

# Impact of Integrated Training and Coaching

Following the development of the model integrating Wraparound and Motivational Interviewing, the next step was to do exploratory research to determine if training and coaching in the integrated model would have better transfer of the concepts of Motivational Interviewing than separate training for wraparound staff. In addition, if the MiiWrap (Motivational Interviewing Informed Wraparound) training and coaching resulted in fidelity use of the concepts of MI, the second step would be to examine the outcomes for youth/families on initial engagement and completion of services. To do this staff in six programs in three states received the integrated MiiWrap training and the coaches/supervisors received the training and coach training and consultation. Data on fidelity and youth outcomes was gathered from before the training and compared to after the training.

## Method

### Study Design

Baseline data on wraparound and MI fidelity was taken prior to MiiWrap training and coaching. Staff and coaches then completed the training and ongoing coaching in MiiWrap from a MiiWrap expert and their dedicated coach who had completed both the MiiWrap and the MiiWrap coaching training. The pretraining videos were scored for wraparound fidelity and fidelity to the core concepts for MI. Following the MiiWrap training additional videos were recorded and scored for fidelity for both wraparound and MI. In addition, these sites were among the sites in Study One and data was being collected on the outcomes reported in Study One prior to and following the MiiWrap training and coaching.

### Participants

The participants were 20 wraparound facilitators and their coach/supervisors in six programs in three states. The participants were selected because they had been providing wraparound, had completed initial wraparound training, had not received MI training and had submitted videos of sessions with youth and families to meet certification requirements. All these staff were receiving ongoing individual and group coaching from a certified wraparound coach. The staff then completed a three-day MiiWrap training and their eight coaches received both the MiiWrap Training and ongoing training and support in integrating the integrated MiiWrap process.

### Outcomes

The first set of outcomes were wraparound fidelity as measured by the VVDB certification tools and MI integrity as measured by the Global scores of the MITI 4.2.1. The MITI is a behavioral coding system that provides an answer to the question, "How well or poorly is a staff using Motivational Interviewing?" The MITI is intended to be used to measure treatment integrity for clinical trials and to provide structured, formal feedback about ways to improve the practice of Motivational Interviewing. The fidelity scores were how well the required activities of wraparound (wraparound fidelity) and

how well the three global scores from the MITI were met (MI spirit fidelity). The wraparound fidelity scores have been described (Rast, 2010). The three Global ratings of the Motivational Interviewing Treatment Index (MITI 4.2.1, Moyers, Manuel, and Ernst, 2014) describe how well the spirit of MI has been met and include: cultivating change talk, partnership, and empathy. Each Global is scored on a five-point Likert scale in which 5 is exceptionally well met, and 4 is the acceptable level of fidelity. Each rating has specified anchors.

The second set of outcomes related to initial engagement and completing services by the youth and families served. For the second measure there were three general categories of discharge from services. Goals were met and/or staff and youth and family agreed the process was complete and a success, youth dropped out of service prior to completing services, and youth became ineligible for services by either moving out of the catchment area or being disenrolled from the funding program.

### Initial Engagement

Begins Services - Youth/family provided written consent to participate in wraparound and has completed three sessions including the initial orientation/intake.

Declines Service - Youth/family are determined eligible for services and meet medical necessity and refuse services after the orientation and intake.

Not Eligible for Services - Does not meet funding or medical necessity for wraparound.

Does Not respond to Referral - Referred for services but does not follow-up on calls and letters to set the initial orientation/intake to the service

### Motivation

Goals Met - Youth /family and wraparound staff agree enough progress made that the youth no longer needs wraparound support.

Withdrawn from Services - Youth/family withdraws consent without meeting goals.

Moved - Youth/family moves out of catchment area and is no longer eligible.

Not Eligible - Youth no longer eligible for Wraparound due to loss of eligibility for funding or medical necessity

### Coding Procedures and Raters

The videos were scored for wraparound fidelity and for the global ratings of MI from the MITI 4.2.1. The videos were scored by the local coach/supervisor and by a MITI trained evaluator to provide inter-rater reliability and feedback to the coach who was learning to use the fidelity measure. The scores reported are from the evaluator. Twenty percent of the videos were scored by a second MITI trained evaluator to ensure reliability of the evaluator's scores.

### Data Collection for Youth Outcome Measures

Data was collected by the local agency on a monthly report of the status of every youth and family served by the program. Data was sent to the state central evaluation unit. State evaluation staff did quarterly site reviews to check the accuracy of the data. The data was used to assess program outcomes and was important to the local agency.

The data was collected from July 2017 through June 2018 and data collection continued until March 2019 to include the final discharge outcomes for all included youth.

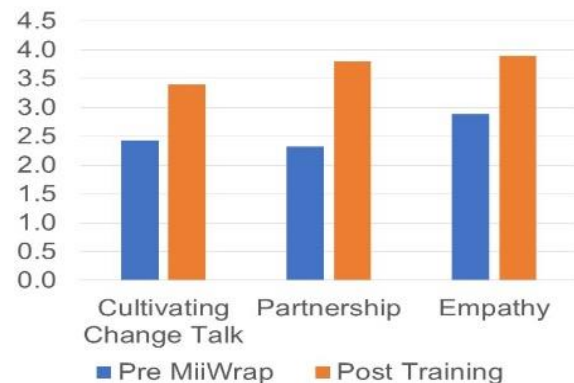
## Results

The first analysis compared the fidelity of the process prior to and after the MiiWrap training and integrated coaching. The videos were recorded six weeks to four months prior to the MiiWrap training and five weeks to three months following the training. Coaching was ongoing with the focus shifting to the integrated model following the MiiWrap training. The pretraining wraparound fidelity scores had a mean of 81.1% which is above the minimum threshold of 75%. The post training mean was 82.9% which is a slight but not significant increase. Overall, the wraparound fidelity scores were good in both cases.

		VVDB Wraparound Fidelity		
<b>Wrap Fidelity Score</b>	Before MiiWrap Training	81.1%		
	After MiiWrap Training	82.9%		
		Cultivating Change Talk	Partnership	Empathy
<b>MI Fidelity Score</b>	Before MiiWrap Training	68%	76%	78%
	After MiiWrap Training	85%	95%	97.5%

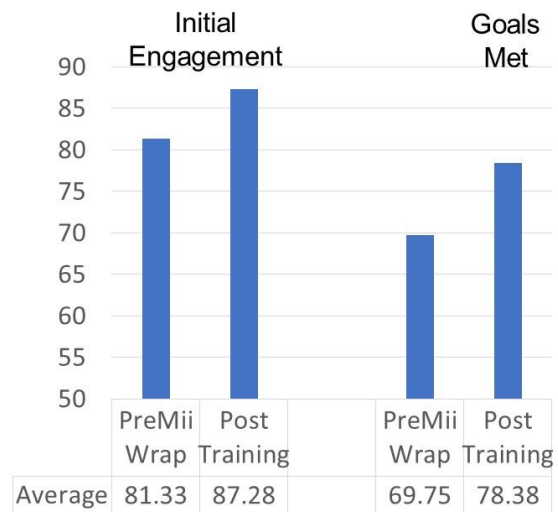
The MI global ratings during the pretraining videos ranged from two to four and averaged 74% of the expected score of four on each scale. This number is higher than the mean scores in Study One and are likely to reflect the ongoing work with the coaches as part of the MiiWrap learning community. Following the training the scores increase to 3 to 5 and had an overall average of 92,5% of the expected score of four on each scale. While none of the scores reached the expected level of fidelity the increase in the mean scores was significant at the  $P \leq .01$  level. The expectation is that through continued individual and group coaching the use of MI and the fidelity of the process will continue to increase.

The graph shows the mean MITI global scores before and after MiiWrap training. All measures show significant improvement with the largest gain in partnership which is the extent to which the staff conveys and equality with the youth/family in interactions by consistently fostering collaboration and power sharing. Cultivating change talk by consistently attending to, evoking and encouraging the youth/family's language about change which is the most critical element in strengthening motivation.



The second part of this study was to examine the impact of the improved use of the MI global skills by staff on the outcomes for initial engagement and process completion. The data for these measures was ongoing. All staff within the agency received the training and although the fidelity data was taken on 27.8% of the staff it is expected that all staff showed similar improvements in their use of Cultivating Change Talk, Partnership and Empathy. The data is collected at the program level, so it shows the impact across all staff. The level of initial engagement increased from 81.3 to 87.3% with is

significant at the  $p \leq .05$  level and the rate of completing the process increased from 69.8% to 78.4% which is also significant at the  $p \leq .05$  level.



## Discussion

These exploratory studies provide the first evidence that there is a need to enhance the wraparound process to support youth/families who are not at the action stage of behavior change when referred to service. They also suggest that providing enhancements that provide staff with interactional skills to improve engagement and partnership and to guide youth/families to articulate and resolve their ambivalence and motivation to enter into and follow through on behavior change can have positive benefits. Motivational Interviewing provides these skills for staff but simply providing Motivational Interviewing training for staff as a separate training does not consistently result in staff behavior change to embrace the Spirit or interactional skills of MI.

Integrating the two processes requires refocusing of the principles of Wraparound and the spirit of Motivational Interviewing and the resulting integrated Mindset is more focused and parsimonious than a simple combining of the two processes. Combining the phases of Wraparound which are heavily loaded for the action stage of change with the processes of MI which are more focused on earlier stages of change provide a more comprehensive set of activities which better meet the range of readiness of the youth/families referred to Wraparound.

These are only exploratory studies and more research is needed to test the efficacy of the process and begin the more intensive research to parse out the components and better explain why the process works and how it can be improved.

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Paper prepared for FMIH Conference

March 2020