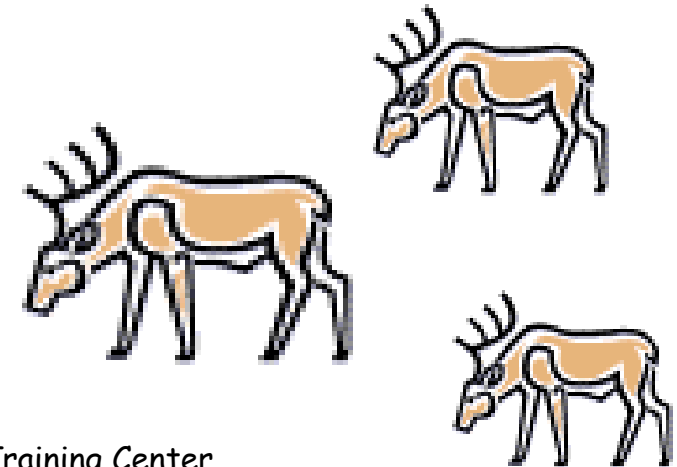
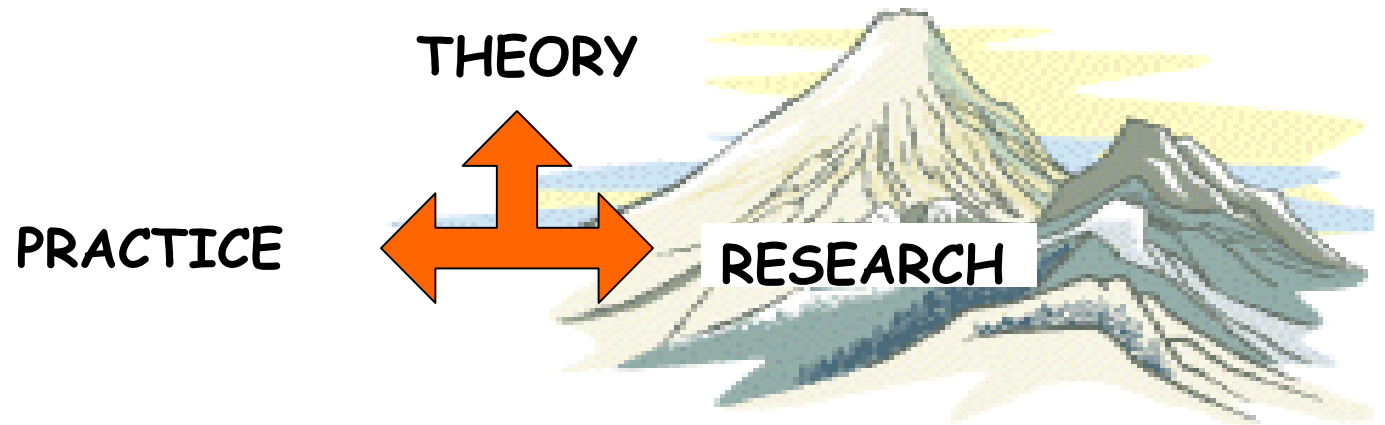




## STUDYING WRAPAROUND:



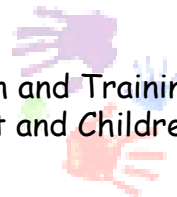
Research and Training Center  
on Family Support and Children's Mental Health

# What's the starting point?

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Consensus within wraparound "community" that much of what's called wraparound doesn't actually conform to the principles (but how would you know what does conform to the principles if you saw it?)- no formal theory of how you get from principles to actions to outcomes

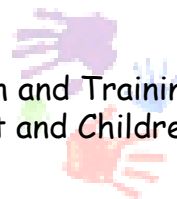
First step: Build some theory. Need to know existing "theory"- informal/semi-formal





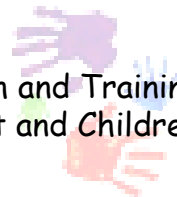
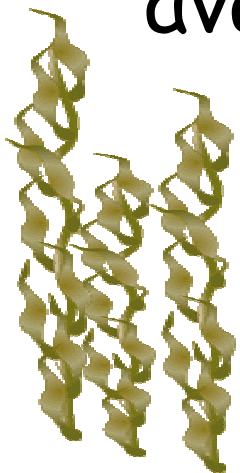
# Existing Theory

- Wraparound is “consistent with” social-ecological (Bronfenbrenner) and systems (Munger) theories
- Also consistent with theories of family-centered (Allen and Petr) and strengths-based approaches



# However, to date....

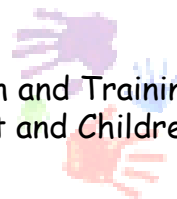
- Connections between these theories and wraparound outcomes have not been explored in detail
- Little work focused on integrating available research into the theory



# Additional Challenges

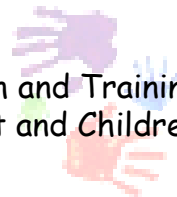


- Definition of wraparound not fixed
- Expected outcomes not specified
- Theory development is post-hoc

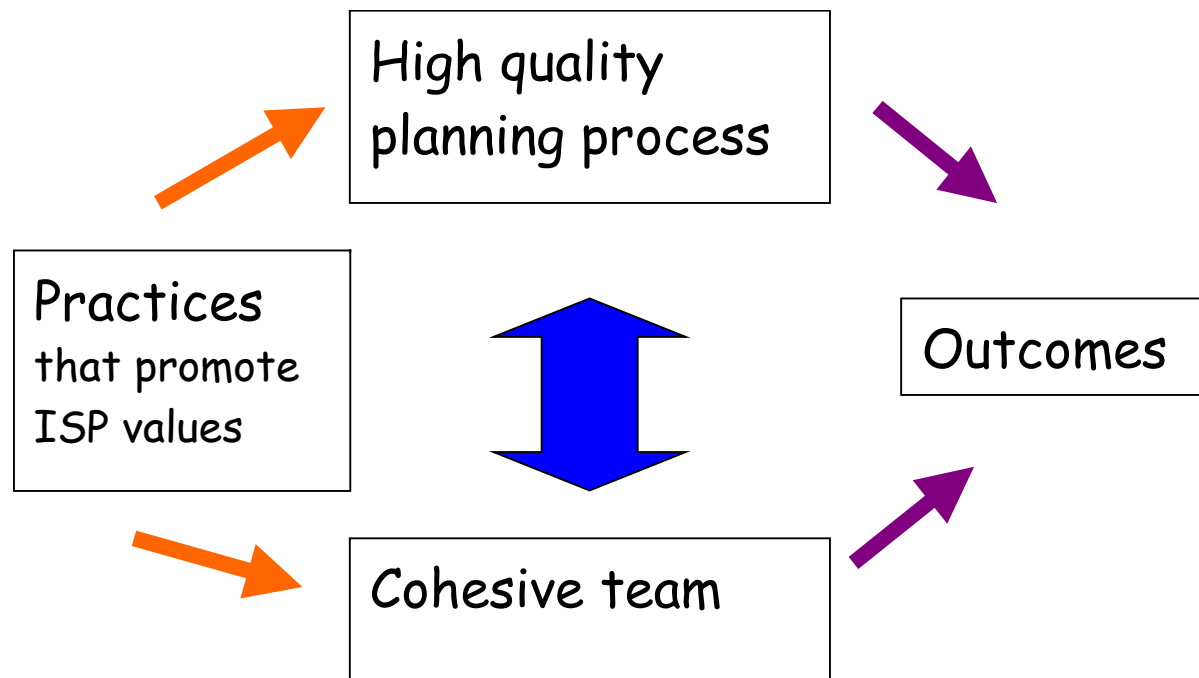


# "Informal" theory

- Nominations of most expert wraparound team members:
  - How do you know when you are being family focused, strengths based, etc.
  - What do you do to solve problems
- What we learned
  - Neither theory nor practice clearly articulated
  - Little attention to actual planning
  - Other very interesting stuff



# Requirements for effectiveness



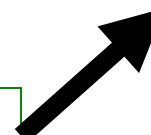
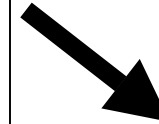
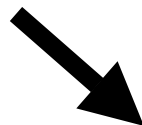
Practice      ->      Process      ->      Outcome  
What individual team members DO      How the team functions      What happens as a result

Value based practice:  
Techniques, procedures, and structures promote values

Plan: We know ...  
• What we are trying to accomplish  
• How we are going to do that  
• Whether our strategy is working, and if not....

Cohesiveness = We  
• We have shared goals that we *can* accomplish  
• We respect each other  
• We collaborate

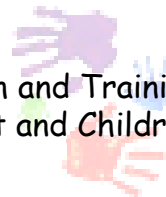
Outcomes

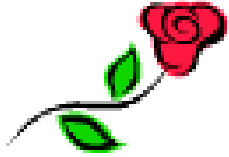


# Observational Study



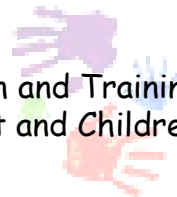
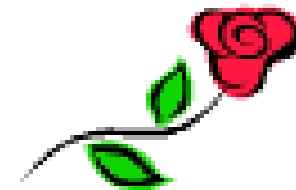
- 72 teams
  - 11 different communities
  - 15 teams CMHS grantee
- 7 states
  - Urban, rural, suburban





## Data sources...

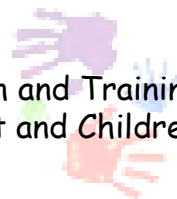
- Post-meeting survey
- Gathered team documentation
- Checklist of Indicators for Process (18 total indicators) and Planning (8 indicators)
- Debrief with participants after meetings



# Who is at meetings?

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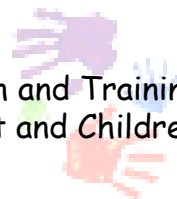
- Parents (moms!)
- Kids!
- Lots of professionals
- Family advocates
- Few true natural supports



# Planning/Plans

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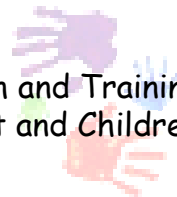
- Mission and strengths at about half of meetings
- Agenda, services linked to goals, records of previous work ~40%
- Clear structure, check-in ~25%
- Other indicators relatively rare



# Total planning indicators

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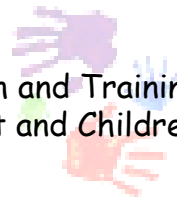
- 21% zero planning indicators
- More or less three clusters
  - 31% "high" (7+ indicators)
  - 33% "medium" (3-6 indicators)
  - 36% "low" (2 or fewer, mostly 0)

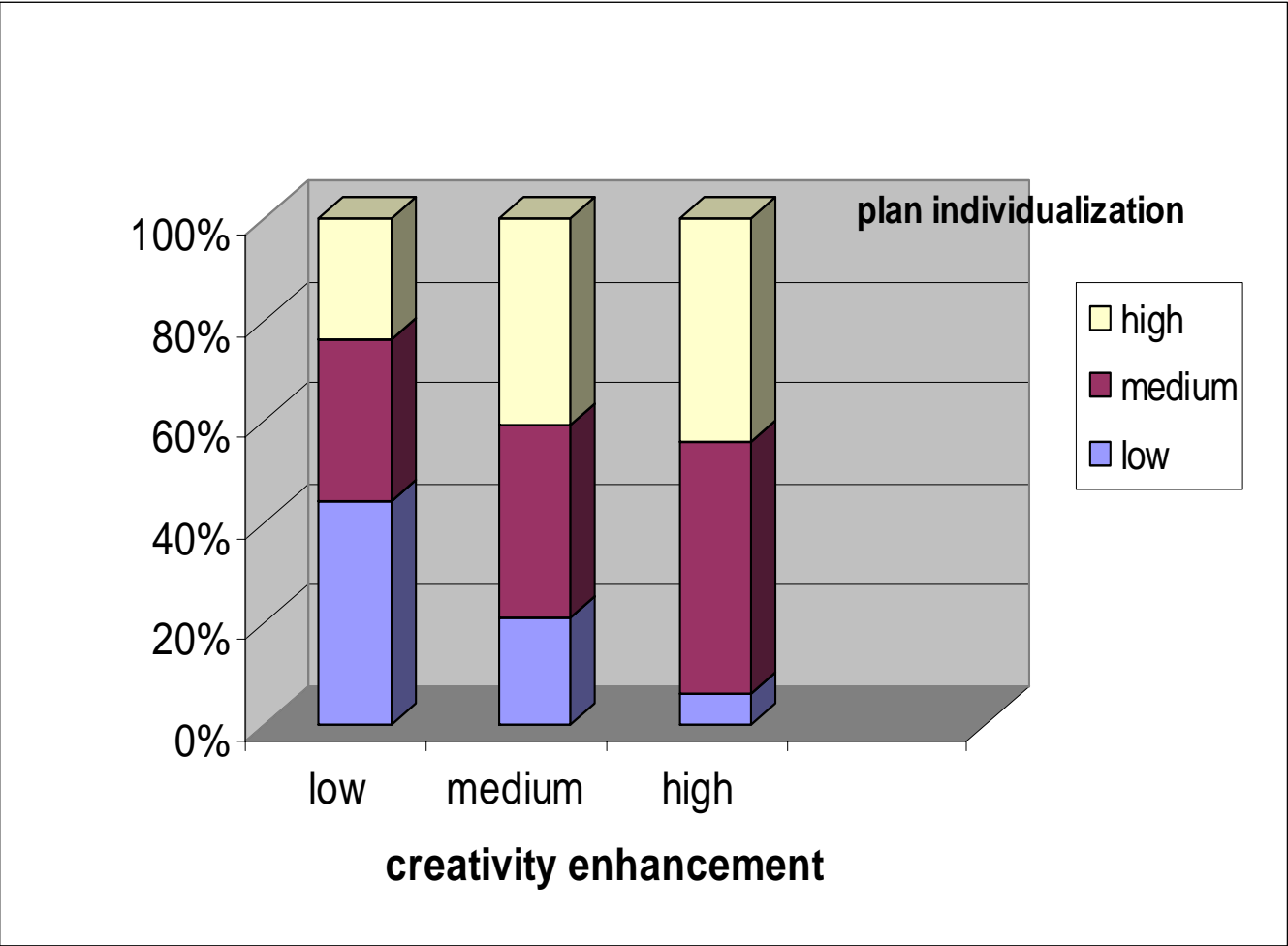


# Plan individualization



- Most common, tweaks to formal services, some tailoring of services
- Talk about community service (YMCA)
- Other indicators not that common

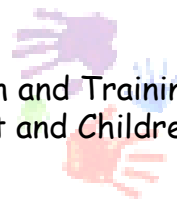




$\gamma = .325, p < .02$

# Other findings

- Youth less satisfied than other participants/ Difficulty including youth cited by other participants
- Being businesslike did not adversely impact participants' comfort
- Team members themselves not that focused on planning per se
- Presence of paid advocate not associated with increased individualization of any sort

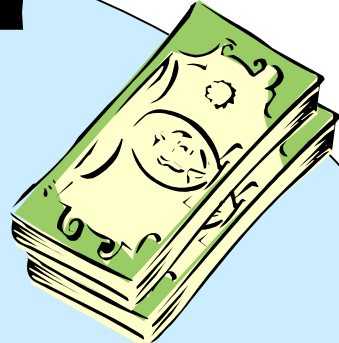
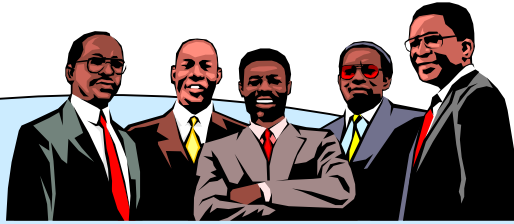


# Services in Context



High-quality implementation of wraparound requires:

- Effective teamwork
- Support from lead and partner agencies
- A hospitable policy and funding environment (system level)



Hospitable System (Policy and Funding Context)



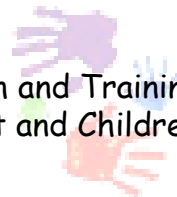
Supportive Organization (lead and partner agencies)

Effective Team



# Developing the conceptual framework: Overview

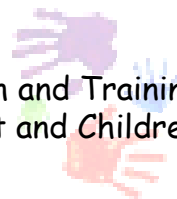
1. What are the characteristics of effective ISP teams?
  - Research/theory
  - Observations, interviews, trainings
  - Expert review
2. *Backward mapping*: What supports do teams need from organizations? What supports do organizations need from systems?
  - Research/theory
  - Interviews
  - Expert review



# Organization and System Levels: Sources of information

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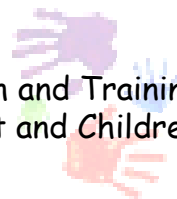
- Research/theory
  - **Organization:** Organizational support and climate/culture, org. direction-setting for teams, effective supervision, support for transfer of training to practice
  - **System:** Leadership, interagency collaboration, SOC theory and research



# Organization and System Levels: Sources of information

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- Interviews
  - Team members--teamwork
    - Previously described
  - Mid-level: Supervisor (12), program manager/site director (6)
  - Regional, county, state administrators (12)
  - National perspective: trainers, researchers (5)



# Organization and System Levels: Sources of information

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Expert review (parents, professionals, researchers- individual feedback and groups at national gatherings)

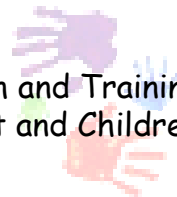
1. National experts: group feedback on framework and narrative from people at each level
2. Individual feedback (11 experts)
3. National experts: revised framework/narrative
4. Reaction groups: assessments

# The Matrix

## A conceptual framework

At the team, organization, and system levels, certain conditions need to be in place. We group these **necessary conditions** into five categories:

- Practice model
- Collaboration/Partnerships
- Capacity building/Staffing
- Acquiring services and supports
- Accountability



# Videotape study

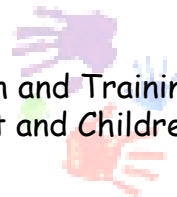
Look more explicitly at the practices that lead to cohesiveness:

What is the nature of satisfying collaboration?

How are different perspectives elicited and blended?

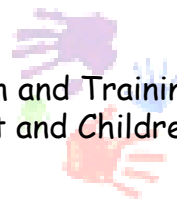
How are disagreement and conflict managed?

How is planning integrated into all this?



# Participating teams

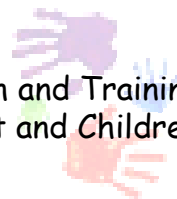
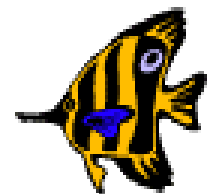
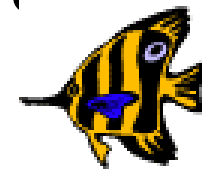
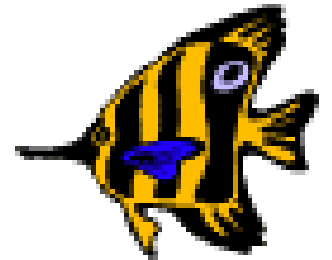
- Eleven teams, midpoint of work, from seven different programs in six different states
- Five teams from CMHS grantee communities with best practices related to wraparound



# Goals of the study

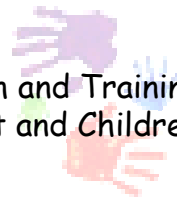
Combine "objective" and "subjective" descriptions of meetings to:

- Describe the sorts of incidents or patterns of interaction people are referencing when they evaluate teamwork
- Explore the extent to which different types of team members agree about which are most important, and when



# Goals (continued)

- Examine what team members feel is going right during "best" portions of meetings (and wrong during "worst")
- Describe the nature of family and youth participation during meetings
- Describe the nature of facilitation
- Examine possible relationships between team interaction and facilitation and team member satisfaction with the interpersonal aspects of the team and the productivity of the team



# Debrief

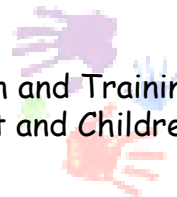
- Key team members individually, within two days of meeting
- After each of nine five-minute segments, participants
  - Rated the interpersonal climate
  - Rated how productive the team was
  - Were asked to talk about specific incidents within the segment that led to their ratings



## Debrief (continued)

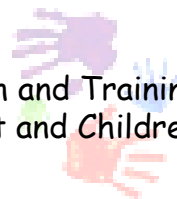
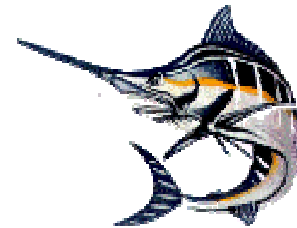
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- Parent expert watched entire video and then was similarly debriefed for each meeting
- Debrief sessions were taped and transcribed
- Total ratings by 62 team members of 558 segments from the 11 teams



# Coding scheme: debriefing sessions

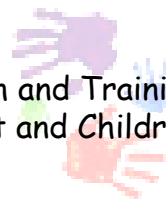
- Based on model of effectiveness
  - High quality planning
  - Team cohesiveness
  - Value-based practice
- Revised to capture content of remarks, some categories added
- Whole response to segment as unit of analysis



# Inter-rater reliability

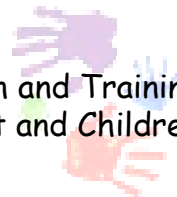
## Coding of debriefing sessions

- 40 hours training
- Inter-rater agreement >85% overall
- Agreement across individual items varied from .74 to .97
- Ongoing reliability checks to maintain this level and guard against drift



# Coding of transcripts

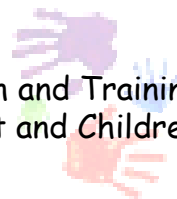
- Number of talking turns and number of lines of speech per team member per segment
- Content of family and youth contributions
- Facilitation speech (content of facilitators' speech)



# Facilitation: team members' views

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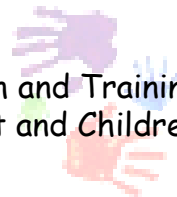
- Examples of comments coded as positive and negative examples of “facilitator process advocacy”
- (handout)



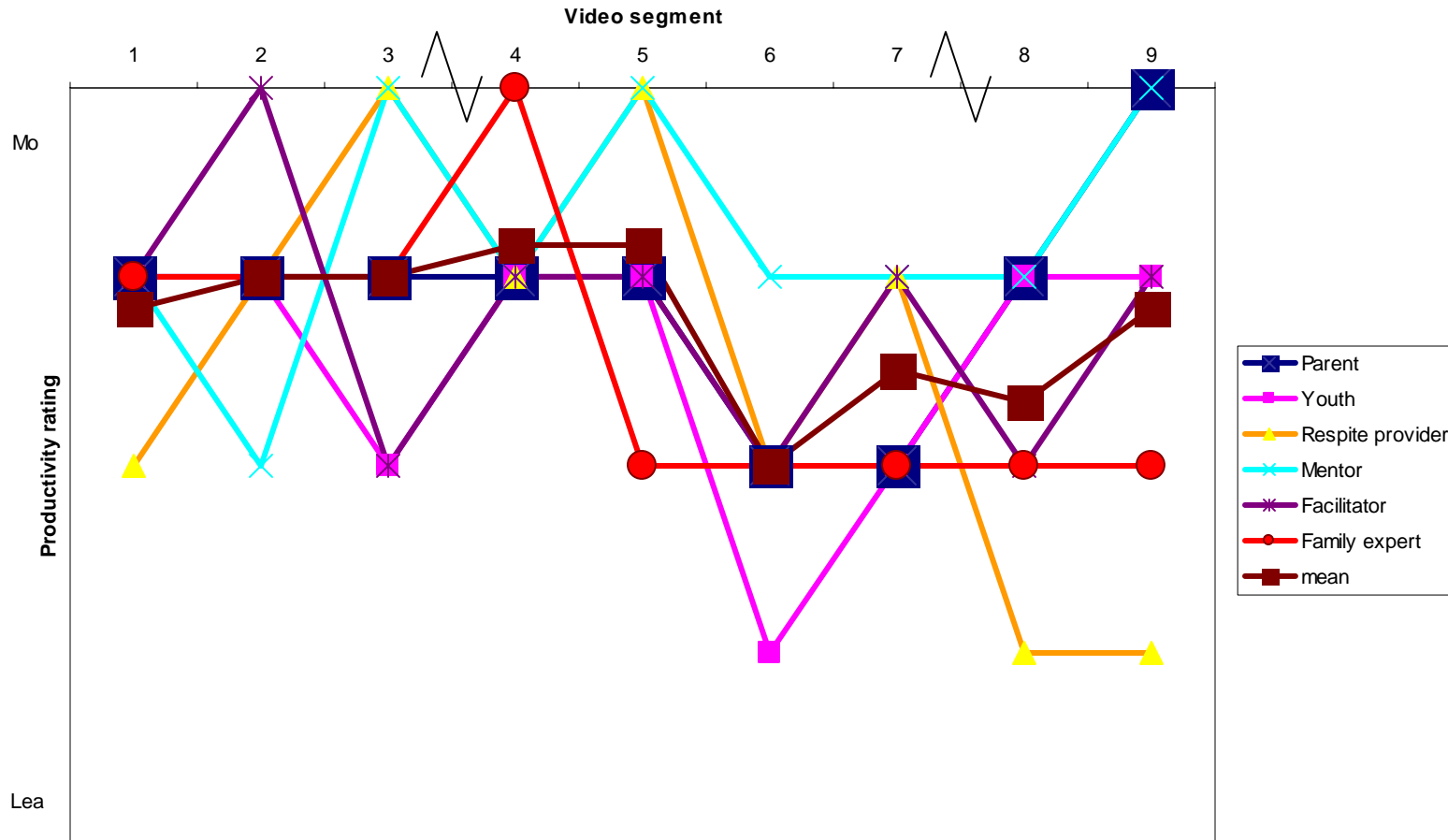
# Comparison of facilitation styles

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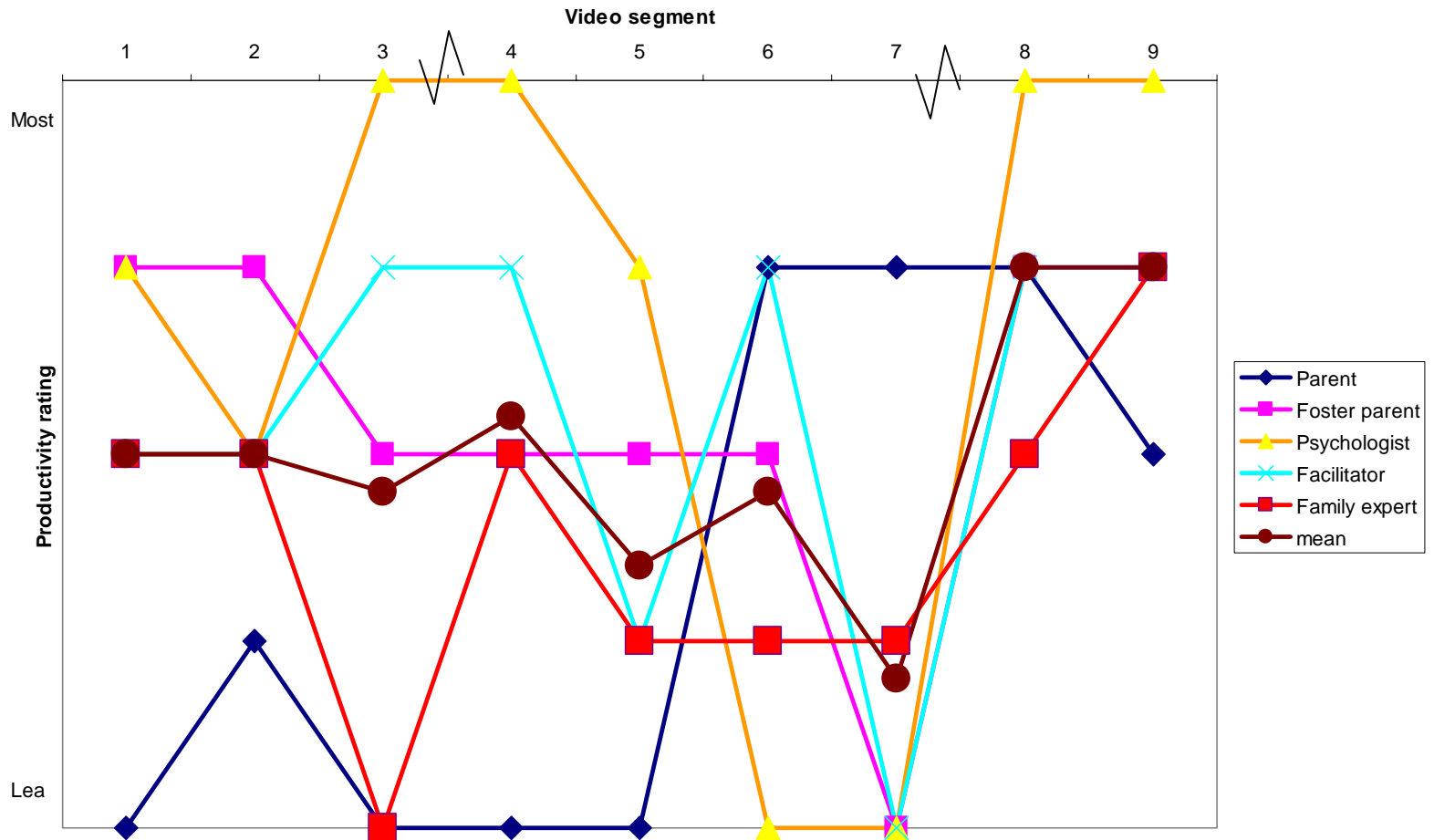
- Read facilitator comments
  - What types of "instructions" are they giving to the team?
  - To what sorts of things are they drawing team's attention?
  - Can you tell if they are using certain techniques?
- What is the purpose of what they are doing?



### Debriefing Scores Team 19: Productivity Ratings



### Debriefing Scores Team 6: Productivity Ratings

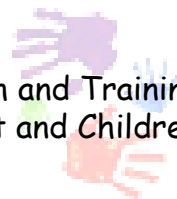


# Results: coding scheme

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- Included original three categories of coding
- Additional categories
  1. Facilitation
  2. Logistics

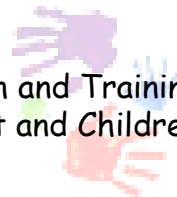
Could be rated as a positive, or as a negative (lack)



# Evaluations generally positive

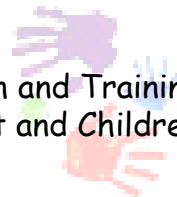
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- More of the units of analysis included positive descriptions than negative descriptions
- Most of categories more frequently coded for positive rather than negative instances
- Overall ratings from post-meeting survey positive



# Segment-by-segment...

- Considerable variation among team members in rating segments
- No tendency for any subgroup to be below team mean for comfort or productivity overall; however, family more likely to be above mean for comfort in higher-rated segments and below mean in lower-rated segments
- Considerable segment-to-segment variation
- Overall people feel the beginnings of meetings are more comfortable and productive, these ratings both decline significantly in middle and end portions



# Further questions

- Are different types of team members more likely to use certain types of rationale when evaluating the segments?
- Does facilitation impact the participation of family/youth?
- What do people see as most important things going right during "repair" or wrong during "rupture"?
- Case studies and comparisons

