



THE YOUTH PARTNER'S ROLE IN THE WRAPAROUND PROCESS



Wraparound phases defined in: Walker, J. S., Bruns, E. J., & the National Wraparound Initiative Advisory Group. (2008). Phases and activities of the wraparound process. In E. J. Bruns & J. S. Walker (Eds.), *The resource guide to wraparound*. Portland, OR: National Wraparound Initiative.

The Role of the Youth Partner in the Wraparound Process

To have fidelity, it's critical that the youth feels empowered, heard, and engaged in the wraparound process. The youth partner is key to helping the youth stay engaged and ensuring that they gain the self-advocacy tools needed to express themselves during their time of growth. Furthermore, it's crucial that the youth partner assists the wraparound team in staying true to *The Application of the Ten Principles of the Wraparound Process to the Role of Family Partners on Wraparound Teams* (Penn & Osher, 2007). This packet was designed to help explain the role the youth partner plays in each phase of the wraparound process. The goal of the wraparound youth partner is to support the youth while partnering with the other team members and bridging the gap between the youth and the adults in their life.

Youth Partner Defined

The youth partner is a peer and formal member of the wraparound team who comes with lived experience in youth-serving systems. The youth partner is meant to work for the youth, help them become engaged in the process, and support them in expressing themselves confidently to the other members of their wraparound team.

The lived experiences of the youth partner enable them to build meaningful connections to the youth they support and assist them in connecting youth to resources within the community that meet their diverse needs and interests. The youth partner is there to help guide the youth through the obstacles they face; helping them find tools and strategies to be successful along the way.

The youth partner bridges the gap between the youth and the adults at the table. They work to ensure that the youth's needs, interests, voice, and vision are always being heard and thoughtfully considered. The youth partner should work in close collaboration with the family partner and wraparound facilitator to ensure wraparound fidelity at all times.



PHASE 1: Engagement and Team Preparation

During this phase, the groundwork for trust and shared vision among the family and wraparound team members is established, so people are prepared to come to meetings and collaborate. During this phase, the tone is set for teamwork and team interactions that are consistent with the wraparound principles, particularly through the initial conversations about strengths, needs, and culture. In addition, this phase provides an opportunity to begin to shift the family’s orientation to one in which they understand they are an integral part of the process and their preferences are prioritized. The activities of this phase should be completed relatively quickly (within 1-2 weeks if possible), so that the team can begin meeting and establish ownership of the process as quickly as possible.

Major Goals	Activities	Notes
1.1. Orient the family and youth GOAL: To orient the family and youth to the wraparound process	<p>1.1 a. Orient the family and youth to wraparound</p> <p>In face-to-face conversations, the facilitator explains the wraparound philosophy and process to family members and describes who will be involved and the nature of family and youth/child participation. Facilitator answers questions and addresses concerns. Facilitator describes alternatives to wraparound and asks family and youth if they choose to participate in wraparound. Facilitator describes types of supports available to family and youth as they participate on teams (e.g., family/youth may want coaching so they can feel more comfortable and/or effective in partnering with other team members)</p>	<p>This orientation to wraparound should be brief and clear, and should avoid the use of jargon, so as not to overwhelm family members. At this stage, the focus is on providing enough information so that the family and youth can make an informed choice regarding participation in the wraparound process. For some families, alternatives to wraparound may be very limited and/or non-participation in wraparound may bring negative consequences (as when wraparound is court ordered); however, this does not prevent families/youth from making an informed choice to participate based on knowledge of the alternatives and/or the consequences of non-participation.</p>
	<p>1.1 b. Address legal and ethical issues</p> <p>Facilitator reviews all consent and release forms with the family and youth, answers questions, and explains options and their consequences. Facilitator discusses relevant legal and ethical issues (e.g., mandatory reporting), informs family of their rights, and obtains necessary consents and release forms before the first team meeting.</p>	<p>Ethical and legal considerations will also need to be reviewed with the entire team as described in phase 2.</p>



PHASE 1: Engagement and Team Preparation

How Youth Partners Support the Process

1.1 a. Orient the family and youth to wraparound

The youth partner works with the youth to help them understand wraparound as an opportunity to build a team of supports dedicated to helping them achieve their goals. They are looking to support and encourage the youth so that they feel more comfortable getting involved in the wraparound process. The youth partner builds a relationship with the youth by listening and talking with them without bias, blame, or judgment. The youth partner encourages and models commitment and responsibility. They demonstrate cultural responsiveness by showing respect for the youth's and their family's culture. They employ engagement strategies to build trust and gain an understanding of the youth's interests, goals, and apprehensions surrounding the wraparound process. The engagement phase is crucial and cannot be rushed. This is when the youth partner gets to know the youth by meeting with them when and where they feel comfortable. It is during this first engagement meeting that the youth partner explains the wraparound process from the youth's perspective (including the role of the youth partner) and shares their personal experience when relevant and appropriate. They also discuss and establish how much support and guidance the youth would like the youth partner to provide. The youth partner also provides and reviews some helpful written materials, answering questions as they arise. Throughout the engagement phase, the youth partner looks to identify activities that they can engage in with the youth as well as opportunities for the youth to build skills and positive relationships with others.

Once the youth is comfortable with the idea of wraparound and wants to participate, the youth partner can begin to help the youth establish how they want their wraparound team to look.

1.1 b. Address legal and ethical issues

The youth partner works to make sure that the youth understands informed consent from a youth's perspective. They also explain what they can expect when working with systems including the various mandates they may encounter. If the youth is involved in the juvenile justice system, the youth partner can accompany them to any meetings or court dates at the youth's request.

The youth partner discusses any data collection, evaluation, or research activities associated with the wraparound initiative including how the youth's participation might benefit them or others. The youth partner makes sure that the youth understands the data collection methods and steps taken to ensure the protection of their identity.

The youth partner specifically addresses the sensitive issue of mandated child abuse reporting (mandatory reporting) by disclosing that they are a mandatory reporter of child abuse and neglect and explaining what that duty entails from a youth's perspective.



PHASE 1: Engagement and Team Preparation

Major Goals	Activities	Notes
<p>1.2. Stabilize crises GOAL: To address pressing needs and concerns so that the family and team can give their attention to the wraparound process.</p>	<p><i>1.2 a. Ask family and youth about immediate crisis concerns</i></p> <p>Facilitator elicits information from the family and youth about immediate safety issues, current crises, or crises that they anticipate might happen in the very near future. These may include crises stemming from a lack of basic needs (e.g., food, shelter, utilities such as heat or electricity).</p>	<p>The goal of this activity is to quickly address the most pressing concerns. The whole team engages in proactive and future-oriented crisis/safety planning during phase 2. As with other activities in this phase, the goal is to do no more than necessary prior to convening the team, so that the facilitator does not come to be viewed as the primary service provider and so that team as a whole can feel ownership for the plan and the process.</p>
	<p><i>1.2 b. Elicit information from agency representatives and potential team members about immediate crises or potential crises</i></p> <p>Facilitator elicits information from the referring source and other knowledgeable people about pressing crisis and safety concerns.</p>	<p>Information about previous crises and their resolution can be useful in planning a response in 1.2.c.</p>
	<p><i>1.2 c. If immediate response is necessary, formulate a response for immediate intervention and/or stabilization</i></p> <p>Facilitator and family reach agreement about whether concerns require immediate attention and, if so, work to formulate a response that will provide immediate relief while also allowing the process of team building to move ahead.</p>	<p>This response should describe clear, specific steps to accomplish stabilization.</p>
<p>1.3. Facilitate conversations with family and youth/child GOAL: To explore individual and family strengths, needs, culture, and vision and to use these to develop a document that will serve as the starting point for planning.</p>	<p><i>1.3 a. Explore strengths, needs, culture, and vision with child/youth and family.</i></p> <p>Facilitator meets with the youth/child and family to hear about their experiences; gather their perspective on their individual and collective strengths, needs, elements of culture, and long-term goals or vision; and learn about natural and formal supports. Facilitator helps family identify potential team members and asks family to talk about needs and preferences for meeting arrangements (location, time, supports needed such as child care, translation).</p>	<p>This activity is used to develop information that will be presented to and augmented by the team in phase 2. Family members should be encouraged to consider these topics broadly.</p>



PHASE 1: Engagement and Team Preparation

How Youth Partners Support the Process

1.2 a. Ask family and youth about immediate crisis concerns

The youth partner participates in discussions aimed at stabilizing immediate concerns and ensuring that the plan is both individualized and realistic for the youth. The youth partner makes sure the youth understands that they are available if they need someone who can validate their feelings or serve as a de-escalation tool in times of emerging crisis or exceptional stress/frustration. They can help identify the nature of the youth's immediate concerns by practicing active listening and encouraging the youth to speak openly and honestly. The youth partner may need to explain how some behaviors are unsafe if the youth struggles to identify their concerns. The youth partner can also encourage the youth to think about some of the warning signs that are likely to occur before a crisis and describe the strategies that have and haven't worked for them in the past. They can also help identify triggers and discuss strategies that may be helpful for coping. To help them achieve stability, the youth partner assists the youth in identifying reasonable alternatives, possible natural supports, and local resources that may provide respite, food, shelter, clothing, and other necessities. The youth partner offers hope and can have a calming effect on the youth by sharing their lived experience and being available if needed.

1.2 b. Elicit information from agency representatives and potential team members about immediate crises or potential crises

The youth partner helps the youth use their experiences to define crisis and/or safety concerns. They clarify how other team members may view crisis/safety concerns and describe events that could require them to make a report for abuse or neglect. The youth partner also assists the youth in communicating their perspective on potential crises to team members. They encourage the youth to identify formal and natural supports that have helped them resolve crises in the past. If bridges have been severed between the youth and their supports, the youth partner can work with them to identify what it would take to mend those relationships.

1.2 c. If immediate response is necessary, formulate a response for immediate intervention and/or stabilization

The youth partner works to ensure that the youth believes that their immediate intervention and/or stabilization plan can be readily implemented as needed. They support the youth in expressing their concerns about the immediate intervention and/or crisis stabilization plan. The youth partner assists the youth in the development of strategies that use natural supports to help them achieve stability before a crisis can occur.

1.3 a. Explore strengths, needs, culture, and vision with child/youth and family.

In accordance with the wraparound principle of youth/family voice and choice, the youth partner works to prepare the youth for effective self-advocacy by supporting them to participate in these conversations. As a peer, the youth partner assists in the identification of strengths, needs, culture, and vision so that the youth is ready and able to contribute useful and valuable information that drives the process. The youth partner also helps the youth find ways to talk about sensitive issues, reframe negative concerns, and manage their emotions to ensure that conversations remain respectful. It is important for the youth partner to establish opportunities for the youth to step away from the table and take breaks as needed.

The youth partner provides practice opportunities either by helping the youth write down their ideas and opinions or by "role-playing" with them to build confidence in their communication skills. The youth partner may need to help the youth recognize when their family members are trying to set rules or restrictions that are typical for children their age. The youth partner may also want to ask the youth if they need or want support with school, court, physical health, mental health, or other related issues or appointments. The youth partner actively attends to the language and attitudes of all team members to promote appropriate and respectful exchanges and avoid blaming and shaming the youth or other members of the team.



PHASE 1: Engagement and Team Preparation

Major Goal	Activities	Notes
<p>1.3. Facilitate conversations with family and youth/child GOAL: To explore individual and family strengths, needs, culture, and vision and to use these to develop a document that will serve as the starting point for planning. (Continued from previous page)</p>	<p><i>1.3 b. Facilitator prepares a summary document</i></p> <p>Using the information from the initial conversations with family members, the facilitator prepares a strengths-based document that summarizes key information about individual family member strengths and strengths of the family unit, as well as needs, culture, and vision. The family then reviews and approves the summary.</p>	
<p>1.4. Engage other team members GOAL: To gain the participation of team members who care about and can aid the youth/ child and family, and to set the stage for their active and collaborative participation on the team in a manner consistent with the wraparound principles</p>	<p><i>1.4 a. Solicit participation/ orient team members</i></p> <p>Facilitator, together with family members if they so choose, approaches potential team members identified by the youth and family. Facilitator describes the wraparound process and clarifies the potential role and responsibilities of this person on the team. Facilitator asks the potential team members if they will participate. If so, facilitator talks with them briefly to learn their perspectives on the family's strengths and needs, and to learn about their needs and preferences for meeting.</p>	<p>The youth and/or family may choose to invite potential team members themselves and/or to participate in this activity alongside the facilitator. It is important, however, not to burden family members by establishing (even inadvertently) the expectation that they will be primarily responsible for recruiting and orienting team members.</p>
<p>1.5. Make necessary meeting arrangements GOAL: To ensure that the necessary procedures are undertaken for the team is prepared to begin an effective wraparound process.</p>	<p><i>1.5 a. Arrange meeting logistics</i></p> <p>Facilitator integrates information gathered from all sources to arrange meeting time and location and to assure the availability of necessary supports or adaptations such as translators or child care. Meeting time and location should be accessible and comfortable, especially for the family but also for other team members. Facilitator prepares materials—including the document summarizing family members' individual and collective strengths, and their needs, culture, and vision—to be distributed to team members.</p>	



PHASE 1: Engagement and Team Preparation

How Youth Partners Support the Process

1.3 b. Facilitator prepares a summary document

The youth partner works with the facilitator to summarize the youth's strengths, needs, culture, and vision. The youth partner reviews the document with the youth to make sure they completely understand the summary and that it reflects the way they view themselves, their strengths, and the challenges they face.

1.4 a. Solicit participation/ orient team members

Through spending time in the youth's home and community, the youth partner starts to identify individuals who could serve as members of the youth's wraparound team including those who might provide support even if they cannot be physically present. Through honest and nonjudgmental discussions about the strengths, assets, and risks associated with the involvement of potential team members, the youth partner helps the youth decide who they would like on their team. The youth can ask the youth partner for help inviting individuals to be on their team by explaining what their responsibilities would be.

The youth partner acts as a role model by educating system representatives on the wraparound principle of youth/family voice and choice and helping them apply it to their work with the team in the context of their agency's mandates. The youth partner helps to build bridges, encourage understanding, and facilitate collaboration between the youth and their fellow team members. A youth partner uses good judgment when working with youth to decide who should be on their team.

1.5 a. Arrange meeting logistics

The youth partner works with the youth and the facilitator to ensure that all meetings are scheduled at times and held in places that are comfortable and convenient for the youth. The youth partner, in collaboration with the youth and facilitator, may distribute meeting notices, issue reminders, and, when necessary, identify travel needs or other supports for participants. Before the meeting, the youth partner works with the youth and facilitator to create an inclusive agenda that is responsive to the youth's needs and vision.

Phase 2: Initial Plan Development

During this phase, team trust and mutual respect are built while the team creates an initial plan of care using a high-quality planning process that reflects the wraparound principles. In particular, youth and family should feel, during this phase, that they are heard, that the needs chosen are ones they want to work on, and that the options chosen have a reasonable chance of helping them meet these needs. This phase should be completed during one or two meetings that take place within 1-2 weeks, a rapid time frame intended to promote team cohesion and shared responsibility toward achieving the team’s mission or overarching goal.

Major Goals	Activities	Notes
<p><i>2.1. Develop an initial plan of care</i> GOAL: To create an initial plan of care using a high-quality team process that elicits multiple perspectives and builds trust and shared vision among team members, while also being consistent with the wraparound principles</p>	<p>2.1 a. Determine ground rules Facilitator guides team in a discussion of basic ground rules, elicits additional ground rules important to team members, and facilitates discussion of how these will operate during team meetings. At a minimum, this discussion should address legal and ethical issues—including confidentiality, mandatory reporting, and other legal requirements—and how to create a safe and blame-free environment for youth/family and all team members. Ground rules are recorded in team documentation and distributed to members.</p>	<p>In this activity, the team members define their collective expectations for team interaction and collaboration. These expectations, as written into the ground rules, should reflect the principles of wraparound. For example, the principles stress that interactions should promote family and youth voice and choice and should reflect a strengths orientation. The principles also stress that important decisions are made within the team.</p>
	<p>2.1 b. Describe and document strengths Facilitator presents strengths from the summary document prepared during phase 1, and elicits feedback and additional strengths, including strengths of team members and community.</p>	<p>While strengths are highlighted during this activity, the wraparound process features a strengths orientation throughout.</p>
	<p>2.1 c. Create team mission Facilitator reviews youth and family’s vision and leads team in setting a team mission, introducing idea that this is the overarching goal that will guide the team through phases and, ultimately, through transition from formal wraparound</p>	<p>The team mission is the collaboratively set, long-term goal that provides a one or two sentence summary of what the team is working towards.</p>

Phase 2: Initial Plan Development

How Youth Partners Support the Process

2.1 a. Determine ground rules

The youth partner attends the first care planning meeting with permission from the youth. Before the initial meeting, the youth partner schedules a time to discuss how they can best support the youth in the planning process. To ensure that the youth is leading the process and using their voice, the youth partner may ask questions like, "where would you like me to sit in the meeting? Next to you? Across from you? How can I best support you in this meeting?"

The youth partner offers support to the youth by encouraging them to:

- Participate in the construction of team ground rules so that they are individualized and relevant;
- Identify and express their strengths, needs, and ideas;
- Describe their interests and cultural practices, as well as their spiritual and moral beliefs;
- Be involved in the development of strategies they feel are realistic and useful; and
- Use their voice to say "no" when they don't agree with a suggestion.

The youth partner works to ensure the youth's perspective is both visible and heard by asking questions throughout the process to gauge the youth's comfort level as their plan evolves. The youth partner encourages the facilitator to incorporate visual tools (i.e. poster paper, colored markers, stickers) so that the youth can get a better sense of their plan as it develops.

The youth partner promotes team understanding and comfortability with the principle of youth/family voice and choice. They take on responsibility for follow-up tasks that align with their role description and expectations. By sharing their experiences (when relevant) youth partners help the team gain insight into what the youth is going through so they can move away from more rigid traditional strategies and think more creatively as they develop their plan. The youth partner works with the youth to help them decide if the plan suits them and is likely to work.

2.1 b. Describe and document strengths

The youth partner promotes team understanding of how to be strengths-based by explaining why strengths are valuable and sharing ways to recognize them. The youth partner may illustrate how to use strengths-based language by describing a personal experience. The youth partner uses their previous conversations with the youth to help them determine how the youth's strengths, the strengths of their team, and their community's strengths, can be used to meet the youth's needs with the goal of guaranteeing that natural supports are developed and employed to sustain the youth's goal.

2.1 c. Create team mission

The youth partner supports the youth to express to their team when their vision of the future changes. They ensure that the mission reflects the youth's voice, opinions, skills, and preferences. The youth partner works with the youth to make sure that they understand that their team's mission may need revisions as they make changes in their life.

Phase 2: Initial Plan Development

Major Goals	Activities	Notes
<p>2.1. (Continued from previous page)</p>	<p><i>2.1 d. Describe and prioritize needs/goals</i> Facilitator guides the team in reviewing needs and adding to list. The facilitator then guides the team in prioritizing a small number of needs that the youth, family, and team want to work on first, and that they feel will help the team achieve the mission.</p>	<p>The elicitation and prioritization of needs is often viewed as one of the most crucial and difficult activities of the wraparound process. The team must ensure that needs are considered broadly, and that the prioritization of needs reflects youth and family views about what is most important. Needs are not services but rather broader statements related to the underlying conditions that, if addressed, will lead to the accomplishment of the mission.</p>
	<p><i>2.1 e. Determine goals and associated outcomes and indicators for each goal</i> Facilitator guides team in discussing a specific goal or outcome that will represent success in meeting each need that the team has chosen to work on. Facilitator guides the team in deciding how the outcome will be assessed, including specific indicators and how frequently they will be measured.</p>	<p>Depending on the need being considered, multiple goals or outcomes may be determined. Similarly, for each goal or outcome determined by the team for measurement, multiple indicators may be chosen to be tracked by the team. However, the plan should not include so many goals, outcomes, or indicators that team members become overwhelmed or tracking of progress becomes difficult.</p>
	<p><i>2.1 f. Select strategies</i> Facilitator guides the team in a process to think in a creative and open-ended manner about strategies for meeting needs and achieving outcomes. The facilitator uses techniques for generating multiple options, which are then evaluated by considering the extent to which they are likely to be effective in helping reach the goal, outcome, or indicator associated with the need; the extent to which they are community based, the extent to which they build on/incorporate strengths; and the extent to which they are consistent with family culture and values. When evaluating more formal service and support options, facilitator aids team in acquiring information about and /or considering the evidence base for relevant options.</p>	<p>This activity emphasizes creative problem solving, usually through brainstorming or other techniques, with the team considering the full range of available resources as they come up with strategies to meet needs and achieve outcomes. Importantly, this includes generating strategy options that extend beyond formal services and reach families through other avenues and time frames. These are frequently brainstormed by the team, with the youth and family and people representing their interpersonal and community connections being primary nominators of such supports. Finally, in order to best consider the evidence base for potential strategies or supports, it may be useful for a wraparound team or program to have access to and gain counsel from a point person who is well-informed.</p>



Phase 2: Initial Plan Development

How Youth Partners Support the Process

2.1 d. Describe and prioritize needs/goals

The youth partner assists the youth in determining their priorities and encourages them to express those priorities in team meetings. The youth partner works with the youth to help them understand that the team will attend to all unmet needs in time but that certain needs take priority. The youth partner explains and makes sure that the youth understand the different phases of the wraparound process. They focus on ensuring that the youth understands the difference between needs, the ways traditional services attempt to meet those needs, and the impact of individualized, natural supports and resources utilized through the wraparound process.

2.1 e. Determine goals and associated outcomes and indicators for each goal

The youth partner supports the youth in expressing their perspective on the goals identified in their plan. They encourage the youth to speak about whether or not the goals successfully address their needs and priorities. The youth partner ensures that the youth considers the functionality and practicality of their plan and helps them bring any concerns they may have back to the team. The youth partner advises the youth to participate in discussions surrounding how to track and measure goal progress and supports them in those meetings. The youth partner helps the youth establish how team members will be involved data collection and work with the team to understand their roles.

2.1 f. Select strategies

The youth partner provides coaching and encouragement on how the youth can share their thoughts surrounding the practicality of each strategy for their day-to-day life. They also support the youth to talk about the strategies that have worked as well as the ones that have not. The youth partner promotes team understanding of the youth's perspective, particularly when it concerns the practicality and functionality of proposed strategies.

Phase 2: Initial Plan Development

Major Goals	Activities	Notes
2.1 (Continued from previous page)	<p>2.1 g. Assign action steps Team assigns responsibility for undertaking action steps associated with each strategy to specific individuals and within a particular time frame.</p>	<p>Action steps are the separate small activities that are needed to put a strategy into place, for example, making a phone call, transporting a child, working with a family member, finding out more information, attending a support meeting, arranging an appointment. While all team members will not necessarily participate at the same level, all team members should be responsible for carrying out action steps. Care should be taken to ensure that individual team members, particularly the youth and family, are not overtaxed by the number of action steps they are assigned.</p>
2.2. Develop crisis/ safety plan GOAL: To identify potential problems and crises, prioritize according to seriousness and likelihood of occurrence, and create an effective and well specified crisis prevention and response plan that is consistent with the wraparound principles. A more proactive safety plan may also be created.	<p>2.2 a. Determine potential serious risks Facilitator guides the team in a discussion of how to maintain the safety of all family members and things that could potentially go wrong, followed by a process of prioritization based on seriousness and likelihood of occurrence.</p>	<p>Past crises, and the outcomes of strategies used to manage them, are often an important source of information in current crisis/safety planning.</p>
	<p>2.2 b. Create crisis/safety plan In order of priority, the facilitator guides team in discussion of each serious risk identified. The discussion includes safety needs or concerns and potential crisis situations, including antecedents and associated strategies for preventing each potential type of crisis, as well as potential responses for each type of crisis. Specific roles and responsibilities are created for team members. This information is documented in a written crisis plan. Some teams may also undertake steps to create a separate safety plan, which specifies all the ways in which the wraparound plan addresses potential safety issues.</p>	<p>One potential difficulty with this activity is the identification of a large number of crises or safety issues can mean that the crisis/safety plan “takes over” from the wraparound plan. The team thus needs to balance the need to address all risks that are deemed serious with the need to maintain focus on the larger wraparound plan as well as youth, family, and team strengths.</p>
2.3. Complete necessary documentation and logistics	<p>2.3 a. Complete documentation and logistics Facilitator guides team in setting meeting schedule and determining means of contacting team members and distributing documentation to team members.</p>	



Phase 2: Initial Plan Development

How the Youth Partner Supports the Process

2.1 g. Assign action steps

The youth partner supports the team in assigning tasks to natural supports and ensures that the youth and their team are likely to achieve successful outcomes within a reasonably short period. The youth partner assists the youth in identifying the tasks the youth partner can realistically work on. The youth partner only takes responsibility for tasks that directly involve supporting the youth as they work toward accomplishing their own assigned tasks.

2.2 a. Determine potential serious risks

The youth partner participates in the development of the crisis/safety plan through their encouragement of the youth. They support the youth to draw on their experiences and understanding of conditions or circumstances (i.e. environments, health issues, people) with the potential to trigger a crisis or safety situation. The youth partner may offer suggestions based on their experience with crisis/safety plans or the experiences of others if it serves the process to do so. They support the team in working with the youth to consider future events and what may occur that would necessitate the use of a crisis/safety plan.

2.2 b. Create crisis/safety plan

The youth partner works with the team to make sure they understand the specific responsibilities and limitations of their role concerning crisis response. The youth partner strongly advises the team to talk with the youth about what strategies are likely to be the most effective for avoiding or de-escalating potential crises. They actively question suggested crisis response strategies to ensure that the crisis/safety plan includes practical solutions and is something that will benefit the youth and they can utilize in crises or stressful times. At the end of the meeting, the youth partner makes sure the youth has an up-to-date copy of their crisis/safety plan and an easily accessible place to keep it.

2.3 a. Complete documentation and logistics

The youth partner meets with the youth to review the initial written plan, make sure they understand it, assess if the plan reflects what the youth has said (preferably in their words), and ask what the youth expects from the team members who are responsible for implementing it. The youth partner assists the youth in coming up with strategies for how their team can propose and make alterations to the plan if they are uncomfortable or unsatisfied with any of its elements. The youth partner is also responsible for completing contact notes, individual service planning reports, and/or any other documentation required by their employer.



Phase 3: Implementation

During this phase, the initial wraparound plan is implemented, progress and successes are continually reviewed, and 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 wraparound is no longer needed.

Major Goals	Activities	Notes
<p>3.1. Implement the wraparound plan GOAL: To implement the initial plan of care, monitoring completion of action steps and strategies and their success in meeting need and achieving outcomes in a manner consistent with the wraparound principles.</p>	<p>3.1 a. Implement action steps for each strategy For each strategy in the wraparound plan, team members undertake action steps for which they are responsible. Facilitator aids completion of action steps by checking in and following up with team members; educating providers and other system and community representatives about wraparound as needed; and identifying and obtaining necessary resources.</p>	<p>The level of need for educating providers and other system and community representatives about wraparound varies considerably from one community to another. Where communities are new to the type of collaboration required by wraparound, getting provider “buy in” can be very difficult and time consuming for facilitators. Agencies implementing wraparound should be aware of these demands and be prepared to devote sufficient time, resources, and support to this need.</p>
	<p>3.1 b. Track progress on action steps Team monitors progress on the action steps for each strategy in the plan, tracking information about the timeliness of completion of responsibilities assigned to each team member, fidelity to the plan, and the completion of the requirements of any particular intervention.</p>	<p>Using the timelines associated with the action steps, the team tracks progress. When steps do not occur, teams can profit from examining the reasons why not. For example, teams may find that the person responsible needs additional support or resources to carry out the action step, or, alternatively, that different actions are necessary.</p>
	<p>3.1 c. Evaluate success of strategies Using the outcomes/indicators associated with each need, the facilitator guides the team in evaluating whether selected strategies are helping team meet the youth and family’s needs.</p>	<p>Evaluation should happen at regular intervals. Exactly how frequently may be determined by program policies and/or the nature of the needs/goals. The process of evaluation should also help the team maintain focus on the “big picture” defined by the team’s mission: Are these strategies, by meeting needs, helping achieve the mission?</p>
	<p>3.1 d. Celebrate successes The facilitator encourages the team to acknowledge and celebrate successes, such as when progress has been made on action steps, when outcomes or indicators of success have been achieved, or when positive events or achievements occur.</p>	<p>Acknowledging success is one way of maintaining a focus on the strengths and capacity of the team and its members. Successes do not have to be “big”, nor do they necessarily have to result directly from the team plan. Some teams make recognition of “what’s gone right” a part of each meeting.</p>



Phase 3: Implementation

How the Youth Partner Supports the Process

3.1 a. Implement action steps for each strategy

The youth partner supports the implementation of the plan by executing the action steps they have assumed responsibility for. They provide coaching and mentorship for the youth as they work toward independence and self-empowerment. The youth partner provides the youth with additional support as needed but actively works to avoid taking on more responsibility than was previously stated. Support may include (at the request of the youth):

- Accompanying the youth to meetings with the school, court appearances, and other appointments/meetings;
- Encouraging the youth to take advantage of opportunities and get involved in activities within their community;
- Supporting the youth to connect with their care coordinator, physician, teacher, or other providers when they have questions or concerns;
- Celebrating with the youth as they complete each stage of activity; or
- Assisting the youth in monitoring the way their team implements their plan.

The youth partner can if necessary, provide opportunities for the youth to practice their communication and self-advocacy skills. At the request of the youth, the youth partner can also help them work through any of their concerns or barriers with team members or providers. In some communities, youth partners can be asked to assist in crisis prevention by supporting the youth's efforts to interrupt troubling behaviors before they escalate to a full crisis.

3.1 b. Track progress on action steps

The youth partner checks in with the youth between meetings to get a sense of if they are working toward completing their assigned tasks and keeping track of progress for others they agreed to monitor. The youth partner may also provide support to the youth and their supports as needed. The youth partner encourages the youth to share when things aren't going well so that the team can work to resolve issues as quickly as possible.

3.1 c. Evaluate success of strategies

The youth partner suggests that the team present their collected data in a way that is easy to understand what was measured and what it means. Furthermore, the youth partner encourages the youth to ask questions and share their perspective on theirs and the team's progress.

3.1. d. Celebrate successes

The youth partner encourages the team to celebrate the youth's efforts in a culturally responsive and meaningful way. The youth partner also highlights the youth's achievements and acknowledges the work of team members who contribute to the youth's success. Furthermore, the youth partner makes a concerted effort to recognize the youth for every small step they take along the way.



Phase 3: Implementation

Major Goals	Activities	Notes
3.2. Revisit and update the plan GOAL: To use a high quality team process to ensure that the wraparound plan is continually revisited and updated to respond to the successes of initial strategies and the need for new strategies.	<p>3.2. a. Consider new strategies as necessary When the team determines that strategies for meeting needs are not working, or when new needs are prioritized, the facilitator guides the team in a process of considering new strategies and action steps using the process described in activities 2.1.f and 2.1.g.</p>	Revising of the plan takes place in the context of the needs identified in 2.1.d. Since the needs are in turn connected to the mission, the mission helps to guide evaluation and plan revisions.
3.3. Maintain/build team cohesiveness and trust GOAL: To maintain awareness of team members' satisfaction with and "buy-in" to the process, and take steps to maintain or build team cohesiveness and trust.	<p>3.3 a. Maintain awareness of team members' satisfaction and "buy-in" Facilitator makes use of available information (e.g., informal chats, team feedback, surveys—if available) to assess team members' satisfaction with and commitment to the team process and plan, and shares this information with the team as appropriate. Facilitator welcomes and orients new team members who may be added to the team as the process unfolds</p>	Many teams maintain formal or informal processes for addressing team member engagement or "buy in", e.g. periodic surveys or an end-of-meeting wrap-up activity. In addition, youth and family members should be frequently consulted about their satisfaction with the team's work and whether they believe it is achieving progress toward their long-term vision, especially after major strategizing sessions. In general, however, this focus on assessing the process of teamwork should not eclipse the overall evaluation that is keyed to meeting identified needs and achieving the team mission
	<p>3.3 b. Address issues of team cohesiveness and trust Making use of available information, facilitator helps team maintain cohesiveness and satisfaction (e.g., by continually educating team members— including new team members—about wraparound principles and activities, and/or by guiding team in procedures to understand and manage disagreement, conflict, or dissatisfaction).</p>	Teams will vary in the extent to which issues of cohesiveness and trust arise. Often, difficulties in this area arise from one or more team members' perceptions that the team's work—and/or the overall mission or needs being currently addressed—is not addressing the youth and family's "real" needs. This points to the importance of careful work in deriving the needs and mission in the first place, since shared goals are essential to maintaining team cohesiveness over time.
3.4. Complete necessary documentation and logistics	<p>3.4 a. Complete documentation and logistics Facilitator maintains/updates the plan and maintains and distributes meeting minutes. Team documentation should record completion of action steps, team attendance, use of formal and informal services and supports, and expenditures. Facilitator documents results of reviews of progress, successes, and changes to the team and plan. Facilitator guides team in revising meeting logistics as necessary and distributes documentation to the team.</p>	Team documentation should be kept current and updated, and should be distributed to and/or available to all team members in a timely fashion



Phase 3: Implementation

How the Youth Partner Supports the Process

3.2. a. Consider new strategies as necessary

The youth partner reviews the plan each time they meet with or speak to the youth. They examine what has been working well and what may need revision. The youth partner encourages the youth to request team meetings when they wish to propose adjustments (i.e. when crises are occurring frequently). The youth partner helps the youth deliver updates to their team, identify barriers, and select more practical strategies. The youth partner encourages the youth to express their commitment to the changing plan and share what they are experiencing/thinking with the team.

3.3 a. Maintain awareness of team members' satisfaction and "buy-in"

The youth partner acts as a collaborative advocate by coaching the youth on ways ensure that team conversations and approaches are as honest and respectful as possible. As a peer, the youth partner can ease the youth's fears, listen without judgment, and empower them to use their voice in team settings. The youth partner may, at the request of the youth, bring the youth's concerns, conflicts, or dissatisfactions to the team's attention. In those cases, the youth partner identifies communication strategies that enable the youth to feel safe and lead to practical solutions. The youth partner promotes team confidence and engagement by collaborating with members throughout the process. When the youth partner fosters relationships with other team partners, they facilitate ongoing team commitment to using, adapting, and developing better ways to communicate about the plan.

3.3 b. Address issues of team cohesiveness and trust

The youth partner's behavior can promote team cohesiveness and trust. They can model ways to frame and reframe an issue to facilitate collaboration, patience, and remaining strengths-based throughout the wraparound process. By reminding the team of the wraparound principles, the youth partner helps them examine how they can create opportunities to build trust, cohesiveness, and collaboration as they work toward achieving shared goals. The youth partner supports the youth and their team to bring issues to team meetings where they can access supports and resolve conflicts in a more efficient manner.

3.4 a. Complete documentation and logistics

The youth partner meets with the youth to review the plan, make sure they understand it, assess if the plan reflects what the youth has said (preferably in their words), and ask what the youth expects from the team members who are responsible for implementing it. The youth partner assists the youth in coming up with strategies for how their team can propose and make alterations to the plan if they are uncomfortable or unsatisfied with any of its elements. The youth partner is also responsible for completing contact notes, individual service planning reports, and/or any other documentation required by their employer. The youth partner assists the team in using tracking procedures including established organizing methods (i.e. binder, folder, storage box) for preserving the youth's plans and documents. The youth partner participates in the evaluation of how wraparound was implemented through data collection, interviewing, analysis, and reporting results back to the team, families, community members, and funding sources.

Phase 4: Transition

During this phase, plans are made for a purposeful transition out of formal wraparound to a mix of formal and natural supports in the community (and, if appropriate, to services and supports in the adult system). The focus on transition is continual during the wraparound process, and the preparation for transition is apparent even during the initial engagement activities.

Major Goals	Activities	Notes
<p>4.1. Plan for cessation of formal wraparound GOAL: To plan a purposeful transition out of formal wraparound in a way that is consistent with the wraparound principles, and that supports the youth and family in maintaining the positive outcomes achieved in the wraparound process.</p>	<p>4.1 a. Create a transition plan Facilitator guides the team in focusing on the transition from wraparound, reviewing strengths and needs and identifying services and supports to meet needs that will persist past formal wraparound.</p>	<p>Preparation for transition begins early in the wraparound process, but intensifies as team meets needs and moves towards achieving the mission. While formal supports and services may be needed post-transition, the team is attentive to the need for developing a sustainable system of supports that is not dependent on formal wraparound. Teams may decide to continue wraparound—or a variation of wraparound—even after it is no longer being provided as a formal service.</p>
	<p>4.1 b. Create a post-transition crisis management plan Facilitator guides the team in creating post-wraparound crisis management plan that includes action steps, specific responsibilities, and communication protocols. Planning may include rehearsing responses to crises and creating linkage to post wraparound crisis response</p>	<p>At this point in transition, youth and family members, together with their continuing supports, should have acquired skills and knowledge in how to manage crises. Post-transition crisis management planning should acknowledge and capitalize on this increased knowledge and strengthened support system. This activity will likely include identification of access points and entitlements for formal services that may be used following formal wraparound.</p>
	<p>4.1 c. Modify wraparound process to reflect transition New members may be added to the team to reflect identified post-transition strategies, services, and supports. The team discusses responses to potential future situations, including crises, and negotiates the nature of each team member’s post wraparound participation with the team/family. Formal wraparound team meetings reduce frequency and ultimately cease.</p>	<p>Teams may continue to meet using a wraparound process (or other process or format) even after formal wraparound has ended. Should teamwork continue, family members and youth, or other supports, will likely take on some or all of the facilitation and coordination activities.</p>



Phase 4: Transition

How the Youth Partner Supports the Process

4.1 a. Create a plan for transition

At the conclusion of the wraparound process, the youth partner helps the youth reflect on their experience, identify what they have learned, review their plan, and assess if they achieved their targeted outcomes. The youth partner checks in with the youth about their feelings and comfort level surrounding the decision to end formal wraparound and the time frame in which it is set to occur. They also support the youth to advocate for themselves if the set time frame doesn't work for them. They discuss what graduating from wraparound will mean for the youth and how they plan to maintain the gains they made. The youth partner assists the youth in acknowledging where they're at regarding self-empowerment and identifying specific advocacy strategies they can utilize when accessing natural supports, services, or help in a crisis. They also support creating a post-transition or aftercare plan in a format that benefits and can be utilized by the youth. The youth partner may also provide the youth with a file or binder containing community and state resources.

The youth partner may be able to provide support via phone, consistent with the policies of their employer after formal wraparound has concluded. The youth partner encourages the youth to participate in a youth-driven organization to receive ongoing peer support and provide support to others if and when they are ready.

4.1 b. Create a post-transition crisis management plan

Youth partners can encourage the youth to schedule, create agendas for, and facilitate team meetings when and if they need them. The youth partner works to ensure that the team has a crisis plan in place. The youth partner makes sure the youth knows who they should contact and how if a crisis should occur.

4.1 c. Modify the wraparound process to reflect transition

During the transition period, the youth assumes the responsibility of advocating for themselves. The youth partner may assist the youth in the facilitation of team meetings, consistent with the policies of their employer after formal wraparound has concluded. The youth partner explains that the youth may call them to refresh their skills when difficulties present themselves.

Phase 4: Transition

Major Goals	Activities	Notes
<p>4.2. Create a “commencement” GOAL: To ensure that the cessation of formal wraparound is conducted in a way that celebrates successes and frames transition proactively and positively</p>	<p>4.2 a. Document the team’s work Facilitator guides team in creating a document that describes the strengths of the youth/child, family, and team members, and lessons learned about strategies that worked well and those that did not work so well. Team participates in preparing/reviewing necessary final reports (e.g., to court or participating providers, where necessary)</p>	<p>This creates a package of information that can be useful in the future.</p>
	<p>4.2 b. Celebrate success Facilitator encourages team to create and/or participate in a culturally appropriate “commencement” celebration that is meaningful to the youth/child, family, and team, and that recognizes their accomplishments.</p>	<p>This activity may be considered optional. Youth/child and family should feel that they are ready to transition from formal wraparound, and it is important that “graduation” is not constructed by systems primarily as a way to get families out of services.</p>
<p>4.3. Follow-up with the family GOAL: To ensure that the family is continuing to experience success after wraparound and to provide support if necessary.</p>	<p>4.3 a. Check in with family Facilitator leads team in creating a procedure for checking in with the youth and family periodically after commencement. If new needs have emerged that require a formal response, facilitator and/or other team members may aid the family in accessing appropriate services, possibly including a reconvening of the wraparound team.</p>	<p>The check-in procedure can be done impersonally (e.g., through questionnaires) or through contact initiated at agreed upon intervals either by the youth or family, or by another team member.</p>

Phase 4: Transition

How the Youth Partner Supports the Process

4.2 a. Document the youth's successes

As a member of the wraparound team, the youth partner asks the youth to think about what kind of commencement they would like and how they wish to celebrate. The youth partner participates in planning the event to ensure it's focussed on the youth's successes. The youth partner makes sure the youth has collected all plans and documents in an organized fashion that enables the youth to access them easily in the future.

4.2 b. Celebrate achievement

The youth partner encourages the youth to participate in the planned commencement celebration. If the youth does not wish to participate, the youth partner figures out a way to recognize the youth's success and bring closure to their support relationship.

4.3 a. Check in with the youth post transition

Dependant on policies and community resources, the youth may be able to create a plan to stay connected to the youth partner either via phone or through face-to-face meetings. In most communities, the youth partner checks in with the youth three or four weeks after the conclusion of formal wraparound. In some communities, the youth partner can support the youth long after formal wraparound has concluded. If the youth partner is connected to a youth organization in the community, there tends to be more opportunities for them to stay connected to the wraparound youth they've supported. These opportunities to connect may consist of:

- Newsletters;
- Support group meetings;
- Invitations to special events/conferences;
- Volunteering or employment with the youth partner's organization;
- Involvement in the youth movement or system of care; or
- Joining workgroups, task forces, advisory groups, and governing bodies.

