



NWIC

National Wraparound
Implementation Center

Advancing Systems  *Enhancing the Workforce*  *Improving Outcomes*

The Power of Wraparound is Really about Making Connections

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Today's Objectives

- Explore the strength-based perspective from identification of strengths all the way through purposeful planning.
- Practice identifying strengths, brainstorming with strengths and strength-based strategizing.
- Develop an understanding around the power of connecting the activities within Wraparound to ensure that families have a best fit between what they need and what they get.

What keeps you going?



Why are strengths important in the Wraparound Process?



- All people have strengths
- Each person's strengths are unique
- Change is supported by building on strengths
- People know their own strengths and needs
- Exploring strengths identifies common values and goals
- All environments have strengths to build upon



Where do we start?

- Review the referral with a lens for strengths
 - Can you reframe challenges into strengths?
 - Can you pull out possible coping strategies?
- Engage with the family
 - Can you create a dialogue around strengths?
- Begin developing the family story
 - Can you develop the story around the areas of strengths: activities, learning & relationships?

Three kind of strengths

- Descriptive
 - Engages people and starts a story
 - ‘Good sense of humor’
- Contextual
 - Story telling as a learning form
 - ‘she made her dad crack up after surgery’
- Functional
 - Skills which can be applied in a more organized way which are targeted to needs and make sense in the context in which the family is operating
 - ‘she can use jokes to keep friends around’

Rules on Strengths: Be a detail detective!



- No one word strengths
- Individualized-how do you know it belongs to that unique person?
- Answer how it helps them to succeed



Let's Practice!

**Team
member**

Strengths

Matthew

- He hasn't given up hope of being a permanent member of a family.
- He steps up to help out with his little brother, is patient with him, and will protect him.
- He is close to Mona and talks to her about everything.
- He stands up for himself and tries to protect himself from getting hurt again.
- He is able to build relationships with adults he trusts.
- He is a leader on the football field.
- He likes being part of a team and the sense of family a team gives him – 'someone always has your back'.
- He responds to structure and routine and his coach provides this for him daily.
- Does his best when he is able to stay physically active and busy.

Team member	Strengths
Mona	<ul style="list-style-type: none">• She learns from past mistakes and experiences and builds off those lessons learned and experiences to help others.• She confides in Michelle (her co-worker) and they work out together every other day.• She has a passion for working with youth and supporting their needs in her professional life and as a volunteer.• She makes long-term commitments and isn't afraid to go "all in"• She values the importance of education and worked hard to accomplish her own educational goals. She also gives back so others can pursue the same in her tutoring work.• Mona is the rock of the family and gets things done.
John	<ul style="list-style-type: none">• He works hard to support his family and wants to pass on the value of hard work to his kids.• He learns from watching others.• He believes in picking yourself up and moving forward despite obstacles.• He believes doing things as a family keeps the family strong and together• He attends all Matthew's sporting events and looks for activities to keep Matthew busy.

Engaging the Team through Strength Discovery



- What is their perspective on the strengths of the family?
- What role do they enjoy playing in their relationship with this family?
- What has worked in the past?
- What makes them hopeful about the future?



Team member	Strengths
Adam (Therapist)	<ul style="list-style-type: none"> • He comes from a long line of football fanatics and uses his knowledge of football to connect with Matthew. • He is very handy with tools and does wood working in his spare time. • Has a strong foundation in trauma work and really believes in Mona's and John's love for Matthew as a foundation for success. • He is patient with Matthew and as a result Matthew opens up to him.
Sue (Probation Officer)	<ul style="list-style-type: none"> • She has connections to the local university and can score tickets to college games. • She is very active in her community and volunteers at a local Boys/Girls Club and helps with a local neighborhood revitalization effort on the north side. • She is a straight forward about her expectations so Matthew knows what to expect. • She works to balance Mona and John by reinforcing them as parents and the structure they provide.

Team member	Strengths
Michelle (Mona's Co-worker)	<ul style="list-style-type: none"> • She has known Mona and John for over 15 years and feels comfortable being very honest and open with them- She is a “tell it like it is” kind of person. • She uses her sense of humor to calm people down in times of crisis and using humor helps her to stay calm in stressful situations. • Michelle is a good listener and Mona will open up to her about everything. • She really gets along well with Matthew and he is comfortable around her as well.
Coach Smith	<ul style="list-style-type: none"> • He believes the team is like family and we stand up for one another. • He goes above and beyond for kids and will step up when asked to take on tasks. • He sees the leadership capabilities of Matthew and knows how to push him. • He has a way of making sure discipline and fun both come together when he is coaching youth in football.

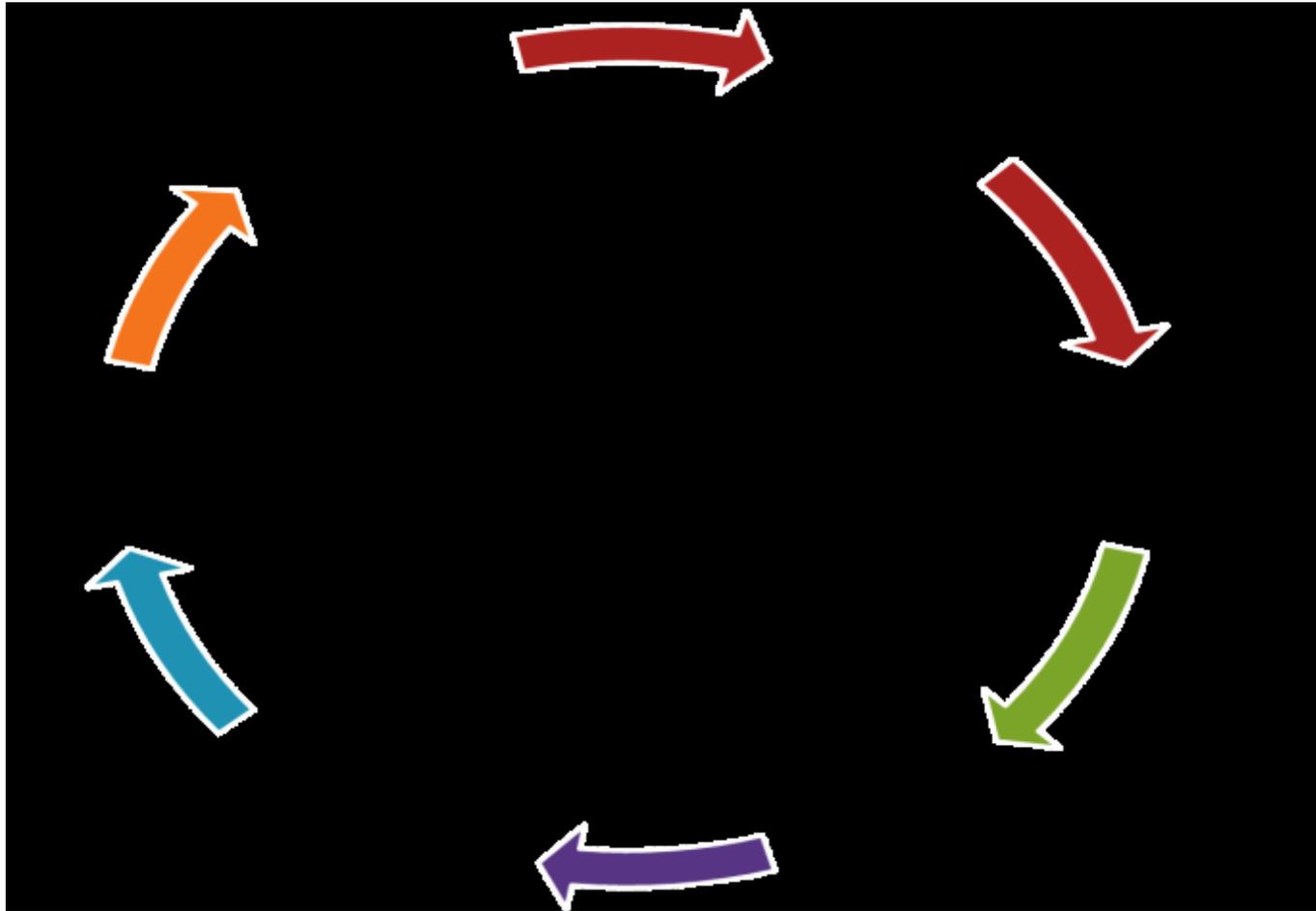
Connecting Strengths in Planning



- Best practice targets:
 - Strengths of each family member and the family as a whole are recorded
 - Planning starts at prevention rather than management.
 - Services and supports are created based on strengths
 - Families are introduced and referred based on strengths
 - No service is used without a corresponding strength
 - More is documented about strengths than problems



Let's connect!



Prevention:

1. Before leaving for school, Mona will assess Matthew's mood. She will ask how he is feeling and she will remind him of how valued and loved he is. If she determines he is having a rough morning by the way he answers the question, she will text Coach Smith to have him go to the weight room to lift for 10 minutes before class. Matthew will provide short answers, not smile, and roll his eyes to indicate the day may not go well. If he is smiling and silly, playing with his brother, this indicates a good start to the day.
2. Matthew will follow the schedule on the fridge after he comes home from school on his own. Mona and John will avoid prompting Matthew about the chores on the schedule until an hour before bedtime.

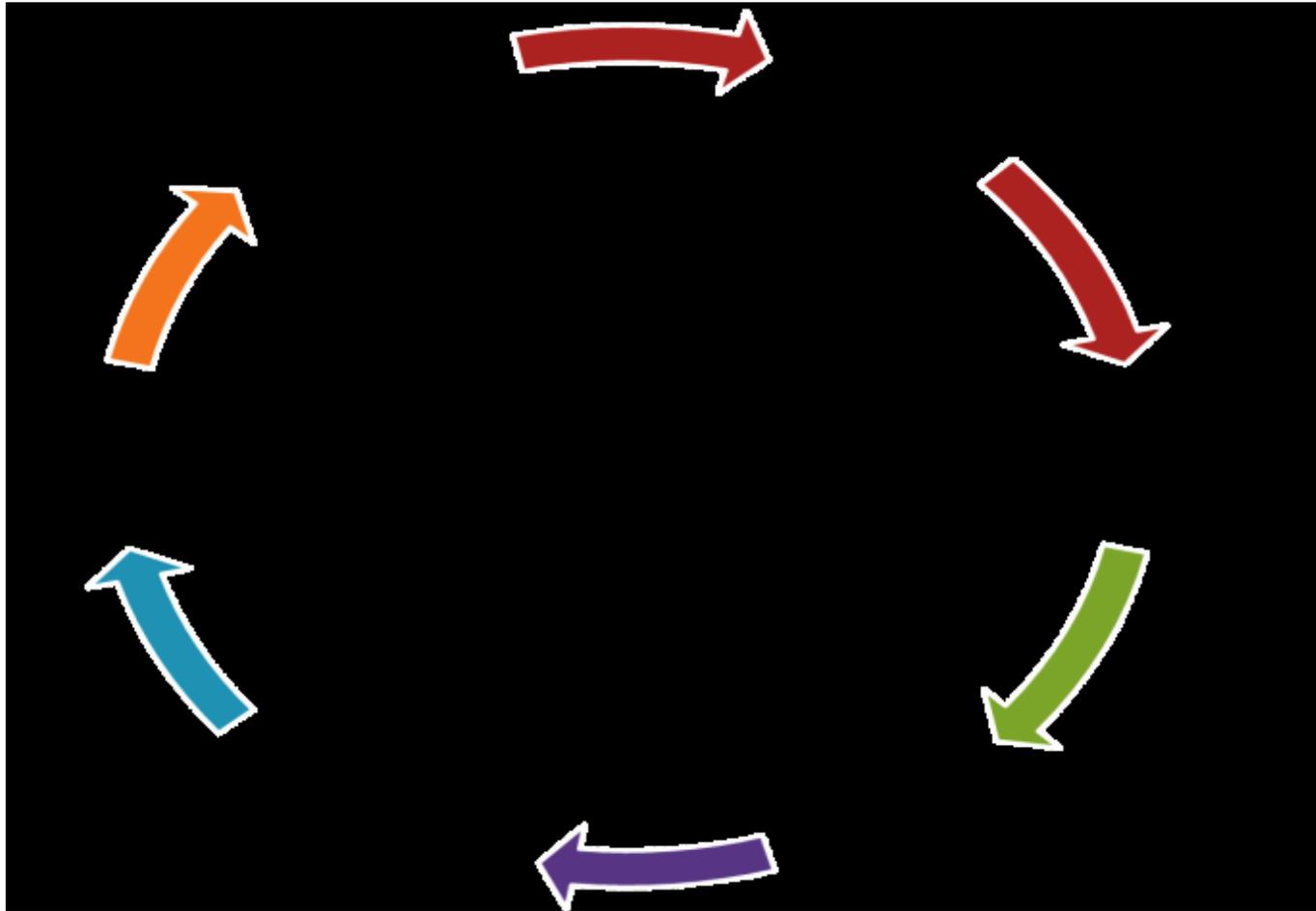
De-escalation:

1. If Mona or John notice Matthew is starting to get tensed up and agitated, they will acknowledge his frustration but remind him that Steven may not understand it and ask if he wants to go for a walk one-on-one to talk it out.
2. If Matthew continues to be agitated (fast walking, slamming doors, short responses, not playful) he will be encouraged to go to his "football cave" in the garage to work on plays he can share with his coach at the next practice.

Crisis:

1. If Matthew starts to yelling, throw things, swing his fists, etc., Mona and John will ensure Steven is in his room, and text Matthew that they are there, they care and they are a team no matter what.
2. Mona will go to her room and call Michelle. Michelle will help Mona stay grounded and keep the mood light for at least 15 minutes before reassessing the situation. John will listen out for any additional disruptions as a signal to proceed to the next step.

Let's connect some more!



Plan of Care Sample

Need Statement: Matthew needs to know people can be permanent parts of his life.

Strategy #1

Matthew, Mona, John and Steven will create a “Team Carter” scrapbook over the next month where they can highlight their life together as a team including memories as a family, important accomplishments they have had together, traditions they have started, and important people in their lives.

Strength – Matthew wants to be a permanent part of a family; John believes family activities keep families strong. They bond when they do things all together.

Task

Strength

1. Mona will take Matthew and Steven to the store tomorrow to pick out a scrapbook and some craft materials.

Mona is the rock of the family and gets things done. Matthew is calm when Steven is around.

2. Adam will schedule a family session in the next month with Matthew, Mona, John and Steven to help them discuss and design a team logo for their first page that shares what their family means to them.

Adam is patient with Matthew and has a strong therapeutic background in working in the area of attachment and trauma. Matthew likes being part of a team.

3. John will gather pictures he has taken from all of Matthew’s sporting events and school accomplishments to share with Matthew. Matthew will sort the pictures when he has down time after practice in the next week to decide what should be included.

John attends all of Matthew’s games and values education.

Matthew does his best when he stays busy.

Plan of Care Sample

Need Statement: Matthew needs to know people can be permanent parts of his life.

Strategy #2

Adam will lead trauma based cognitive behavioral therapy sessions with Matthew one time a week for 18 weeks to address Matthew's history of trauma and current resulting behaviors.

Adam has built a connection with Matthew through their love of football; Adam has specialized training and expertise in the area of trauma; Matthew builds relationships with adults he trusts.

How does this plan feel?



Imagine waking up one day and having everyone you encounter understand the ways in which you are unique and extraordinary. What if everyone viewed the things you did as needed contributions, and rather than looking for what is wrong with you, people pointed out what is right with you? If that happened, you would be super-charged. You would feel free and released from the burden of having to defend yourself. You would be psyched to jump out of bed and get to work. You would feel, well, strong. Wouldn't it be nice if just one day of your life could be like that?

– from Your Child's Strengths

Next Steps: Connecting Training into Practice



- What stood out to you today?
- How did the exercises help to create a best fit between what a family needs and what they get?
- What other activities should be connected in this way?
- What will you do differently in your practice to create this best fit” for families?





Resources

- The Institute
 - <http://ssw.umaryland.edu/theinstitute>
- National Wraparound Initiative
 - <http://www.nwi.pdx.edu>
- Wraparound resources
 - www.paperboat.com
 - <http://www.milwaukeecounty.org/WraparoundMilwaukee7851.htm>
- System of Care Resources
 - <http://systemsofcare.samhsa.gov/>
 - <http://youthmove.us/>
 - <http://www.tapartnership.org/>
 - <http://www.ffcmh.org/>



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