

Louisiana's Coordinated System of Care

*CSoC Training by the Maryland Innovations
Institute*

Technical Assistance Webinar

May 4, 2011

Louisiana's Coordinated System of Care

Purpose of today's webinar is to

- ❑ Present elements of OBH Workforce Development Plan
- ❑ Provide an overview of the certification model for wraparound practitioners train the trainer model
- ❑ Answer questions regarding the training plan and other issues posed by attendees to support local responses to the RFA



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Agenda

RFA process and Timeline Overview

Presentations by
Russell Semon, OBH
Kim Estep, Maryland Innovations Institute

Questions and Answers

CSoC Request for Applications

Projected Timeline

- March 28, 2011- list of regional points of contact posted to www.dcfsl.a.gov/csoc
- April 15, 2011- updated list of questions and answers posted on www.dcfsl.a.gov/csoc
- **May 13, 2011- 3:30pm- Application deadline**
- June 3, 2011- Potential presentation by responders
- June 16, 2011- Announcement of awards
- January 1, 2012- CSoC launch date

CSoC Request for Applications

- The response should reflect collaboration and partnership across the region, rather than the efforts of a single “lead agency” or similar entity.
- This RFA is seeking to understand the level of community support and capacity to work towards CSoC development in the region, rather than looking for an individual agency or entity to manage implementation.

CSoC Request for Applications

- The purpose of this Request for Applications (RFA) is to serve as the first step towards statewide implementation of the CSoC by identifying
 - (1) the regions in Louisiana that are ready to participate in the first phase of CSoC implementation and
 - (2) the communities within those regions that are most prepared to be part of that initial phase

- The CSoC will implement one Family Support Organization (FSO) and one Wraparound Agency (WAA) per region, and each applying region can only support one FSO and WAA as part of their proposed CSoC under this RFA.

Technical Assistance for Applicants

- Webinar Technical Assistance Meetings
 - every Wednesday, 1:00 to 3:00 pm, from 3/23 - 5/4
 - dialing and webinar log in information will be will be posted on the CSoC website

- Email Questions and posting of answers on website
 - Questions maybe submitted via email to CSoC.HelpDesk@la.gov through **5/04/2011**.
 - Answers to questions will be posted regularly throughout the response period at the CSoC website (www.dcfsl.a.gov/csoc).

Webinar Schedule

- ❑ 03/23/11 - Stakeholder & Family Leadership in Local CSoCs
- ❑ 03/30/11 – Family Support Organizations
- ❑ 04/06/11 - The Role of the WAA & its Relationship with the Statewide Management Organization in the CSoC
- ❑ 04/13/11 - National Wraparound Initiative (NWI)
- ❑ 04/20/11 - Provider Issues and Related Medicaid Requirements
- ❑ 04/27/11 - FSO and WAA Relationships with the Community
- ❑ 05/04/11 - CSoC Training by the Maryland Innovations Institute



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Presentations by

Russell Semon, OBH

Kim Estep, Maryland Innovations Institute

OBH Workforce Development Plan

- ❑ Four Foundational Training Topics
 - Wraparound
 - Cultural and Linguistic Competence
 - Family Support Organization
 - Child and Adolescent Needs / Strengths (CANS)
- ❑ In order to successfully build local capacity within the implementing communities;
 - Building EBP and promising practice capacity
 - Workforce skill development
- ❑ Curriculum identification, development
- ❑ Certification standards, process development
- ❑ Sustainability Strategies

The Wraparound Approach

- Defined
- National Standard
- System Level
- Child and Family Level

Maryland Innovations Institute

- In 2005, the Division of Child and Adolescent Psychiatry at the University of Maryland, Baltimore, School of Medicine in partnership with the Maryland Children's Cabinet established the Innovations Institute to support efforts to improve child and family outcomes. Innovations now provides training and technical assistance in multiple communities throughout the country.



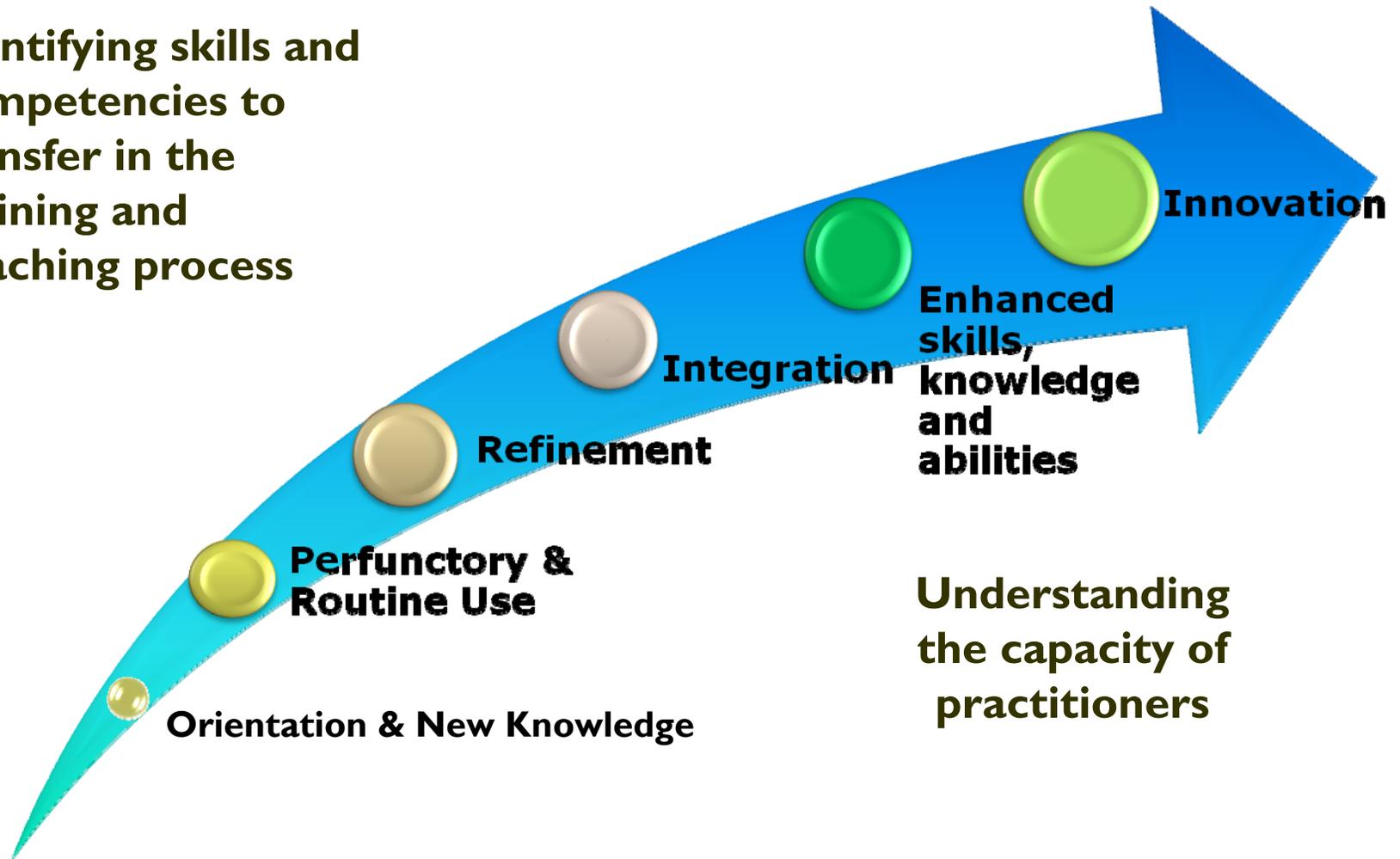
**Wraparound:
Implementation, Training, and
Workforce Development**

Objectives

- ❑ Discuss elements of key drivers in implementation of innovative practices
- ❑ Provide an overview of the certification model for wraparound practitioners train the trainer model

Knowledge, Skill and Ability Development Process

Identifying skills and competencies to transfer in the training and coaching process



(Gingiss, 1992; Blase,)

Workforce Development is a Core Component in Implementation

Workforce development in a High-Quality Wraparound Practice Model should build practitioners’:

- ❑ **Knowledge** of the history, theory, philosophy, and rationale for Wraparound as a practice model
- ❑ **Understanding** of the components of wraparound and *demonstration of* the practice elements
- ❑ **Behavior rehearsal** to **practice** the skills and receive **feedback** on the practice

(Blase et al., 1984; Joyce & Showers, 2002; Kealey, Peterson, Gaul, & Dinh, 2000)
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Developing the Model for Training and Coaching

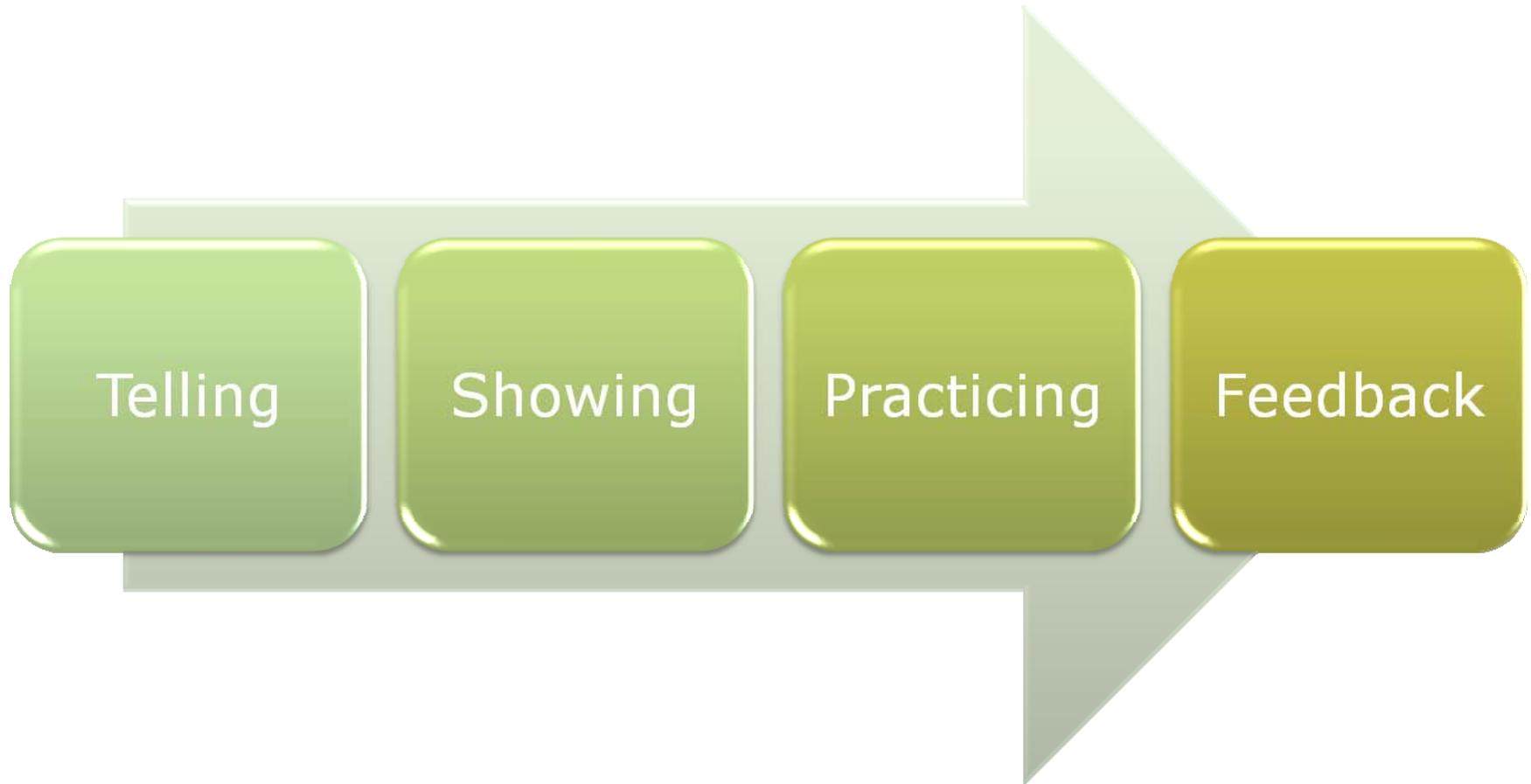
- ❑ Training, combined with coaching, create conditions in which quality implementation happens. They are important components to achieve positive outcomes (Joyce & Showers, 2002).
- ❑ Operationalizing the Values—Focus on Skill Development in the Model

Identifying the Practitioners

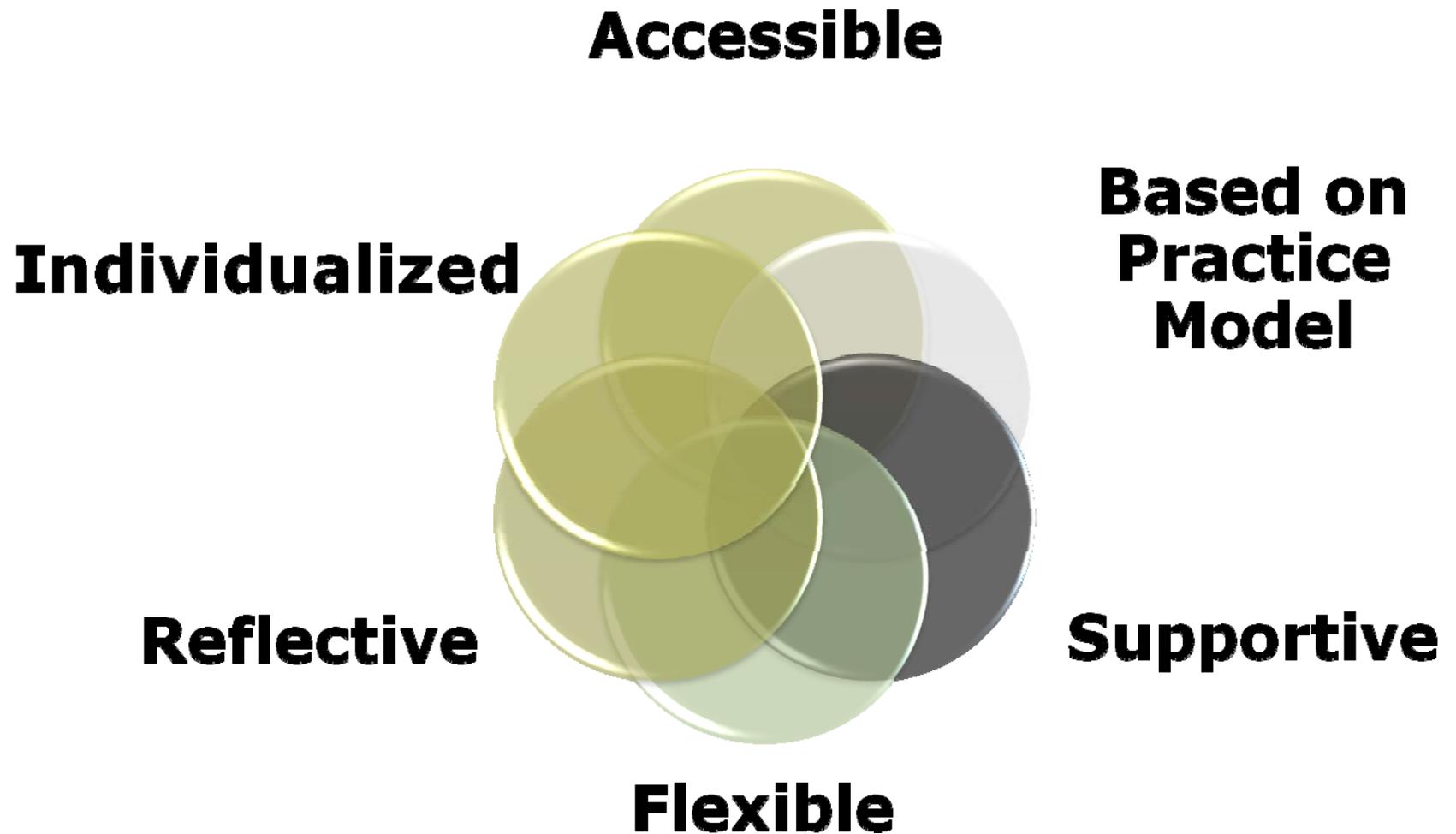
- ❑ Care Coordinators/Facilitators
- ❑ Caregiver/Parent Peer-Support Partners
- ❑ Youth Peer-Support Partners
- ❑ Supervisors/Coaches
- ❑ Managers/Administrators



Components of Effective Training



Components of Effective Coaching



Identifying Instruments to Guide Training and Coaching

- ❑ **Wraparound Fidelity Assessment System**
 - Community Supports for Wraparound Implementation
 - Wraparound Fidelity Index (WFI) v.4
 - Team Observation Measures (TOM)
 - Document Review Measure
- ❑ **Caregiver/Youth Satisfaction Surveys**
- ❑ **Team-based Assessments**
- ❑ **Wraparound Practice Improvement Tools (WPIT):**
 - COMET (Coaching Observation Measure for Effective Teams);
 - TEAM (Team Effectiveness in Action Measure)
 - Quality Review Tool
- ❑ **Impact of Training and Technical Assistance (IOTTA)**



The Model for Wraparound Practitioner Certification

Innovations Institute provides certification in Wraparound through the University of MD, Baltimore to:

- ▣ Supervisors/Coaches (both care coordination and peer support)



Process Used in Training and Coaching in Care Coordination

Coaching with Innovations staff will involve following supervisors and front-line staff as they partner with families utilizing the wraparound practice model and moving through the phases of wraparound. Thus, coaching will focus on supporting local coaches/supervisors and practitioners in developing the necessary skills to support their state toward implementation of a high-fidelity and quality wraparound practice.



Required Core Trainings

- ❑ Introduction to System of Care (1/2 day training for Care Coordinators, Supervisors, Management/Administrations and Caregiver and Youth Peer Support)
- ❑ Introduction to Wraparound Practice (3-day training for all practitioners)
- ❑ Engagement in the Wraparound Process (1-day training for Care Coordinators, Supervisors, Management/Administrations and Caregiver Peer Support)

Required Core Trainings

- ❑ **Intermediate Wraparound: Improving Wraparound Practice (2-day training for Care coordinators, Supervisors and Management/Administrators)**
- ❑ **Advanced Wraparound Practice—Supervision in Wraparound: Managing to Quality (2-day training for Supervisors, Coaches and Management/Administrators providing care coordination)**
- ❑ **Skills Building for Peer to Peer Support (Caregiver and Youth)**

Phase 1: Engagement and Team Preparation

- ❑ Provide support and direction around engaging families
- ❑ Provide support and direction around engaging team members
- ❑ Synthesizing multiple perspectives to create a comprehensive family story
- ❑ Preparing for team meeting, including prepping the family and team members
- ❑ Create a sense of underlying needs and the direction the conversation should go within the Child and Family Team (CFT) Meeting utilizing a strengths-based perspective and connection back to the family vision

Coaching around phase 1 will occur during first face to face meetings with the family, calls with potential team members, and during supervision with staff.

Phase II: Initial Plan Development

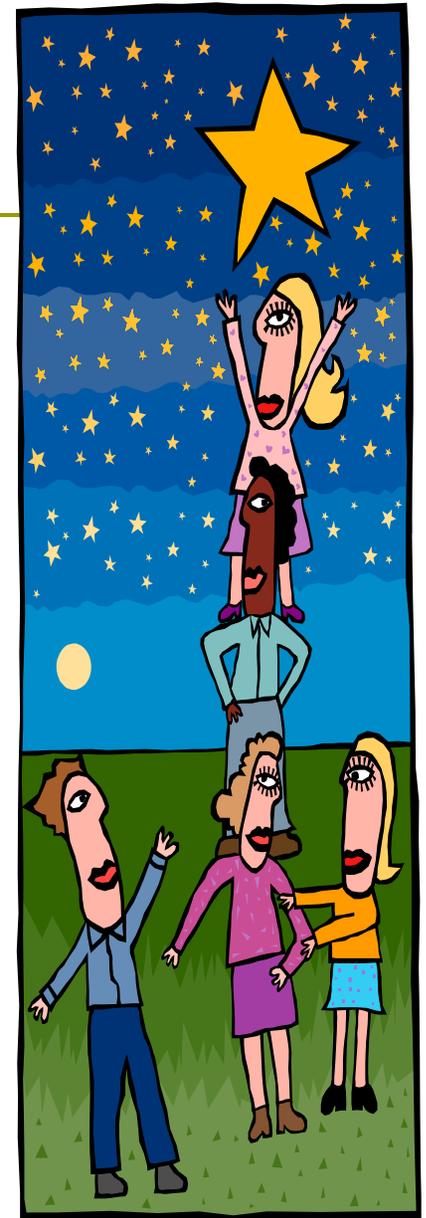
- ❑ Provide support and direction around facilitation of CFTs
- ❑ Getting to the underlying need, ensuring 'best-fit' between steps in the process and strategies prioritized, and reaching consensus within the CFT
- ❑ Working with supervisors around how to support staff in these efforts

Coaching around phase 2 will occur during prep meetings prior to the CFT, during the CFT, and debriefing after the CFT. Coaching will also occur during staff supervision.

Phase III: Implementation

- ❑ How to continually engage families and monitor task completion, progress toward need met, and movement toward achievement of family vision and team mission
- ❑ Facilitate a deeper understanding of underlying reasons behind situations and adapt strategies based on new information
- ❑ Continually working with supervisors around how to support staff in these efforts toward high-fidelity and quality practice

Coaching around phase 3 will occur during face to face family meetings between CFTs, prep meetings prior to the CFT, during the CFT, and debriefing after the CFT. Coaching will also occur during staff supervision.



Phase IV: Transition

- ❑ How to communicate with families and team members that the formal wraparound process will end throughout the process
- ❑ Ensuring the family perspective of met need is used to identify and develop transition activities
- ❑ Did we make a difference? How to track progress made and celebrate the successes

Coaching around phase 4 will occur during face to face family meetings between CFTs, prep meetings prior to the CFT, during the CFT, and debriefing after the CFT. Coaching will also occur during staff supervision.

References

- Blase, K. A., Fixsen, D. L., & Phillips, E. L. (1984). Residential treatment for troubled children: Developing service delivery systems. In S. C. Paine, G. T. Bellamy & B. Wilcox (Eds.), *Human services that work: From innovation to standard practice* (pp. 149-165). Baltimore, MD: Paul H. Brookes Publishing.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
- Gingiss, P. L. (1992). Enhancing program implementation and maintenance through a multiphase approach to peer-based staff development. *Journal of School Health*, 62(5), 161-166.
- Joyce, B., & Showers, B. (2002). *Student Achievement Through Staff Development (3rd ed.)*. Alexandria, A: Association for Supervision and Curriculum Development.
- Kealey, K. A., Peterson, A. V., Jr., Gaul, M. A., & Dinh, K. T. (2000). Teacher Training as a Behavior Change Process: Principles and Results From a Longitudinal Study. *Health Education & Behavior*, 27(1), 64-81.
- Spouse, J. (2001). Bridging theory and practice in the supervisory relationship: a sociocultural perspective. *Journal of Advanced Nursing*, 33(4), 512-522.
- Walker, J. and Bruns, E. (2010). Overview to Wraparound: The Principles, practice model, evidence base and necessary implementation supports. National Wraparound Initiative presentation on March, 2010.

Resources and Websites

- [www.nwi.pdx.edu!](http://www.nwi.pdx.edu)
- www.wrapinfo.org – Portal to
 - *The Resource Guide to Wraparound*
 - Website of the National Wraparound Initiative (NWI)
 - Wraparound Evaluation and Research Team (WERT) – wraparound fidelity tools
- Other wraparound resources:
 - www.Paperboat.org
 - <http://www.milwaukeecounty.org/WraparoundMilwaukee7851.htm>
 - www.tapartnership.org
 - www.systemsofcare.samhsa.gov

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Questions?

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