

# Ensuring High Fidelity Wraparound Process

The Methods and Results of Three  
State's Efforts to Make  
Wraparound All That It Should Be



**Vroon VanDenBerg, LLP**  
**Parker, Colorado**

# Wraparound Process Elements

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- ❑ Parent and Youth Voice and Choice
- ❑ Youth and Family Team
- ❑ Community-based Services & Supports
- ❑ Cultural Competence
- ❑ Individualized Services & Supports
- ❑ Strength-based Services & Supports
- ❑ Natural Supports
- ❑ Continuation of Care
- ❑ Collaboration
- ❑ Flexible Resources/Funding
- ❑ Outcome-based Services & Supports

# Wraparound Fidelity Index

## *Respondent by element*

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<b>Element</b>	<b><u>Number of items</u></b>		
	<b>Resource Facilitator</b>	<b>Parent</b>	<b>Youth</b>
<b>Parent/Youth Voice and Choice</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Youth and Family Team</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Community-based</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Cultural Competence</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Individualized</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Strength-based</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Natural Supports</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Continuation of Care</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Collaboration</b>	<b>4</b>	<b>4</b>	
<b>Flexible Resources/Funding</b>	<b>4</b>	<b>4</b>	
<b>Outcome-based</b>	<b>4</b>	<b>4</b>	



# Method Arizona WFI Studies

## Study One

- Completed WFI protocols for 64 children and youth in the national evaluation who had intake, 6 and 12 month data
- Combined the scores for all WFI scales
- Selected the 21 children and youth with the highest and lowest WFI scores
- Compared the outcomes on 14 of national measures
- Significant differences for 10 of the measures

## Study Two

- Averaged the overall WFI scores for the 17 employees that had scores for more than three families.
- Selected the six with the highest and lowest scores on the fidelity index
- Compared outcomes for these individuals across families



# Residential Outcomes

The Restrictiveness of Living Environment Scale (ROLES) shows the level of restrictiveness of the living environment.

 With Family

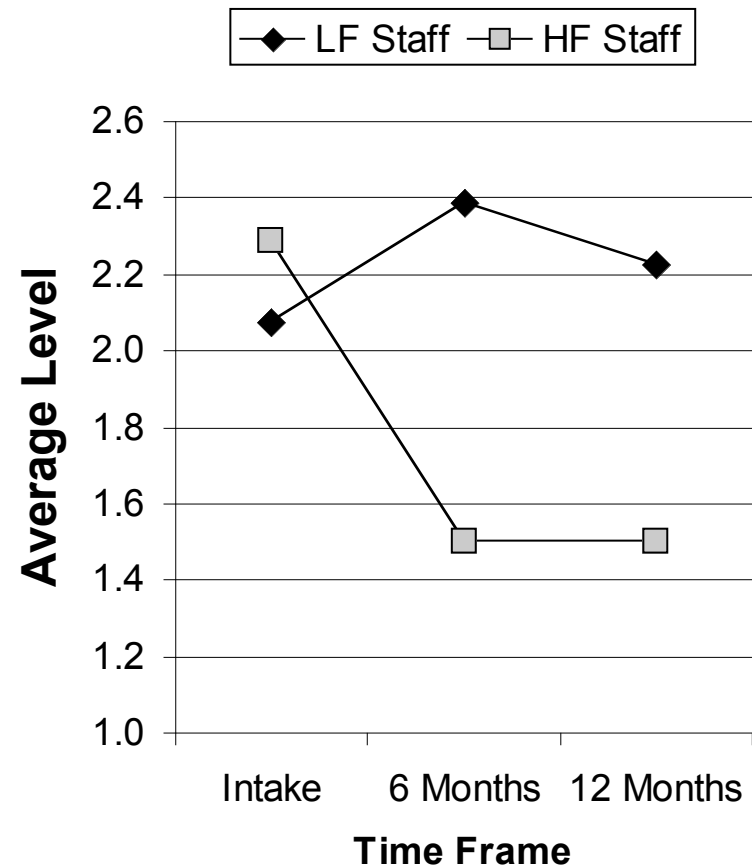
 Foster Care

 Therapeutic FC

 Group Home

 Residential

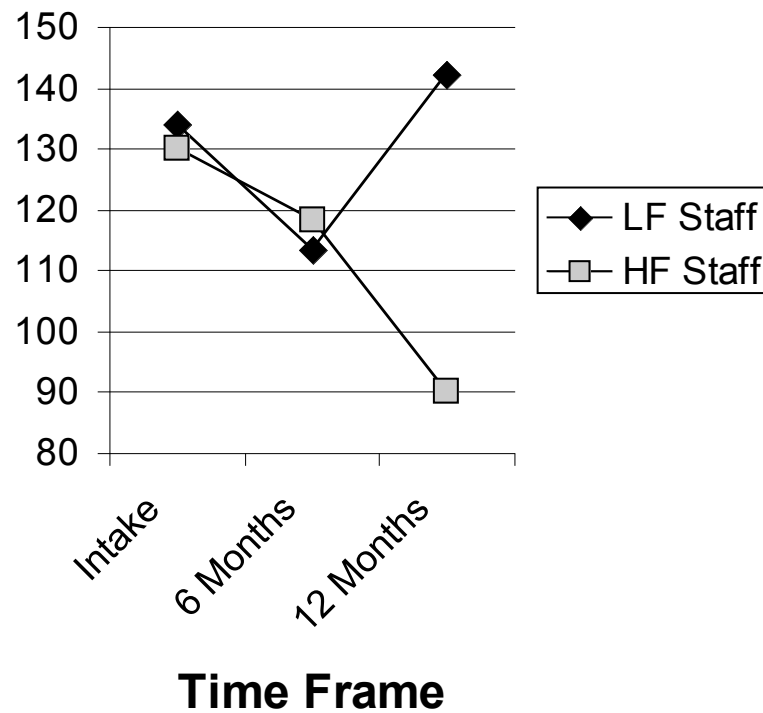
 Inpatient



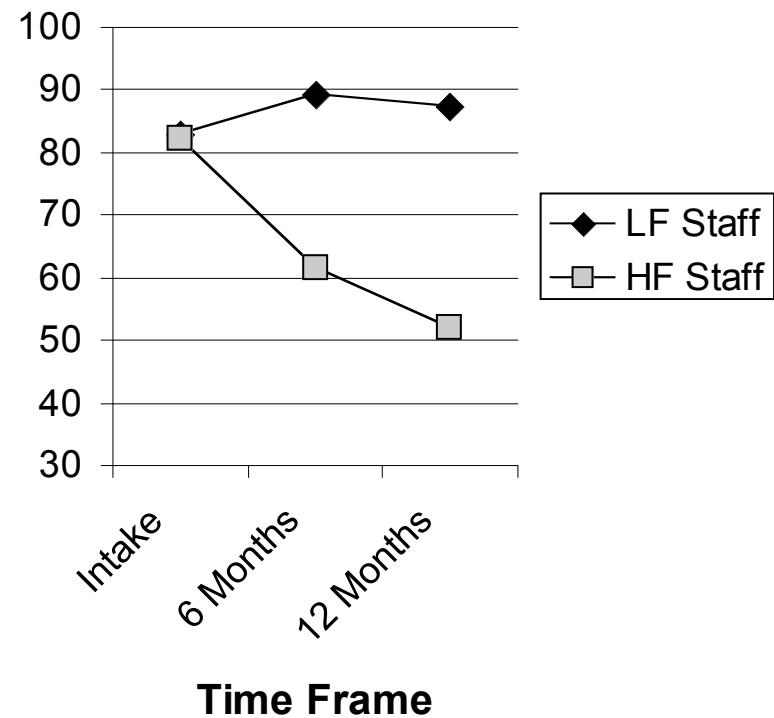


# Child Symptoms and Behavior

## CAFAS

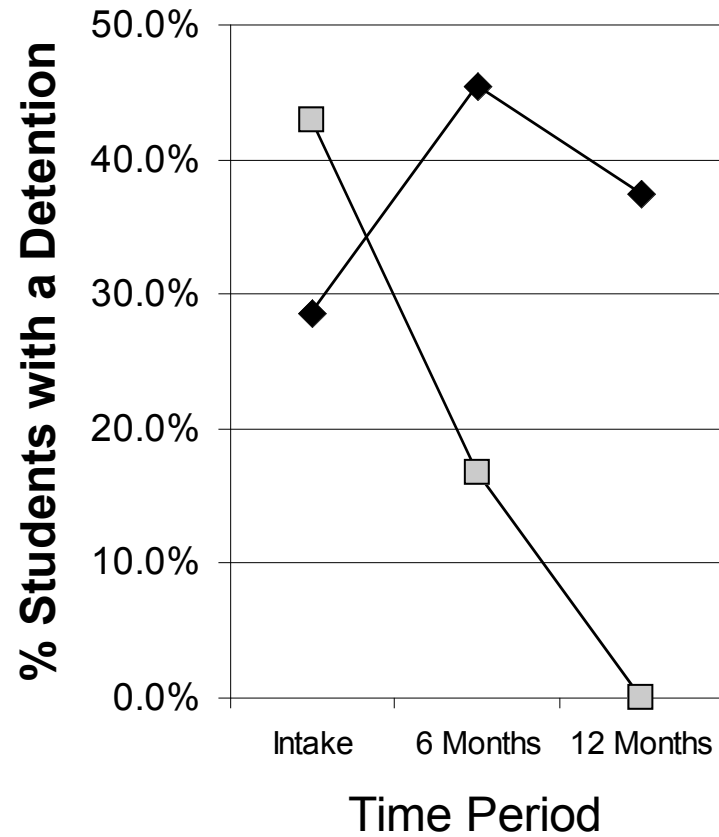
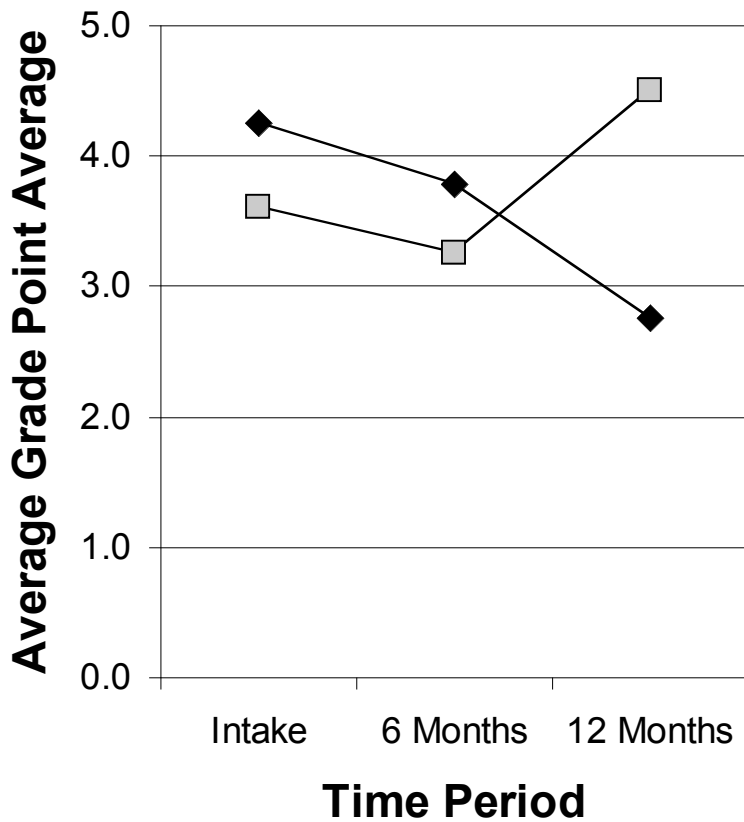


## Child Behavior Checklist





# Educational Outcomes





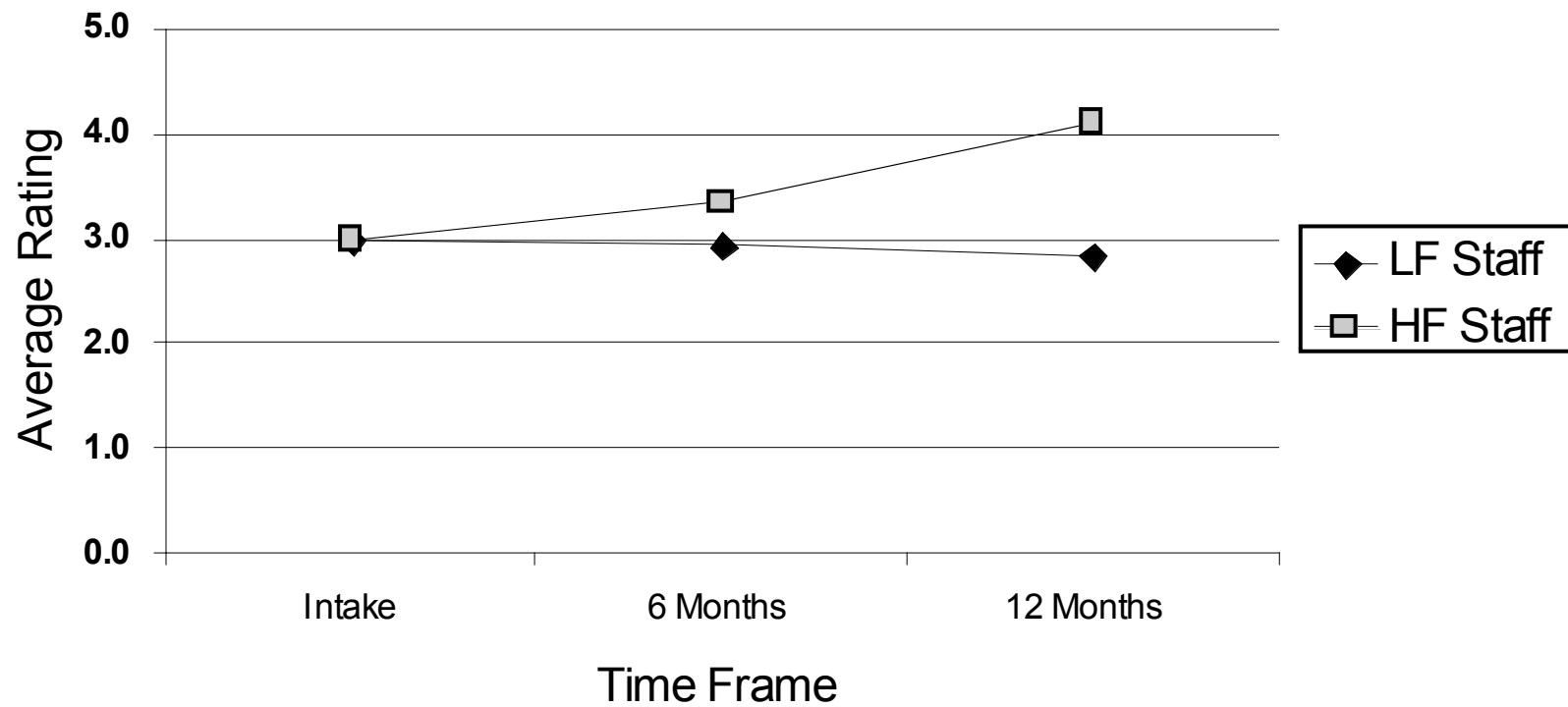
## Family Resource Scale (FRS)

- The FRS measures a caregiver's report on the adequacy of a variety of resources (time, money, energy, etc.) needed to meet the needs of the family as a whole, as well as the needs of individual family members.
- Group average on the scale of 1 – 5
  - 1 = Not at all adequate
  - 5 = Almost always adequate



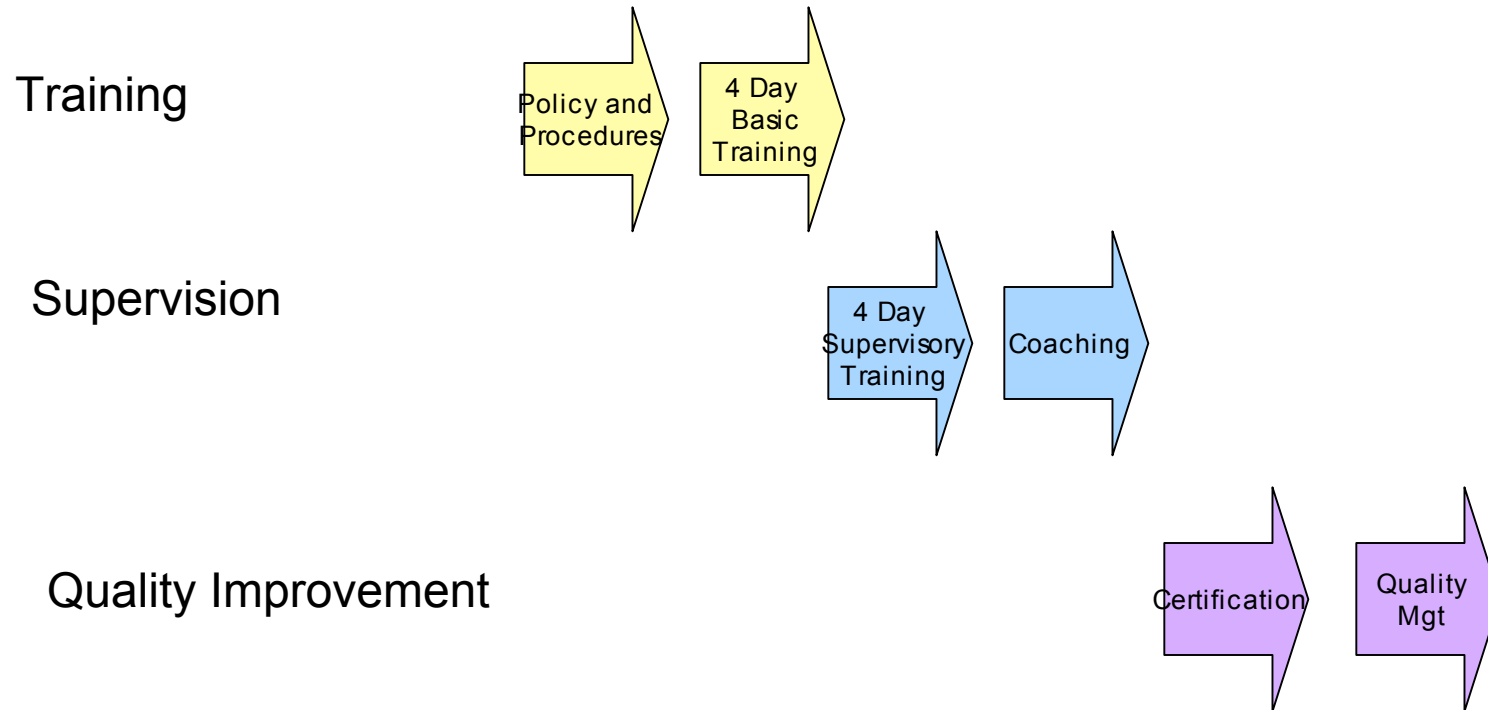
# Family Outcomes

Family Resource Scale



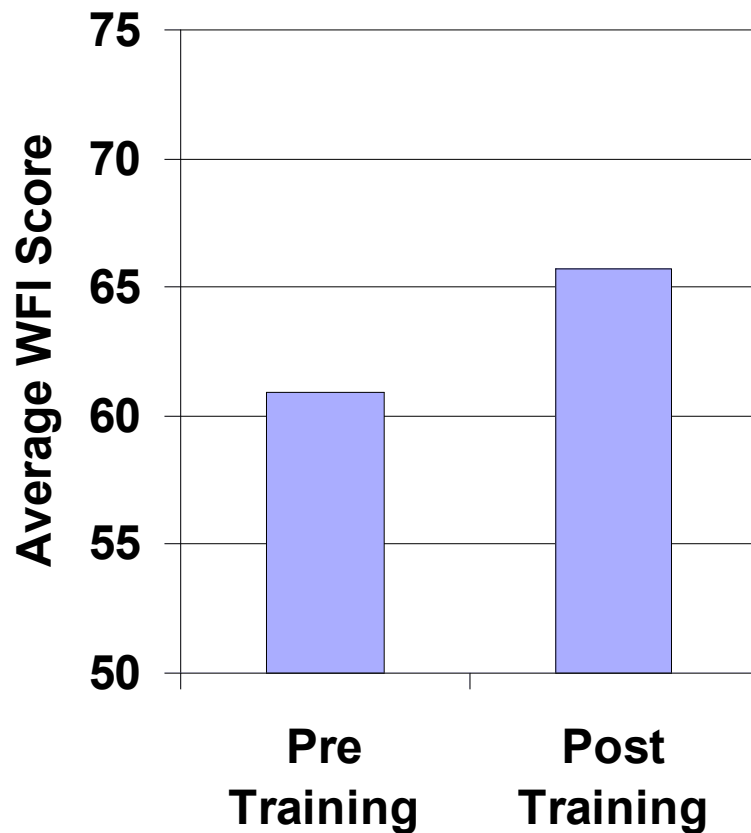


# Wraparound Fidelity Process

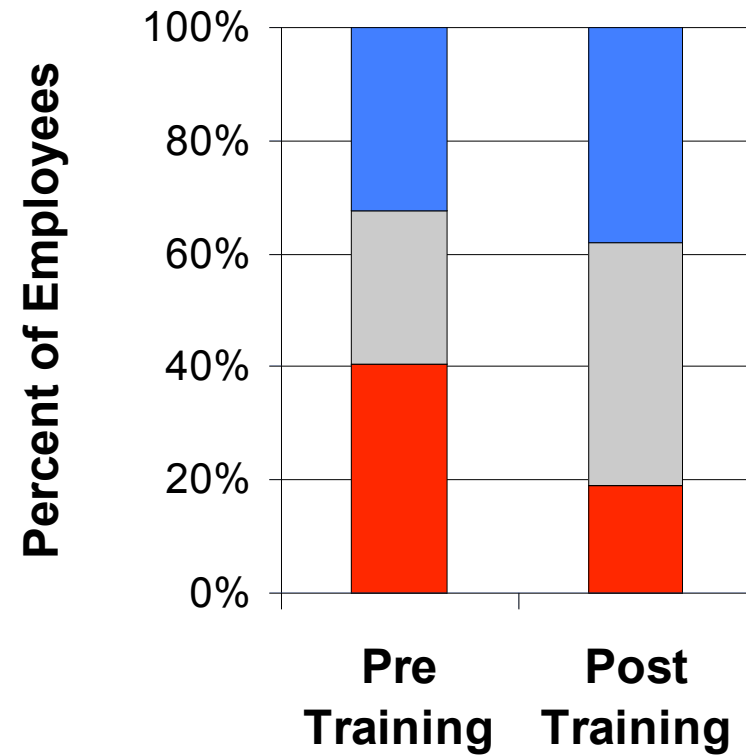




# Impact of Training in Indiana

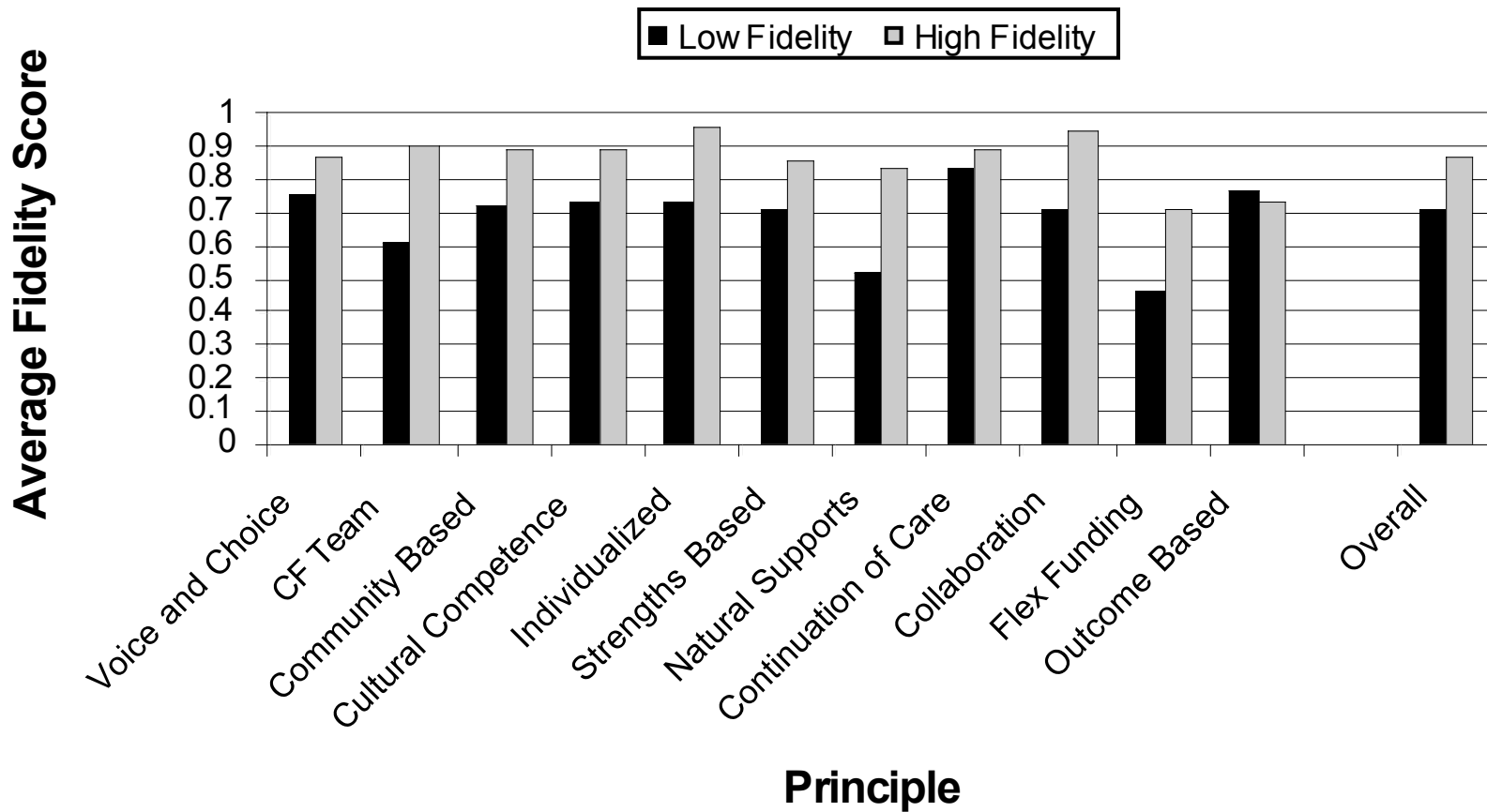


■ Low ■ Middle ■ High Fidelity



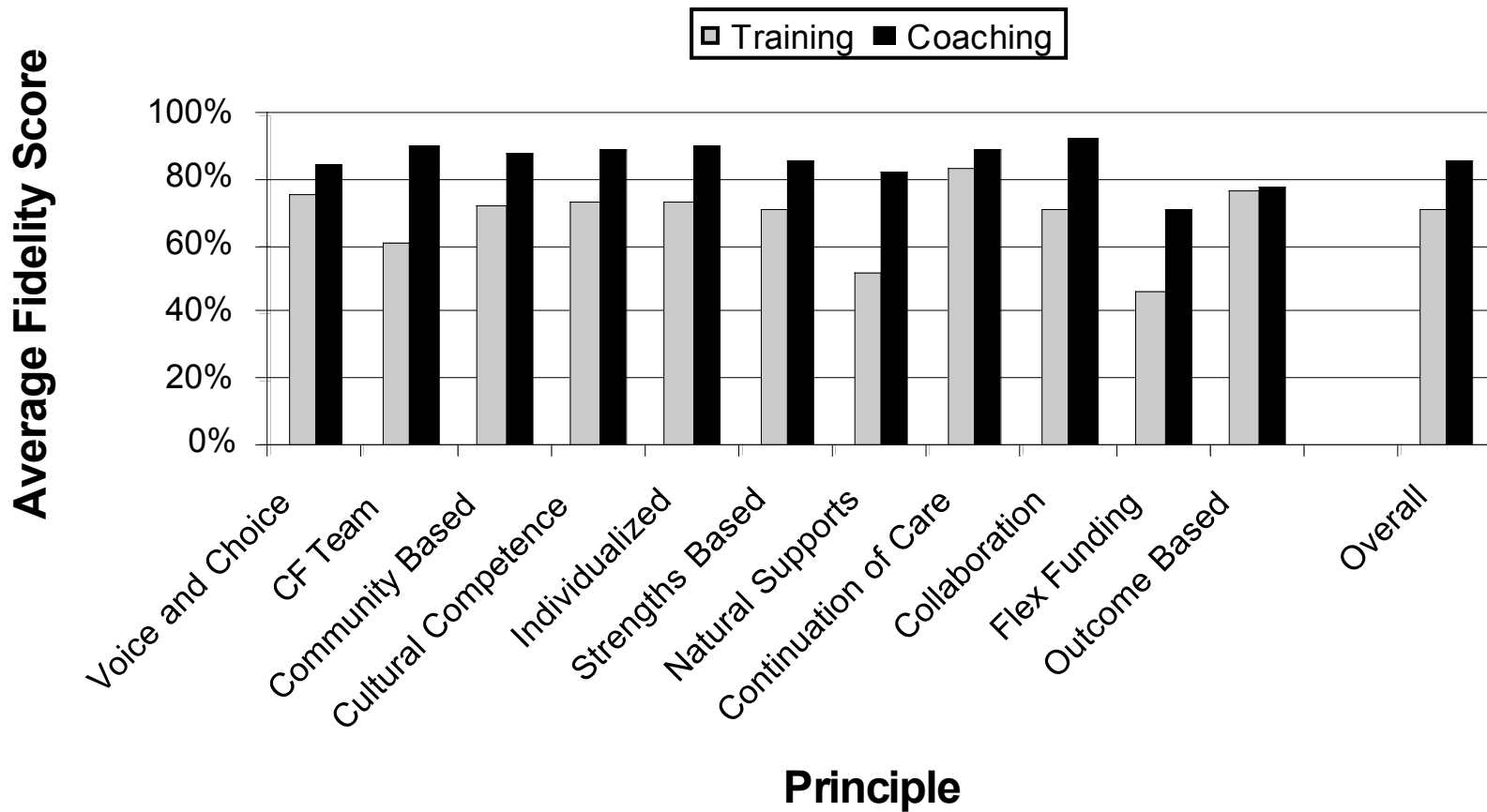


# Fidelity After Training in NV





# Fidelity after Coaching in NV





# Conclusion

- There is much variation in what is called wraparound
- Much of what is called wraparound is not producing good outcomes
- Communities are getting frustrated with the lack of results
- Fidelity is directly related to outcomes in wraparound
- Training alone improves fidelity measures but does not produce high fidelity wraparound for most students
- Hands on coaching improves fidelity and produces high quality
- System and organizational level supports are necessary to maintain high fidelity wraparound



# Lessons About Training

- Training should be value and skill set focused, and involve substantial time spent in individual, pair, and small group practice of key skills. Training days should be split up (3-4 weeks?) with in-between homework, and supervisory prompting about the training importance and relevance to the job at hand. Most people are now visual learners, the use of filmed scenarios helps many “get it”.



## Coaching Model One

“Warm and Fuzzy” Experienced Coach hangs out with staff, discusses, encourages, builds on individual staff strengths, teaches through modeling, does “in-vivo” teaching. Focuses on wrap and any other issues the staff want to work on. Supervisor may or may not be present. Coaching may be indefinite.



## Coaching Model Two

Coach re-introduces phases and skill sets about wraparound to staff, prompts supervisor and staff to evaluate baseline skill acquisition/strengths and needs. Coach then begins coaching staff and supervisor to competency in targeted skill sets using role play in group coaching setting, in-vivo instruction and observation. Based on document review, direct observation, and numerical ratings of competency, Coach “certifies” staff as having core skills. Average staff time to certification: 10-12 hours of Coaching



## Example of Model Two

### County X:

Seven Bachelor's Level staff and supervisor went thorough four days of 101 training. Supervisor went through two days of supervisory training. Staff got two hours each of group and individual coaching by Coach John.



## County X Results of Training and Coaching

- Fidelity was up across the skill sets
- Highest ratings were in skill areas of engagement, crisis stabilization, team meetings.
- Lowest ratings were in areas of use of natural supports, team development, and development of good strengths and culture discoveries and their use in plans/implementation of options.



## Coaching Model Three

Same as Model Two, except Coach starts first with certification of Supervisor; then systematically and gradually teaches Supervisor to be the coach of their staff. Certification is prompted by Supervisor. Advanced skill acquisition becomes part of quarterly staff development plans developed by the Supervisor for each staff. Same 10-12 hours per staff; add time for supervisory instruction and support. Follow-up CQI is needed.



# Certification Options and Ideas

- A national certification effort tied to national wrap standards?
- State driven certification tied to state driven training and coaching capacity?
- Locally driven certification tied to standards set by local community team?
- Agency and supervisor driven certification tied to agency standards?



## Other Lessons about Training and Coaching

- The Good, Cheap, and Fast Rule
- Local training and coaching capacity must be built but trainers and coaches must have direct experience with wrap.
- Staff skill levels can drift after certification, CQI is vital
- State, County, Agency infrastructure and fiscal incentives must back wraparound or “DOOM”!!!



## To Reach Jim or John

[Jim@vroomvdb.com](mailto:Jim@vroomvdb.com); [John@vroomvdb.com](mailto:John@vroomvdb.com)

Office: 303 790 4099



# THANKS!

- We would love to hear from you with your ideas about training and coaching!