Using Data to Implement Wraparound and Sustain Fidelity

Examples, Lessons Learned, and Issues for Implementation

Janet S. Walker – Portland State University
Marlene Penn – National Wraparound Initiative
Jim Rast – Vroon VanDenBerg, LLP
Eric J. Bruns – University of Washington
Michelle Zabel – Maryland Innovations
Institute
Pat Mosby – Maryland Coalition of Families
Becca Sanders – Columbia River Wraparound

Objectives for this Institute

- Learn about a variety of tools for assessing different aspects of wraparound implementation
  - What are some tools? What kinds of data do they produce? How is data collected? How can the data can be used in local communities?
  - Focus on the role of family members and family organizations in assessment
- Participate in some strategic planning and receive technical assistance from faculty

Institute Faculty

- Who are we?
- Representing a variety of perspectives:
    - Family members and family advocates
    - Representatives of several systems of care implementing the wraparound process
    - National provider of training and technical assistance (Vroon VanDenBerg, LLP)
    - Developers of the Wraparound Fidelity Assessment System (WFAS)
    - Representatives of the National Wraparound Initiative (NWI)

Institute agenda…

- Background
  - What is the model?
  - How has implementation been measured?
  - What is the National Wraparound Initiative and what does it have to offer?
- Implementation research: Lessons learned about supporting high quality service delivery

Agenda….

- Example 1: Using data in staff coaching, supervision, and certification –Vroon VanDenBerg credentialling process

- Example 2: Measuring implementation fidelity – The *Wraparound Fidelity Assessment System* (WFAS)

  - Wraparound Fidelity Index (interviews)

  - Team Observation Measure

  - Document Review Measure

Agenda…

- Example 3: Measuring the system context – the *Community Supports for Wraparound Inventory*

- BREAK

- Families and family organizations – Their role in quality assurance and evaluation, and the tools they use

- Strategic planning for your local site or community

- Individualized consultation and TA with participants

What is wraparound?
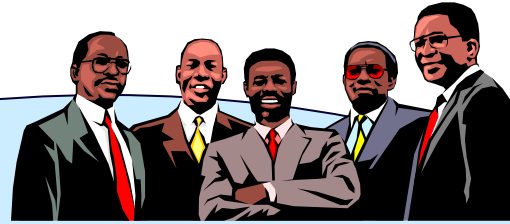
- "Wraparound" is the primary mechanism for implementing SoC for children and families
- Started in the 1980s as "doing whatever it takes" to bring children/youth home to live in their own communities
- As practice evolved, came to be defined in terms of a value-driven philosophy

Wraparound– a value-based process

- Wraparound is…
  - <u>A collaborative team planning process</u> that is …
    - Family centered and youth guided
    - Provides care unconditionally
    - Culturally competent
    - Strengths- and community based
    - Creative and individualized
      - Mobilize natural and community supports to meet unique needs

Hospitable System *Funding, Policies

Supportive Organizations
* Training, supervision, interagency coordination and collaboration

Effective Team
* Process + Principles

Wraparound circa 2002

- Wraparound is an appealing model that can be very difficult to carry out.

- Some teams and programs were very successful; however….

- There was no generally-accepted description of what teamwork should look like (or the roles and activities of key individuals, such as facilitators, parent partners, etc.)

- Growing evidence that much "wraparound" was not living up to the vision expressed in the principles

Without a clear, shared definition for wraparound…

- Difficult to coach, train, or supervise people with responsibility to carry out the wraparound process

- Hard to do quality assurance or develop evidence of wraparound's effectiveness

- Teams and programs are constantly reinventing the wheel—many good ideas go unshared

Formation of the NWI

The National Wraparound Initiative formed in 2003

- Group of diverse stakeholders with high levels of experience with wraparound, including the most successful programs

- Open membership, using collaboration and consensus-building processes to:
  - Provide guidelines for wraparound practice
  - Describe necessary organizational and system supports
  - Provide an opportunity to share tools, resources, techniques, and other forms of support
  - Develop fidelity measures

Work so far: www.rtc.pdx.edu/nwi

- Formal consensus-building with full NWI membership:
    - Ten principles of the wraparound process
    - Phases and activities of the wraparound process
    - *Community Supports for Wraparound Inventory*
- Role of the Family Partner (principles and process)
- Theory of Change
- Summary of Evidence/ Endorsements
- User's Guides (English and Spanish)
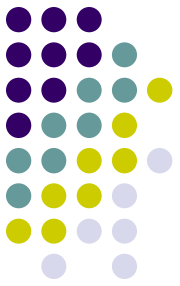
Resource Guide!

- wrapinfo.org   OR

- ~ 50 chapters plus appendices
  - All existing NWI products plus further information about
    - Wraparound and its history and evolution
    - Putting principles into practice
    - Training, coaching, supervision
    - Specialized roles in wraparound implementation
    - Implementation assessment
    - Finance
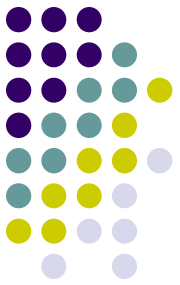
Resource Guide
To Wraparound

# Using Skill Sets for Credentialing and to Accelerate Fidelity
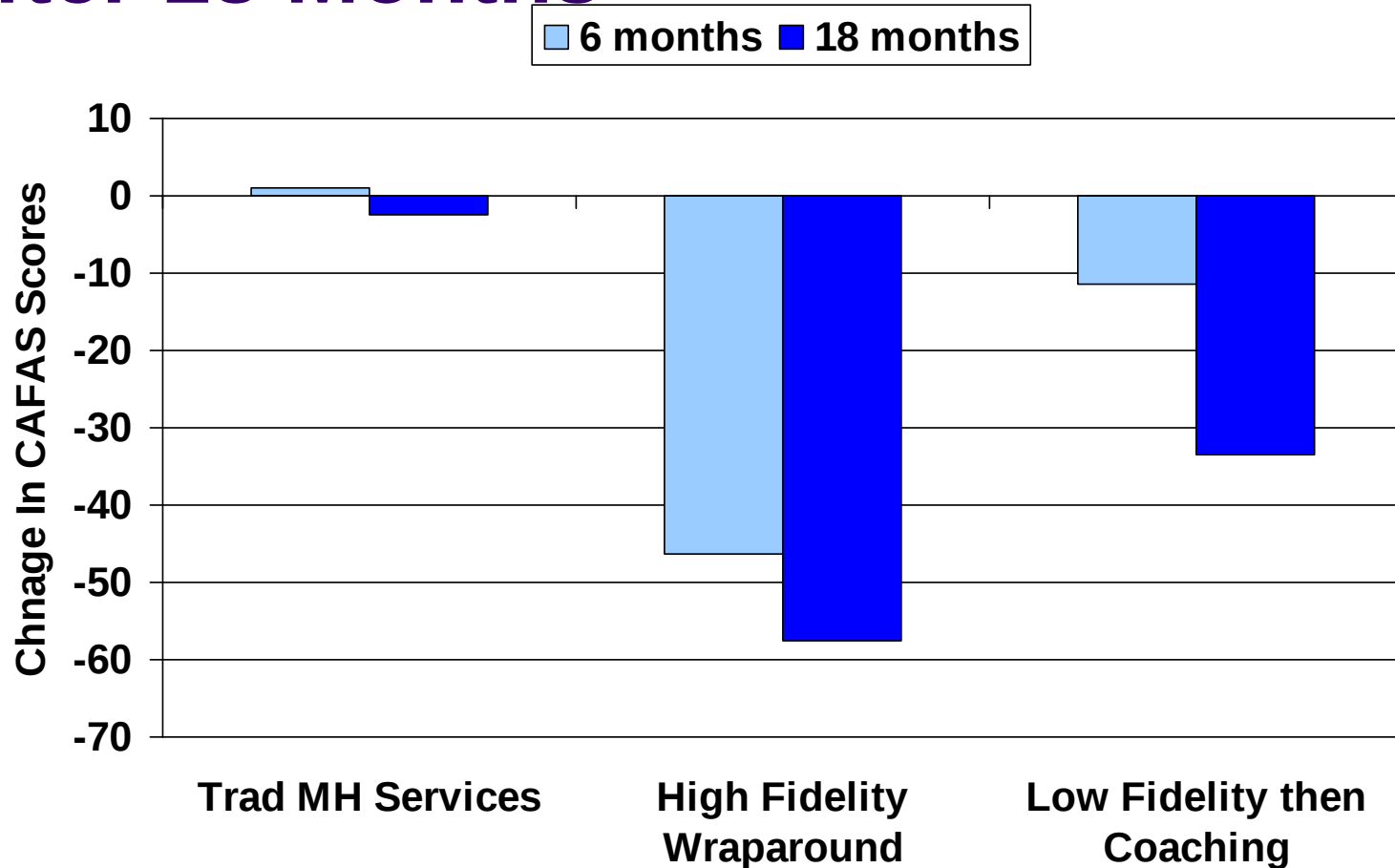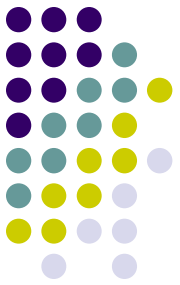
Jim Rast
John VanDenBerg
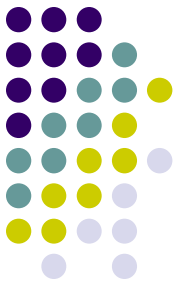
Research on Fidelity

- Higher levels of fidelity to organizational level assessment for ACT was associated with greater reductions in days spent in psychiatric hospitals (McGrew, Bond, Dietzen & Salyers, 1994)

- Improved youth delinquency outcomes for higher fidelity teaching family (Kirigin et. al. 1982)

- Improved youth delinquency outcomes for higher fidelity MST (Henggler, Melton, Browndino, Scherer and Hanley, 1997)

- Better overall outcomes for youth receiving high fidelity FFT (Alexander, Pugh, Parsons and Sexton, 2000)

- Better outcomes for school-wide behavioral management progress when implemented with fidelity (Felner et. al. 2001)

- Better outcomes from wrap when delivered in the context of higher fidelity (Rast, Peterson, Earnest and Mears, 2004; Rast, O'Day, and Rider, 2005; Bruns et. al., 2006)
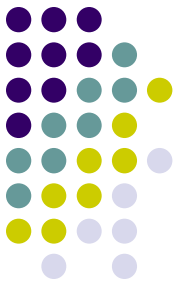
Impact on CAFAS Scores after 18 Months

Our understanding of evidence-based programs is much better than our understanding of successful implementation.
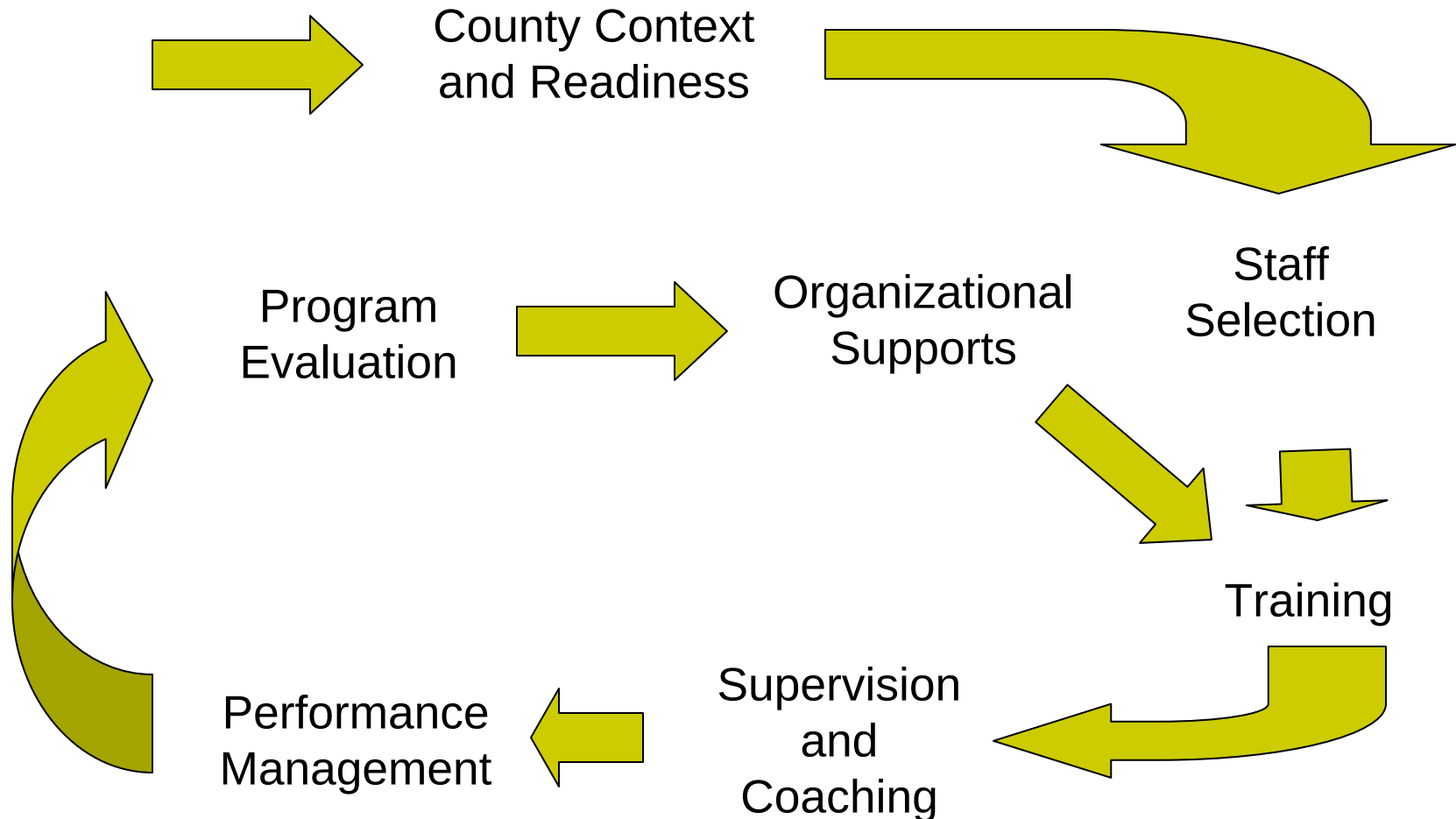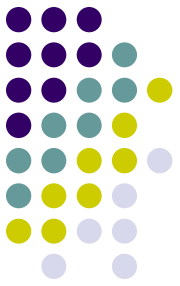
Implementation is how we take a science based practice and implement it in communities or statewide in "real world" settings that are provided with fidelity and produce good outcomes.
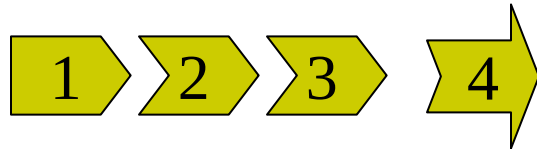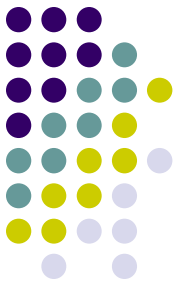
Challenges to Fidelity

- Staff turnover in the facilitator job can be high
- Time to fidelity can be long

- Goal is to support staff to fidelity sooner and to keep them in job longer
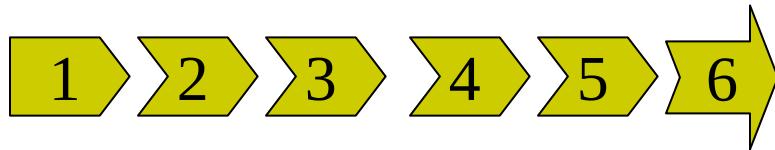
Implementation of High Fidelity Wraparound

County Context and Readiness

Staff Selection

Program Evaluation

Organizational Supports

Training

Performance Management

Supervision and Coaching
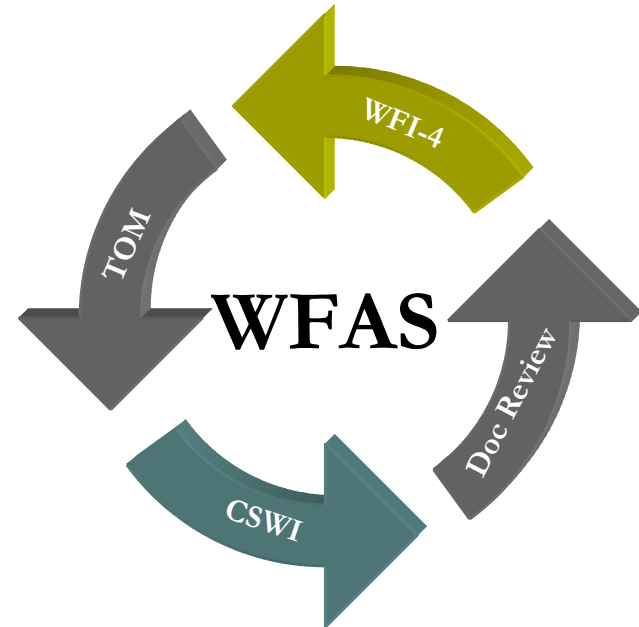
Data Supporting Wraparound Implementation

1 **2** **3** **4**

Observation Tools

1 **2** **3** **4** **5** **6**

Document Review Tools

WFI-4

TOM

WFAS

Doc Review

CSWI
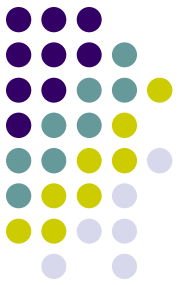
VVDB
Training and Coaching Tools

WFAS
**Research and CQI Tools**

New Staff
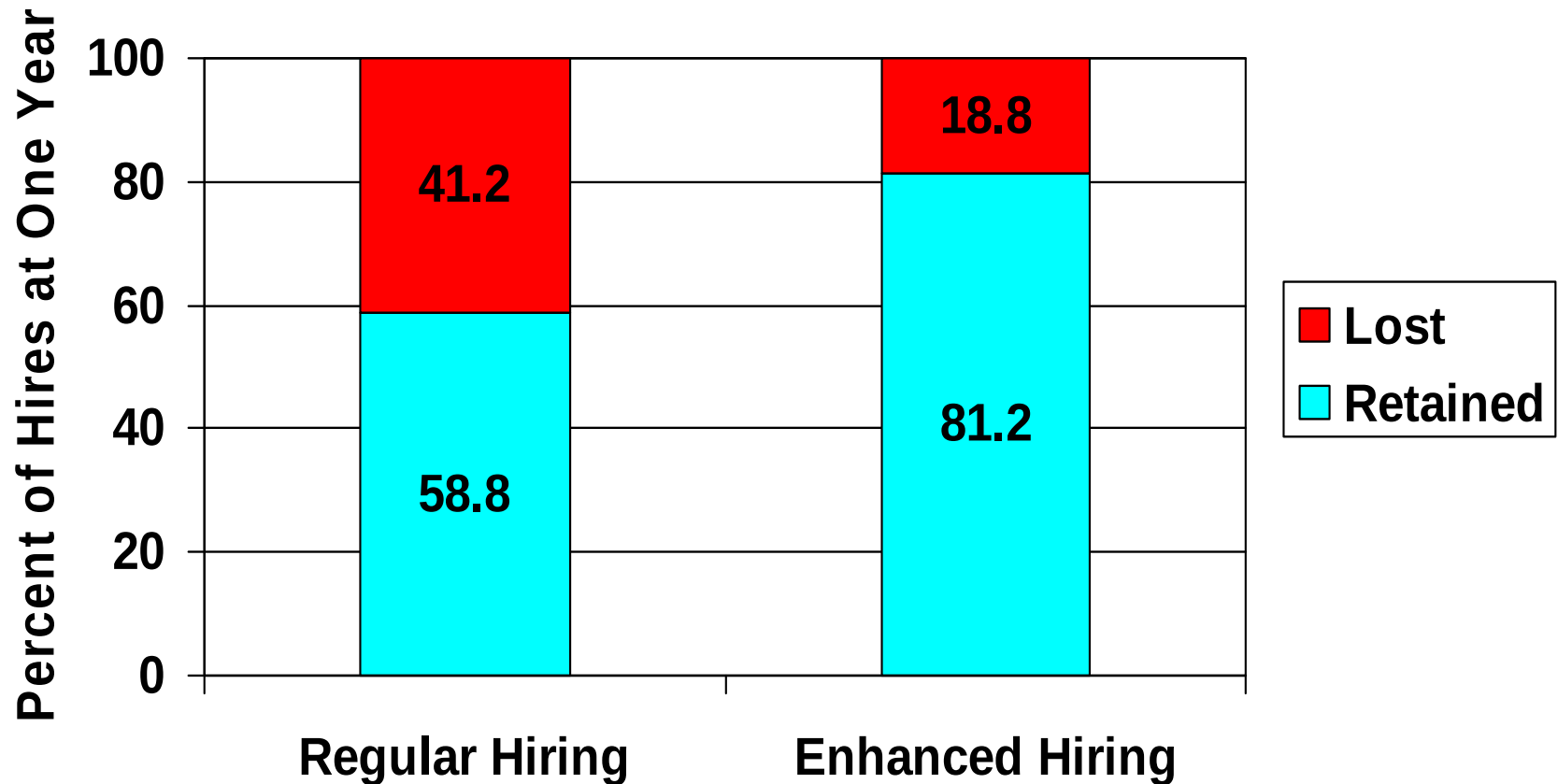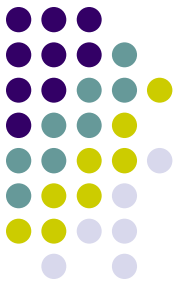
Credentialed Staff
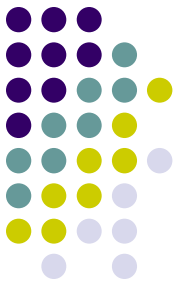
Staff Selection

- Required and preferred qualifications
  - Facilitators, family support partners
  - Supervisors, coaches, purveyors
- Process for selection for Facilitators
  - Information on position and benefits
  - Specific Requirements of Wraparound Job
  - Interview
  - Vignettes – role play
  - Feedback and expectation of change
  - References
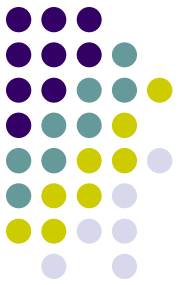
Impact of Enhanced Hiring at 3 Sites
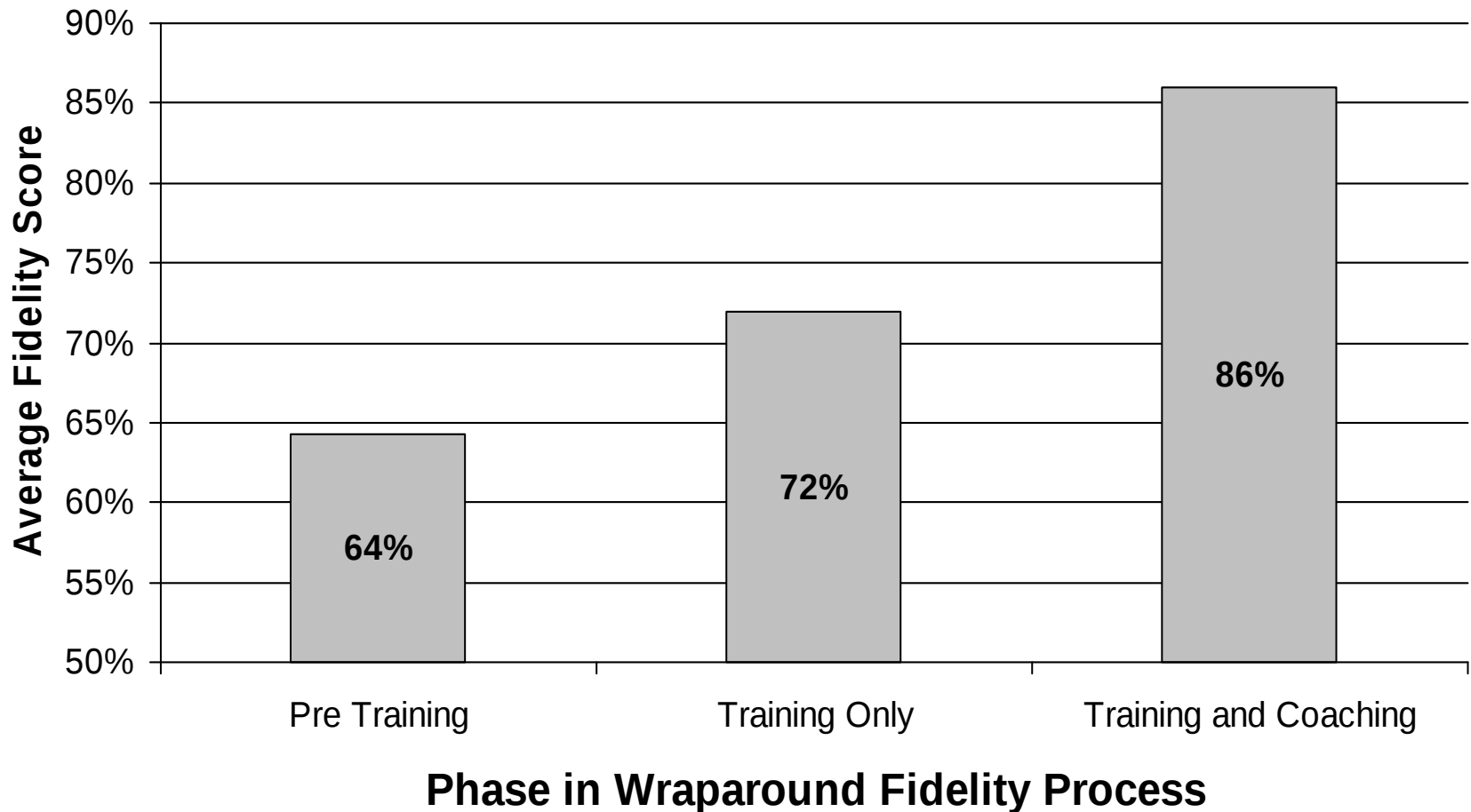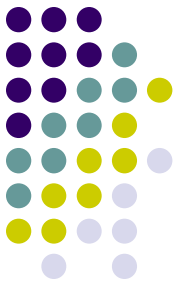
Training

- Train and Hope does not work
- About behavior and system change
- Not satisfaction with training
- Research on information provision and training
- Factors that influence
  - Initial motivation and engagement
  - System and organizational support
  - Organizational climate and control
  - Methods of training
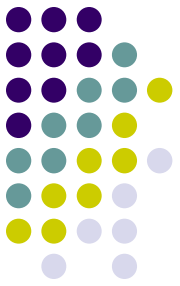
Impact of Training and Coaching
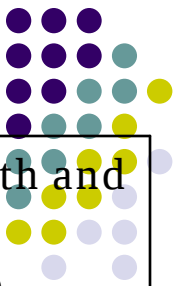
Chart: Average Fidelity Score by Phase in Wraparound Fidelity Process

- Pre Training: 64%
- Training Only: 72%
- Training and Coaching: 86%

Y-axis: Average Fidelity Score (50% to 90%)
X-axis: Phase in Wraparound Fidelity Process

Training

- Train and Hope does not work
- About behavior and system change
- Not satisfaction with training
- Research on information provision and training
- Factors that influence
  - Initial motivation and engagement
  - System and organizational support
  - Organizational climate and control
  - Methods of training
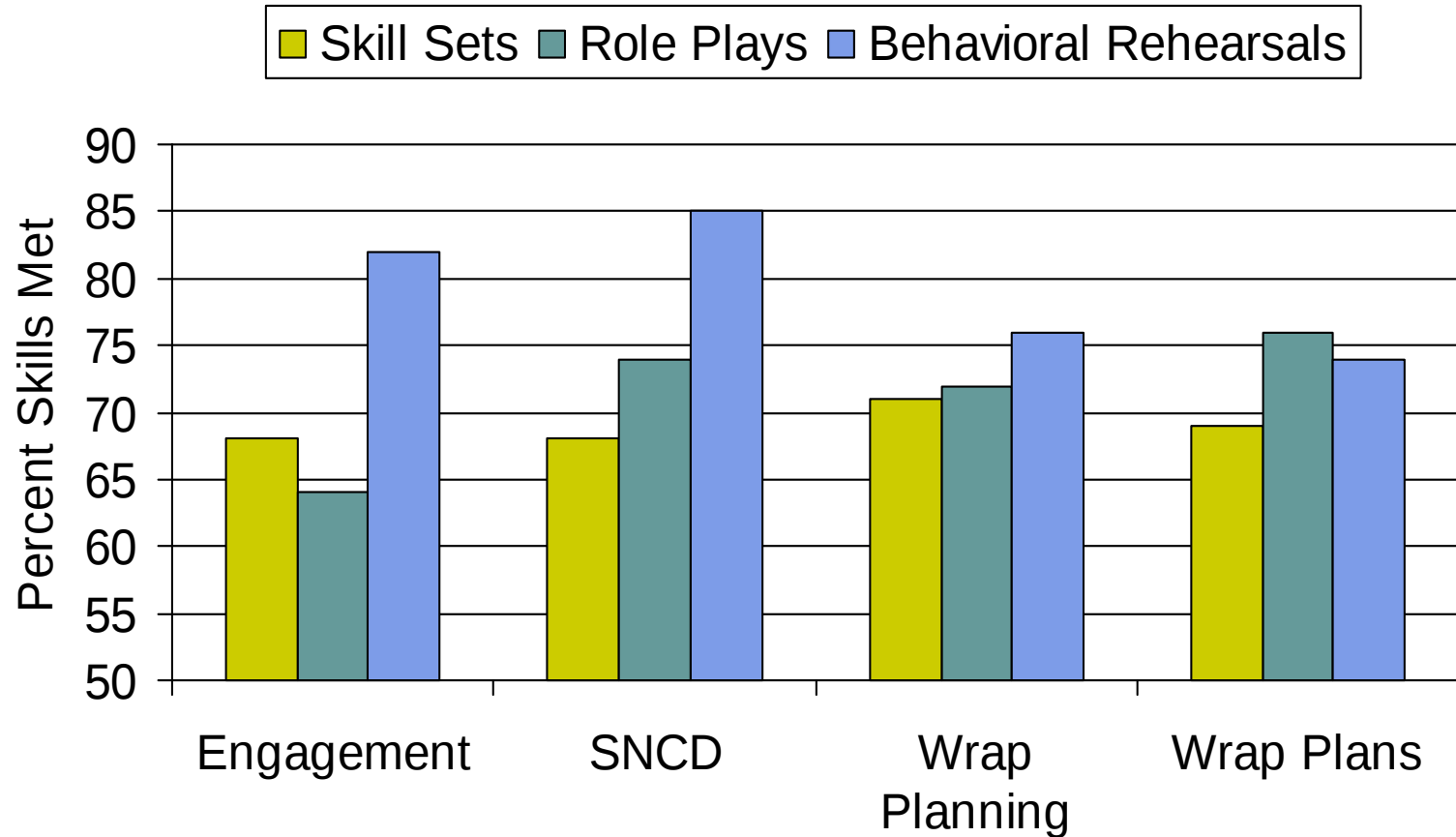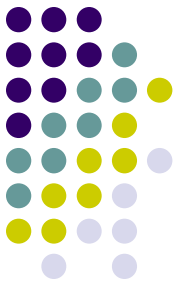
Development of Skill Sets

- To supplement phases and activities developed by NWI to
  - Communicate detailed expectations
  - Guide training and coaching process
 - As the basis for staff credentialing
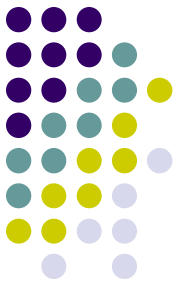
1.1. Orient the family.	1.1 a. Orient the family and youth to wrap	1. Introduce yourself to the family and youth and explain your role. 2. Listen to the family and youth's needs to determine if wraparound is a good option. 3. Describe wraparound in a way the family understands. 4. Answer family and youth questions about wraparound. 5. Assist the family and youth to make an informed decision about participation in wraparound.
GOAL: To orient the family to the wraparound process.	1.1 b. Address legal and ethical issues.	6. Explain confidentiality and information sharing with the family and youth and obtain needed releases. 7. Explain your responsibilities as a mandatory reporter.

Research Informed Training

Supporting Staff Development with Fidelity Tools
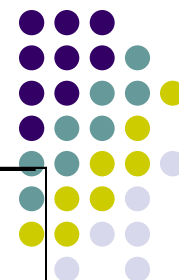
⇨ Two leveled competency based certification process

⇨ Measures of compliance to the wraparound phases and activities

⇨ Use of the measures to guide ongoing professional development
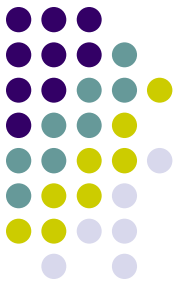
Observation Form One
Initial Meeting with Child and Family
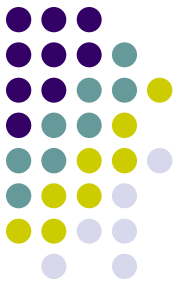
Wraparound Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	**Code** **M** **Met** **P** **Partially Met** **U** **Unmet** **DNA**	

Standard	Rating
1. Facilitator introduces self and explains role. (Skill 1)	M P U DNA
2. The facilitator actively listens to the family and youth and to determine if wraparound is a good option. (Skill 2)	M P U DNA
3. Staff describes wraparound clearly in a way that the family understands. (Skill 3)	M P U DNA
4. Staff answers questions about wraparound and helps the family make an informed decision about participation. (Skills 4 and 5)	M P U DNA
5. Staff explains confidentiality and information sharing and gets a release of information signed. (Skill 6)	M P U DNA
6. Staff informs the family about his/her responsibility as a mandatory reporter. (Skill 7)	M P U DNA
7. Staff identifies any immediate crisis situations. (Skill 8)	M P U DNA
8. Staff helps family determine if these need immediate intervention. (Skill 9)	M P U DNA
9. Staff conducts a brief conversational functional assessment that clarifies crisis situation. (Skill 10)	M P U DNA
10. Staff assists family to develop a crisis stabilization plan to meet the crisis situation identified. (Skill 14)	M P U DNA
11. Staff ensures that the family has the resources necessary to stabilize the crisis. (Skill 16)	M P U DNA

Six Types of Credentialing

- Wraparound Novice

- Wraparound Practitioner

- Family Support Partner

- Coach for Wraparound Process

- Supervisor for Wraparound Process

- Trainer for Wraparound Process

Credentialing – Wraparound Practitioner
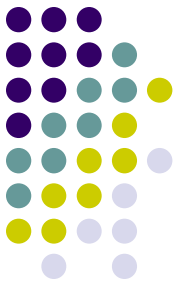
Goal: to define the basic skill sets that must be demonstrated to be considered a competent entry level wraparound facilitator
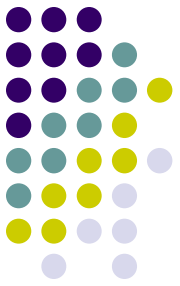
Requirements include:

- Has met novice certification
- Has received 3 hours of supervision/coaching per week
- Has a professional development plan
- Has demonstrated competency on each of ten practitioner tools by completing two (for observation) or three (for documentation)

Need for Coaching
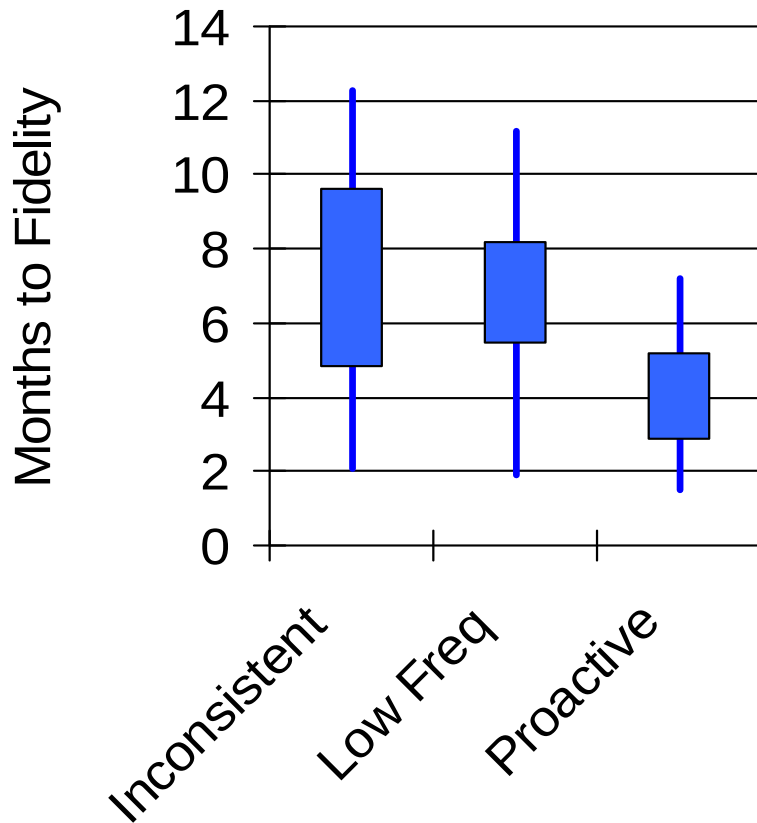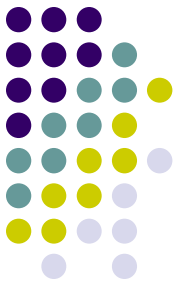
- *Newly-learned behavior is crude compared to performance by a master practitioner.*

- *Newly-learned behavior is incomplete and will need to be shaped to be most functional in a service setting.*

- *Newly-learned behavior is fragile and needs to be supported in the face of reactions from consumers and others in the service setting.*
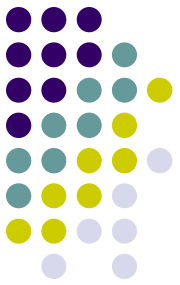
Coaching Formats

- Shadowing
- Training Support
- Behavioral Rehearsal
- Planning and Consultation
- Live Coaching
- Group Coaching
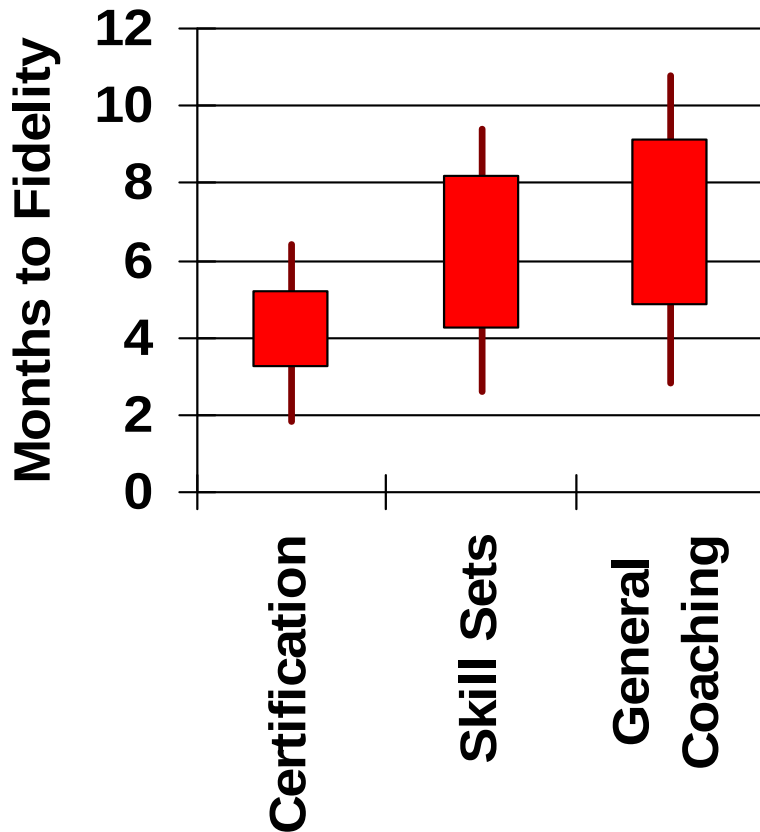
Support Time and Type
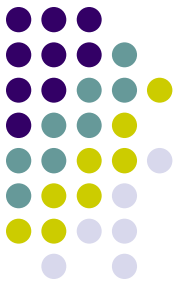
- Inconsistent super/coach is more crisis and reactive
- Low frequency super/coach meets less than weekly and rarely does in-vivo sessions
- Proactive supervision implements plans for professional development

Skills Sets and Credentialing

- General coaching focuses more on the priorities of the mentor or staff
- Skill set coaching focuses on skill sets but does not consistently measure progress
- Certification coaching does both

Summary

- Implementation to scale is hard
- Turnover can be impacted by staff selection processes
- Time to fidelity can be decreased by focusing on the skills of wraparound
- The type and amount of support staff receive is critical

Evaluating the quality and fidelity of wraparound implementation

## The Wraparound Fidelity Assessment System

Monitoring quality of implementation of child and family teams
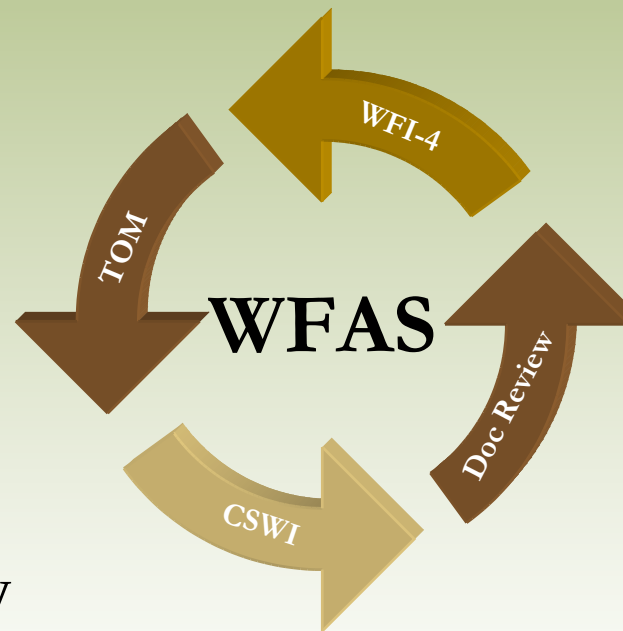
- Have facilitators and team members fill out activity checklists
- Look at plans of care and meeting notes
- Sit in on and observe team meetings
- Ask the people who know– parents, youth, facilitators, program heads

Wraparound Fidelity Assessment System

TOM – Team Observation Measure

WFI-4 – Wraparound Fidelity Index

CSWI – Community Supports for Wraparound Index

DRM – Document Review Measure

The Wraparound Fidelity Index, version 4

- Assesses implementation of the wraparound process through brief interviews with multiple respondents
  - Caregivers
  - Youths
  - Wraparound Facilitators
  - Team Members
- Found to possess good psychometric characteristics
  - Test-retest reliability
  - Inter-rater agreement
  - Internal consistency
- Used in research on wraparound
- Even more widely as a quality assurance mechanism by wrap programs
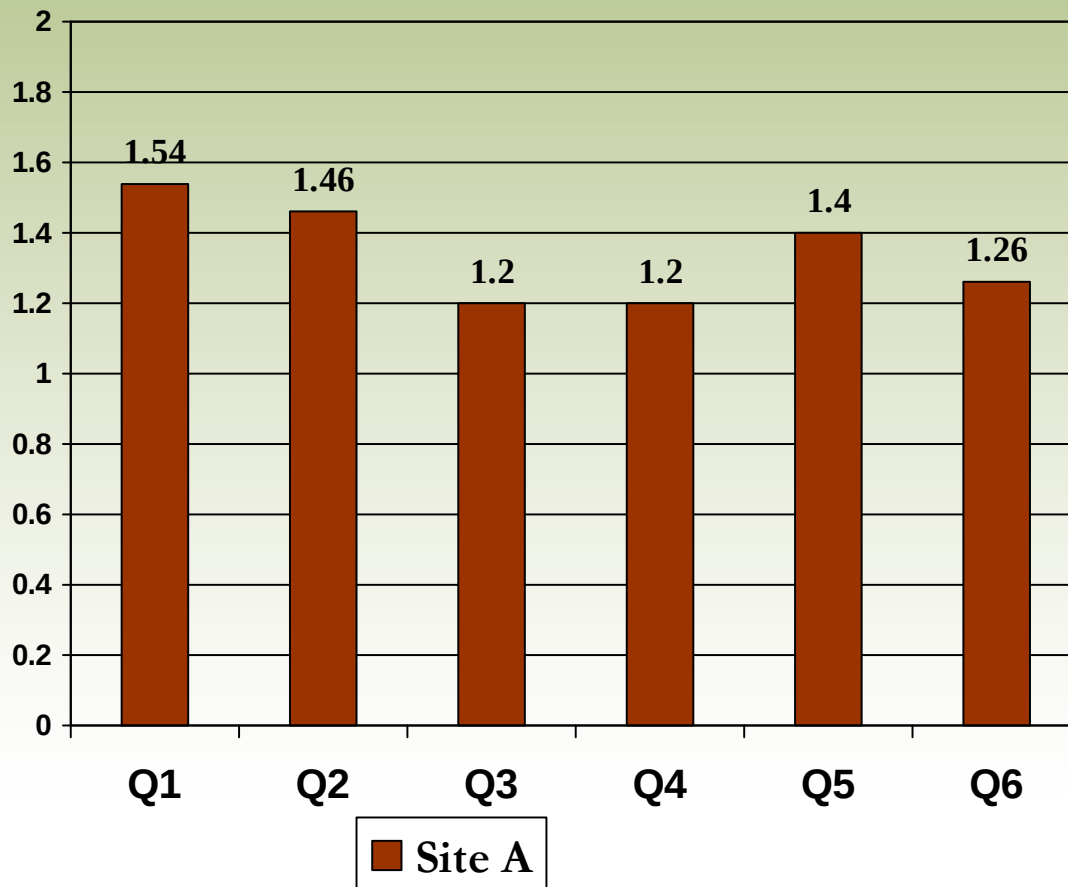
Wraparound Fidelity Index, v.4

- Items on the principles <u>and</u> core activities, organized by the 4 phases of wraparound
  - **Engagement**: Did you select the people who would be on your youth and family team?
    - Principle = Team based
  - **Planning**: Does the plan include strategies for helping your child get involved with activities in the community?
    - Principle = Community based
  - **Implementation**: Does the team evaluate progress toward the goals of the plan at every team meeting?
    - Principle = Outcome based
  - **Transition**: Will some members of your team be there to support you when formal wraparound is complete?
    - Principle = Persistence

Scoring the WFI:
Individual items (Planning phase)

Q1. Were you given time to talk about your family's strengths, beliefs, and traditions?
True - 10   Partly True - 3   Not True - 2

Q2. Did your facilitator fully explain wraparound & the choices you could make?
True - 9   Partly True - 4   Not True - 2

Q3. Did you have a chance to tell your wraparound facilitator what has worked in the past for your child and family?
True - 7   Partly True - 4   Not True - 4

Q4. Did you select the people who would be on your wraparound team?
True - 7   Partly True - 4   Not True – 4
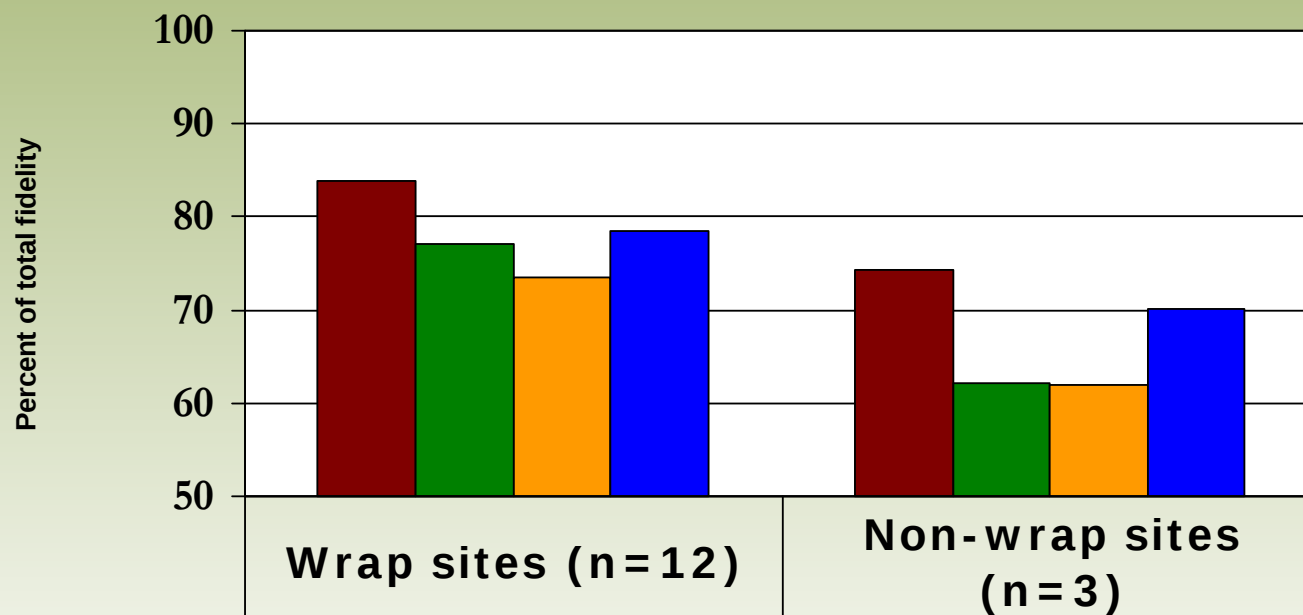
Q5. Is it difficult to get team members to meetings when they are needed?
True – 9   Partly True – 3   Not True - 3

Q6. Did you go through a process of identifying what leads to crises for yr family?
True – 8   Partly True – 3   Not True - 4

WFI-4: Discriminant Validity
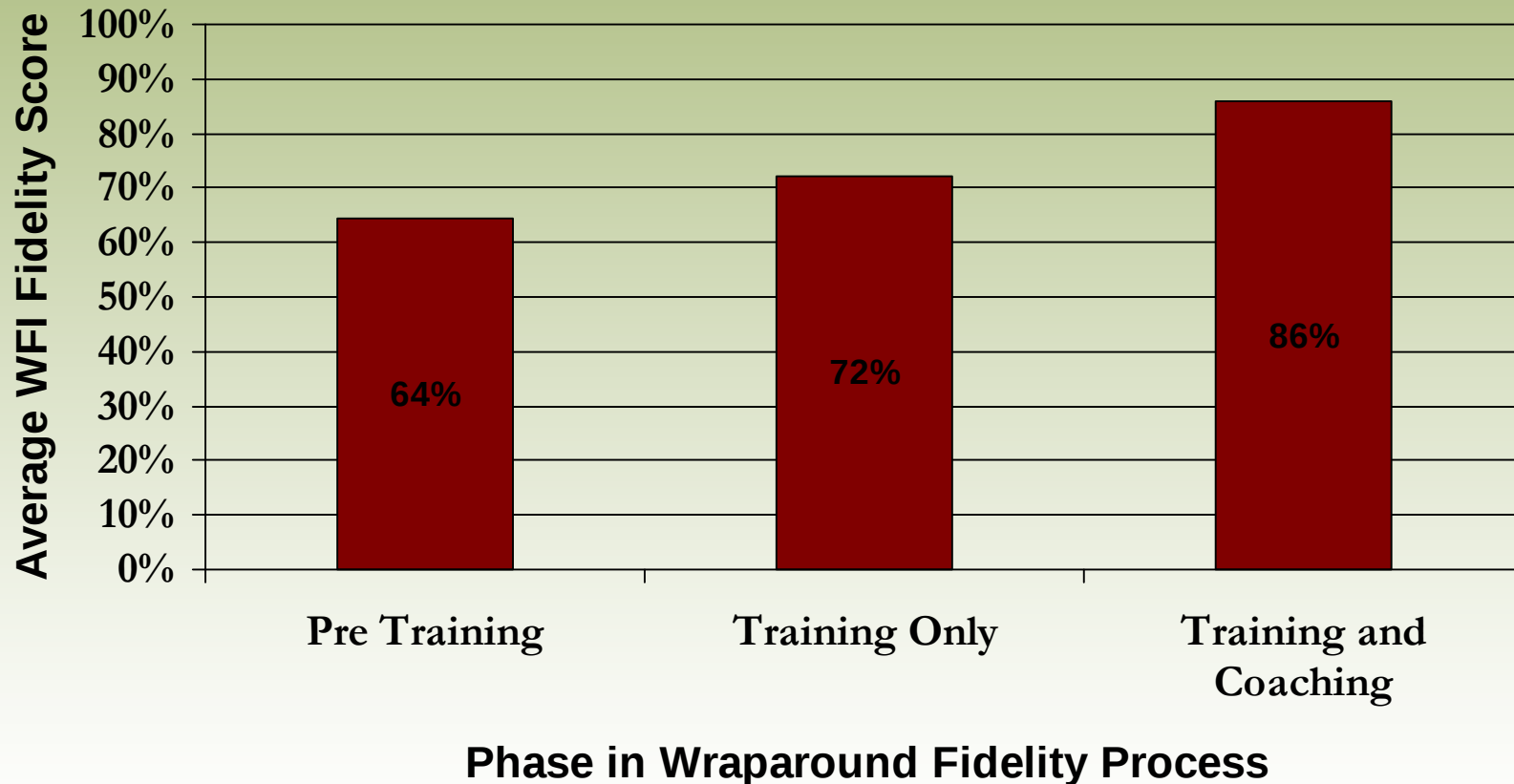
	Wrap sites (n=12)	Non-wrap sites (n=3)
■ Facilitator	83.8	74.4
■ Caregiver	77.1	62.1
■ Youth	73.6	61.9
■ Team Member	78.4	70.1

What is the evidence on connections between fidelity and outcomes?

- Youth/families with higher WFI scores show generally more positive outcomes
- Individual provider staff whose families experience better outcomes have higher WFI scores
- Wraparound sites/initiatives with higher WFI scores assessments achieve better outcomes
- Communities with better developed supports for wraparound show higher WFI scores
- Training and coaching found to be associated with gains in fidelity and higher fidelity
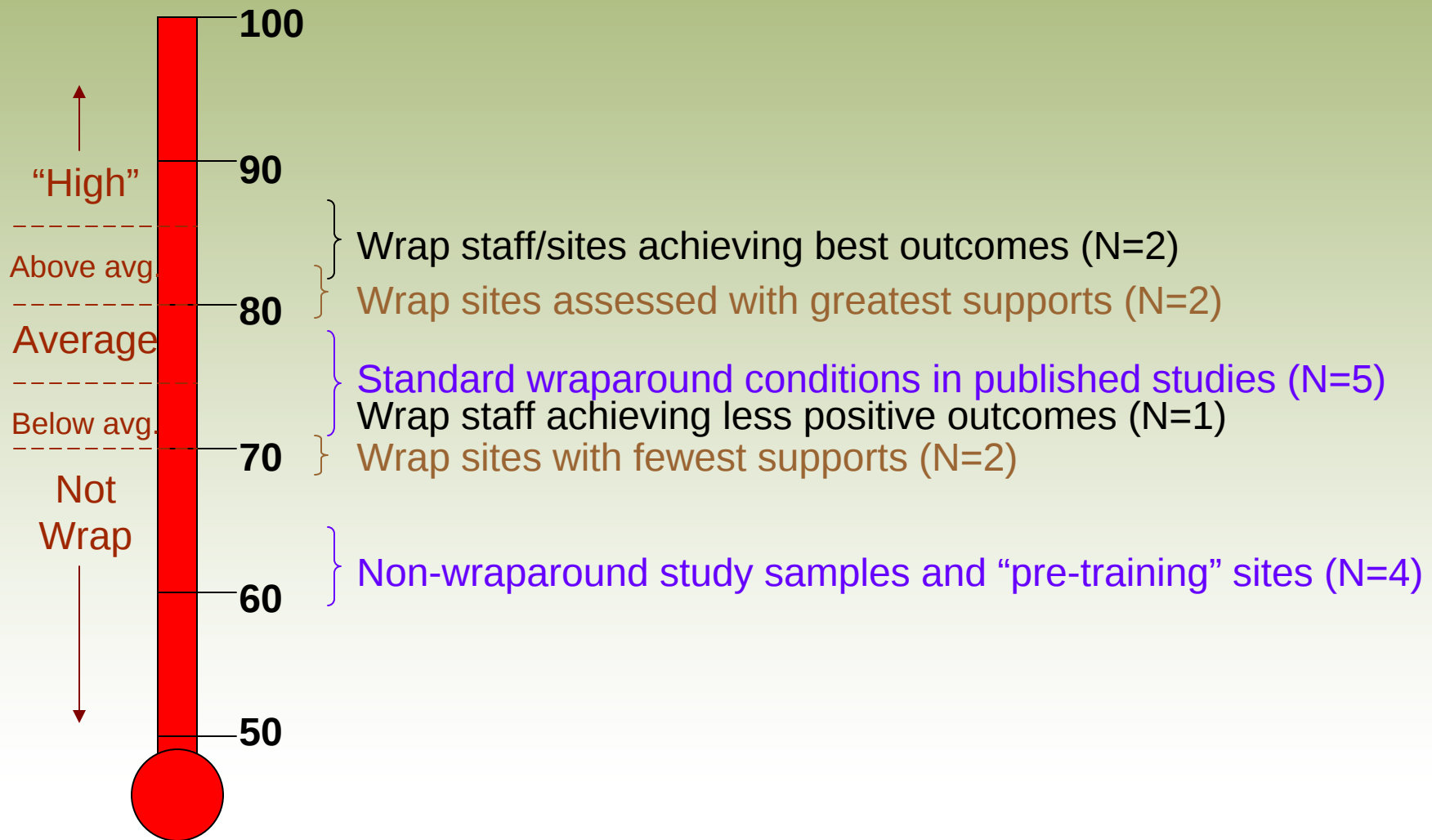
# Ongoing training and professional development support leads to higher fidelity

Bruns, Rast, Walker, Peterson, & Bosworth (2006).
American Journal of Community Psychology.

What is "high fidelity?"
An empirical question

"High"

Above avg.

Average

Below avg.

Not
Wrap

100

90

Wrap staff/sites achieving best outcomes (N=2)

80
Wrap sites assessed with greatest supports (N=2)

Standard wraparound conditions in published studies (N=5)
Wrap staff achieving less positive outcomes (N=1)

70
Wrap sites with fewest supports (N=2)

Non-wraparound study samples and "pre-training" sites (N=4)

60

50

WFI Total scores

Summary: What Leads To Outcomes?

Program and System Supports → **Adherence to WA Principles in service delivery**

Training, Coaching, and Quality Assurance → **Adherence to WA Principles in service delivery** →

Sample WFI administration

Items from the Engagement Phase of the Wraparound Fidelity Index

Q1. Were you given time to talk about your family's strengths, beliefs, and traditions?

Q2. Did your facilitator fully explain wraparound & the choices you could make?

Q3. Did you have a chance to tell your wraparound facilitator what has worked in the past for your child and family?

Q4. Did you select the people who would be on your wraparound team?

Q5. Is it difficult to get team members to meetings when they are needed?

Q6. Did you go through a process of identifying what leads to crises for your family?

The Team Observation Measure

Version 1

Team Observation Measure

- The Team Observation Measure (TOM) is employed by external evaluators to assess adherence to standards of high-quality wraparound during team meeting sessions.

- It consists of 20 items, with two items dedicated to each of the 10 principles of wraparound.

- Each item consists of 3-5 indicators of high-quality wraparound practice as expressed during a child and family team meeting.

TOM pilot testing

- Now being implemented in 9 sites, including two statewide implementation

- Results showed good variability in scores across teams

- Internal consistency (alpha) = .862

- Inter-rater agreement for indicators = 79%

  - Expect improvement with use of Manual and sample team meetings to be used in training

- Significant positive correlation found with CG and WF forms of the WFI-4 CG (but not Youth)

Sample TOM report:

Most frequently observed TOM indicators

#	Item	Pct.	SD
20a	The team's mission and/or needs support the youth's integration into the least restrictive residential and educational environments possible	96%	.208
1a	Parent/caregiver is a team member and present at meeting	92%	.266
12e	Members of the team use language the family can understand	92%	.271
18d	Serious challenges are discussed in terms of finding solutions, not termination of services or sanctions for the family.	91%	.288
3a	There is a written agenda or outline for the meeting, which provides an understanding of the overall purpose of meeting	89%	.320
11e	Talk is well distributed across team members and each team member makes an extended or important contribution	89%	.320
18e	There is a sense of openness and trust among team members	89%	.320
20d	Serious behavioral challenges are discussed in terms of finding solutions, not placement in more restrictive residential	89%	.332

Sample TOM report:

Least frequently observed TOM indicators

#	Item	Pct	SD
8a	In designing strategies, team members consider and build on strengths of the youth and family	28%	.458
13b	The team assesses goals/strategies using measures of progress	26%	.446
5d	The facilitator leads a robust brainstorming process to develop multiple options to meet priority needs.	23%	.429
7c	Community team members and natural supports have a clear role on the team	23%	.429
14a	The team conducts a systematic review of members' progress on assigned action steps	23%	.429
19a	The team is actively brainstorming and facilitating community activities for the youth and family	23%	.429
8b	The plan of care represents a balance between formal services and informal supports	17%	.380
	Key natural supports for the family are team members		

Document Review Measure

Documentation of Wraparound Process

- Consists of 30 items
- Each wraparound principle linked to 3 items
- Scale = 0-4, with criteria for each point on the scale
- Source material = documentation (electronic or paper) related to youth's wraparound process
  - Strengths, needs, culture discovery documentation
  - Wraparound plan of care
  - Crisis plan
  - Transition plan
  - Progress notes

Conducting a fidelity evaluation in a community or site using tools from the WFAS

Conducting a fidelity evaluation: Things to consider

- Practice model

  - Does yours align with the NWI model?

- Target population

  - Is the full wraparound model implemented for all youth or just a specific subpopulation?

- Sampling frame

  - At what levels do you want to assess quality and fidelity

    - Whole Community or program?

    - Individual sites or provider organizations?

    - Individual Staff or supervisors?

Conducting a fidelity evaluation: Things to consider

- **Sampling**
    - What percent or number of families do you have the resources to include in the sample?
        - Representativeness of sample (e.g., random sampling) and completion rate more important than assessing all families served
    - Will you collect all three types of evaluation data for each family included in the sample?
        - Relative effort of TOM greater than WFI and Document review
    - Will you systematically collect data on a fourth team member for the WFI-4?
        - E.g., if there are consistent team members (case worker, family support worker)

Conducting a fidelity evaluation: Things to consider

- **Data collection considerations**
  - Who will collect data?
  - Who will oversee data collection?
  - Who will train interviewers, reviewers, and observers to criteria?
- **How will you use the data?**
  - Is there a state or community oversight entity to review results?
  - Will data be used to hold individual organizations or supervisors accountable?
 - How will you use the data to construct a quality improvement plan?

Wraparound Fidelity Assessment System
Utilization of Maryland's Data

Michelle Zabel, MS mzabel@psych.umaryland.edu
Jennifer Mettrick, MHS jmettric@psych.umaryland.edu
Innovations Institute & The Child & Adolescent Mental Health Institute
Division of Child and Adolescent Psychiatry
University of Maryland Medical School
410-706-0961
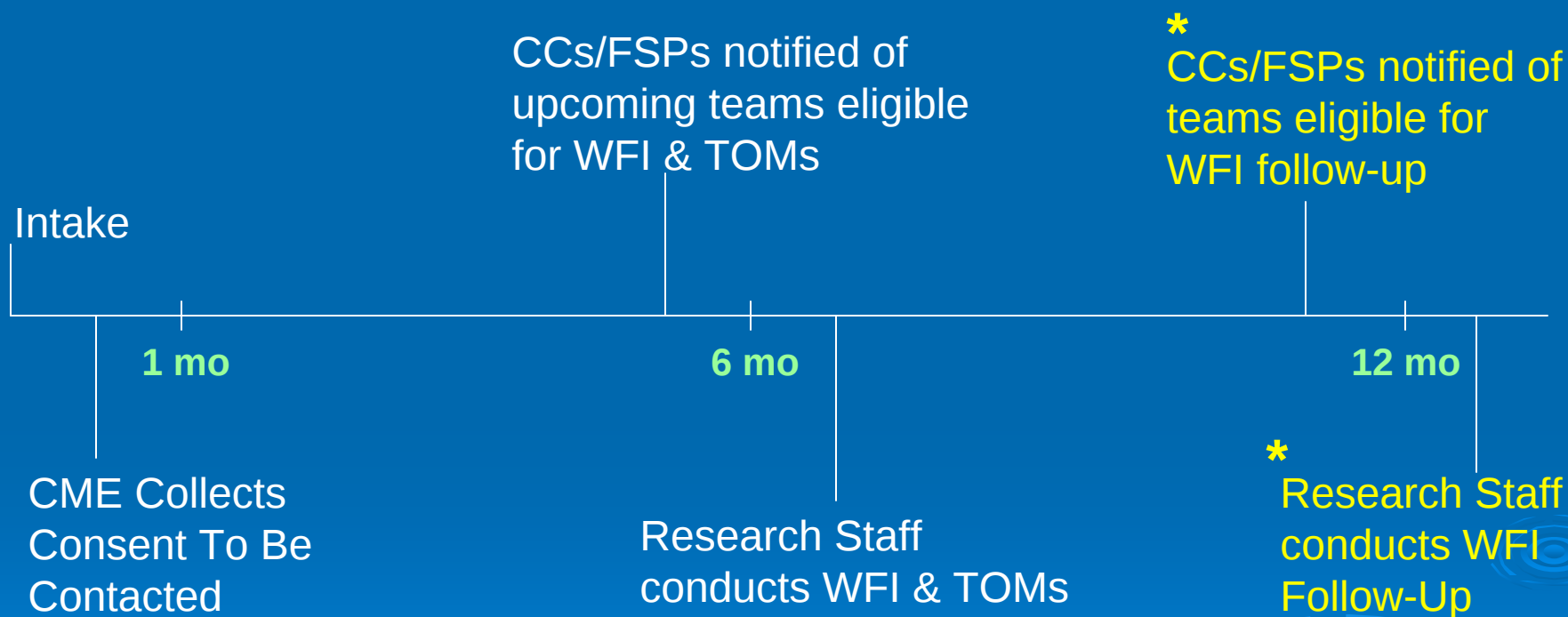
Maryland WFAS Data Collection
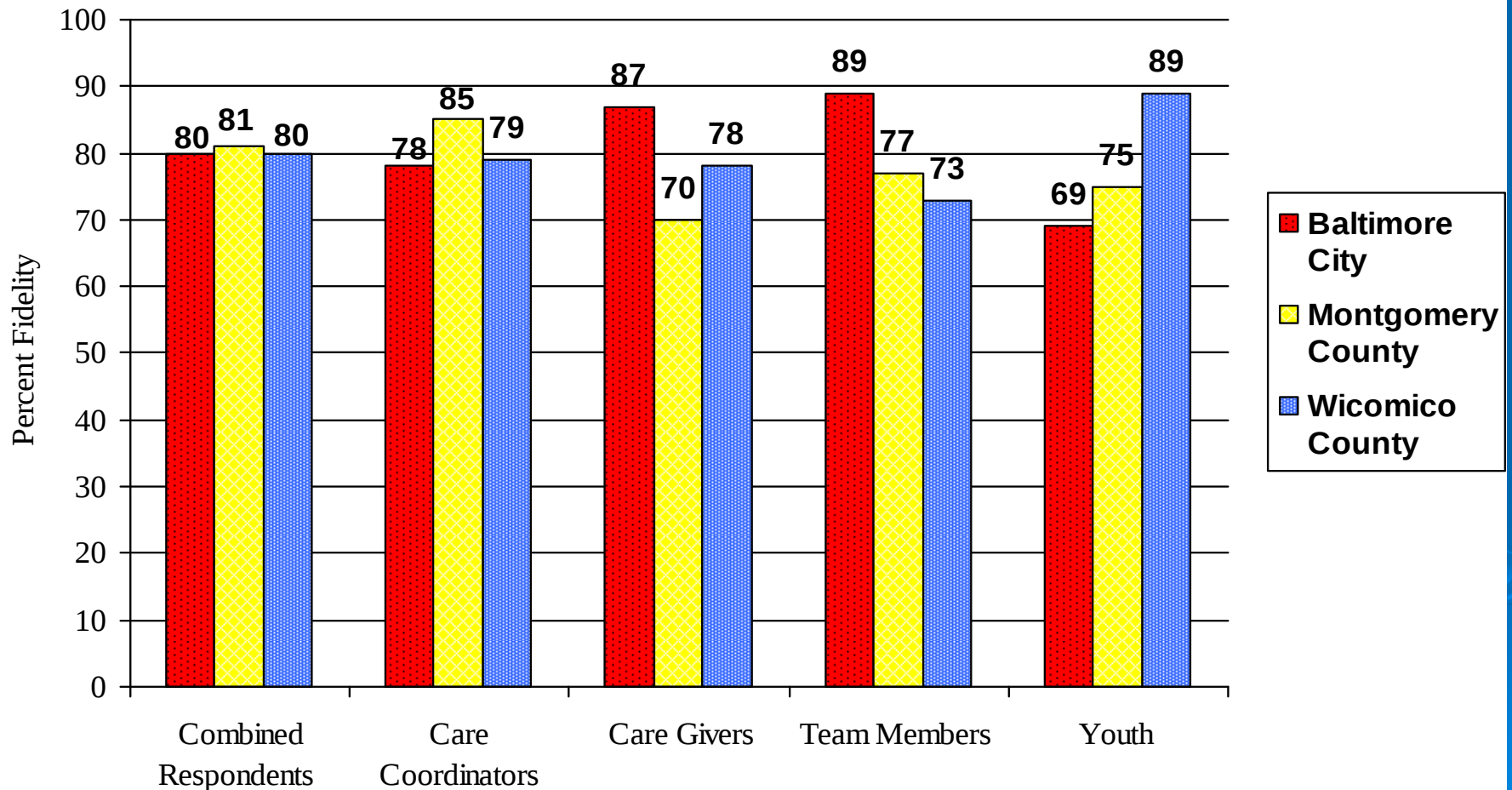
WFAS Data Collection Timeline

CCs/FSPs notified of upcoming teams eligible for WFI & TOMs

*
CCs/FSPs notified of teams eligible for WFI follow-up

Intake

| 1 mo | 6 mo | 12 mo |

CME Collects Consent To Be Contacted

Research Staff conducts WFI & TOMs

*
Research Staff conducts WFI Follow-Up
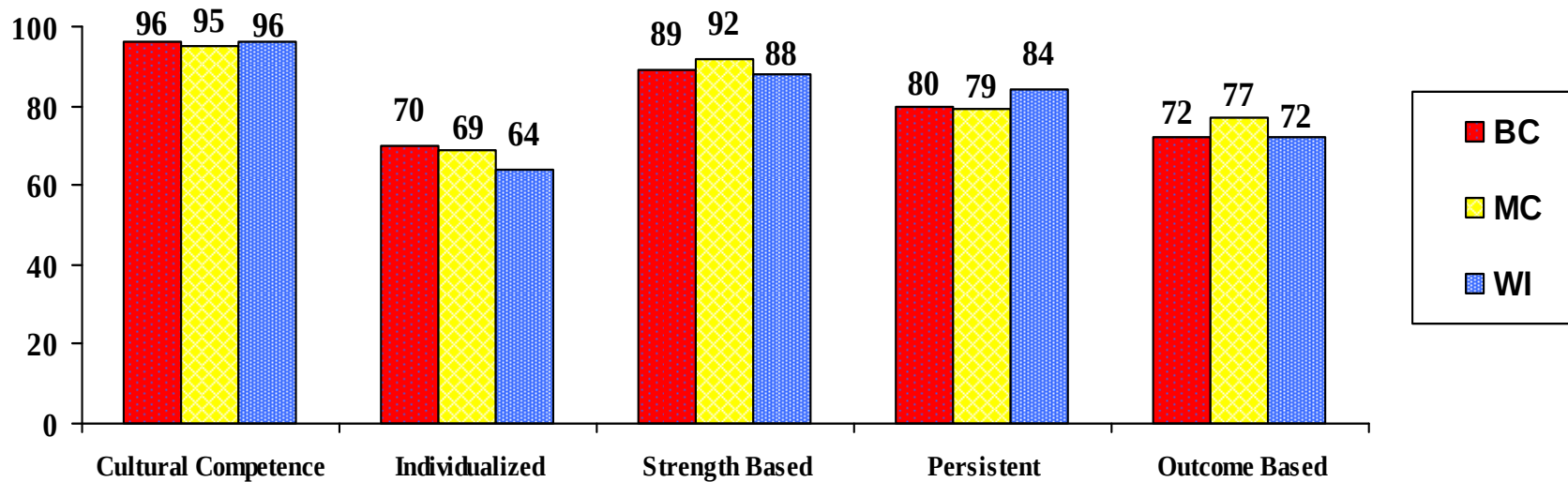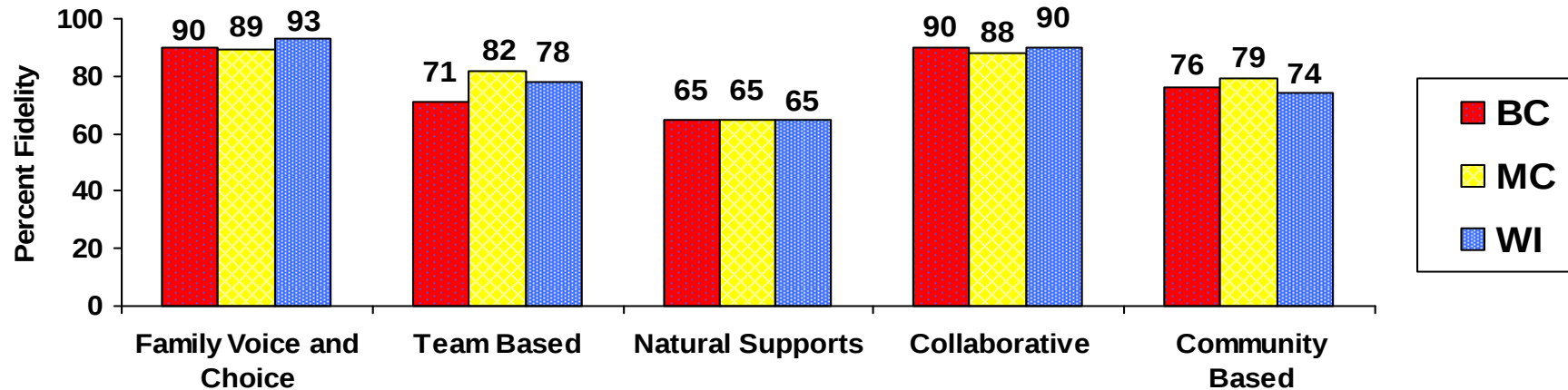
Data Goals – 1) Collect >70% of possible WFIs for Care Coordinators, Caregivers, Youth & Team Members; 2) Collect 1 TOM per care coordinator/6 months

* Fiscal Year 09 Additions to Data Collection

Fidelity By Respondent Statewide

Fidelity By Element

Use of WFAS Data at the Local Level

- Provides standards of quality for Wraparound implementation
- Encourages Best Practices for Care Coordination & Family Support
- Encourages Families to "be part of the solution" and reinforces Family Voice
- Directly impacts training and coaching strategies
- Influences procedural change within Care Management Entities
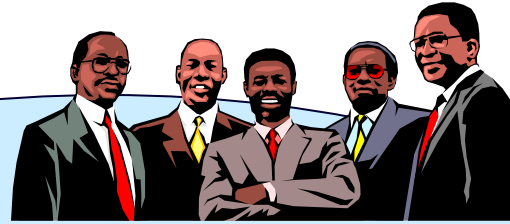
Use of WFAS Data at the State Level

➤ State and Local Jurisdiction Reports to the Governor's Office for Children (*bi-annually*)

➤ Supports Wraparound Model to the State Legislature

➤ Helped the state obtain approval for the 1915c Medicaid Demonstration Waiver   (*1 of nine states*)

➤ Helped to ensure family peer to peer support was included in the 1915c waiver

The *Community Supports for Wraparound Inventory* (CSWI)

- The *Community Supports for Wraparound Inventory* (CSWI) is intended for use as both a research and quality improvement tool to measure how well a local system supports the implementation of high quality wraparound.

- The CSWI is based on the Necessary Conditions for Wraparound described by Walker & Koroloff (2007)*

- Further refined through collaborative work undertaken by the National Wraparound Initiative

- Includes 42 community or system variables that support wraparound implementation.

- Requires ~45 minutes to complete

*Walker, J. S., & Koroloff, N. (2007). Grounded theory and backward mapping: Exploring the implementation context for wraparound. *Journal of Behavioral Health Services & Research*.

Hospitable System *Funding, Policies

Supportive Organizations
* Training, supervision, interagency coordination and collaboration

Effective Team
* Process + Principles

CSWI

- The 42 items are grouped within 6 themes:
  1. Community partnership
  2. Collaborative action
  3. Fiscal policies and sustainability
  4. Service array
  5. Human resource development, and
  6. Accountability

- Respondents complete the 42 items by rating the development of supports in their community or program on a 5 point scale
  - 0 = "least developed" and 4 = "fully developed"

Community Procedures

- Stakeholders are identified by a local coordinator and invited by email to complete the CSWI via a link to a web survey version
  - Stakeholder groups– family, youth, admin, providers, etc.
  - "key respondents"
  - Project employees
- Local coordinator builds support for participation
- Emails that bounce are removed from the sample
- Reminders sent until research team and local coordinators decide to close the survey
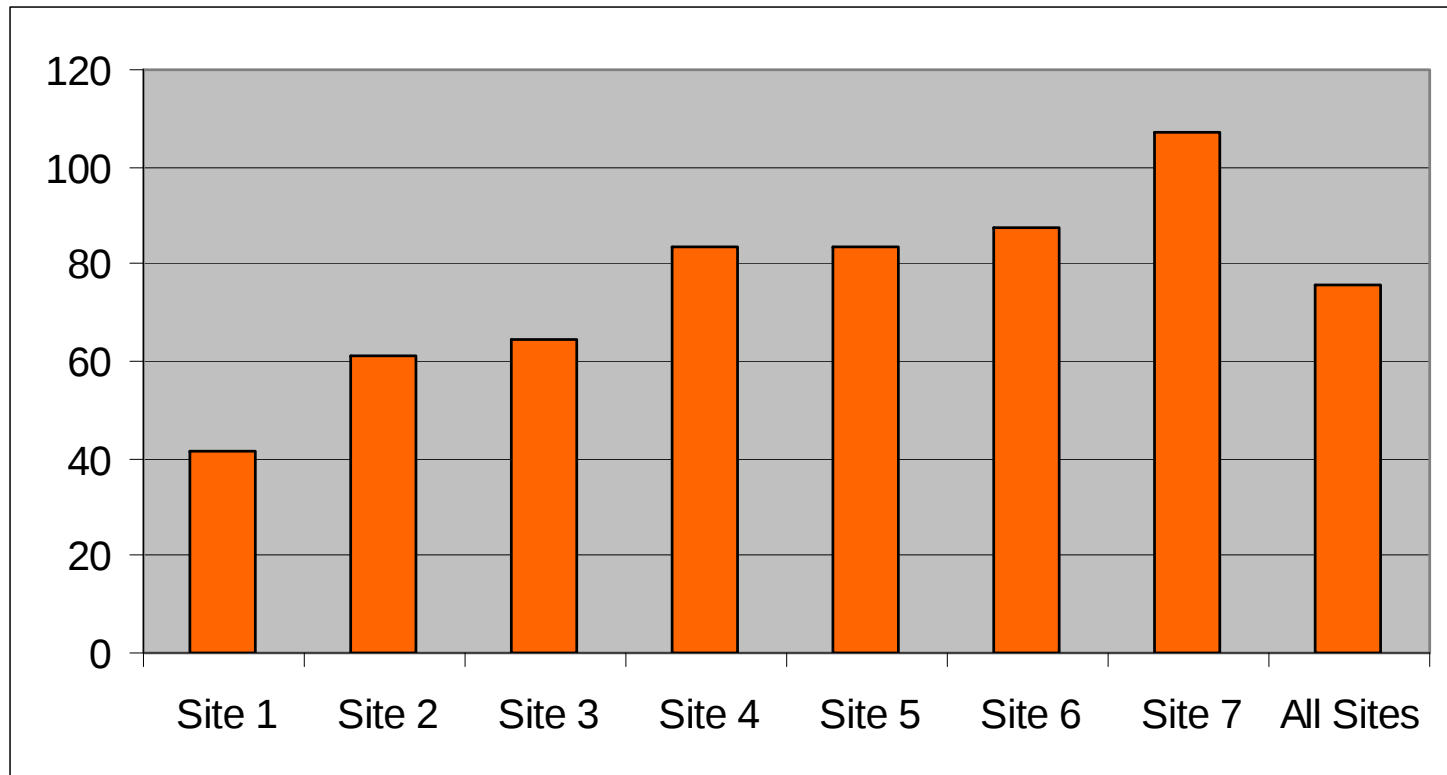
Pilot test

- Seven communities in different states, rural, urban and small city with environs

- Very strong interrater reliability: Mean average intraclass correlation = .78

- Strong factor structure that followed the themes, excellent internal reliability

| Cronbach's alpha	
Theme 1	0.87
Theme 2	0.93
Theme 3	0.94
Theme 4	0.92
Theme 5	0.94
Theme 6	0.95
Entire CSWI	0.95
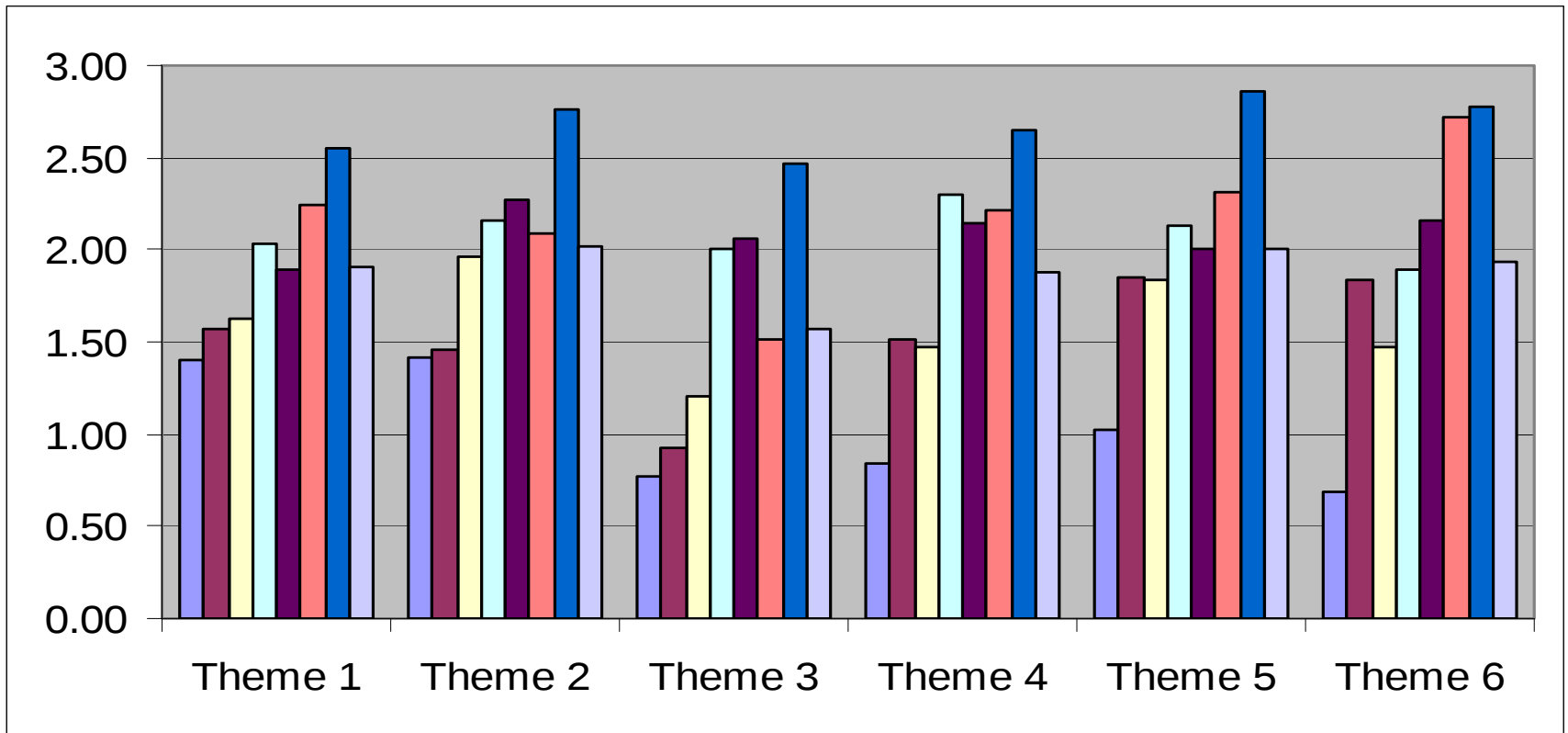
CSWI Total Scores
(Maximum possible = 160)
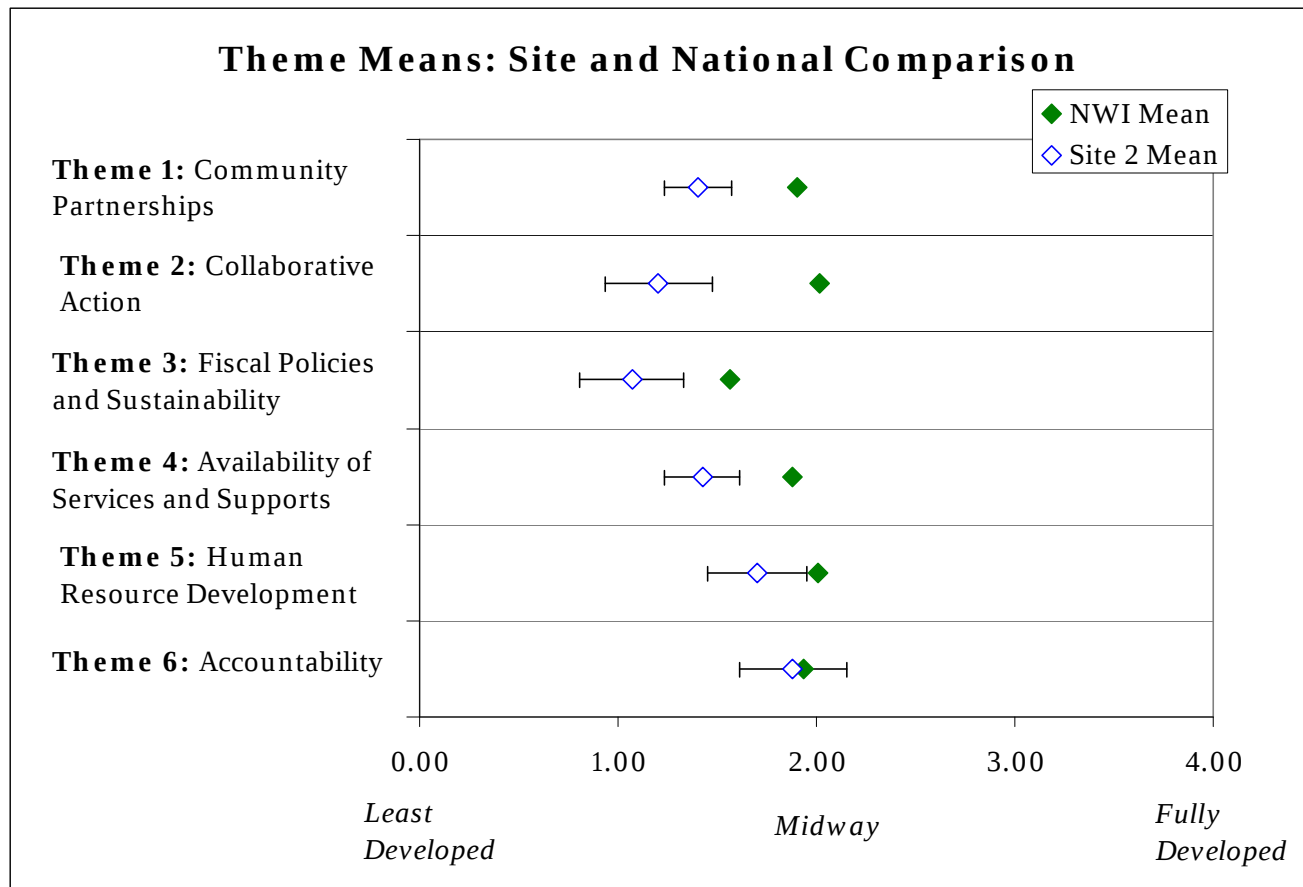
Mean Item Score by Theme:
## Seven Sites and All Sites
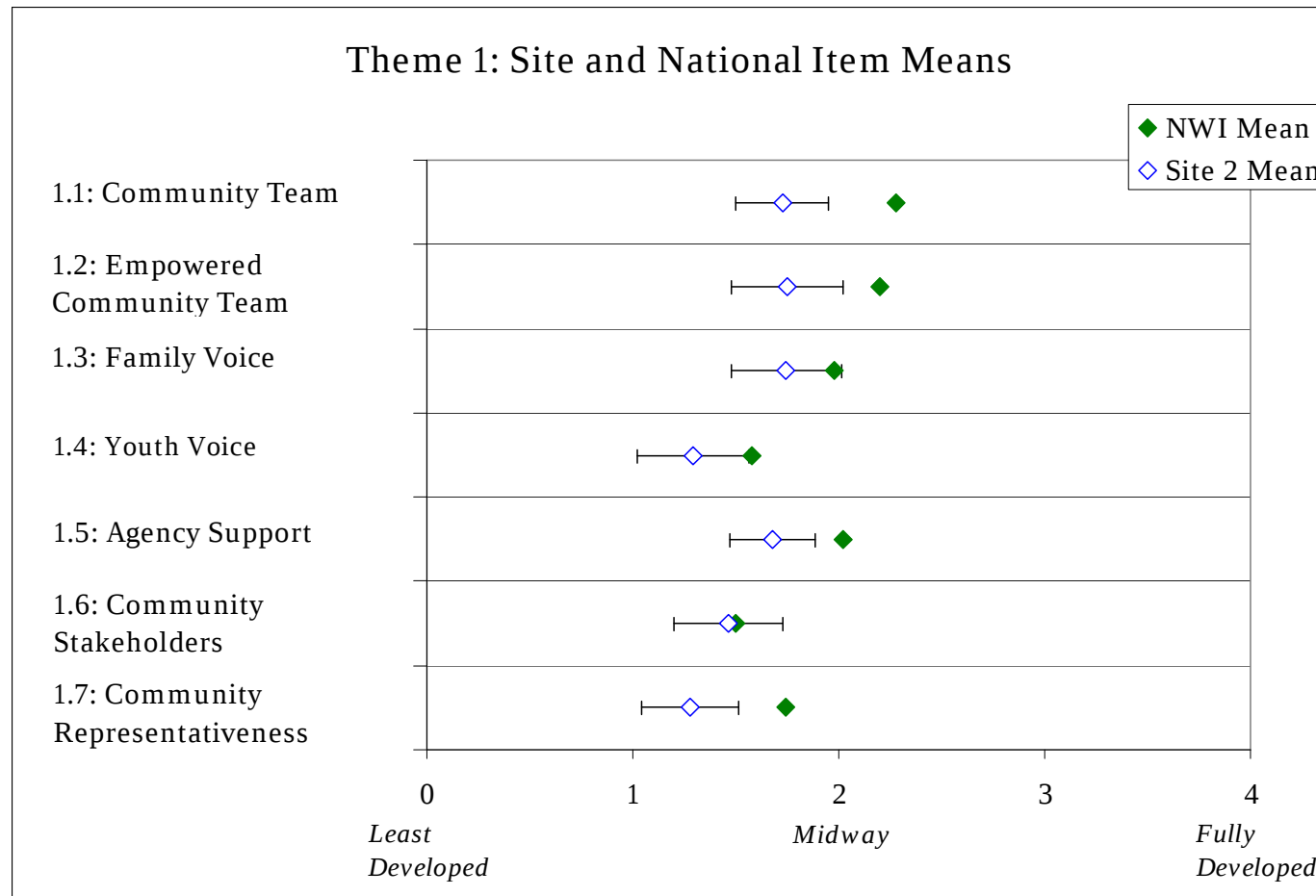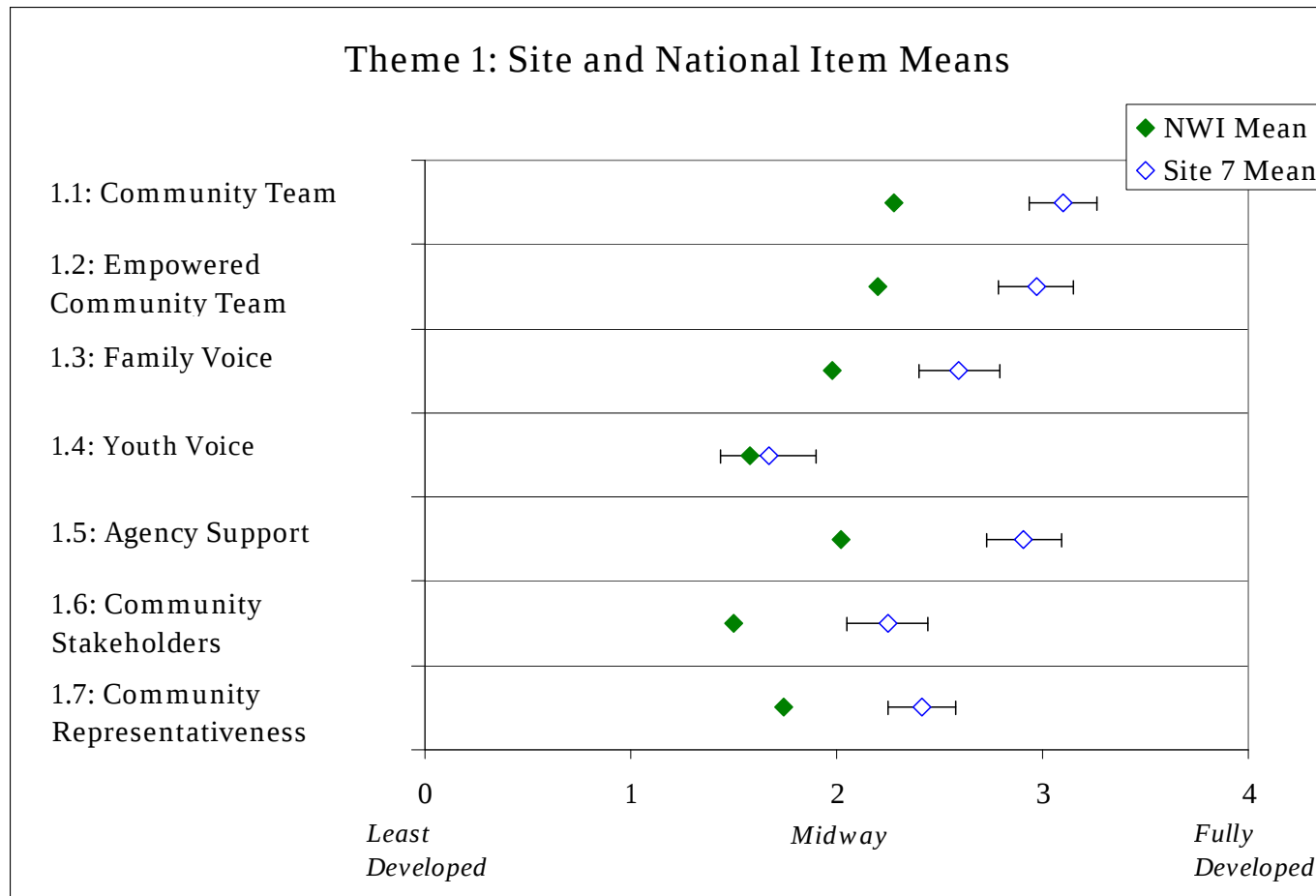
Sample Site Feedback: Themes

Theme Means: Site and National Comparison

- ◆ NWI Mean
- ◇ Site 2 Mean

Theme 1: Community Partnerships

Theme 2: Collaborative Action

Theme 3: Fiscal Policies and Sustainability

Theme 4: Availability of Services and Supports

Theme 5: Human Resource Development

Theme 6: Accountability

0.00   1.00   2.00   3.00   4.00

Least Developed   *Midway*   *Fully Developed*

Sample Site Feedback: Theme 1

Theme 1: Site and National Item Means

Sample Site Feedback: Theme 1

Theme 1: Site and National Item Means

Piloting the CSWI:
A Local Evaluator Perspective

Becca Sanders, Ph.D.
Program Evaluator
Columbia River Wraparound,
Hood River, OR

becca_sanders@class.oregonvos.net

Georgetown Training Institutes
Nashville, TN,
July 2008

Objectives

- ☐ Who we Are (Project Background)
- ☐ Site's role in CSWI

*Field/ Local Evaluator Perspective on*:
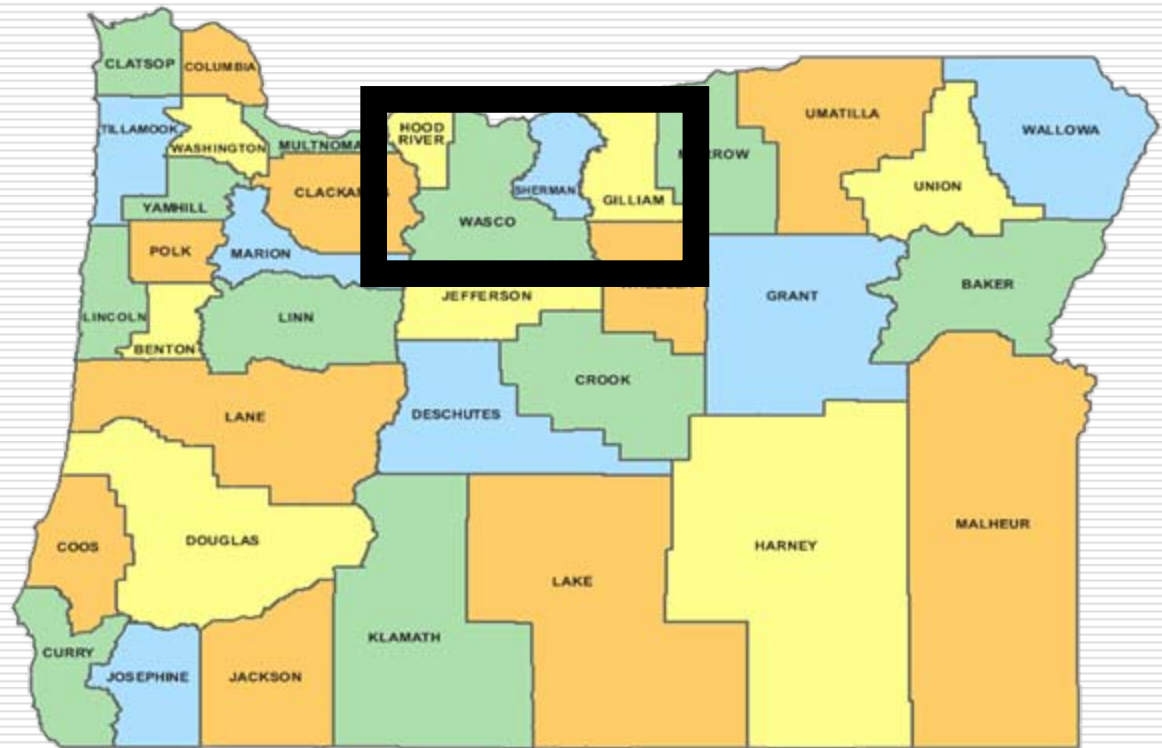
- ☐ How CSWI data informed System of Care planning and implementation.
- ☐ An approach to dissemination.
- ☐ Long term effect of participation in pilot

Who We Are:
Columbia River Wraparound

- Phase 4 SOC site

(Oct 2004- present)

- 4 counties
- 5,500 square miles
- Rural and frontier

Copyright 2005 digital-topo-maps.com

Site Role in CSWI

Wanting to strengthen Wraparound component as part of our strategic plan.

- ☐ Pilot participation in CSWI study
- ☐ 50 personal invites to participate
- ☐ Potential respondents were mostly "heavy hitters"
  - ■ Influential, knowledgeable, held key roles in SOC implementation

How CSWI Informed SOC Planning and Implementation

Process of completing CSWI survey

- ☐ Educational
- ☐ Framework for Self-Assessment
- ☐ Catalyst for system change

Many of the useful conversations occurred long before data was released...

How CSWI Informed SOC Planning and Implementation

Data also informative

- ☐ Project sustainability- what to do about it?

- ☐ Catalyst to launch community wide strategic planning forum

- ☐ Data helped buy-in/ increased validity of discussion topics

Local Evaluator Approach to Dissemination: The Details

Electronic:

- ☐ Disseminated 40 item by item scores to all respondents (long ppt)

- ☐ Filtered 2 page written report to community members
  - ■ Summary of results broken by theme
  - ■ 3 lowest and highest rated items
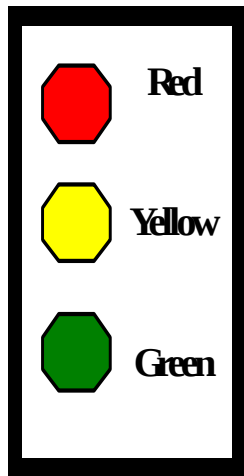
http://www.rri.pdx.edu/columbia_river_wa.php

Monthly Evaluation Reports link in top right corner

Local Evaluator Approach to Dissemination: The Details

Electronic:

☐ Filtered out "what matters" within 2 page written report: "The Traffic Light"

The Traffic Light: A Summary of Important Findings
Red = Concern
• Lack of fiscal sustainability for project.
Yellow = Pay attention/ monitor
• Partial collaboration.   • Partial adherence to philosophy of System of Care.
Green = Good News
• Strong accountability, outcomes monitoring, wraparound quality, grievance procedure, and family voice/ empowerment.

Red

Yellow

Green

Local Evaluator Approach to Dissemination: The Details

One-on-One:

- ☐ Thank you for participation (X 45)
- ☐ Follow up- personalized offer to answer questions

In-Person meeting(s):

- ☐ Service leads/ implementation staff
- ☐ Administrative leads
- ☐ Family leads

Why is she telling me all this?

Local Evaluator perspective on utility of data:

- ☐ Boulder uphill
- ☐ Resource consuming
- ☐ Relationship building is key
- ☐ Short, varied formats
- ☐ Repeated hits with same data

Long term effects of the CSWI Pilot: *Was it Worth it?*

- ☐ Led to efforts to standardize Wraparound across multiple organizations over the whole 5,500 square miles of The Columbia River Gorge...

    As of May 2008... the answer is YES!

Data-driven Approaches Used by Family Organizations and Family Members that Support Implementation of the Wraparound Process

Background   Sample practices

Articles and resources   Web based strategies

NWI survey results   Maryland review

Family Partner Survey Data Based Strategies

What strategies (or tools) do you or your organization use to support wraparound implementation that involves the collection and use of data?

What is the role of family members or family partners in collecting or using the data?

- Responses representing 11 states
- Referred to 4 other states

Strategies

- Simple surveys
- Data collection
- Community Evaluation Groups
- Youth and Family Advisory committees
- Dissemination and presentation of information to professional community & family groups
- Design the tools in collaboration with researcher / university
- Continued evaluation of tool relevance

Sample Survey tool

- **Family Participation Measure** (FPM). The FPM is designed to measure a caregiver's impression of his or her level of participation in planning for a child's service and treatment

- Brief and simple – must be done with the family

- Barbara Friesen – Research and Training Center, Portland State University

- Arkansas adapting this tool to their wraparound site in an effort to measure satisfaction with Family Support

Web based strategies

Family Organizations utilizing outcome measurement tools

Family Partners are able to demonstrate in quantitative and qualitative language the critical role family support plays on the child family team

Family organizations able to track family progress toward established goals

Outcome measurement

Western New York / full regional support / 2 sites utilizing wraparound approach

"Journey Mapping, Family Outcomes Tool"

worked with Barry Kibel, PhD and John Lyons, PhD
developed: scale to measure family empowerment
                Family Support Strengths and Needs assessment tool
currently collaborating with Kimberly Hoagwood, PhD, Columbia University

New Jersey - Full statewide participation by Family Support Organizations
"Efforts to Outcomes"   ETO   -
Software leased through Social Solutions, Inc.

 "I have reached a goal that I set in the Individual Service Plan"
 What are the efforts that the family partner has invested in this movement toward the goal

Maryland Strategies

1. Wraparound Fidelity Index – Family members as interviewers and presenters of data

2. Focus Groups

3. Efforts to Outcomes – Statewide implementation

4. Peer to Peer Support Fidelity Index Caregiver Form

Activity: Getting Started

1. Introduce yourselves to the members of your small group and pass around the sign-in sheet.

2. Appoint a recorder and reporter.

   - The recorder should record all of the responses to the next two items and turn in to one of the presenters. *We will type this up and post on the web, so make your record as complete as possible.*

Activity: What to Discuss

1. Discuss the experiences your communities have had in using data to assess wraparound quality and/or fidelity, or using skill sets and credentialing to guide wraparound implementation.
   - List things that seem to be working and how it helps.
   - List challenges that have been encountered.
   - As a group, propose solutions to these challenges. (You may not have solutions for every challenge—that's ok.)
2. Discuss how the tools you have heard about could help you improve practice or implementation quality in your community AND/OR why these tools wouldn't meet your community's needs (and what type of tool or approach might work, or how the existing tools might need to be adapted).

Activity: Report Out

Select up to

- ☐ Two examples of what's working
- ☐ One example of a challenge--with or without a solution--that your group has thought of
- ☐ Up to two ideas (total) about
  - ■ How the tools could help OR
  - ■ Why these tools might not work (and what type of tool or approach might work, or how the existing tools might need to be adapted).