

2019

Near, Far, Wherever you are:
Breaking the ice on Wraparound in
rural communities



Participant Manual

Baltimore Marriott Waterfront Hotel
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.

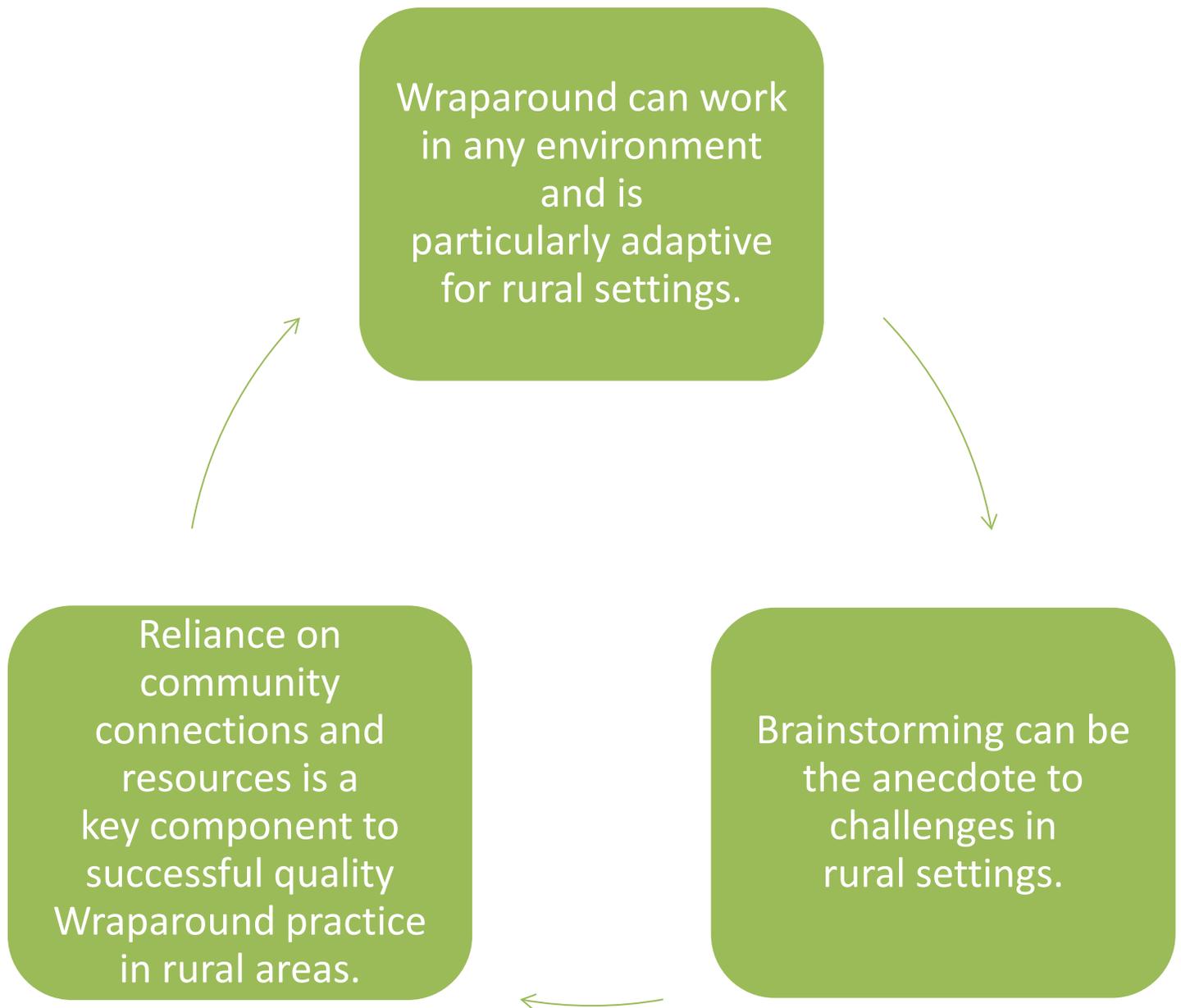
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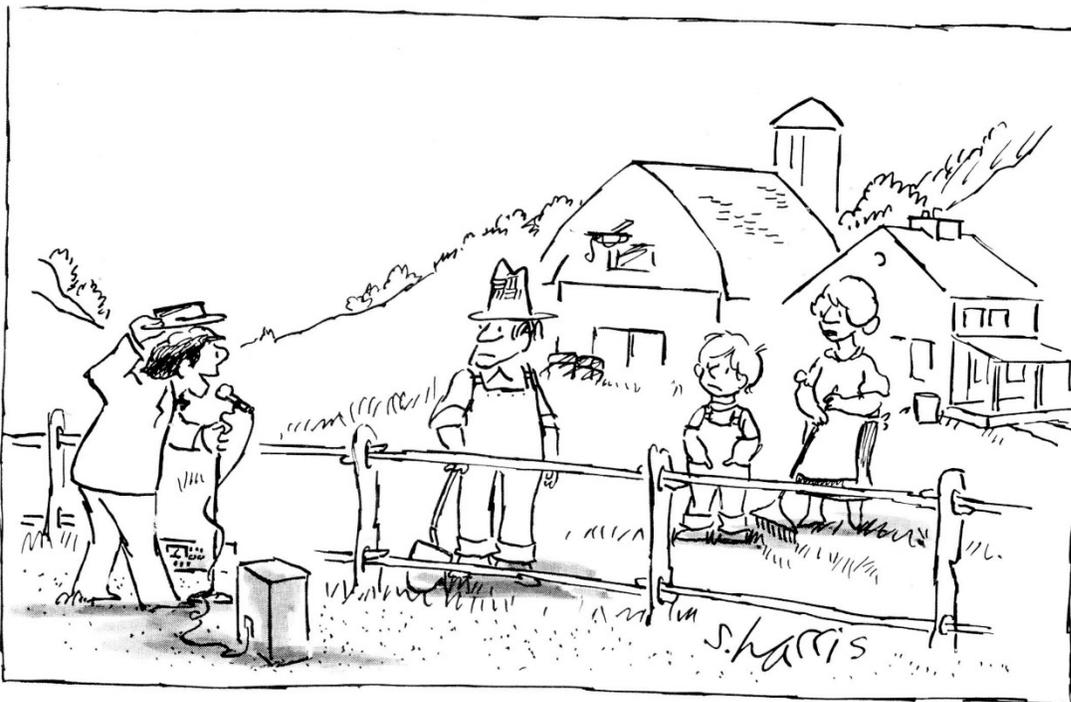


Learning Objectives



- ✓ Rural areas makeup _____ of the land mass.
- ✓ _____ areas are defined as anything not urban
- ✓ Rural areas often have
 - _____
 - _____
 - _____

STANDUP COMIC DOING PRO-BONO WORK IN ISOLATED RURAL AREA



CartoonStock.com

Where do we go from here?

Essential elements:

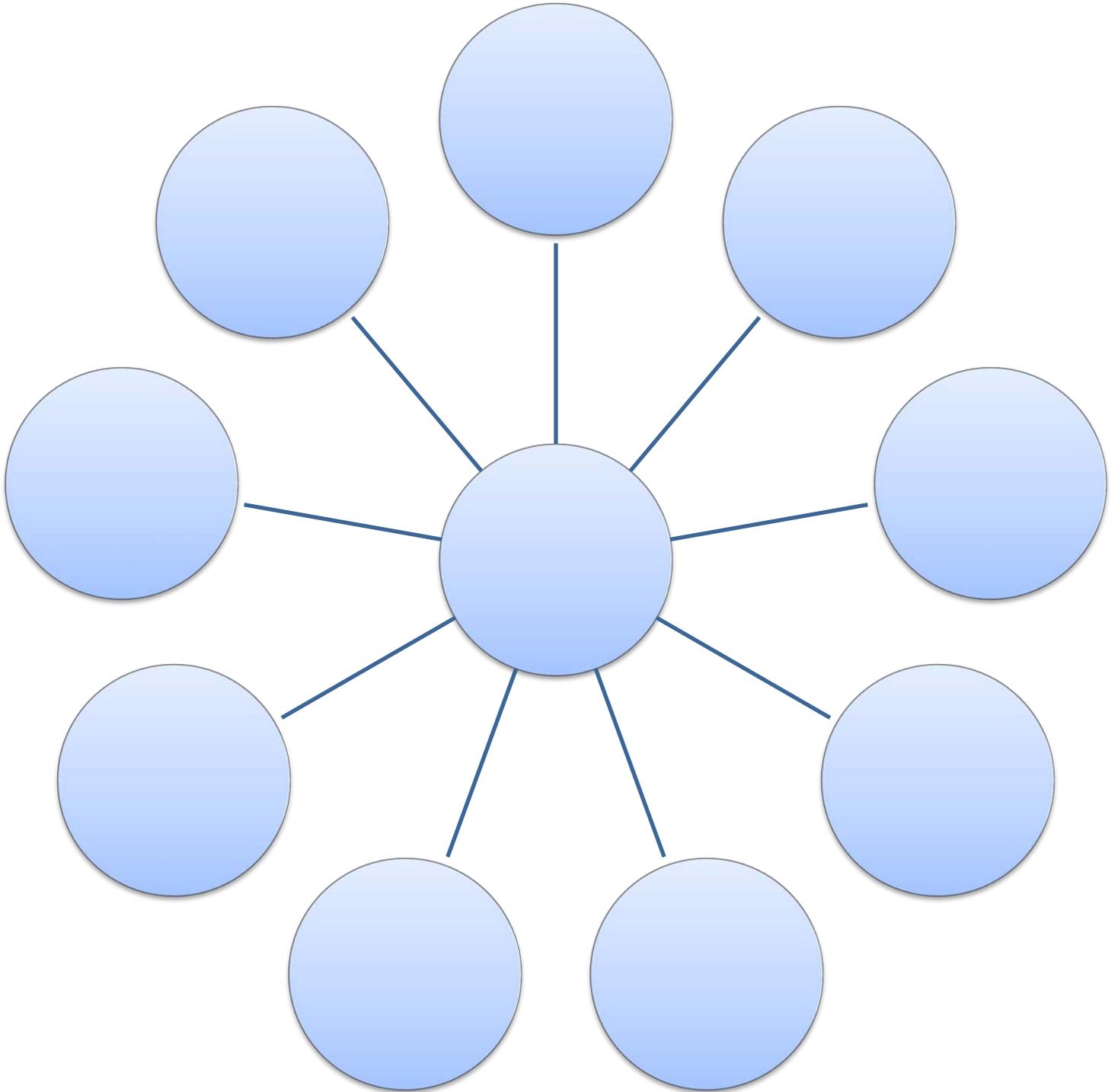


The Family Story is the foundation of wraparound. Working in rural areas brings specific considerations that make the gathering of the right information even more critical to success.

OUR FAMILY STORY



Challenge:



REFERRAL

Identified Child:

Child's Name: Alex Turner

Race: African American	Age: 14	
SS#: 123-45-6789	Private Insurance Name: Kiser	Ins. # 123456
Medical Assistance	MA # NA	

Is the youth committed to and/or in the custody or guardianship of Child Welfare OR Juvenile Justice?

Yes X No _____ Which Agency? Child Welfare

Juvenile Justice/Child Welfare Caseworker Name and Phone: Alice Pope

Email Address: Alice.Pope@cw.state.gov

Please provide a copy of the court order.

Parent(s)/Guardian(s): Sandra Turner

Parent(s)/Guardian(s) are: Biological Step-Parent Adoptive Parent Grandparent
 Live-in friend/Relative Foster Parent Other: _____

Address: 123 State St., Akron, CO

County: Washington

Phone Numbers: H: 000.555.1234 W: 000.555.5678 C: 000.555.9999

Race: African American

Current Youth Placement Address: Same as above

Contact Person at Placement (Name & Phone No.) NA

- | | | |
|--|--|---|
| <input type="checkbox"/> Abandonment | <input type="checkbox"/> Housing | <input type="checkbox"/> Developmental Disability |
| <input checked="" type="checkbox"/> Diagnosed Mental Illness | <input type="checkbox"/> Medical | <input checked="" type="checkbox"/> Aggression/Assault |
| <input type="checkbox"/> Financial | <input type="checkbox"/> Emotional Disability | <input type="checkbox"/> Suicidal |
| <input type="checkbox"/> Drug Abuse | <input type="checkbox"/> Neglect | <input type="checkbox"/> Prostitution |
| <input type="checkbox"/> Alcohol Abuse | <input checked="" type="checkbox"/> Family Conflict | <input checked="" type="checkbox"/> Runaway |
| <input checked="" type="checkbox"/> Death of Parent(s) | <input checked="" type="checkbox"/> Legal Issues/Incarceration | <input type="checkbox"/> School Problems |
| <input checked="" type="checkbox"/> Sexual Abuse | <input checked="" type="checkbox"/> Physical Abuse | <input checked="" type="checkbox"/> Behavior Problems |
| <input type="checkbox"/> Promiscuity | <input checked="" type="checkbox"/> Delinquency | <input checked="" type="checkbox"/> Learning Disability |
| <input type="checkbox"/> Other: | _____ | |

Explain checked indicators:

Alex’s father died in a car accident at age 10 and his mother moved in with family members. It was at this time, Alex’s behaviors escalated. He was also abused by his uncle living in the home both sexually and physically. He began to runaway and his aggression continued to escalate. His mother found out about the abuse and reported it but was unable to afford another place to live and Alex had to be removed from the home due to the amount of unsupervised time alone in home while Ms. Turner was at work.

Referring Agency: Child Welfare

Brief History:

Alex currently resides in foster care. Previously he lived with his mother, his aunt and uncle and their 2 children ages 19 and 23. He has a hx of abuse and mental health challenges. Things changed for Alex when his father passed away. He has behavioral issues and an IEP in school.

Desired Outcome from Wraparound Participation:

To help reunite Alex with his mother.

Current mental health and community services (list agencies that served this family):

Service Type	Provider Name and Contact Information	Frequency
Therapy	XYZ, 000.123.4567	1x/week
Psychiatry	XYZ, 000.123.4567	Every 90 days

**Please use additional sheets for other providers.*

Previous mental health services (list agencies that have served this family):

Service Type	Provider Name and Contact Information	Frequency

Person Who Conducted Diagnosis: Dr. Espinosa

Date of Diagnosis: Unknown

DSM IV Diagnosis:

Axis I: Depression, ODD, and ADHD

Axis II: NA

Axis III: NA

Axis IV: Family conflict; hx of sexual and physical abuse

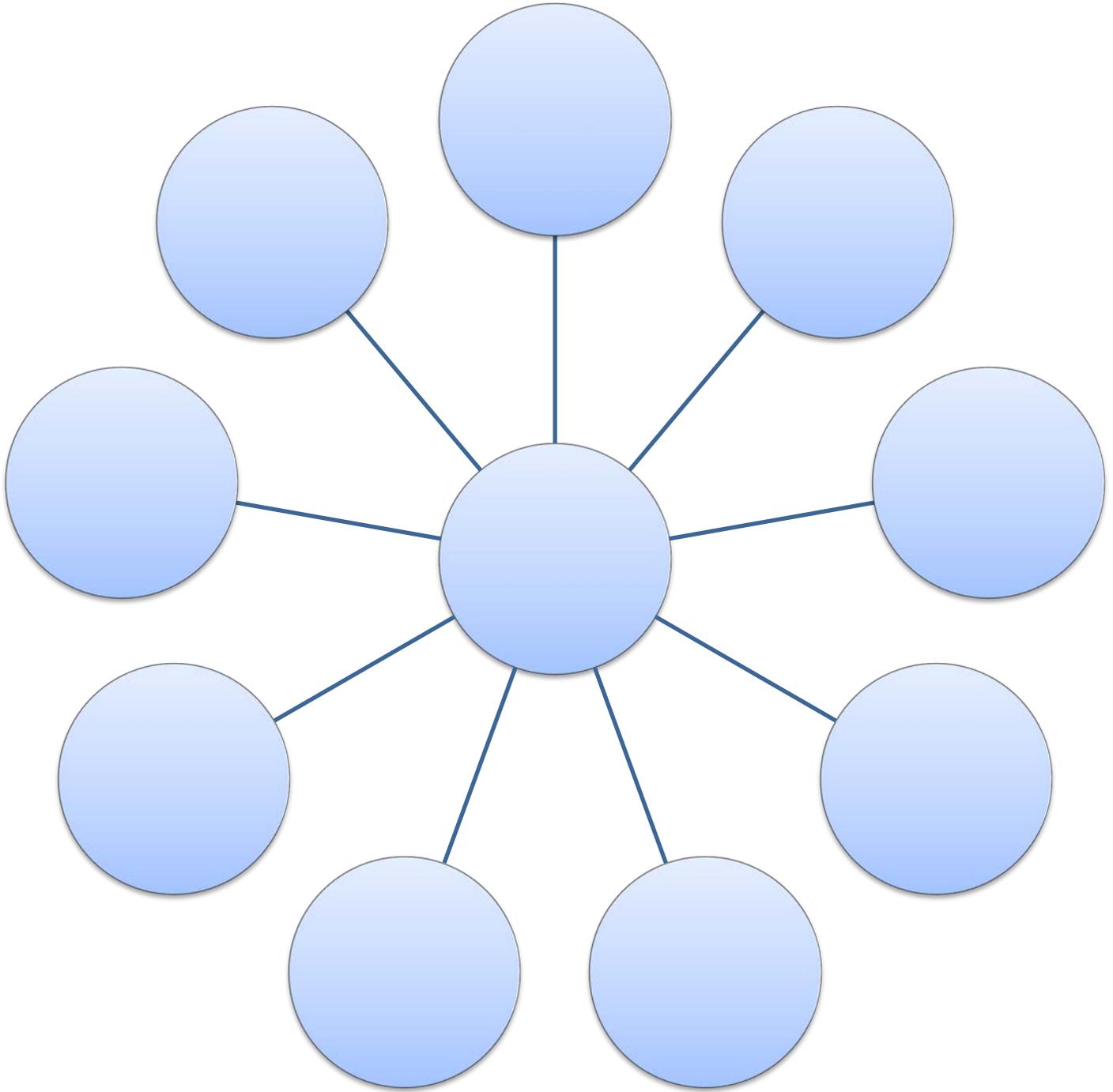
GAF Current: Unknown Highest in Last Year: Unknown

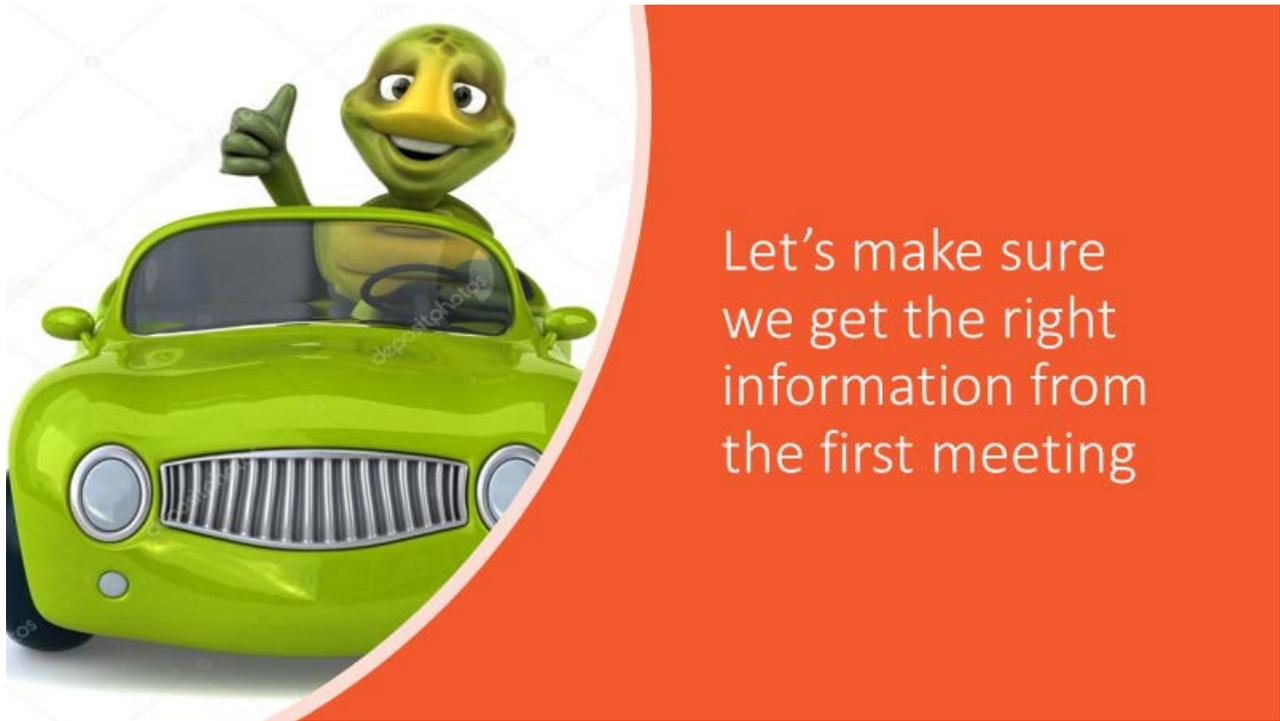
Current Medications: Abilify and Wellbutrin

School Placement: Special Education; diploma track

Contact Information: Alice Pope, 000.000.0000

Reason for Referral:





How do we ensure we gather all the information we need the first time?



Family Story

Alex Turner is a 15 yr. old referred for wraparound by child welfare caseworker, Alice Pope in hopes of reunification with his mother, Sandra Turner. Mrs. Turner reported that her son had been physically and sexually abused by her brother, and it was no longer safe for him to be in the same house unsupervised while Mrs. Turner was at work. Alex is the only child of Mark and Sandra Turner. Mr. and Mrs. Turner were high school sweethearts, and were married shortly after graduating from high school. Each of them grew up in large, close knit families and remain close with family members. Mrs. Turner is the middle child of 3—she has an older brother and a younger sister. She remembers her childhood was pretty typical—playing outside until dark, sibling rivalry. Her parents were strict and everyone had chores at home. Church was an important part of Mrs. Turner’s family—they attended church weekly, Mrs. Turner and her siblings sang in the choir, her mother taught Sunday school, and they were involved with the youth ministry.

Mr. Turner’s home life growing up was much the same as Mrs. Turner’s. He was the oldest of 3 children. He has one younger sister and one younger brother. Mr. Turner reported that the family was also very close with one another and they were very involved in church. Mr. Turner worked long hours to support his family and allow Mrs. Turner to be at home with Alex when he was young. When Alex began Kindergarten at age 5, Mrs. Turner began to work outside of the home part time at a local store. The family enjoyed traveling together to see different parts of the country, they enjoyed family meals together every night, and spending time with church friends and family on the weekends. Alex reports his favorite memories of his father are spending time alone with him fishing, working in the garage, and helping him fix things around the house. In the spring of 2008, Mr. Turner was involved in a tragic car accident that killed him. Mrs. Turner was devastated. Family, friends, and neighbors rallied around Mrs. Turner and Alex to help support them during this difficult time. Church members brought food to the family’s home, friends came over to help Mrs. Turner clean her house and make preparations for the funeral. Mrs. Turner tried to talk to Alex about his father’s passing many times, but Alex always claimed to be fine, and really didn’t want to talk about it. He cried at night, and slept with Mrs. Turner for several months. Mrs. Turner struggled with her own grief—it was difficult for her to find work since she did not have much experience in the workforce. A church friend, Stacy Miller, brought over some information on grief counseling provided at their church on a sliding fee scale. Mrs. Turner made an appointment for her and Alex to have counseling separately and together to talk about their feelings of sadness and figure out how to move on. Alex refused to talk, always said he was fine, he was just sad and missed his dad. He just wanted everyone to leave him alone and stop trying to make him talk about his dad since there was no one that could bring him back.

Mrs. Turner struggled for several months after her husband died, trying to find a job, and take care of her young son. She reached out to her sister Jennifer to help with Alex while she was interviewing for jobs. Once Mrs. Turner found work, Jennifer offered to help care for Alex after school. Her sister reported that Alex was

a handful at times. Overall, she reported that Alex is a kind, caring soul who would offer to help with his younger cousins; he enjoyed building with blocks and drawing, and designing buildings with Legos. Jennifer had 2 young children of her own, and loved Alex as her own. She knew he was dealing with the loss of his father, and she tried to talk to him about it, but he never really opened up. Jennifer says that Alex would get really upset over nothing and he would sometimes have fits for no reason at all—completely unprovoked---it could be over something as simple as asking him to take out the trash or help pick up toys. He would have a full blown ‘temper tantrum’ like a 3 yr. old. Sometimes the tantrums would last for up to an hour, until he would get so tired, he would fall asleep. After some time, Jennifer could no longer manage his behaviors, and she was afraid for her own children’s safety. Although she could no longer care for him daily after school, she still supports her sister and Alex. Alex enjoys spending time with his aunt and his cousins. Mrs. Turner enrolled Alex in an aftercare program at school. She got phone calls almost every day from the school about Alex’s behaviors. Alex was getting into fights during school and at the aftercare program. He was suspended several times, and Mrs. Turner had to miss work to stay at home with him. She met with the school staff several times to address Alex’s behavior, and even talked with the school counselor Mrs. Taylor to come up with a plan that might help Alex remain calm at school. They gave him a ‘hot pass’ that he could use when he felt like he was getting really angry. He could use his pass to go to the counselor’s office and talk or just sit and cool off until he was ready to go back to class. This worked well for a while. The school also set up lunch times with another teacher, Mr. Wickham who would serve as a mentor for Alex. Alex enjoyed his weekly lunch time with Mr. Wickham. He was doing well in school, his grades were good. After several attempts at finding a therapist Alex connected with, Alex began working with his current therapist, Macy Grimm. Alex refused to speak during the first few visits, and Macy didn’t mind—she told him, she would wait until he was ready. Some days, he would lay on the sofa or play with toys in her office. Eventually, he began to trust her and open up. He liked that she did not judge him or blame him—she just listened.

When Alex transitioned to Middle School, he began to display many of the same aggressive behaviors he had demonstrated in the past—getting into fights with peers, arguing with teacher and other school staff. Mrs. Turner received phone calls almost daily about Alex’s behavior, and had to leave work often to pick him up from school. Eventually, Mrs. Turner was fired from her job because she missed so much work. She found herself struggling to support her family, and Alex was beginning to show signs of aggression toward her at home. Alex did not see his behavior as problematic, he was just angry and felt like his life ‘sucked’, and it wasn’t fair that his father was gone. Since she could no longer afford to maintain her own home, Mrs. Turner and Alex moved into her brother’s home with his family—his wife, and their 2 children (19 and 23). She found work, and her sister-in-law and her 19 yr. old niece offered to help care for Alex while she worked.

By the beginning of 7th grade, Alex’s behaviors were so out of control at home and school. Alex said he hated school, he didn’t want to go. He often refused to go to school and would have terrible ‘fits’—screaming, crying, throwing himself on the floor, pulling at his hair when his mother tried to get him up for

school. Most times, Mrs. Turner just let him stay home to avoid a fight. Mrs. Turner decided to have him evaluated for medication. He was diagnosed with Depression, ODD, and ADHD. He was prescribed Abilify and Wellbutrin. Mrs. Turner requested a student support team meeting to discuss an IEP for Alex to help him feel successful in school. He was assessed and diagnosed with a learning disability. An IEP was developed for him to address the learning disability and his behavioral issues through a smaller, resource classroom setting. His behaviors continued to escalate. Teachers and school counselors report that Alex is a great kid with a kind heart. He is anxious at school, and doesn't seem interested in learning or being a part of the conversation. His teacher reports that when Alex is in class, he seems distracted most of the time and worried. Alex's therapist, Ms. Grimm, reports that Alex has started to open up more about his father, but it is still painful to talk about it. She sees Alex as a young man who is trying to take his father's place in the house to care for his mother. She reports that is angry at everyone, even God for all of the bad things that have happened to him. He no longer attends church with his mother, and does not participate in youth ministry activities. Mrs. Turner reports that her faith is strong, and she prays for her son every day.

Alex has recently been staying out late and running away for days at a time. Mrs. Turner has tried contacting his friends, to locate him, and has even had to call the police. She was not sure where he was going, but she suspects he runs to his girlfriend's house. After a recent argument with his mother, Alex reported that his Uncle (mom's brother) had been physically and sexually abusing him. Mrs. Turner immediately confronted her brother, and then called child welfare to report the abuse. Alice Pope was assigned to the case, and removed Alex from the home due to the amount of unsupervised time with Alex's Uncle. Mrs. Turner is not able to leave her brother's home at the present time, so Alex was placed in foster care while Mrs. Turner finds alternate living arrangements and can ensure Alex's safety according to the parenting plan in place.

Mrs. Turner is hopeful that she will be able to find housing soon and be with her son. She hopes that she and Alex can find a way to be happy again. Alex does not like being in the foster home away from his mother. He calls her every day to hear her voice. He wants to be back home with her, and he wants everything to go back to the way it was when his father was alive and his family was together.

Service: noun

an act of helpful activity; help; aid: *to do someone a service.*



Support: verb

- to bear or hold up (a load, mass, structure, part, etc.); serve as a foundation for.
- to sustain or withstand (weight, pressure, strain, etc.) without giving way; serve as a prop for.
- to undergo or endure, especially with patience or submission; tolerate.

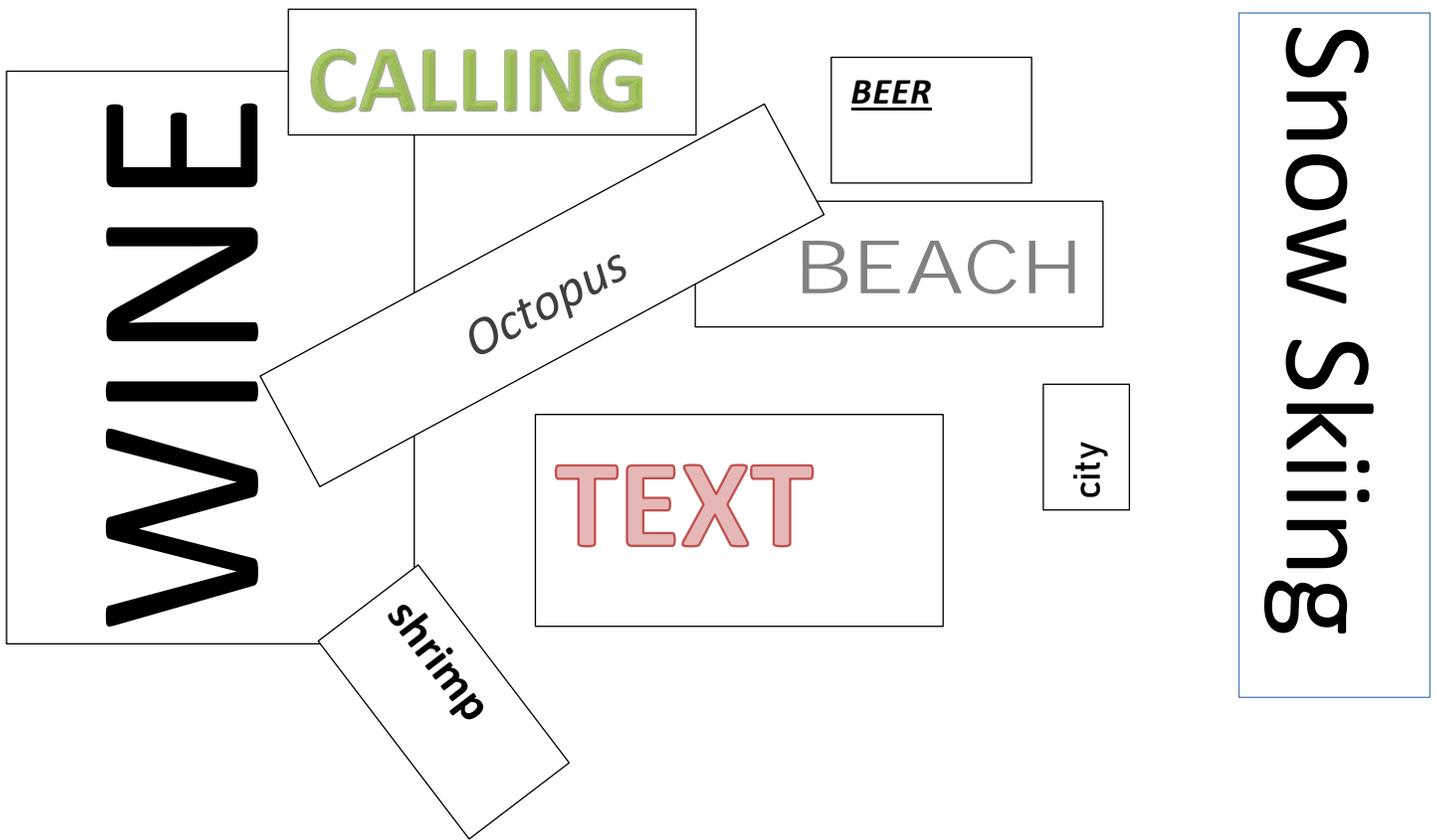


We must get below the surface...



Avoid the sharks by identifying
the underlying need
(not behaviors, goals, or services)

Brainstorming



Activity: In your table groups, you have each been given a word. Take 2 minutes and name aloud the first word that comes to your mind after a word is said. Everyone is involved. No critique or judgement. Say the first word you think of.

1. Word you started with _____
2. Last word that was said _____



What are 3 things you learned about Wraparound in the Balloon Activity?

1. _____

2. _____

3. _____



Resource Mapping



It's not a desert! You must remember it is about SUPPORT and not services!

IN THE END, IT'S ALL ABOUT RELATIONSHIPS. IT'S THE FAVORITE PART OF MY JOB.

Reflections



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