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| **NM High-Fidelity Wraparound Gathering the Family Story Guide and Form** |

Initial engagement with a family and gathering their story requires **curiosity**, **openness**, a sense of **positive regard** and **deep listening** for Strengths, Vision, Needs, Informal/Natural Supports and Safety/Stability issues. It also requires the ability to ask questions that will help draw out the story and the information you will need to create a strong working alliance, form a team and develop an effective Action Plan.

Gathering the family story *“is like meeting a person with whom you wish to develop a relationship. It is like meeting someone for the first time at a social gathering and getting to know them better through conversation. Some of the best people to converse with are the ones that know what questions to ask to get us to talk about the things that mean the most to us. When we walk away from that kind of interaction we feel validated regarding who we are, our work, or whatever it was we shared about from the core of our being.”* (Excerpted from “*The Exploratory Interview”*, Family Partnership Institute, San Jose, CA)

**The Form**

The Gathering the Story Form starts with a list of life domains intended to guide a Wraparound facilitator in a discovery of understanding that is holistic and comprehensive. A facilitator should seek to understand the functionality status of each domain, barriers to each domain when relevant, while also identifying strengths that allowed the person to persevere through the challenges of said domain. Even though behavior is closely tied to functionality a Wraparound facilitator’s goal is to always search for the “Unmet Need” that is driving the behavior.

Upon having a holistic perspective of each life domain, a Wraparound facilitator can begin to formulate the Wraparound elements needed to start Action Planning.

**General Tips**

* Focus on open-ended questions.
* Start with less personal questions and move to more personal questions.
* Ask permission to take notes.
* You are NOT trying to get a chronological story.
* Do NOT problem-solve or identify strategies (this is the last step when you are developing an Action Plan during the team meeting. Resist the urge to jump to it unless there is an imminent safety and stability concern)

**Opening/Setting the Context**

* Explain context and why understanding their full story (needs, values, strengths, hopes, barriers etc.) is important to partnering with them and achieving their hopes for the future.
  + *“I would like to use this time to get to know you/your family better. As you know, with Wraparound we are interested in learning about much more than your problems or what brought you here. We want to build a team and a plan based on your hopes for the future and using the strengths that you already have.”*

**Strengths**

* Do not rely on or stop at asking “Tell me about your strengths.” Many people cannot answer that question easily and/or may think it is bragging if they do. You also often don’t get a sense of functional strengths (strengths that people use in their daily lives to cope, thrive, achieve, etc.)
* Remember you are listening for strengths of the family as a whole and of each individual member.
* *Listen for and observe* strengths in all of your interactions with the family. Think about the following categories when you are trying to identify strengths:
  + **Attitudes/Values:** summarizes the values and attitudes which the family holds. E.g: a strong sense of tradition, a respect for the privacy of others, a concern for family loyalty, a belief in independence, etc.
  + **Skills/Abilities:** this category includes hard skills as well as soft “social” skills. E.g.: hobbies and interests such as wood working or math, ability of the family to plan ahead or cook together, etc.
  + **Attributes/Features:** this category includes descriptive statements one can make about the family or an individual in the family. E.g.: family spends time together, family is organized, family is emotionally attached, etc.
  + **Preferences:** statements in this category chronical family preference and build a base in which interventions can be matched with the choices of the family. E.g.: family likes to handle problems in private, tradition is important to the family, etc.
* Keep asking yourself: ***“what strengths do I hear and how can they help the family reach their Vision?”***
* Examples of questions to elicit strengths:

**For Youth:**

* + *If you could say one good thing about yourself, what would it be?*
  + *I like your (hair, make-up, clothes, etc.). Did you come up with that yourself?*
  + *What is your favorite color? Musician? Sport? Person? Friend? Subject in school?*
  + *If you could live anywhere, where would you live? Why?*
  + *Tell me more about your friends.*
  + *What do you value most in a friendship? (loyalty, fun, etc.)*
  + *Tell me about your personality/how your friends would describe you?*
  + *Name two good thinks about your parents/school/community. Name two things you don’t like.*
  + *Tell me about the best day you had with your family in the past 6 months. What did you do?*
  + *What about art? Do you have a favorite type or favorite artist?*
  + *Do you have a pet or a favorite type of pet? What do you like most about the pet?*
  + *What was the best time you ever had with your family? What did you like about it?*
  + *Which of your parents do you think you are most like? Why?*
  + *Who do you admire most in the world, in your family? Why?*

**For Parents/Caregiver:**

* + *What do you do for fun?*
  + *Who are your close friends and why are they special to you?*
  + *What is your neighborhood like?*
  + *Where were you like as a kid?*
  + *Who has been the biggest influence on your life?*
  + *What was the best vacation you ever took? What made it the best?*
  + *What do you do to “blow off steam”?*
  + *What do you picture your life like five years from now?*
  + *If you have one goal for this next year, what would it be?*
  + *What are the best things about yourself? Your family? Your community?*
  + *How did you meet your spouse/significant other?*
  + *What makes you mad?*
  + *What are your favorite books? Movies? Music?*
  + *What really makes you smile?*
  + *What do/did you admire most about your own parents?*
  + *Describe the best time you ever had with your son or daughter. When was that and what was happening?*

**Vision**

* Examples of questions to prompt for Vision:
  + *What are your hopes for the future?*
  + *If you could wake up tomorrow and this situation would be changed, what would it be like? What would be different?* (prompt for what would be good, positive - not just the absence of negative)
  + *Can you paint a picture of what your life without needs would look like?*
  + *If you reached your goals, what would your life be like? (If families have specific goals)*

**Underlying Needs**

* Remember, underlying needs are what drive surface problem behaviors
* Needs answer the question “why”
* Listen for barriers that get in the way of a family meeting their Vision. Barriers may be hidden underlying needs.
* Make sure you have listened for/covered major life domains
* Insert Questions or prompts
  + *What feelings and thoughts are you having when you act in ways that get you in trouble?*
  + *Do you have ideas about what might be driving this behavior?*
  + *What is in the way of you reaching the vision you have shared with me?*
  + *What would you like to think or feel more of that would help you make real progress in your life?*

**Building a Team**

* Listen as the family tells their story, who is involved in their daily lives, who they spend time with, who they rely on, etc.
* Examples of questions to prompt for Supports:
  + *Who can you laugh/cry with?*
  + *Who are you most comfortable telling your deepest thoughts?*
  + *Who helps watch the kids?*
  + *What do you do for fun and who do you do it with?*
  + *Who can you call at 2 am in an emergency?*
  + *Who has influence over decisions in your life?*
  + *Who are your getting services from?*

**Safety and Stability**

* Listen and ask about concerns that need safety and stability planning.
* Listen and ask for what strengths and resources have helped family with safety and stability concerns in the past?

**NM High-Fidelity Wraparound Gathering the Family Story Form**

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| **Life Domains**  **Incorporating CANS**  **(Child & Adolescent Needs & Strengths)** | | **Description** | | | |  |
| **What?**  *What is the status of the domain? Describe the concerning behaviors & events in this domain* | | **Why?**  *If domain is problematic, what is family’s understanding of why it’s happening* | | **Strengths / Supports**  *Including youth, family and community* |
| **Overall Family Relationships (including extended family)**  Quality of relationship and communication  caregiver involvement, resources and needs | |  | |  | |  |
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| **Behavioral / Emotional Needs of all family members**  Emotional states that impact functioning (i.e. depression, anxiety, thought disorder, adhd, etc.) | |  | |  | |  |
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| **Substance Use**  Severity, duration, environmental influences, motivation to change, any recovery supports | |  | |  | |  |
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| **Housing Stability**  Circumstances that may affect safety/stability of housing | |  | |  | |  |
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| **School / Employment**  School attendance, behavior, achievement  employment satisfaction, skills, career interests | | What? | | Why? | | Strengths / Supports |
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| **History / Symptoms of Trauma**  Review ACES and current symptoms, ex. dysregulation, hypersensitivity, avoidance, numbing, dissociation | |  | |  | |  |
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| **Cultural / Spiritual**  Cultural/spiritual identity, potential needs or helpful supports, ex. Language, rituals, etc. | |  | |  | |  |
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| **Finances**  Source and stability of income. Are income limitations creating stress? Overall financial literacy | |  | |  | |  |
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| **Social/Recreational/Community Life**  Interests, activities as potential supports | |  | |  | |  |
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| **Interpersonal Relationships**  Nature/quality of friendships, work/school colleagues etc. | |  | |  | |  |
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| **Legal / CYFD Involvement**  Active charges, probation/parole, etc. Include any current or history of involvement with Protective Services or Juvenile Justice Services | | What? | | Why? | | Strengths / Supports |
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| **Physical/Medical needs of family**  Health needs influencing the function of members of the family, ex. medication adherence, sleep problems, etc. | |  | |  | |  |
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| **Developmental**  Issues re: cognitive abilities, communication, self-care/ daily living skills, sexual development, early childhood challenges that affect current behavior | |  | |  | |  |
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| **Risk History**  History/concerns re: suicide, runaway, physical or sexual violence, exploitation | |  | |  | |  |
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| ***For Transition-Aged Youth Only*** | | **Description** | | | |  |
| **What?**  *What is the status of the domain? Describe the concerning behaviors & events in this domain* | | **Why?**  *If domain is problematic, what is family’s understanding of why it’s happening* | | **Strengths / Supports**  *Including youth, family and community* |
| **Independent Living Skills**  Specific strengths/needs related to maintaining independence (ex. budgeting, tenancy, boundaries, etc.) | |  | |  | |  |
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| **Self-Care**  Ability to properly care for self and living environment (hygiene, cleaning, etc.) | |  | |  | |  |
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| **Transportation**  Ability to travel through the community to get needs met | |  | |  | |  |
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| **Employment**  Job search and application skills, career aspirations, work ethic, on-the job challenges (attendance, performance, peer relations) | |  | |  | |  |
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| ***For Youth who are parents*** | | **Description** | | | |  |
| **What?**  *What is the status of the domain? Describe the concerning behaviors & events in this domain* | | **Why?**  *If domain is problematic, what is family’s understanding of why it’s happening* | | **Strengths / Supports**  *Including youth, family and community* |
| **Knowledge of needs**  Awareness of special needs of children re: nutrition, stimulation, safety, etc. | |  | |  | |  |
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| **Organization**  Ability to manage the multiple needs of being a young parent | |  | |  | |  |
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| **Involvement of both parents/support caregivers** | |  | |  | |  |
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| ***For Children Under 5*** | | **Description** | | | |  |
| **What?**  *What is the status of the domain? Describe the concerning behaviors & events in this domain* | | **Why?**  *If domain is problematic, what is family’s understanding of why it’s happening* | | **Strengths / Supports**  *Including youth, family and community* |
| **Caregiver**  Knowledge, organization, social resources, mental health, physical health, substance use, post-traumatic reactions, etc. | |  | |  | |  |
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| **Child Challenges**  Impulsive, hyper, anxiety/depression, attachment difficulties, adjustment to trauma, sleep, atypical behaviors, etc. | |  | |  | |  |
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| **Child Functioning**  Social/emotional, developmental/intellectual, medical/physical | |  | |  | |  |
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| **Child Risk Behaviors/Factors**  Self-harm, exploitation, birth weight, failure to thrive, etc. | |  | |  | |  |
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| **Possible Team Members** | | | | | | |
| **Name** | **Relationship** | | **Name** | | **Relationship** | |
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| **Additional Strengths of Individual, Team Members, or Community**  Describe additional strengths in functional terms. How does the strength show up in the world? How do you know a person has that strength? The more detail the more it can be used in planning. |
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| Vision |
| In the family’s words: what do they want their life to look like in the future. What would their life look like if all of their underlying needs were met? If things could magically change for them, what would the outcome look like? |
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| **Other Notes** |
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