

Strategies for increasing the effectiveness of Individualized Service Planning (Wraparound) Teams

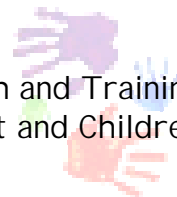
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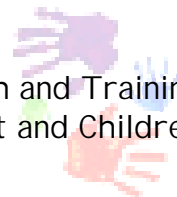
Presented at the 9th Annual
Building on Family Strengths Conference
Portland, Oregon, May 30

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The challenge

Truly collaborative group planning is difficult under the best of circumstances. ISP teams face special challenges because they need to build effective plans *while also* enacting system of care principles.



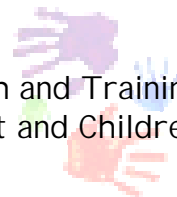
Goals of the presentation



- 1) To describe, briefly, our research on the practice of teamwork in ISP/wraparound
- 2) To describe ways to increase team effectiveness
 - Tools
 - Processes and Structures
- 3) Propose ways to use this information to develop (affordable) strategies to increase team effectiveness site-wide.

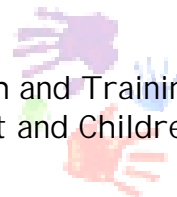
What is I SP/wraparound?

- A different way of doing business
- Way for families whose children are involved with multiple systems to get together and plan.
- Family centered, culturally competent, strengths based, needs driven
- Creative, especially in inclusion of natural and community supports and services



Group activity part I

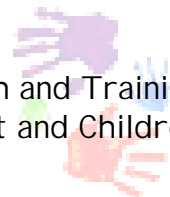
What can you observe (hear, see...) in a wrap/ I SP meeting that contributes to *your* sense that the team is being effective?



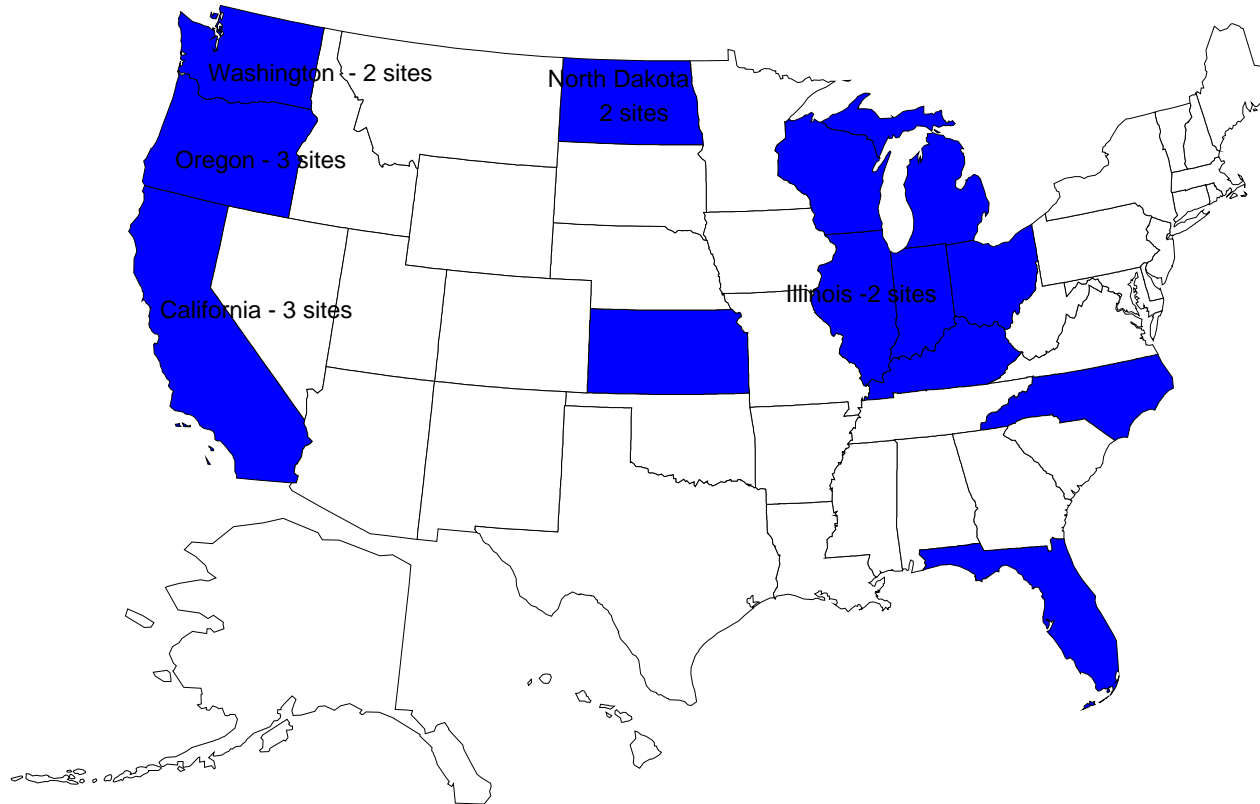
Group activity part I I

What can you observe in *any* team meeting that leads you to believe it's an effective team?

How does this list compare to the first?



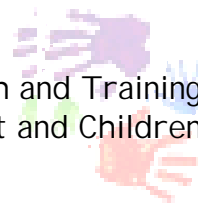
Interviews and Observations



Details about this research:

<http://www.rtc.pdx.edu/pgProjTeamwork.php>

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Interviews with Expert Team Members

Cluster/ value/ subvalue	endorse	barrier	strategy	outside
Cluster I. Cohesiveness:				
<i>Values: Paradigm</i>	93	87	20	70
Mission	57	60	43	27
Family-Centered	90	67	63	50
Strengths-Based	80	57	57	40
Community-Based	80	57	30	63
Culturally Competent	3	7	0	0
<i>Efficacy</i>	27	20	17	3
<i>Psych. Safety</i>	40	20	33	10
<i>Equity/Participation</i>	37	13	37	3
Cluster II: Planning: Overall	60	10	23	20
<i>Proximal Goals</i>	33	20	17	0
<i>Creativity</i>	63	17	33	20
<i>Accountability</i>	14	23	23	13
<i>Revision</i>	27	7	13	0

Team Observations: Procedures

N= 19 teams

Procedure	Number/ Percent
Written/ posted agenda	5/ 26%
Meeting at least minimally structured	8/ 42%
Members received minutes from the meeting	9/ 47%
Team plan	4/ 21%
Team plan had goals*	(4/ 100%)
Goals have a way to be measured*	(3/75%)
Evidence of long term goals or mission	4/ 21%
Tasks/services/supports are linked to goals	3/ 18%
Team checks accountability	3/ 18%

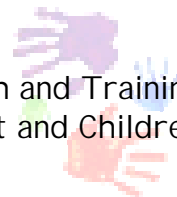
* Percentage among teams that had a team plan.

Meeting Observations: Practice Elements

Elements (N= 54)	Number/ %
More than 1 natural supports (paid and unpaid)	12/11%
Team looking into community service	20/37%
Team facilitating community service	5/9%
Team looking into community support	4/7%
Team facilitating community support	2/4%
Team looking into having a member act as a natural support	13/24%
Use of flex funds	6/11%
Other family members receiving services	34/63%
Structured activity to enhance creativity	6/11%
Multiple alternatives considered	8/15%
Prioritizing or voting takes place	1/2%
Strengths discussed	35/65%
Team engages in a strengths activity	9/17%
Go-around takes place	5/9%
Ground rules are established or referred to	1/2%
Services are responsive to team plan	45/83%

In sum...

- Team members are struggling to get skeptics “on board”. Despite efforts, skeptics appear to remain unconvinced.
- Care coordinators, parent advocates and facilitators are committed and often feel stressed and/or overtaxed.
- Creative strategies rare.
- Teams tend not to use concrete **structures and processes**.




Research on groups and teams



- Nuts-and-bolts processes are clearly related to team effectiveness
 - Long-term and intermediate goals
 - Options for strategy
 - Feedback
- Also very important
 - Clear decision making processes
 - Norms for interpersonal interaction

Research-> practice

- 
- Need to accomplish these teamwork essentials through processes that are consistent with the philosophical base
 - Need to better capitalize on the way that success in the nuts-and-bolts area builds team trust, respect, and sense of efficacy.

Elements of a process to support team development— Research says.....



- 1) Select **concrete indicators** or hallmarks of good practice
- 2) Provide adequate **training and coaching** on structures and strategies consistent with indicators
- 3) Ensure that supervision includes **key processes**:
 - Goal setting relative to selected indicators
 - Observation
 - Feedback

Indicators and Strategies




Concrete Indicators

- Wraparound Observation Form (Epstein and colleagues)
- Our list (available later this year)
- Your own version

Strategies to achieve hallmarks of good practice

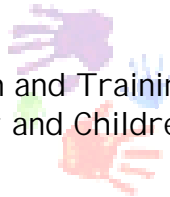
Transfer of training to practice

Effect sizes for training outcomes



<u>Training components</u>	<u>Knowledge</u>	<u>Skill</u>	<u>Transfer training</u>
Theory	.15	.50	.00
...+ Demonstration	.66	.86	.00
...+ Practice	1.15	.72	.00
...+ Feedback	1.31	1.18	.39
...+ Coaching	2.71	1.25	1.68

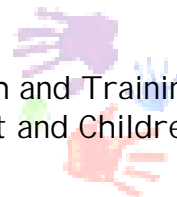
Adapted from Joyce and Showers (1995). *Student achievement through staff development*.



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Peer Learning Teams

- Require only observation and group discussion
- Non-evaluative
- (Cost) effective
 - Resources often already available
 - Observed peers use and retain skills more, develop further skills

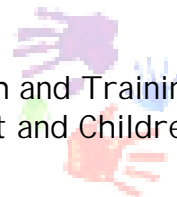


Structured Supervision

Structured supervision (goals, observation, feedback) is effective

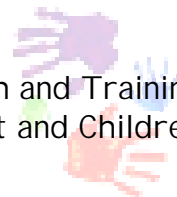
Supervisees receiving structured supervision are more satisfied with supervision, report a better working alliance with supervisor, and report higher confidence in their practice.

Comparisons of “best” and “worst” supervision experiences consistently find these as important differences



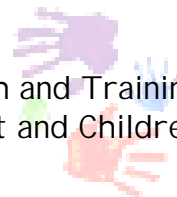
Improving practice

- Fidelity study
 - Using criteria to look at our practice to see how it stacked up.
 - Best model had ongoing support and followup with a consultant.
- Facilitator certification, spreading the expertise
 - Team preparation, facilitation, documentation, managing the plan



A circle of accountability

- Organization/supervisors hold facilitators, others accountable for progressing toward practice indicators
- Organization/facilitators hold supervisors accountable for implementing structures in supervision
- Facilitators/supervisors hold organization accountable for providing sufficient training and coaching opportunity and support



Citation for Wraparound Observation Form

Epstein, Michael H; Jayanthi, Madhavi; McKelvey, Janet;
Frankenberry, Erin; Hardy, Ron; Dennis, Kathy; Dennis, Karl.
**Reliability of the Wraparound Observation Form: An instrument
to measure the wraparound process.** [Journal Article] *Journal
of Child & Family Studies. Vol 7(2) Jun 1998, 161-170. Kluwer
Academic/Plenum Publishers, US,*

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