

## Virginia HFW Facilitator Training Day Four

### Agenda:

- Welcome/Introductions
- Ground rules/Parking Lot
- Knowledge assessments/Continuing education credits
- A few notes and a Virginia ICC update
- Review of goals for day four
- Honoring your work and your knowledge
- Review of days one through three (with feedback)
- Partnering with family support partners
- Implementation Phase

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### Ground Rules

- Parking Lot
- Please let us know if there is anything you need.
- Participate in the entire training.
- Please sign in.
- Return from breaks on time.
- Please all cell phones on vibrate.
- Please complete the knowledge assessment at the end of each day.

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<ul style="list-style-type: none"><li>• Parking Lot</li><li>• Please let us know if there is anything you need</li><li>• Participate in the entire training (if you can't, let us know)</li><li>• Please be sure to sign-in</li><li>• Return from breaks on time</li><li>• Place all cell phones to vibrate so the training process is not interrupted if you receive a call</li><li>• Please complete the knowledge assessment at the end of each day</li></ul>	

## Continuing Education Credits

The Office of Education and Regional Programming of Western Psychiatric Institute offers continuing education credits for social work, counseling and nursing. Please indicate your need for continuing education credits when you sign in. You must be in attendance both days of training.

### Continuing Education Credits



The Office of Education and Regional Programming (OERP) of Western Psychiatric Institute and Clinic (part of University of Pittsburgh Medical Center) is in charge of continuing education credits/units.

We cover social work, counseling and nursing credits. Your credits will cost \$30

Please mark on the sign-in sheet if you need continuing education credits and we will send you the information when you complete the training

Everyone will receive a certificate of attendance at the completion of training

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### A Few Notes



- The words, 'youth' and 'child' will be used interchangeably throughout this training
- We will have a 15 minute morning and two 10 minute afternoon breaks
- Lunch (on your own) will be between noon and 1:00 PM
- We will end training at 5:00 PM

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## Virginia ICC Update

### Virginia ICC Update



#### Update on ICC status

- Support for ICC/HFW through a System of Care
- Definition of ICC / Review of SEC Policy
- Training plan update
- Licensure by DBHDS
- Concurrent case management restrictions
- Alternative services

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## Learning Goals Day Four

1. Honoring you knowledge
  - Facilitators will discuss how attaching new information to an already established knowledge base will help with integrating ICC and HFW work.
  - Facilitators will share and discuss celebrations and barriers that have occurred the past few months.
2. Review of days one through three
  - Facilitators will review the HFW model, framework and activities (natural supports, Discovery, preparing the family, etc.).

Learning Goals Day Four	
<b>1. Honoring your knowledge</b>	
<ul style="list-style-type: none"><li>• Discuss how attaching new information to an already established knowledge base will help with integrating ICC and HFW work</li><li>• Share and discuss celebrations/barriers</li></ul>	
<b>2. Review of days one through three</b>	
<ul style="list-style-type: none"><li>• Review the HFW model, framework and activities (natural supports, Discovery, etc.)</li></ul>	
<b>3. Explaining HFW</b>	
<ul style="list-style-type: none"><li>• Practice explaining the HFW process in a succinct manner</li></ul>	

3. Explaining High Fidelity Wraparound
  - Facilitators will learn how to describe and explain the HFW process in a succinct manner.
4. Partnering with family support partners
  - Facilitators will review and discuss the three days of information taught in September 2014 to family support partners
  - Facilitators will identify strategies to integrating family support partners into their work.

Learning Goals Day Four	
<b>4. Partnering with family support partners</b>	
<ul style="list-style-type: none"><li>• Review and discuss the three days of information taught in September 2014 to family support partners</li><li>• Identify strategies to integrating family support partners into their work</li></ul>	
<b>5. Implementation Phase</b>	
<ul style="list-style-type: none"><li>• Facilitators will discuss the Implementation Phase and the activities associated with this phase</li></ul>	

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### Priority Message

Priority Messages	
<p>Like peeling the layers of an onion, HFW workforce members continue to explore the deeper level needs of the youth and family.</p>	
	

## Honoring You, Your Work and Your Experience

Learning new information can be exciting, or it can bring about feelings of dread (and everything in-between) depending where you are at in your life and your job when learning it. Sometimes learning something new isn't voluntary, and this can be difficult information to swallow when the context hasn't been built. This is where most resistance occurs. Questions abound such as 'why do I need this information', 'why do things have to change', 'what will be the end result', etc.?

Honoring You, Your Work and Experience 

- You are amazing in the work you do!
- You have helped many youth and families
- It's impossible to ignore what you've already learned
- Give others the gift of what you know!
- Tell us what you're proud of...

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It is rare for people to be asked about what they know, or what they want to learn. It is also rare for curriculum to be built upon a current knowledge base, because everyone's knowledge and experience is different. In efforts to bring HFW to Virginia so the state can fully realize a social service structure based on integrated systems of care, questions were asked and the program was developed so that experience and knowledge would be honored.

You have most likely accomplished many wonderful things, and have helped countless youth and families. As an ICC/HFW facilitator, you know much of the information that is being taught in the five day HFW training. You may not know it in terms of the HFW framework (ten principles, four phases and the various HFW activities), but if you have been in the social service field for any length of time, this may be how you have been operating all along. Learning HFW is incorporating what you already know, and bringing it into a specific framework.

Don't Let Go of What You Already Know! 

- You are accomplished social service providers... Activate what you already know in order to understand the HFW process
- Relating new information to prior knowledge is critical to learning...
- Sometimes, though, prior knowledge can stand in the way of learning something new
- Internal inconsistencies may need to be resolved... existing conceptions may need to be restructured

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There are ten HFW Principles that flow through the entire process. It's keeping those principles in mind at all times that will both be difficult but will enlighten you as time goes by. Your role as the person who is responsible for everything will now be shared among others, namely the youth and family. The huge burden of having to make decisions for others will now be shared with the youth and family, and the HFW team. The principles are just not noted at the beginning of the process. They are infused within it. Once you begin understanding the principles, it will become the way you do business in all aspects of your life.

Embrace Change 

- How do you work on resolving inconsistencies?
- What needs to happen for change to take place?
- Bottom line question... Can people change?

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How Have You Been Doing? 

- What celebrations have you had?
- What barriers have you encountered?
- What do we need to know to help you during these next two days?
- What support are you getting?

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Cognitive dissonance refers to the discomfort felt at a discrepancy between what you already know or believe, and new information, or a different interpretation of what you've believed. When this happens, these internal inconsistencies need to be resolved. Resolution happens with time, understanding, seeing the results and when the new ideas are accommodated, even just as an option, so that there is openness to them.

How Have You Been Doing? 

- What is the feedback from the youth and families you're working with?
- How are you doing incorporating youth and family voice and choice?
- How is the Discovery process working for you?
- Have you thought about what skills can be transferred to the youth and family?

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With any new concept, there are issues that arise as individuals try to understand and conceptualize how the concept will play out. New ideas and ways of doing things can bring challenges. There can also bring unexpected joys. But with any new concept, or way of doing business, there needs to be support from your co-workers, your administration, your family, etc. It's also important to keep learning and practicing in order to try to internalize this change.

Celebrations!!! 

- An important component to High Fidelity Wraparound is the concept of 'celebrations'
- The HFW workforce members and team begin each meeting with acknowledging celebrations... what positive things have happened to us recently, and what have we accomplished?
- The entire team is asked to share, not just the youth and family
- Celebrations offer immediate results... a person feeling good about themselves

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An important component to HFW is the concept of celebrations. This includes beginning each meeting, and each interaction with a sharing of the good things that have happened in our lives since the last meeting or contact. Celebrations are used to help the youth and family realize that there are good things happening, even when the situation appears to be bleak. All team members or anyone present can share the celebrations that have occurred in their lives, if they feel comfortable with the disclosure.

HFW has four phases and they are not linear. You don't leave the phase behind, either. It's a part of the entire process, because Engagement, for instance is at its core a basic skill we all need and use. There are no time restraints on the phases. You can return to one or simultaneously be in more than one (Implementation and then you realize the youth and family is ready to begin the Transition Phase). The HFW process is a change in how you do business. And the reason it is being tried is because there are too many youth and families struggling

today. There are many services and processes, but if HFW may be a good fit for families on your caseload, then you should have the tools to use it. It can be a very welcome change if you maintain what you know and learn to incorporate new activities into it. Bottom line is that there are so many youth and families in need, and not enough people to help them out. The goal is really to help them learn how to effectively help themselves. Can you imagine a world where the youth grow up to be amazing self-advocates? It's happening all over the country, but it's happening because people are trying new ways to help the youth and family identify their needs, learn how to help meet their needs, learn that problems are not always solved by more services, and that they really can be leaders of their own team. You can be in the role of teaching strength and confidence to family members, and that will trickle down to their children.

As it is absolutely necessary to honor your knowledge and experience, so too is it necessary to acknowledge and honor the lived experiences of youth and family members. This will be explored later in the training, and it is something to be mindful of. Everyone has something to offer. Everyone has strengths, even if they are not initially shown.

### Challenging Situations

Everyone has something that challenges them in life. It could be an overt or covert disability, strained relationships, learning difficulties, financial and/or health problems, etc. Some people have the capacity to cope with challenges without assistance, however most people need help in one area of another.

It is important to ask yourself if your perception of asking for or needing assistance is a sign of weakness. We discussed the culture of support in the earlier days of training. Understanding your culture of support is important, but knowing that not everyone shares your culture is more important. People who work with others who need a variety of assistance must be aware of any "shame and blame" they assign to those who are unable to handle situations.

Challenging Situations	
<ul style="list-style-type: none"><li>• "Everyone has something"... Sometimes visible and sometimes not</li><li>• Everyone has different skills and experience, and different ways we handle difficulties</li><li>• How you view these complications is important... "blame and shame"? Or lack of knowledge?</li><li>• Since our last training, what predicaments have you encountered while trying to utilize HFW?</li></ul>	16

In all areas of work and life, there are situations that are challenging. As you learn more about High Fidelity Wraparound (HFW) and begin to use it, some situations may not appear as if they "fit" the HFW model. Throughout the day we will look at situations that are difficult predicaments for the individuals and the ICC/Facilitator to deal with.

## Challenging Situations Activity One: Appendix, page 1

Day Four  
Activity One

**Challenging Situations**

**Instructions:**

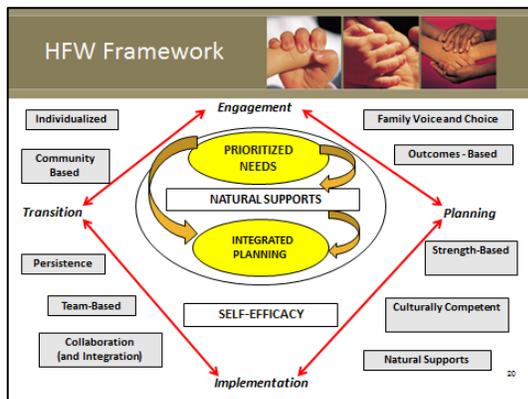
1. Get into groups of four.
2. In day four appendix please find a brief scenario that can easily occur with any family we work with.
3. How would you set up your meetings with the youth and family members?
4. How would you work to create a team?

Activity is in day four appendix, page 1. 17

## Feedback from Day Three

We will review the statistics from the knowledge assessments from day three to begin to bring us back to what we learned.

## Review of Days One Through Three

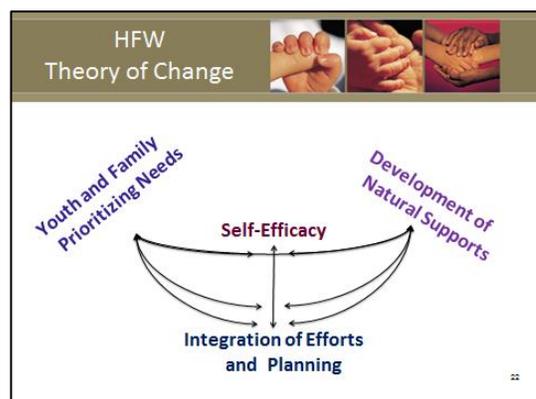


Four Phases and Related Activities

<p><b>I. Engagement &amp; Team Prep</b></p> <ul style="list-style-type: none"> <li>• Orient youth and family to HFW</li> <li>• Stabilize crises</li> <li>• Develop Strengths, Needs, and Culture Discovery</li> <li>• Engage team members</li> <li>• Make meeting arrangements</li> </ul> <p><b>II. Initial Plan Development</b></p> <ul style="list-style-type: none"> <li>• Develop a plan of care</li> <li>• Develop a detailed crisis and safety plan</li> </ul>	<p><b>III. Implementation</b></p> <ul style="list-style-type: none"> <li>• Implement the plan</li> <li>• Revisit and update the plan</li> <li>• Maintain team cohesiveness and trust</li> <li>• Complete documentation and handle logistics</li> </ul> <p><b>IV. Transition</b></p> <ul style="list-style-type: none"> <li>• Plan for cessation of HFW</li> <li>• Conduct commencement ceremonies</li> <li>• Follow-up with the youth and family after graduation</li> </ul>
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What was taught during the previous training? We discussed the importance of the **HFW Framework**. The framework is HFW in a nutshell. The HFW framework includes the 10 HFW Principles, the four HFW Phases, and the Theory of Change.

The **Theory of Change** is how change is accomplished with the HFW process. It includes three components that equal the outcome of self-efficacy. The three components are 1) the development of a natural support system; 2) the integration of efforts and planning; and 3) the youth and family learning how to prioritize their needs.



The HFW Process is defined by the ten principles that indicate **how** the process is implemented, is done in four phases and related activities that describe **what** is to be done, and fits the four components of the Theory of Change that explains **why** it works.

The HFW motto, “**Do For, Do With, Cheer On**” is one that is important for facilitators and family support partners to remember. You **know** the skills needed to navigate the systems associated with behavioral health, juvenile justice, education, child welfare and other systems. Your job is to share what you know and transfer skills to the youth and families who need to learn them so they can also know.

HFW “Motto” 

Do For, Do With, Cheer On!

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**Engagement** is what the facilitator and family support partner (if available) must be skilled in throughout the HFW process to keep youth, families, and system/agency partners involved. It is something that shouldn’t be taken for granted. Without engagement, the youth, family members and system/agency partners will disengage. They may also find themselves unsure of their role in the HFW process. Engagement is a part of every activity of HFW, including the Crisis Stabilization Plan, the Discovery, the Crisis Prevention Plan, preparing the team members, etc.

What Else From Days One Through Three? 



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We discussed **culture** and how it is a part of everyone’s life. We know not to limit culture to only race and religion. We discussed how culture is how we live, how our family operates, the holidays we celebrate, the foods we eat, how our family makes decisions, etc. In essence, it is everything. We know to keep culture in mind throughout the entire HFW process, because if the activity or plan is not based in the youth and family’s culture, it won’t work.

Understanding Culture 



Brave New Voices 2013 Quarter Finals in Washington, D.C. The performers are [Amina Iro](#) and [Hannah Halpern](#).

<http://www.upworthy.com/awful-religious-stereotypes-shattered-by-two-girls-and-one-absolutely-stunning-performance>

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We discussed the Crisis Stabilization Plan (band-aid plan) that needs to be done soon after meeting the youth and family. This will help them identify and develop a plan for any immediate crises that can impede their progress in the HFW process. And we discussed functional assessments and how the function of the behavior can inspire a Crisis Prevention Plan that is specific so as to hopefully prevent crises from occurring.

Steps for Crisis Stabilization Engagement Phase 

1. Ask family and youth about immediate crisis concerns.
2. Elicit information from agency representatives and potential team members about immediate crises or potential crises.
3. If immediate response is necessary, formulate a plan to establish stabilization.

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Discovery 

- A document that the youth and family can edit
- A document that is creative and based on youth and family strengths, life domains, support system, accomplishments, etc.
- A document that chronicles the progress the youth and family make in the HFW process
- A document where a youth and family can express what they may need in order to reach their vision

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The Strength, Needs and Culture Discovery (Discovery or SNCD) is a document that is developed with the youth and family, and it is their story. This story is a creative way of looking at all the strengths a youth and family have, and how these strengths have helped them get to their current point in life. It is a document where a youth and family can express what they may need in order to reach their vision. All progress is highlighted throughout the HFW process, so the document continues to grow. Many youth and families have never read a positive document of their family.

## Promoting Independence and Self-Efficacy in Families Developing Natural and Community Supports

### The Importance of Natural Supports

We spent time discussing the importance of natural supports and this warrants additional time. The HFW process is not complete without natural supports for the youth and family. It is 'business as usual' when natural supports are not prioritized, and **not** HFW.

Another aspect of the HFW process and natural supports is assisting the youth and family to rebuild the relationships that may have been neglected or disengaged in the past. These relationships suffer for many reasons. But some relationships are worth reconnecting, and the facilitator and family support partner can help the youth and family identify these.

### Activity – The Importance of Natural Supports Activity Two – Appendix, page 2

Day Four  
Activity Two 

**The Importance of Natural Supports**

**Instructions:**  
Write down or make a mental note of a crisis you have had in your life in which you have needed support from others. Recall the specifics. Answer the following questions:

- What made it a crisis?
- Why was this situation so important?
- What supports were the most critical to you?

Activity is in day four appendix, page 2.  28

Why is it so important to have natural supports on youth and family/HFW teams? When looking at the process, natural supports are one of the components of the Theory of Change (TOC) and one of the Ten Principles. The theory of Human Ecology (Bronfenbrenner, 1979) emphasizes the importance of social influences on human development and functioning. Many research studies demonstrate that people with stronger natural support systems are healthier, happier, and have more positive outcomes than people with fewer natural supports. Youth are influenced by their parents and the people who play important roles in their lives. In turn, these people are influenced by the interrelations of their families, social networks, neighborhoods, communities and cultures. When parents have networks of family members and friends who share a commitment to the youth, for example, parents' efforts to care for the youth are enhanced. One of the central aspects of the TOC is that the impact of the youth-parent relationship on outcomes for the youth is directly related to the relationships the parent has had with others. Parents who have supportive relationships that are also supportive of the youth-parent relationship strengthen the impact on the youth.

### How to Identify Natural Supports

California Department of Developmental Services, Services and Support Section wrote an article on "Natural Supports... They're All Around You!" You are encouraged to visit this site at [http://www.dds.ca.gov/Publications/docs/Natural\\_Supports.pdf](http://www.dds.ca.gov/Publications/docs/Natural_Supports.pdf).

There is no specific method or recipe to assist youth and families on gaining natural supports. It is more on how to help youth and families recognize the supports that may already be a part of their lives. It also may be on how to help the youth and family develop relationships in their communities. Identify their strengths and interests of the youth and family. Based upon these, create opportunities within the community to help develop relationships and a chance to give back in some form. Bridging gaps and mending relationships may play another part in obtaining supports. It is a matter of being creative, thinking outside the box, and being persistent throughout the process.

**Natural Supports (N.S.)** 

Let's review...

- Supportive relationships that evolve and change over years due to a variety of experiences
- Used to sustain relationships based on mutual interest
- Reciprocal relationships and benefit for all those involved
- Accessed at varying rates and times based on needs and availability

[http://www.dds.ca.gov/publications/docs/Natural\\_Supports.pdf](http://www.dds.ca.gov/publications/docs/Natural_Supports.pdf)

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The youth/family may let you know that they do not want their friends and family members in their business as natural supports. Some families feel that it is their responsibility to handle situations as a family and not go outside for help. In order for the youth and family to achieve success they have to obtain all the components of the Theory of Change (self-efficacy, integrated planning, natural supports and the ability to prioritize needs). One of the reasons why a youth/family may not want supports

**Natural Supports (N.S.)** 

May involve activities, community institutions, individuals outside the immediate family, and informal supports found in the neighborhood or larger community.

Who is called when the youth/family needs help?

The youth and family's natural supports do not have to attend all meetings. The support from these individuals should be targeted to specific tasks.



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involved could be that they are embarrassed by their circumstances. Whatever the reason may be, explain that they are in control and the natural supports on the HFW team will only know what the youth/family allows them to. The supports may not have to come to every meeting. They will only come to meetings that the youth/family agrees to, and/or only if the individual has the ability to help with that particular need.

Natural supports usually involve relationships with family members, friends, co-workers, neighbors and acquaintances. These relationships are reciprocal (give-and-take). Such supports help one to develop a sense of social belonging, dignity and self-efficacy. They are the people who provide us with support through daily activities, and those who we can count on in times of need. Families may have natural supports but because they are involved with their everyday life may no longer realize that they are still natural supports.

“There are no good explanations for many of the things we experience in our lives, but companions help us make it through: people who listen, people who keep us company, people who are happy or sad with us.” (*The Ethical Society of St. Louis*)

### Research tells us that people with stronger and healthier relationships:

- Have improved self-efficacy
- Are more optimistic and feel better about themselves, their families and their future
- Have healthier life style behaviors
- Have decreased depression
- Have decreased substance misuse and IV drug use

Here are some examples of how to identify natural supports:

**1. Listen to the youth and family.** Through conversations, the youth and family may say names that you may never heard before. Ask about these individuals as they are mentioned. Continue digging to find out how they know them, for instance, what they do together, what kind of relationship they have with them, and how comfortable the youth/family are with them. Always follow up at some point when the youth/family mentions a name that you haven't heard before. Whose pictures do the family in their home?

Identifying Natural Supports	
<ul style="list-style-type: none"><li>• Listen to the youth and family</li><li>• Ask about community involvement</li><li>• Ask about who they call when they need support</li><li>• Ask about who is invited to their parties, or their child's party?</li><li>• Think outside the box</li><li>• Look into the box</li><li>• Identify strengths and interests</li><li>• What do they get from their relationships with others... What can they give?</li></ul>	21

**2. Ask about community involvement.** When you are discovering information for social involvement or what the family does for fun, community involvement may come up. Support for the family may be developed through a club, support group, or church.

3. **Who do they call when they need support?** Youth and families have people they call for different reasons and needs. These needs may be financially based or regarding transportation. It could be the need for someone to talk to, for advice, for playdates, etc.
4. **Invitations for a party.** Ask the family to imagine planning a party and to think about who they will include at this party, and why. This can be a way to identify interest and culture.
5. **Think outside the box.** Supports may come from unusual sources, such as Librarians, bus drivers, janitors, coaches, auto mechanic, magistrate, clerk, mall cop, volunteer fireperson, police officer, mailperson, recreation/fitness staff, spiritual connections, etc. If the youth and family trust the individual, they may be interested in becoming a part of the team.
6. **Look into the box.** Meaning the X-box, video games, Facebook, and any other on-line activity. You may have youth or family members that chat with others on the internet. A youth or family member may create a self-image on-line that helps them cope in the real world, or may be successful in online games which increase self-esteem. The goal is to help the youth take the skills from the online games and create similar opportunities in our real world. *For example, a youth created an image of what he wanted to be like and became skilled at role games as a way to deal with social awkwardness. He used these skills to teach others the role games on line. Teaching others increased the youth's self-efficacy. Over time he gained the confidence to begin to enter into face to face conversations with his peers.* **Note:** All online gaming and relationships need to be established with boundaries. Families should speak with their youth about giving out locations, personal information, family information, etc.
7. **Identify strengths and interests.** When creating the Discovery with the youth and family, their strengths and interests will be identified. This can provide supports for the youth and family by getting them involved in areas of interest. *For example, the mother of a youth involved with HFW loved to plant and work outside with flowers. The HFW team identified this interest/strength and paired her up with a local church that needed someone to help with their flower beds, and the mother began to volunteer in the church garden. She became friends with the church secretary. This led to the secretary assisting the family with transportation, and the two women forming a close relationship. Eventually, the church secretary became a part of the HFW team.*
8. **Relationships are reciprocal.** Individuals establishing the natural support network of a youth/family do so because they each get something from the relationship. Outcomes are positive for the youth/family when their relationships are reciprocal. These relationships last longer and are stronger. *For example, a mother was asked to speak with a woman (another mother) about her community involvement. The woman told her about belonging to the local community center. HFW workforce member approached the staff at the community center with permission from the family and talked to them about*

*the process and this family. We talked about some of what was needed in the center and the staff indicated that it would be helpful to have someone help with seasonal decorating. We were able to work with the family and the community center using the mother's talent for decorating. Two of the staff from the community center became team members through the reciprocal relationship they had with the family.*

## Needs-based Identification of Natural Supports

Based on the Theory of Change, and why HFW works, HFW workforce members need to gather information about the important people in the families' lives. What support do they offer? How do they support each need area? These people will become the natural supports of the family, who will be there for the family long after the professionals are gone. These will be possible team members or support to the team in the form of consultants.

Needs-Based Identification of N.S.


Identify natural supports within the family and community which can assist in meeting a specific need (a positive community recreation to replace behavior):

- Rec. center staff, school friends at center, mother's friend at place of worship who is a scout leader, coach from a volleyball or baseball team, etc.

Define personal choices and clarify expectations:

- Who would be likely to help? Which activity most likely to address need? Which are most acceptable to youth?

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## Surrogate Natural Supports

You may be very creative when seeking out supports, but some families may have just moved in the area and have no contact with others in the community. Some families may not want family or natural supports on their team for whatever reason. However, they may be open to surrogate supports because there is no one to judge them from their past or any other reasons. Identify organizations and groups in the community. Surrogate natural supports are people that the youth and family may not know, but they are a part of the community who offer to help the youth and family in a variety of ways, for a short period of time.

Surrogate Natural Supports


Develop a continuum of community and natural supports. Those for time-limited support and those sustainable over the long-haul.

Which of these are sustainable?

- Big Brothers or Sisters
- Foster Grandparents
- Family support groups
- Clubhouses for adults
- Volunteers from civic organizations
- Free support services

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These people can be community volunteers who are not neighbors, or friends, or family members. But these people are invaluable while the family is building up their community and natural support system. Surrogate supports can also be a Big Brother or Sister, a foster grandparent, etc. This could be places of worship, civic clubs, various leagues, veteran clubs, card and game clubs, the library, fan clubs, Masons, etc.

## Questions to ask to uncover existing supports:

There are usually supports all around the youth and families that we work with. They have become so much of their daily lives that they no longer consider them supports. How do we help youth/families to recognize them as supports so we can include them on the team? Here are some questions that may help youth/families discover their existing supports:

- What do you like to do for fun and who do you do them with?
- Do you talk to someone daily or weekly?
- Do you have a place of worship and who do you sit with?
- When needing sugar or milk, who do you call?
- Who is the person you text the most with?
- Who are some of your Facebook/twitter friends?
- Who are some of your children’s friends along with their parents?
- Do you have a neighbor that you borrow items from or do neighbors borrow from you?
- Do you have friends that you shop with, play cards with, go out for tea/coffee with, ride quads with, fix up things with, hunting/fishing with, play video games with, sit with at youth’s sporting events, etc.?
- Who do you vent to?
- Does anyone come over frequently or do you go to someone’s home often?
- Where do you and your friends go to hang out?
- Describe a typical day for yourself.
- Who are the top five contacts on your phone, or who do you call when you get stuck on the road?

**Who Can You Count On?**  
**Activity Three – Appendix, page 3**

Day Four  
Activity Three

**Who Can You Count On?**

**Instructions:**

1. Begin writing a list of the first names of all your supports
2. After their name, list what they can do for you
3. List what you can do in return to ensure a reciprocal relationship

We will debrief it with the large group.

Activity is in day four appendix, page 3.

**Mending relationships**

Families may have had close relationships in the past and for various reasons these relationships have become strained. Talking to both individuals with permission can give you a clearer understanding of what has happened to strain the relationship.

Mending Relationships

Some families may have lost relationships in the past... How does this happen?

- Parents do not want others knowing about “their business” especially if their family is not doing well
- People may be embarrassed by their child’s behaviors, and not want others to see it
- Parents may be blamed for their child’s behaviors

The Importance of Reconnecting

Why is it important to reconnect?

- Sometimes the family member has the misconception that their friendship isn’t wanted
- A person who has seen the family go through challenging times may have a greater amount of empathy towards them and can turn out to be a very supportive ally
- “Time heals all wounds” (at least many of them). It may just be the right time to make amends and work to move on

**Who Can They Count On?**  
**Activity Four – Appendix, page 4**

Day Four  
 Activity Four



**Who Can They Count On?**  
**Instructions:**  
 Please read the scenario in the day four appendix. Working with your group, develop how you will create a team, who would be on the team and why, and how HFW will be integrated into this situation.

Activity is in day four appendix, page 4.

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**Explaining High Fidelity Wraparound**

It's important to develop an explanation of HFW. The idea of an introduction is to have a prepared presentation that grabs the attention of those you are interacting with. The words are clearly thought out to give meaning to what you are describing in as little words possible. The words chosen need to describe what you are presenting in detail, but respecting the individual/s time. This discussion hits all the major points of the process and given with some personal experience. This can be what you have experienced in the process or what you have heard through others.

The idea of an introduction is to have a

Explaining HFW



"I am the HFW facilitator/Intensive Care Coordinator of your team. My role is to..."

- Help you build your team with people you feel can be helpful and those who can add to your success
- Explain HFW to team members and prepare them for meetings
- Help ensure that your needs are identified and met
- Ensure that you have a say in your plan and that it works for you
- Ensure confidentiality within the HFW team and safety; explain your role as a mandated reporter

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Explaining HFW



- Let families know that you're not going to tell them what to do, or tell them who to have on their team, while explaining the role/need for certain system/agency partners to be on the team (e.g., probation officer, social services worker)
- Make a connection with the youth/family by talking about how HFW has helped other youth and families, and by explaining some of the activities that will ensure their voice and choice will be honored (brainstorming, transferring of skills, goals of self-efficacy, etc.)
- Explain that the meetings will take place where the family prefers, and at the best time for them

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Explaining HFW



- What do they know about HFW?
- Discuss the 10 HFW Principles... details are not necessary for each principle. Focus on family and youth voice and choice, strength-based, etc.
- Ask the family about their hopes and dreams, and that HFW builds on strengths
- Mention the four HFW Phases... don't overwhelm. Ten minutes of explanation is enough unless they ask questions
- Be mindful of acronyms

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## Explaining HFW and Your Role Activity Five – Appendix, page 5

Day Four  
Activity Five



**Explaining HFW and Your Role...**  
**Instructions:**

- Pair with a partner. Draft main points of HFW with the document in the appendix.
- Practice your introductory “speech” basing it upon your meeting with the mother in the scenario provided
- Take turns being the facilitator

Activity is in the day four appendix, page 5.



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## How Can HFW Benefit This Family? Challenges, Strengths, and Activities Activity Six – Appendix, page 6

Day Four  
Activity Six



**How Can HFW Benefit This Family?  
Challenges, Strengths, and Activities...**

With the same scenario used for the previous activity, can you and your partner identify the challenges of this scenario, the strengths of the family and specific HFW activities that can help them?

Activity is in day four appendix, page 6.



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## Video: Facilitator Introducing HFW to a Family Member

Video



Introducing HFW to a family member...

<http://youtu.be/zHfF3IDwDPc>

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## What Family Support Partners Have Learned

During the three days of training, family support partners (or parent support partners) learned about the three categories of skills:

1. Partner and support the ICC/Facilitator while working with the family
2. Provide direct and intensive levels of peer support for families
3. Connect families with other families and resources

**Family Support Partner** 

Three areas (categories) of skills:

1. Partner and support the facilitator/coordinator/case manager while working with the family
2. Designed to provide direct and intensive levels of peer support for families
3. Connect families with other families and resources

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**Family Support Partner** 

- Ensures family voice and choice
- Promotes and strengthens healthy relationships
- Assists people working with the youth and family to understand their culture
- Uses their personal story to teach through experience

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**What Family Support Partners Can Do** 

- Support the family to achieve their goals and vision
- Ask the youth and family what their needs are
- Help the youth and family verbalize their needs at meetings
- Give information and reassurance (not advice)
- Answer questions about HFW
- Help the family make an informed decision about HFW

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The FSP ensures family voice and choice, supports the youth at times to ensure the youth voice and choice, promotes and strengthens healthy relationships, assists those working with the youth and family to understand their culture, and uses their personal story to teach through experience.

Family support partners are invaluable to those receiving HFW. They are able to be with the family member when the facilitator is not. They are able to give information and reassurance (not advice), help the youth and family identify their needs, and they are familiar with some of what the family is going through.

The training contained much of what the facilitators learn about HFW, but from the perspective of the family support partner. During training, “Do For, Do With and Cheer On” is emphasized, especially in terms of the FSP not doing ‘for’ the family. Supervision, mandated reporting, telling their story, the HFW principles and phases, the facilitator role and teamwork is included in the three-day training.

The Engagement Phase is thoroughly reviewed, including engagement, life domains, the Discovery, natural supports and helping to prepare the family for the initial meeting. We discuss confidentiality, boundaries and triangulation. An important part of training included the discussion of trauma, re-traumatization, vicarious trauma and self-care. Throughout the training, the family support partners hear repeatedly to help transfer their skills to the youth and family, what skills can be transferred and how.

VA Family Support Partner Training 

**The three day FSP training included:**

- HFW principles and phases
- The facilitator role and HFW team
- Working on a team/their role with other system partners
- Do For, Do With and Cheer On!
- How to tell their story
- Mandated reporting
- The importance of supervision

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VA Family Support Partner Training 

**The three day FSP training included:**

- Phase One – Engagement
- Life domains
- Discovery
- Trauma
- Confidentiality, boundaries and triangulation
- Natural supports
- Transferring skills
- Self-care and wellness

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## What Facilitators and Family Support Partners Can Do Together

The facilitators and family support partners have very separate and distinct roles, however together they can be very effective for the youth and family. While both roles can interact with the youth and family, the FSP has the ability to engage the natural supports. Together they can help the team develop the team mission, and teach the youth and family how to lead meetings and manage their behavioral and emotional health needs.

Another way the FSP and facilitator can work together is to help others on the team to understand their culture. Again, if the family and youth’s culture is not understood by those working with them, any form of assistance will be ineffective.

It’s important that the youth and family are both prepared for meetings, and that their prioritized needs (individually and together) are heard. One “voice” doesn’t override the other. The needs and voice of both the youth and family are equally important.

Partnering with Family Support Partners 

**Family support partners are so important to the team, and to the youth and family...**

- They are familiar with what the family is going through
- They understand the systems and barriers
- They have validity in the eyes of the family members, and may be able to engage on a different level
- They need to ensure family voice and choice
- They will need to teach others on the team about their role, and how they can help

**They’ve worked hard to make it through so much trauma and crisis... They are inspirational!**

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Facilitator and Family Support Partners 

- Ask the family about their priority needs and what options they think will work best for them
- Engage the natural supports that will be there for the family long after HFW ceases
- Help the family develop their team (natural supports and system partners/providers), and guide the team to develop their own, individualized team mission
- Help the youth and family learn how to lead their team and their meetings

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Balancing Youth and Family Voice 

- Balancing your time to support the youth and the family requires skills and understanding of both cultures
- Preparation time is important
- One voice doesn’t “trump” the other... the needs of the youth and the needs of the family are equal and should be addressed as such
- Prepare both for meetings and court hearings
- Assist both in identifying priority needs

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## Implementation Phase

**Implementation Phase** 

Implementation is the longest phase for most families, typically lasting from three to nine months depending on the needs.

Implementation begins when the initial HFW plan and Crisis Prevention Plan are developed, and continues until the Team Mission is almost accomplished.

The Implementation Phase is coming to an end when the youth/family are demonstrating self-efficacy in meetings and in their lives.

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**Implementation Phase** 

**Four primary activities:**

1. Maintain and build team cohesion and trust.
2. Revisit and update the plan.
3. Implement and evaluate success of the HFW plan.
4. Manage documentation and logistics.

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### Overview of Phase III: Implementation

Implementation is the longest phase for most families. It begins when the initial plan is developed and continues until the team mission has been achieved. There are four primary activities for the Implementation Phase:

1. Maintain and build team cohesion and trust.
2. Revisit and update the plan.
3. Implement and evaluate success of the HFW plan.
4. Manage documentation and logistics.

#### Maintain and build team cohesion and trust

During the Implementation phase HFW workforce members must continue to build, strengthen and maintain team cohesion and trust. The HFW workforce needs to run safe, effective and efficient meetings so that all team members feel their time is well used and their involvement in supporting the family is valued. A successful Child and Family Team can balance engagement, safety, and productivity.

#### Revisit and Update the Plan

The HFW plan will be continually revisited and updated. As goals are achieved, successes are celebrated, needs are met, and new goals are added. Team membership often changes as system partners begin to close and more natural supports become the primary support system for the family. New team members need to be prepared prior to team meetings by educating them about HFW, reviewing and giving them the Strength, Needs and Cultural Discovery (SNCD) and a meeting agenda. The HFW workforce must explain the HFW process and how the meetings are run. They will explain who is on the team and the role of all the current team members and the role they will now play on the team.

Team meetings begin with welcoming new team members and making introductions. The meeting includes celebrating successes by reviewing successful completion of action steps from the previous meeting, adding to strengths, reviewing the team vision, and a commitment to the team Mission. Needs are reviewed and/or added, prioritized and selected by the team. Once a need is selected, the team determines a measureable goal to meet the need, and a measurement strategy. For instance, questions such as “how do we know when the goal is met?”, and “how will this be communicated back to the team?” are appropriate. The HFW workforce members will lead a robust brainstorming session about options that will meet the need. The family and youth will pick options that will best work for them. The team reaches consensus about options, and action steps are assigned. Who does what, when, where, and within what time frame? All team members need to have action steps that support the family in this need area. HFW workforce members will “check in” with the team to make sure the meeting was helpful to their role, met their system mandates, and that they plan will support the family and youth achieve their vision.

### Implement and Evaluate Success of the HFW Plan

In HFW, it is the responsibility of the HFW workforce (Facilitator and Support Partner) to make sure the plan is implemented and to monitor successes. This includes ensuring that team members understand their action steps and that support is offered if needed. HFW workforce members follows up with all team members; they either celebrate that the action step has been completed or they ask the question, “What support do you need to complete your action step?” The HFW workforce then follows up again, prior to the meeting. It is imperative that all HFW workforce members keep in constant communication about action step completion with each other. HFW workforce members will know, prior to the next meeting, that action steps have been completed and that the meeting will be strengths-based, positive, and that there are no surprises.

### Manage Documentation and Logistics

The HFW workforce documents plans, outcome of meetings, and progress notes to the specification of their individual agencies. They are to determine how documents including the SNCD and HFW plans are to be handed out to team members. The HFW workforce member is responsible to setting up future implementation meetings (often at the end of the previous meeting) and to manage meeting logistics, including space, snacks, childcare, etc.

### End of Day Four

End of Day Four


- Continuation of Implementation Phase on day five
- Wrap-Up
- Concerns?
- Questions?
- Knowledge assessment

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