



# Webinar Starting Soon!

In the meantime, please note...

- We recommend that you close all file sharing applications and streaming music or video.
- Check your settings in the audio pane if you are experiencing audio problems.
- During the presentation, you can send questions to the webinar organizer, but these will be held until the end.

This webinar and the PowerPoint will be available on the NWI website at <http://nwi.pdx.edu/previous-nwi-webinars>.

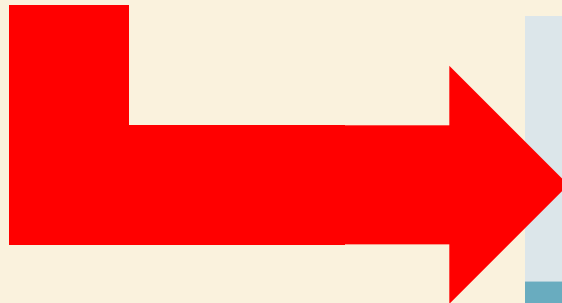


# Please stay in touch!

The screenshot shows the top navigation bar with the NWI logo and 'NATIONAL WRAPAROUND INITIATIVE' text. Below the navigation bar is a search bar and a row of icons for Home, About, Resources, Publications, News/Events, Forums/Blog, and Membership. The main content area features a large image of a smiling man and child, with text explaining 'WHAT IS WRAPAROUND?' and a 'WRAPAROUND BASICS >' button. Below this are three columns: 'WHAT IS WRAPAROUND?', 'WHAT'S NEW IN WRAPAROUND?' (with links to webinars and conferences), and 'NATIONAL WRAPAROUND IMPLEMENTATION CENTER'. A 'WRAPAROUND NEWS AND EVENTS' section is also visible.

- [nwi.pdx.edu](http://nwi.pdx.edu)

(Scroll down...)



The screenshot shows a newsletter sign-up form with the text: 'Sign up for NWI's newsletter featuring the latest news and research on wraparound. Check out our [most recent newsletter](#)'. Below this is a text input field containing 'yourname@org.tld' and a yellow 'SUBSCRIBE' button. To the right is a dark blue box with the text 'SIGN UP FOR OUR NEWSLETTER'. At the bottom, there are sections for 'QUICK LINKS' and 'BECOME A MEMBER'.



# Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover



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# Research-Based Strategies For Increasing Youth And Young Adult Engagement In Wraparound

**Janet S. Walker, PhD**

Co-Director, National Wraparound Initiative

*National TA Network / NWI Webinar Series*

*March 29, 2016*



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# Today's Presenter



Janet Walker  
Co-Director

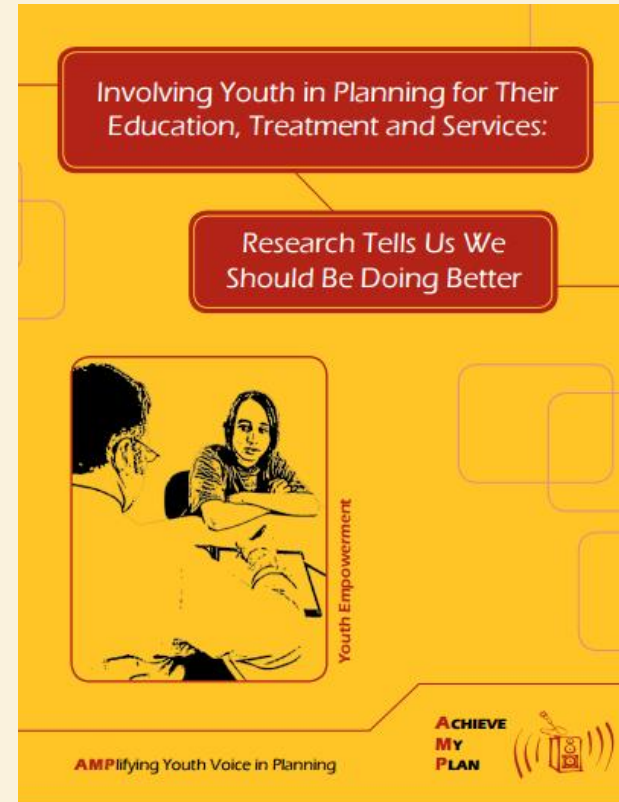
Janet Walker, Ph.D., is Research Associate Professor in the School of Social Work and the Regional Research Institute at Portland State University. She is the Director of the [Research and Training Center on Pathways to Positive Futures](#) and was formerly the Director of Research at the Research and Training Center on Family Support and Children's Mental Health. Her research focuses on exploring how individuals and organizations acquire capacity to implement and sustain high quality practice in human service settings, describing key implementation factors that affect the ability of organizations and individuals to provide high quality services and treatment, and developing and evaluating interventions to increase the extent to which youth with emotional or mental health difficulties are meaningfully involved in care and treatment planning. Dr. Walker's research and related activities are guided by a commitment to collaborating with stakeholders, particularly including young people who have received services and supports intended to meet their mental health and related needs, and the families of these young people.

# Today's Webinar

- Why enhance Wraparound?
- Research-derived practices for enhancing Wraparound
- Testing the “Achieve My Plan” enhancement
- What we learned
- Upgrades and next steps
- Take-home messages

# Why enhance Wraparound?

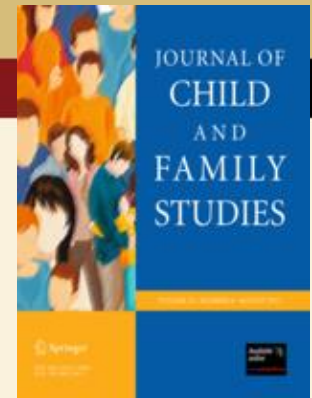
- Research showed that few youth *meaningfully* participated in their education, care, and treatment team planning:
  - Schools/IEP
  - Systems of care
  - Wraparound
- Professionals are also dissatisfied with the level of youth participation in wraparound
- Ongoing experiences reinforce this: Limited voice and choice



# Engagement/Participation in Wraparound

## Walker & Schutte 2005 (youth up to age 18)

- Youth present more than half the meeting only 39% of the time
  - ~50% if youth age 14 or older
- Youth observed often to be completely disengaged
- Youth more dissatisfied overall, less comfortable, saw more conflict on team
- Providers cited lack of youth involvement as one of the top “worst aspects” of team meeting



## Walker, Moser, Pullmann, & Bruns 2011 (youth up to age 20)

- Youth less satisfied, older youth more dissatisfied than younger youth; youth rated their participation lower than caregivers did
- Some evidence of “crowding out” (youth versus caregiver), this also increased with age





# What's to be Gained?

- Engagement increases when people feel they have a choice
  - Choice => more interest, excitement, and confidence, commitment to act on the chosen option
  - When adolescents choose activities, they have more positive mood and higher well-being AND they perform better
- Learning to make plans and achieve goals is an essential life skill. People with higher self-efficacy/self-determination tend to:
  - be more optimistic and hopeful, persist in face of obstacles
  - have better mental health, cope better and avoid depression
  - adopt healthy habits and maintain behavior change
  - do better after high school (youth with disabilities)

# What sort of “enhancement”?

- A structured process for incorporating a series of best practices into regular Wraparound practice
  - Increase voice and choice
  - Practice self-determination: Work with the young person to come up with activities where they can take the lead
    - Model, coach and teach self-determination skills
  - Prepare the young person for collaboration
- Not qualitatively different, just more structured and intentional focus on “active ingredients”

# Achieve My Plan (AMP)

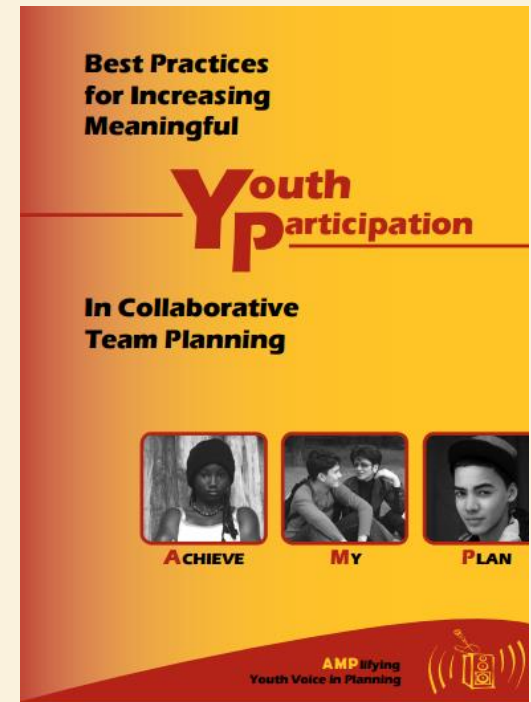


**AMPLify!**

- Research project to develop and test an “enhancement” intervention to increase youth participation in planning
- Advisory Board—Emerging adults and youth, caregivers, providers, research staff
- What would be the characteristics of an enhancement with best chance of success?
  - Feasible within resources of agencies
  - Appealing
    - Address concerns of providers and caregivers
    - Be engaging for youth
  - Increases participation in ways that are obvious (and/or measurable) and positive

# Youth Participation in Wraparound: Best Practices

- Best practices derived from research, vetted and refined through work with our advisors and testing for AMP
- Supporting participation includes:
  - Organizational support
  - Preparation: what to say, how to say it, role in meeting, role in followup
  - During the meeting: meeting structures and interactions that promote youth participation
  - Accountability



# Preparation

- Youth knows what's going to happen, how he/she will contribute— No surprises!!
  - Review all agenda items prior to the meeting
  - Plan and practice what to say
  - Practice “pragmatic” communication and collaboration
  - Prepare strategies for staying calm and focused
  - Plan how youth will get support—if needed— during the meeting
- Youth has some control about how the meeting will unfold
  - Opportunity to contribute items/goals to the agenda
  - Option to handle uncomfortable topics outside the meeting





# During the Meeting

- Consistent with general Wraparound practice, but some changes in practice/emphasis
  - Ground rules individualized
  - Expectation to use the parking lot– No surprises
  - Begin with activities related to goals that originate with the young person
  - Expanded repertoire of facilitation practices that
    - Enhance collaboration (particularly with the young person)
    - Provide enhanced opportunities for participation
    - Interrupt dynamics that undercut respect or participation
    - Keep the meeting focused and efficient
    - Ensure clarity regarding responsibility and accountability

## “During Meetings I Can’t Stand It When....”

*A Guide for Facilitators and Team Members*

The Achieve My Plan (AMP) youth advisory group compiled a list of things that commonly happen in team-based planning meetings\* that can be frustrating for young people. Here are some suggestions and strategies that meeting facilitators and team members can use to address these issues and promote meaningful youth participation in planning meetings.

*\*Note: A team based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include Wraparound team meetings, Individualized Education Plan meetings, etc.*

When a youth says...

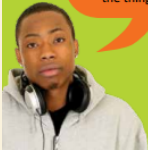
No one asks me what I think about things and decisions about my life are made without my input.



**Try This:** Meet with the young person prior to the team meeting to review the agenda. This provides an opportunity for the youth to prepare for the discussion and practice giving and receiving feedback.

When a youth says...

We don’t talk about the things I want to talk about. The plan is supposed to be about me, but none of it is really about the things I think are most important.



**Try This:** Adjust the team meeting agenda to incorporate at least two topics the young person wants to discuss with the team. This provides an opportunity to create space for youth voice and increases a young person’s engagement in their team meetings.

When a youth says...

People talk about me like I am not there or they focus on my problems and what I did wrong.



**Try This:** Develop ground rules that allow members to raise concerns in a manner that fosters an open dialogue with the person they are speaking to. Some examples are: Speak directly to the person you are speaking to or about; Focus on strengths and solutions; Assign a person to remind the team about the ground rules and interrupt behavior when the rules are not being followed. These strategies will foster opportunities for youth to engage in the discussion, share their thoughts, and ask questions without feeling judged.

## Tips for Your Team Meetings

*A Guide for Youth*

Many young people feel like they don’t get much say in the decisions that are made about their lives during their team-based planning meetings\*, which can be very frustrating. The Achieve My Plan youth advisory group has developed some suggestions and strategies to help young people, just like you, to become more involved in their team meetings.

*\*Note: A team based-planning meeting can be any meeting where a team of professionals and family members meet with a youth to make plans for their future. This can include Wraparound team meetings, Individualized Education Plan meetings, etc.*

### Get the Team to Work for You

Team meetings are designed to support you and help you plan for your future; however, sometimes this doesn’t happen in reality. It is important for you to be involved in planning, organizing, and participating in your meeting. A place to begin getting the team to work for you is to:

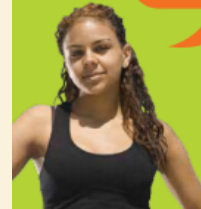
**Talk with the person on your team that you are closest to about how you want to be involved in your meetings.** This person can be your “support person.” If no one on the team supports you, let your team know you want to invite someone as a support person or ally to come to your meetings.

Beginning below are tips that you and your support person (if applicable) can use to get the team to work for you.

### The Best Support Person Is...

- Someone I trust who will support me even through uncomfortable parts of the meeting.
- Someone who the other people at the meeting will respect and listen to.
- Someone who knows me and will help me say what I want to say.
- Someone who will be available to meet before the meeting to check-in and review what I would like share with the team.
- Someone who will be available to check in with me after the team meeting to talk about how it went and support me with any follow-up tasks.

Ask the team to create ground rules that ask everyone to show respect and welcome participation.



Here are some examples of ground rules: Honor everyone’s voice; Speak directly to the person you are speaking to or about; Do not assume what others are thinking or feeling; Offer advice only when it is requested. Ask the team to use an agenda for the team meeting. Using an agenda, and sticking to it, helps the team to stay on track and cover everything that needs to be discussed. Some teams also add time limits to agenda items to ensure that the team can talk about everything quickly and efficiently.

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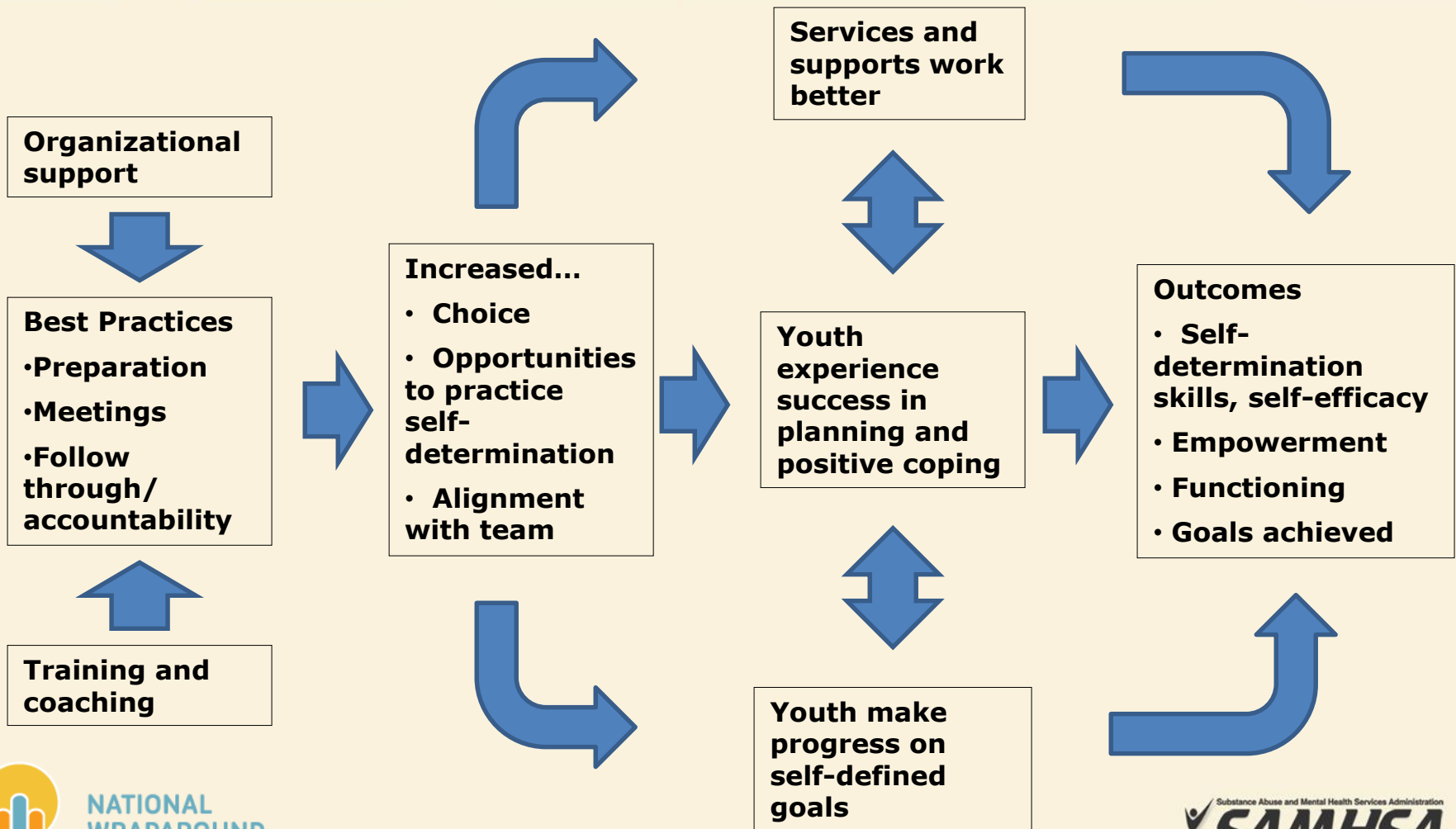
# Accountability

- Accountability to the plan...
  - Record decisions. In “booster sessions” and subsequent meetings, follow up on who did what
  - Young person has a record of commitments/action steps and access to a copy of the plan
- Assess the work
  - “fidelity” —did the steps of preparation happen? Were meeting structures and procedures followed?
  - satisfaction
  - outcomes: participation and empowerment

# Organizational Support

- Organizational culture that supports the AMP enhancement
  - Practical support
    - Time/resources allotted– Training, coaching, assessment
    - Changes to structures, procedures, policies
    - Supervision, performance evaluation include focus on youth participation
  - Values become part of organizational beliefs and practices more broadly
    - Help “push out” AMP expectations to participating providers
    - Work with families to understand youth voice

# Summary: How does it work?



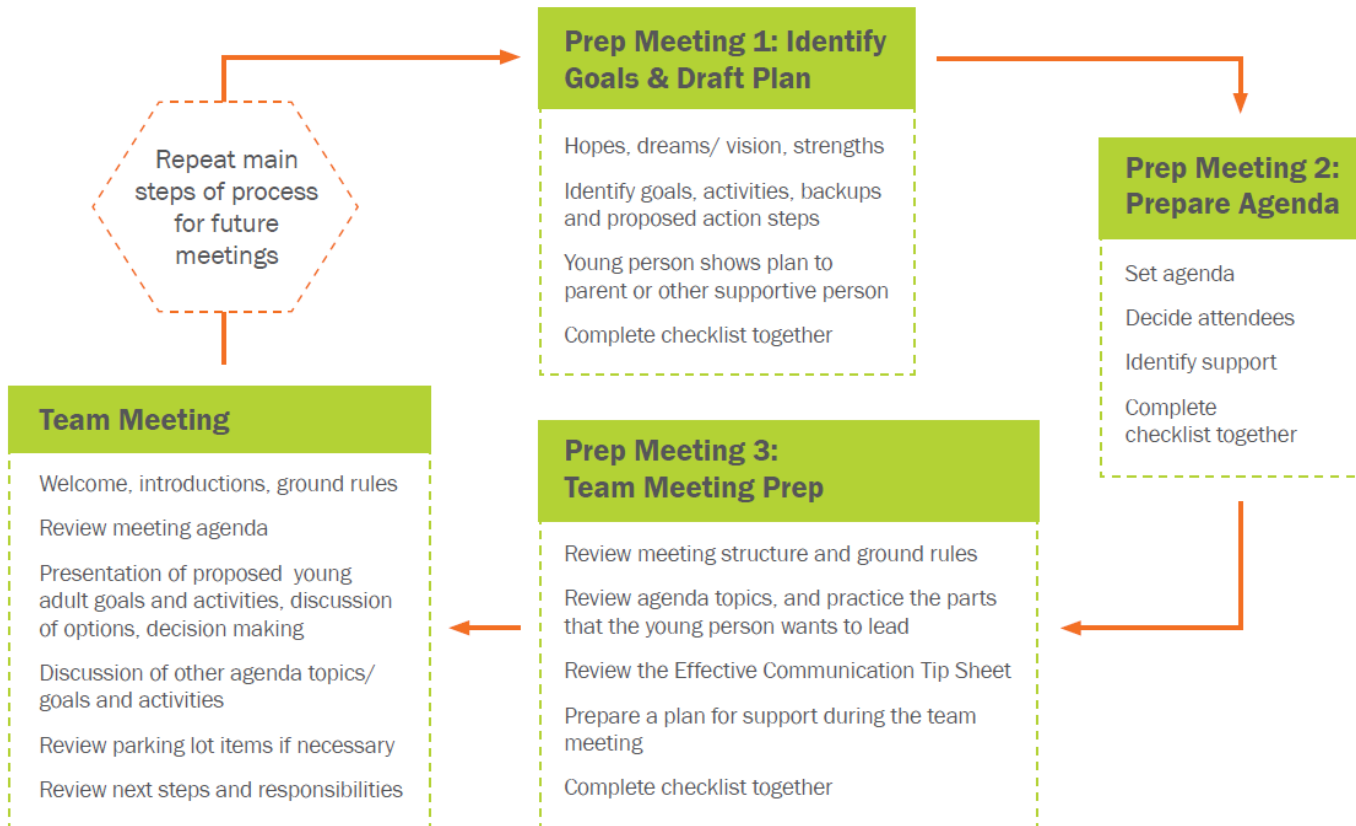


# Testing AMP

- AMP is a systematic approach to doing the best practices
- Pilot study (pre- post-) showed substantial improvements in engagement and participation
- Current randomized study within Wraparound programs in three counties in the Portland, Oregon metro area
  - AMP “coaches” are university interns
    - ~6 weeks training
  - Assessments: multiple sources, multiple time points

# AMP Intervention

## Steps in the AMP Process



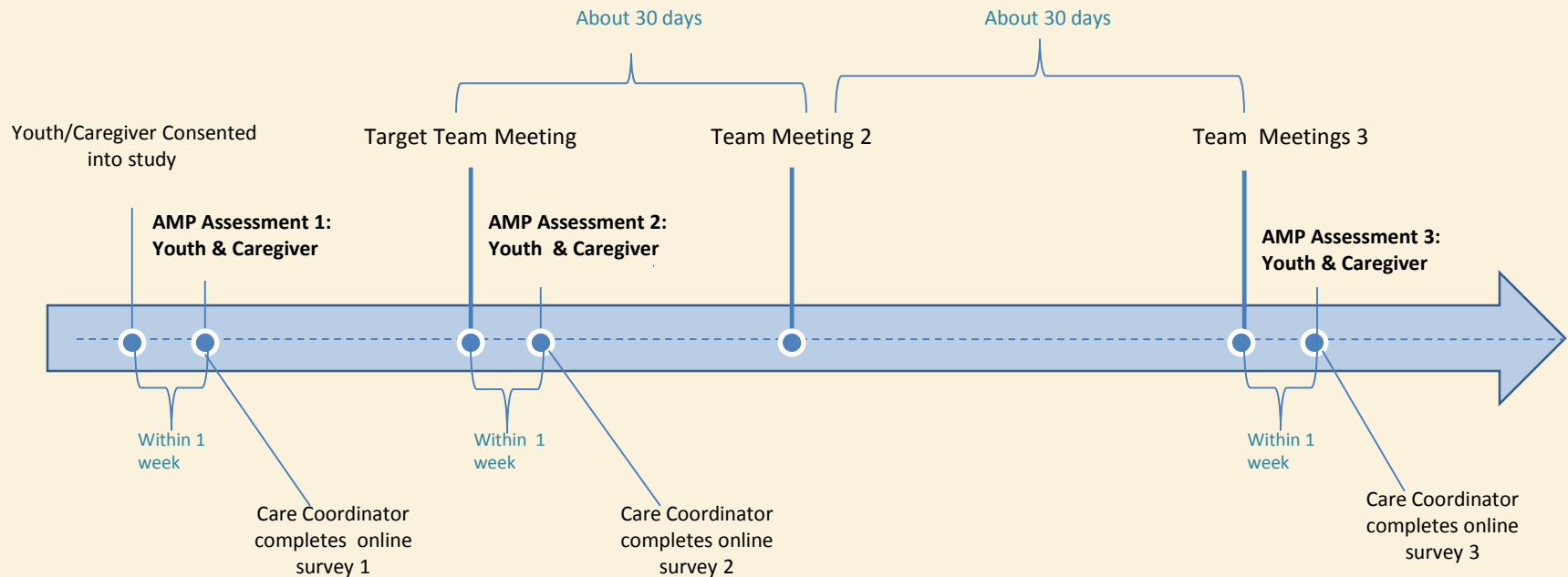
# Design and Measures

- Randomized Study
  - Care coordinators were randomly assigned as control or intervention groups
  - Incoming (new) youth clients were randomly assigned to control or intervention care coordinators
- Assessment
  - Telephone/online surveys: youth, caregiver, care coordinator
  - Post-meeting evaluations
  - Team meeting video

# Measures

Key Constructs	Measures	Y	CG	CC
<b>Youth Participation</b>	Coding of videotaped team meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Post-meeting survey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Youth Participation in Planning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Alliance with Team</b>	Working Alliance Inventory-WAI (adapted)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Mental Health</b>	Symptom and Functioning Severity Scale-SFSS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Recovery</b>	YES-MH (Empowerment)	<input checked="" type="checkbox"/>		
<b>Meeting Satisfaction</b>	Post-meeting survey	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# Assessment/Data Gathering Timeline





# Participant Enrollment

- A total of 55 (20 control, 35 intervention) youth
- A total of 47 (19 control, 28 intervention) caregivers
- A total of 20 (10 control, 10 intervention) care coordinators (some responded for multiple youth)

# What happened in meeting one?

	Control	Intervention	<i>p</i>		Adjusted <i>p</i>	
<b>Task Orientation</b>	0.96	0.98	0.09	t	0.15	
<b>Youth Leads All</b>	0.02	0.06	0.01	**	0.03	*
<b>Youth Speaks Significant</b>	0.41	0.58	0.02	*	0.05	*
<b>Team Positive Interaction w/Youth</b>	0.14	0.17	0.11		0.17	
<b>Youth Positive Interaction w/Team</b>	0.02	0.04	0.03	*	0.08	t
<b>Team Invite High Level Contribution</b>	0.09	0.17	0.00	***	0.00	**
<b>Team Supportive Response</b>	0.06	0.05	0.62		0.71	
<b>Team Agrees to Act on Youth's Idea</b>	0.00	0.02	0.01	**	0.04	*
<b>Process Advocacy</b>	0.14	0.23	0.00	**	0.01	*

# Participants' Perceptions

- Post-Meeting Surveys, mean across scale items
- Perceptions of Youth Participation scale
  - Youth had multiple opportunities to present ideas; participated meaningfully in discussion, etc.
  - 9 items,  $\alpha = .86$
- Getting Things Done
  - We stuck to the agenda; got important planning done
  - 3 items,  $\alpha = .65$

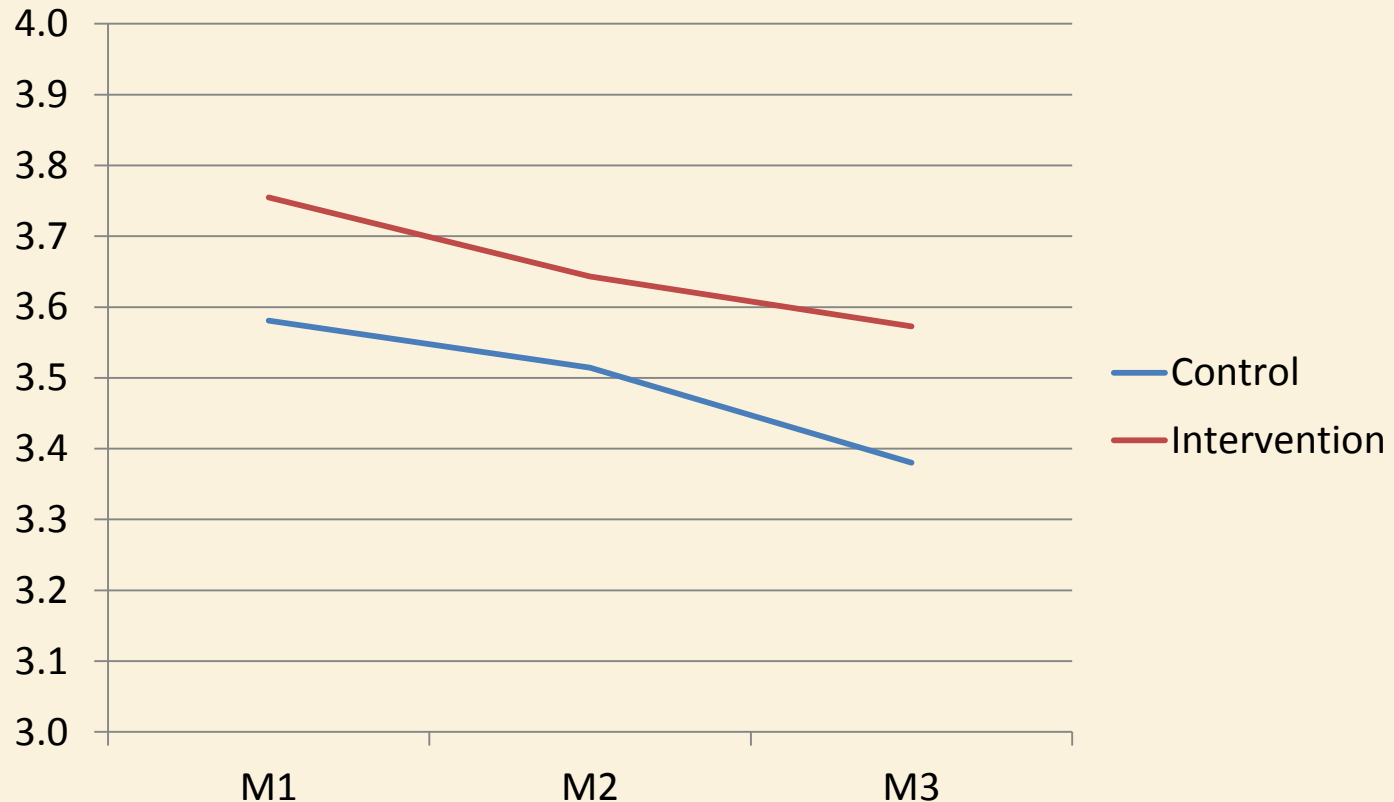
# Post-meeting respondents

	Control	Intervention
M1	106	167
M2	94	141
M3	81	106

Role	Mean M1, M2, M3
Youth	33
Caregiver	48
Care Coordinator	33
Professional	75
Other	42

# Youth Participation

## Post-Meeting Survey, All Respondents

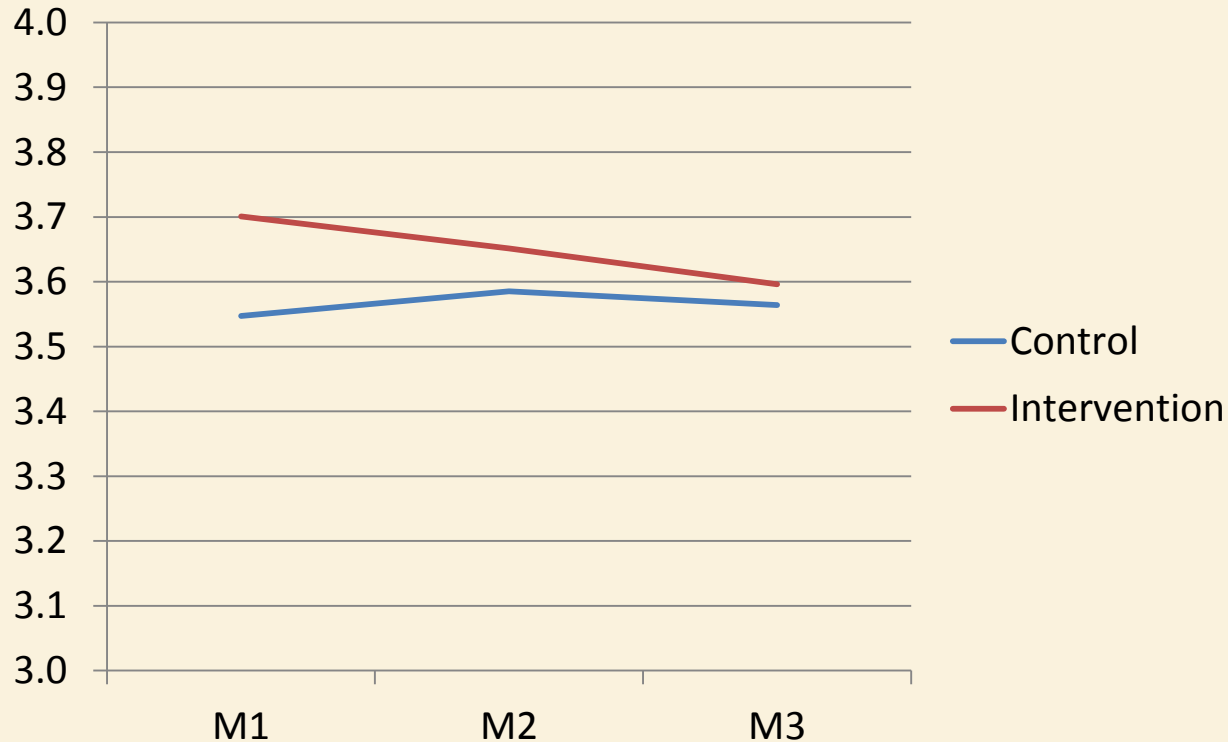


Main effects for intervention and meeting significant < .01



# Getting Things Done

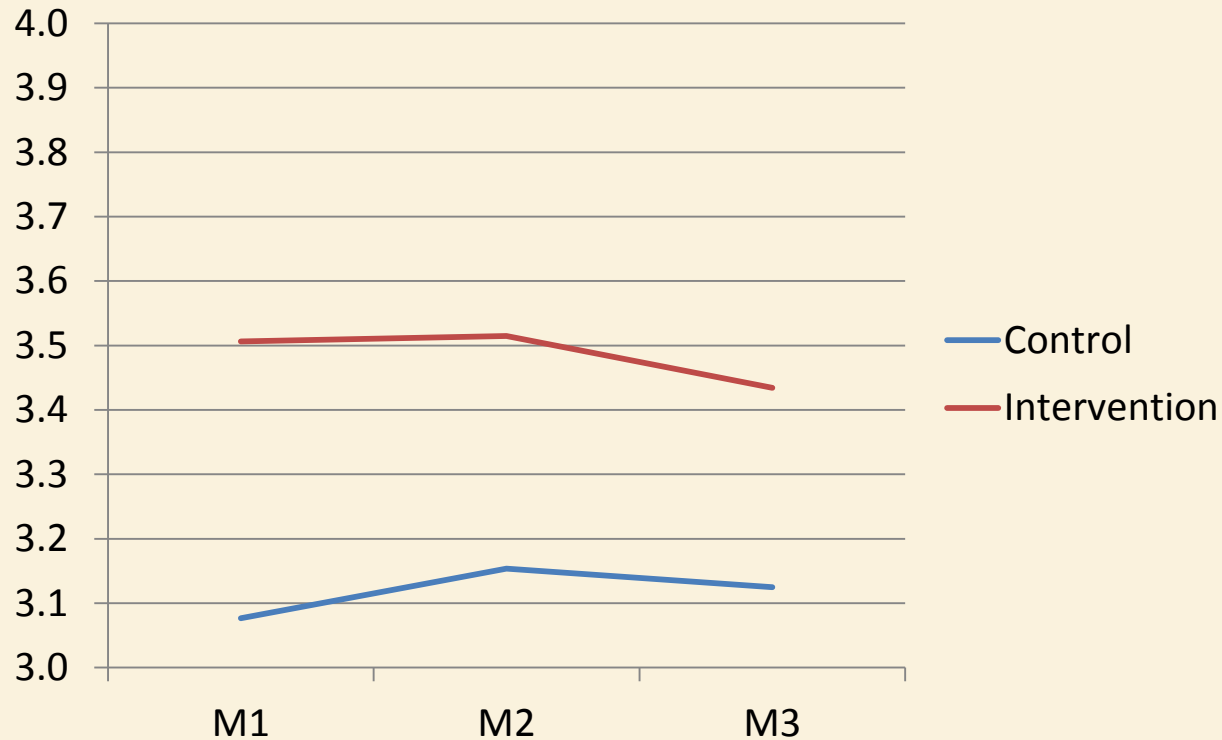
## Post-Meeting Survey, All Respondents



Stuck to the agenda, got important planning done, etc.  
Main effect for intervention  $p < .01$

# Overall Satisfaction

## Post-Meeting Survey, All Respondents



Meeting much better than usual, a little better than usual, etc.

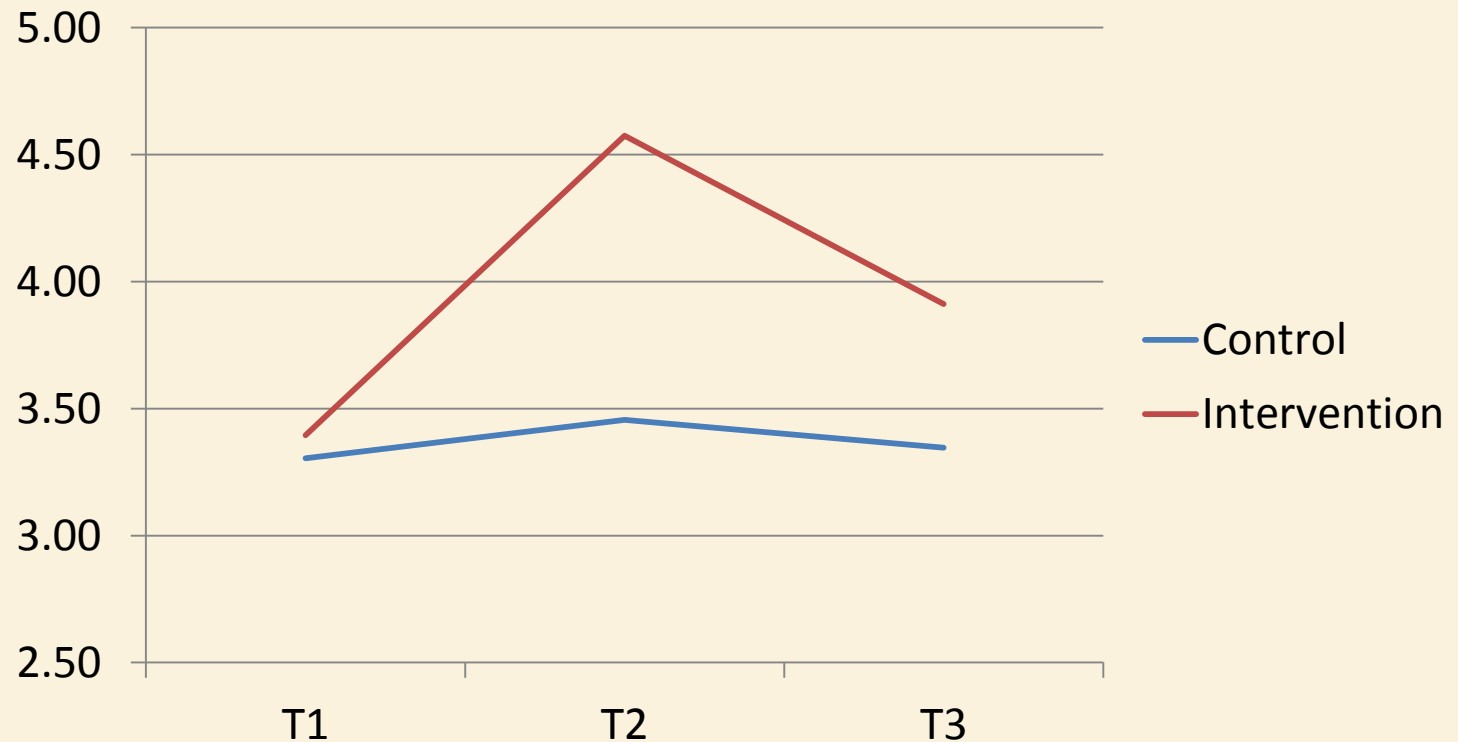
Main effect for intervention  $p < .01$

# Interview/Assessments

Difference from...	T1 to T2			T1 to T3		
	Int.	Role	Int * Role	Int	Role	Int *
			Role			Role
YPP Prep	**		youth*	*		
YPP Planning	*			*		
SFSS Ext				t		
SFSS Int	t			t		

# YPP Preparation

All respondents



# Youth-Only Measures

Youth Measures		
	T1-T2	T1-T3
WAI	t	*
YES Self		
YES Services		

- Smaller n
- Non-significant differences all favored the intervention group

# What we learned

- Evidence that AMP can have a significant impact on youth engagement and participation
  - As assessed from different measures and perspectives
  - Impact from youth perspective particularly pronounced
- *Not* a zero sum approach
- Difficulty in hand off to care coordinators
- Higher dose could perhaps impact MH status

## **Upgrades/ Next steps**

- Increased skill building for “youth-driven conversation”: Training approach built around “remote coaching”
- Original AMP for CCs, AMP+ for peers– more ongoing involvement

# Skills for Youth-Driven Conversation

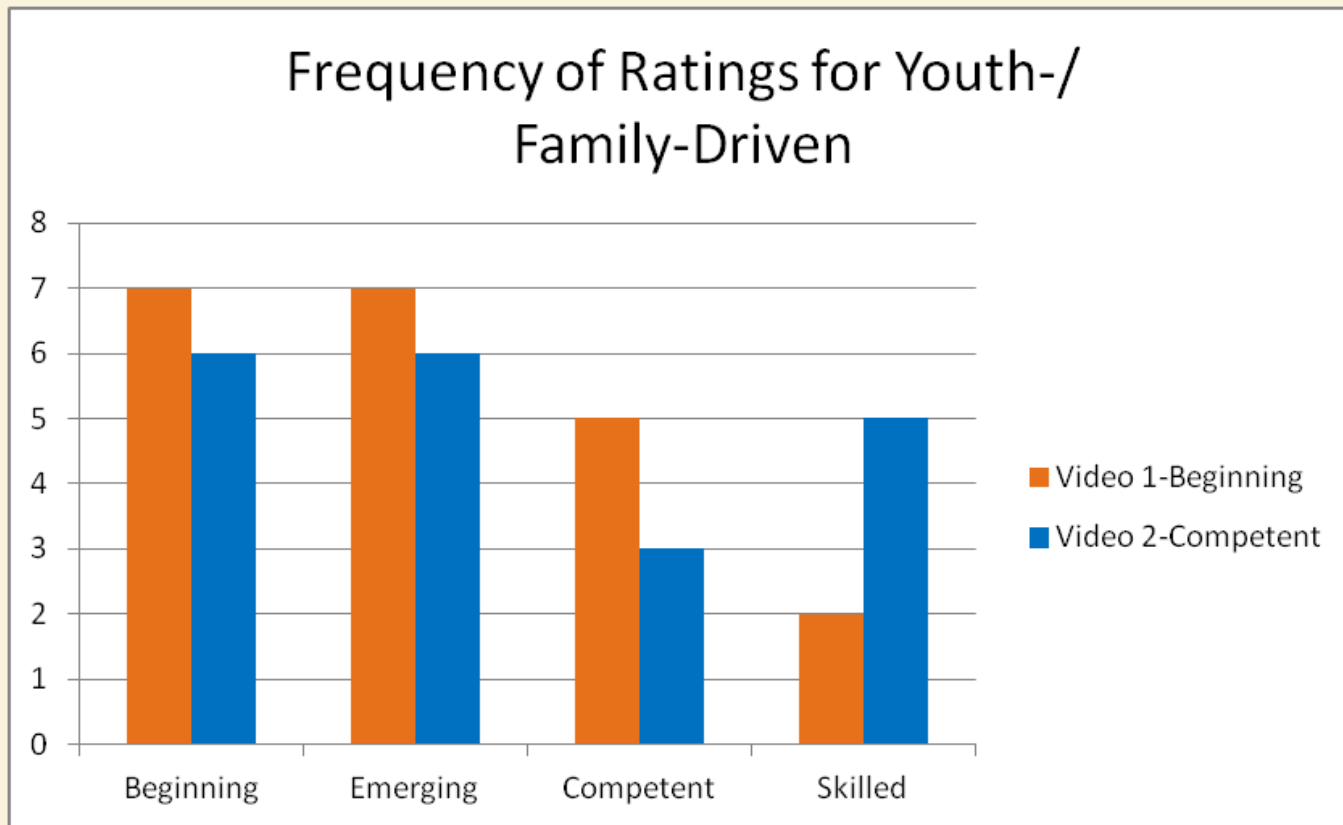
- Roles for Wraparound are complex
  - Most attention to date on skills for team meetings
  - Much work is carried out one-on-one
- Family-/Youth-Driven are “top” Wraparound principles
  - Not a lot of clarity regarding what these look like in practice
  - Review of video material from other research projects on interventions intended to be youth-/young-adult driven
  - Review of one-on-one practice submitted to the NWI



# Experts' Perspectives on Practice Examples

- Experts from NWI advisors: trainers, supervisors, coaches
- Focus on extent to which practice showed evidence of being
  - Youth-/Family-Driven
  - Strengths Based
- ~20 minute videos viewed in one-minute segments
- Comment in each segment
  - Practice present? Describe
  - “Improvables”? Describe
  - No description of what constituted good/poor practice
- Final segment, provide overall ratings on 4-point scale
  - Beginning, Emerging, Competent, Skilled

# Overall Ratings from Experts



# Guide without leading (GWOL)

- In conversation with another person about their thoughts and ideas, a delicate balancing act

*Too much leading*

*Too little guiding*



# Why is GWOL so important?

- “Guiding” – The coach’s role is to
  - Provide strong facilitation of a process for helping young people define their own goals and take action with the team’s support
  - Focus on teaching the steps of this process, i.e., increasing self-determination skills
  - Help young person construct experiences where they will deploy new skills and learn

# Why is GWOL so important? (continued)

- “Without Leading”
  - Promotes self-determination Ensures a Y/YA-driven process (versus coach/provider-driven) per Wraparound values
  - Helps Y/YA connect with--and have confidence in--their own interests, ideas and capacities
- Balancing act: Coach is active in *guiding* young people see themselves as having strengths/capacities
  - Eliciting and framing/reframing what Y/YA says *in a non-leading way*
  - Helping construct experiences that will demonstrate Y/YA strengths/capacities
  - Debriefing Y/YA *in a non-leading way* so they see how they have used their strengths

# Upgrades: “New” AMP and AMP+

- Person who is implementing AMP with a young person is CC or Youth Peer Partner
  - Avoids the “handoff” problem
  - Higher “dose”
- Training is focused on skills and consistent with research best practices
  - Avoid common “training transfer” problems
  - Cycles of learn, practice, receive reliable feedback
  - Enabled by “remote” training and coaching


# The VCP

Bike to PSU Challen... Virtual Coaching Pla... Human Subjects - R... The Sky I'm Under | ...

amp Admin Workflow Clips Users Groups Preparations Files Parameters Tags Account

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32  
33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

AMP+ booster example.MOV (scored by Celeste Moser)



0:00 / 46:33

**Youth Driven** ▾

- Not observed
- Missed Opportunity
- Present

**Strengths** ▾

- Not observed
- Missed Opportunity
- Present

**Positive Connection to People & Community** ▾

- Not observed
- Missed Opportunity
- Present

**Expanding Skills & Promoting Discovery** ▾

- Not observed
- Missed Opportunity
- Present

**Labeling/Skill Promotion** ▾

- Not observed
- Missed Opportunity
- Present

**Open-ended Questions** ▾

- Not observed
- Missed Opportunity
- Present

**Reflections** ▾

- Not observed

Save & Continue to Next Segment Save Finish

Each Coding Parameters: 4.R.15 - Word



# AMP statewide implementation in Massachusetts

## AMP statewide implementation in Massachusetts

- Experienced care coordinators
- Early cohort, agencies that have a particular interest/focus on working with youth and young adults

## Assessments of skills/competencies

- Ratings of videos
- Self-assessment: CCs report significant improvement in 11 of 16 areas ( $p < .05$ , sign test, small sample)

## Assessment of training satisfaction

### Youth/Young Adult/Peer Support Competency Self-Assessment

Using the scale provided, please indicate your confidence level for successfully performing each task by selecting a number from 0 to 100 and writing it in the box provided.

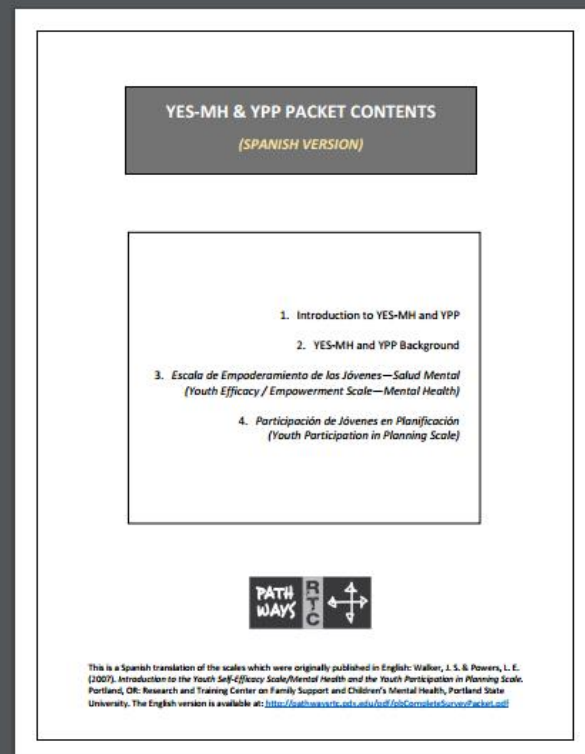
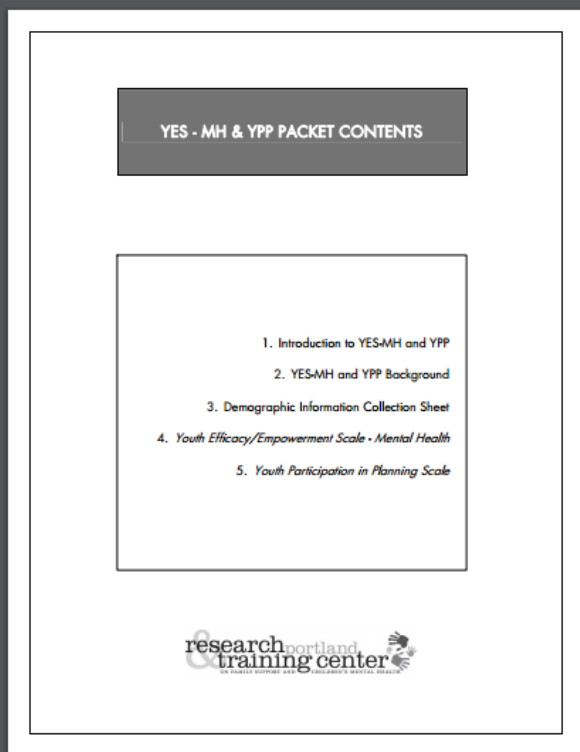
0 → 10 → 20 → 30 → 40 → 50 → 60 → 70 → 80 → 90 → 100  
 No confidence → → → Some Confidence → → → High Confidence

Task—How confident are you that you can...x	Confidence (0-100)x
Engage young people in a way that helps them be motivated to work with their Wraparound team.x	x
Help young people identify abilities and accomplishments that they are genuinely proud of.x	x
Help young people more clearly understand their own goals, priorities and ideas.x	x
Help young people learn how to take action to accomplish things they find important.x	x
Help a young person learn how to try new things that are challenging but not too hard.x	x
Help a young person learn how to make better decisions.x	x
Help a young people have experiences—in the team meetings or outside—that increase their appreciation of their own positive qualities, capabilities and accomplishments.x	x
Share information or options without making a young person feel like you are telling them what to do.x	x
Help young people learn how to build connections to positive people and organizations in their lives.x	x
Help young people prepare to participate actively and productively in team meetings.x	x
Help young people and their Wraparound teams work more collaboratively together.x	x
Help young people improve their skill in getting help and support from their Wraparound team.x	x
Facilitate a wraparound team meeting to ensure that the young person is respected and supported to participate in a meaningful way.x	x
Recognize and interrupt situations when team members are starting to say and do things that are disrespectful or alienating to young people.x	x
Ensure that the team is hearing fully about the young person's preferences and ideas.x	x
Ensure that the official team plan includes goals and activities that are meaningful to the young person.x	x

# Take-home messages

- Use best practices
- Preparation is key!
  - Not just going through the steps: Needs to be GWOL
- Have the meeting the young person prepared for
  - No surprises
  - Focus on planning (not venting, therapy, finger wagging)
- Ensure follow up
- Develop and coach provider skills for GWOL
- Collect some data: fidelity, post-meeting survey

# Assess your efforts...



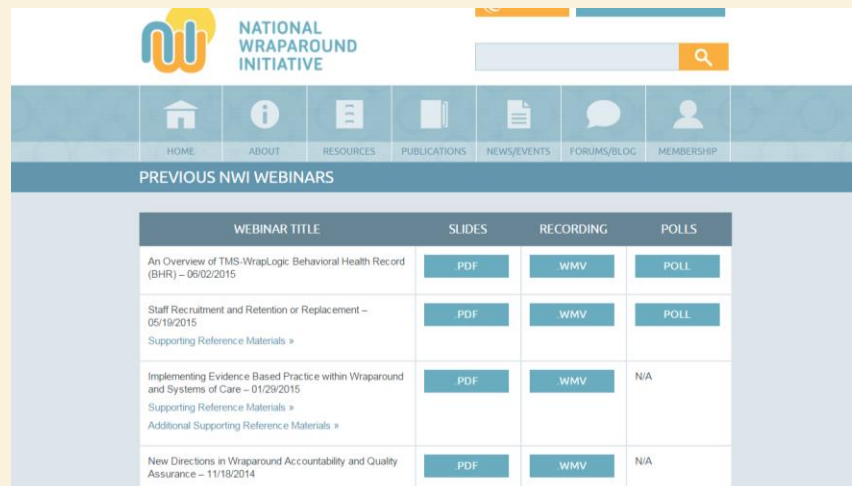
Walker, J. S., Thorne, E. K., Powers, L. E., & Gaonkar, R. (2010). Development of a Scale to Measure the Empowerment of Youth Consumers of Mental Health Services. *Journal of Emotional and Behavioral Disorders*, 18(1), 51-59.

JOURNAL OF  
EMOTIONAL  
AND  
BEHAVIORAL  
DISORDERS

# Q & A / Thank you!

- For more information about AMP/AMP+ contact Janet Walker: [janetw@pdx.edu](mailto:janetw@pdx.edu)
- Today's slides and resources will be available from:

<http://nwi.pdx.edu/previous-nwi-webinars/>



The screenshot shows the National Wraparound Initiative website. At the top is the logo and name. Below is a navigation menu with icons for Home, About, Resources, Publications, News/Events, Forums/Blog, and Membership. The main content area is titled "PREVIOUS NWI WEBINARS" and contains a table with four columns: Webinar Title, Slides, Recording, and Polls. The table lists four webinars with their respective dates and available resources.

WEBINAR TITLE	SLIDES	RECORDING	POLLS
An Overview of TMS-WrapLogic Behavioral Health Record (BHR) – 06/02/2015	PDF	WMV	POLL
Staff Recruitment and Retention or Replacement – 05/19/2015 Supporting Reference Materials >	PDF	WMV	POLL
Implementing Evidence Based Practice within Wraparound and Systems of Care – 01/29/2015 Supporting Reference Materials > Additional Supporting Reference Materials >	PDF	WMV	N/A
New Directions in Wraparound Accountability and Quality Assurance – 11/18/2014	PDF	WMV	N/A