

2019

Engaging School Personnel – Don't Let Them be the Untapped Resource for Wraparound Teams



Participant Manual

The Baltimore Marriott Waterfront
Baltimore, MD



The National Wraparound Implementation Center (NWIC) supports states, communities, and organizations to implement Wraparound effectively. NWIC uses innovative approaches grounded in implementation science and incorporates cutting-edge strategies to support Wraparound implementation. NWIC provides support that is intensive yet affordable. The work is focused on building sustainable local capacity to provide model-adherent, high fidelity Wraparound, thereby increasing positive outcomes for children, youth, and their families.

NWIC is a partnership among the three leading universities involved with Wraparound implementation: The University of Washington School of Medicine; Portland State University School of Social Work; and the University of Maryland School of Social Work. These three universities collaborate to ensure sites have access to comprehensive support for implementing model-adherent, high quality Wraparound for children and youth with behavioral health needs and their families.

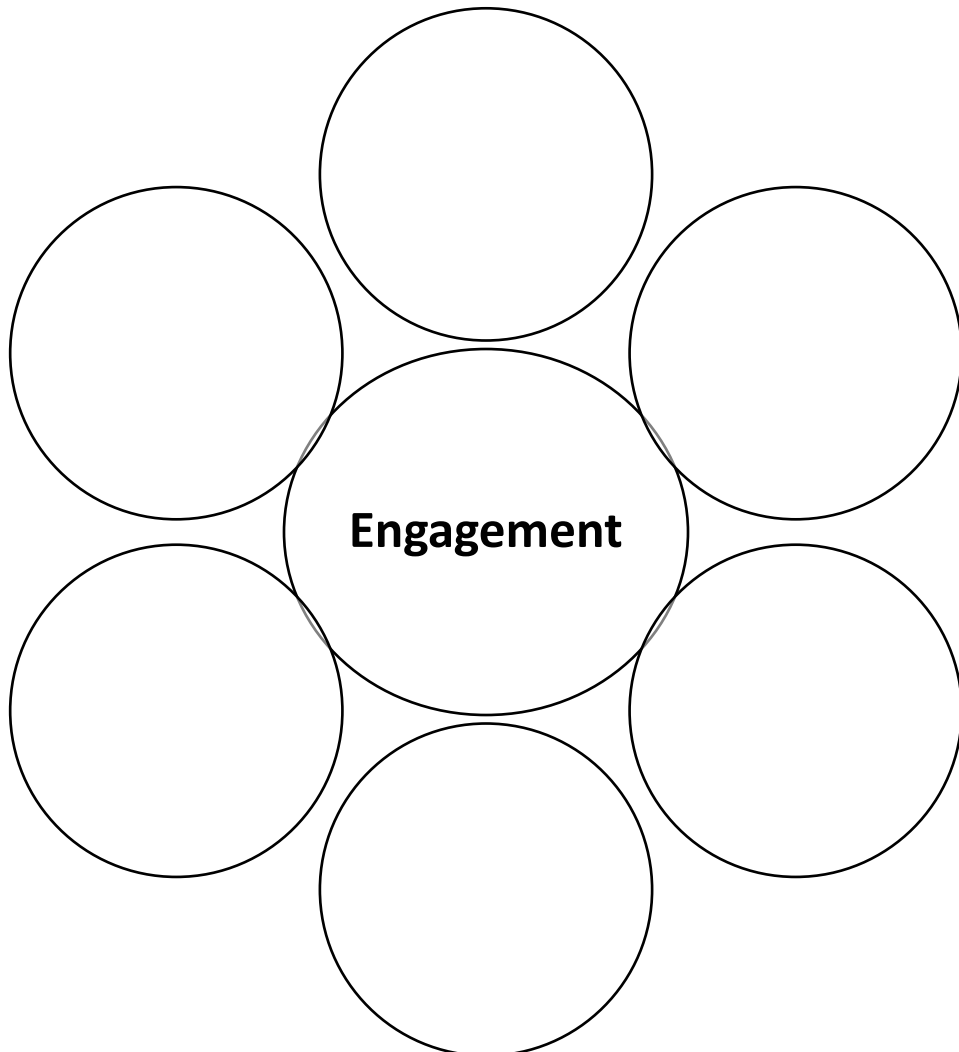
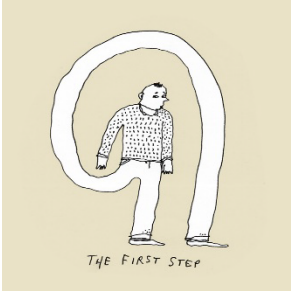
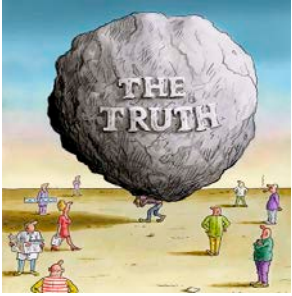
National Wraparound Implementation Center (NWIC)

www.nwic.org

Email: nwic@ssw.umaryland.edu



Engaging School Personnel & Me



Let's Practice!

Jones Family Vingette

Marcus: 38 years old African American father of twin children, Stephen and Stephanie. Marcus comes from a family of eight children. He works in construction and has been married to Maria for 8 years. Marcus' previous wife and the twins' mother, Dora, died of an overdose a couple of weeks after the twins were born. Marcus was not a drug user and believed Dora was clean during pregnancy.

Marcus and his family live in a 3-bedroom home in a low income neighborhood he believes is not safe for his family. He loves his family very much and wants to move them out of this neighborhood. He is religious and attends a Baptist church in their community. Marcus enjoys being outside, working with cars, and listening to music. He was in college years ago, but didn't complete his bachelor's degree which he has always wanted to do.

Maria: 40 years old Latino mother of twin stepchildren. Maria had substance abuse issues, but has been clean for 12 years. She tries to attend NA meetings regularly. During the period of time when she was abusing alcohol and cocaine, she became pregnant. Her child was taken into custody and parental rights were terminated after numerous attempts at rehab. She has never had any contact with her daughter. Maria currently owns her own small business cleaning houses. She feels very connected to the twins as her own children and is often worried about them. Maria loves to dance and misses doing that more often. She is a great cook and enjoys cooking for the family.

She has a close relationship with her mother and siblings, who live close by.

Stephen and Stephanie: 14 year old twin brother and sister born to Marcus and his first wife, Dora who died of a cocaine overdose. Stephen and Stephanie were drug-exposed babies. When the twins were born and tested positive for cocaine, they were temporarily placed under protective custody by Child Welfare Child Protective Services and provided care in a specialized foster home for two months before being reunited with Marcus. As a result, Marcus has little trust for social services because of his past negative experiences with the agency.

Present Situation

Maria and Marcus' are known by friends and family for how deeply in love they are and their strong relationship. Lately, however, their marriage is strained. They argue a lot with each other and with the school in dealing with the twins. The school doesn't feel supported and Marcus and Maria don't feel the school is doing enough to help the twins to succeed in school. Maria and Marcus have made numerous attempts to get help for the twins at school and at home. They have shuffled the twins between doctors, psychiatrists and counselors. Maria and Marcus are tired and nothing seems to help improve their family's quality of life.

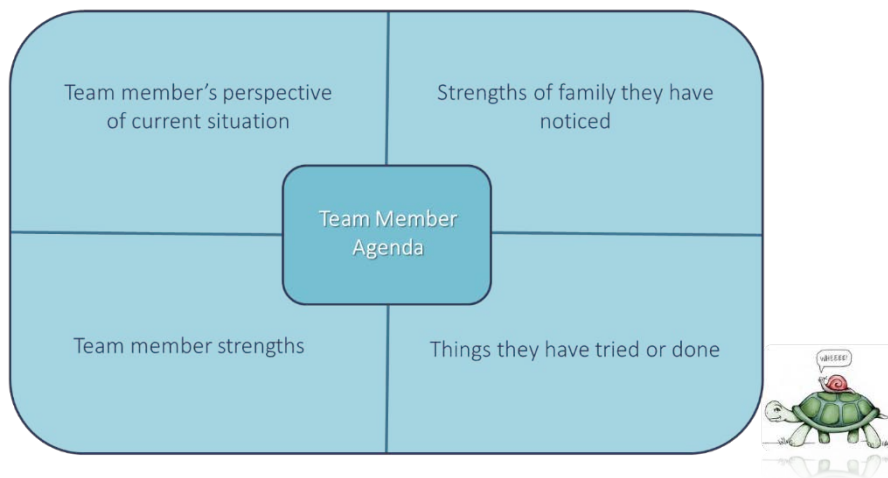
The twins are seeing a therapist once a week and have been diagnosed with Attention Deficit Hyperactivity Disorder (AD/HD) and Bipolar Disorder. The therapist has told Maria that the twin's problems in school and at home are her fault because she does not follow the treatment plan prescribed. Maria does not fully understand the treatment plan. Stephen and Stephanie are very intelligent and do very well academically. When Stephen is doing well behaviorally, he is able to play on the high school basketball and baseball teams, supported by **Coach Ryan**. He loves most sports and does well on the teams. Stephanie enjoys performing in the high school choir with her teacher **Ms Concerto**, and is involved in the schooldrama program.

Recently Stephen threatened his math teacher, **Mr Stubbs**, with a pencil. Because of the number of incidents, Stephen is likely to be transferred to an alternative school. He became irate when he heard this and punched a wall in the family home and made suicidal threats. Maria called 911 and Stephen was hospitalized. His therapist

and psychiatrist at the hospital believe Stephen should be referred to a residential treatment program.

When Stephen was hospitalized, Stephanie's behaviors increased at home and she refused to go to school. She yells at Maria and threatens to hit her. Marcus in a moment of frustration hits Stephanie in the arm. The day this occurred, Stephanie had choir practice and told her teacher, **Ms Concerto**, that her father hit her. The school's mandatory reporting policy required them to call Child Protective Services. When the child welfare worker, Ms. Parks, pulled up the file on Stephanie she reads about the family's history of drug abuse and prior Child Welfare involvement. Ms. Parks goes to the home to complete her report where she experienced a very angry father who couldn't stop yelling, a crying mother, and a seemingly poor living environment. The home was a mess with clothes everywhere. The dishes from the night prior had not been washed and there were a number of holes in the walls from Stephen's anger outbursts. The social worker confers with Stephen's therapist and psychiatrist and asks Marcus and Maria if they would be interested in Wraparound. They agree and the worker makes a referral.

Team Member Perspective Tool



Team Members Perspective of Current Situation

Strengths of Family They Have Noticed

Team Member Agenda

Team Member Strengths

Things They Have Tried or Done

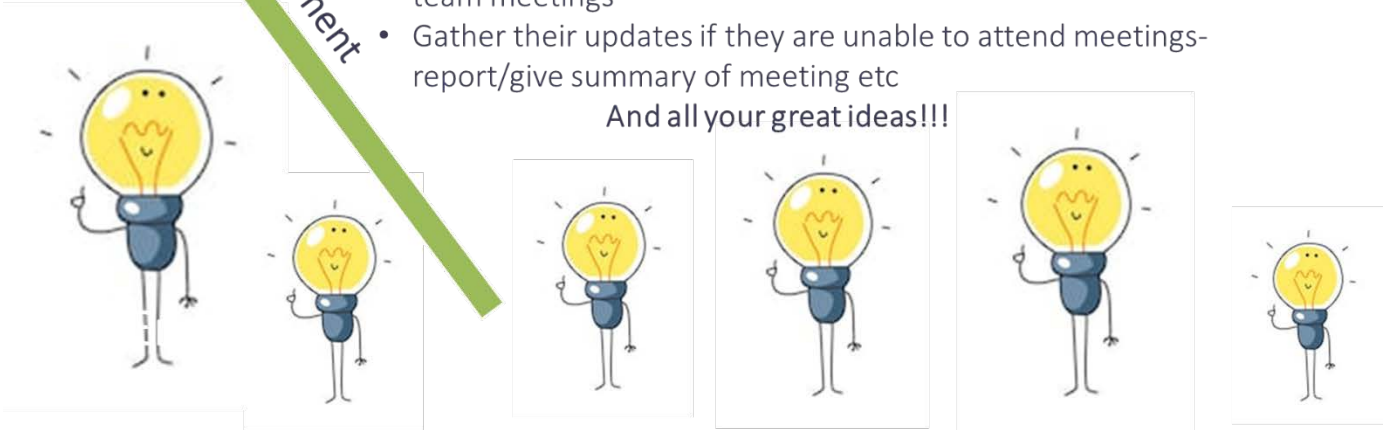
How to Keep Engagement GOING!!!






Engagement

- Regular check in's- communicate frequently (in person, phone, email etc)
- Unconditional care and appreciation for that team member!
- Ensure they have assigned tasks/strategies
- Ensure these tasks/strategies are built from their strengths
- Identify further functional strengths of the team member
- Gather their perspectives/feedback on progress
- Actively seek their (and all members) voice during Wraparound team meetings
- Gather their updates if they are unable to attend meetings- report/give summary of meeting etc

And all your great ideas!!!



Let's G R O W

 A grey silhouette of a human head in profile, facing right. Inside the head is a glowing yellow lightbulb with short lines radiating from it, symbolizing an idea or thought.	<p>What is one way your thoughts have changed after today's session?</p>
 A bright red heart with a slight 3D effect, symbolizing emotion or feeling.	<p>What is something that resonated with you, emotionally?</p>
 A simple line drawing of an open human hand, palm facing up, symbolizing taking something away or using it.	<p>What is one thing that you can take with you and put to use ASAP?</p>

