Attachment B

Phases, Activities, and Skill Sets of the Wraparound Process

Wraparound phases and activities

*Teams have **support** from program and system*

*Providers and team members have necessary **skills***

Phases of the Wraparound Process	***Major Tasks***		
Phase 1: Engagement and Team Preparation	•Engage the family •Engage other team members •Respond to immediate crises	*TOOLS*	**OUTPUTS**
Phase 2: Initial Plan Development	•Make meeting arrangements •Develop initial Plan of Care •Develop crisis or safety plan •Make appropriate team and plan logistics	*TOOLS*	**OUTPUTS**
Phase 3: Implementation	•Implement wraparound plan •Track progress, evaluate strategies, celebrate success •Revisit and update plan •Maintain/build team cohesiveness and trust	*TOOLS*	**OUTPUTS**
Phase 4: Transition	•Plan for cessation of formal wraparound process •Commencement & celebration •Follow-up with family	*TOOLS*	**OUTPUTS**

Intended Results and Indicators of Success

- High fidelity to the wraparound process
- Meeting child and family needs and accomplishing team goals
- Ultimate outcomes for child, family, program, and community

Phases, Activities, and Skill Sets of the Wraparound Process

NWI GOAL/Task	NWI Activity	Vroon VanDenBerg Skill Sets
1.1. Orient the family. GOAL: To orient the family to the wraparound process.	**1.1 a. Orient the family and youth to wraparound.**	*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.
	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.
1.2. Stabilize crises. GOAL: To address pressing needs and concerns so that family and team can give their attention to the wraparound process.	**1.2 a. Ask family and youth about immediate crisis concerns.**	*8.* Identify immediate and/or potential crisis and safety concerns. *9.* Help the family and youth recognize which concerns need immediate attention and which concerns can wait until the team convenes. *10.* Conduct a brief conversational functional assessment that clarifies what occurs before, during, and after the crisis or safety situation; the assessment also identifies the best guess of the function of the crisis or safety situation and possible replacement behaviors.
	1.2 b. Elicit information from agency representatives and potential team members about immediate crises or potential crises.	*11.* Assist agency representatives and potential team members to identify immediate and/or potential crisis and safety concerns. *12.* Help agency representatives and other potential team members recognize which concerns need immediate attention and which can wait until the team convenes. *13.* Conduct a brief conversational functional assessment with agency representatives and potential team members to understand the details of the crisis or safety situation.
	1.2 c. If immediate response is necessary, formulate a response for immediate stabilization.	*14.* Develop a stabilization plan with the family and youth that addresses immediate crisis need(s) or safety situations as necessary. *15.* Coordinate and communicate crisis stabilization plans with other agency staff and potential team members. *16.* Ensure that the family has the resources necessary to stabilize the crisis.

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1.3. Facilitate conversations with family and youth/child. GOAL: To explore individual and family strengths, needs, culture, and vision and to use these to develop a document that will serve as the starting point for planning.	**1.3 a. Explore strengths, needs, culture, and vision with child/youth and family.**	*17.* Engage core family members and primary caretakers in the process of doing the SNCD. *18.* Listen actively to the family and youth to truly understand what they are saying. *19.* Identify needs and concerns across life domains. *20.* Elicit detailed information and examples of family and individual strengths. *21.* Elicit detailed information and examples of family and individual culture including: race, ethnicity, and family preferences, customs, beliefs and values. *22.* Support the family to express their long range vision of the youth and family. *23.* Support the family to identify the priority needs that must be met to reach the long range vision. *24.* Identify potential natural supports of the family and select those that might participate on the child and family team. *25.* Identify the people who are providing services for the family and select those that might participate on the child and family team.
	1.3 b. Facilitator prepares a summary document.	*26.* Develop a document that summarizes the family and youth strengths, needs and culture. *27.* Review the summary document with the family and youth and custodial agent if involved and amend it as necessary.
1.4. Engage other team members. GOAL: To gain the participation of team members who care about and can aid the youth/child and family, and to set the stage for their active and collaborative participation on the team in a manner consistent with the wraparound principles.	**1.4 a. Solicit participation/orient team members.**	*28.* Facilitate a consensus between the family and youth (and if necessary representatives of custodial agencies) about who will be on the team. *29.* Support the family and youth to recognize the importance of involving natural supports on the team. *30.* Address family and youth concerns about involving natural supports on the team. *31.* Make every possible effort to ensure all needed professionals and natural supports participate on the team. *32.* Approach potential team members, solicit team membership, and orient each team member to prepare them for the wraparound process. *33.* Elicit information from team members about the strengths, needs and culture of the family and youth and potential conflicts that might emerge during the team process.
1.5. Make necessary meeting arrangements. GOAL: To ensure that the wraparound team is prepared to begin an effective team process, and that mandated procedures are undertaken.	**1.5 a. Arrange meeting logistics.**	*34.* Arrange for supports for the family and youth to assure their participation and comfort in the team process. *35.* Make arrangements for team meeting time and location that are sensitive to the needs of the family and youth and other team members. *36.* Prepare needed documents for distribution prior to or at the team meeting and materials to use during the meeting.

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2.1. Develop an initial plan of care. GOAL: To create an initial plan of care using a high-quality team process that elicits multiple perspectives and builds trust and shared vision among team members, while also being consistent with the wraparound principles.	**2.1 a. Determine ground rules.**	*37.* Elicit and develop consensus on team ground rules and a decision-making process that maximizes family and youth voice and choice and prevents blame. *38.* Discuss and develop consensus on confidentiality at the team level.
	2.1 b. Describe and document strengths.	*39.* Review, discuss and add to the strengths, needs and culture summary at the team meeting.
	2.1 c. Create team mission.	*40.* Facilitate the process of developing a team mission and obtain commitment from all team members to the mission.
	2.1 d. Describe and prioritize needs/goals.	*41.* Review and prioritize family and youth needs. *42.* Develop specific goals that address the prioritized needs and team mission. *43.* Develop methods for evaluating progress toward goals.
	2.1 e. Select strategies and assign action steps.	*44.* Brainstorm multiple natural and formal support options for possible inclusion in the action plan. *45.* Develop options that build on the strengths and culture of the child, family and team. *46.* Support the team to select the best options with the family and youth making the final selections. *47.* Ensure the action plan defines who will do what, when, and how often and that all team members share in plan implementation. *48.* Assist the team to consider if other individuals are needed on the team to fully implement the current plan and/or to address other areas of priority need that will be the focus of future planning sessions.
2.2. Develop crisis/safety plan. GOAL: To identify potential problems and crises, prioritize according to seriousness and likelihood of occurrence, and create an effective and well-specified crisis *prevention and response* plan that is consistent with the wraparound principles.	**2.2 a. Determine potential serious risks.**	*49.* Assist the family and youth and team to identify potential crises or safety situations that are the most likely to occur. *50.* Prioritize potential crises or safety situations based on severity and likeliness of occurrence.

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	2.2 b. Create crisis/safety plan.	*51.* Do a thorough functional assessment and crisis plan that begins with a brief, clear statement of the crisis behavior or situation. *52.* Write a statement describing what happens before the crisis behavior or situation occurs, and when the crisis behavior or situation does not occur. *53.* Write a detailed description of what happens during the crisis including information about frequency, intensity, duration, who is involved and if other activities going on in the environment may make the situation better or worse. *54.* Write a detailed description of what happens after the crisis including actions taken or not taken, emotions, and punishments or rewards given to the youth or other family member. *55.* Write an educated guess about what benefits or functions the youth or other family member is getting from the crisis behavior or situation. *56.* Brainstorm with the team multiple options for preventing and responding to the crisis behavior or situation. *57.* Support the team to select the best several options, with the final selection made by the family, youth, and custodial agents if the youth is in custody. *58.* Develop and write a plan that defines action steps designed to prevent the crisis behavior or situation from happening by modifying what is occurs before the crisis. *59.* Include in the plan signs or behaviors that indicate the crisis is beginning and ways to deescalate it. *60.* Explore and write a detailed and sequential set of action steps to be followed by the team if the predicted crisis behavior or situation does occur.
2.3. Complete necessary documentation and logistics.	**2.3 a. Complete documentation and logistics.**	*61.* Develop team consensus on frequency of and schedule for future meetings. *62.* Produce and distribute written wraparound and crisis and safety plans.
3.1. Implement the wraparound plan. GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies and their success in meeting need and achieving outcomes in a manner consistent with the wraparound principles.	**3.1 a. Implement action steps for each strategy.**	*63.* Educate providers and other system and community representatives about the wraparound process. *64.* Identify what support team members need so they can successfully complete their assigned task(s). *65.* Assist the family and youth to access necessary resources. *66.* Monitor team members' completion of assigned actions steps. *67.* Explore why action steps were not completed.

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	3.1 c. Evaluate success of strategies.	*68.* Review if the services and supports defined in the plan and implemented through corresponding action steps are meeting priority family and youth needs. *69.* Evaluate progress toward the team's mission and reaffirm team commitment to the mission. *70.* Encourage team culture that honors team members for their contributions and that frequently celebrates successes.
3.2. Revisit and update the plan. GOAL: To use a high quality team process to ensure that the wraparound plan is continually revisited and updated to respond to the successes of initial strategies and the need for new strategies.	**3.2. a. Consider new strategies as necessary.**	*71.* Identify new areas of need as they emerge or as objectives are met. *72.* Brainstorm needed options including: formal services and natural supports, which are strength-based and based on youth and family strengths and culture. *73.* Guide the team to evaluate and change as needed the composition of the team so needed individuals participate in plan development and implementation based on the reprioritization of needs. *74.* Revise the plan so it incorporates new options and action steps. *75.* Monitor revisions to the plan to ensure they continue to align with the team's mission.
3.3. Maintain/build team cohesiveness and trust. GOAL: To maintain awareness of team members' satisfaction with and "buy-in" to the process, and take steps to maintain or build team cohesiveness and trust.	**3.3 a. Maintain awareness of team members' satisfaction and "buy-in".**	*76.* Orient, prepare and welcome new team members to the wraparound process. *77.* Create and maintain team safety ("No blame. No shame.") *78.* Assess team member satisfaction with the team process. *79.* Ensure all team members contribute and are active partners in the planning process.
	3.3 b. Address issues of team cohesiveness and trust.	*80.* Monitor, evaluate and improve the team's satisfaction and effectiveness as needed. *81.* Build and maintain consensus and resolve conflict quickly.
3.4. Complete necessary documentation and logistics.	**3.4 a. Complete documentation and logistics.**	*82.* Produce, maintain and distribute written plan updates in a timely fashion. *83.* Schedule and plan for ongoing meetings.
4.1. Plan for cessation of formal wraparound. GOAL: To plan a purposeful transition out of formal wraparound in a way that is consistent with the wraparound principles, and that supports the youth and	**4.1 a. Create a transition plan.**	*84.* Identify needs, services and supports that will continue to need attention past formal wraparound. *85.* Elicit additional information about family and youth and team strengths and culture for use in the development of the transition plan. *86.* Create a transition plan to meet continuing needs.
	4.1 b. Create a post-transition crisis management plan	*87.* Support the team to develop and rehearse a plan for crisis management after formal wraparound ceases.

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family in maintaining the positive outcomes achieved in the wraparound process.	**4.1 c. Modify wraparound process to reflect transition**	*88.* Support the family and youth to modify the wraparound process for continuation after the facilitator discontinues direct involvement with the team.
4.2. Create a "commencement" GOAL: To ensure that the cessation of formal wraparound is conducted in a way that celebrates successes and frames transition proactively and positively	**4.2 a. Document the team's work**	*89.* Create a document that describes the strengths of the family, youth and team members, lessons learned from the wraparound process, and that shows the achievement of team mission.
	4.2 b. Celebrate success	*90.* Work with the team to develop and hold a culturally appropriate commencement celebration.
4.3. Follow-up with the family GOAL: To ensure that the family is continuing to experience success post-wraparound and to provide support if necessary	**4.3 a. Check in with family**	*91.* Design procedures and a schedule for checking in on the family and youth after commencement.