

Transition Assets Tool Guide

Research shows that participants are more likely to be successful after receiving High Fidelity Wraparound services than youth and families who receive more traditional mental health services. Research also shows that High Fidelity Wraparound has significantly better outcomes than unregulated “wraparound” style approaches. One of the things that makes High Fidelity Wraparound more successful is the focus on developing the assets families need to succeed on their own after Wraparound has ended. The sad truth is, if you are facilitating the wraparound process without supporting families to take control of the process on their own, a significant percent of wraparound youth will end up back in wraparound or in residential care. The key is to really prepare families to address their own needs without staff as a fundamental part of the process.

If it came down to a choice, it would be better for the family to come to a less than ideal solution to their present problems if it helps them learn how to address their future challenges than for you to create a “perfect” solution and have them miss that learning opportunity. Empowering families to be more self-sufficient is one of our primary goals.

This is all true, but it is a little abstract. How do you know if families are gaining the right skills? What skills are important long term? The skills will change slightly from family to family, but our research and experience has shown us that there are eight primary assets that families generally need to successfully transition out of Wraparound. These eight areas of transition skills are:

- Developing their own Focus
- Effectively advocating for family needs
- Identifying, engaging, and maintaining supports
- Developing team-supported plans
- Managing behavior change process
- Accessing needed resources to navigates systems
- Managing crisis
- Maintaining a strong natural support network

You are a professional working with a family, you know that one of your primary tasks is to make sure that the family is developing these eight skill areas. You are focused on transition and long-term outcomes for the family (as you should be). How can you tell if a family is developing these skills or not? The transitions assets scale helps you determine strengths and needs and serves as information to support planning to help each family gain needed transition assets.

Instructions for Completion:

1. Become familiar with the scale and items for scoring each component.
2. Do the first assessment within 30 days of initial plan development
3. Identify strengths for each component through the SNCD and Planning process. Present strengths for each component and have youth and family add strengths to each. Record these in the box under the 4 items for each Category. Use these strengths to find the score for each component (based on what they have done)
4. Continue to complete a Transition Readiness Scale every 90 days. Record accomplishments and specific descriptions for increased skills in the box under the 4 items for each Category.
5. The celebrations and the findings should be shared with your supervisor, the team, and Magellan on a regular basis.

6. Scoring:
 - a. Select the highest number that describes the family
 - b. Add all 4 items in each category
 - c. Add all 8 scores and then divide by 8 to find the average score

In the Components and Rubrics, you'll find possible language to explain the assets to a family and then a rubric for what each number indicates for the items.

Components and Rubrics for Scoring

Identifies own Vision, Needs, Sets Goals, and Develops Objectives

To effectively sustain and continually improve your life and the lives of your family, you should continually assess your current status and identify needs to better achieve the vision you hold for your family. This should be a proactive process that identifies needs before they become challenges and help you continually move toward what you want for your family. This begins by assessing your current situation and dreaming of a better future. From this assessment and vision, you should set goals for improvement. These can be in any area of your life, the life domains from the strengths, needs, and culture discovery would be a good place to start. This might include such things as improving family functioning, strengthening and sustaining your natural support system, finding a better job or housing, accessing and sustaining new recreational and leisure activities, improving and sustain your health, or supporting your child to improve in their social, educational, and behavioral needs. This also includes prioritizing these needs and developing short term objectives to continually move forward.

| Items | Rubrics |
|---|--|
| How are you doing at assessing your situation and dreaming of a future? | <ol style="list-style-type: none"> 1. Cannot state positive vision or changes they hope for 2. Knows what problems they want to fix, but don't have a vision of how life would be different 3. Can articulate concerns and some hopes for the future 4. Has many hopes for their future, but needs help expressing their vision to others? 5. Can clearly articulate vision of a better future based on behavior change |
| How are you doing at identifying needed behavior change? | <ol style="list-style-type: none"> 1. Has no clear idea of what needs to change to accomplish vision 2. Has some ideas for improvement, but cannot articulate behavior change needs? 3. Identifies behavior change needs but not directly related to their vision 4. Can set progressive behavior change goals to achieve vision with support from others 5. Sets their own behavior change goals that move them towards their vision |
| How are you feeling about your motivation and self-efficacy at | <ol style="list-style-type: none"> 1. Does not believe change is possible or desirable 2. Uses some inconsistent change talk to discuss behavior change 3. Wants to make change but has no confidence 4. Has strong motivation or self-efficacy but not both 5. States strong motivation and self-efficacy |

| | |
|--|--|
| meeting those changes? | |
| How are you doing at developing short term objectives to make changes? | <ol style="list-style-type: none"> 1. Does not break behavior change goals into manageable steps 2. Develops objectives, with little reference to behavior change goals 3. Develops general objectives that are either not objective or measurable 4. Sets short term objectives with assistance from others 5. Sets their own short-term objectives which clear targets and director toward behavior change goal |

Effectively advocates for their own needs

Advocating means you ask for what you need while respecting the needs of others. Advocacy is important because it supports getting what you need, allows you to make your own choices, allows you to say “no” without guilt, and allows you to express disagreements in a respectful manner, which increases success of future advocacy. In order to self-advocate for yourself or your family, you need to first identify your needs, and then ask directly and respectfully for what you need while listening to the other person to understand their point of view. When your approach does not work, you should reflect on your approach and modify the way you advocate to be more successful next time. You may be asking for support or services, access to resources, or to be treated differently. Effective advocacy requires patience and persistence to make sure your needs get met. Successful advocacy also means asking for help from others when your own advocacy does not work.

| Items | Rubric |
|--|---|
| How are you identifying advocacy needs? | <ol style="list-style-type: none"> 1. Does not advocate for self or family 2. Identifies problem but do not know or who to advocate 3. Identifies general advocacy needs without clarity 4. Know what they want, and asks others to advocate for them 5. Knows what they want to advocate for and communicates it clearly |
| How are you doing at asking directly and respectfully for what you need while listening to the other person to understand their point of view, the rules related to your request, or to reflect on your approach when it doesn't work? | <ol style="list-style-type: none"> 1. Advocates without engaging person 2. Attempts to engage but does not attempt to collaborate 3. Seeks collaboration but has trouble meeting requirements 4. Engages and collaborates to advocate with assistance 5. Can successfully negotiate supporting other party needs to set advocacy needs met |
| How are you doing at being persistent and modifying the way you advocate, continuing to | <ol style="list-style-type: none"> 1. Gives up and disengage from the process on first refusal 2. Make a token effort before giving up on first refusal 3. Asks for help and are willing to keep trying 4. Ask for help and have some good ideas about how to proceed 5. Tries other approaches until they got past the obstacle |

| | |
|--|--|
| <p>advocate in the face of challenges and learning more effective advocacy strategies? Effective advocacy requires patience and persistence to make sure your needs get met.</p> | |
| <p>How are you doing at knowing when and how to ask for help in advocacy? Successful advocacy also means sometimes asking for help from others to advocate for you.</p> | <ol style="list-style-type: none"> 1. Don't ask for help when advocacy does not work 2. Don't know who to ask for help but recognize needs help with advocating 3. Ask professional supports for help, but cannot clearly define what they need 4. Turn to their professional supports for help, and define help needed with assistance 5. Access their professional or natural support system based on their specific skills and connections as they relate to the problem to successfully overcome challenges to advocacy |

Identifies, Engages and Maintains Support

A family systems perspective, an eco-behavioral perspective and MiiWrap are all social processes to support behavioral change. This item looks at how the family communicates with others to engage them and form collaborative partnerships to support behavior change. This begins by identifying other people (both professionals and natural supports) who can specifically support you in Behavior Change and to engage them and form a Collaborative Partnership in the Behavior Change process. This process is based on reciprocal relationships and communication. These relationships must be nurtured, and contributions and accomplishments jointly affirmed and celebrated.

| Items | Rubric |
|---|--|
| <p>How are you doing at identifying other people who can support the change you wish for?</p> | <ol style="list-style-type: none"> 1. Have no idea who might be able to help them 2. Only think of general professional supports and services who might be able to help 3. Think of general professional supports and natural supports for support with behavior change 4. When assisted, can narrow down their supports to a short list that can probably help with a specific behavior change 5. Know who in their network can help with the needed behavior change |
| <p>How are you doing at engaging these people and forming a collaborative partnership?</p> | <ol style="list-style-type: none"> 1. Does not communicate 2. Let's others tell them what to do 3. Tells people what help they want but does not actively listen other's ideas 4. Engages people to help with behavior change |

| | |
|--|---|
| | 5. Engages and forms collaborative partnership with team members supporting behavior change |
| How are you doing at communicating with and motivating these people to help support the changes? How are the reciprocal relationships and communication? | <ol style="list-style-type: none"> 1. Makes little to no effort to communicate with most of the members about planning, options and ongoing implementation 2. Makes an effort to communicate with team members when prompted, but does not usually do so in the way that supports effective collaboration 3. Knows effective ways to communicate with some team members, and can employ them with help 4. Knows the best way to communicate with many of the team members, and remembers to use those methods with prompting 5. Understands, can articulate and follow through with individualized communication needs of each team member |
| How are you and your supports doing at celebrating accomplishments and contributions? | <ol style="list-style-type: none"> 1. Does not celebrate accomplishments or acknowledge help from others 2. Celebrates own accomplishments inconsistently 3. Celebrates own accomplishments and acknowledge contributions from others inconsistently 4. Generally, celebrates and acknowledges contributions but not consistently 5. Consistently celebrates accomplishments and acknowledges and celebrates help from others consistently |

Planning Using your Culture of Support

Families need to identify strategies to ask for and manage help from others in ways that fit their own culture. This is the culture of support. Without clearly identifying this process, families will be less likely to sustain gains made or continue to effectively address new needs and crises. The culture of support includes who you ask for help with specific types of needs, how you will communicate with them to ask for help and to get their ideas, how you develop plans, and how you manage support. Planning begins by identifying specific behavior change needs to help achieve the vision of the youth and family. Identifying current strengths and culture supports robust brainstorming to develop individualized plans that fit the youth and family and promote the best chance for success. Developing concrete action plans with people responsible and target dates add accountability to the plan.

| Items | Rubric |
|---|---|
| How are you doing at identifying the behavior change targets? | <ol style="list-style-type: none"> 1. Recognizes needs, and cannot think of any needed behavior change 2. Relies on professionals to guide their choice of behavior change targets 3. Narrows down the behavioral change needs they want to address from a larger list provided for them 4. Chooses the behavior change needs they want to address but not directly related to vision 5. Efficiently chooses the behavior change needs to move toward vision |
| How are you doing at identifying strengths and | <ol style="list-style-type: none"> 1. Identifies behavior change needs without considering related strengths and culture 2. Identifies behavior change needs and a limited list of strengths <u>or</u> culture |

| | |
|--|---|
| culture related to behavior change needs? | <ol style="list-style-type: none"> 3. Identifies behavior change needs and a limited list of strengths <u>and</u> culture 4. Identifies a good list of strengths <u>or</u> full description of related culture 5. Identifies a good list of strengths <u>and</u> full description of related culture |
| How are you doing at brainstorming options for making changes? | <ol style="list-style-type: none"> 1. When decides to make a change selects the first option and goes with it without considering how well it will work or other options 2. Identifies a limited number of professional services to support behavior change 3. Identifies a limited number of natural support options to support behavior change 4. Identifies multiple options that include services and natural support options 5. Collaboratively develops a thorough set of options with people who are not supporting behavior change |
| How are you doing at developing action plans? | <ol style="list-style-type: none"> 1. Develop no concrete action steps to achieve behavior change 2. Develops general steps without person responsible or target dates 3. Develop specific steps with person responsible <u>or</u> target dates 4. Develops specific steps with person responsible <u>and</u> target dates 5. Collaboratively develops with people supporting behavior change concrete steps with person responsible and target date |

Manages Behavior Change to Ensure they are Successful

This item looks at the process of following through on plans to ensure they are successful. This begins by debriefing all team members on the plan and planning process. This better ensures commitment and using a feedforward process to address challenges will improve the plan and future planning processes. Monitoring implementation better ensures plans are implemented and are working. Using feedforward processes to address challenges improves engagement, motivation and the plan. Monitoring progress, and celebrating accomplishments and contributions affirms efforts and allows plans to be more effective. Using the team to brainstorm options can help to overcome obstacles and strengthen team cohesion.

| Items | Rubric |
|---|--|
| How are you doing at debriefing all team members on the plan and the process? | <ol style="list-style-type: none"> 1. Does not follow up with team members after plan is developed 2. Follows up with some team members but does not process plan or process 3. Follows up with all team members to process plan or planning process 4. Follows up with all team members to process plan and planning process 5. Debriefs with team and makes plans to improve planning process and/or plan |
| How are you doing at following through on your action steps? | <ol style="list-style-type: none"> 1. Does not follow through on personal action steps 2. Follows through on action steps but does not meet time lines 3. Follows through on time but stops when steps don't seem to be working 4. Seeks help and ideas from others when implementation is not going as planned |

| | |
|---|---|
| | 5. Collaboratively uses feedforward process to change nonworking plan to one that works better |
| How are you doing at monitoring and ensuring implementation of the team's action steps? | <ol style="list-style-type: none"> 1. Needs prompting to follow through themselves, and doesn't monitor anyone else 2. Follows through on their action step, but doesn't monitor anyone else 3. Follows through themselves, but relies on professional supports to monitor other's follow through 4. Follows through themselves, and monitors other's follow through without taking steps to improve implementation 5. Follows through themselves, and monitors other's follow through according to their own culture of support using feedforward process to improve implementation |
| How are you doing on monitoring and ensuring whether your plan is working? | <ol style="list-style-type: none"> 1. Has no idea whether or not the plan is resulting in needed behavior change 2. Has a vague sense that things are or are not getting better, but no specifics 3. Has a sense of whether or not things are improving, and understands their specific progress with assistance 4. Understands their specific progress, but has trouble spotting strengths and challenges outside of the metrics 5. Notices specifically what is working and what is not, and suggests when changes are needed |

Navigates system and accesses resources as needed

Navigation is about working through the complexity of a system to find the options and resources to meet your needs. Navigation begins by knowing what the needs are that you want to address, finding information on the options to help you meet those needs, and finding the resources or people that can help access these resources, supports and options. Navigation includes understanding the rules and mechanisms that surround access and understanding and using approaches to discover options and the process for accessing these. Navigation also includes identifying obstacles in the system and finding ways to avoid or overcome them. Effective navigation includes finding natural supports (e.g., family organizations, and others) who have the experience to help find the resources to meet your needs.

| Items | Rubric |
|--|--|
| How are you doing at identifying possible resources for the changes you're working on? | <ol style="list-style-type: none"> 1. When behavior change is blocked by lack of resources or supports take no action 2. Asks around but generally does not find resources 3. Turn to their professional supports to identify and find resources for them |

| | |
|--|---|
| | <ol style="list-style-type: none"> 4. Searches for information about multiple resources and services that meet their specific needs a few ways before asking for help from a professional or natural support 5. Searches and asks natural supports and providers for ideas until they have multiple possibilities |
| How are you doing at identifying people to provide the resources? | <ol style="list-style-type: none"> 1. Has no idea who to talk to about getting needed supports or resources 2. Has some idea what kind of person might be able to help, but doesn't follow up with an actual person 3. Will ask their professional team to follow-up for them 4. Can identify who they know who could provide them with assistance, and follows up 5. Knows who can help, and accesses their natural supports and professional team to get help |
| How are you doing at following up to determine and choose resources or supports that best meet your needs? | <ol style="list-style-type: none"> 1. Seeks first resource or support identified 2. Seeks multiple resource <u>or</u> support options and let's others pick for them 3. Identifies multiple resources <u>and</u> supports options and let's others pick for them 4. Identifies multiple resources and supports and selects easiest access 5. Identifies multiple resources and supports to aid behavior change, weighs pros and cons of each and accesses the ones that best supports behavior change need |
| How are you doing at overcoming obstacles and getting help to access resources and services as needed? | <ol style="list-style-type: none"> 1. When barriers arise does not follow through 2. When barriers arise will try one or two times to overcome and give up 3. When barriers arise tries to overcome and then asks for help 4. Is persistent and sometimes successful 5. Finds out how to overcome barriers and gets resources |

Manages own family crisis and Behavior Challenges

Crisis and behavior situations are often priority needs for families in Wraparound. Some families seem to go from crisis to crisis and even less intense challenges can become significant crises. This item looks at the family's ability to identify, anticipate, and predict crisis and behavior challenges; assess the challenges and potential challenges and take steps to prevent them; identify and use strategies to de-escalate them and respond to crisis situations effectively; and know when and who to ask for help when needed.

| Items | Rubric |
|---|---|
| How are you doing at clearly identifying crisis and the resolution? | <ol style="list-style-type: none"> 1. Has trouble identifying their current crisis needs 2. Can identify current crisis needs, but not needed behavior change 3. Can identify current crisis needs, and needed behavior change needs 4. Identifies current crisis needs, behavior change and visualizes a good resolution |

| | |
|---|---|
| <p>How are you doing at developing a prevention plan based on the Behavior Exploration?</p> | <ol style="list-style-type: none"> 1. Is unable to identify the triggers or setting events for behaviors and does not pursue prevention 2. Can identify some triggers or setting events, and will use their prevention strategies with prompting and assistance 3. Identifies many of their triggers and setting events with help, and implements their prevention strategies with prompting 4. Identifies many of their triggers and setting events, and often implements their prevention strategies 5. Identifies their own triggers and setting events and successfully implements prevention strategies |
| <p>How are you doing at understanding the causes of the crisis and finding alternative behaviors?</p> | <ol style="list-style-type: none"> 1. Has no idea why the behavior is happening, and isn't even thinking about replacement behaviors 2. Has some idea about the behavior's function, and can select possible alternate behaviors they would like to try from a provided list 3. Has a few options for why the behavior might be occurring, and can help brainstorm possible alternative behaviors? 4. Has a clear idea of the behavior's function, and can help brainstorm possible alternate behaviors? 5. Has a clear idea of the behavior's function, and can identify possible alternate behaviors |
| <p>How are you doing at coming to know when to ask for help in the crisis situation?</p> | <ol style="list-style-type: none"> 1. Never asks for help, and does not manage the crisis 2. Asks for help from professional supports, but doesn't know what to ask for specifically 3. Asks for specific help from professional supports 4. Asks for specific help from natural supports with assistance 5. Asks for specific help from natural supports and/or professional services or doesn't ask for help at all, and successfully manages the crisis |

Develops and Maintains Natural Support System

The final transition asset is developing and maintaining a strong natural support system. The first item is recognizing the importance for natural supports for identified areas of need and support. The second is identifying the reciprocal nature of the relationships including the needs the family meets for the natural supports to sustain the relationships. The third is following through on the needs of the natural supports and overcoming obstacles to maintain the natural supports. The final item is identifying new natural supports to support needs without adequate support.

| Items | Rubric |
|---|---|
| <p>How are you doing at matching needs with current natural supports?</p> | <ol style="list-style-type: none"> 1. Has no usable knowledge of their natural support's strengths 2. Can figure out who to talk to for assistance 3. Has a good idea of their natural support's strengths, but asks the same people for all help? 4. Has a good idea of their natural support's primary strengths, and knows who to ask for recurring needs or those very similar to past needs, but needs help as new needs arise 5. Has a good idea of their natural support's strengths and knows who to ask for each new need that arises |

| | |
|--|--|
| <p>How are you doing at understanding what you get and give in your natural support relationships?</p> | <ol style="list-style-type: none"> 1. Is unable to identify what they give or receive 2. Needs help figuring out what they are giving and what they are receiving 3. Knows what they receive, but needs help identifying what they are giving 4. Understands what they are giving and receiving in all their current natural support relationships but needs help with new relationships. 5. Knows what they are giving and receiving in each relationship, and can figure it out for new relationships |
| <p>How are you doing at maintaining the natural supports you already have?</p> | <ol style="list-style-type: none"> 1. Actively alienates their natural supports 2. Makes no effort to maintain the supports, but is not driving them away either 3. Makes some efforts to maintain their relationships with help 4. Makes large efforts to maintain their relationships with assistance 5. Maintains their own relationships with their existing natural supports |
| <p>How are you doing at finding new natural supports?</p> | <ol style="list-style-type: none"> 1. Have no success identifying or developing new natural supports 2. Can participate in the development and identification process, but not lead it or make substantial progress on their own 3. Can develop natural supports with a little help, when they are identified for them 4. Can identify new supports with assistance, and then develop them 5. Identify and develop their own natural supports |