

# ***Family Voice and Choice in an Early Childhood System of Care***





**Care Coordination using  
a Wraparound  
approach takes place  
in conjunction with the  
clinical services.**

- **Case Management**
- **Work With Existing Service Providers**
- **System of Care Philosophy**



# How does the process start?

- **Intake**
- **Eligibility**
- **Enrollment**



# **Strengths Discovery**

- **Functional Strengths vs Attributes**
- **Community and Environment**
- **All Family Members**
- **Whole Team**
- **Used to Create Strategies**
- **Ongoing- Changes with Time**



# Family Vision

- **Broad statement**
- **In family's words**
- **Reflects family's hopes and dreams**
- **Where the family wants to be in 6 months to a year**
- **May change over time**



## **Identify Supports**

- **Listen to the Family's story**
- **Get to know the Family**
- **Get to know the Family's Community / Neighborhood**
- **Recognize Team Resources**
- **Get to know the Family's Culture**



# **Development of the Care Plan**

- **Identify Child and Family Team members**

- **Who can be a team member?**
- **How is this decided?**
- **What is the role of a team member?**

- **Membership**

- **Goal: 50% Formal / 50% Informal**
- **Multiple Perspectives (Family & System)**
- **Represent Family's Culture and Community**



# Needs Statements

- **What is needed/barriers to reaching the vision.**
  - **Needs help with...**
- **Answers the question ‘Why?’**
  - **What is the underlying need?**



# Strategies

- **Builds on Strengths**
- **Designed to Meet Needs**
- **Be Creative**
- **Include Natural Supports**
- **Utilize Whole Team**
- **Be Specific - Who / What / When / How**
- **Modify as Needed**



# **Clinical Services Using *Positive Behavior Support***

- **Reflective Functional Assessment**
- **All behavior is communication**
- **In-home Interventions Focus on:**
  - **Nurturing and Responsive Relationships**
  - **Supportive Environments**
  - **Targeted Social-Emotional Supports**
  - **Family-Specific Intervention**

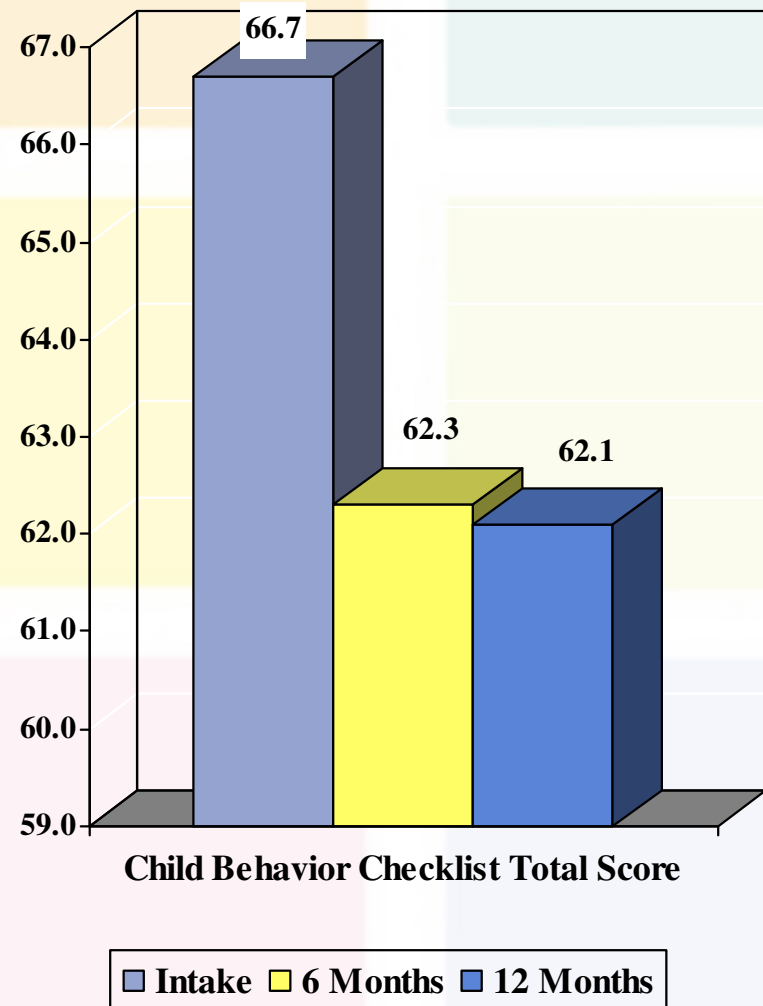


# **Child & Family Team Celebration**

- **Strengths of the Child and Family**
- **Strengths of the Team**
- **Family Accomplishments**
- **Support Family Empowerment**

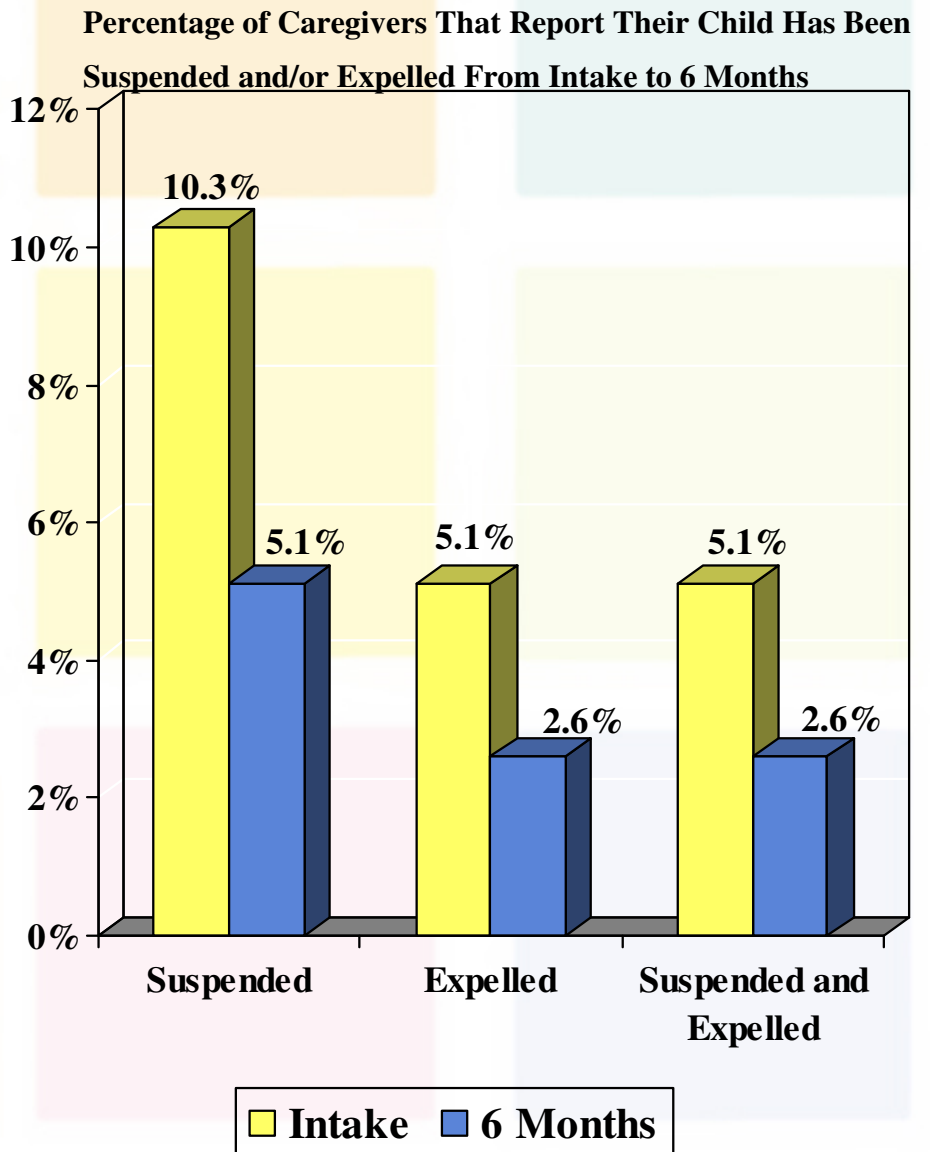
# Reduction in Problem Behaviors

- From intake to 6-month follow-up caregivers report a statistically significant decrease in the number of behavioral problems (measured by the Child Behavior Checklist) that their child is exhibiting.
- This reduction in behavioral problems was sustained at 12-month follow-up which for most families is after Building Blocks services have ended.



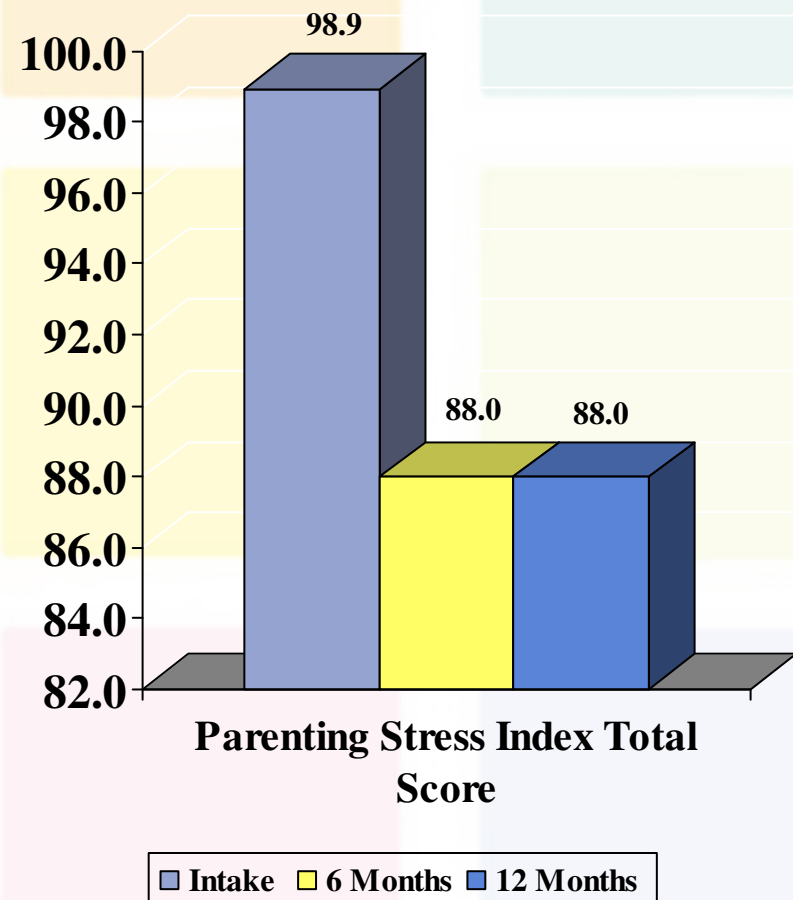
# Reduction in Time Out of School

- About 22% of Building Blocks children have been suspended or expelled from school in the six months prior to enrollment.
- After six months of enrollment in Building Blocks, the number of suspensions and expulsions has significantly decreased.
- Building Blocks children are experiencing fewer disciplinary actions at school which results in their be able to stay in school and learn.



# Reduction in Parenting Stress

- Parents/caregivers reported lower levels of stress related to parenting their child from intake to 6 months with statistically significant reductions in total score on the Parenting Stress Index and on the parental distress and difficult child subscales.
- These reductions in parenting stress were sustained at 12 months which for most families is after Building Blocks services have ended.



# **Thank you for joining us!**

**Brandy- Parent**

**Andrea Cooper- Behavioral Health Clinician**

**Susan Radway, Project Director**



**For more  
information  
go to**

**[www.buildingblocksct.org](http://www.buildingblocksct.org)**

