



Bouncing Back

Understanding, Identifying, and
Enhancing Family Resiliency Using
the Wraparound Process

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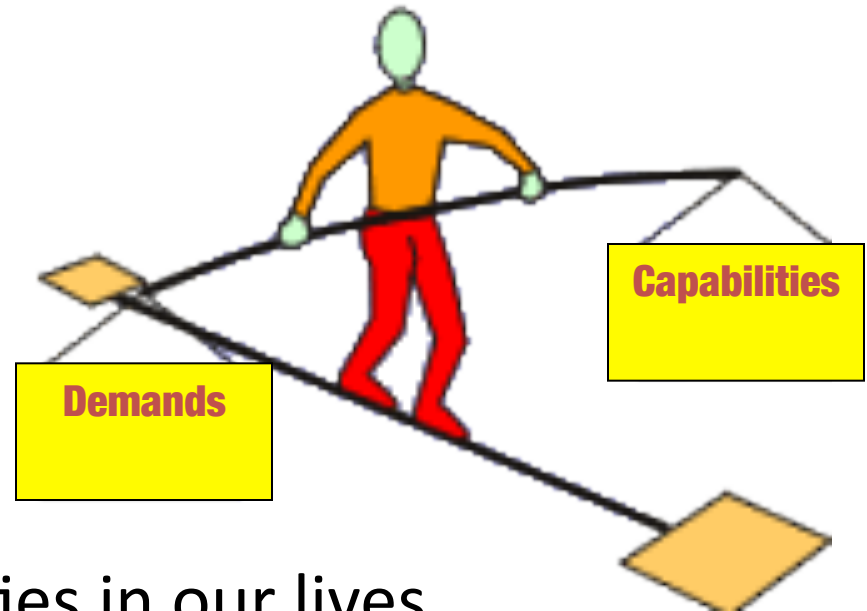
Resiliency Discussion

- What images come to mind when you hear the word resiliency?
- What happens when someone or something is resilient?
- Have you ever felt resilient?
- Who are some resilient people you've met?
- Was there ever a time when you didn't feel very resilient, but then someone did something and then you started feeling more resilient?
- What are some objects that people call resilient?

Family Resilience

- It's how families hold together during and recover during life crises, stresses or adversity
- Each family has its own strategies for dealing with stress and crises
- They are displayed through “adaptive patterns” in the way they relate and communicate with one another and the world
- The key to resiliency-based work is the discovery, understanding and application of these habits of resiliency

A Balancing Act



- We are always balancing the demands and capabilities in our lives
- Demands and capabilities can be both internal and external
- And they are always changing
- To stay in balance we use a repertoire of coping strategies to balance our demands with our capabilities

Demands

- Joan Patterson divides demands into 3 categories: stressors, strains and hassles:
 - *Stressors* are event-based and time limited. They can be normal, like having baby, or non-normative, like having a child die.
 - *Strains* are ongoing tensions like a headache that won't go away
 - *Hassles* are familiar and part of everyday life, like having the bus route change so it takes forever to get to work
- They are all real, can all send us over the edge, and all of us deal with them differently

Exercise

- Individually make a list of some stressors, strains and hassles that have challenged your resiliency
- Now compare lists among your break out group
- What are the similarities and differences in the lists? Could something that is a big challenge for one person not be as big for another?
- Use your combined lists to create a diverse set of examples you could use when teaching a family about the different kinds of demands so that you and they will have a common vocabulary as you start doing resiliency work with them

Capabilities

- Capabilities are what we use to deal with demands
- Joan Patterson divides capabilities into three categories:
 - Resources,
 - Coping behaviors, and
 - Meaning making

Resources

- Resources are what families *have* and *use* to manage stress and can reside in the:
 - *Individual*, such as the physical and emotional health of family members or their practical and social skills,
 - *Family*, such as family flexibility, income, cohesion, parenting skills, cohesion, shared interests and housing, or
 - *Community*, such as health care, schools, recreation, neighbors, churches, and social services
- Families grow stronger when they are able to successfully manage the demands they face with the resources they have available to them

Coping Strategies

- Coping strategies are what families *do* with their resources to manage stress and restore balance
- These adaptive patterns are learned, and are highly culture and family-specific but generally have 4 basic approaches:
 - *Ways of reducing family demands*, such as a parent changing to a job that allows her to be home more
 - *Ways of increasing family resources*, such as a parent developing new skills for caring for a chronically ill child
 - *Ways of maintaining and allocating resources*, such as a family that starts doing more together to build closeness
 - *Ways of managing personal and interpersonal tension*, such as a mother's daily exercise routine or a family's funny movie night

Meaning Making

- Meaning making is a specialized coping strategy in which families find a different way of thinking about their demands that helps them manage more successfully
- Again, meaning making is highly individualized and subjective but can be seen as occurring on three levels:
 - 1st level: their characterization of the current situation
 - 2nd level: their sense of who they are
 - 3rd level: their view of the world and their relationship with it
- Many individuals and families faced with chronic challenges that can't be changed cope by changing their perceptions, for example the 5 stages of grief identified by Elizabeth Kubler-Ross.
- But a change in perception can also help us come up with better solutions

Exercise

- In your break out groups pick an examples of a difficult demand that many of the families you help often have
- Identify some examples of individual, family and community **resources** that might be brought to bear to help a family deal with this demand
- Then list some **coping strategies** that might be used to respond to the demands
- Next, describe how **meaning making** can help put the demand into a more workable context
- Together create a set of charts that you can use as examples of Resources, Capabilities and Meaning Making that you could use for teaching families or team members about how a resiliency focus can help them come up with effective solutions

Capabilities Chart

Family Strategies for Coping with Stress and Restoring Balance	
Coping Functions	Examples
Reducing Family Demands	
Increasing Family Resources	
Maintaining and Allocating Resources	
Managing personal and interpersonal tension	

Meaning Making Chart

Changing the Way We Think About the Situation

Levels of Meaning	Examples
The meaning of the situation	
Their identity in the context of the situation	
Their view of the world and their place in it	

Adaptive Patterns

- In Wraparound we often encounter families who are in the midst of an adaptation response to a complex of demands involving a child with severe emotional disabilities
- This leads us to focus on the immediate challenges
- However resiliency research teaches us that the patterns at play in the moment are best understood in the context of prior adaptations and adjustments that are a part of the family's story
- In all families prior adaptations over many years become unspoken habits and may or may not fit well with new demands, but until they are made explicit they can't be used or amended

Promoting Resiliency

- Social support can help families increase their resiliency
- Promoting resilience starts with the attitude and beliefs of those providing this support
- Continued openness to the possibility of change is often cited as an antidote to professional burnout
- We have to be the hope-bearers for this to work to work

Focusing on Resiliency

- Joan Patterson offers these 7 ideas for helping families identify and enhance their resiliency:
 - Listen to the family's story
 - Build on the family's concepts and language
 - Acknowledge and validate emotions
 - Ask questions versus providing answers
 - Provide information in a clear, timely and sensitive manner
 - Co-create solutions with the family
 - Advocate for external changes to support families

Patterson's Focus	Resiliency Focused Standard Care	Resiliency Focused Wraparound
Listen to the family's story	Family Centered Intake	Family Centered Intake & translating to a team
Build on the family's concepts and language	Culturally competent interventions	Culturally competent teams & plans of care
Acknowledge and validate emotions	Strength Based work as an individual	Strengths based team problem solving
Ask questions versus providing answers	Effective Diagnostics	Family Centered Needs Statements
Provide information in a clear, timely and sensitive manner	Family Centered, culturally relevant referral & linkage	Team brainstorming
Co-create solutions with the family	Reaching Agreement with individual families about moving forward	Team Consensus & Agreements
Advocate for external changes to support families	Tailor clinical response to fit families	Create individualized responses through team empowerment & flex funds

Exercise

- Watch this video: [Sherry's Story](#)
- Now, in groups of two or three, describe to one another an interaction where you experienced a growth in your own sense of resiliency
- Explain who was involved, what they did, and what happened as a result? Try to be precise about how you were feeling before this interaction, how you felt during it, and how you felt afterwards
- Which, if any, of Joan Patterson's 7 techniques did those helping you use to help you feel stronger or better?

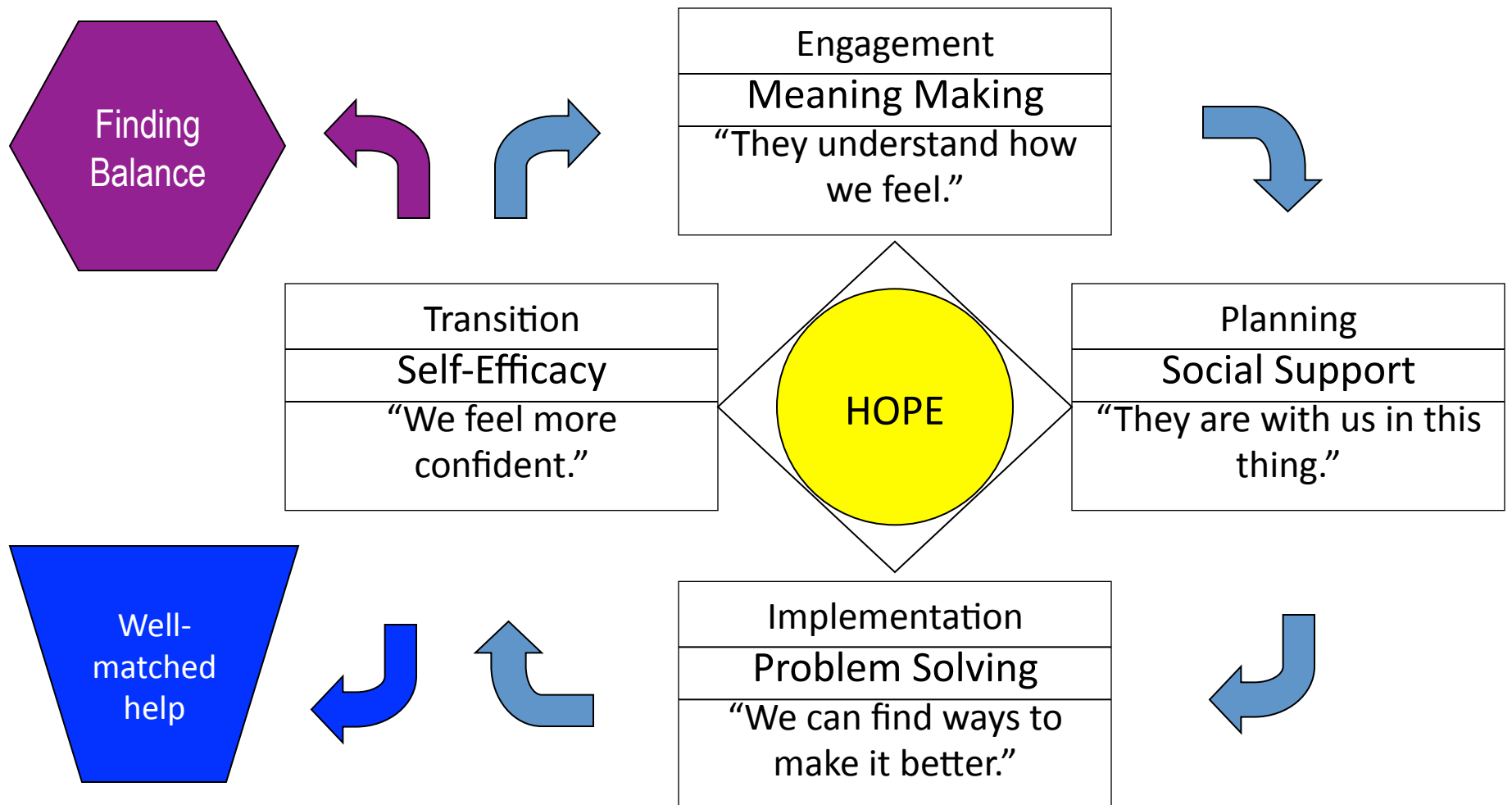
Wrap and Resiliency

- Wraparound, at its best, is the exuberant co-creation and implementation of family-centered solutions to complex life problems
- As such, wraparound can be a planning process that creates, coordinates and tailors a range of interventions that directly enhance child and family resiliency
- In other words:
- Wraparound can become a resiliency dynamo

Understanding the Dynamo

- As they move through the 4 stages of wraparound, child and family teams can deliver two types of benefits:
 - Access to and coordination of services that are well-matched with the child and family's unmet needs
 - Creating an increased sense of self-efficacy through a developmental process beginning with shared meaning that leads to an increase in perceived social support that provides a foundation for improved problem solving skills that engenders more confidence

Four Phases of Help



Shared Meaning

- We learn about a family's adaptive resiliency patterns through active listening
- Active listening helps us reach a point of shared meaning with the child and family
- This allows us to see:
 - The meaning the family applies to the events and experiences that brought them into the formal system
 - The family's sense of their own identity in the context of these events and experiences
 - The family's sense of how the world operates in this context
- And allows the family to see that someone who respects them for who they are wants to understand and help them work through these new challenges

Social Support

- As the child and family team process moves from engagement to planning, the child and family will begin to experience a sense of social support
- Social support is not the same as just getting assistance
- Social support is a perception that other people are joining in relationship with me to address the challenges that flow from or are drivers of my unmet needs.
- If the planning process only produces a service plan half of the benefit of the child and family team is lost

Problem Solving

- While one task of the planning process is to find solutions for immediate problems, a second level goal is to help the child and family acquire more adaptive problem solving skills
- If the child and family team process is well-structured, family-driven and transparent, the participants can generalize the learned techniques and use them in other settings.
- (Remember: sometimes the issues isn't problem solving – but instead the strains and stresses are just too darn big)

Self-Efficacy

- If the process is family-driven (as opposed to having other team members solve problems for the family), the increased skills in problem solving in combination with consistency in social support and positive reinforcements will generate an increase in self-confidence
- This increased self-confidence will lead to a higher sense of self-efficacy
- As self-efficacy grows, the child and family's dependence on other team members will shift to interdependence
- This interdependence helps the family and team tackle more challenging issues together

Transition and Recovery

- Increased self-efficacy from one planning cycle supports a deeper level of shared meaning for the start of the next cycle, leading to a positive-reinforcement loop.
- Through repeated cycles the child and family can enter into sustained recovery and move out of the system by transferring interdependence to their natural circles of support

Hope

- Hope is the energy that drives the change process
- The family may have a hard time hoping by the time they get to wraparound
- Sometimes providers also have trouble with hope
- Draw energy from your own growth in resiliency and times of recovery
- To provide the spark that can set the dynamo in motion

Exercise

- In your groups ask one or two volunteers to share stories about times when they had difficulty finding a sense of hope when they were entering into a helping relationship
- What, if anything, helped them get re-energized?
- From these stories as a group develop a set of suggestions for parent partners or facilitators who are having trouble bringing an attitude of hope with them as they enter the engagement phase of wraparound

Five Tools for Resilient Engagement

1. Create a timeline that captures the main elements of the family's story
2. Begin to collect a resiliency inventory of the youth and family's strengths and coping strategies as exemplified in the family story
3. Draw a map of the youth and family's primary connections and supports
4. Use a needs wheel to brainstorm possible driving forces and demands underlying the challenges that the youth and family have been experiencing
5. Assemble a picture of what it would look like if these needs were met and things were getting better.

Listening for the Family Story

- An extended chronology helps to illustrate adaptive patterns: how resources were used to address earlier demands
- But also gives us a chance to honor the whole family by looking beyond the immediate challenges
- Stories unwind hesitantly and with shifts and jumps; record them gently and with flexibility
- Be sure to start far enough in the past to capture long-term patterns – the deeper family culture – usually at least back to the birth of the parents
- Think about shifting your roles from helper-helpee to story-hearer and story-teller
- The guidelines for appreciative inquiry are useful in helping to make this shift in roles

Techniques for Story-Hearing

- Attitude is everything: respectful and attentive curiosity
- Ask questions to keep the story rolling, offer reflections to make sure you're getting the story right
- Look for signal events that mark major transitions to anchor the other events in the timeline
- When good things happen, ask: what made the event special, what did you like most about it, how did it help?
- When bad things happen, ask: how did you cope with this event, did anything or anyone help you manage during that time, how did it impact what happened next in your life?
- As you take notes leave plenty of room between dates to fill things in as the story weaves back and forth
- Consider using 3X5 index cards to record events; they can then be shuffled into correct order later

Appreciative Inquiry

- Based on the theory that paying attention to what works in an organization or group will be more effective than looking at what doesn't
- The deficit approach: "Define the problem, Fix what's broken, Focus on decay" is replaced by "Search for solutions that already exist, Amplify what is working, Focus on life-giving forces."
- It is a complex model for engaging an entire organization in an inquiry about what works by finding the best of the past and stretching it into future possibilities
- It works best when the whole system, all of its members, are engaged in the conversation

The Assumptions of Appreciative Inquiry

1. “In every society, organization or group, something works
 2. What we focus on becomes our reality
 3. Reality is created in the moment and there are multiple realities
 4. The act of asking questions of an organization or group influences the group in some way
 5. People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known)
 6. If we carry parts of the past forward, they should be the best about the past
 7. It is important to value differences
 8. The language we use creates our reality”
- Taken from “What is Appreciative Inquiry?” by Sue Annis Hammond and Joe Hall. For more information about AI, contact www.thinbook.com.

Exercise

- Match up in groups of twos or threes; one person will be the story-teller, the others will be the story-hearers.
- The story-hearers should use appreciative inquiry to construct a time line of the events in the story-teller's life that brought them to be who they are today and are examples of resiliency in action
- The timeline should begin with the birth or childhoods of the story-teller's parents and proceed to the present. Try to identify as many events as possible in the time allotted. 10 events would be a good goal.
- The story-hearers should use whatever technique feels most comfortable to them for recording the story elements
- When the brief timeline has been completed gather in your breakouts
- Story-tellers should create a shared list of techniques that their story-hearers used that helped them bring the story out
- Story-hearers should discuss what worked and didn't work about their timeline recording method and make a list of ideas that they would use when recording the more extensive family stories.

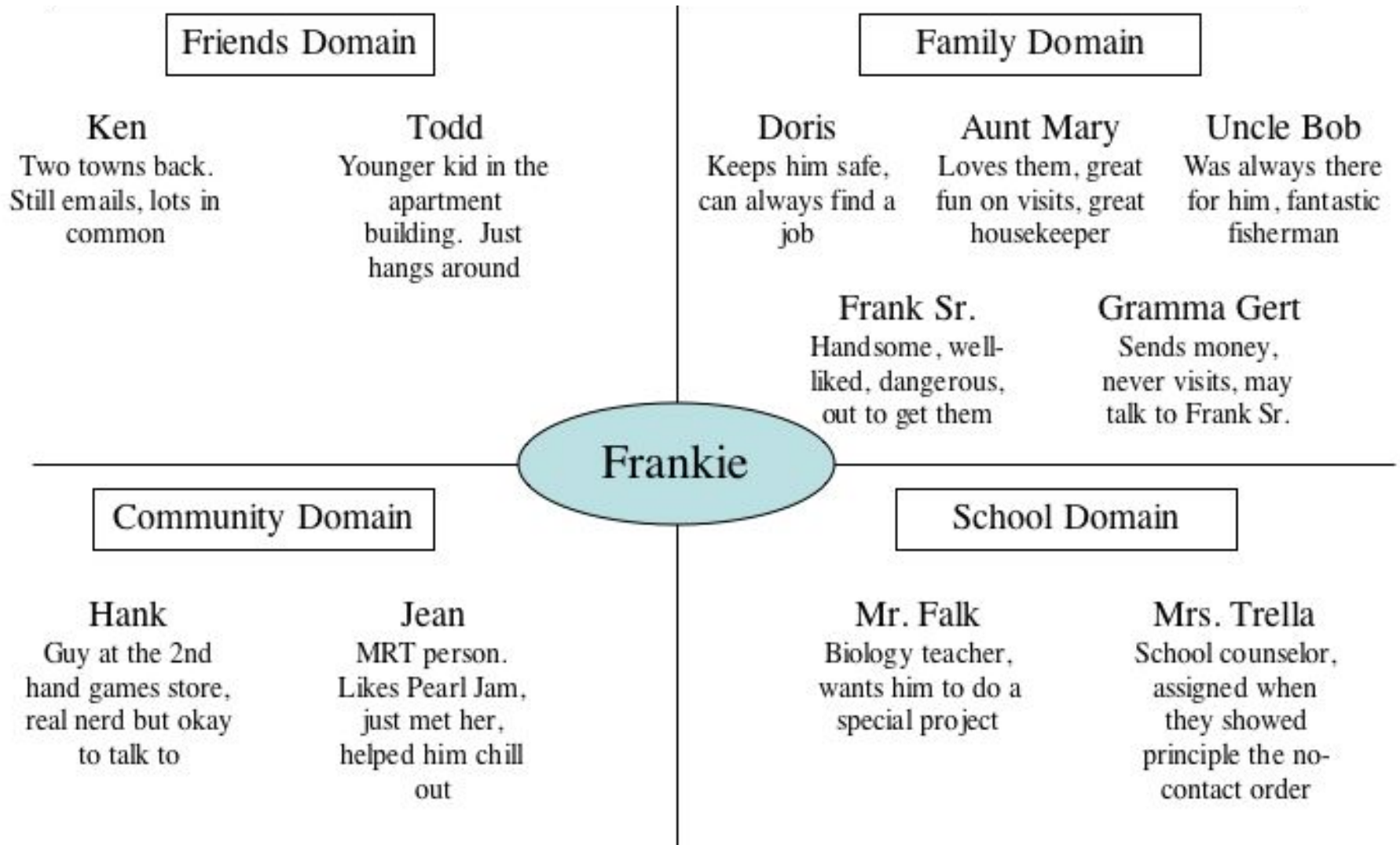
Building a Resiliency Inventory

- A resiliency inventory is more than a strengths checklist
- It provides an explicit summary of the reservoir of resources that the members of a family can build upon to deal with the challenges they are experiencing
- It can be done in a simple table with a column for each family member and one for the family as a group
- But it should link to the stories about resiliency that were discovered while the timeline was being built
- The facilitator and parent partner can “prime the pump” by filling in a few items in each column
- But then it can be turned over to the family and once the team is formed, everyone can make ongoing additions

The Connections Map

- Social support is the key to enhancing resiliency but the support has to come from more than the wrap facilitator and parent partner
- A second element that can be constructed using the results of the family story is a connection map
- Sometimes called ecograms, the map is a visual representation of the linkages between a youth or family and the important people in their lives
- One type of map has the youth or family in the center of the page surrounded by four quadrants (family, community, friends, school/work)
- Connections are identified in each quadrant

Example of a Youth's Connections Map



The Needs Wheel

- Resiliency-based practice doesn't ignore problems
- But it addresses them in a different way
- Once a foundation of what has worked in the past has been identified, then the current issues can be deconstructed and addressed
- Sometimes it is hard for families to put their finger on the needs and driving forces that underlie the challenges they are facing
- One of many tools for helping sort things during the engagement phase is a needs wheel

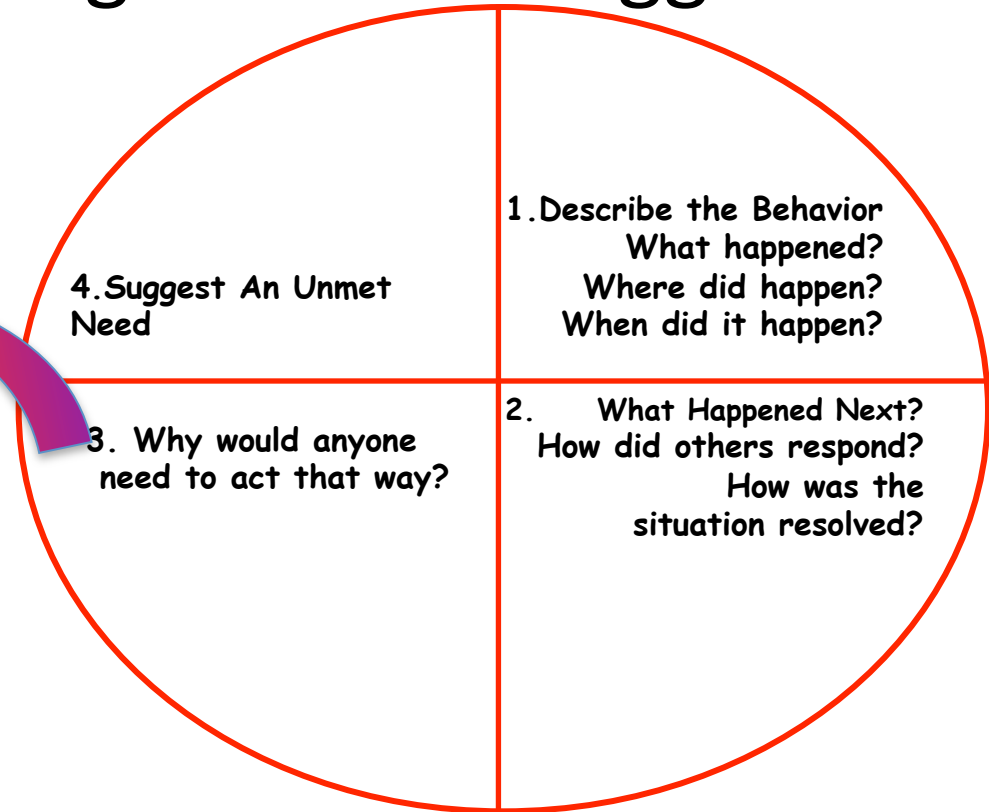
Needs

- Needs come in many flavors
- *Basic needs*, like health, a safe place to live, friends, food, meaningful work
- *Incremental needs* that are necessary steps toward reaching a goal, like obtaining a HSED so that an older youth can apply for a job, or a security deposit for renting an apartment
- *Deep needs*, the holes in our hearts that keep us from doing what we should, or force us to do what we shouldn't, like a youth who undermines every out of home placement she is in but can't tell you why she does the things she does

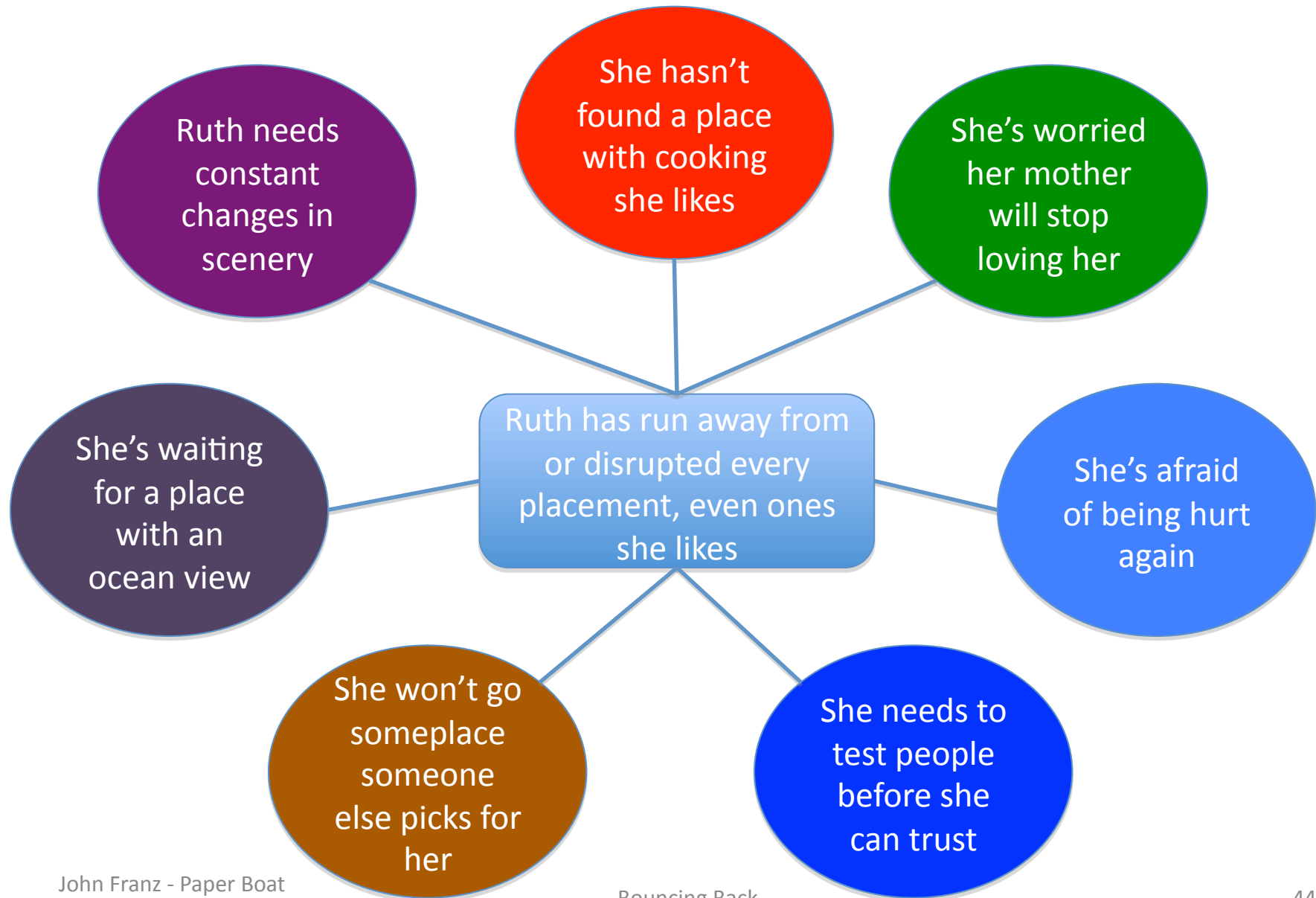
The Needs Wheel

- If a family is having a hard time filling in the 3rd section of a standard needs egg, open up that section using a needs wheel
- A statement summarizing a challenge is put in the center of a piece of paper and then a series of circles are drawn around it with spokes leading to the challenge statement in the center, like hours on a clock face
- The family is then asked to think of as many different reasons as they can for why the challenge continues to be a problem
- The ideas can be both silly and serious
- The facilitator can start things going by offering some examples
- There are no right or wrong answers during brainstorming
- In the planning phase the selected need can be transferred to a needs egg to work on the hypothesis for change with the team

Deconstructing the Needs Egg



Ruth's Needs Wheel



A Picture of Things Getting Better

- Hope can be a rare commodity during the engagement stage
- One tool for planting the seeds of hope is to ask the family to imagine it's a year from now and things are finally getting better
- This can be a continuation of the family story
- Or it can be done graphically by drawing a picture or making a collage
- This can be the transition into the planning phase – “If the needs statements from the egg and wheel show us where we are now, and this picture shows where we want to be, what are some good ways to get from here to there?”

Exercise

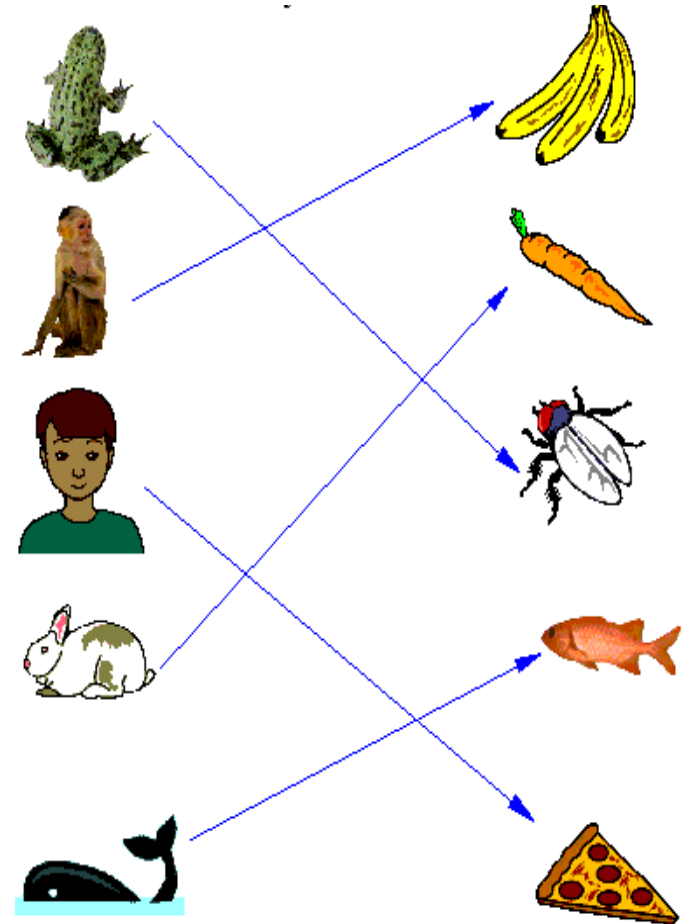
- In your groups share some of your experiences during the engagement phase of wraparound
- What activities have helped you form an initial positive relationship with the youth and family
- How does having a positive engagement experience build your own sense of resiliency as a helping professional?
- Create a list of engagement tips and techniques that will help parent partners and facilitators get off on the right foot in the wrap process

Resiliency and Wrap Planning

- Creative problem solving is at the heart of wraparound
- From a solid engagement phase, an initial membership for the child and family team can be developed
- When you bring the team together for the first time, use the groundwork from the engagement phase to help this new group begin to come together and focus on helping the youth and family build resiliency
- As you help the team develop the action plan use the resiliency perspective to help them make sure that they are making a good match between the prioritized needs and the strengths that will be the basis for the response to those needs.

Matching Help with Needs

- Unless we match our help with a person's needs, what we do:
 - May not help at all
 - Only help a short while
 - Be helpful for one person but not another
- We can get locked into using just one kind of helping:
 - Demand reduction (i.e., meds, therapy)
 - Resource increase (i.e. housing, stipends)
 - Coping strategy addition (i.e. symptom management, job skills, stress reduction, meaning making)
- People may disagree with which kind of help is best and not know how to work it out



Exercise

- Think about your experiences developing creative interventions with child and family teams
- Come up with one or two examples of each of the three types of interventions:
 - Demand reduction
 - Resource increase
 - Coping strategy adjustment or addition
- Describe the need that was being addressed, and the kind of intervention that was used

Intervention Examples

Helping Families Address Critical Needs

Type of Intervention	Child or Family Need	Description of Creative Intervention
Reducing Family Demands		
Increasing Family Resources		
Adjusting or adding coping strategies		

Using Adaptive Patterns

- Discovering patterns of resiliency can help us build better wrap plans
- They explain why something that helped one family might not help another even though both seem to have the same kind of challenges
- Gaining a better sense of adaptive patterns provides good clues about new strategies for change
- Until we gain a better understanding of family culture and preferences we are risking causing more disruption by proposing interventions that don't fit
- External resources and new life strategies that fit well with one person's pattern might just irritate someone else



Resiliency and Implementation

- During implementation we keep track of what's working and what's not and adjust our plans accordingly
- A resiliency orientation helps us match external measures with a youth and family's sense of internal change
- There are formal tools for helping a family express their sense of increased resiliency
- But a dialog about the family's impressions of what's happening should be a regular part of the wrap process

Keeping Track

- Simple questions and observations can help families keep track of changes
- “On a scale of one to 10, how confident are you feeling today? What is helping you feel more confident? What is keeping you from feeling confident?”
- “What have you learned how to do that are helping you move towards your goal? What would you like to learn?”

Exercise

- In your workgroups share some stories of families that have become more resilient during the wraparound process
- What statements and behaviors demonstrated the progress that they had made?
- Develop a list of 5 to 10 resiliency markers that teams might use to help families see the ways in which things are going better and to demonstrate to stakeholders that these changes have occurred

Resiliency and Transition

- The key to effective transition is an increase in perceived self-efficacy
- But there are different kinds of transitions
- Is the perspective: transition **from** somewhere or **to** somewhere
 - A system focused transition means “graduating from the program”
 - An age focused transition means “aging out of the system”
- But from the family’s perspective the question is “Where are we headed now?”
- Sometimes wrap transitions are to a deeper level of engagement, planning and implementation

Discussion

- What are some examples of positive transitions **to** a new family situation that you have experienced, or that you have seen other people experience?
- What brought on the transition and what was different before and after it occurred?
- How can the resiliency vocabulary help us better understand youth and family transitions and do more to make them positive and productive experiences?