![National Wraparound Initiative logo]

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. http://www.nwi.pdx.edu/webinars.shtml

Guidelines for Training, Coaching and Supervision of Wraparound Facilitators
2/11/2014

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Agenda for today

- NWI Guidelines
  - Background on who, how and why
  - Outline of the guidelines

- Example: How the guidelines are achieved in practice
  - Training, coaching and supervision, and building local capacity to do it

- Questions
  - Type in your questions any time

The NWI and its workgroups

- The National Wraparound Initiative
  - NWI founded 2003
  - Bring experts together to build formal consensus around key aspects of wraparound
  - Disseminate useful information to the field
- Workgroups
  - Focus developing consensus on specific topics

nwi.pdx.edu

Why was this topic selected?

- Demand from the field to NWI
  - "protect" quality practice
  - provide expectations that are feasible and consistent with high quality
- Advance and Promote High-quality, and Model-Adherent Wraparound
  - Support community training of facilitators
  - Increase positive outcomes for families

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How were the guidelines created?

Identified the need for workgroup and began surveying the community and reviewing some specific products/ideas currently practiced in Wraparound. The workgroup met on an average monthly basis and staring the project in the Summer of 2010.

Taking into account data and suggestions the workgroup began to write up the tool in December 2012 while simultaneously working on additional projects like the Theory of Change. The first draft of this tool was finished in March 2013

The draft was sent to NWI Core members for feedback and then updated with feedback three additional times before publishing the tool in early Summer of 2013.

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Training, Coaching and Supervision for Wraparound Facilitators:

Guidelines from the National Wraparound Initiative

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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 outcomes. Trainees also have the opportunity to see good practice performed, either live or via video, in real or simulated situations. Finally, trainees have the opportunity to practice, and are given reliable feedback about their practice. As trainees become more proficient, the focus of training and coaching shifts gradually from *imitation* of skillful performance to *production* of skillful performance. This shift comes about as trainees gain a deepening understanding not just of *how* to optimize their performance in response to specific situations, but also of *why* these optimizations should help contribute to desired wraparound outcomes.

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 example, that genuine, strengths-based respect for families and youth is demonstrated at all times, regardless of whether they are present or not. The wraparound principles also govern interactions between trainers and trainees, and among trainees. Training and coaching thus reflect and reinforce wraparound's stress on collaboration and individualization, and wraparound's respect for the variety of backgrounds and assets that different people bring to the work.

The descriptions are intended to represent the minimum that is expected, and to provide standards that not only promote high-quality, model-adherent wraparound, but also are

replicable. These standards can be—and indeed, are—currently achieved in real-world wraparound settings.

This document focuses only on training specific to wraparound facilitation. New employees in wraparound typically need additional training as well, in topics such as systems partners and mandates, program eligibility; intake procedures, assessment, documentation and authorization, mandatory reporting, and so on. Additionally, facilitators who work in wraparound typically have the opportunity to participate in ongoing advanced trainings on a diverse set of topics from resolving conflict to trauma-informed approaches to developing natural supports and community resources. However, the focus here is only on the core of wraparound-specific and facilitation-specific training.

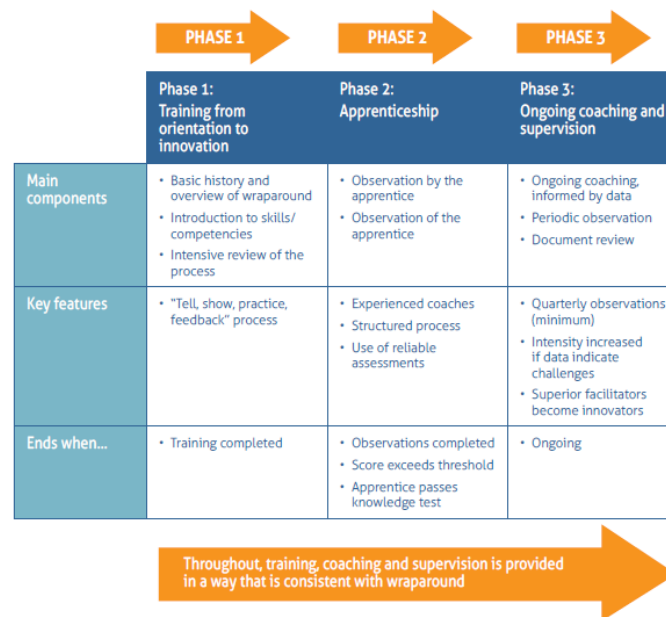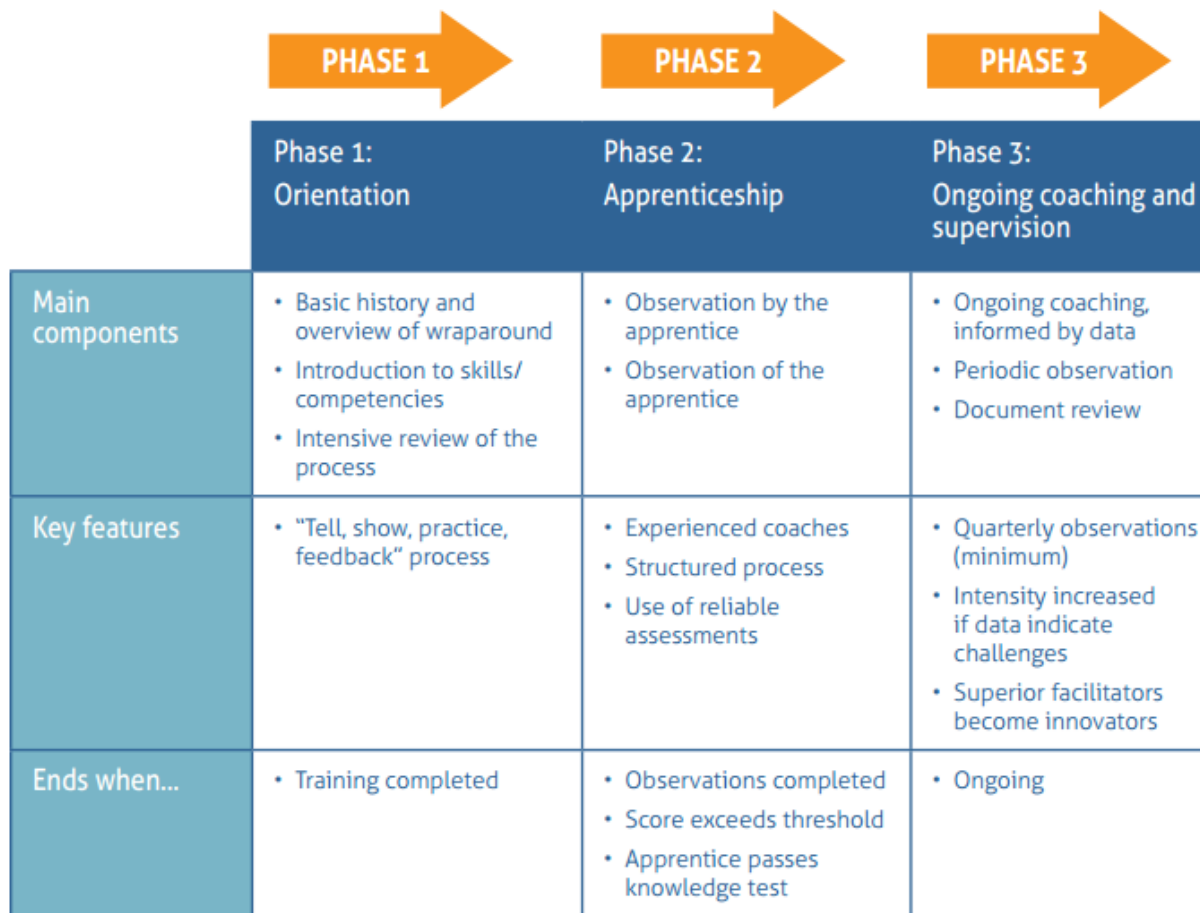### Figure 1. Training from orientation to innovation

	PHASE 1	PHASE 2	PHASE 3
	Phase 1: Training from orientation to innovation	**Phase 2:** Apprenticeship	**Phase 3:** Ongoing coaching and supervision
Main components	• Basic history and overview of wraparound • Introduction to skills/ competencies • Intensive review of the process	• Observation by the apprentice • Observation of the apprentice	• Ongoing coaching, informed by data • Periodic observation • Document review
Key features	• "Tell, show, practice, feedback" process	• Experienced coaches • Structured process • Use of reliable assessments	• Quarterly observations (minimum) • Intensity increased if data indicate challenges • Superior facilitators become innovators
Ends when...	• Training completed	• Observations completed • Score exceeds threshold • Apprentice passes knowledge test	• Ongoing

Throughout, training, coaching and supervision is provided in a way that is consistent with wraparound

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Figure 1. Training from orientation to innovation

	PHASE 1 → Phase 1: Orientation	**PHASE 2** → Phase 2: Apprenticeship	**PHASE 3** → Phase 3: Ongoing coaching and supervision
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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 <u>reliable</u> feedback
- Shift from imitation to skilled performance
  - Deepening understanding of how to respond to situations and why

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Overall training approach (continued)

- Training adheres to wraparound principles
  - Maintain respectful "wraparound stance" toward families and children/youth,
  - Training is strengths based, individualized, data informed
  - Trainers/coaches collaborate with trainees
  - Training plan and progress are clearly documented
    - Which elements of training has trainee received
    - What is the quality of practice

Orientation:
Before working with families

- Exposure to key topics
  - Overview: history, model definition, expected outcomes, theory of change
  - Introduction to skills/competencies
- Intensive review and practice of activities (tell, show, practice)

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Apprenticeship

- Trainee is paired with an experienced coach
  - Expert peer or outside expert with training/certification in coaching
  - Transition observer -> observee
  - Reliable feedback, structured process for feedback
- Apprenticeship ends when
  - at least three observations complete
  - benchmark scores are met
  - knowledge test passed

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Ongoing coaching and supervision

- Periodic observation and document review
- Opportunity to collaborate with other expert peers is helpful

Development Process and Impact

- Through this collaborative effort and diligence with NWI Workgroup members. We achieved:
  - Development of a the tool
  - Increased understanding of Facilitator training, supervising and coaching nonnegotiable
  - Reference material and tool implementations may use to increase model adherence and thus supporting children, youth and families.
- This approach is feasible
  - Agencies can do this within existing resources

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.

Find us on Facebook at https://www.facebook.com/nwi.pdx!

Who We Are

- The Institute for Innovation and Implementation is a national implementation center that provides T/TA related to child/family-serving systems.
  - Policy, financing, systems structures
  - Research and evaluation
  - Practice model implementation
    - Wraparound, evidence based practices, peer support, etc.
- Contract with CMS to provide training and coaching in Wraparound at no cost to states implementing the 1915(c) Medicaid Psychiatric Residential Treatment Facility (PRTF) demonstration waiver
- Partner in developing the National Wraparound Implementation Center
- Centralized Hub for the National Technical Assistance Network for Children's Behavioral Health

Our Training and Coaching Model

- Grounded in Implementation Science
  - Building local capacity
  - Providing technical assistance at the state level/policy level
  - Workforce development
    - Focused on enhancing skill development
      - Certifying a cohort of Local Coaches/Trainers
      - Training Care Coordinators and Parent Peer Support Partners in core training areas (also includes administrators, supervisors, local coaches)
  - Evaluation Support

Implementing High Fidelity *AND* High Quality Wraparound Practice with Children, Youth and Their Families.

Theory of change outline

Inputs

Ten Principles

Coaching, training, QA

Skillful wraparound practice

Phases and activities

Process outcomes

High quality, high fidelity wraparound process. Team members are:

- Working from a shared, strengths-based view of the family
- Committed to the team, its decisions and goals
- Motivated to implement team decisions
- Optimistic about achieving goals
- Focused on goals/needs that are important for the family
- Able to devise creative, strategies
- Active in gathering and using data and feedback to monitor the plan

Intermediate outcomes

**Participation in wraparound builds family assets:**

- Experience with proactive planning and coping
- Confidence in ability to solve problems, optimism about future
- Confirmation of family strengths and positive identity

Services and supports work better, individually and as a "package"

- Service/support strategies match needs
- Strategies complement one another and fit family context
- Plan includes formal and informal services/supports
- Improved access, engagement, commitment and retention in services/ supports

Longer-term outcomes
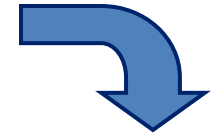
Positive child/youth and family outcomes

- Team goals achieved, needs met
- Increased family assets
- Increased family empowerment, self-efficacy, positive self-regard
- Improved functioning: e.g., mental health, education/ vocation, safety, etc.
- Increased social support and community integration
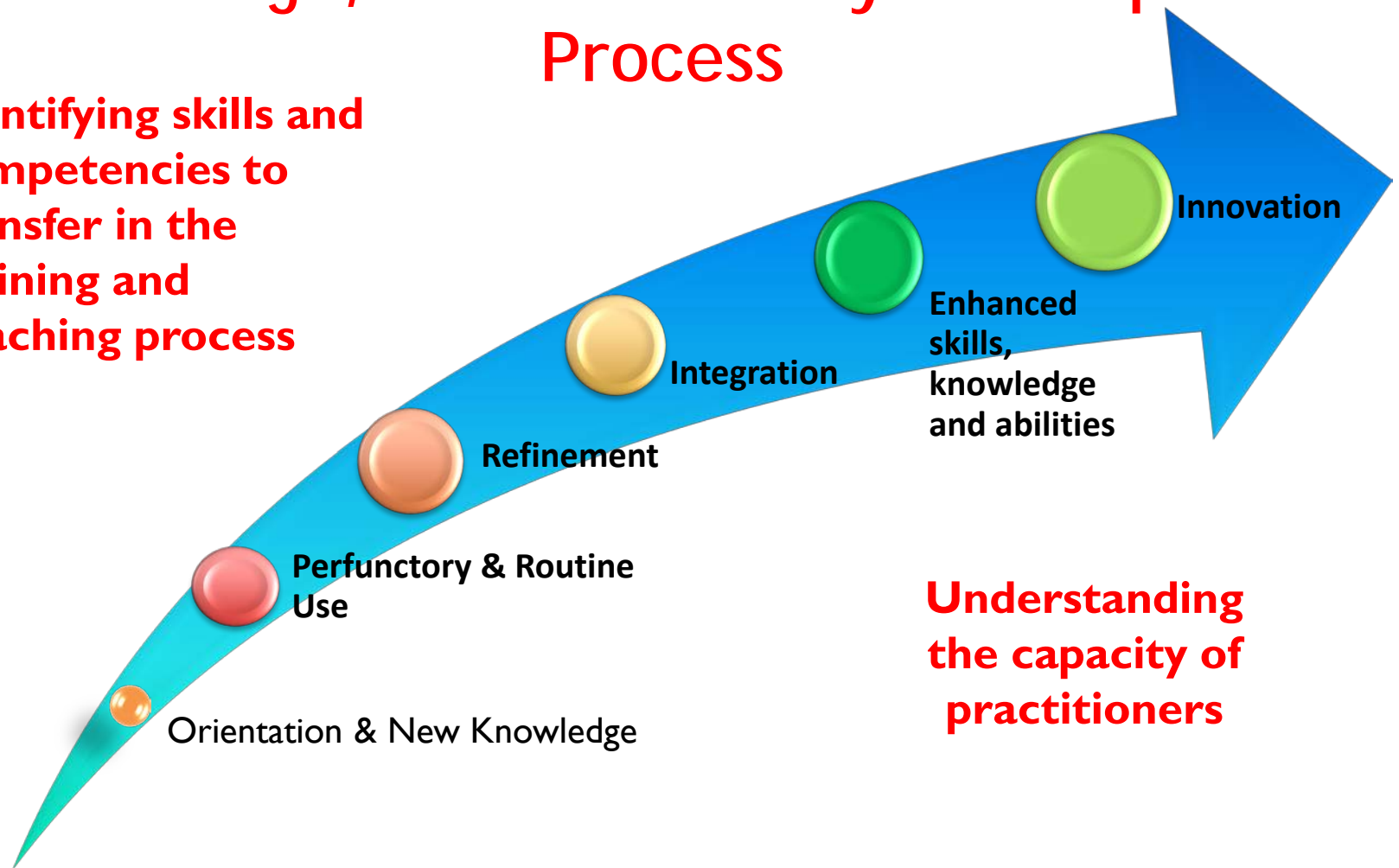
Developing the Model for Training and Coaching

- Training, combined with coaching, create conditions in which quality implementation happens. They are important components to achieve positive outcomes (Joyce & Showers, 2002).

- Operationalizing the Values—Focus on Skill Development in the Model

Components of Effective Training

Telling

Showing

Practicing

Feedback

Components of Effective Coaching

Accessible

Based on Practice Model

Individualized

Reflective

Supportive

Flexible
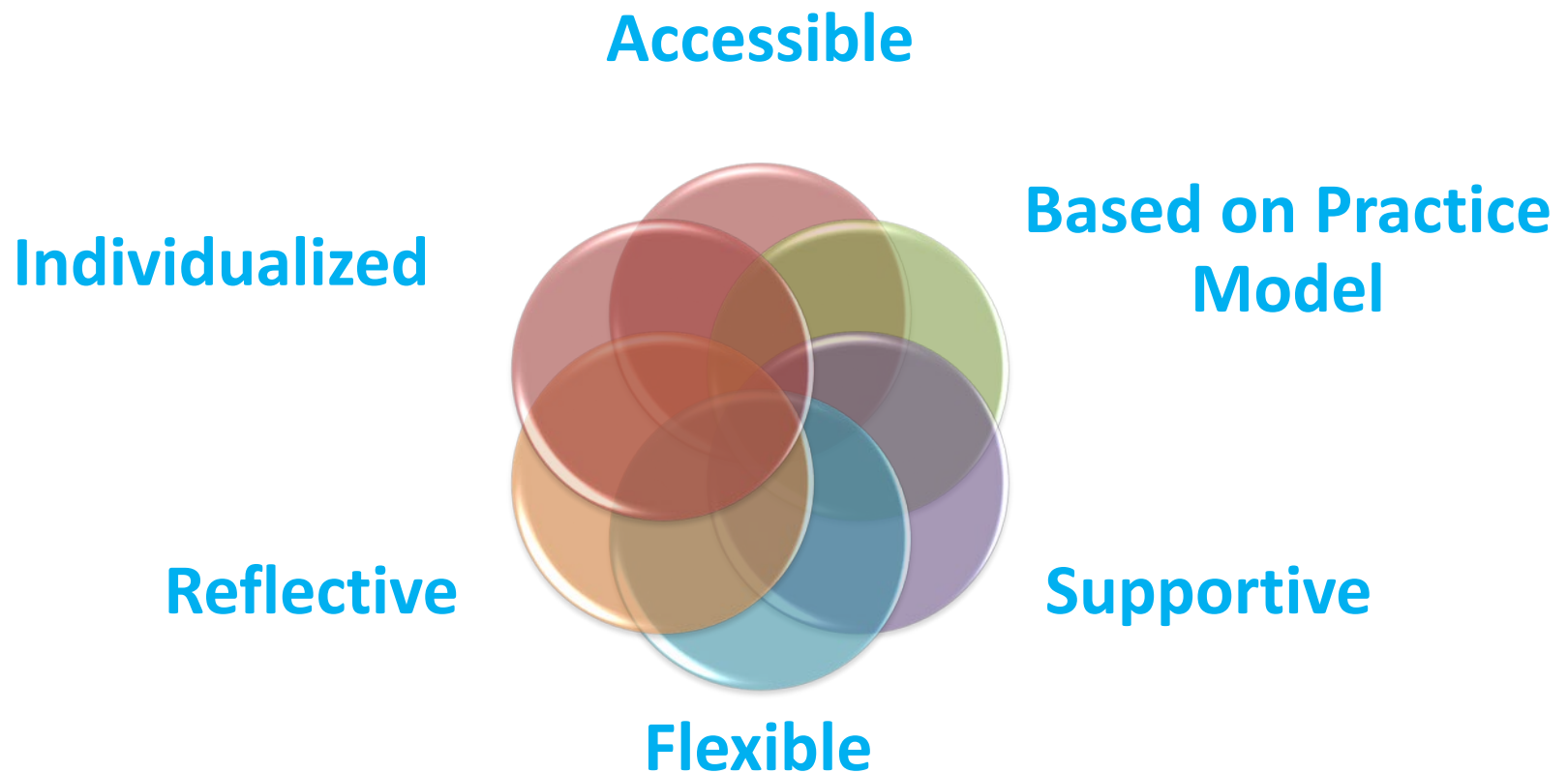
Workforce Development is a Core Component in Implementation

Workforce development in a High-Quality Wraparound Practice Model should build practitioners:

- **Knowledge** of the history, theory, philosophy, and rationale for Wraparound as a practice model

- **Understanding** of the components of wraparound and *demonstration of* the practice elements

- **Behavior rehearsal** to **practice** the skills and receive **feedback** on the practice

(Blase et al., 1984; Joyce & Showers, 2002; Kealey, Peterson, Gaul, & Dinh, 2000)
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Phase I: Orientation

Orientation to the Wraparound process and The Institute's Certification Process

– Coaching Tools for Supervisors and Local Coaches (1 day)

– Introduction to Wraparound (3 days)

– Engagement in Wraparound (1 day)

How We Talk about Wraparound

- The wraparound **philosophy** asserts that, to be most effective, services should be family- and youth-driven, individualized and holistic, culturally competent, and based in the community wherever possible.

- The Wraparound **practice model** is a team-based process for planning and implementing services and supports for youth with complex needs that adheres to this philosophy.

- The Wraparound practice model is a core component of systems of care

How We Define Wraparound

Wraparound is an intensive, holistic method of engaging with individuals with complex needs (most typically children, youth, and their families) so that they can live in their homes and communities and realize their hopes and dreams.

This **intensive, individualized, care planning and management process** builds on the collective action of a committed team comprised of family, friends, community, professional, and cross-system supports mobilizing resources and strengths from a variety of sources resulting in the creation of a plan of care.

Explaining Why Wrap

- To ensure parents/caregivers and youth have <u>ACCESS</u> to the people and processes in which decisions are made and are included in the decision making process

- To ensure family <u>VOICE</u> is heard and listened to at all phases of the process.

- To ensure the parent/youth have <u>OWNERSHIP</u> of the plan in partnership with the team and are committed to any plan concerning them.

From: An Analysis of the Interaction Among Systems, Services & Individualized & Tailored Care: A Report from the Field by Whitbeck, Kimball, Olson, Lonner, McKenna, Robinson

Wraparound Creates Possibilities to…

- View alternative ways to organize systems to provide help

- Partner with families in a different way

- Look beyond behaviors to more holistic needs

- Move from professional driven service delivery to genuine partnerships with families

- Focus on the youth in the context of home, school, and community

- Include non-traditional helpers in the process

Principles of Wraparound
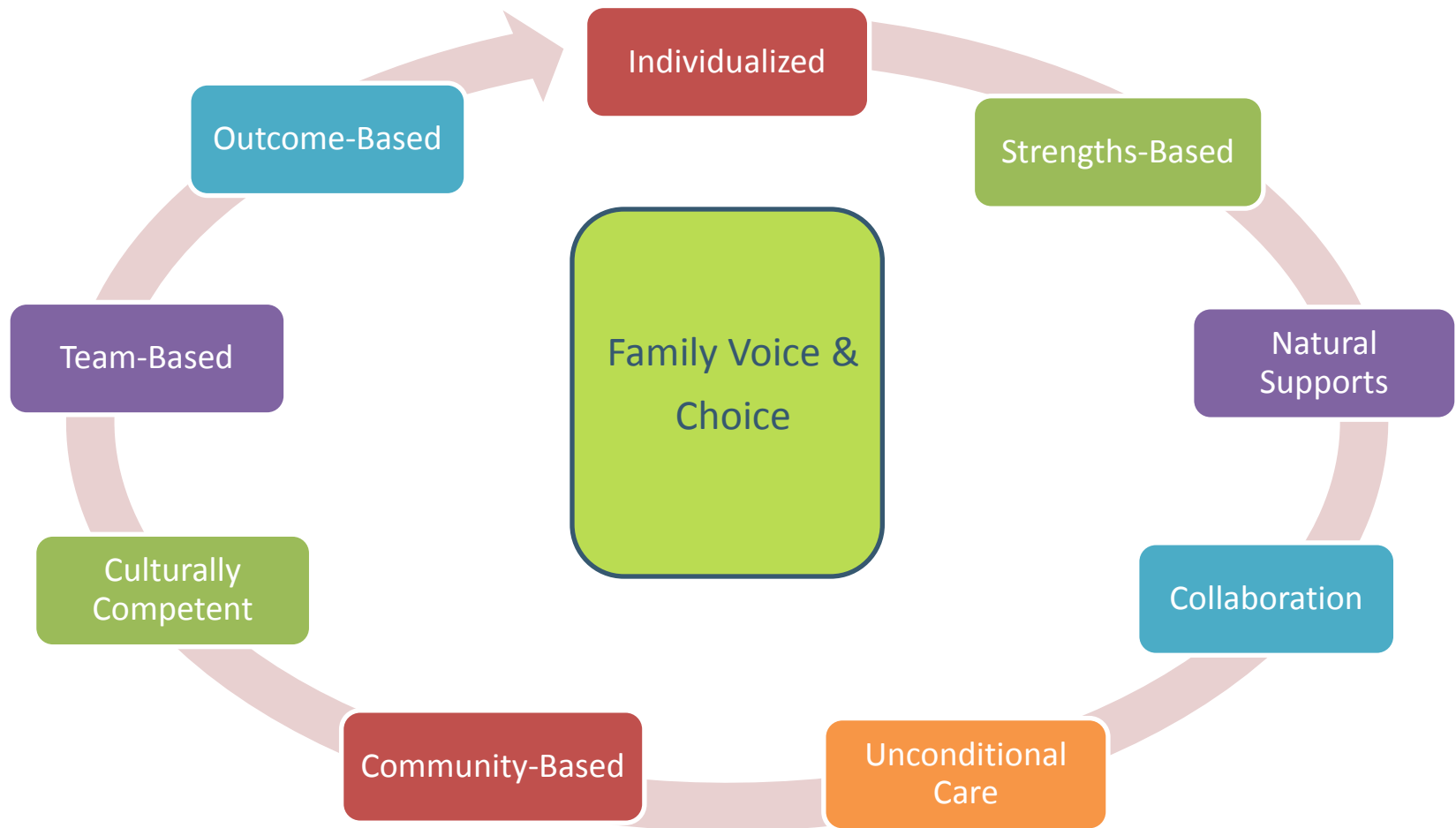
Key resource: Ten principles of the Wraparound process

www.nwi.pdx.edu/NWI-book/Chapters/Bruns-2.1-(10-principles-of-wrap).pdf

Additional resources on principles: www.nwi.pdx.edu/NWI-book/pgChapter2.shtml

What Makes Wrap Unique: 4Key Elements

Grounded in a strength's perspective	Driven by underlying needs
Supported by an Effective Team Process	Determined by Families
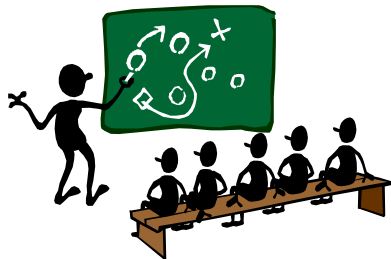
For wraparound to be considered high-fidelity and quality practice, all 4 elements must be present

Ecological Framework

Chronosystem

(Changes in environments or people over time)

Macrosystem

(Broad ideology, culture, and customs)

Exosystem

(the youth does not directly experience but has impact on the youth's environment)

Mesosystem

(relationships between systems in the microsystem)

Microsystem

(Youth and their immediate relationships)
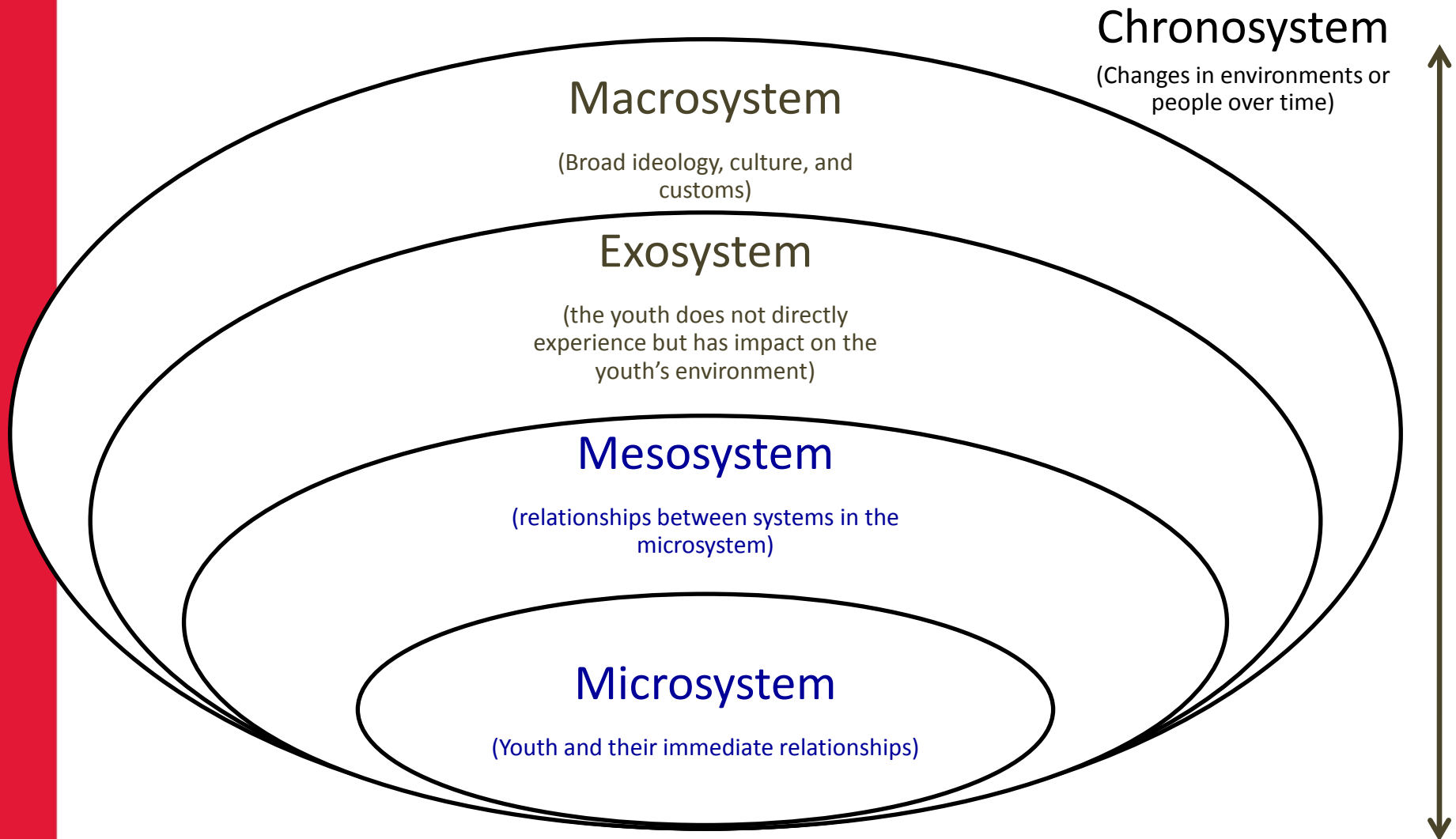
Bronfenbrenner, 1979

The Phases of Wraparound

Phase 1A — Engagement and Support

Phase 1B — Team Preparation

Phase 2 — Initial Plan Development

Phase 3 — Implementation

Phase 4 — Transition

Time
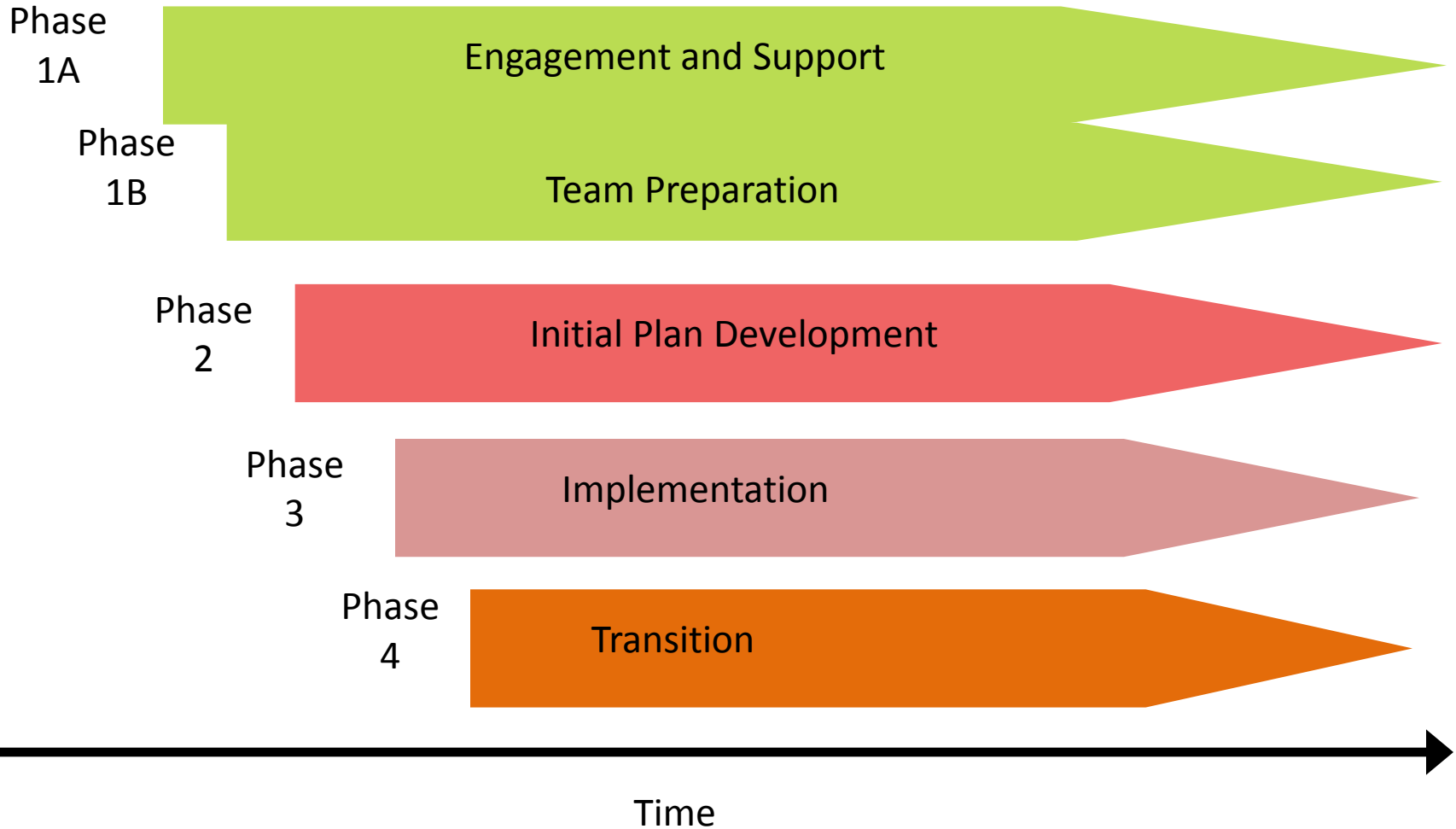
Key Phase II Apprenticeship

- Minimum of 6 months coaching both onsite and virtually before next training
- Training:
  - Intermediate Wraparound Practice (apx. 6 months after Intro 2 days for care coordinators, supervisors and local coaches)
- Coaching:
  - Through the phases
  - Home Visit Observations
  - Team Observations
  - Supervision Participation and Observation
  - Document Reviews
  - Onsite and virtual
  - Practice using the Wraparound Practice Improvement tools

Wraparound Practice Improvement Tools (WPIT)s

- **Wraparound Practice Improvements Tools (WPITs):**
  - Coaching Observation Measure for Effective Teams (COMET)
  - Supportive Transfer of Essential Practice Skills (STEPS) Wheel
  - Coaching Response to Enhance Skill Transfer (CREST) Tool
  - Supervisory Assessment System (SAS) Tool

WPITs Designed with support from Pat Miles Consulting

Coaching Observation Measure for Effective Teams (COMET)

- Designed to be a tool to be used in supervision, team observations and plan of care reviews

- Walks across the 4 phases of wraparound, identifying 1 essential process component (EPC) that must happen within each key element

- Within each process there are a list of skills to demonstrate and be scored. Other tools are used to walk through the process of identifying process gaps

Supportive Transfer of Essential Practice Skills (STEPS) Wheel

- Tool to assist coaches with staying "on track" about the necessary Wraparound elements

- Designed to construct a dialogue with Wraparound staff starting with the initial family conditions and working your way around the wheel

Step One: Initial Conditions

Step Two: Strengths

Step Three: Team

Step Four: Needs

Step 5: Mission

Step Six: Options

Step Seven: Actions

Step Eight: Outcomes

Designed with support from Pat Miles Consulting

Coaching Response to Enhance Skill Transfer (CREST) Tool

- Employee proactive coaching tool

- Use in Supervision to give feedback to staff on what you want them to do connected to the action step in the wheel.

- Supervision, wheel, identify breakdown, give direction, when you'll follow up

Designed with support from Pat Miles Consulting

The CREST

Step	Tips	What You Did
Introduce the task	Break duty into tasks Keep it simple (no more than 4) Relate the task to employee experiences	
Why do you want it done this way?	Relate your steps to 1 of 4 Key Elements Relate your steps to employee gain (makes work easier, better, faster, etc.)	
Demonstrate the task	Discuss it Show the employee Ask the employee to show you Point out other employees who do it this way Other: _____	
When	Define when to use this with most families Date for the staff to implement:_____ (Within the next week to ten days)	
Follow-up	Name a date for follow-up	

Supervisory Assessment System (SAS) Tool

- Designed to be used as a quality review tool for managers and outside coaches
- Assesses supervisors and how they transfer and build skill in their staff in the areas of communication, coaching and analysis

Communication					
No evidence of values in discussions with staff	2	Values are evident in the organization & typically through formal activities	4	Values discussed frequently through incidental coaching/supervisory interactions	Your Score:
1		3		5	
No evidence of staff behaviors being linked to values	2	Staff behaviors are tied to values in coaching/supervisory interactions at least 50% of time	4	Staff behaviors seamlessly tied to values in all coaching/supervisory interactions	
1		3		5	Total: 10

Phase III: Ongoing Training and Coaching

- – Advanced Wraparound Practice (12 months after Intro -2 days for supervisors and local coaches)
- – Ongoing training and coaching
- – Local Coaches providing training with coaching support
- – 12-18 months working toward certification of local coaches
- – Ongoing learning collaborative support

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