

Connection and Transition:

Focusing on Sustainable - and Sustaining -
Relationships in Wraparound Planning and Response

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Social Support

- ❑ Social support is a feeling that other people care about us
- ❑ And will stand by us when times are tough
- ❑ One of the strongest protective factors
- ❑ Especially when we're part of a reciprocal support network



Benefits

- Better able to manage increased life stressors
 - Reduced reliance on alcohol and drugs
 - Increased self-care activities
 - Reduction in depression episodes
 - Increased school and work performance
 - Stronger self concept
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A Connections Framework



- ❑ To incorporate social support in a strength-based approach ...
 - ❑ First we need to understand a family's network of social connections.
 - ❑ Then we need to translate that understanding into more potent assistance.
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Increased Potency

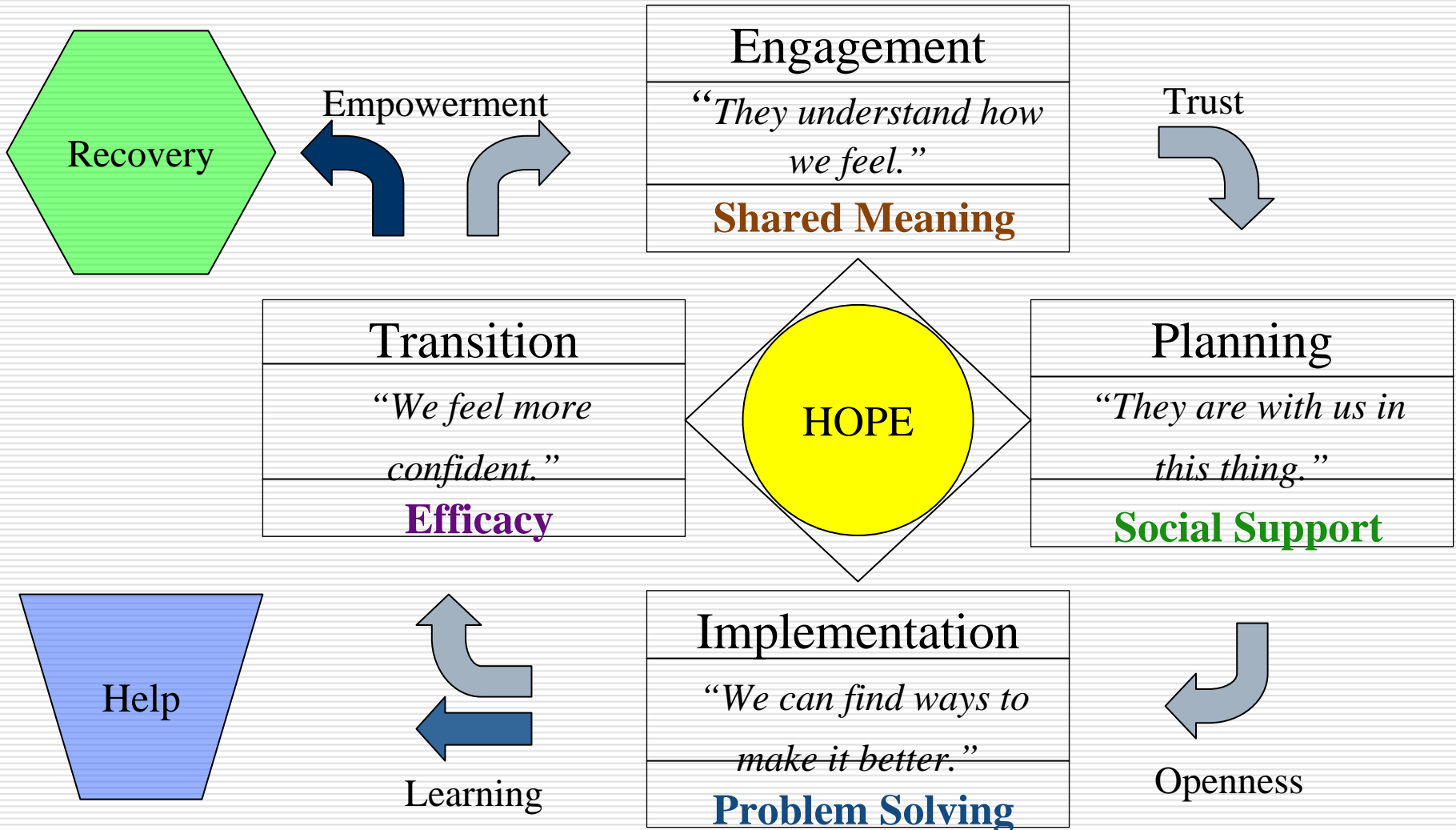
- By gaining a deeper understanding of the role of social support networks,
 - How they form,
 - And how to help people participate in them,
 - Children and families can develop or improve connections that will increase their resiliency
 - And support recovery and transition from high levels of formal service assistance
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Gaining Deeper Insights

- We can incorporate this information into daily practice at each stage of our service interactions:
 - **Engagement** - learning about existing supports and their role in the child or family's life
 - **Planning** - bringing existing supports into the process and deciding how to build new support
 - **Intervention** - building bridges, creating opportunities, enlarging competency
 - **Transition** - helping them become stronger without us
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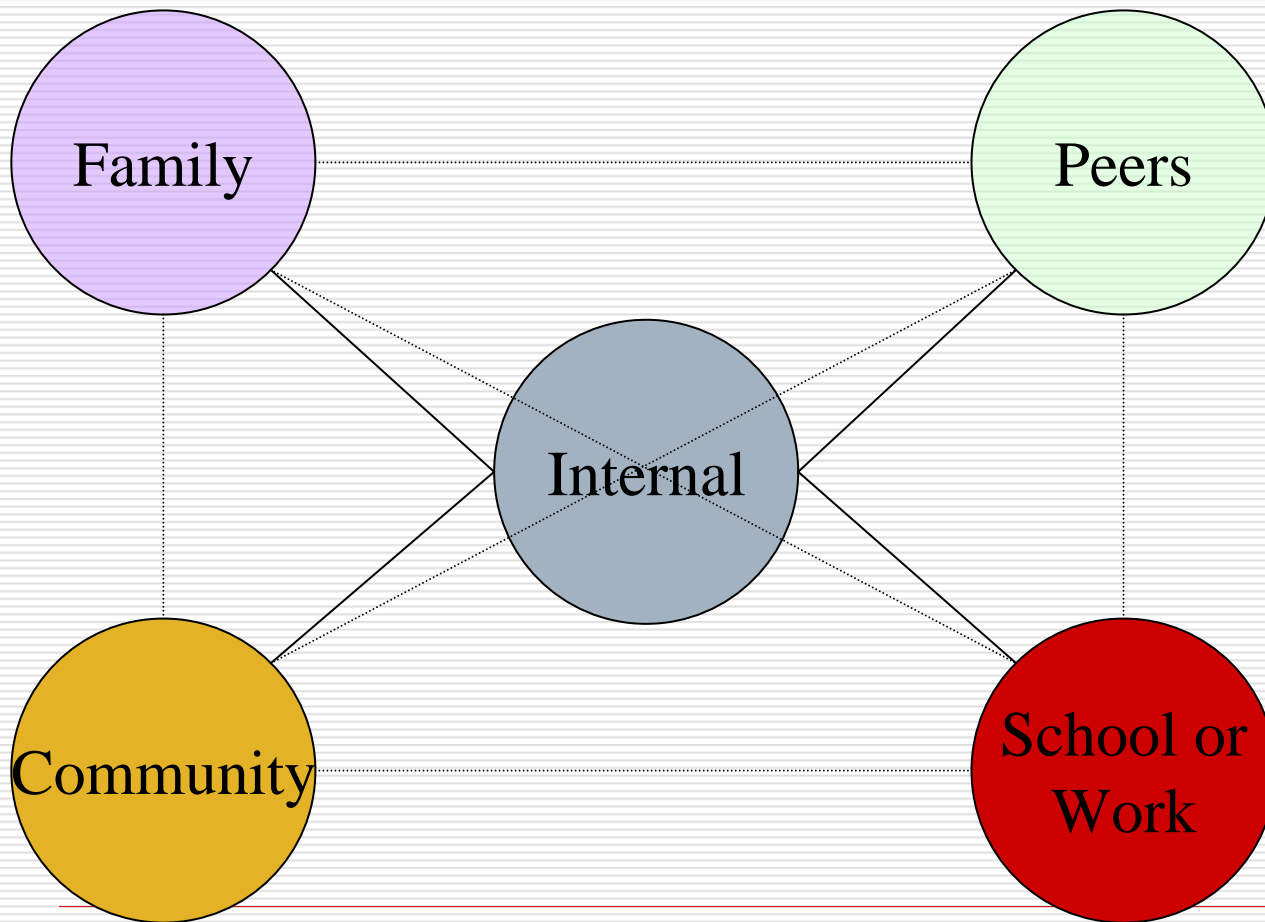
Wrap as a Recovery Dynamo



The Connections Map

- ❑ A way to learn about who helps and how they do it
 - ❑ To establish a baseline of existing social support
 - ❑ And a foundation for increasing it
 - ❑ And options for incorporating it into the process of change and growth
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Primary Life Ecologies



Support and efficacy can be mapped across 5 ecologies

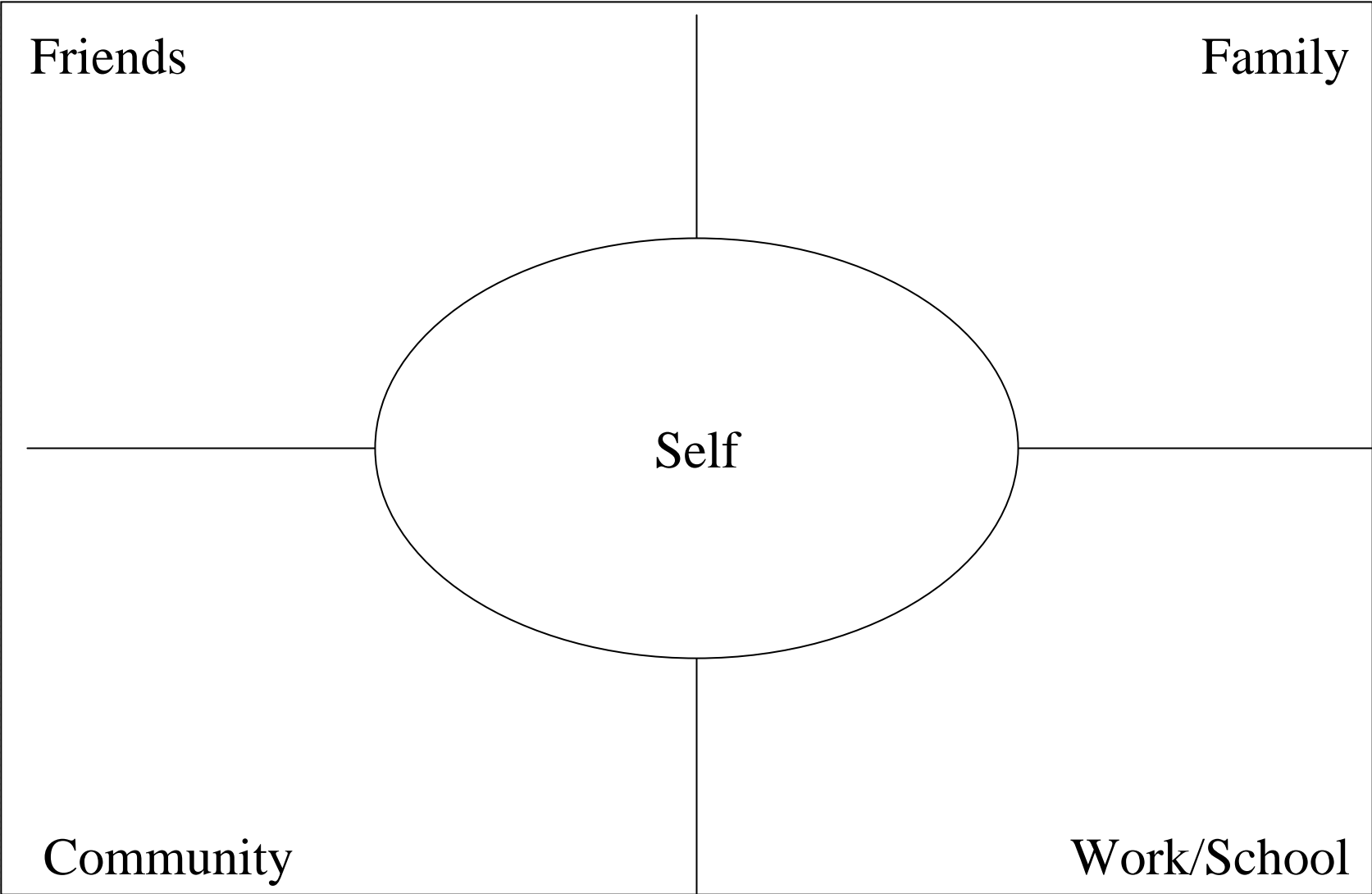
This helps us focus on different types of relationships and life events

Everyone will have a different mix of strengths, needs and connections

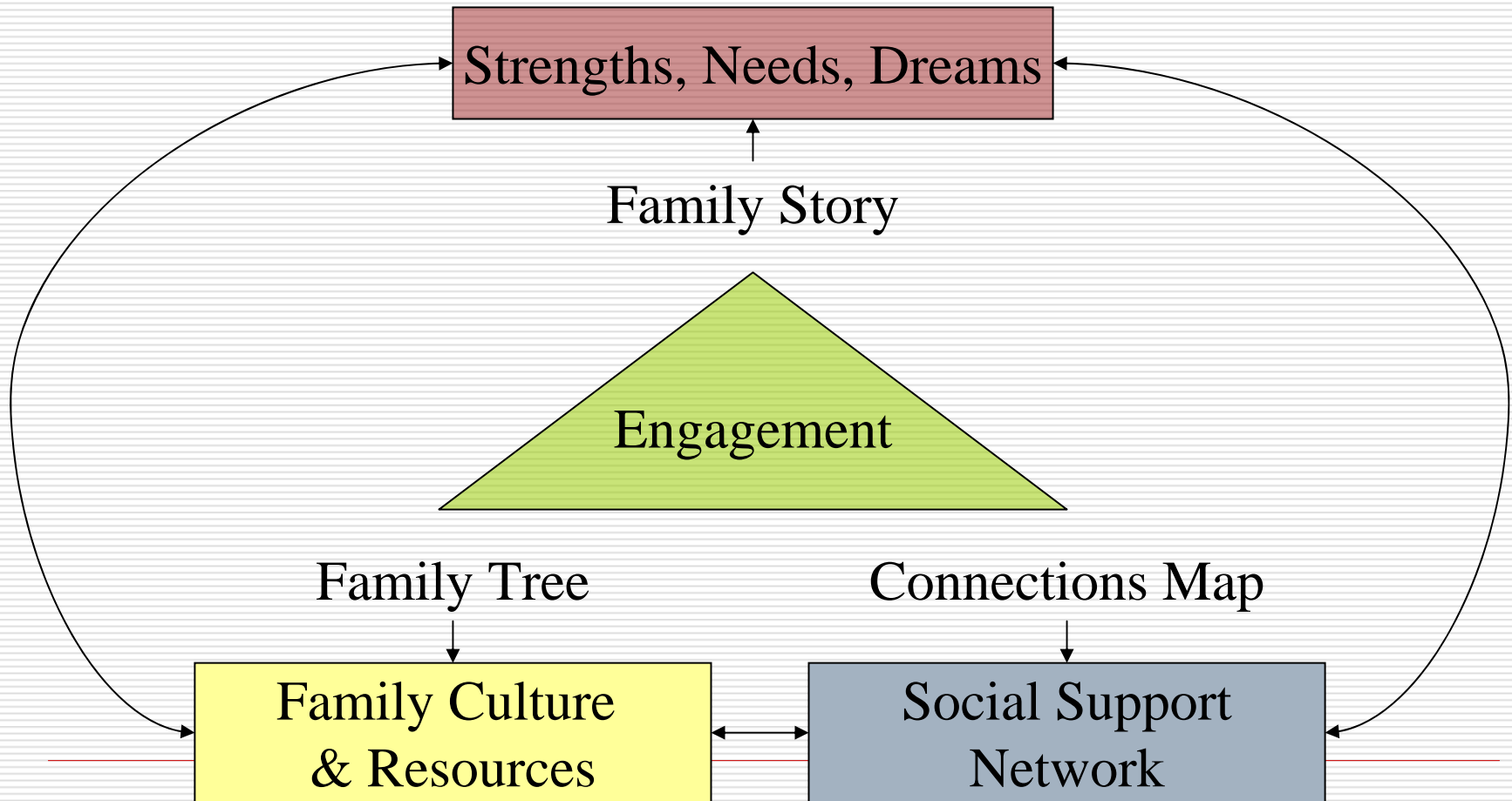
Rapid Research (#1)

- Who helps you manage the various challenges and opportunities that you and your family face?
 - Use the chart on the next slide to provide some examples of connections in each of the social ecologies that help sustain you and the nature of the support they provide.
 - In the personal ecology, list some of the strategies you use for keeping yourself going.
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Connections and Support Map



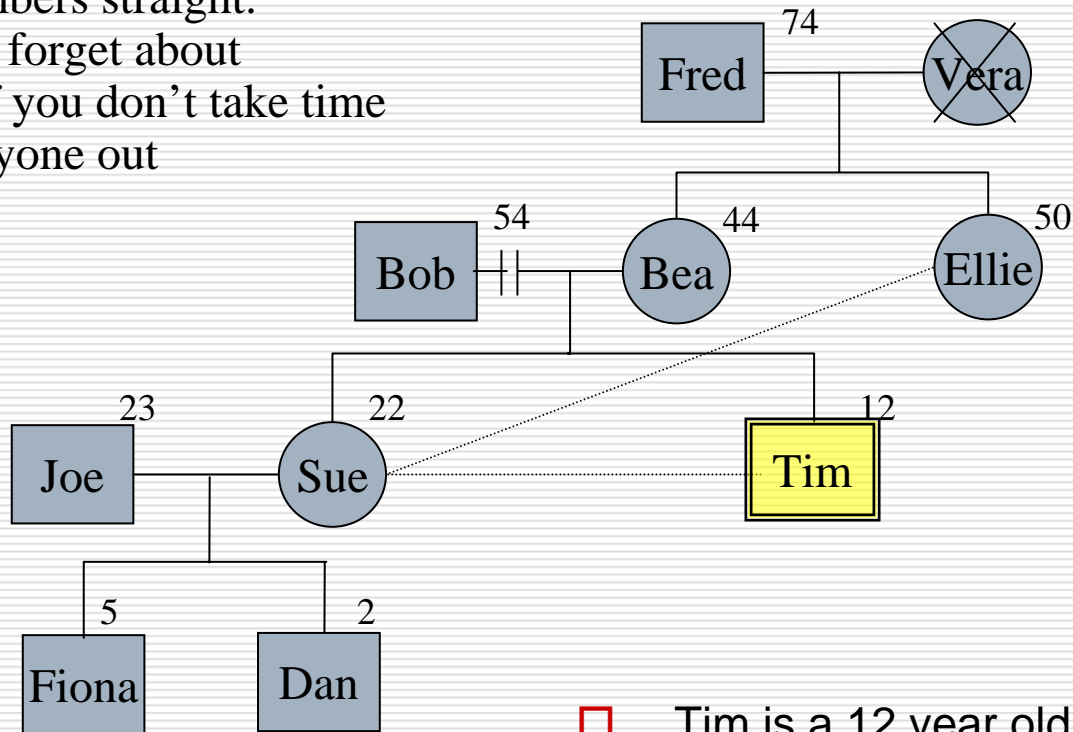
Three Tools for Engagement



Tim's Family

Genograms help us get the family members straight.

It is easy to forget about someone if you don't take time to sort everyone out

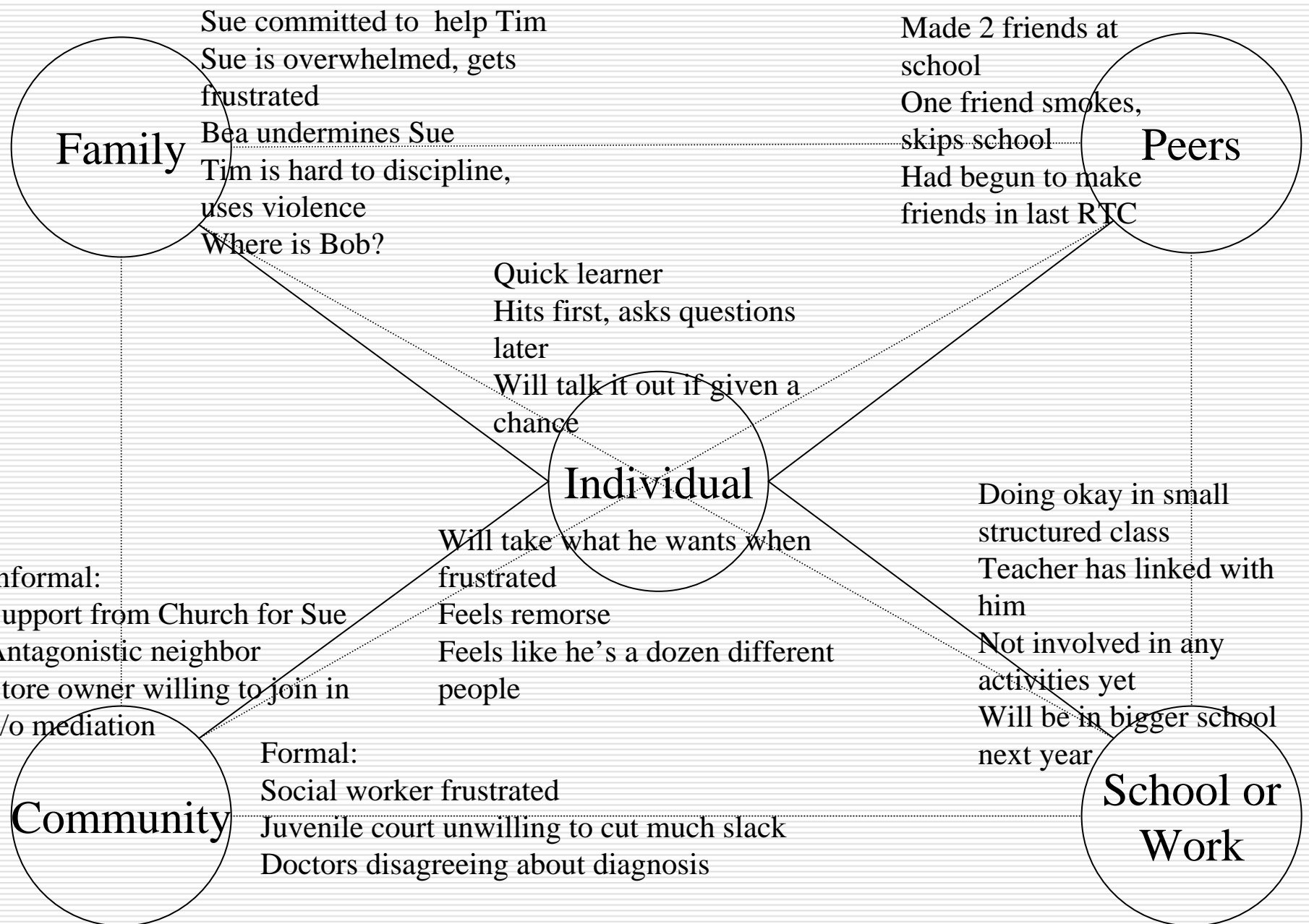


- Tim is a 12 year old who was placed with his sister, Sue about 6 months ago
- He has been in out of home care most of his life, including frequent hospitalizations and two placements in residential treatment.

Excerpts from Tim's Family Story

- Bea and Bob met when both were artists in a commune in Arizona. They were together for nearly 14 years. They traveled around the country selling his paintings and her sculptures at art shows.
- As Bob's drinking and Bea's mental illness became worse, they did not take good care of Sue or Tim. Sue went to live with Bea's older sister Ellie when she was 8 years old and grew up in Ellie's home. Tim was born 2 years after Sue went to Ellie's and stayed with Bea after she broke up with Bob until he was 4, when he was placed in what became a series of foster homes. Tim's favorite memories are when he was in his second foster home, which was on a ranch with horses. Tim also spent time back with Bea but was injured twice by her when she got frustrated with disciplining him and became angry. He was also sexually abused by one of her boyfriends.
- Tim has been in 8 placements, including 2 residential treatment centers, been hospitalized 4 times, and placed back with Bea 3 times since he was originally removed from Bea's home.
- 6 months ago he moved in with his sister Sue and her husband Joe. Sue is a medical technician at the hospital and Joe is a cab driver.
- Sue has been fighting to have Tim come and live with her since she moved out of Ellie's home at 17.
- Sue and Joe had their first baby, Fiona, when she was 18, but she finished high school and college nonetheless and recently started her job as a medical technician at the hospital. Although drafted by the Giants organization, Joe went to work after high school to support Sue and the baby and has often worked several jobs at one time.
- Tim loves being with Sue but is having a hard time adjusting to being in a family and one more school.
- Tim had another hospitalization 2 months ago for his erratic behavior and conflict with Joe.
- He also has a juvenile court petition pending for hitting Sue and Joe, shoplifting and damage to property.
- Sue is worried that Tim will hurt Fiona, who was born with spina bifida or their second child, Dan, who has a preliminary diagnosis of autism and is in a birth to three special education program.
- Joe loves the minor league baseball team in town and often takes Fiona and Tim to games. It is one of the few times when everyone seems to get along.

Tim's Connections Map



Social Support Strategies

- ❑ Use existing social supports to help clients address specific challenges
 - ❑ Use client's strengths to foster better social linkages and supports
 - ❑ Create a psychological safety zone to try out new ways of interacting
 - ❑ Provide opportunities for clients to see themselves being seen doing something well
 - ❑ Generate new ideas together and bounce them around to support improved problem solving skills
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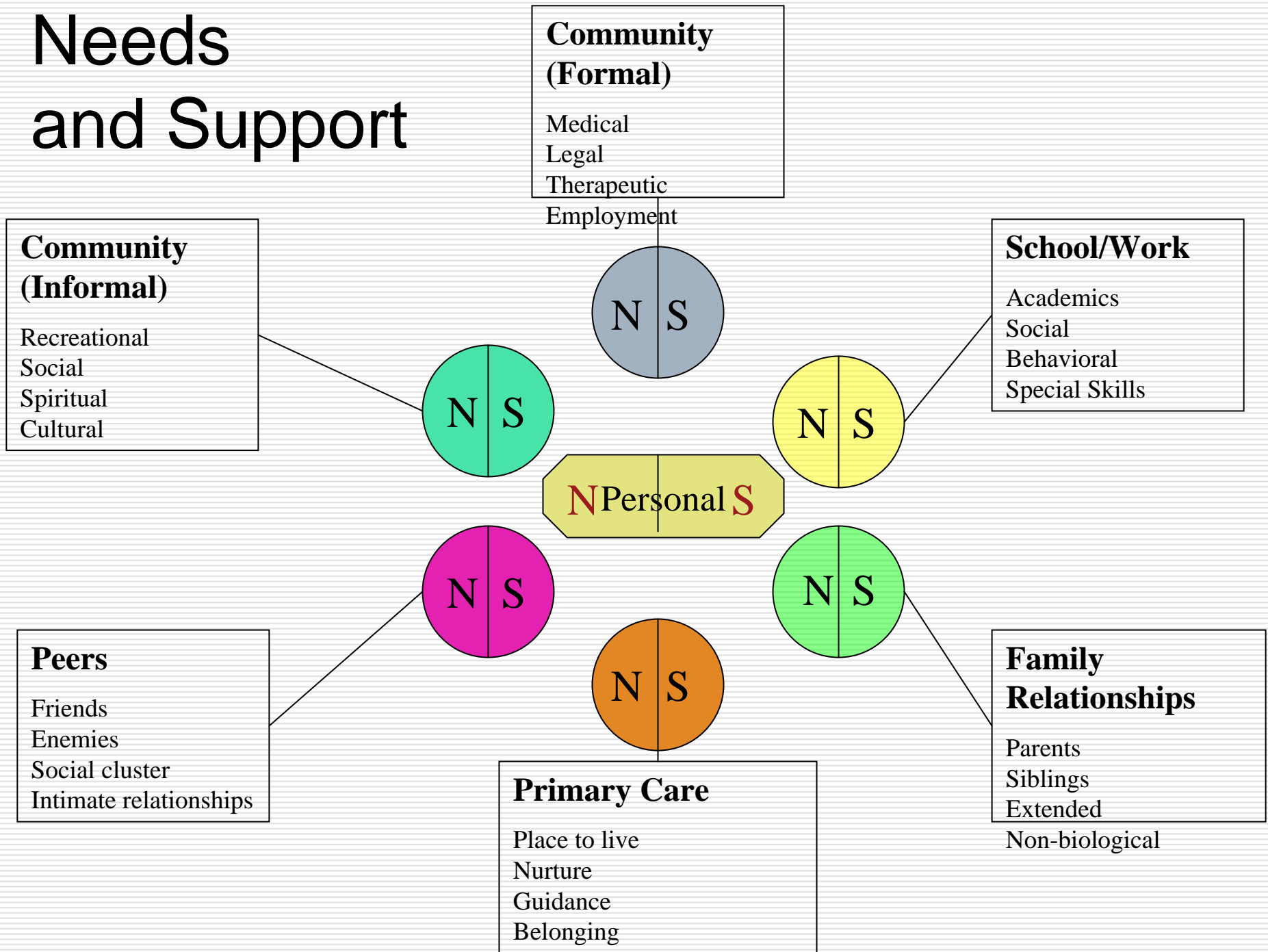
Rapid Research (#2)

- ❑ How would you improve Tim's social support across the 5 ecologies?
 - ❑ How would doing this improve the stability of his place in Sue and Joe's family?
 - ❑ What would some markers for success be for this family?
 - ❑ How do the needs of Fiona and Dan affect the planning process?
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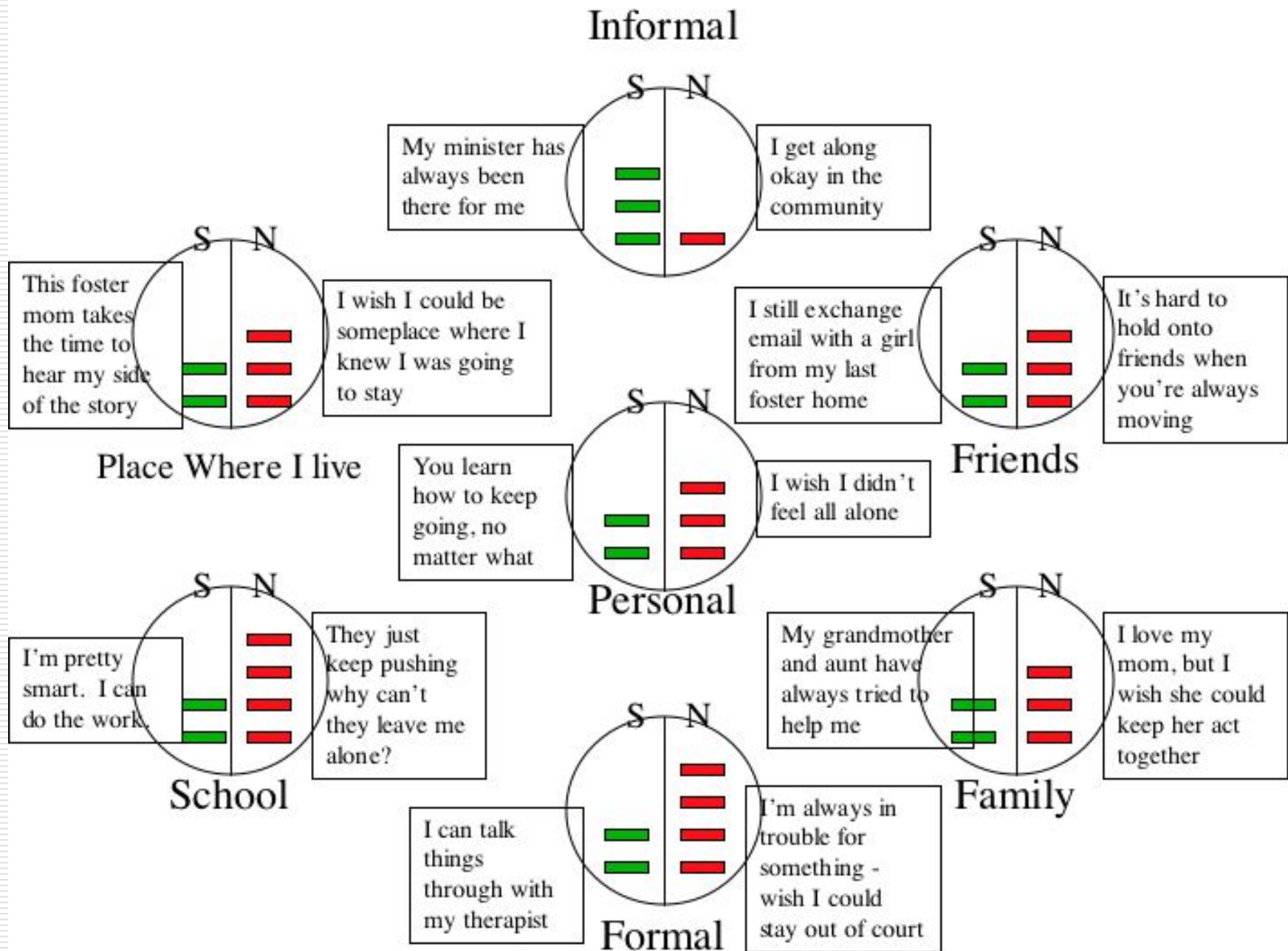
Measuring Need, Support & Efficacy

- A connections index can be generated by having the individual or family scale their sense of needs, support and efficacy in each ecology and splitting the ecologies to provide more specificity.
 - In a given area of our life we can talk about:
 - What the needs are
 - How much unmet need we are experiencing
 - How much support we are receiving
 - Where the help is coming from (self, family, friends, formal service providers, etc.)
 - How well the support helps us deal with the needs
 - This can provide a qualitative measure of change over time
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Needs and Support



Balancing Support and Need



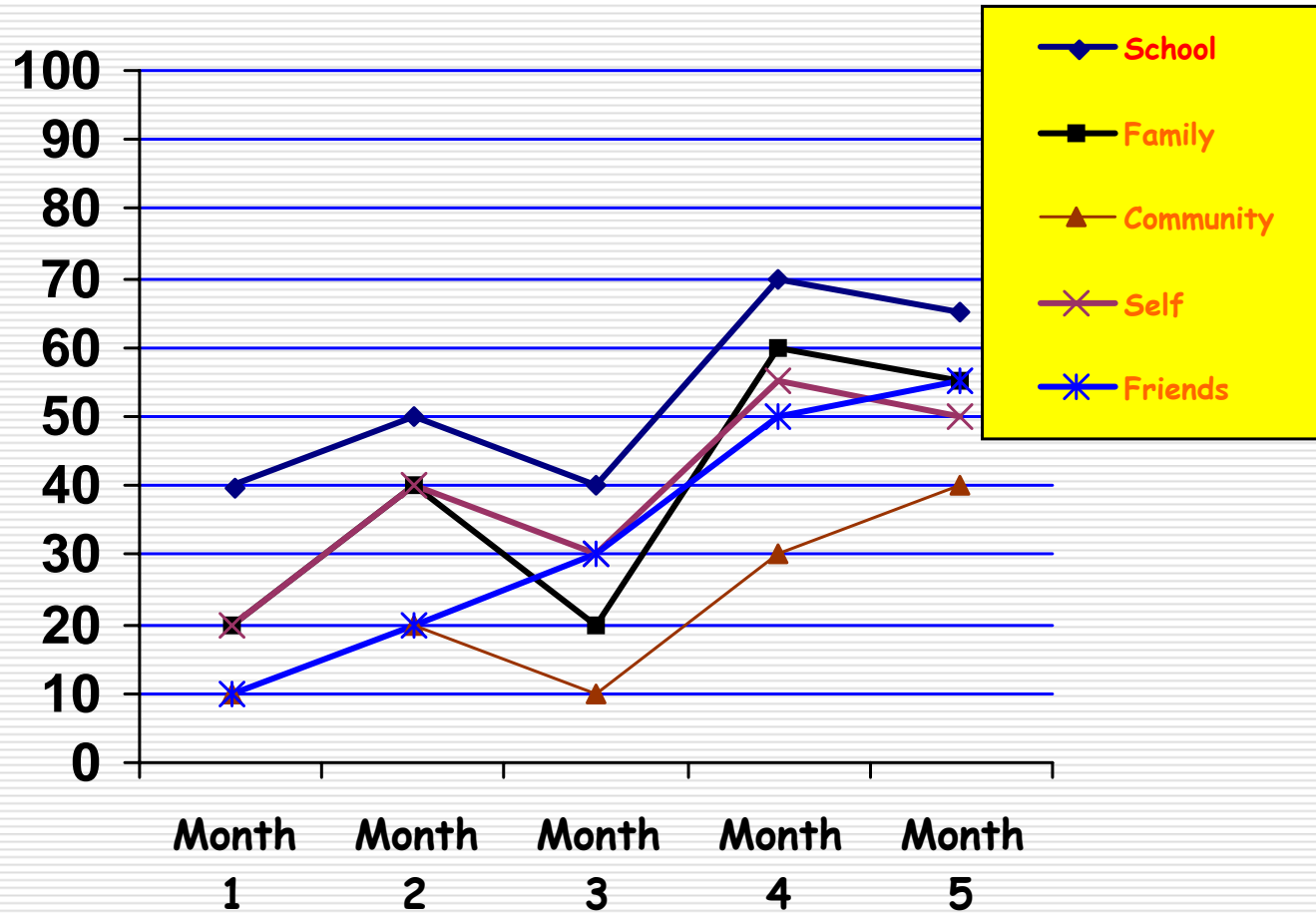
Rapid Research (#3)

- How you would incorporate a social support framework into the following client service interactions:
 - You are an in-school therapist and a junior high girl is referred to you because she is being bullied.
 - You are a parent partner for a mother of a 5 year old who is in foster care. The mother was a victim of domestic violence, is having trouble maintaining her sobriety and has been diagnosed with clinical depression.
 - You are a child protective services worker interviewing a single father of two daughters (11 and 9) who have been referred to DSS by the school because the daughters regularly come to school in dirty clothes and dirty hair and eat ravenously at the free morning breakfasts and lunches.
 - You are a wraparound facilitator bringing together a team for a 15 year old boy who has been in out of home care since he was 4, and is currently doing pretty well in a cottage-style residential treatment center with an on-grounds school. Possible community care givers include an uncle, a former foster parent, and his mother, who's parental rights were terminated, but who is doing better and has a younger child in her custody who is doing fine.

Keeping Track of Progress

Ecology:									
Key Needs:									
Current levels of	10								
perceived support	9								
and efficacy:	8								
	7								
	6								
	5								
	4								
	3								
	2								
Starting level:	1								
Time intervals:	A	B	C	D	E	F	G	H	I

Tracking Progress and Impact



□ What does this tell you about what's working and what's not with this child's plan?

Transition

- ❑ Transition is not from service richness to no services, but from a formal social support network (the family team) to an informal support network (friends, family and ongoing service providers - if any are needed).
 - ❑ We prepare for transition from the first engagement conversation.
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The Three Plans

Resolution



Post-discharge support for about 3 to 6 months
Gradual shift from formal to informal support
Drivers are scaled increases in competencies
and decreases in vulnerabilities/risk factors
Transition Plan - What will it take for child to
do well at home, in school and around the
community?

Implementation

About 3 to 12 months
Strengths, Mission, Needs, Options are key drivers
Action Plan - Choose options that address unmet needs and
help child and family advance toward their goals and meet
community expectations

Stabilization

About 2-4 weeks
Risk factors/protective factors are key drivers
Safety Plan - Reduce/manage barrier behaviors, learn about triggers,
hidden strengths and key unmet needs, begin engagement



Tips for Transitions

- Keep track of incremental progress - no matter how small the increments
 - Let the family acquire its own sense of agency and urgency
 - There will be set backs - look for the learning opportunity
 - Avoid mission creep
 - Celebrate transitions the family's way
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Products of the Transition Phase

- ❑ Documentation of sustained goal achievement
 - ❑ Increase in child and family's sense of self-efficacy
 - ❑ Preparation of transition plan
 - ❑ Clear communication with all involved agencies
 - ❑ Sustained connections with natural and informal sources of support
 - ❑ Ongoing safety and support plan as needed
 - ❑ Transition portfolio documenting what worked and why for family to take with them
 - ❑ Closure ceremony to celebrate the family and team's efforts and results
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Transition Portfolio

- The transition portfolio contains the plan and all supporting documentation
 - It has multiple purposes:
 - Help the family see what they have accomplished
 - Remind the family of effective recovery strategies they can use
 - Help other agencies down the line know what worked, what didn't and who to call
 - Help the family know who to call
 - What would you put into Tim's family's transition portfolio?
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Inquiry Techniques

- Formal measures of social support usually use a set of response options to help clarify a person or family's perspective
- For example, in the friends domain:
 - When I feel bad or am having a hard time, my friends tend to:
 - Take time to share my ups and downs
 - Ignore me
 - Find something fun for us to do together
 - Give me a chance to settle down
 - Tease me
 - Keep me company even if I'm not much fun
 - Talk me into doing stupid things
 - Be there when I need them
 - Tell other people my secrets
 - (At this point I can't really say I have any friends)
- Similar questions can help focus on what's going on in the other social ecologies.

Social Support Questions - Youth Interview

SELF	FAMILY	FRIENDS	SCHOOL	FORMAL COMMUNITY	INFORMAL COMMUNITY
When I feel bad or have a problem I tend to:	When I or someone in my family has a problem or feels bad, people tend to:	When I'm feeling bad or have a problem, my friends tend to:	At school when I have a problem or I'm feeling bad, people tend to:	When I have a problem or am just feeling bad, service providers in my life like doctors and counselors tend to:	When I have a problem or feel bad, other people in the community like ministers, coaches, and neighbors tend to:
Examples of things some people do to get or give help in these situations. Use these to think of examples of what happens in your life.					
<p>Apolo gize to peo ple</p> <p>Listen to music</p> <p>Talk to some one</p> <p>Stay away from home and o the r peo ple</p> <p>Rea d</p> <p>Eat</p> <p>Get involved in ac tivities</p> <p>Get angry and ye ll at peo ple</p> <p>Pray</p> <p>Use drugs presc ribed by my doctor</p> <p>Use alcoh ol or drugs tha t aren't presc ribed by my doctor</p> <p>Tell my self things will get better if I just g ive the m time</p>	<p>Take time to listen to the person so they understand what he or she is feeling</p> <p>Give eac h person room to provide inpu t into big family de cision s</p> <p>Stop talking</p> <p>Make sure that discipline is ha ndled fairly</p> <p>Find som eo ne to blame for the problem</p> <p>Think of new ways to deal with problem s</p> <p>Keep things to our selves</p> <p>Hit so me one o r sho ut at them</p> <p>(At this point I'm not tha t con nected to my family)</p>	<p>Take time to sha re my ups and downs</p> <p>Ign ore me</p> <p>Find som ething fun for us to do together</p> <p>Give me a chan ce to settle down</p> <p>Tease me</p> <p>Keep me com pan y even if I'm not mu ch fun</p> <p>Talk me into doing stupid things</p> <p>Be there when I need them</p> <p>Tell other people my secrets</p> <p>(At this point I can't really say I have any friends)</p>	<p>Give me a chan ce to work on things on my own</p> <p>Put me in a time out room</p> <p>Susp end me from school</p> <p>Ign ore me</p> <p>Take time to talk to me about what's go ing on</p> <p>Make adjus tm ents in class o r home work so I can deal with everything</p> <p>Call my parent or foster parent</p> <p>Set up a me eting to see what might help</p> <p>Send me to the as sistant princ iple (I'm not in a school right now)</p>	<p>Try to help me figure out what is go ing on</p> <p>Adjust my medication</p> <p>Ign ore me</p> <p>Put me in the hos pital</p> <p>Change my diagn osis</p> <p>Help me find different ways tha t I can deal with things</p> <p>Tell me what's wrong with me</p> <p>Ign ore my phone calls</p> <p>Put me in the hos pital</p> <p>Tell me to take a deep breath and ex plain things I ttle be tter to the m</p> <p>(I don't have any service p roviders who are helping me right now.)</p>	<p>Give me something to do to take my mind off the problem</p> <p>Listen to what I have to say</p> <p>Show me that there are people a round with problems that are worse than mine</p> <p>Offer to pray with me</p> <p>Ask me to help them with one of their problem s.</p> <p>(I don't know any people in my commu nity.)</p>

Tim's Connections Index

Ecology	Level of Support		Level of Efficacy	Examples of Social Support	Examples of Unit Needs	Rank Need	
SELF	C	3	3	Sue: "Last week when Tim was starting to loose it at home, he was able almost for first time to slowdown. He took a timeout on his own and sat in the backyard for a half hour. When he came back in he was in much better shape."	Tim: "I know that sometimes my own worst enemy. The anger just takes over." Sue: "When people first meet they don't realize how well they really is."	C	2
	P	4	4			P	1
	O	3	3			O	2
FAMILY	C	4	3	Teacher: "Sue is here for every meeting, even if she has to take off work. She is fierce advocate for Tim."	Joe: "I honestly wonder if he's ever going to fit in here. He's just not used to having you sisters and brothers who have special needs, too."	C	1
	P	3	2			P	2
	O	5	5			O	6
FRIENDS	C	3	3	Tim: "They don't like it, but he listen to me. He's the only one who does. Gets in trouble sometimes, but he's just having fun."	Teacher: "Tim hasn't got a clue about how to make friends and be part of a group." Tim: "I don't know if I'll ever fit in anywhere."	C	3
	P	2	2			P	3
	O	2	2			O	1
SCHOOL	C	4	3	Teacher: "I'm amazed at how much basic school skills like reading and math Tim has picked up. If he can stay in one place for a while, he'll do well."	Sue: "He hardly puts any effort into his homework. I know he can do better but it's hard to deal with that when there is so much else going on."	C	4
	P	4	5			P	5
	O	3	4			O	4
COMMUNITY (Formal)	C	2	2	Sue: "I'm glad we are finally getting some help with Tim." Teacher: "there's no question he does better when he has his aid with him."	Tim: "I've had so many therapists, I could do one. But they all do the same stuff over and over."	C	6
	P	4	3			P	4
	O	4	4			O	3
COMMUNITY (Informal)	C	3	3	Tim: "I really like the ball games. Wish we could do more stuff like that." Teacher: "There's not a lot around here for kids like Tim to do."	Joe: "If he gets in any more trouble we're going to be able to stay in this community." Teacher: "There's not a lot around here for kids like Tim to do."	C	5
	P	2	2			P	6
	O	2	2			O	5

C = Child

P = Parent or Primary Caregiver

O = Other

(Tim)

(Sue)

(English Teacher at School)

Further Reading

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