Welfare Peer Technical Assistance Network
SPIPA Technical Assistance Request #227
Summary Report

Prepared for
The Administration for Children and Families
Office of Family Assistance

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Introduction and Background Information[1]
The South Puget Intertribal Planning Agency (SPIPA) is located in Shelton, Washington between Olympia and Shelton. SPIPA, a Tribal TANF Consortium, is comprised of five Tribes: the Chehalis, Nisqually, Shoalwater Bay, Skokomish, and Squaxin Island Tribes. The Tribal TANF program offices serve urban and rural Native Americans at six offices (three Tribal locations, two urban locations, and one administration office) in Pierce County and Kitsap County, and at Nisqually, Skokomish and Squaxin Island; there is also an office that serves Mason County. SPIPA currently has approximately 4,000 TANF participants and 300 families.

In January 2014, Ms. Gwen Gua, SPIPA's Social Services Manager, submitted a TA Request to the Welfare Peer TA (WPTA) Network seeking onsite training on wraparound services; SPIPA hopes to enhance its case management services for the three Tribes currently operating Tribal TANF/Child Welfare coordination grants by incorporating the principles of wraparound services into its service delivery. SPIPA requested that the Native American Training Institute (NATI) conduct a five-day culture-based wraparound training session titled: "Wraparound in Indian Country: The Ways of the People Are Who We Are." The training is an adaptation of national training incorporating Native American perspectives and best practices learned by Tribes. The authors have fused the traditional teachings of their communities, mainstream ideas, and lessons learned in practice into this training, which represents the culmination of years of experience in utilizing wraparound with Native American families. The TA Request stated that approximately 20 staff could be involved in the training.

The Welfare Peer TA team hosted a call with Ms. Gua and Deb Painte of NATI to discuss and review the technical assistance request. The group confirmed that Ms. Painte will conduct the training for SPIPA on March 10-14, 2014, and 22 staff will attend. The training will be held at Squaxin Community Kitchen.

Technical Assistance Plan Goal and Objectives
Based on the TA Request and subsequent conversation, WPTA developed a TA Plan with two objectives:
- To support SPIPA in enhancing its case management services for the three Tribes currently operating Tribal TANF/Child Welfare coordination grants by incorporating the principles of wraparound services into its service delivery.
- To facilitate technical assistance for SPIPA through a five-day onsite visit focusing on wraparound services training. TA will be provided by consultant subject matter experts from NATI.

To accomplish these objectives, WPTA provided technical assistance by facilitating a five-day onsite Wraparound Services training for SPIPA staff that are a part of the wraparound process or are supervising individuals that are implementing the process. The training was designed to prepare the participating Tribes to implement a wraparound care framework that defines agency roles, identifies areas for resource sharing to strengthen services, and establishes a common language to facilitate collaboration. Outcomes included understanding the wraparound process

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[1] This information was collected from SPIPA's TA Request and initial conference call with the TA Requestor.

and how it can enhance service delivery for multiple complex needs individuals and their families, and learning the skills necessary for the implementation of wraparound services, including facilitating the wraparound process and conducting wraparound meetings.

Wraparound Services Training
The Wraparound Case Management Training was held on March 10-14, 2014 from 9:00 a.m. to 4:30 p.m. at the Squaxin Community Kitchen in Shelton, Washington and was facilitated by WPTA and NATI (see Appendix A). Twenty participants from the Tribes that comprise the consortium attended, including ICW case managers, family services directors, and the SPIPA social services manager. The training included four major components – The Paradigm Shift, Preparing for High-Fidelity Wraparound, Developing the Wraparound Plan, and Conducting the Wraparound Meeting.

The Paradigm Shift
Competencies
The competencies in which participants would be skilled after this component of the training include:

- Understanding the impact of historical trauma and its relationship to working with Native American children and families;
- Understanding the impact of intergenerational grief and acculturative stress and their effects on family dynamics;
- Becoming aware of the signs of unresolved grief;
- Exploring various ways in which Native peoples dealt with trauma and grief;
- Identifying strengths and weaknesses in the current system and understanding the need for change in practice in working with Native children and families;
- Becoming familiar with the history, basic framework, core values, and guiding principles of a System of Care; and
- Differentiating a System of Care from the wraparound process.

Wraparound Overview and Background
Ms. Deb Painte from NATI opened the training by providing a brief overview and background of wraparound training. She explained that wraparound is a comprehensive way of planning for services, and that the "Wraparound in Indian Country" training module was developed from the experience of North Dakota Tribal Nations in implementing wraparound in Native American communities through the Sacred Child Project. The Sacred Child Project was an inter-tribal demonstration project funded by a grant from the Center for Mental Health Services under the U.S. Department of Health and Human Services; it was developed in response to the alarmingly disproportionate statewide statistics regarding the placement of Native American children in North Dakota.

Historical Trauma, Intergenerational Grief, and Acculturative Stress
NATI next discussed how historical trauma, intergenerational grief and acculturative stress impact the wraparound process by framing challenges to combat self-esteem issues in Native American communities. Ms. Painte explained how these three concepts inform not only how social workers relate to the children and families they serve, but also how these families relate to

social workers. NATI also reviewed various indicators of unresolved trauma and grief, including suicidal ideation, self-destructive addictions, intense self-blame or feeling unworthy, remaining in victim or perpetrator roles, and pathological dissociation, as well as the cultural supports that Native people employed to deal with these feelings prior to relocation on reservation lands. Ms. Painte then led participants in a discussion on the status of children within the SPIPA Tribes, explaining that children's well-being is usually a good indicator of community health.

Barriers to Effective Service
Participants next analyzed and presented recommendations on a case study entitled, "What Do We Do with Hugh?" This case describes a youth and family facing several challenges in and outside of the home, and facilitated reflection on potential problems within SPIPA's current social services delivery system. The group broke up into five subgroups representing Mental Health, Substance Abuse, Law Enforcement, Child Welfare, and Education/Special Education; each group was asked to identify solutions to address Hugh's issues. As each group provided different referrals to existing social services organizations, NATI asked how all of these different services and supports would be monitored, and noted how difficult it would be for the family to keep track of all of the information provided. Ms. Painte explained that the current system is service-driven, meaning it focuses on available services rather than families' actual needs. Wraparound teaches social service providers how to look at the big picture and to prioritize need. Barriers that prevent service providers from operating in a needs-based rather than a service-based system include limited collaboration, categorical funding, use of specialized language and multiple plans, and a lack of family involvement in decision-making.

System of Care
The System of Care (SOC) framework aims to address these barriers and to help human services organizations provide comprehensive case management. NATI provided an overview of the SOC framework and its guiding principles. The SOC characteristics are individualized care practices, culturally competent services and supports, child and family involvement in all aspects of the system and measures of accountability, and interagency coordination. The SOC core values are that services provided are dictated by the needs of the family and the child, community-based, and culturally competent and responsive to cultural, racial, and ethnic differences of the populations served. SOC guiding principles include a comprehensive array of individualized services and supports that provide the least restrictive, most normative environment that is clinically and culturally appropriate; families that are full participants in all aspects of service planning and delivery; and early identification and interventions to enhance the likelihood of positive outcomes.

Ms. Painte reviewed the history of System of Care and explained how the SOC framework is a guide and not a prescription. The SOC framework can include Mental Health Services, Social Services, Educational Services, Health Services, Substance Abuse Services, Vocational Services, Recreational Services, and Operational Services. She emphasized the point that wraparound is not a service, but rather a process, and noted that while you can provide wraparound without a system of care, a system of care framework is very helpful for facilitating the wraparound process. The SOC organizes programs at the macro level, and wraparound makes the SOC "come alive."

Wheel Within a Wheel Exercise
The group then performed an exercise where they separated into two groups and formed an inner and outer circle. The participants faced each other and asked questions before moving one step to the right to face a new individual. Some of the questions participants asked each other about included annoying habits, secret talents, names and nicknames, greatest source of stress, go-to person when in need of help, how to better their communities, and what they do to stay healthy and have fun. After the exercise, Ms. Painte explained that wraparound participants are often asked the same types of questions, and they are meant to increase awareness about personal strengths and the ability to rise out of current situations. Some of the questions may also inspire uncomfortable thoughts or responses. Wraparound facilitators should have empathy for wraparound participants and build a rapport that encourages open dialogue and sharing.

Difference between SOC and Wraparound
Ms. Painte summarized that SOC is a framework to organize community services and supports with guiding principles and core values, and the wraparound process is a collaborative, team-based process to plan services and supports for individual youth and their families with guiding principles. NATI clarified that one can have wraparound without using a SOC framework, but using SOC helps establish an organizational culture well-suited for wraparound. The SOC can include Memorandums of Understanding that spell out core values and guiding principles.

Preparing for High-Fidelity Wraparound
Competencies
The competencies in which participants would be skilled after this component of the training include:

- Becoming familiar with the principles, phases and steps of the wraparound process;
- Defining and providing examples of family culture;
- Identifying professional services and community supports in their own communities;
- Defining natural and professional supports and identifying the difference between them;
- Becoming familiar with wraparound practice requirements and culture-based wraparound; and
- Performing a Community Strengths Discovery.

Wraparound Principles
Ms. Painte then reviewed the history of the wraparound process, noting that the term "wraparound" was first coined in the early 1980's by Dr. Lenore Behar and utilized by Dr. John VanDenBerg in the Alaska Youth Initiative. She also discussed the National Wraparound Initiative, a diverse advisory group of over 30 parents, parent advocates, wraparound trainers, practitioners, program administrators, researchers, and SOC technical assistance providers that convened in Portland, Oregon in 2003. They developed ten principles and four phases of the wraparound process that determine what must happen in wraparound and how it must be accomplished. The ten principles are:

- Family voice and choice
- Team-based
- Natural supports
- Collaboration

- Community-based
- Culturally competent
- Individualized
- Strength-based
- Unconditional care
- Outcome-based

To achieve high-fidelity wraparound, all ten principles must be reflected in every phase and activity of the wraparound process.

Wraparound Phases
NATI next led participants in a discussion on the four phases of the wraparound process. During Phase I, **Engagement and Team Preparation**, the goal is to establish trust and a shared vision between the case manager and the client. This involves an initial conversation around strengths, needs, culture, and vision guided by principles of wraparound and teamwork. The purpose of this initial step is to establish team ownership of the process.

Phase II, **Initial Plan Development**, aims to promote team cohesion and shared responsibility towards the team mission and the goals of the youth and family. To do this, team trust and mutual respect must be strengthened, and an initial Plan of Care (POC) must be established using a high quality planning process with a special emphasis on youth and family voice and choice.

In Phase III, **Implementation,** the purpose is to meet needs of the youth and family and to build supports so that formal wraparound is no longer needed. This is done by implementing the wraparound plan with process and successes subject to continual review so that changes can be made and implemented as needed. Activities and POC planning are repeated until the team's mission is achieved.

Phase IV, **Transition,** is overarching, with the purpose of focusing on transition throughout the wraparound process, beginning with engagement in the first phase and continuing through the implementation of the wraparound.

Wraparound Steps
These phases are supported by a set of eight wraparound process steps developed by Dr. VanDenBerg:

1. Engagement of the child and family;
2. Immediate crisis stabilization and safety planning;
3. Strengths, needs, culture, and vision discovery;
4. Child and family team formation and nurturing;
5. Creating the child and family team plan, which includes preparing for the meeting, facilitating the meeting, and the wraparound plan;
6. Ongoing crisis and safety planning;
7. Tracking and adapting the wraparound plan; and
8. Transition out of formal services.

Wraparound Practice Requirements
NATI also discussed how to address legal and ethical issues during the wraparound process, and mentioned that some organizations include a confidentiality clause on every wraparound meeting

attendance sheet to ensure rights are respected. Ms. Painte also reviewed wraparound practice requirements. These practice requirements stipulate that wraparound must be a community collaborative structure led by an administrative and management organization that utilizes a referral mechanism and a strengths and needs assessment, and has resource coordinators to facilitate the process. A child and family support team must be formed to develop an individualized plan of care and a crisis/safety plan through an interactive process, and the plans must indicate measureable outcomes to be monitored on a regular basis. All plans must be reviewed by the community collaborative structure.

Culture-Based Wraparound
Ms. Painte reminded the attendees that the wraparound process should be built on a foundation of culture. The higher standard for cultural competence means that services should be integrated into the culture as opposed to culture being integrated into services. Culture-based wraparound should be grounded in the family's culture, designed by members of their culture, and provided by culturally matched staff. However, culture-based wraparound may not be appropriate for all Native families because they are all different. Ms. Painte then led the participants through an exercise entitled "Respecting Family Culture: The Bungling Host," which highlighted different family cultures of Bear, Kingfisher, and Coyote and emphasized the importance of framing expectations of families.

Community Strengths Discovery
NATI then guided participants through a community strengths discovery exercise to reveal the resiliency in their communities. During this session, participants identified types of professional and natural community supports. Professional supports included expertise, education, neutral perspective, resources, formal process and procedures, and confidentiality. Natural supports listed easy access, non-discriminatory, trust, satisfaction, flexibility, "invested," and knowledge of history. The group discussed the advantages of both categories, and learned the necessity of achieving a balance between natural and professional supports in a wraparound plan.

Developing the Wraparound Plan
Competencies
The competencies in which participants would be skilled after this component of the training include:

- Differentiating between deficit-based and strengths-based assessments;
- Writing a comprehensive Strengths, Needs, Culture & Vision (SNCV) Discovery;
- Identifying Child and Family Support Team (CFST) members while completing the SNCV Discovery;
- Identifying and understanding the components to a Plan of Care;
- Utilizing a SNCV Discovery to finalize a CFST and write a Plan of Care;
- Understanding the process to finalizing a Plan of Care;
- Completing a sample Plan of Care form or effectively modifying the format to complete a Plan of Care; and
- Beginning the process for transition planning through use of transition planning forms that document the vision of the youth and family.

SNCV Discovery and CFST
Ms. Painte first led the participants in an exercise to understand strategies for writing a SNCV Discovery. Participants listened to two case studies: one from a social history perspective and the other documented using the SNCV Discovery process. The social history example focused primarily on self-sufficiency barriers and left a negative impression among the training participants of the family highlighted in the case study. Alternately, the SNCV Discovery left participants with a positive, more complete understanding of the entire family by identifying family needs and strengths. A SNCV Discovery helps facilitate writing strength-based Plans of Care that are in line with the family's goals, values, and beliefs so that families are more motivated to help themselves.

The SNCV Discovery also helps identify CFST members. This is crucial because the team helps the family brainstorm options for achieving success with their plan, ensures the family's needs are balanced against the needs of the participating agencies, and also addresses specific tasks in the plan. Ideal candidates include individuals who know the family best and may have helped them in the past and/or people who are currently assisting the family as natural or professional supports. NATI reviewed various methods to identify and gather information about team members, including the form method, chat method, and relationship map.

Wraparound is impossible without a good SNCV Discovery. When creating a Plan of Care, each strategy must be linked with an identified strength in the child, family, and/or community. The family must be a driving force in planning; they must indicate their expectations for the wraparound process. What does the family want their life to be? The Discovery should read like a story and provide detail in describing identified strengths. It should use the family's own words and become a living document that "grows" as work with the family continues. Ms. Painte provided the participants with tips on properly completing an SNCV form. She reviewed writing and identifying youth vision statements, family vision statements, family needs and concerns, and the family's definition of success through the Vision, Team Mission and Progress Summary form (see Appendix B).

Plan of Care Components
NATI next discussed the different parts of a Plan of Care, and reviewed important plan development objectives. The ten parts of a plan are:
1. Life Domain
2. Strengths (specific to life domain)
3. Needs
4. Long-Term Goal(s)
5. Short-Term Goal(s)
6. Options and Prioritization (not on template)
7. Plan
8. Budget
9. Outcomes
10. Crisis and Safety Plan (not on template)

Developing a Plan of Care
Ms. Painte then led participants in the development of a Plan of Care via a Plan of Care template (see Appendix C). The Plan of Care focuses on one "life domain" (e.g., residence, social, cultural, etc.) and outlines the family's strengths in that area, long- and short-term goals needed in this domain, concrete steps for achieving these goals, and outcomes from this plan. NATI also provided an overview of wraparound meeting development, including meeting protocol and agendas. NATI reviewed sample wraparound meeting agendas and meeting structure templates, and discussed with participants how to run an efficient and effective wraparound meeting. Ms. Painte also provided a Celebrating Success – Pre-Transition Planning form (see Appendix D), which is an optional tool to help families visualize a successful future and determine whether the youth is prepared for graduation from the wraparound process.

Conducting the Wraparound Meeting

Competencies
The competencies in which participants would be skilled after this component of the training include:

- Using interviewing skills, information sharing and prompts to obtain more detailed information from wraparound participants;
- Using or effectively modifying protocol for conducting a wraparound meeting;
- Demonstrating questioning skills to conduct child-centered, family-focused meetings;
- Understanding the importance of delegation and utilizing the strengths of Child and Family Support Team (CFST) members;
- Helping families determine their needs, life domains, and goals;
- Writing a Plan of Care utilizing the CFST and the comprehensive Strengths, Needs, Culture & Vision (SNCV) Discovery;
- Understanding the importance of crisis and safety planning to support wraparound; and
- Completing the process for transition planning through use of transition planning forms that document the vision of the youth and family.

Wraparound Case Management Facilitation Roleplaying
The attendees then participated in a roleplaying wraparound case management exercise based on the Lenny Rides Along case scenario. The participants played different roles during the exercise, including family members, service providers from various agencies, etc. Each attendee was given the opportunity to step out of their role and serve as the wraparound meeting facilitator for a set amount of time following the provided evaluation criteria for meeting facilitation. The criteria included the ability to follow or effectively modify format, the ability to reframe, the ability to remain strengths-based, the ability to keep the meeting child-centered and family-focused, and the ability to use questioning skills to engage the family and team.

As a team, the participants developed a mission statement – "The goal of the team shall be to provide unconditional, positive support and guidance to Lenny and his family so he can be successful in his home and community." They identified natural supports present in Lenny's life, conducted a Strengths Discovery for both Lenny and his family, and developed a complete plan of care focused on the Educational domain. Ms. Painte reviewed the Celebrating Success –

Transition Plan form (see Appendix E), which is utilized when the youth is acknowledged as ready to graduate from the wraparound process.

Crisis and Safety Plans
NATI concluded the training with a brief overview of crisis and safety plans. A crisis plan is necessary for a successful wraparound process. Youth that have developed patterns of behavior are likely to repeat these patterns, so the crisis plan anticipates crises based on past knowledge and provides a clearly-defined response that will help the CFST function during times of stress. It is best to have a plan before the crisis occurs with plenty of time for review so that all team members will know their roles and can perform accordingly. The youth must be involved in the crisis plan, and the plan should change over time to reflect wraparound progress and/or challenges.

A safety plan should be preventive and reactive. While no plan can be foolproof in preventing a crisis, a well-developed safety plan can provide a safe environment for the youth, family and community. The plan should describe what has happened in the past, set clear expectations and goals for the future, clearly define what the youth can and cannot do, prepare for negative community reaction, and provide healthy family alternatives. Both plans should identify potential problems, prioritize them according to seriousness and likelihood of occurrence, and offer a specific prevention and response process that is consistent with the wraparound process.

Outcomes
The participants discussed next steps on how the wraparound process could be used with SPIPA clients. The group agreed that the wraparound approach could be applied at any point in the case management process, but ideally they would incorporate these principles as a preventive measure (i.e., to potentially divert families from entering formal child welfare). Representatives from TANF and ICW identified two initial target populations for engagement in wraparound: (1) families without serious barriers such as domestic violence, multiple court orders, or neglect but still at-risk for entering child welfare; and (2) families preparing to reunite with a child exiting child welfare – this would be to ensure the child receives the proper supports. The group envisioned referrals for wraparound coming from probation and behavioral health departments. Participants agreed that no one department will "own" SPIPA's wraparound case management. Any agency can initiate the process and invite other departments to participate. Prior to reconvening, representatives from TANF and ICW will review their caseloads to identify a good fit to participate in wraparound case management.

Next Steps
In April 2014, WPTA will facilitate a follow-up conference call with SPIPA to check on their progress with implementing the wraparound process and provide additional information that might help facilitate implementation.

<p style="text-align:center"><u>**Appendix A – Training Agenda**</u></p>

<p style="text-align:center">**WRAPAROUND IN INDIAN COUNTRY:**
THE WAYS OF THE PEOPLE ARE WHO WE ARE</p>

<p style="text-align:center">**South Puget Intertribal Planning Agency (SPIPA)**
Squaxin Community Kitchen
Shelton, Washington
March 10 - 14, 2014</p>

<p style="text-align:center">**Part I Agenda**</p>

<u>**Mon., March 10, 2014**</u>	**THE PARADIGM SHIFT**
9:00 a.m.	Registration • PowerPoint Handouts • Name Tents or Badges
9:00 - 9:15 a.m.	Welcome and Overview • Opening Prayer • Introductions and Expectations • Ground Rules • Parking Lot
9:15 - 10:30 a.m. Stress	Historical Trauma, Intergenerational Grief, Acculturative • Community Challenges -- Brainstorm (10 minutes) • "Experiencing Loss" Group Exercise • Definitions • Signs of Unresolved Trauma and Grief • How Did Native People Deal with Trauma and Grief? • Removal of Children
10:30 - 10:45 a.m.	Break
10:45 a.m. - 12 noon	What Do We Do with Hugh? • Group Exercise • Group Presentations • Debrief
12 noon - 1:15 p.m.	Lunch on your Own
1:15 - 1:45 p.m.	Current Delivery System • Barriers to Effective Service Delivery
1:45 - 3:15 p.m.	System of Care (SOC)

- Characteristics of SOC as Systems Reform Initiative
- Core Values
- Guiding Principles
- System of Care Framework
- Components of a System of Care
- Tribal SOC: The Sacred Child Project
- Basic Tenets of an SOC

3:15 - 3:30 p.m.	Break
3:30 - 4:30 p.m. (Optional/Time Permitting)	"Wheel within a Wheel" Exercise –
4:30 p.m.	Adjourn for Day

Tues., March 11, 2014   **PREPARING FOR HIGH-FIDELITY WRAPAROUND**

9:00 – 9:15 a.m.   Opening Prayer, Housekeeping Announcements and Ground Rules

9:15 - 9:30 a.m.   System of Care and Wraparound: What's the Difference?
- Wraparound Movement
- History of Wraparound Process
- Continuum of Family-Professional Relationships

9:30 - 10:00 a.m.   National Wraparound Initiative
- Standardized (10) Guiding Principles
- Wraparound Practice Phases

10:00 - 10:30 a.m.   Wraparound Process and Trauma-Informed Care
- The National Child Traumatic Stress Network
- Definition of Trauma-Informed Child and Family Service System
- Addressing Trauma Requires an Integrated Approach
- Essential Elements of a Trauma-Informed Child Welfare System
- Long-Term Impact of Childhood Adverse Experiences

10:30 - 10:45 a.m.   Break

10:45 - 11:15 a.m.   High-Fidelity Wraparound
- Steps of the Wraparound Process
- Engagement Issues -- Addressing Legal and Ethical Issues
- Practice Requirements for Wraparound

- Wraparound Partners
- Continuum of Family Professional Relationships
- Culture-Based Wraparound

11:15 a.m. - 12:15 p.m.   **WRAPAROUND SKILLBUILDING**
Respecting Family Culture
        "The Bungling Host"

12:15 - 1:15 p.m.   Lunch on your own

1:15 - 2:15 p.m.   Community Strengths Discovery
- Formal
- Natural/Cultural
- Thinking Outside of the Box Discussion

2:15 - 3:00 p.m.   Supports
- Natural Supports
- Professional Services
- Needs versus Services
- Creating Options

3:00 - 3:15 p.m.   Break

3:15 - 4:30 p.m.   Talking in a Good Way
- Cultural Meaning
- The Language of Respect
- Professional Language
- Reframing Language (Time Permitting)

4:30 p.m.   Wrap Session I Concludes

Part II Agenda

<u>**Wed., March 12, 2014**</u>   **DEVELOPING THE WRAPAROUND PLAN**

9:00 – 9:15 a.m.   Welcome and Introductions
- Opening Prayer
- Housekeeping
- Ground Rules

9:15 - 10:30 a.m.   **PHASE 1: Engagement and Team Preparation**
- Strategies for Writing a Strengths, Needs, Culture and Vision (SNCV) Discovery
- Social History versus SNCV Discovery
- Methods to Gather Information for SNCV Discovery

10:30 - 10:45 a.m.   Break

10:45 - 11:45 a.m.	Celebrating Success Part 1 – Vision, Team Mission, and Progress

- Youth Vision Statement
- Family Vision Statement
- Family Needs and Concerns
- How Does the Family Define Success?

11:45 a.m. - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Relationship Maps Needs Parts of a Plan of Care
1:30 - 3:30 p.m.	**PHASE 2: Initial Plan Development** (Note: Crisis and Safety Planning will be addressed separately, although it is part of Phase 2 and continuous through all phases.)

Conducting a Wraparound Meeting and Writing Plans of Care
- Jeremy's First Life Domain/Area of Need
- Jeremy's Second Life Domain/Area of Need
- Clayton's Plan of Care (Optional, Dependent upon Time)

3:30 p.m.	Adjourn Early for the Day
Thurs., March 13, 2014	**THE WRAPAROUND MEETING**
9:00 - 9:45 a.m.	Celebrating Success Part II – Pre-Transition Planning

- Youth Questions
- Family Questions

9:45 - 10:15 a.m.	**Connecting the Skills to Wraparound Meeting Facilitation** Conducting CFST (Wraparound) Meetings

- Meeting Protocols
- Review Sample Wraparound Agenda

10:15 - 10:30 a.m.	Facilitating a Wraparound Meeting and Writing Plans of Care

- Instructions for Mock CFST (Wraparound) Meeting Facilitation (10 minutes)
- Review Skill Demonstration Criteria

10:30 - 10:45 a.m.	Break
10:45 - 11:00 a.m.	**The "Lenny Rides Along" Family** (Wraparound Meeting Facilitation Exercise) **Competency-Based Exercise**

- Role Play Assignments
- Review "Rides Along" Strength Discovery
- Depends on Number of Participants, May Break into Two Groups

11:00 a.m. - 12 noon	Facilitating CFST (Wraparound) Meetings (Practice Exercise)

- Participants Facilitate Meeting 10 Minutes Each
- Debrief 5 Minutes Each

12 noon - 1:15 p.m.   Lunch

1:15 - 3:00 p.m.   **PHASE 3: Implementation**
Facilitating CFST (Wraparound) Meetings (Practice Exercise Continued)

3:00 - 3:15 p.m.   Break

3:15 - 4:00 p.m.   Wraparound Meeting (Group Debriefing)
- Review Group I & II Wraparound Plans for Lenny Rides Along Exercise
- Cross Check -- Wrap Values Present?
- Other Useful Strategies or Comments

4:00 - 4:30 p.m.   Celebrating Success -- Part III Transition Plan

4:30 p.m.   Adjourn for Day

Fri., March 14, 2014

9:00 – 10:30 a.m.   **ALL PHASES OF WRAPAROUND: Crisis and Safety Planning**
- Effective Crisis Planning
- Principles of Crisis Planning
- Steps in Crisis Planning
- Crisis Planning Key Points
- Reviewing Crisis and Safety Plans
  - ➢ Crisis Plans
  - ➢ Other Crisis Tools Available

10:30 - 10:45 a.m.   Break

10:45 - 11:30 a.m.   Writing Crisis Plans

11:30 a.m. - 1:00 p.m.   Lunch

1:00 - 2:45 p.m.   Safety Plans

2:45 - 3:00 p.m.   Break

3:00 - 3:15 p.m.   Other Key Components of Wraparound Process
- Progress Notes
- Critical Incident Reports
- Wraparound Partners

3:15 - 4:00 p.m.   **PHASE 4: Transition**
Celebrating Success Part IV -- Graduation Summary
- Review Transition Planning and Graduation Summary
- Lenny Rides Along Transition Plan

4:00 - 4:30 p.m.   Wrap-Up
- Q & A
- Evaluation

4:30 p.m.   Training Concludes

Celebrating Success!
VISION, TEAM MISSION, AND PROGRESS SUMMARY
PART I

Instructions – *The Care Coordinator, youth, and family will begin the process of completing this form during their initial visit and will continue to add to the form throughout the wraparound process with the Child and Family Support Team (CFST) until the youth has graduated or no longer participates in wraparound. (The Care Coordinator will review this form with the youth, family, and CFST every 3 months.)*

Name of Youth: _____

Name of Family Members: _____

_____

_____

Youth Vision   **Date Developed:** _____

Family Vision   **Date Developed:** _____

Team Mission Statement   **Date Developed:** _____

<u>Youth and Family</u>
When and how will you and your family know when you are ready to graduate from wraparound? What will your life look like? What will your family's life look like? (Use youth's and family's own voice/words.)

<u>Instructions</u>
The first column should be completed as needs are identified during the first meeting and throughout the wraparound process, so youth and family will know when they are getting closer to planning for youth's graduation from the wraparound process. (Add rows as needed.)

CONCERNS/NEEDS STATEMENTS:	CONCERNS ADDRESSED or NEEDS MET? Yes/No Date:

Strengths: **Date Added:**

Accomplishments: **Date Added:**

What has worked:

What has not worked:

CFST REVIEW DATE:

CFST REVIEW DATE:

CFST REVIEW DATE:

CFST REVIEW DATE:

CFST REVIEW DATE:

CFST REVIEW DATE:

PLAN OF CARE   FAMILY CODE:
POC#:   CURRENT DATE:
DATE AMENDED: LOCATION/TIME:

Life Domain (circle one)	Long-term goal (in this Life Domain; 6 mos. or more)		
Residence　　　Family　Social Behavioral　　　Educational Legal　　　Health　Creative Spiritual　　　Cultural　Financial			
Strengths (in this Life Domain):	**Needs (in this Life Domain):**		
Short-term goals (in this Life Domain; less than one month):	Plan (include names, dates of expected completion and descriptions of tasks)	Budget	Outcomes *To be filled in at subsequent plans (include reasons and dates)

Overhead 6-8

CELEBRATING SUCCESS!
PRE-TRANSITION PLANNING
PART II

<u>PRE-TRANSITION PLANNING</u>:　　　　DATE COMPLETED: _____

Instructions: As the youth, family, and Child and Family Support Team (CFST) begin to meet less frequently (i.e., meeting only once every one to two months), the youth and family needs are being met, no identified crisis/safety issues have been raised, and it appears the youth and family are getting close to achieving their goals/vision, these questions can begin the process for the transition planning:

<u>Youth Questions</u>
(Remember to use the words/voice of the youth and family)

What are your feelings and thoughts about getting ready to graduate from wraparound?

How has the wraparound process prepared you to realize your dreams and life's goals?

I feel like I am ready to graduate from wraparound because….

What services or supports will you need in place after you graduate from wraparound?

<u>**Family Questions**</u>

What are your feelings and thoughts about your son or daughter getting ready to graduate from wraparound?

How has the wraparound process prepared your family to continue meeting your goals?

I feel my son or daughter is ready to graduate from wraparound because….

What services or supports will you need in place after your son or daughter graduates from wraparound?

CFST Recommendations:

CELEBRATING SUCCESS!
TRANSITION PLAN
PART III

Instructions: *This portion of the plan is to be completed when youth is getting ready to graduate from wraparound (generally 30 -45 days prior to graduation or as indicated).*

YOUTH AND FAMILY TRANSITION PLAN
Based on the services and/or supports identified and agreed upon by the youth, family, and other members of the Child and Family Support Team (CFST), write a plan to identify what will be done by whom, when it will be done, and whether any additional resources will be needed to ensure supports or services are in place when youth graduates from wraparound.

ACTIONS	PERSON RESPONSIBLE	DATE	RESOURCES NEEDED

Emergency or Relevant Contact Information for CFST Members:

Name   **Role/Relationship**   **Address**   **Telephone**   **Other**

Care Coordinator completes:

CHECKLIST: Please circle Yes or No and add comments where necessary.

Yes   No   1. Youth and family have developed a transition plan(s) with the CFST
                       team and have received a copy for their records.

Yes   No   2. Appropriate CFST team members have received a copy of the
                       transition plan.

Yes   No   3. Youth and family have a copy of their crisis and safety plan and
                       know what to do if a crisis or safety issue arises.

Yes   No   4. The family has practiced what to do in the event of a crisis and
                       knows what to do when things go wrong. Date(s) completed:

Yes   No   5. The CFST team members with a role in the crisis/safety plan
                       and/or a responsibility to ensure the continued success of the youth
                       have received a copy of the plan.

Names of Persons Receiving Copy of Crisis Plan   **Initials**   **Date Received**

I have participated in the development of this transition plan and agree to follow the plan as specified. I have also been given the names and contact information for the people who are part of the transition plan and emergency contact information.

_____   _____
Youth Signature   Date

_____   _____
Parent/Guardian(s) Signature   Date

_____   _____
Parent/Guardian(s) Signature   Date

_____   _____
Care Coordinator Signature   Date