



Virginia HFW Facilitator Training Day Five

Agenda:

- Ground Rules/Parking Lot
- Knowledge assessment/continuing education credits
- Feedback from day four
- Review of goals for day five
- Continuation of Implementation Phase
- Transition Phase
- Wrap-up

Agenda



- Ground rules/Parking Lot
- Knowledge assessment/continuing education credits
- Feedback from day four
- Review of goals for day five
- Continuation of Implementation Phase
- Transition Phase

2

Ground Rules

Ground Rules



- Parking Lot
- Please let us know if there is anything you need.
- Participate in the entire training (if you can't, let us know).
- Please be sure to sign-in.
- Return from breaks on time.
- Place all cell phones to vibrate so the training process is not interrupted if you receive a call.
- Please complete the knowledge assessment and evaluation at the end of the day.

3

Continuing Education Credits

Continuing Education Credits	
<p>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.</p> <p>We cover social work, counseling and nursing credits. Your credits will cost \$30</p> <p>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</p> <p>Everyone will receive a certificate of attendance at the completion of training</p>	4

Feedback from Day Four

Learning Goals:

- 1. Implementation, continued**
 - Facilitators will discuss activities of the Implementation Phase, and become involved in demonstrations
- 2. Transition Phase**
 - Facilitators will discuss the benefits of mindful Transition Phase planning
 - Facilitators will identify how Transition can look for youth and families
- 3. Activities in Transition**
 - Facilitators will discuss the major activities during the Transition Phase
- 4. Roles in Transition**
 - Facilitators will identify their role during the Transition Phase
- 5. Skills for Successful Transitions**
 - Facilitators will discuss their skills-sets for Transition (need identification, planning, anticipating barriers and brainstorming action steps)

Learning Goals Day Five	
<p>1. Implementation, continued</p> <ul style="list-style-type: none">• Facilitators will discuss activities of the Implementation Phase, and become involved in demonstrations. <p>2. Transition Phase</p> <ul style="list-style-type: none">• Facilitators will discuss the benefits of mindful Transition planning.• Facilitators will identify how Transition can look for youth and families.	6

Learning Goals Day Five	
<p>3. Activities in Transition:</p> <ul style="list-style-type: none">• Participants will discuss the major activities during the Transition Phase. <p>4. Roles in Transition:</p> <ul style="list-style-type: none">• Facilitators will identify their role during the Transition Phase. <p>5. Skills for Successful Transitions:</p> <ul style="list-style-type: none">• Facilitators will discuss their skill-sets for Transition (need identification, planning, anticipating barriers and brainstorming action steps).	7

Continuation of Phase III – 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.

9

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.

10

It is the facilitator's responsibility to run safe, effective and efficient meetings. Everyone needs to feel that they are using their time wisely. Team members (youth, family, natural supports, system/agency partners) need to feel that their time is valued. In order to do this, the facilitator must ensure that there has been proper engagement and that everyone is prepared and the team understands the context for the meeting. Ground rules are very important in team meetings because they can help manage the reactions of team members. Rules such as no 'shaming and blaming', allowing others to speak without interruption, waiting for your turn to speak knowing that everyone will get a turn, etc. helps to keep the meeting running effectively. Other rules such as taking a break can help limit escalating emotions. Keeping yourself safe is also important.

Engagement (at the team level)

As with the Engagement Phase of HFW, engagement within the team is vitally important. The responsibility of setting the context to include the HFW Principles and the Theory of Change in the meetings belongs to the HFW workforce members. Prior to every meeting, the HFW workforce must prepare all team members for the meeting so everyone is aware of the meeting expectations and agenda. They must welcome new team members and make sure introductions occur. They must model strengths-based interactions and celebrate successes. The commitment to the Team Mission helps engagement and fosters a collective sense of purpose in supporting the family and youth.

Facilitator's Responsibility 

The facilitator needs to run safe, effective and efficient meetings so that all **team members feel their time is well-spent, and their support of the youth and family is valued.**

11

Productivity

Finally, the HFW workforce member's role is to ensure that action steps are completed. The team has convened to develop an individualized HFW plan to assist the child and family in meeting priority needs. The individualized plan must be developed, implemented, and evaluated to determine its effectiveness in achieving desired outcomes. Team members must feel that their participation is valued. It is important that all team members be heard and feel respected, and that the plan fits with their system mandates. Part of the plan also includes the assurance that their work and support of the family and youth is meaningful and is leading to the family and youth vision.

Engagement, Safety and Productivity 

The facilitator's role is to assure:

Engagement – Preparation and context setting

Safety – The culture of the team must reflect safety... Ground rules; No shaming and blaming, etc.

Productivity – Ensuring that action steps are completed

HFW Teams 

12

Safety

The culture of the team must reflect the value of safety. Ground rules are an important method for establishing a safe team work environment. Team members may be afraid they will be criticized or “shamed and blamed.” HFW workforce members model and adhere to the HFW principles throughout the meeting. If team members feel unsafe, HFW workforce members need to be skillful at respectfully stopping meetings, offering reminders of ground rules, taking breaks, asking if “blaming” statements could be reframes as “need statements,” etc.

Skill Sets for Implementation

During this phase, the initial HFW plan is implemented, and progress and successes are continually reviewed. Changes are made to the plan and then implemented, all while maintaining or building team cohesiveness and mutual respect. The activities of this phase are repeated until the team's mission is achieved and formal HFW is no longer needed.

Day Five – Activity One, see Appendix page 1

Implementation Team Meeting

Tools and skill sets below or in day five appendix, pages 3 – 11.

Day Five Activity One 

DVD Implementation Team Meeting 

Instructions: Watch DVD of an Implementation Team meeting using the Observation Tool Four (pgs. 3-4), and Rational and Scoring Rubric in day five appendix (pgs. 5-8).

- Use the Observation Tool Form Four from the curriculum or day five appendix to score the meeting
- Review the skill sets for Implementation (following in curriculum, and day five appendix, pages 9-11)
- At your tables discuss the skills you saw the facilitator and FSP use
- How were the required skills covered by both roles?

13



**Observation Form Four
HFW Implementation Meeting**

Code	M	Met
	P	Partially Met
	U	Unmet

HFW Facilitator: _____

Site: _____

Reviewer: _____

Date: _____

Youth/Family: _____

Skills	Scoring	Comments
1. The facilitator encourages a positive team culture by celebrating successes from the plan since the last meeting.	M P U	
2. The facilitator reviews completion of action steps and if necessary explores why action steps were not completed.	M P U	
3. The facilitator assists the team to determine if the services and supports in the action plan are meeting the priority needs. Data for this comes from the measurement strategies. This becomes new strength information for the team to understand.	M P U	
4. The facilitator leads a discussion to evaluate if progress is being made toward the team's mission and reaffirm team commitment to the mission. Team will evaluate the composition of the team which should include natural supports, professionals and community members, for the successful planning to reach the youth/family vision.	M P U	
5. The facilitator checks in with team to identify new areas of need as they emerge or as objectives are met or not met. Unmet objectives may lead to deeper need identification.	M P U	
6. The need is determined and the facilitator leads a robust brainstorming process to develop options based on what is known about strengths and culture.	M P U	
7. Options are strength-based, culturally informed and clearly reflect a team's knowledge about what will likely work for this family.	M P U	
8. Options include natural supports, community-based resources and formal services and include at least five options to choose from.	M P U	
9. The facilitator assists the team to select the options they believe are most likely to work with the family and youth making the final selections.	M P U	
10. The facilitator ensures all team members contribute and are active partners in the planning process.	M P U	
11. The facilitator creates and maintains team safety ("no blame, no shame") and assists the team to utilize the ground rules.	M P U	
12. The facilitator assesses team member satisfaction with the team process including assessing if other people are needed for the team.	M P U	



**Observation Form Four
HFW Implementation Meeting with
Rationale and Scoring Rubric**

Code	M	Met
	P	Partially Met
	U	Unmet

Skills	Rationale	Scoring Rubric
1. The facilitator encourages a positive team culture by celebrating successes from the plan since the last meeting.	The process of HFW from the planning phase on through transition is guided by the plan. Plan review for the successes it is producing is critical for maintaining the fidelity to the model.	M=Celebrations begin the meeting. The plan is specifically cited as a benchmark for making progress in the need areas. P=General positives in the youth and families life are celebrated. U=Celebrations do not begin the meeting.
2. The facilitator reviews completion of action steps and if necessary explores why action steps were not completed.	The team has the plan and reviews the action steps. The youth and family have been prepared to discuss by support partners. Facilitators have prepared service providers for this review.	M=Team has been prepared for plan review and can engage in meaningful discussion about action steps. P=Team is only partially prepared to engage in this discussion and needs a lot of review in the meeting. U=Team comes to meeting without the plan and without preparation.
3. The facilitator assists the team to determine if the services and supports in the action plan are meeting the priority needs. Data for this comes from the measurement strategies. This becomes new strength information for the team to understand.	Specific action steps are reviewed against the measurement strategies to give the team objective data about what is working. If actions steps are not leading to change, team determines whether new actions steps will be brainstormed or a new need is identified. This is also an important time to evaluate the team composition for natural supports and others on the team necessary for successful planning.	M=The outcome of the previous plans (including the Crisis Plan) are clearly reviewed to determine positive outcomes and progress. Natural supports must be a part of the team. P=General conversation occurs about action steps without attention to measurement strategies that help to give objective information to the team. U=Team does not review effectiveness of services and supports.

<p>4. The facilitator leads a discussion to evaluate if progress is being made toward the team’s mission and reaffirm team commitment to the mission. Team will evaluate the composition of the team which should include natural supports, professionals and community members, for the successful planning to reach the youth/family vision.</p>	<p>Team mission is the statement about the purpose of the team. Each meeting the team assesses if progress is being made related to their purpose. This step is critical to keeping a cohesive, productive team together. This may be reviewed with step #12 below.</p>	<p>M=Team evaluates its effectiveness related to the mission (purpose) for meetings. P=Mission is briefly reviewed but without using it to assess the effectiveness related to purpose. U=No reference to mission occurs and team does not evaluate its effectiveness.</p>
<p>5. The facilitator checks in with team to identify new areas of need as they emerge or as objectives are met or not met. Unmet objectives may lead to deeper need identification.</p>	<p>Facilitator leads team to make decisions about need areas for next planning steps. Truth-speaking by team members of the team can help identify new, deeper need areas that can lead to more successful plan development. This is sometimes called, “un-layering the onion”.</p>	<p>M=Facilitator helps the team to have meaningful discussion about need areas that are related to movement towards the youth/family vision. P=Team continues to plan for needs that may be more superficial and not necessarily ones that will lead to the future success of meeting the family/youth vision. U=Team does not continue to identify new needs to plan for. Team is planning for other’s needs who are not engaged in the process.</p>
<p>6. The need is determined and the facilitator leads a robust brainstorming process to develop options based on what is known about strengths and culture.</p>	<p>All HFW workforce members remind the team about the strengths and culture prior to brainstorming so the options are individualized to this family, creative and build on what has worked already.</p>	<p>M=Brainstorming is clearly based on what is known about this youth and family and includes at least 6 to 8 options before choosing action steps. P=Brainstorming is limited (less than 6) and not individualized. U=Options are chosen for the plan without brainstorming.</p>
<p>7. Options are strength-based, culturally informed and clearly reflect a team’s knowledge about what will likely work for this family.</p>	<p>Team demonstrates knowledge of who this family is and what has helped them in the past and is currently working.</p>	<p>M=Options are clearly individualized. P=Options include what team believes “should work” for the family and youth. U=Options are a typical list of service options.</p>

<p>8. Options include natural supports, community-based resources and formal services and include at least six options to choose from.</p>	<p>Our “Theory of Change” can be seen in the options chosen for the plan. Creative use of natural supports, community resources as well as service options are produced in the brainstorming.</p>	<p>M=All types of options are seen in the brainstorming (natural supports, community based, and formal support options)</p> <p>P=Options lack connections to strength and culture but may be community-based.</p> <p>U=Options are typical and “cookie-cutter” plans.</p>
<p>9. The facilitator assists the team to select the options they believe are most likely to work with the family and youth making the final selections.</p>	<p>From options generated, team weighs options and support partners consult with youth/family to determine the ones they believe will mostly work and those they are willing to try. Buy-in by the youth and/or family is critical to the success of the plan. During plan review at the next meeting other options can be tried.</p>	<p>M=Facilitator gives the team time to evaluate the options before having youth/family decide on a couple to try first.</p> <p>P=Options are chosen without evaluating youth and family choice about them.</p> <p>U=Options are chosen for youth or family.</p>
<p>10. The facilitator ensures all team members contribute and are active partners in the planning process.</p>	<p>Active facilitation is observed with Facilitator calling upon everyone to share ideas. Reminders about previous contributions by team member or calling upon support partner will create energy and buy-in by everyone.</p>	<p>M=Entire team is actively involved in planning meeting. If youth or family is not, Facilitator addresses this engagement before moving forward with planning.</p> <p>P=Most team members are involved but strategies to engage all are not clear.</p> <p>U=Planning occurs without active voice of youth and/or family.</p>
<p>11. The facilitator creates and maintains team safety (“no blame, no shame”) and assists the team to utilize the ground rules.</p>	<p>Facilitator “sets” the table with support partners for a safe and productive meeting.</p>	<p>M=Facilitator demonstrates an effective facilitation style without controlling the meeting. Ground rules and team mission are actively used.</p> <p>P=Facilitator refers to ground rules and mission but does not actively use these when necessary to facilitate a successful meeting.</p> <p>U=Meeting is unsafe or ineffective.</p>

<p>12. The facilitator assesses team member satisfaction with the team process including assessing if other people are needed for the team.</p>	<p>Facilitator uses some objective method to determine if meeting was successful and met team mission. This may be a quick survey to collect this data to use for further skill-building by HFW staff.</p>	<p>M=HFW Facilitator/workforce members get feedback on the success of the meeting. Debriefing occurs with HFW workforce members following meeting.</p> <p>P=Cursory check-in with the team occurs regarding their impression of the meeting.</p> <p>U=No check-in occurs.</p>
---	--	---

	<i>Coach:</i> ←————— <i>Coaching Circuit</i> —————→	
	Facilitator	Family Support
<p>Implement the plan</p> <p>GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies. To monitor their success in meeting needs and achieving outcomes in a manner consistent with the HFW principles.</p>	<ul style="list-style-type: none"> • Educate providers and other system and community representatives about the HFW process. • Identify what support team members need so they can successfully complete their assigned task(s). • Assist the family and youth to access necessary resources. • Monitor team members' completion of assigned actions steps. • Explore why action steps were not completed. • Review if the services and supports defined in the plan and implemented through corresponding action steps are meeting priority family and youth needs. • Evaluate progress toward the team's mission and reaffirm team commitment to the mission. • Encourage team culture that honors team members for their contributions and that frequently celebrates successes. 	<ul style="list-style-type: none"> • Review the written HFW plan with the family to make sure they understand it, agree with it and have the necessary resources or supports needed to implement it. • Encourage the family to complete action steps, through motivation, support, and reminders. • Work with the family to determine if the plan is working. Encourage the family to ask for changes in the plan when and if they need to.

	<i>Coach:</i> ← <i>Coaching Circuit</i> →	
	Facilitator	Family Support
<p>Revisit and update the plan</p> <p>GOAL: To use a high quality team process to ensure that the HFW plan is continually revisited and updated. To respond to the successes of initial strategies and the need for new strategies.</p>	<ul style="list-style-type: none"> • Identify new areas of need as they emerge or as objectives are met. • Brainstorm options including formal services and natural supports, which are based on youth and family strengths and culture. • Guide the team to evaluate and change the composition of the team as needed. This will ensure that individuals participate in the HFW plan development and implementation based on the reprioritization of needs. • Revise the plan so it incorporates new options and action steps. • Monitor revisions to the plan to ensure they continue to align with the team’s mission. 	<ul style="list-style-type: none"> • Check with the family on emerging needs, if these needs should be brought to the team, and if new strategies are needed. • May help the family to update their various documents and information used to advocate for their child and family. May help the family to identify the strengths of their natural support systems and communities. May help the family identify ongoing needs to be more connected as needed. • Constantly check with the family about their level of support needed by the team. Are they feeling supported enough? Do they feel a lack of support or too much support? Are they not content with the HFW team for any reason? • May spend additional time with the family to prepare them for follow-up HFW meetings. • Work creatively with the family and their team to make sure that progress does not stop when barriers and challenges occur. • Help families and the team implement practical strategies for getting access to whatever it will take to successfully transition home or stay in the community.

	<i>Coach:</i> ←————— <i>Coaching Circuit</i> —————→	
	Facilitator	Family Support
<p>Maintain/build team cohesiveness and trust</p> <p>GOAL: To maintain awareness of team members' satisfaction with, and "buy-in" to the process. To take steps to maintain or build team cohesiveness and trust.</p>	<ul style="list-style-type: none"> • Orient, prepare and welcome new team members to the HFW process. • Create and maintain team safety ("No blame. No shame.") • Assess team member satisfaction with the team process. • Ensure all team members contribute and are active partners in the planning process. • Monitor, evaluate and improve the team's satisfaction and effectiveness as needed. • Build and maintain consensus and resolve conflict quickly. 	<ul style="list-style-type: none"> • Model positive collaboration with all team members to build team cohesion.
<p>Complete documentation and logistics</p>	<ul style="list-style-type: none"> • Produce, maintain and distribute written HFW plan updates in a timely fashion. • Schedule and plan for ongoing meetings. 	<ul style="list-style-type: none"> • Document work with the family through progress notes that meet the criteria set by the participating agencies.

Managing Challenging Behavior in HFW Team Meetings

Sometimes team members present challenging behavior that is an impediment to achieving the goals of the HFW process. These behaviors must be addressed quickly in order to develop and maintain an effective environment. An angry system/agency partner or a parent who feels they are not being heard can stop any progress from occurring.

What follows are several common challenging behaviors and potential solutions.

Challenging Meetings



Challenging meetings can occur, even for the most experienced ICC/HFW facilitator.

Some situations that can occur:

- Late team members
- Team members with other agendas
- Team members who may not know how to do team work
- Team members who don't listen or are burned out
- Not understanding family "voice and choice"
- Team members who are angry/frustrated with the family

14

- **Late team members** – Use ground rules to address this.
- **Team members with other agendas** – Calling team members in advance to ask what they want out of the meeting can help.
- **Team members who are unfamiliar with team work** – They may feel that the team approach takes too much time and they are accustomed to working on their own. Team building efforts, quick successes, and the facilitator taking time with this team member can be effective.
- **Team members who don't listen** – This may cause others to feel disrespected. Have the team member take notes on what others are saying.
- **Team members who are burned out** – Keep the meetings brief and use e-mail or phone calls to those who can't or won't attend the meetings.
- **Team members who don't understand family 'voice and choice'** – Quick successes, youth and family voice, and modeling how to incorporate this respect can help team members understand. The facilitator encourages the principles of the HFW model.
- **Team members who are angry and/or frustrated with the family** – If 'shaming and blaming' occur, stop the meeting and address this. The facilitator needs to keep the environment safe for everyone.
- **Youth who don't want to attend** – Invite the youth's friend to the meeting to support the youth. Adjust ground rules to allow for more frequent breaks and for the youth to be able to use electronics during portions of the meeting.

Day Five – Activity Two
Challenging Team Members and Challenging Meetings
Day five appendix, page 13

Day Five
Activity Two



Challenging Team Members

Instructions:

- Groups of six
- Choose one of the challenging behaviors on the previous slide, or think of another you have experienced
- Create a team scenario with one of the team members behaving in a challenging manner

See full activity in day five appendix, page 13.

15

Other ideas can be found in the appendix, pages 14-18 (Challenging Meetings and Challenging Meeting Tips).

Challenging Meetings



A document on challenging meetings and a Challenging Meeting Tip Sheet is located in the day five appendix, pages 14 - 18

16

Overview of Facilitator Skill:

Brainstorm options including formal services and natural supports, which are strength-based and based on youth and family strengths and culture.

<p>Rationale: All HFW workforce members remind the team about the strengths and culture prior to brainstorming so the options are individualized to this family, creative and build on what has worked already.</p>	<p>Notes:</p>
--	---------------

More about Brainstorming

As part of the meeting agenda, HFW teams are to be involved in robust brainstorming. Brainstorming must be a quick and dynamic process. All brainstormed options are to be added to the list. Options must NOT be evaluated during brainstorming. Judgments about what will and will not work are not discussed. Teams may have to be taught how to brainstorm and taught the rules associated with it. HFW workforce members may

Brainstorming



- All people are not creatively equal!
- Most teams do not brainstorm enough
- Team brainstorming does get easier and moves more quickly over time
- Remind the team about strengths and culture prior to brainstorming so options are individualized to family, are creative, and are built upon what has worked already

18

have to share an experience of brainstorming, model a sample of the process from a different situation, use Post-It notes if a family has a more quiet demeanor, break up the team into pairs and each pair come back with their options to the larger group, or use other creative tactics. The HFW principle of **youth and family voice and choice** is demonstrated during the options selection part of the process. Families and youth get to pick one or two options from a list of six to eight ideas about what will work best for the family.

Implement Action Steps

The Implementation Phase begins immediately after the first High Fidelity Wraparound plan is developed. Since the team's relationship with the youth and family is so new, there is a limited track record for follow-through on assignments. It is important that the youth, family and team experience success from the first plan. Often families have a history of plans being developed and not implemented in the way they were intended. This may be because team members have different understanding of the plans, because team members do not believe in the plan, or because they do not have the resources or supports to follow through. Traditionally such problems show up at a later progress review or team meeting and are a failure of the plan. In HFW, workforce members take multiple steps to increase the chance of success. Many of these steps are forms of monitoring and it is critical that a strengths-based approach is used to improve engagement of all team members and build team safety and cohesion. The steps include:

- Contacting team members or people who are included as providers in the action steps to orient them to HFW and to get their commitment to follow through with the plan.

Facilitator Skill: Educate providers and other system and community representatives about the HFW process.

- Following through with team members to ensure they understand action steps, have the resources and supports needed to implement them, and meet assigned timelines.

Facilitator Skills



- Celebrate and acknowledge differing points of view (these may be the prelude to new creative ideas)
- Summarize key points
- Continue brainstorming and evaluating ideas (without judgment)
- Support consensus towards effective action plans
- Continued focus on goal setting and goal attainment

19

Implementation Activities 

- *Educate providers* – Facilitators orient new team members, educate providers, identify needed supports, and provide strengths-based strategies to monitor implementation
- *Assist families* – Identify family’s needs for implementation support, and balance independence with support to make sure plans are implemented by families

20

Implementation Activities 

- *Evaluate success* – Develop strategies for a team-based process to revisit and update the plan in response to successes and emerging needs
- *Maintain team cohesion and trust* – Develop strategies to monitor team members’ satisfaction and “buy-in” to the process and steps to build team cohesiveness and trust
- *Identify natural and community supports* – Assist youth and families to identify and engage potential natural supports, community supports, and surrogate supports that are based on prioritized needs

21

Facilitator Skill: Identify what support team members need so they can successfully complete tasks.

- Assist the family in accessing necessary resources and encourage them to follow-through on their action steps.

Facilitator Skill: Assist the family and youth to access necessary resources.

- If action steps will not be completed, find out why and determine if changes need to be made in the planning process to ensure plans can be implemented as scheduled.

Facilitator Skill: Monitor team members’ completion of assigned actions steps, and explore why action steps were not completed.

- Move quickly to revise plans that are not working.

In a perfect world, everyone who is going to provide services and supports for a youth and family will be at the initial team meeting. In many cases this will not happen and may not even be realistic. Some service providers will not be able to attend all meetings and other providers may not even be identified until the planning meeting. In these and other cases, someone from the HFW workforce such as the facilitator will need to orient these individuals to HFW and engage them in the process.

HFW is a team-based process and nurturing the team is of critical importance to the success of the process. The methods the facilitator uses for monitoring can improve or detract from this cohesiveness. Using a strengths-based approach that supports team members can be an effective way to ensure follow-through, identify implementation challenges before they impair team cohesiveness, and support a team culture of success. The facilitator has the responsibility for ensuring that the plan is carried out by team members. This doesn’t mean that the facilitator must manage this task alone. A Facilitator might delegate some or all of the tracking

Implementation with Families 

- Collect data from measurement strategies about what is working on the plan to add to Discovery document
- Identify what support family members need so they can successfully complete their assigned task
- Monitor and support family members to complete assigned actions steps
- Understand why action steps were not completed, should this occur
- Continue to build the team

22

functions to someone else on the team, however, the facilitator retains responsibility for follow-through.

When Goals Are Not Being Attained 

Considering New Strategies...

- **Brainstorming** new options when plan strategies and action steps are not resulting in progress toward established goals
- **Revising** the plan to reflect new strategies and action steps
- **Identifying** new areas of need and facilitating the reprioritization of needs when necessary

23

Shared Responsibilities 

The Who, What, Where and When of the Plan...

- Meeting a variety of needs requires specific actions for which team members must take responsibility
- Creates buy-in and shared responsibility among team members

24

Meeting a variety of needs requires specific actions that team members must take responsibility for. This is the “who, what, where, and when” of the plan. Nothing will rob the team of momentum, and the child and family of hope more than a significant failure of a team member to follow through with an important element of the plan. Walking into a team meeting and learning that nothing has happened between meetings is disheartening to the team as a whole and may cause some team members to rethink their commitment to the team.

The importance of tracking assignment completion is especially important early in the process. After continued involvement with the youth and family, the HFW team will have stronger relationships with team members. The HFW team will be more familiar with the strengths and needs of each team member and what they can realistically accomplish. This will help when asking team members to take on responsibilities. Until then, the facilitator will find it an efficient use of time and a good investment to call team members between meetings to remind them of their assignments and encourage them along. Gentle reminders and quick “thank you” when a task is completed on schedule will shape follow-through behavior.

Not following through on commitments will create an obstacle to the completion of a task. One of the HFW mottos has long been, “whatever it takes.” Developing pre-emptive plans to overcome obstacles can create more success and more commitment to the process.

Overview of Facilitator Skill:

Identify new areas of need as they emerge or as objectives are met.

<p>Rationale: Facilitator leads team to make decisions about need areas for next planning steps. Truth-speaking by team members of the team can help identify new, deeper need areas that can lead to more successful plan development. This is sometimes called, “un-layering the onion”.</p>	<p>Notes:</p>
---	---------------

Assisting Families in Implementation

One of the therapeutic goals of HFW is to support families as they develop and implement their own plans. Families will begin HFW at different developmental levels. Some will already be doing this well and may just need some information and access to resources. Others will need much more support. The role of the HFW workforce is to assess these skills and provide the minimal amount of support that assures success. In a program in Parsons, Kansas, a Facilitator described the shaping process for these families as ***“Do for, do with, and cheer on.”***

Based on their past experiences with providers, systems and teams, some youth and families will “try to say the right thing” in initial team meetings and agree to plans that do not match their strengths or culture. In the past, these plans have failed because the youth and family are not really “sold” on the plan. Not being committed to the plan can lead to a lack of follow-through, especially if some of the steps are challenging. The first thing HFW workforce members need to do soon after the meeting is review the plan with the youth and family and make sure they understand what is being done and why. The Family Support Partner or another HFW team member should find out if the family sees barriers to following through on the action steps, and plan options with the family to overcome them.

<p>Shared Responsibilities</p>	
<ul style="list-style-type: none">• Facilitator skills promote a value of shared responsibility by team members when opposing thoughts from individuals on the team are transformed into action steps that all can agree on• When these action steps produce a plan that meets the goals, we celebrate	

Overview of Facilitator Skill:

Guide the team to evaluate and change the composition of the team as necessary so that individuals are involved who can plan development and implementation based on the reprioritization of the needs.

Rationale: We want people at the table who know the family and can help brainstorm solutions based on community resources and natural supports. These people will change as the focus of the team changes.	Notes:
---	--------

Evaluating Success of Implementation

Another responsibility for the facilitator in the Implementation Phase is tracking progress toward goals through data and other “evidence”. If a goal for a child is successful attendance at school (as measured by an absence of disruptive behaviors), The facilitator needs to ensure data is consistently gathered and shared at the team meeting, for instance, how many successful days the child has. This is how the team will know, objectively, whether progress is being made toward goal completion. If the data does not show progress towards the goal over time, then the plan needs to be adapted and re-adapted until progress is reflected by new data.

The facilitator is responsible for monitoring progress and facilitating plan modification when progress is not evident. Lack of progress and lack of follow-through on assignments by the child and family team members may reflect that certain options are not sufficiently individualized or competent to the culture of the child and family. Whatever the reason for options not resulting in progress, the facilitator uses a feedback model of change, (i.e. keep trying new options until something works). This is in contrast to the traditional western model of change that is reflected in the old adage: “If at first you don’t succeed, try, try again.” The HFW adage is: “If at first you don’t succeed, try something different.”

Monitoring whether options have been carried out as planned or tracking plan implementation to see if the plan has had an impact is dependent on measurable HFW goals. We use quantitative measures (things that can be counted) and qualitative measures (non-numerical performance or progress measures by sharing thoughts or feelings) with the team deciding if the goals are being met.

Overview of Facilitator Skill:

Evaluate progress toward the team’s mission and reaffirm team commitment to the mission.

Rationale: Team Mission is the statement about the purpose of the team. Each meeting the team assesses if progress is being made related to their purpose. This step is critical to keeping a cohesive, productive team together.	Notes:
--	--------

Overview of Facilitator Skill:

Encourage team culture that honors team members for their contributions and that frequently celebrates successes.

Rationale: The process of HFW from the Planning phase on through to Transition is guided by the plan. Reviewing the HFW plan for the successes it is supporting is critical for maintaining the fidelity to the model.	Notes:
---	--------

Revisiting and Updating the Plan

Initial HFW plans are not intended to address all of the priority or even all of the initial needs of children and families. HFW is an ongoing process of identifying and prioritizing needs and planning for them. Teaching families this ongoing planning process is a key to sustaining progress in HFW. A key is helping teams understand the importance of, and methods for ensuring they are focused on addressing needs to meet the team Mission and long term family vision.

Overview of Facilitator Skill:

Review if the services and supports defined in the plan and implemented through corresponding action steps are meeting priority family and youth needs.

Rationale: Specific action steps are reviewed against the measurement strategies to give the team objective data about what is working. If actions steps are not leading to change, team determines whether new actions steps will be brainstormed or a new need is identified.	Notes:
--	--------

Overview of Facilitator Skill:

Monitor revisions to the plan to ensure they continue to align with the team’s mission.

Rationale: It is The facilitator’s job to keep the team focused on the Mission and that the goals being worked on in the plan directly relate to the team Mission.	Notes:
---	--------

Overview of Facilitator Skill:

Revise the plan so it incorporates new options and action steps.

<p>Rationale: The plan is a living document. It will be ever changing as new options are looked at and current action steps are evaluated for success.</p>	<p>Notes:</p>
---	---------------

For each of the selected options the team should specify clearly what the step is, who is responsible to do it, and when it will be done.

	<i>Coach:</i> ← <i>Coaching Circuit</i> →	
	Facilitator	Family Support
<p>Implement the plan</p> <p>GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies. To monitor their success in meeting needs and achieving outcomes in a manner consistent with the HFW principles.</p>	<ul style="list-style-type: none"> • Educate providers and other system and community representatives about the HFW process. • Identify what support team members need so they can successfully complete their assigned task(s). • Assist the family and youth to access necessary resources. • Monitor team members' completion of assigned actions steps. • Explore why action steps were not completed. • Review if the services and supports defined in the plan and implemented through corresponding action steps are meeting priority family and youth needs. • Evaluate progress toward the team's mission and reaffirm team commitment to the mission. • Encourage team culture that honors team members for their contributions and that frequently celebrates successes. 	<ul style="list-style-type: none"> • Review the written HFW plan with the family to make sure they understand it, agree with it and have the necessary resources or supports needed to implement it. • Encourage the family to complete action steps, through motivation, support, and reminders. • Work with the family to determine if the plan is working. Encourage the family to ask for changes in the plan when and if they need to.

	<i>Coach:</i> ← <i>Coaching Circuit</i> →	
	Facilitator	Family Support
<p>Revisit and update the plan</p> <p>GOAL: To use a high quality team process to ensure that the HFW plan is continually revisited and updated. To respond to the successes of initial strategies and the need for new strategies.</p>	<ul style="list-style-type: none"> • Identify new areas of need as they emerge or as objectives are met. • Brainstorm options including formal services and natural supports, which are based on youth and family strengths and culture. • Guide the team to evaluate and change the composition of the team as needed. This will ensure that individuals participate in the HFW plan development and implementation based on the reprioritization of needs. • Revise the plan so it incorporates new options and action steps. • Monitor revisions to the plan to ensure they continue to align with the team’s mission. 	<ul style="list-style-type: none"> • Check with the family on emerging needs, if these needs should be brought to the team, and if new strategies are needed. • May help the family to update their various documents and information used to advocate for their child and family. May help the family to identify the strengths of their natural support systems and communities. May help the family identify ongoing needs to be more connected as needed. • Constantly check with the family about their level of support needed by the team. Are they feeling supported enough? Do they feel a lack of support or too much support? Are they not content with the HFW team for any reason? • May spend additional time with the family to prepare them for follow-up HFW meetings. • Work creatively with the family and their team to make sure that progress does not stop when barriers and challenges occur. • Help families and the team implement practical strategies for getting access to whatever it will take to successfully transition home or stay in the community.

	<i>Coach:</i> ← <i>Coaching Circuit</i> →	
	Facilitator	Family Support
<p>Maintain/build team cohesiveness and trust</p> <p>GOAL: To maintain awareness of team members' satisfaction with, and "buy-in" to the process. To take steps to maintain or build team cohesiveness and trust.</p>	<ul style="list-style-type: none"> • Orient, prepare and welcome new team members to the HFW process. • Create and maintain team safety ("No blame. No shame.") • Assess team member satisfaction with the team process. • Ensure all team members contribute and are active partners in the planning process. • Monitor, evaluate and improve the team's satisfaction and effectiveness as needed. • Build and maintain consensus and resolve conflict quickly. 	<ul style="list-style-type: none"> • Model positive collaboration with all team members to build team cohesion.
<p>Complete documentation and logistics</p>	<ul style="list-style-type: none"> • Produce, maintain and distribute written HFW plan updates in a timely fashion. • Schedule and plan for ongoing meetings. 	<ul style="list-style-type: none"> • Document work with the family through progress notes that meet the criteria set by the participating agencies.

Needs

When the plan is not working as it should...

Some common High Fidelity Wraparound mistakes occur around needs. In HFW, **we define a need by what it is and what it is not:**

1. A need is not an action step or an option.

“Have a baby” is not a need, but may be an action step behind the need of “Carry on the Smith bloodline”

2. A need is not a service.

“Bob needs therapy” is not a need, as a need is never a service.

3. A need is not a long range vision or goal.

A long range vision is the youth/family definition of what they want life to be like in the middle to long term, such as “We would like Sam to graduate high school”. The need is why this is so important, which can be different for many families. For one youth, the need may be “Sam needs to complete educational requirements to get off probation”; for another the need is “Bob needs to complete his education so he can get a better job”.

4. A need is not the same as a “want”.

A participant may say “I need a new pickup truck” but the real need is transportation. The new truck is a want, not a need.

5. A need is very important to the person experiencing it.

The term “need” is one of the oldest words in human language, and is a word most often associated with survival, such as the need for shelter and love.

6. A need is defined by the person having it.

In child welfare or juvenile justice situations, those systems’ mandates in safety areas may dictate that these staff spend extra times clarifying needs in child and community safety areas.

It is important to ask the person with the need what the need really is, and to avoid clarifying the need for them. The HFW workforce and/or the team may help clarify the need by asking questions and gathering more information.

When needs are identified:

Typically, the initial needs were selected during the Strengths, Needs, and Cultural Discovery by the youth and family. These were reviewed and finalized with the team prior to group brainstorming about options. These needs must be met for the family and their team to reach the long-range vision and team mission of what life would be like if things were better for them.

A Need...



...Is

- very important to the person experiencing it and is often (in Maslow’s terms) essential to quality of life
- is defined by the person having it

...Is Not:

- a service
- an action step or an option
- a long range vision
- the same as a “want”

28

More about clarification of needs:

It is vital to clarify and understand the family and youth's individual needs. We clarify and understand needs. Options that are a result of brainstorming can be individualized and fit the family strengths and culture. It is important that the HFW workforce not make assumptions about the family and youth's priority needs. Skilled HFW workforce members make sure that needs are understood and clarified.

The HFW principle of **voice and choice** means that we are each experts on ourselves, but not others.

Each youth and family will state their own definition of their needs. However, due to stress or confusion, a person may not have any idea of what their need really is. In this situation, the HFW workforce and/or the team may help clarify the need by asking questions, looking at life domains, or hearing examples. A HFW workforce member or a team member would not tell the person with the need what their need was, but rather help them understand the need.

Once again, needs are not services!

One of the most common errors in HFW planning (and one that limits brainstorming and creativity) is for the HFW workforce and/or a team to brainstorm around services, not needs. The moment that services are confused as needs, the option selection stalls. Services may be part of brainstormed options, but are not needs.

When plans are not meeting needs, it is the primary responsibility of the HFW workforce to find out why. They may need to "dig deeper" to determine an underlying need. The team may be doing work around "superficial needs" and are missing the mark for deep-seated needs. This is often a time where the team feels stagnant and is often the time when HFW workforce members want to push the team into early transition, missing a vital opportunity for real change.

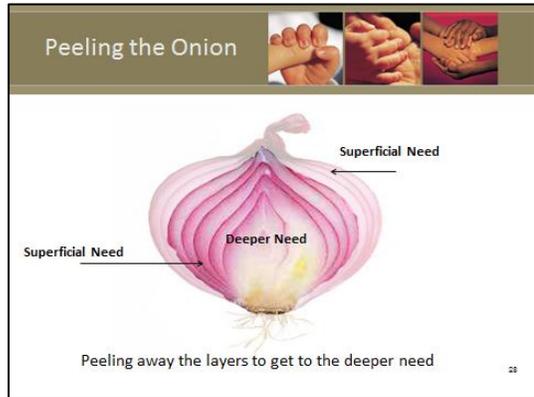
Needs



- Many people are trained to quickly assess, diagnose or make conclusions about needs, and provide solutions
- A common error for new HFW workforce members is to begin providing solutions before the youth and family feel comfortable with them
- Facilitator/FSP who jumps in too quickly with solutions during engagement jeopardizes the potential positive outcomes of the HFW process

27

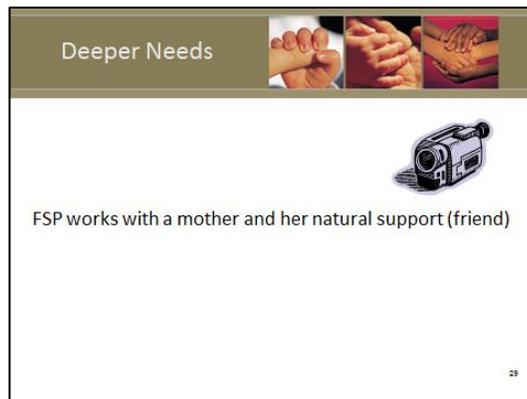
This is similar to the analogy of peeling an onion. As the superficial needs are being met, the onion layers are peeled away, revealing deeper needs. It is the responsibility of the HFW workforce to get to the core of the onion. It is often helpful for HFW workforce members to have one-on-one discussions with families and youth that target these deeper needs. They may need to gather more information, ask more difficult questions, etc. It is our response to concerns/problems... "what do you think you need to have this situation work out better for you?"



Once the deeper need is determined, it is important for the HFW workforce to work with the family and youth on how this will be safely communicated back to the team. Families and youth may need some support around this. It is imperative that all HFW workforce members are in constant communication once new deeper needs are identified. Once the team begins working on deeper needs, the Child and Family Team starts moving toward the Transition Phase.

This is a Critical Point for the Support Partners and a part of our High Fidelity Wraparound's Theory of Change. The purpose of further identifying needs often arises when the things are not working well for the youth and family.

Video – FSP works with a mother and her friend (natural support)



New Strategies

If the youth and family are not progressing, reassess the validity of the plan. Help the team amend the plan to target new identified priority needs. Continue to monitor the revisions so that they align with the team's mission. Brainstorm options and revise with the new strategies and chosen action steps. The facilitator helps the team keep current with needs, concerns, action steps, and the coerciveness of the team.

Considering New Strategies



- **Guide** the team to amend the plan to target newly identified priority needs
- **Monitor** so that the plan revisions continue to align with the team's mission
- **Brainstorm** new options when plan strategies and action steps are not resulting in progress towards established goals. This promotes individualizing the plan
- **Revise** the plan to reflect new strategies and action steps
- **Identify** new areas of need and facilitate the re-prioritization of needs when necessary
- **AAA – Assess, Adjust, Assign**

30

Transferring Skills

Skills that have been achieved by the youth/family that will indicate they are ready for the Transition Phase **include**:

- Identification of natural supports and their participation on the team
- The youth/family is being 'cheered on'
- The youth/family is able to call a meeting together based on identified needs
- The youth/family is able to facilitate part or all of the meeting
- The youth/family is able to use their voice for their needs and self-advocate
- They are able to follow up on action steps, and utilize their natural and community supports
- They are able to brainstorm to help problem-solve
- They are able to identify their strengths and build upon them
- They are able to sustain their natural and community supports because of reciprocity
- They are able to identify potential team members
- They are able to help the team agree on a need and make decisions as a team
- They know how to create a plan
- They have achieved goals

Transferring Skills



Skills that can be transferred:

- Identifying needs
- Gathering appropriate team members for meetings.
- Meeting facilitation
- Developing natural supports
- Brainstorming and problem-solving
- Phone calls to find resources

What else do you think can be transferred?

31

Evaluate and Celebrate Success

It is always important to evaluation whether services, supports and plans are working. Are the steps meeting the priority needs of the youth and family? Always look towards the youth and family vision, and the team's mission as a guiding light to get you to the "end point". Honoring the team culture makes everyone feel valued. Baby steps so that there is frequent goal attainment helps to motivate the team. Celebrations should be shared at the beginning of each meeting, and progress and success should be noted throughout the process.

Evaluate and Celebrate Success 

- Determine if the services and supports defined in the plan and implemented through corresponding action steps are meeting priority family and youth needs
- Evaluate progress towards the youth/family vision, and the team's mission
- Goal development and attainment assures that the youth, family and team experience success
- Establish team culture that honors team members for their contributions and frequently celebrates successes

12

Phase 4 – Transition Phase

Transition Phase

When we think of transition, we think of many things. We think of a change from one situation or place to another. We think of youth, ages 14 and over in the behavioral health field as ‘transition-aged’ youth. We sometimes think of it as one item or event.

In the dictionary, the noun definition of transition is ‘movement, passage, or change from one position, state, stage, subject, concept, etc., to another’. In HFW we need to think of transition as a phase... something that is occurring over time. It’s the fourth phase in HFW... the Transition Phase.

The Transition Phase Description: A thoughtful effective transition will engage the entire HFW team in decision-making, support of the family, and will help the youth and family move to a maximum positive functioning and self-sufficient life, rather than just moving them from services. Transition occurs when the HFW plan has been implemented and modified over time and the right set of interventions have been successfully delivered to produce the desired outcomes. This phase can last from two weeks up to three months.

(National Wraparound Initiative)

http://www.nwi.pdx.edu/pdf/cwWrapOCRolesandExpectations_YthPrtnr.pdf

Transition includes three main activities:

1. Plan for cessation of HFW
2. Conduct commencement ceremonies
3. Follow-up with the youth and family after graduation

Transition Description 

- A thoughtful effective transition will engage the entire HFW team in decision making, support of the family, and will help the youth and family move to a maximum positive functioning and self-sufficient life, rather than just moving them from services
- The formal transition phase can range between two weeks and up to three months

*(National Wraparound Initiative-
http://www.nwi.pdx.edu/pdf/cwWrapOCRolesandExpectations_YthPrtnr.pdf)*

34

Transition 

IV. Transition Activities

1. Plan for cessation of HFW
2. Conduct commencement ceremonies
3. Follow-up with the youth and family after graduation
4. Transfer of skills

35

Indications for Transition 

The indications for Transition can happen in any of the four HFW phases

It's important for the facilitator and FSP to be aware of any verbal and nonverbal signs that indicate the youth and family are ready to move on, and out of the HFW process

26

It is important to understand that Transition can come at any time. It's imperative to always be aware of the youth and family's vision, and when this has been achieved they may be ready to transition regardless of any other indications.

Indications for transition ***include:***

- Team Mission is accomplished
- Sufficient natural supports in place
- Youth and family assumes responsibility for meetings
- Prioritized goals have been achieved

Before the youth and family can assume responsibility for meetings, they will need to develop meeting facilitation skills. The facilitator and FSP can help cultivate the youth and family's communication skills, assertiveness and confidence, their ability to prepare for meetings in advance, their awareness of relationships and personalities of team members, and their ability to form consensus.

Indications for Transition 

What HFW workforce look for while transferring out?

- Team Mission accomplished
- Sufficient informal/natural supports in place
- Youth and families have assumed responsibility for meetings
- Priority goals have been achieved
- Transition is a phase... it is important to be aware of when a youth and family is ready to leave HFW
- It is dependent on the youth and family's progress. Everyone must exit HFW with a plan

27

Youth and Family Facilitation Skills 

Look for the youth and family developing the following facilitator skills:

- Communication
- Assertiveness and confidence
- Advance preparation
- Active listening - paraphrase, reflect, review
- Awareness of time in terms of the beginning and end of meetings, and the completion of tasks
- Awareness of relationships and personalities
- The ability to build consensus

28

Knowing when to begin the gradual process of discontinuing formal facilitation with the youth and family has several guidelines:

- Once there are sufficient informal supports in place, transition is more likely to be successful
- A team composed mostly of paid professionals does not indicate readiness for transition
- Another indication for a youth and family's readiness for Transition is when their team is comprised of more natural and community supports than system/agency partners

Natural Supports in Transition

The most important thing to remember is that a youth and family can enter into the Transition Phase at any time. If they have accomplished their goals, and have gone through the other phases, implemented their plan, created a crisis prevention plan that is working, they are able to organize and facilitate their own meetings, and their 'team' is comprised of more natural supports than professional supports, they are ready to be in the Transition Phase.

Emphasis on Natural Supports



- Natural supports must be engaged on the team for successful transition from HFW
- Natural supports must be successfully engaged in the planning process helping the youth and family with the completion of action steps so they can move closer to their vision
- Relationships are reciprocal and enduring in nature

39

It's incumbent on the HFW facilitator to recognize when the youth and family are ready. And, the Transition Phase doesn't have to be a long, drawn out period. There isn't a number on it, but communication between the facilitator and the youth/family is what helps youth/families transition out of HFW successfully. The question that the facilitator should always look to answer is, 'when does the youth/family have the tools they need to continue on without formal supports'?

Traditional service systems' emphasis on professional service providers may support dependence, and does not provide for ongoing mechanisms of support after the professionals close their cases and are gone. The result too often is youth and family relapse and recidivism and re-entry to the formal service system.

Bottom Line...



- You want the youth and family to succeed, but in order to do so they need to have skills
- Throughout the HFW process, you should be teaching skills so that the youth and family feel more confident about their ability to meet their needs
- Ask the youth and family throughout that process about how success will look to them, how they will know they are ready to transition, what they want the team to look for

40

Day Five – Activity Three

Transition Plan Polarity Considerations

Day Five
Activity Three



Polarity Considerations

A Polarity Activity helps to distinguish the differences between a traditional service and HFW. In this activity we will consider how these differences surface when it comes to Transition from services/supports.

Your trainers will facilitate this activity with the large group.

Activity is in day five appendix, page 19.



41

Skills Sets in Transition

The Transition Phase of HFW is a true phase lasting as long as needed to complete all the activities. These activities cannot be done well in a singular meeting. Many of the activities will be planned for over time and completed in separate meetings (revising the Crisis Prevention Plan, identifying and planning for needs after formal HFW ends, planning the graduation celebration, etc.). While the final Transition Plan will review that all of the activities have been completed, the actual planning for these may be found in plans written throughout this phase.

Skill Sets
in Transition



- Plan for ending formal HFW by creating Transition Plans (over the course of the Transition Phase)
- Facilitator and FSP have prepared youth and family for transition meetings
- Transition needs have been discovered
- Crisis Management Plan has been developed
- HFW process has been modified to “fit” family culture and needs following formal process

42

We plan a purposeful transition out of formal HFW in a way that is consistent with the HFW principles, and that supports the youth and family in maintaining the positive outcomes achieved during the HFW process. This is to support the family to be successfully able to manage their own services as they move forward, to have a positive view and plan for the future, and to continue to utilize their natural support system.

During the Transitional Phase of HFW, we are talking with the youth and family about the needs they anticipate having after the formal HFW process. These needs are planned for throughout the Transitional Phase. The Transition Plan(s) will document the planning process and final action steps for these needs. The Transition Plan is given to the youth and family so that they have a record of it.

Skill Sets
in Transition



- Review Team Mission – celebrate success!
- Review “Lessons Learned”
- Discovery has been updated
- Document post-graduation contact with youth and family (action steps for checking-in have been written into the plan)
- Plan graduation celebration

43

As the formal process ends, the HFW team will want to review the Crisis Prevention Plans that have been developed through the previous phases. Anticipating any future crises and using what in the past as prevention, replacement and

intervention steps will determine the plan for ongoing crisis management. This is written as a plan that is also shared with the youth and family for future use.

Discussions with the youth and family lead to a clear understanding of how they want to continue the support to meet their ongoing needs. Some youth and families have found the formal process to be helpful and necessary and will continue with regular HFW meetings. Others have learned ways of mobilizing their natural supports and service providers when they are needed and are planning more information ways of getting the support when needed. They will also have the Transition Plan in hand to help them follow the action steps decided with their team when the needs emerge. The Transition Plan will describe how the youth and family choose to proceed.

Theory of Change in Transition

Theory of Change in Transition	
<p>HFW Facilitator, FSP and Team:</p> <ul style="list-style-type: none">• “Cheering on” the youth and family• Natural supports are engaged and organized, and continue to support the family• Look for supports and services that can eventually be fulfilled by the family and/or natural supports• Youth and family know how to bring people together for a meeting and to develop a plan• Youth and family now know how to identify their own needs	44

Theory of Change in Transition	
<ul style="list-style-type: none">• The goal of transferring skills to the youth and family is something that must happen from the very beginning of engagement• Teaching, showing, and guiding the family members to do for themselves (Do for, Do With and Cheer On!)• Embody your role so you are modeling by the way you live (family support partners)• Help the family identify their needs, and brainstorm solutions that they can achieve while keeping their strengths in mind	45

In the Implementation Phase, we focus on ensuring the HFW plan continues to successfully address the most important needs. We add emerging needs to the plan over time. Success by the youth and family builds self-efficacy. Maintaining focus on the needs increases the likelihood of success. Supporting the natural supports and providers in the effort to implement the integrated plan strengthens the natural support system and integration.

The Theory of Change in Transition is demonstrated by natural supports being in place, integrated planning and plans, the youth and family being able to prioritize their needs, and having supports and services that can be replaced by natural supports when the formal HFW process ends.

Self-Efficacy in youth and families may look like:

- Contacting team members to check schedules
- Preparing agendas
- Facilitating part of all of the meeting
- Following up with team members on implementation

Theory of Change
in Transition 

Self-Efficacy in youth and families may look like this:

- Showing up for meetings without prompts or reminders
- Contacting team members to schedule meetings
- Preparing agendas or planning for team meeting
- Offering to facilitate meeting
- Facilitating part of a meeting
- Facilitating entire meeting
- Following up with team members on implementation

46

When the Youth and
Family are Ready 

Readiness Indicators

When the youth, family and team have developed to the point where the following indicators have been met, the youth and family are ready for transition:

- There are sufficient informal supports in place
- Youth and family have assumed facilitation responsibility for the HFW team meetings
- Priority goals have been achieved and are supported by the tracked data

47

Create a Graduation Celebration

The HFW team works to ensure that the ending of formal HFW occurs in a way that celebrates successes and frames the youth and family's Transition proactively and positively.

One of the therapeutic goals of HFW is to support families to develop and implement their own plans. Families will begin HFW at a wide variety of levels of development in this area. Some will already be doing this well and will just need some information and access to resources. Others will need much more support. The role of the facilitator and FSP is to assess these skills and provide the minimal amount of support that assures success. We know this progression as "Do For, Do With and Cheer On".

The youth and family will receive a revised copy of their Discovery that documents the gains made through the HFW process. This revised family story highlights the self-efficacy achieved through the process and work of the team.

The team will take time to plan for a meaningful, culturally appropriate graduation celebration. This is a celebration of the youth and family but also a time to recognize all of the contributions made by the team members to the success of the planning process.

Practicing Skills 

Your trainers will help you identify what skills you would like to model

48

End of Day Five

End of Day Five 

- Wrap-Up
- Concerns?
- Questions?
- Knowledge assessment and evaluations
- Contact information:

Scott Reiner
scott.reiner@csa.virginia.gov
804.662.9082

Anna Antell
anna.antell@csa.virginia.gov
804.662.9136

49