
Wraparound/Community Interface & Youth-guided Care

Presented by:
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BBI Core Principles

• Family Driven & Youth Guided Care
• Cultural & Linguistic Competence
• Clinical Excellence & Quality Standards
• Accessibility & Community Involvement
• Transition Planning & Services (between settings & from youth to adulthood)

Family Members Often Wonder...

• How will they manage their child’s explosive outbreak when they say no the first time without 3 staff to back them up?
• How will they handle their son’s aggression when they tell their son he needs to earn the privilege to take the car out without a “level system” and a crisis team?
• How residential has prepared their family and child for life “after residential?”

Wraparound Principles

Individualized
Strengths-Based
Natural Supports
Collaborative
Unconditional Care
Family Voice & Choice
Community-Based
Culturally Competent
Team-Based
Outcome-Based

The Wraparound Equation

Strengths + Needs + Team + Plan + Unconditional Care = Wraparound

Patricia Miles
Instead of viewing residential as a placement, can we view residential as an intervention (that is done with us)?

Can we apply Wraparound Values to break down some of the barriers between residential and community based services?

Remember the Critical Elements?
Residential-specific research shows improved outcomes with:
- Shorter lengths of stay
- Increased family involvement
- Stability and support in the post-residential environment

(Walters & Petr, 2008)

Creating an Integrated Model Might Involve...
- A shift in viewing residential as a destination to seeing it as intervention
- Planning focused on moving to community and family rather than maintaining in the milieu
- Shared decision making between Residential, Wraparound, and Family
- Including family voice in the residential milieu at all times
- Hiring Family Partners

Incorporating Wrap Elements
- Facilitated planning process at the front door that includes informal supports on the team
- Full partnership with families
- Residential staff address initial reasons for youth coming to care by reducing barrier behaviors using strengths & needs
- Support provided to parents to learn skills and generalize interventions at home and in their community
- Individualized planning unifies residential and community services and supports and is focused on success in the home and community (versus residential)
- Follow-along, after care Wraparound (services)

Is it possible if these are added...
- Intensive family involvement
- Intensive and targeted therapeutic interventions
- Parallel family and community services
- Wraparound technologies
- Extensive post placement follow-along care
- Continuity of care across service environments
We might expect to see that ...

Children and youth who – in the past - may have spent a long times in residential:
- Recidivism/readmission to out-of-home care (including hospitalizations) post discharge decreases
- Shorten their length of stay/return to their homes and communities sooner rather than later
- Achieve permanency, safety, and well-being more quickly and reliable than has been the case in the past

Youth Guided:
What’s it all about?

Strategies for empowering youth in residential
- Hire staff with expertise in this process.
- Use peers who are already living in the community to teach/model skills
- Have youth learn and use skills in their daily activities in residential care.
- Normative experiences should not be treated as privileges or withheld to manage behavior.
- Residential providers in remote areas should plan programs and housing to move older youth into the community with support.

Embrace Youth-guided Care

Youth Guided means that young people have the right to be empowered, educated, and given a decision-making role in the care of their own lives.

This includes giving young people a sustainable voice and the focus should be towards creating a safe environment enabling a young person to gain self-sustainability in accordance with their culture and beliefs.

Through the eyes of a youth guided approach we are aware that there is a continuum of power and choice that young people should have based on their understanding and maturity in this strength based change process.

Youth guided also means that this process should be fun and worthwhile.

Research 
Youth MOVE National, Inc. (2008)

Strategies for empowering youth in residential
- Community schools should be used as much as possible.
- Maintain & build network of support. Youth connection with support system correlates to how youth are doing 10 to 15 years after care.
- Family engagement may play a stronger role in the outcomes than the actual intervention program
- Services accommodate the critical role of peers and friends

Courtney (2007); Davis & Koyanagi (2005)
Program Philosophies Associated with Positive Transitions

• Treating young people as emerging adults.
• Partnering with youth in developing and implementing their individualized success plan.
• Individualizing planning focused on each young person's unique needs, strengths, and preferences.
• Believe in recovery – that young people will go on to lead productive lives.
• High expectations – belief that young people can be successful in careers, college, vocational training, and jobs of their choice.

(Jivanjee, P. et. al., 2008)

Courtney/Davis/Clark

• Engage youth fully in goal-setting, planning and decision-making (i.e. youth driven)
• Allow youth to make choices
• Deliver services and support in 'natural' settings – home, school, community, work
• Teach and apply skills where they will be used
• Balance between structuring for success and allowing youth to learn from mistakes
• Embrace the developmental stage of emerging adulthood – not child, not adult


Examples of Youth Guided Care

• Youth provided training/support to lead own treatment team meetings
• Hiring of youth advocates (meaningful roles throughout the organization)
• Providing youth mentors
• Youth advisory group/Governing Body
• Providing leadership training for all youth
• Skill training imbedded everywhere

Examples of Youth-guided Care

• Staff interactions are respectful, inquisitive and empowering – not directive/authoritarian (i.e. more “How do you feel about that?” VS praise)
• Individualized approaches – not level or point systems (Mohr & Pumariega, 2004)
• Meaningful democratic processes (i.e. community meetings led by youth)
• Interests/Activities occur in the community – not in program
Example of one Program’s Progress in 4 months: NFI – North, New Hampshire

- NFI North - Davenport School takes great pride in the Building Bridges Initiative and decided from the start of this project that the only way to evoke on this journey was to due so through a lens that allowed for open and honest examination of practices as well as open and honest communication amongst Family, Youth, and Staff.

Comparison

Then

1. Home Visits
2. Limited phone calls
3. Apply for Community Service
4. Level Systems
5. No PC (Personal Contact)
6. Going home every other weekend
7. Clinician Led Tx Meetings
8. Focus on Transition last 90 days
9. Scheduled bedtimes
10. Pre-arranged community service
11. No Parent Support Groups

Now

1. “Going Home”
2. Unlimited access to phones
3. Unrestricted access to community
4. No level system
5. High Fives and Fists Bumps
6. Home every opportunity possible
7. Youth Led Tx Meetings
8. Focus on Transition from day 1
9. Youth decided bedtimes
10. Youth designed community service
11. Parent Groups offered once a month

NH Contact Information

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Youth Development Institute, AZ
Youth Advisory Council
- Made substantial changes to rules, the environment, and long-term practices
- Ensured youth became part of hiring panels for new employees
- Made youth part of the orientation training team (new employees continually rate the youth training, including role-play sessions created by youth of real situations staff will face, as the most meaningful of the entire orientation)
- Took on restraint reduction (as of May 2014 – 6 months no restraints)

YDI Contact Information

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Youth Recommendations

• “Every staff wants to talk to me about my problems. It gets so old. Why don’t we just talk about what interests me?”
• “We can help each other as well, if not better, than staff can help us. They should promote ways of doing this.”
• “Just listen, truly listen – staff need to not be so obvious that they are waiting to say something.”
• “Make me smile and laugh; be there for me – not just there to remind me of rules.”
• “Nobody asks me about my dreams. They ask me about my behaviors.”

Quotes/Recommendations from Liz Murray

“I had never had anyone look at me with possibilities.”
“You need someone to ask you questions… to be interested… to really give you voice.”
“What is the relevance of what you are saying to me? Is it important to me”
“Give choice often.”
“Provide mentors.”
“Listen; be there; show up and make an impression; give hope; empower; show me that I can reach my goals.”

Authentic Youth Engagement

Happens when...
- the voice and actions of youth are valued.
- youth are utilized as a resource in the development of themselves and their community.
- Authentic youth voice is present, empowered and interwoven throughout your system and your organization.
- youth are valued for their experience and expertise (not as the problem).
- youth members are on boards and committees.
- youth are decision makers.
- there is equal partnership and shared respect.

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