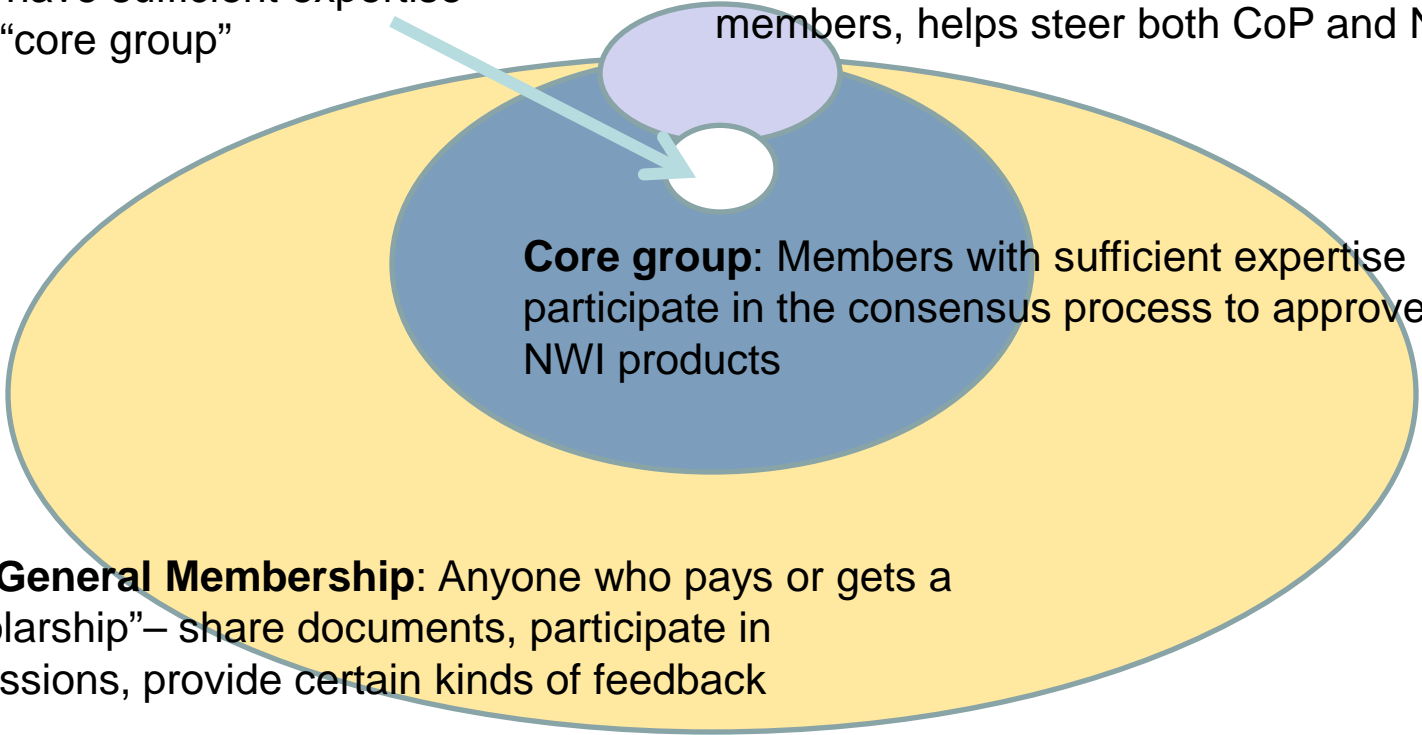
How to maintain our Community of Practice

- Survey of current members and past advisors—64 responses
- How to accomplish the main functions of the “old” advisors
 - Guide the NWI’s work as a community of practice
 - Collaborate to produce consensus documents
- Definite yes on smaller group within general membership

Structure for NWI Community of Practice

Selection committee: Decides if applicants have sufficient expertise to join the “core group”

Advisor “board”: Includes both external, selected members and internal, elected members, helps steer both CoP and NWI



Core group: Members with sufficient expertise participate in the consensus process to approve key NWI products

NWI General Membership: Anyone who pays or gets a “scholarship”— share documents, participate in discussions, provide certain kinds of feedback

NWI Board of advisors

- Jane Adams
- Beth Stroul
- Trina W. Osher
- Neil Brown
- Brittany Couch
- Robert Friedman
- Michelle Zabel
- Mary Jo Meyers
- Sheila A. Pires

Current NWI Staffing

- University-based Co-Directors (each about .20 FTE)
- Dissemination efforts at PSU
 - Website/communications and Program Assistant (each about .40)
- Research/evaluation staff at UW
 - Wraparound Evaluation and Research Team
 - Director April Sather, MPH
 - Ericka Weathers, MA
 - Spencer Hensley
 - Hattie Quick, MSW



Current and Recent NWI Activities and Projects



Dissemination and Awareness

- Website
- Webinars
- Wraparound Resources and Tools Library
- National Registry of Initiatives
- 2011 National Conference
- Implementation Guide
- USF Online course



"The NWI works to promote understanding about the components and benefits of wraparound, and to provide the field with resources to facilitate high quality and consistent wraparound implementation."

the national wraparound initiative

In 2004, stakeholders—including families, youth, providers, researchers, trainers, administrators and others—came together in a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families. The NWI now supports youth, families, and communities through work that emphasizes four primary **functions**:

- **Supporting community-level planning and implementation**
- **Promoting professional development of wraparound staff**
- **Ensuring accountability**
- **Sustaining a vibrant and interactive national community of practice**



The NWI is membership supported. You can **join the NWI** to help continue this important work!!

wraparound resources

The always-useful **Resource Guide to Wraparound**

NEW! Wraparound Implementation Guide: A Handbook for Administrators and Managers

NEW! Wraparound Maine: Mental Health Service Use

events & opportunities

Become a pilot site and test the new WFI-EZ self report

NWI Meeting at the Institutes: Wednesday, July 25 from 1pm – 4:30 pm at the Georgetown Training Institutes in Tallahassee Room 1-2-3.

Job Openings: Two National

top news & new research

Three new wraparound studies: **read the abstracts!**

Tool: Chart from CHCS covers **strategies for funding family / youth peer support in states**

Research: *Journal of Child and Family Services* article

members & affiliates section

Jarred Vermillion is welcomed to the NWI Core Group.

Members, learn more about **what the NWI has to offer you.**

NWI members with high levels of expertise about wraparound

Webinars

May 22, 2012 - What's the NWI Doing, and How Can the NWI Support Your Work

February 28, 2012 - Combining TimeBanks with Wraparound for Positive Results

August 23, 2011 - Functional Behavioral Analysis and Wraparound

June 14, 2011 - Individualizing Care for Children with Complex Needs Through Developing a Comprehensive Service Array and Provider Network

April 13, 2011 - Strengthening Practice through Directive Supervision

March 29, 2011 - Integrating Wraparound into Schools

February 22, 2011 - Engaging and Involving Youth in Wraparound

January 25, 2011 - The Art of Wraparound in the Child Welfare Environment

September 21, 2010 - Using Medicaid Waivers to Finance Home and Community-Based Services

August 17, 2010 - Family Partners in Wraparound: Who are they and what do they do?

June 29, 2010 - Supporting Wraparound Implementation

June 15, 2010 - Accountability and Quality Assurance in Wraparound

April 10, 2010 - Wraparound Practice

March 16, 2010 - Overview to Wraparound: The principles, practice model, evidence base, and necessary implementation supports

Webinar Title	Slides (PDF)	Webinar Recording	Webinar Polls
May 22, 2012 - <i>What's the NWI Doing, and How Can the NWI Support Your Work</i>	.pdf	.wmv	poll
February 28, 2012 - <i>Combining TimeBanks with Wraparound for Positive Results</i>			
Supporting Materials: 1. The new wealth of time: How timebanking helps people build better public services 2. Co-Production Assessment Tool	.pdf	.wmv	N/A
August 23, 2011 - <i>Functional Behavioral Analysis and Wraparound</i>	.pdf	.wmv	poll
Click here for a Sample Crisis Safety Plan			
June 14, 2011 - <i>Individualizing Care for Children with Complex Needs Through Developing a Comprehensive Service Array and Provider Network</i>	.pdf	.wmv	N/A
April 13, 2011 - <i>Strengthening Practice through Directive Supervision</i>	.pdf	.wmv	poll
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Resource Library

- Browse by category
- Search by title, author, keywords
- Includes all NWI materials, both those that spread across the NWI main site and some that are on the membership site (member access only)


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[sitemap](#)

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wraparound initiative

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Library: Browse by category

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Arizona—Statewide Child and Family Team Approach

Author: **Bruce Kamradt**

[View Publication](#)

Care Management Entities: A Primer

Author: **Center for Health Strategies, Inc.**

This fact sheet outlines the core characteristics of Care Management Entities, which offer a centralized vehicle for coordinating the full array of needs for children and adolescents with complex behavioral health issues.

[View Publication](#)

Developing, Financing and Sustaining County-Driven Wraparound in Butler County, Ohio

Author: **Neil Brown**

[View Publication](#)

Developing, Financing, and Sustaining Wraparound: Models for Implementation

Author: **Patricia Miles**

[View Publication](#)

EMQ Children & Family Services: Transformation from Residential Services to Wraparound

Author: **F. Jerome Doyle, Eleanor Castillo, Laura Champion, & Darrell Evora**

[View Publication](#)

Financing Care Management in Maryland

Former “Tools Compendium” Included...



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[sitemap](#)

▶ Wraparound Overall

▶ Wraparound Process Descriptions

▶ Practice Tools, Strategies, Templates

Tools for Wraparound Overall

▶ Tools for Engagement

Orient Family/Youth

Address Legal Issues

Stabilize Crises

Explore Strengths, Needs, Culture

▶ Tools for Initial Planning

▶ Tools for Plan Implementation

Tools for Transition

Adolescent Risk Assessment
Author: **Equipo** Submitted By: Kathy Lazear
list of items for identifying risks and strengths across domains
[View Publication](#)

All About Me
Author: **Georgia Parent Support Network** Submitted By: Sue Smith
tool for eliciting and recording child's view of strengths, some needs, and important life events
[View Publication](#)

Building the Child and Family Team
Author: **[not available]** Submitted By: Pat Miles
tool for identifying wraparound team members and natural supports
[View Publication](#)

Clinical Considerations for a Strength-Based Intake Assessment
Author: **[not available]** Submitted By: Janet McIntyre
Life areas to cover during intake assessment.
[View Publication](#)

Connections Strengths Summary

"Wrap Across the USA" Registry of National Initiatives



[nwi main site](#)

Log in to edit your
directory entry (use
wrap usa login, not
nwi member login)

Email
Password
☐ Remember me
 [Forgot
password](#)

[Home](#) [Wraparound Across the USA](#)

Wraparound Across the USA

Welcome to the Wraparound Across the USA Directory!

You do not need to log in to this site to access the Directory. Login is needed only if your program is listed and you want to edit your listing. If your program is not listed on the Directory, you can get listed by taking [this survey](#).

Click on the name of the wraparound program to view the full details for each initiative. The directory is sorted by state, but you can search the directory in two ways:

- 1. Browse by State:** Click on the state name in the browsing lists to only show programs in that state.
- 2. Search by Keyword:** Enter a keyword (city, contact name, etc.) in the search field.

State

[ARIZONA \(3\)](#)
[Arkansas \(4\)](#)
[California \(20\)](#)
[Colorado \(3\)](#)
[Connecticut \(6\)](#)
[Delaware \(0\)](#)
[District of Columbia \(0\)](#)
[Florida \(10\)](#)

Search:

Found: **185** Show: [Alas - Depa \(1-50\)](#)

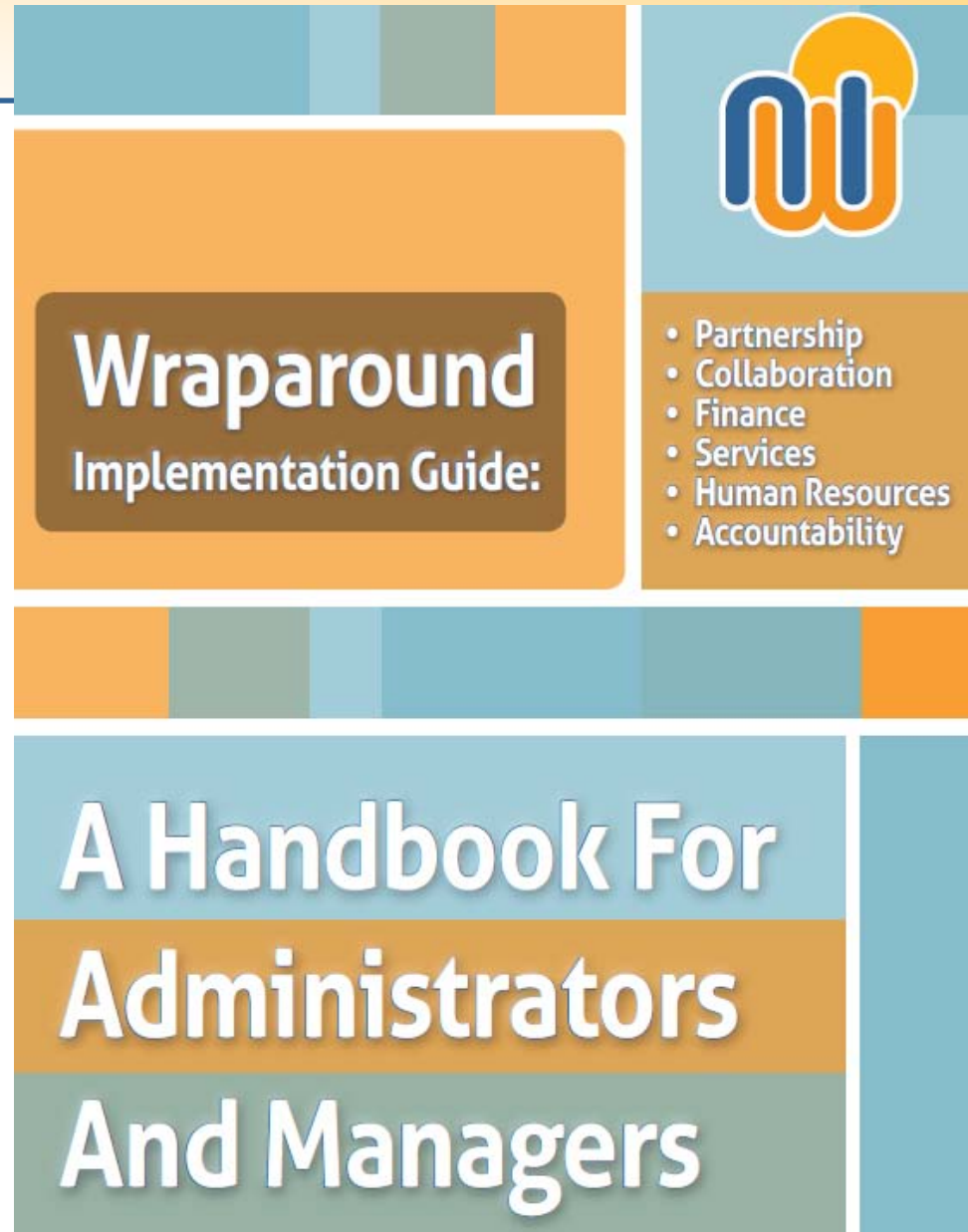
 Print

2011 Wraparound Conference

Brevard Family Partnership (NWI Co-sponsored)



Implementation Guide to Wraparound



Implementation Guide to Wraparound

- Best Practice guidance, key take home points, and cautions for each of the 6 Themes of Community Support:
 - Community Partnership
 - Collaborative Action
 - Fiscal Supports and Sustainability
 - Access to needed services
 - Human Resource Support
 - Accountability
- Troubleshooting and FAQs sections
- Community self-assessment

USF Online Course: "Wraparound and Systems of Care"

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us / Syllabus

Syllabus

Create ItemBuildEvaluateCollaborateMore

Wraparound Interventions and the System of Care

Wraparound Interventions and the System of Care:
MHS 6508: Summer 2012

University of South Florida, Louis de la Parte Florida Mental Health Institute

Course Description:

This course is designed to explore the concepts underlying the "wraparound" philosophy to providing care to children, youth, and families with complex needs, and to present how these service delivery values have become an integral part of providing effective and efficient interventions within the System of Care.

The course will start with a discussion of the history of the wraparound approach and reading and discussion of stories of families in wraparound that will provide an understanding of wraparound values and principles. Examination of these family stories and discussion of the wraparound principles will aim to provide the student a strong basic understanding of how individualized services need to be understood from a philosophical standpoint before they can effectively be provided. In week 3, we will go deeper into these concepts by presenting the research-based theory of change that underlies the wraparound model as well as what research tells us about the effectiveness of the model.

The course will then turn to implementation of the wraparound process with foci on (1) the practice model for wraparound facilitators, (2) how the principle of "family driven care" is supported in wraparound, including the use of family partners, and (3) how system policies, community structures, and fiscal conditions must be in place to bring wraparound and individualized services to fruition.

Finally, we will discuss workforce and other implementation supports for wraparound initiatives, including training and coaching approaches, and accountability mechanisms, such as measuring wraparound integrity and child/family outcomes. The final product for students will be a project in which they design a wraparound capacity for a community and/or system of care.

MHS 6508: Summer 2012 Syllabus

Attached Files [2012 Wraparound Syllabus for Blackboard-revised.docx](#) (35.021 KB)

Please note that the course syllabus is subject to change.



NWI Work Groups



Standards Work Group



Members of the NWI Implementation / Standards Workgroup

Gerry Rodriguez
Neil Brown
Don Koenig
Mary Stone-Smith
Mary Jo Meyers
Bunny Hentschel
Robin Orlando
Keith Solomon
Janet Walker
Eric Bruns
Sharon Morrison-Velasco
Jon Nibbio
Frank Pace

Lisa Conlan
Doug Crandall
Brad Norman
Sharon Yarish
Connie Burgess
Susan McLaughlin
Susan Boehrer
Jim Rast
Kurt Moore
Pat Miles
Ceth Ashen
Michael Rauso

Wraparound Implementation Guide:

- Partnership
- Collaboration
- Finance
- Services
- Human Resources
- Accountability

A Handbook For Administrators And Managers

Family Partner Workgroup

- Currently working on a policy statement regarding who is eligible to be a family partner
 - Reviewing existing definitions and crafting one that fits specifically for wraparound (vs more general family support)
- To be supplemented by material on how to encourage eligible people to apply, and how to assess if people actually meet the eligibility criteria

Workforce Workgroup

- Working on clarifications to the theory of change for wraparound—aiming for something to present for core group consensus in the next few months
 - ToC specifies the “active ingredients” of wraparound and how those contribute to outcomes
- Next steps: Develop a clearer sense of how the active ingredients that promote positive outcomes are “activated” in practice so as to enable definition of skill sets
- Will benefit from broader input from NWI



Other Recent Projects



Other recent projects

- *Journal of Child and Family Studies* Special Issue
- *Wraparound Fidelity Index*, Brief Version
- Training and Technical Assistance Evaluation measure (IOTTA)
- SAMHSA National Registry of Effective Programs and Practices (NREPP) submission
- NIMH-funded research grant: Wraparound Management Feedback System (Wrap-TMS)
- State evaluations

Special Issue of *JCFS*

- Bertram: Review of Wraparound implementation research base
- Eber et al: Implementing wraparound in schools
- Weiner et al: Relationship of accessibility and proximity of services to outcomes in statewide wraparound initiative
- Palamaro-Munsell et al: Relationship between wrap team membership and outcomes
- Effland et al.: Relationships between system development, wrap fidelity, and youth outcomes in a statewide initiative
- Walker & Sanders: Measuring community supports for wraparound using the CSWI
- Bruns et al: Current status of wraparound implementation nationally: Results of the state wraparound survey
- Walker & Matarese: Using the research-based wraparound theory of change to develop a training and workforce development strategy

Other recent wraparound publications

- *New Directions in Evaluation* (2011) special issue includes articles on NWI and wraparound
- Yoe et al. (2011) *Report on Emotional and Behavioral Disorders in Youth* article on cost savings of wraparound in Maine
- Grimes et al (2011) *Journal of Health Policy & Economics* article on cost effectiveness of wraparound in Massachusetts
- IMPAQ study (Urdapedilla et al, 2011) study of CMS PRTF waiver demonstration project
- *Psychiatric Rehabilitation Journal* article on wrap for transition age youths

Wraparound Fidelity Index – Short Form WFI-EZ

FOR USE BY PROGRAM STAFF ONLY

This form was: ☐ Completed by the caregiver/parent ☐ Completed by program staff as part of an interview

Wraparound Fidelity Index Short Form (WFI-EZ)

This survey is for a caregiver of a youth in wraparound. We want to ask you about the experiences that you and your family have had as part of the Wraparound program. You do not have to answer any questions that you don't want to, and you may stop your participation at any time. At the end, we will also ask you what you thought about this survey, so that we can use your feedback to improve it.

Thank you very much for your time.

If you have any questions, please contact April Sather at (206) 685-2310, or wrapeval@u.washington.edu

Demographics

Youth/Family ID (The person who gave you this survey will give you this ID, or fill it in for you):

Is your child of Hispanic descent?

☐ Yes ☐ No

What is the child's race?

- ☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Mixed Race
☐ Other (please specify) _____

Who has legal custody of the child?

- ☐ Two birth parents OR one birth parent and one step parent
☐ Birth mother only
☐ Birth father only
☐ Adoptive parent(s)
☐ Foster parent(s)
☐ Sibling(s)
☐ Aunt and/or uncle
☐ Grandparent(s)
☐ Friend(s)
☐ Ward of the state
☐ Other (please specify): _____

WONDERS ID (If different from Youth/Family ID):

Wrap-Facilitator ID (should match your WONDERS WFID)

What is your child's birthday?

____/____/____ (MM/DD/YYYY)

How old is your child?

Child's Gender:

☐ Male ☐ Female

How many months have you been participating in Wraparound? _____

What is your relationship to the child?

- ☐ Birth parent
☐ Adoptive parent
☐ Foster parent
☐ Live-in partner of parent
☐ Sibling
☐ Aunt or uncle
☐ Grandparent
☐ Cousin
☐ Other family relative
☐ Step parent
☐ Friend (adult friend)
☐ Other (please specify): _____

Section A: Basic Information

For the following questions, please respond either "Yes," or "No."

	Yes	No
A1: My family and I are part of a team (e.g., "wraparound team," "child and family team"), AND this team includes more people than just my family and one professional.	<input type="checkbox"/>	<input type="checkbox"/>
A2: Together with my team, my family created a written plan (e.g., "plan of care," "wraparound plan") that describes who will do what and how it will happen.	<input type="checkbox"/>	<input type="checkbox"/>
A3: My team meets regularly (i.e., at least every 30-45 days).	<input type="checkbox"/>	<input type="checkbox"/>

Wraparound Fidelity Index – Short Form

WFI-EZ - *Demographics*

Demographics

Youth/Family ID (The person who gave you this survey will give you this ID, or fill it in for you):

Is your child of Hispanic descent?

☐ Yes ☐ No

What is the child's race?

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Mixed Race
- ☐ Other (please specify) _____

Who has legal custody of the child?

- ☐ Two birth parents OR one birth parent and one step parent
- ☐ Birth mother only
- ☐ Birth father only
- ☐ Adoptive parent(s)
- ☐ Foster parent(s)
- ☐ Sibling(s)
- ☐ Aunt and/or uncle
- ☐ Grandparent(s)
- ☐ Friend(s)
- ☐ Ward of the state
- ☐ Other (please specify): _____

WONDERS ID (If different from Youth/Family ID):

Wrap-Facilitator ID (should match your WONDERS WFID)

What is your child's birthday?

____/____/____ (MM/DD/YYYY)

How old is your child?

Child's Gender:

☐ Male ☐ Female

How many months have you been participating in Wraparound? _____

What is your relationship to the child?

- ☐ Birth parent
- ☐ Adoptive parent
- ☐ Foster parent
- ☐ Live-in partner of parent
- ☐ Sibling
- ☐ Aunt or uncle
- ☐ Grandparent
- ☐ Cousin
- ☐ Other family relative
- ☐ Step parent
- ☐ Friend (adult friend)
- ☐ Other (please specify): _____

WFI-EZ

Section A – Basic Information

Section A: Basic Information

For the following questions, please respond either “Yes,” or “No.”

	Yes	No
A1: My family and I are part of a team (e.g., “wraparound team,” “child and family team”), AND this team includes more people than just my family and one professional.	<input type="checkbox"/>	<input type="checkbox"/>
A2: Together with my team, my family created a written plan (e.g., “plan of care,” “wraparound plan”) that describes who will do what and how it will happen.	<input type="checkbox"/>	<input type="checkbox"/>
A3: My team meets regularly (i.e., at least every 30-45 days).	<input type="checkbox"/>	<input type="checkbox"/>

WFI-EZ

Section B – Your Experience in Wrap

Section B: Your Experiences in Wraparound

For the following statements, please think about all of your experiences with wraparound. Indicate how much you agree with each statement. You will be asked whether you "Strongly Agree," "Mostly Agree," "Somewhat Agree," "Disagree," "Strongly Disagree," or "Don't Know."

	Strongly Agree	Mostly Agree	Somewhat Agree	Disagree	Strongly Disagree	Don't Know
B1: My wraparound facilitator explained clearly to me how wraparound would work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2: Our wraparound team's decisions are based on input from me and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3: My family and I had a major role in choosing the people on our wraparound team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4: My wraparound team never meets without me and my family present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5: The strategies in our plan focus on meeting the needs that matter most to my family and me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section B currently has 39 items

WFI-EZ

Section C – Team Meetings

Section C: Team Meetings

For the following questions, think about your wraparound team meetings. Indicate how often each of the following things happen during your team meetings

	Always	Usually	Sometimes	Rarely	Never	Don't Know
C1: Team members celebrate successes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2: Team members review what is in the wraparound plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3: Team members review and/or discuss strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4: Team members discuss progress toward meeting our family's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5: Team members assign specific tasks to team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6: Team members check on team members' progress doing their assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7: Team members talk about adding or changing team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8: My family and I report progress toward achieving our family's vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C9: My family and I give feedback on the meeting process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10: Whenever necessary, we address problems in the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11: When things are not working, we change what is in the wraparound plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Section C currently has 11 items

WFI-EZ

Section D – Brief Outcomes and Satisfaction

Section D: Brief Outcomes and Satisfaction

For the following questions, please respond either “Yes,” or “No.”

	Yes	No
D1: I am satisfied with the wraparound process in which my family and I have participated	<input type="checkbox"/>	<input type="checkbox"/>
D2: I am satisfied with my child or youth's progress since starting the wraparound process	<input type="checkbox"/>	<input type="checkbox"/>
D3: Since starting wraparound, our family has made progress toward meeting our needs	<input type="checkbox"/>	<input type="checkbox"/>
D4: Since starting wraparound, I feel more confident about my ability to care for my child/youth at home	<input type="checkbox"/>	<input type="checkbox"/>
D5: Since starting wraparound, my child or youth has had a new placement in an institution (such as detention, psychiatric hospital, treatment center, or group home)	<input type="checkbox"/>	<input type="checkbox"/>
D6: Since starting wraparound, my child or youth has been treated in an Emergency Room due to a mental health problem	<input type="checkbox"/>	<input type="checkbox"/>
D7: Since starting wraparound, my child or youth has had a negative contact with police.	<input type="checkbox"/>	<input type="checkbox"/>
D8: Since starting wraparound, my child or youth has been suspended or expelled from school.	<input type="checkbox"/>	<input type="checkbox"/>

**Section D currently has 8 items*

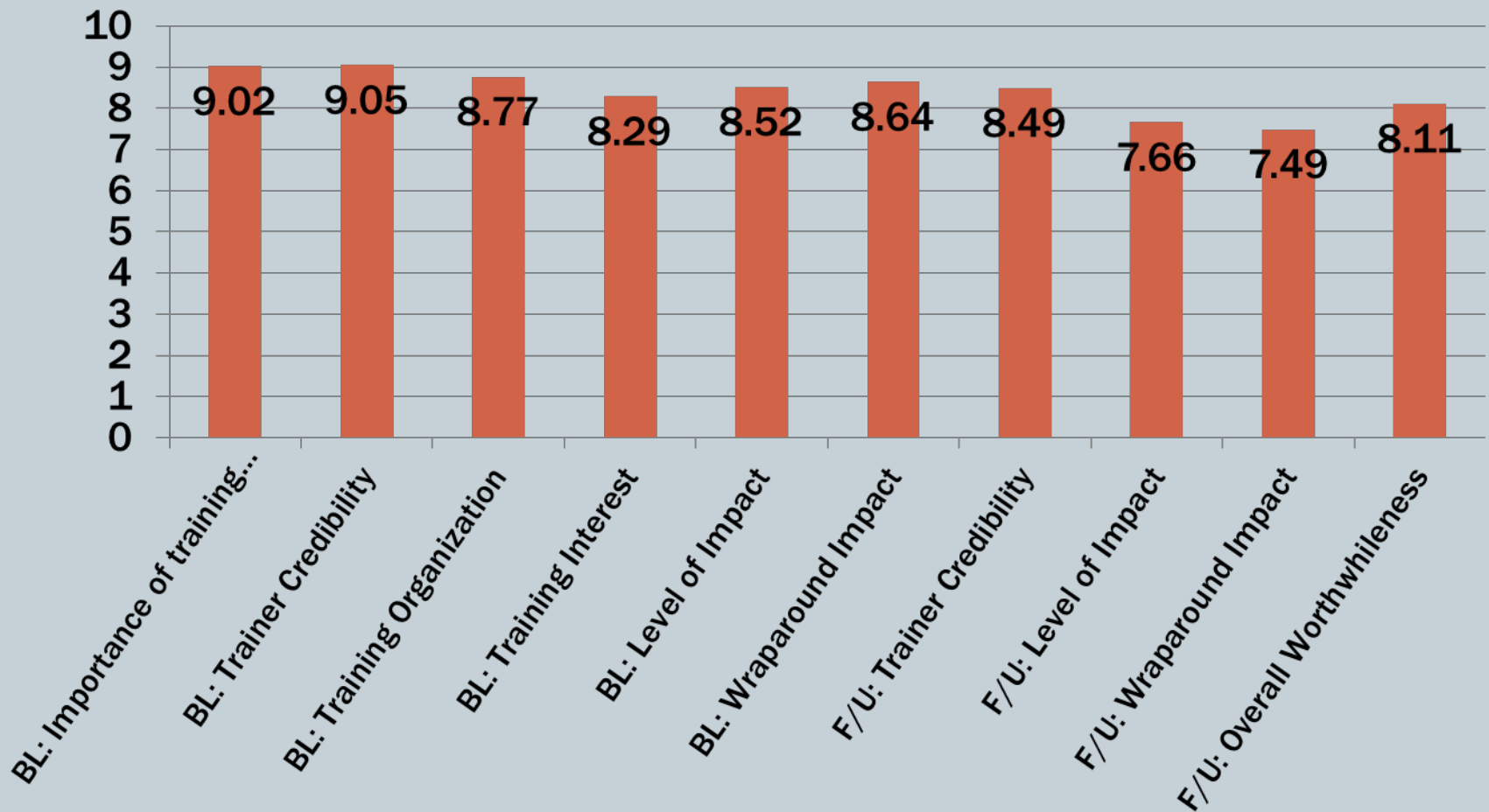
Impact of Training and Technical Assistance (IOTTA): Overview

■ IOTTA

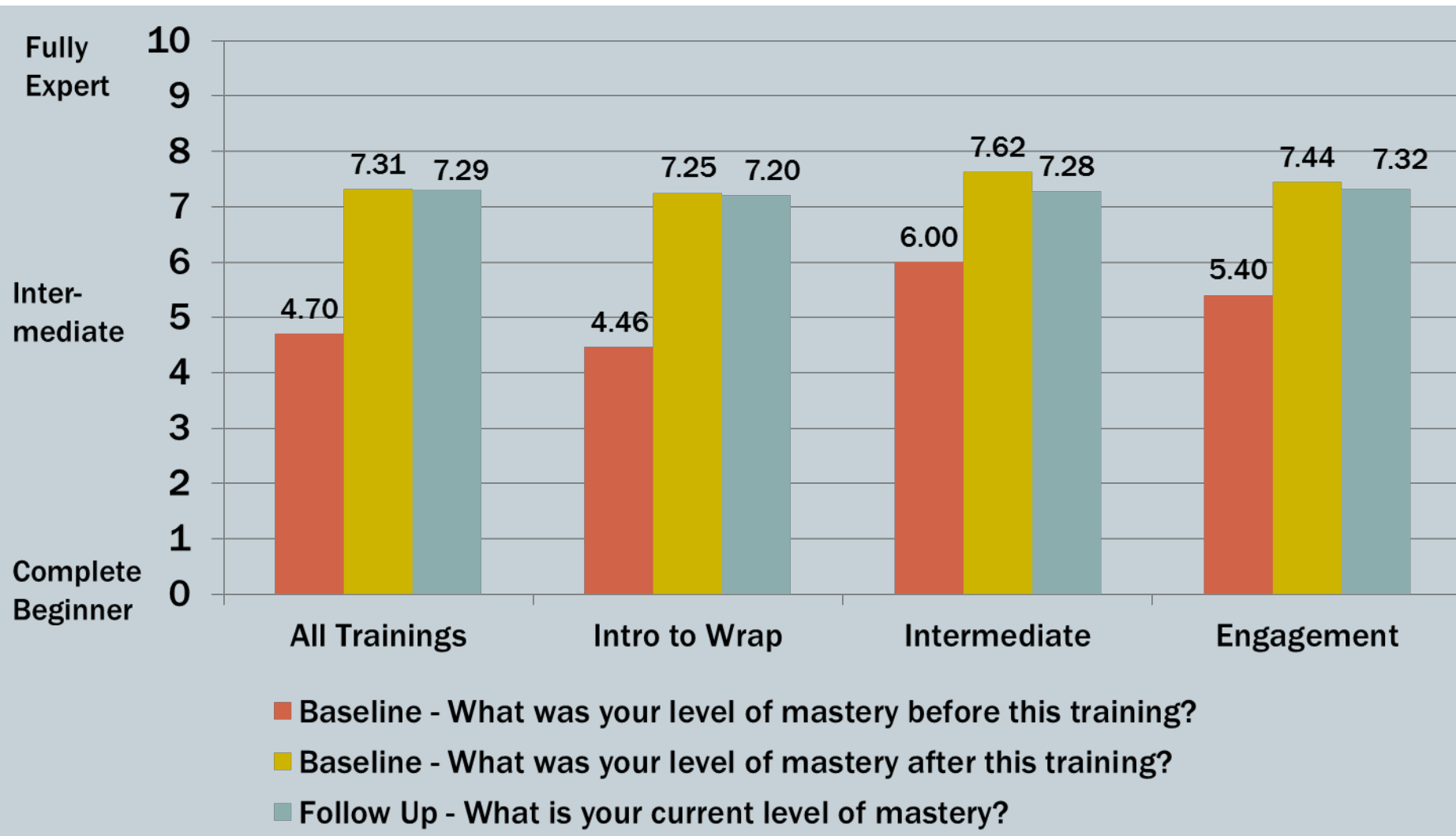
- An evaluation survey for Wraparound training attendees
- Administered twice:
 - Baseline: Immediately following the training
 - Follow-up: 2 months later
- Assesses:
 - Self-perceived pre and post-training mastery/competence with training skills & content
 - Route to mastery (e.g. working with trainer, colleagues, etc.)
 - How organized, credible and interesting trainer was
 - Expected & actual impact of training on work
 - Route to impact (e.g. sharing info w/colleagues, changing procedures at work, etc.)

ALL TRAININGS

Average Response- All Trainings



BASELINE & FOLLOW UP: PERCEIVED COMPETENCE/MASTERY



ALL TRAININGS

Average Response – All Trainings

Indicate the extent to which each of these contributed to any increase in mastery you experienced:



NREPP

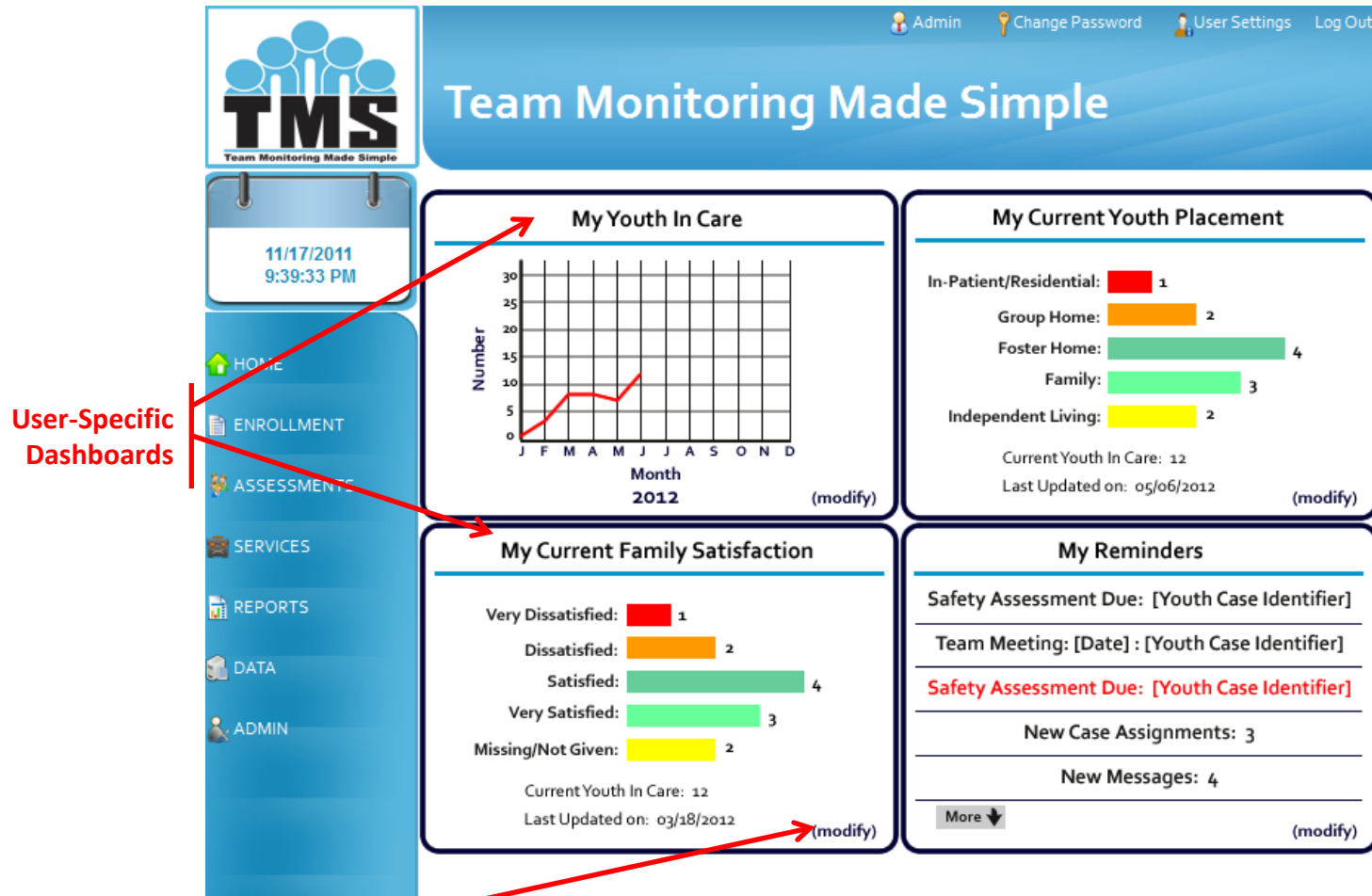
- **National Registry of Effective Programs and Practices**, sponsored by SAMHSA, provides ratings in two areas:
 - quality of the *research** supporting intervention outcomes and
 - quality and availability of training and implementation materials
- NWI submitted a series of research studies plus implementation materials, however,
 - NREPP staff determined that the approach to implementation did not match the NREPP definition
 - Rather than risk a low score on the implementation areas, NWI elected to withdraw and possibly resubmit later

Wraparound Team Monitoring System (Wrap-TMS)

“Team Monitoring Made Simple”

- TMS is a web-based, electronic management system designed to assist the Wraparound process.
- TMS provides a flexible, organization-based repository of information on children, youths, and families in care.
- TMS facilitates communication and sharing of information between Team Members.

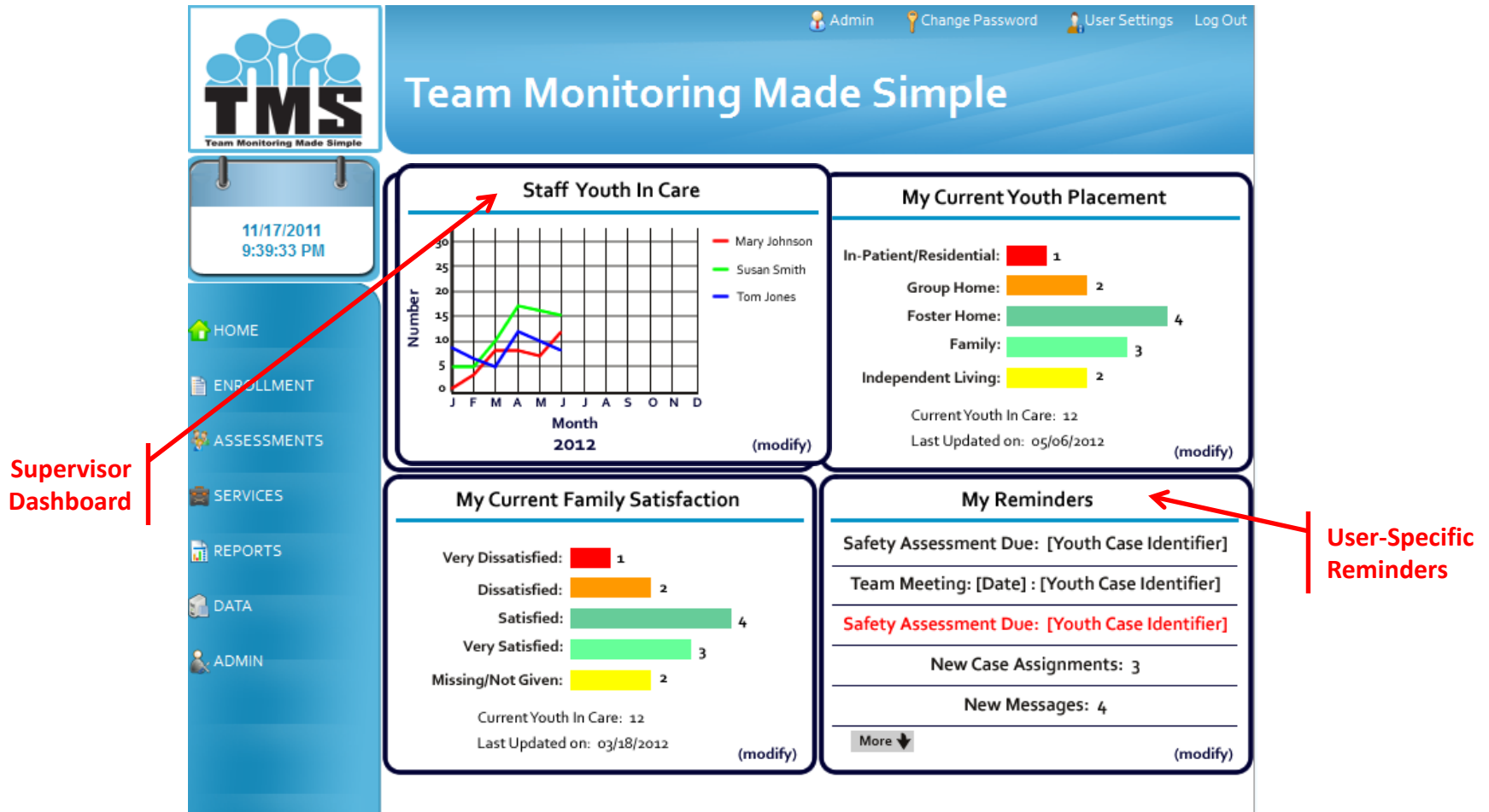
Home Page – Dashboards - Staff



Can be modified

Draft: Replication of slides not permitted
without consent from Accountability
Solutions, Inc.

Home Page – Dashboards - Supervisors



Add New Youth Record

TMS
Team Monitoring Made Simple

11/17/2011 9:41:22 PM

HOME
ENROLLMENT
ASSESSMENTS
SERVICES
REPORTS
DATA
ADMIN

Admin Change Password User Settings Log Out

Team Monitoring Made Simple

Youth Family Assessments Services Reports Team


* First Name: Middle Initial: * Case Number:
* Last Name: * Medicaid Number:
* Gender:
* Ethnicity: * Hispanic? ☐
* Date of Birth:
Street1:
Street2:
City: State: Zip:

Save Cancel

User-Identified Required Data Elements

PRFT Waiver Data Elements

Enroll Youth



11/17/2011
9:42:39 PM

[HOME](#)
[ENROLLMENT](#)
[ASSESSMENTS](#)
[SERVICES](#)
[REPORTS](#)
[DATA](#)
[ADMIN](#)

AdminChange PasswordUser SettingsLog Out

Team Monitoring Made Simple

YouthFamilyAssessmentsServicesReportsTeam

* First Name:

Thomas

* Last Name:

George

* Gender:

Male

* Ethnicity:

African-American

* Date of Birth:

11/1/2011

Street1:

street1

Street2:

street1

City:

city

Middle Initial:

m

* Hispanic?

☒

Age:

o

State:

jhh

* Case Number:

767546

Entered By:

[staff Name]

Entered on:

11/11/2011

Last Edited On:

11/11/2011

* Medicaid Number:

99998

Zip:

900909

* Enrolled in School?

☐

Grade:

Enrolled Date

11/11/2011

Legal Guardian:

[Legal Guardian]

Primary Caregiver:

gg

Custody Status:

Enrollment Status:

Pending

Facilitator:

[Facilitator]

Save

Cancel

Add New Demographic Data Fields

Team Monitoring Made Simple

Admin Change Password User Settings Log Out

Custom User Field

Form Name: Youth Demographics

Field Name:

Field Caption:

Field Type: select (Please avoid empty spaces and apostrophe(').)

Field Size: 0

Control Type: select

LookUp/Pick List: select

System Field: ☐ Yes ☒ No

Mandatory Field: ☐ Yes ☒ No

Validation Required: ☐ Yes ☒ No

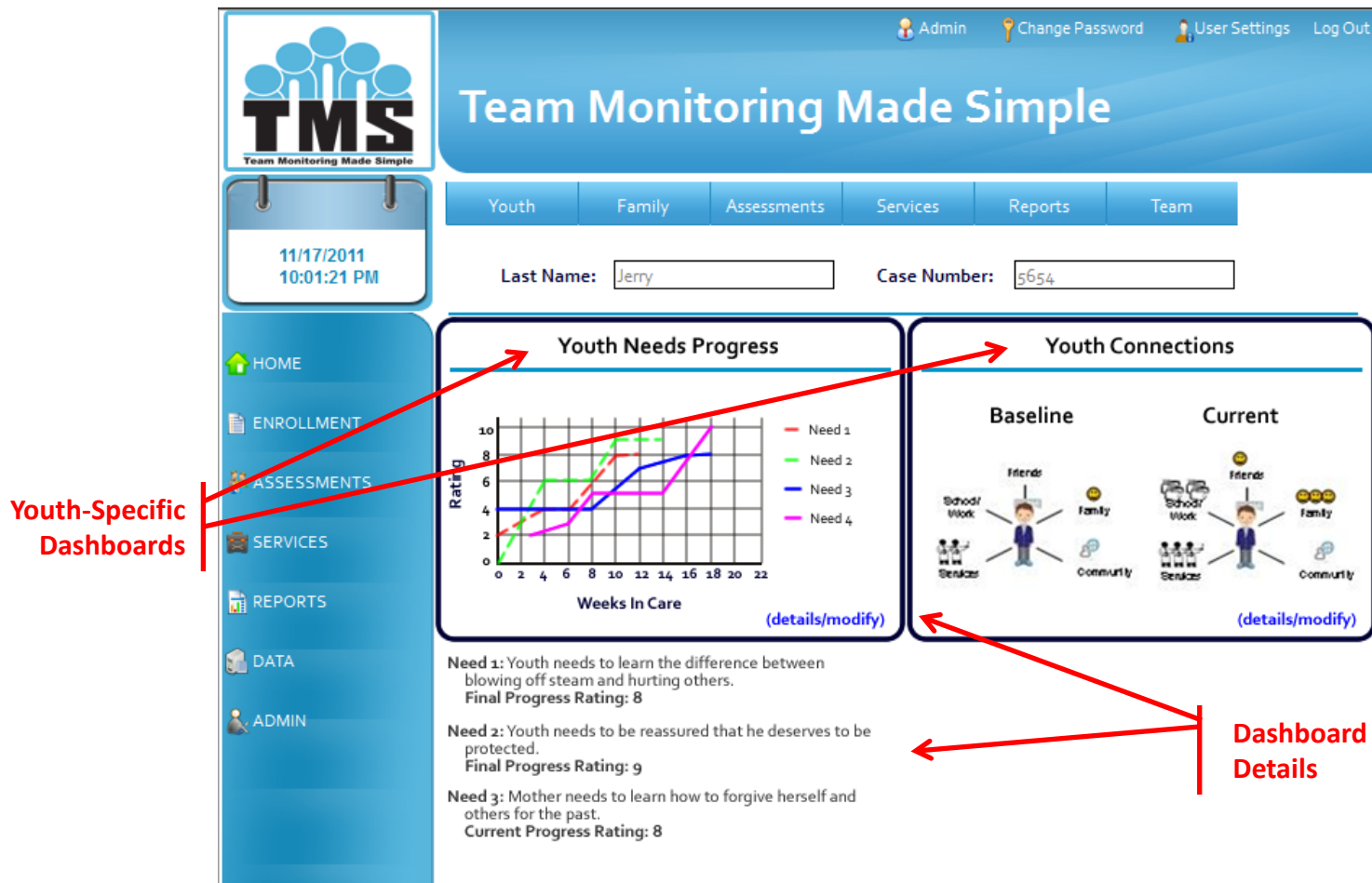
Tool Tip Text:

Default Value:


Add **Cancel**

Adding a New Demographic Data Element

Dashboards - Youth



Youth Space



11/17/2011
10:01:21 PM

- HOME
- ENROLLMENT
- ASSESSMENTS
- SERVICES
- REPORTS
- DATA
- ADMIN


Admin Change Password User Settings Log Out

Team Monitoring Made Simple

YouthFamilyAssessmentsServicesReportsTeam

Blick, Sarah Age: 14 Female Enrolled: 14 weeks

All About ME



[Add/Edit](#) my profile picture

My Favorite Color: Blue

My Favorite Class: Art

My Favorite Teacher: Mrs. Gunderson

In 5 years I want to be: In College

In 10 years I want to be: A Veterinarian

My Interests and Activities: I like to draw and paint. My favorite is water-color painting. I own a cat named Fluffy and she likes to sit on my lap all the time. My best friend is Elizabeth, but I call her 'Lizzie' and we like to hang-out at the mall and go window shopping.

If I could have lunch with any person, living or dead, it would be: Justin Bieber. I just think he is so cute and talented.

State Evaluations

- Through CMS PRTF Waiver Demonstration Project:
 - Maryland, Indiana, Georgia, Mississippi (future: SC, VA)
- Other states:
 - Maine, Rhode Island (CW), Louisiana, Texas

The future?

- Web-based remote coaching system (Workforce group)
- Inventory of state approaches to funding and implementing child and family teams/wraparound
- Enhance the tool and resource library by filling gaps
- Wraparound + flexible/individualized approach to implementing research-based clinical practices

Wraparound + Managing and Adapting Practice (MAP)

NIMH submission (Bruns/Chorpita)



Practice Wise: A web-based searchable Knowledge repository

Evidence-Based Youth Mental Health Services Literature Database - Internet Explorer provided by Dell

http://www.practicewise.com/pwebs/YouthSearch.aspx

Evidence-Based Youth Mental Health Services Lit...

PracticeWise

Summary of Youth Treatments

Your current search criteria are:
Problem Type: Anxiety Age: 12 Gender: Male Strength of Evidence: 2 Good Support or Better

Your search returned:
Number of Study Groups: 30 [View Protocols](#) Number of Papers 22 [View Papers](#)

Modify

Summary of Treatment with Good Support or Better

Age (in Years): 5-18
Grade: 1-10
Duration (Days): 1-180
Frequency: Daily-Biweekly
Race or Ethnicity: White or Caucasian, Black or African American, Hispanic or Latin American, Multiethnic

TREATMENT	PERCENT OF GROUPS
Cognitive Behavior Therapy	50
Exposure	23
Cognitive Behavior Therapy with Parents	7
Modeling	7
Cognitive Behavior Therapy and Medication	3
Cognitive Behavior Therapy for Child and Parent	3
Education	3
Hypnosis	3

SETTING	PERCENT OF GROUPS
Clinic	57
School	33
Other	5

FORMAT	PERCENT OF GROUPS
Group Client	50
Individual Client	50
Group Parent	13
Individual Parent	13
Parent Child	10
Multiple Family	7
Family	3

PRACTICE ELEMENT	PERCENT OF GROUPS
Exposure	90
Relaxation	67

This tells you the treatment types that work for this problem.

Done

Internet | Protected Mode: On

100%

Practice Wise: A web-based searchable Knowledge repository

Evidence-Based Youth Mental Health Services Literature Database - Internet Explorer provided by Dell

http://www.practicewise.com/pwebs/YouthSearch.aspx

Evidence-Based Youth Mental Health Services Lit...

PracticeWise

Summary of Youth Treatments

Your current search criteria are:
Problem Type: Anxiety Age: 12 Gender: Male Strength of Evidence: 2 Good Support or Better

Your search returned:
Number of Study Groups: 30 [View Protocols](#) Number of Papers 22 [View Papers](#)

[Modify](#)

PRACTICE ELEMENT	PERCENT OF GROUPS	Parent Child
Exposure	90	10
Relaxation	67	7
Cognitive		3
Psychoeducational-Child		
Psychoeducational-Parent		
Self-Monitoring	43	
Self-Reward/Self-Praise	43	
Maintenance/Relapse Prevention	40	
Modeling	33	
Tangible Rewards	33	
Therapist Praise/Rewards	33	
Problem Solving	30	
Relationship/Rapport Building	27	
Assertiveness Training	17	
Praise	17	
Behavioral Prevention	17	

This tells you the practice elements associated with those treatment types.

Done

Internet | Protected Mode: On

100%

Practitioner Guides (Another MAP Resource)

Practitioner
Guide

Attending

Use This When:

To improve the quality
of the caregiver-child
relationship.



Objectives:

- to increase the amount of positive attention provided to the child, even if the child has misbehaved at other times during the day
- to teach the caregiver to attend to positive behaviors
- to promote the child's sense of self-worth

Steps:

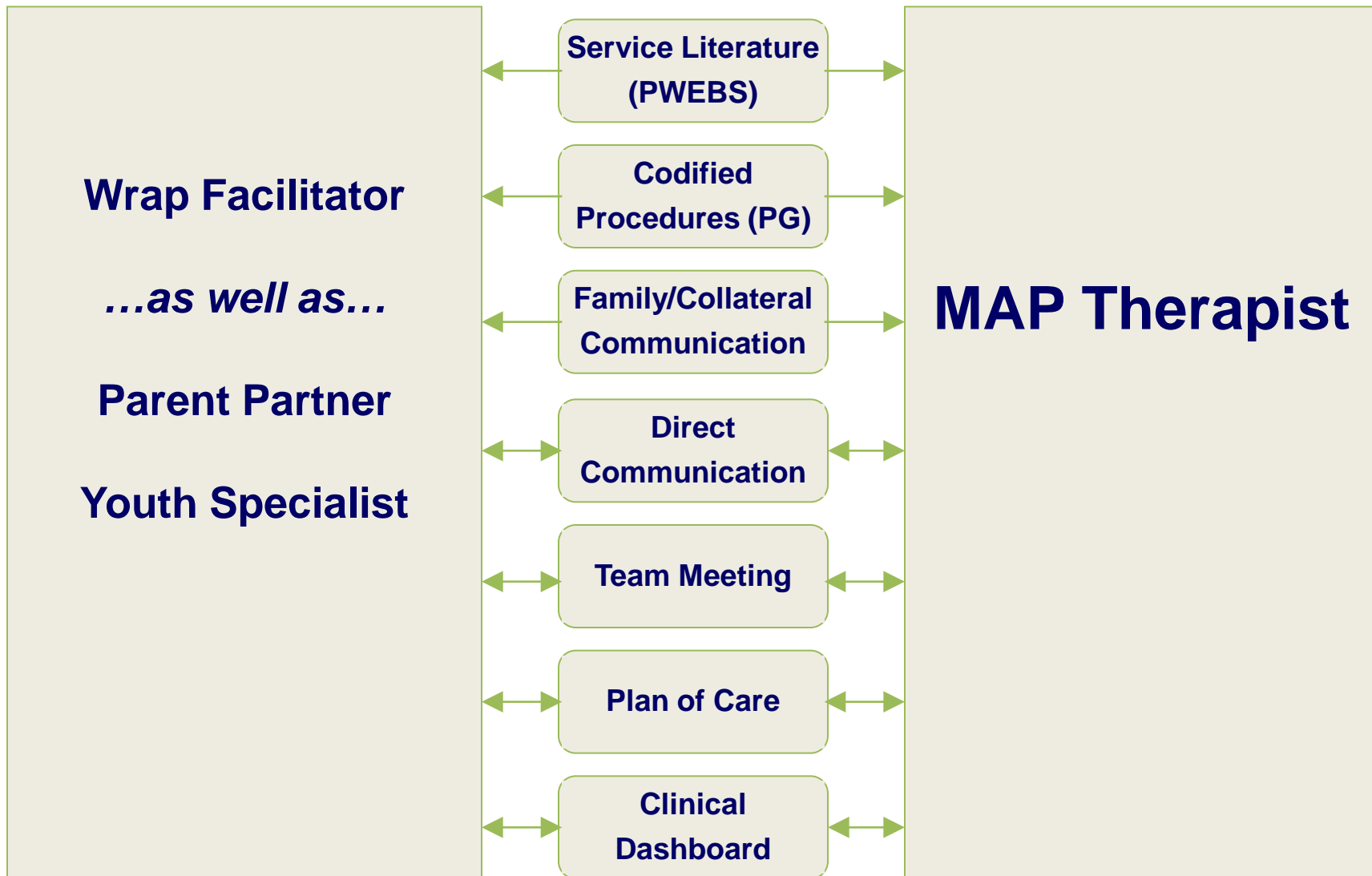
<input type="checkbox"/> Provide rationale	<ul style="list-style-type: none"> • Emphasize the importance of providing positive attention to the child. • Elicit the caregiver's opinion about how attention affects behavior and people's motivation to do a good job. • Have the caregiver describe his or her best and worst "managers" and the caregiver's motivation to work for each. • Lead the caregiver to recognize that how he or she was treated affected the caregiver's desire to work. • Discuss how the child's behavior may be affected by the caregiver's behavior towards the child and how the child's desire to behave can be increased by improving the caregiver-child relationship.
<input type="checkbox"/> Set aside one-on-one time for caregiver and child	Encourage the caregiver to set aside a block of time (e.g., 10 minutes) each day devoted to joining the child in an activity the child has chosen.
<input type="checkbox"/> Teach caregiver to provide positive and descriptive commentary	<ul style="list-style-type: none"> • Show the caregiver how to demonstrate sincere interest in the child's activities while they are playing. • Instruct the caregiver to provide enthusiastic descriptive (e.g., "You are drawing a tree") and/or positive (e.g., "I like the way you stacked the blocks") commentary and praise regarding the child's behavior.
<input type="checkbox"/> Encourage caregiver to engage in child's activity	Suggest that the caregiver become actively involved in the play activity by imitating the child's behavior in order to demonstrate approval.
<input type="checkbox"/> Restrict criticism, questions, and commands	<ul style="list-style-type: none"> • It is important that the child lead the activity; that is, the caregiver should refrain from making suggestions, asking questions, and criticizing the child. • Allow the child to use his or her imagination (e.g., coloring the green or making up new rules to a game) without caregiver input about the "correct" way to do things.
<input type="checkbox"/> Anticipate difficulties	<p>When the procedure is initially implemented, the child may engage in negative behavior that characterizes the usual caregiver-child interaction. When this occurs, the caregiver should:</p> <ul style="list-style-type: none"> • consistently ignore negative behavior by looking away; • refrain from scolding the child so as to avoid providing negative attention for misbehavior; • end one-to-one time if disruptive behavior continues or is dangerous. <p>Over time, however, it is expected that consistent positive attending will result in decreased negative behavior and increased positive caregiver-child interactions.</p>



One Idea = Ensure connection to a MAP Therapist



Fully coordinated process



Questions for the group

- What are priority needs for the field/NWI community?
- How does the NWI enhance sustainability through the membership option?
 - Should we further restrict access to non-members?
- What should we do about NREPP's concern about wraparound having no single training/TA purveyor?
- Are there any other rigorous evaluations occurring, or opportunities to conduct them?



The **National Wraparound Initiative** is based in Portland, Oregon. For more information, visit our website:

www.nwi.pdx.edu



The National Wraparound Initiative is funded by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, United States Department of Health and Human Services.