

Learning Objectives

Orientation Part 1: Values and Principles in Action

Most learners will be able to:

- ❖ Define the Wraparound Process accurately
- ❖ Define, in a practical way, the following terms: strength-based, community based, individualized, person or family centered, culturally competent, family team developed and supported, needs driven, unconditional, normalized, flexibly funded, unmet needs, life domain area, outcome, restrictiveness and therapeutic intensity and informal resource
- ❖ For the same terms, give at least one specific example of the term and at least one reason why it's important
- ❖ Describe how people are treated in Wraparound and why
- ❖ Describe who may be on a family team and why
- ❖ State what practitioners do when a plan isn't working
- ❖ Define and differentiate the concepts of therapeutic effectiveness and restrictiveness
- ❖ Analyze a service to determine its therapeutic effectiveness and restrictiveness
- ❖ Report at least five reasons for community collaboration
- ❖ Describe at least three examples of collaboration
- ❖ Report at least five ways of collaborating with community members and others who help families
- ❖ Name at least five possible members of community collaboratives
- ❖ Review a number of examples of the relationship between outcomes, needs and strength-based strategies
- ❖ Identify the main characteristics of Wraparound plans

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Orientation Part 2: How It Works

Most learners will be able to:

- ❖ Explain the ten steps of the Wraparound Process in detailed, practical terms
- ❖ Demonstrate how to use them prescriptively rather than categorically
- ❖ State at least three practice implications for each step
- ❖ State at least one rationale supporting each step
- ❖ Practice each of the steps of the process on one to three family scenarios, as time allows (with differing levels of mastery among learners)
- ❖ Describe Wraparound to families and consumers so they can make an informed decision about whether or not to participate
- ❖ Do the above for both intensive and less intensive service
- ❖ State at least three reasons people choose not to participate in Wraparound
- ❖ Describe at least five factors that will increase the likelihood that staff will be able to link with consumers and families
- ❖ Describe at least three ways for workers to keep themselves safe on home visits and in the community
- ❖ State at least five basic features each for initial safety, crisis and transition assessments
- ❖ State at least five basic features each for initial safety, crisis and transition plans
- ❖ Describe how office based service workers perform crisis and safety assessment and planning
- ❖ Define significant and specific strengths and give at least three differentiated (i.e. from non examples) examples of each
- ❖ Turn a strength into a strength-based strategy

- ❖ State at least ten reasons to assess strengths in Wraparound
- ❖ Describe at least five ways to learn strengths
- ❖ Complete a strengths assessment on an adult and on a child
- ❖ Complete a brief strengths assessment on an adult and on a child
- ❖ Use a simple format to document the results of a strengths assessment, including information learned about important outcomes, unmet needs and potential resource people
- ❖ Define what informal resources are and give five examples of them
- ❖ State at least five reasons informal resources play an important part in Wraparound
- ❖ Define Family Teams and who might be on them
- ❖ State five reasons Family Teams play a role in Wraparound
- ❖ Describe how to learn about potential resource people and Family Team members
- ❖ Describe who decides who is on a Family Team and what should be done to include team members
- ❖ Name at least five things a Family Team does
- ❖ Rate the importance of being prepared for Wraparound meetings
- ❖ State the objectives of the first Family Team meeting
- ❖ Describe how it is arranged: scheduling, invitations, location, transportation, refreshments, etc.
- ❖ Describe the sequence of events that normally occurs during the first Wraparound meeting
- ❖ Describe the role of ground rules in Wraparound meetings and how they are selected by teams
- ❖ Suggest at least five possible ground rules

- ❖ Describe how to work with informal resource people for services that are not team based
- ❖ Describe outcome statements and give at least three reasons they play an important part in Wraparound planning
- ❖ Define Life Domain areas and describe the role they play in Wraparound planning
- ❖ Name at least seven Life Domain areas
- ❖ Describe the relationship between Life Domains, outcome statements, needs and strategies
- ❖ Describe alternative Life Domain areas and the types of programs that use them
- ❖ Name at least five important considerations in selecting priority Life Domain areas
- ❖ Name at least three things good outcome statements help consumers, families and teams accomplish
- ❖ Describe at least five outcome statements from the material provided, show how they relate to the scenarios and state how progress on them will be measured
- ❖ State the difference between needs and services
- ❖ Translate at least three service statements into needs statements
- ❖ Describe why need statements are important in Wraparound planning
- ❖ Translate at least three service statements into needs statements
- ❖ Describe why needs statements are important in Wraparound planning
- ❖ Describe the relationship between outcome and need statements
- ❖ State at least three types of needs in terms of what they detail

- ❖ Describe how to prioritize needs when there are more than four or five
- ❖ Relate at least five possible needs that stem from the outcomes and measurement methods described in the previous step
- ❖ Describe why knowledge of individual and family strengths is important in Wraparound planning
- ❖ Describe the relationship between outcomes, needs and strength-based strategies
- ❖ Turn a strength into a strategy
- ❖ Describe how facilitators and co-coordinators encourage Family Team members to suggest and implement strength-based strategies
- ❖ Give five key characteristics of strength-based strategies
- ❖ After adding strengths to the previously reviewed scenarios, give at least five specific, possible strategies to meet the needs and achieve the outcomes
- ❖ Define crisis specifically
- ❖ Describe how a crisis starts, continues and ends
- ❖ Describe the roles of perception, coping skills and responsive support in crisis theory¹
- ❖ Name at least five important things to remember when planning for crisis
- ❖ Define reactive, proactive and transitional crisis plans
- ❖ State at least five potentially challenging transitions
- ❖ Describe when safety planning is needed
- ❖ Describe at least eight steps in safety planning
- ❖ Describe how to plan the next Wraparound meetings efficiently

¹ Neil Brown and Patricia L. Miles, Brown Miles, Inc., Portland, Oregon and Columbus, Ohio, numerous published and non-published writings, 1994-present

- ❖ Describe at least five questions you might ask to evaluate the process so far
- ❖ Work through three family scenarios in which the strengths are already stated, the team is described and the results of planning for one sample life domain area has been completed
- ❖ For each of the three scenarios above, choose the next three likely priorities for planning and answer the questions presented to complete the sample scenario

Learning Objectives

Workbook 1: Learning Activities for Practitioners and Participants

Most learners will be able to:

- ❖ Link with a variety of individuals and families effectively, practically and compassionately
- ❖ Conduct an initial assessment to determine whether or not there are immediate safety or crisis concerns of difficult transitions for the person or people at the center of the Wraparound Process
- ❖ Give them enough information about the Wraparound Process to decide if they wish to proceed
- ❖ Discover detailed information about family strengths, cultures, values and choices
- ❖ Identify possible formal and informal resource people for the Family Team and state how they might be approached and included
- ❖ Select and use appropriate, comfortable planning methods and ensure they have the materials needed to implement them
- ❖ Develop ground rules that are specific to a particular team
- ❖ Introduce Family Team members strategically
- ❖ Present individual, family and team strengths effectively
- ❖ Build realistic plans around specific family strengths and preferences
- ❖ Recognize the importance of culture in working with families
- ❖ Use the Life Domain areas effectively, creatively and without categorical thinking
- ❖ Accurately define the following terms: comprehensive, needs-based planning, family driven and culturally relevant
- ❖ Correctly state family outcomes, needs and strategies and differentiate them from each other

- ❖ Recognize, define and plan specifically for crises, safety issues and potentially difficult transitions
- ❖ Evaluate meetings to assess their effectiveness and use the information to make future meetings more effective
- ❖ Practice implementing the process on themselves and others, and the logistics that support that implementation

Learning Objectives

Workbook 2: Family Scenarios for Competency Development

Most learners will be able to:

- ❖ Experience emerging skills as they relate to the values and the ten steps taught in Orientation Parts 1 and 2
- ❖ Explore seven family scenarios that represent very different, but similarly challenging circumstances
- ❖ Discuss and describe how to implement the process for local families that have complex, unmet needs
- ❖ Transfer their understanding of core concepts as they apply to families that face extremely challenging circumstances
- ❖ Pull and list the strengths, assets, choices, etc. out of the scenarios presented
- ❖ Describe formal and informal resource people who might be supportive and be part of a Family Team for each scenario
- ❖ State which Life Domain areas may be priorities for the people in the scenarios
- ❖ For each Life Domain area, above, define the outcomes, needs and strength-based strategies that might make up an actual Wraparound plan

Learning Objectives

Workbook 3: Advanced Learning Activities for Practitioners and Participants

Most learners will be able to:

- ❖ Define advocacy
- ❖ List the skills needed to advocate effectively
- ❖ State any requirements or regulations that relate to advocacy
- ❖ Accurately list who advocates for whom in your community
- ❖ Determine who else could advocate effectively
- ❖ Accurately explain liability exposure for volunteer helpers and the protection provided by the Volunteer Protection Act of 1997 (and remember that you are not an attorney or an insurance agent)
- ❖ Define and develop specific plans to recruit informal supports and resources for Family Teams that need them
- ❖ Define what primary and secondary audiences are and what roles they can play in support of people who have unmet needs
- ❖ Identify at least three primary audiences and develop strategies to recruit them
- ❖ Identify at least one secondary audience that could help reach each of the primary audiences and develop strategies to recruit them
- ❖ Find and link with cultural, spiritual and other potentially helpful organizations that have access to a variety of resources
- ❖ State what procedures are in place and when they need to be followed as relates to background checks of various types
- ❖ State the standards/regulations that govern the following in their communities as they relate to volunteers: releases of information, confidentiality, training, oversight, support, communication and documentation
- ❖ Identify how they will motivate, acknowledge and maintain volunteer resource people

- ❖ Describe how to get common unmet needs met informally and what barriers may impede their ability to do so
- ❖ Compare the cost of identified informal supports with formal, paid assistance
- ❖ Describe the state of collaboration in their communities
- ❖ Identify local collaborative structures
- ❖ Report who else could be included in local collaborative structures
- ❖ Describe what collaborative efforts do for local families
- ❖ Describe fiscal policies and practices in their agencies and communities in detail
- ❖ Name at least two direct practice implications for each policy and practice
- ❖ State the degree to which flexible funds are available locally, and what, if anything, governs their use and how to get them when needed
- ❖ Report the average cost and cost ranges for a variety of services
- ❖ Appreciate and reinforce fiscal staff for their efforts to support families
- ❖ Manage time more effectively
- ❖ Identify time management problems and generate individualized solutions to them
- ❖ Use a calendar more effectively
- ❖ Improve their ability to keep current activities related to important family outcomes
- ❖ Increase their knowledge about cultures
- ❖ “Scrounge” better

- ❖ Describe the Wraparound Process to at least five different, key stakeholders and learners who play very different roles in the process
- ❖ Become more persuasive
- ❖ Resolve tricky boundary issues politely and safely
- ❖ Fill different roles on Family Teams, as needed

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Workbook 4: Competency Development for Supervisors and Managers

Most learners will be able to:

- ❖ Note local, state and federal regulations and practices as they relate to wage and hour issues, subcontractors and employees, liability, probationary hiring, termination, documentation, licensure, service definitions, grievances, and unions
- ❖ Note legislation that supports or hinders Wraparound implementations
- ❖ Report on whether or not there are state and local workgroups with goals that match your implementation efforts
- ❖ Differentiate therapeutic intensity from restrictiveness of setting as it relates to their communities
- ❖ Review and rate local service providers and programs to assess how therapeutically intensive and restrictive their services are
- ❖ Review so-called individualized, strengths-based Wraparound plans to determine whether or not they are actually strengths-based, individualized, community-based, etc. (i.e., how well or poorly do they represent Wraparound?)
- ❖ Differentiate Case Managers from Facilitators
- ❖ Recognize the skills, talents and attributes that make staff good at Wraparound
- ❖ Describe how to recruit and hire Wraparound staff and other key resource people
- ❖ Improve abilities to effectively retain staff
- ❖ Design an effective outcome evaluation system
- ❖ Design an effective process evaluation system
- ❖ Describe possible priority outcomes for different players in local systems of care
- ❖ Relate possible predictive variables to key outcomes

- ❖ Improve management and supervision skills
- ❖ Assess their current level of experiences, skills and beliefs as they relate to management, supervision and Wraparound
- ❖ Develop an individualized Professional Development Plan that addresses deficit areas and personal goals
- ❖ Develop individualized Professional Development Plans with staff that delineate performance outcomes, related strengths, unmet needs, strategies to meet them and timelines for completion

Learning Objectives

Workbook 5: Effective Strategies for Teaching the Training for Trainers

Most learners will be able to:

- ❖ Assess what experiences are needed to round out their participation in Wraparound and fill any experiential gaps
- ❖ Determine to what degree they have enough confidence to teach Wraparound
- ❖ Design a Professional Development Plan that addresses missing experiences and areas where confidence is weak over a period of six months
- ❖ Identify the main points to make when teaching the Wraparound Process principles and values to a variety of audiences
- ❖ Tailor their presentations to add locally- and personally-important content as it relates to each principle/value
- ❖ Identify audiences they may encounter and plan accordingly
- ❖ Identify the main points to make when teaching the steps of the Wraparound process
- ❖ Remind those they teach of important aspects of each step
- ❖ Note specific individual experiences that will become personalized training illustrations
- ❖ Prepare personal examples that both illustrate and counter each step of the process
- ❖ Respond accurately to common questions about Wraparound
- ❖ Prepare to predict and respond to local issues that support, hinder and influence Wraparound implementation
- ❖ Identify what trainees should bring with them to different parts of training that's based on *The Wraparound Curriculum: A Practical Guide for Participants*

- ❖ Identify which parts of The Wraparound Curriculum can be taught with specific sets of resource items trainees bring with them
- ❖ Identify training issues that relate specifically to the Wraparound Process
- ❖ Prepare for training effectively
- ❖ Practice training elements of the process
- ❖ Evaluate their practice training efforts realistically
- ❖ Incorporate feedback from colleagues to improve training skills
- ❖ Use training practices that enhance learners' chances of mastering the material
- ❖ Use the Wraparound PowerPoint presentation effectively