2019

Booster Building 101

National Wraparound Implementation Academy

Building Skills, Transforming Communities, Improving Lives

Participant Manual

Baltimore Marriott Waterfront Hotel
Baltimore, MD

The National Wraparound Implementation Center (NWIC) supports states, communities, and organizations to implement Wraparound effectively. NWIC uses innovative approaches grounded in implementation science and incorporates cutting-edge strategies to support Wraparound implementation. NWIC provides support that is intensive yet affordable. The work is focused on building sustainable local capacity to provide model-adherent, high fidelity Wraparound, thereby increasing positive outcomes for children, youth, and their families.

NWIC is a partnership among the three leading universities involved with Wraparound implementation: The University of Washington School of Medicine; Portland State University School of Social Work; and the University of Maryland School of Social Work. These three universities collaborate to ensure sites have access to comprehensive support for implementing model-adherent, high quality Wraparound for children and youth with behavioral health needs and their families.

National Wraparound Implementation Center (NWIC)
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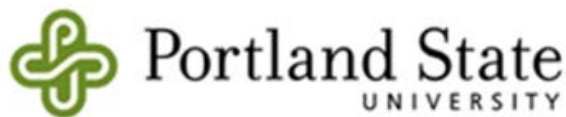
Learning Objectives

- Describe the central tenants of Adult Learning Theory and implementation science and why they are important.

- Learn how to use Wraparound data to inform decision making and prioritize areas of needed staff skill development.

- Apply these methodologies to the design and development of group supervision sessions and trainings.
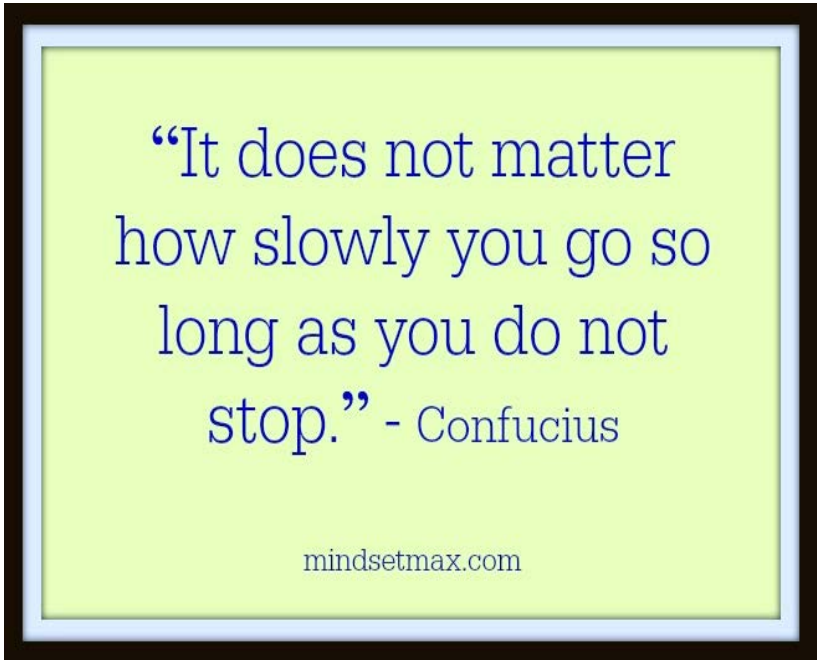
- Create group supervision sessions that are staff-led, action-oriented and applicable to the work being done in the field.

Why do boosters?

- Helps with staff _____

- Improves relationships and _____ between staff

- Shifts organizational _____ and reinforces important organizational values

- Allows you to target specific _____ sets across staff at the same time.

- Increases staff confidence

- Provides peer to peer _____ opportunities

- Responds to workforce _____ and trends

"It does not matter how slowly you go so long as you do not stop." - Confucius

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5 Assumptions of Adult Learners
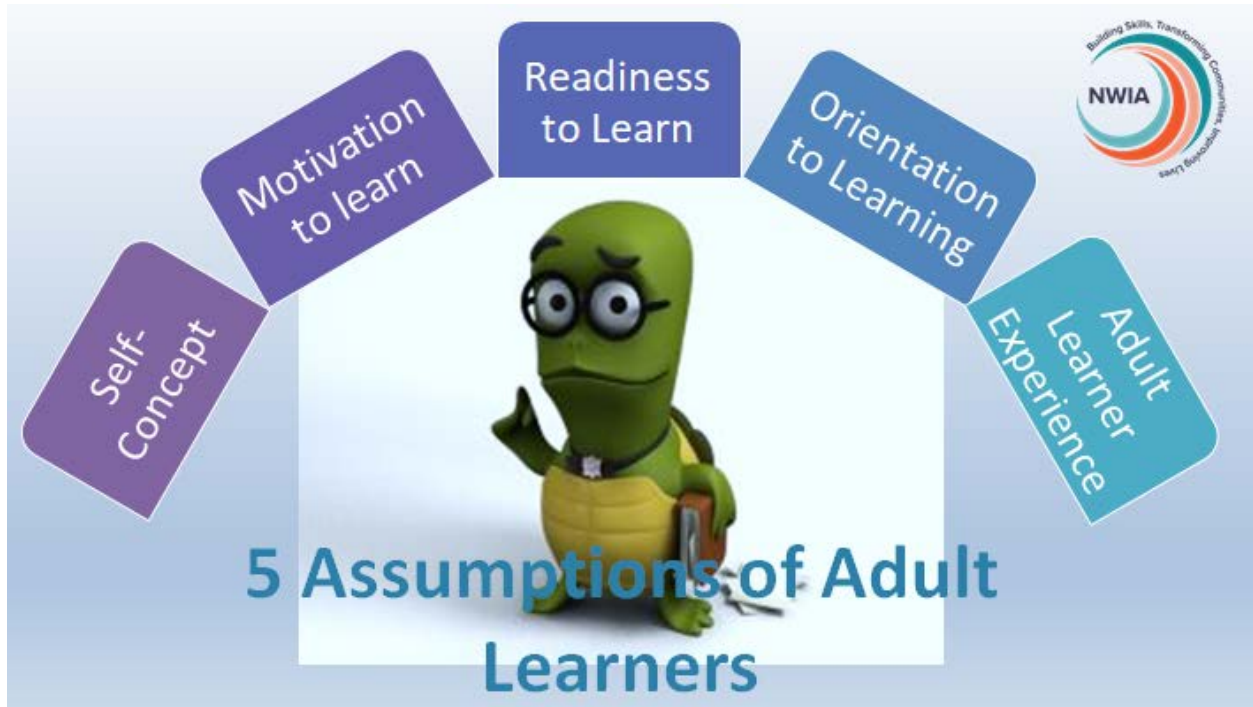
Self-Concept:_____
_____
_____

Motivation to Learn: _____
_____
_____

Readiness to Learn: _____

_____
_____

Orientation to Learning: _____

_____
_____

Adult Learner Experience: _____

_____
_____

How do we learn?

___% through taste

___% through touch

___% through smell

___% through hearing

___% through sight

How much do you think we actually learn through each sense?

What Adult Learners Want!

- Realistic and applicable goals and objectives that are relevant to the '_____'.

- To be the _____ of their own learning and feel competent.

- _____ between what they are learning and their day to day activities.

- Direct, concrete experiences in which they _____ the learning.

- Structured in a way that encourages _____ learning and reduces the fear of judgment.

- _____ on how they are doing and the results of their efforts.

- Validation and use of their _____, knowledge, skills and competencies.

- _____ and other kinds of follow-up support to transfer learning into daily practice.

Methods of Instruction

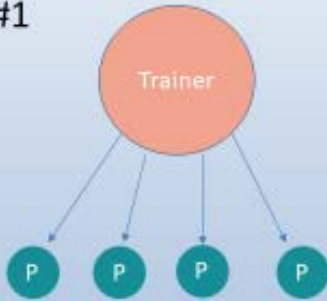| Type of Method	24 hours later
Lecture	%
Reading	%
Audio-Visual	%
Demonstration	%
Discussion Group	%
Practice by Doing	%
Immediate Use of Learning	%
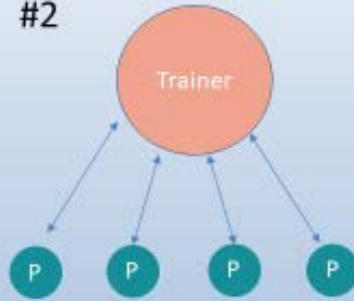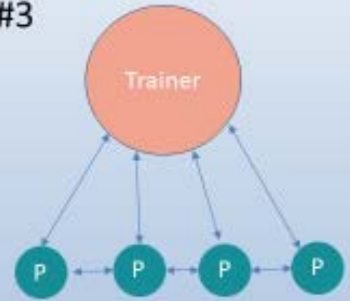
Why?

_____

_____

_____

_____

_____

Things to Keep in Mind	Examples
90/20/8 Rule	
Involve Staff	
Go small to go big	• Use wall charts
Take a Chance!	• Use videos
Give Staff Choices	
Challenge with games	
Use humor	• Include cartoons
Chunk Information	
Add Suspense	
Stimulate Learners	• Ask thought provoking questions
Include real life examples	

Using Data to Drive the Development of Boosters

- Data is objective

- Data collection isn't an additional duty

- Systemic approach to identify needs of the team

- Makes data relevant to staff

- Ensures boosters are intentional and individualized

- Puts the work into a shared context and helps staff take ownership

- Encourages goals setting and performance improvement

- Doesn't have to be complicated to be useful
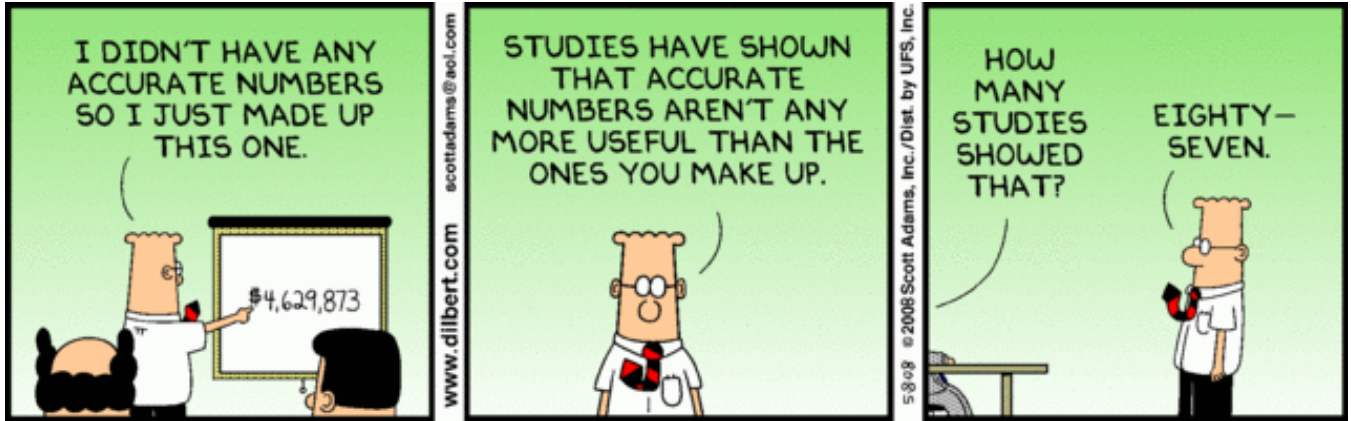
What kinds of data do you already collect as a supervisor?

_____

_____

_____

_____

_____

What other data do you think would be helpful to start collecting?

_____

_____

_____

_____

_____

Building Boosters from Existing Data

- **Collection:** What data do you already collect? Keep it simple: Work smarter, not harder.

- **Interpretation:** How can you sort the data & make it work for you? What trends emerge in your data?

- **Action:** What activities can you think of to support skill growth in the identified "trending" areas?
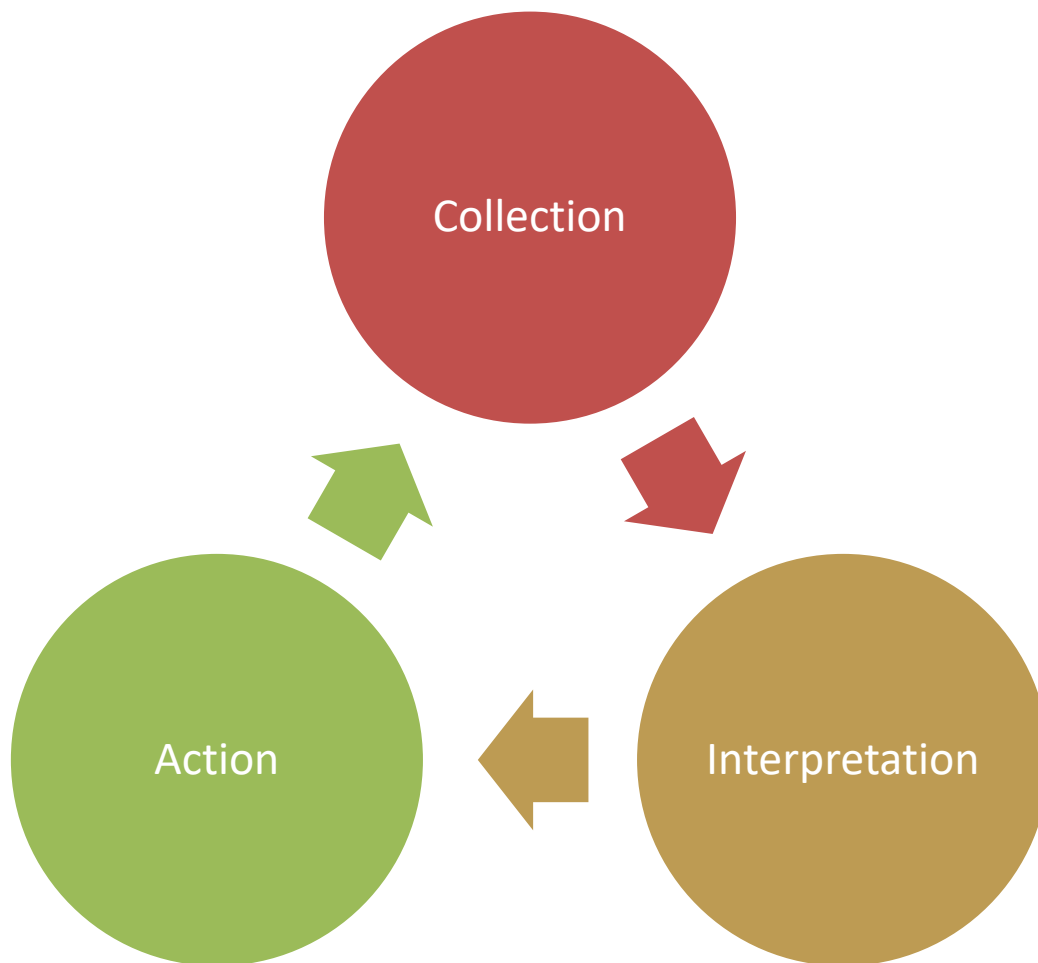
Questions to Ask Yourself

Purpose:

- Why is this important?

- What challenge or trend is the booster targeting?

Behavior:

- What specific behaviors do you want to observe in staff **AFTER** the booster?

Attitudes:

- What attitudes would you like to shift?

- Are there any attitudes that you would like to surface during the booster?

Activities:

- What activities can be done **DURING** the booster to move staff closer to desired behaviors and attitudes?

- Are those activities relevant to the 'real' world?

Content:

- What content is needed to complete activities?

"ASK YOURSELF IF WHAT YOU'RE DOING TODAY IS GETTING YOU CLOSER TO WHERE YOU WANT TO BE TOMORROW"-UNKNOWN

Purpose:

- Why is this important?

  _____
  _____
  _____
  _____

- What challenge or trend is the booster targeting?

  _____
  _____
  _____
  _____

Behavior:

- What specific behaviors do you want to observe in staff **AFTER** the booster?

  _____
  _____
  _____
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Attitudes:

- What attitudes would you like to shift?

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- Are there any attitudes that you would like to surface during the booster?

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  _____
  _____

Activities:

- What activities can be done **DURING** the booster to move staff closer to desired behaviors and attitudes?

_____

_____

_____

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_____

_____

- Are those activities relevant to the 'real' world? How?

_____

_____

_____

_____

_____

Content:

- What content is needed to complete activities?

_____

_____

_____

_____

_____

_____

_____

4 Levels of Booster Evaluation

Level 4

Did the booster make an _____?

Level 3

Are staff able to use what they _____?

Level 2

Did staff _____ learn something?

Level 1

Did staff _____ the booster?

Next Steps

What is one new thing you learned during this session?

_____

_____

_____

Why is that important to you as a supervisor?

_____

_____

_____

_____

How will you apply that to your group supervision boosters moving forward?

_____

_____

_____

_____