

FASST Implementation Toolkit



*A collaborative effort of:
The Children's Board of Hillsborough County
Children's Future Hillsborough
Family and School Support Teams (FASST)
USF Department of Child and Family Studies*

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FASST Implementation Toolkit

Developed as part of Sustainable Infrastructure in Support of Quality Field-Based Practice

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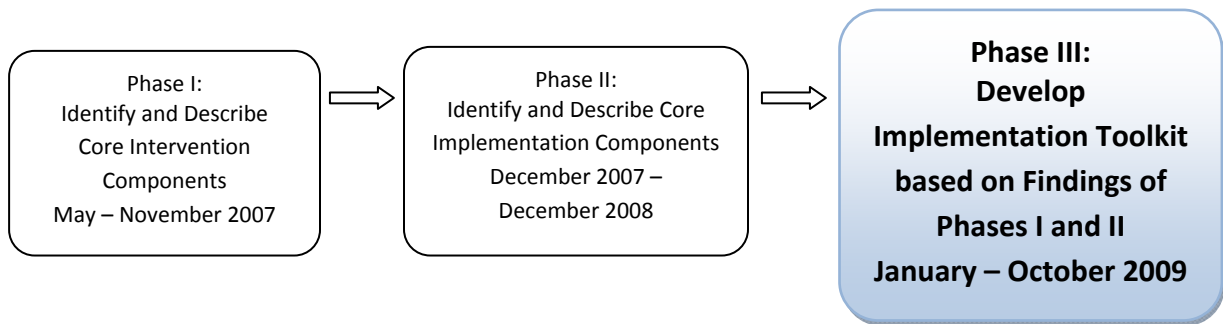
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Project Overview

The Children’s Board of Hillsborough County (CBHC) funds a wide range of services and supports designed to meet the specific needs of local children and families. Though not developed through rigorous service testing, many established community programs and practices are built on sound intervention principles and have demonstrated their ability to successfully meet local need. However, communities are faced with the challenge of incorporating evidence-based practices into established programs. *Developing Sustainable Infrastructure in Support of Quality Field-Based Practice (SIP)* investigates how the CBHC can maximize investment in locally developed programs and promote, implement, and sustain best practice for positive child and family outcomes.

This document presents the *FASST Implementation Toolkit* developed during Phase III of SIP. Phase III is the final of three phases of the SIP project:



The results of Phase III will be presented both in this Implementation Toolkit and in a report for Phase III that summarizes the activities of this work. In addition, Toolkit orientation and project debriefings are scheduled as follows:

- | | |
|--------------------|---|
| November TBA, 2009 | Orientation to <i>FASST Implementation Toolkit</i> for FASST Agency Staff and the SIP Research Advisory Board |
| November 4, 2009 | Present overview of SIP Project and Toolkit contents to CFH Leadership Council and Achieve Management |
| November 16, 2009 | Present SIP Project and Findings to staff of the Children’s Board of Hillsborough County |

In addition to this toolkit, a report describing the work done in Phase III will be submitted to the CBHC and is available upon request.

Acronyms

The following terms are used in this report.

ASO—Administrative Services Organization

CAFAS—Child and Adolescent Functional Assessment Scale

CBHC – Children’s Board of Hillsborough County

CFARS – Children’s Functional Assessment Rating Scale

CFH – Children’s Future Hillsborough

FASST – Family and School Support Team

FSC—Family Support Coordinator

FSP—Family Support Plan

HCPS—Hillsborough County Public Schools

HSC – Hispanic Services Council

MHC – Mental Health Care, Inc.

SAMHSA – Substance Abuse and Mental Health Services Administration

SCS – Service Coordination Scale

SIP – Sustainable Infrastructure in Support of Quality Field-Based Practice

SOC – System of Care

TCM— Targeted Case Management

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Toolkit Introduction



Role of Toolkits in Implementation

This toolkit was produced as part of *Developing Sustainable Infrastructure in Support of Quality Field-Based Practice (SIP)*, a collaborative effort of The Children’s Board of Hillsborough County Children’s Future Hillsborough, Family and School Support Teams (FASST), and the USF Department of Child and Family Studies. The toolkit has been designed to support implementation of the FASST program as intended based on the current program theory.

The term *intervention* was initially used to describe the FASST program theory. Stakeholders indicated that this term is too suggestive of clinical treatment. FASST agencies are currently working from a case management program model; the term *intervention* has been replaced with the more general term, *program theory*.

Many organizations use toolkits to guide the implementation of a program or practice. The value of using toolkits to implement a program or practice is evidenced by the development of toolkits on a variety of topics by federal agencies, such as the Substance Abuse and Mental Health Services Administration (SAMHSA), the U.S. Department of Education, and the Centers for Disease Control and Prevention. For example, SAMHSA’s Assertive Community Treatment Evidence-Based Practice (ACT) KIT¹, designed for implementation of evidence-based clinical practices, has become widely used in working with clients with severe mental health challenges.

Purpose of the FASST Implementation Toolkit

Attention to the implementation of programs should focus not only on evidence-based programs and practices but also on locally developed programs that show positive outcomes for children and families. Implementing locally developed programs with fidelity is important for many communities, especially communities who have made substantial investments in these programs. Though not developed through rigorous service testing, many established community programs and practices are built on sound intervention principles and have demonstrated their ability to successfully meet local need. Utilization of a fidelity toolkit is an effective way to promote, implement, and sustain best practice for positive child and family outcomes. Unfortunately, there is a dearth of toolkits

¹ For more information on SAMHSA’s Assertive Community Treatment toolkit, see <http://mentalhealth.samhsa.gov/cmhs/CommunitySupport/toolkits/community/>. For information on evidence-based programs and practices, the reader is referred to <http://nrepp.samhsa.gov/>.



designed for use within a community-based case management program such as the Family and School Support Teams (FASST) program. **The purpose of this toolkit is to provide FASST staff at the program, system, and policy levels strategies for strengthening and maintaining fidelity to the FASST program (i.e., ensuring that the program is carried out as intended) across all agencies and at all levels of the program.**

FASST Implementation Toolkit Development

The *FASST Implementation Toolkit* is based on findings from Phases I and II of the SIP research project. The research project began with an examination of intervention and implementation components of the FASST program as well as an examination of the broader community, policy, and system context within which the FASST program functions. Findings from Phases I and II indicate that FASST fidelity will be strengthened by maintaining clarity around the population of children and families being served and services offered across agencies providing FASST services. In addition, fidelity will be strengthened with more FASST-specific training, review and revision (as needed) of the FASST Orientation/Implementation Manual, a specific policy and procedure manual, and consistent communication of the FASST program within and external to the FASST program.

The FASST Program and its provider agencies responded positively to the findings from the SIP project, utilizing report recommendations to make changes to the program. The FASST program has worked to clarify the roles and responsibilities of FASST staff, worked to ensure consistent communication about the FASST program to community and school partners, and revised the FASST Orientation/Implementation Manual. Many research recommendations have been addressed by the FASST program and are reflected in their current practice. A recent FASST program report, entitled, “Act, Think As One,” reflects their commitment to ensuring that the program is carried out as intended and in a consistent manner across all agency providers. The aim of this kit is to provide tools to support their efforts.

Organization of the Toolkit

The *FASST Implementation Toolkit* is organized into major sections based on findings from Phases I and II of the SIP project and the contributions of the SIP Research Advisory Board. The core components of the toolkit include the following topics:

1. The **FASST Program Theory** section provides the user with information and tools related to the FASST program theory as well as a brief description of the FASST Orientation Manual.
2. The **FASST Orientation/Implementation Manual** section provides the user with a brief description of the manual and its uses.

3. The **FASST Information Sheets** section provides a brief introduction of FASST for staff members as well as reproducible handouts about the FASST program. These are intended to be disseminated to staff, family members, and school and community partners.
4. The **FASST Training and Coaching** section offers the user information for new FASST employee orientation, guidelines for shadowing, and recommendations for ongoing training, including a recommended training schedule.
5. The **Family Support** section includes a tool, the *Family Support Plan Log*, which may serve as a proxy form for the Family Support Plan when a Family Support Coordinator is in the field. It also offers a way for staff to track tasks of the Family Team members and to regularly assess independence of the family.
6. The **Supervision for Fidelity** section provides support to program managers and supervisors. It offers tools related to regular supervision, chart review and feedback for the purpose of building the strength of program staff.
7. The **Cross-Agency Team Building** section provides tools for facilitating cross-agency team building at the direct care, supervisor, and program manager levels within the FASST program. It also provides the user with facilitation tools for an annual FASST retreat.
8. **Additional Toolkit Resources.**

This toolkit is intended to be a living document in which tools are reproduced and used by FASST staff, reviewed on a regular basis for feasibility and accuracy/appropriateness, and modified as appropriate based on the FASST program theory and the needs of the FASST staff. The toolkit is produced in a three ring binder so that the content may be revised as needed. In addition, the pages of the toolkit are organized on color coded paper to support ease of use:

Yellow paper – is used to provide background information and descriptions of the toolkit components.

Blue paper – is used to provide guidelines for how to use a specific tool or implementation process that is part of the toolkit.

White paper – is used to provide specific tools within the toolkit that will need to be reproduced in order to be used.

Intended Toolkit Users

Findings from SIP Phase II identified three administrative levels that are critical to FASST implementation: Program, System and Policy. This toolkit has been designed for use at all three levels of FASST administration.

- Program (FASST agencies)—Includes activities related to implementation of the FASST program by FASST provider agencies and Child and Family Teams. These groups directly deliver FASST services; provide intra-agency leadership, administration, and management of FASST; and ensure the delivery of services and supports to children and families with fidelity to the FASST program intent and system of care values and principles.
- System (CFH and Achieve Management, Inc.)—Includes activities related to providing the cross-agency leadership, administration, and management necessary to support the consistent implementation of the FASST intervention with fidelity to the program intent and system-of-care values and principles.
- Policy (CBCH)—Includes establishment of a community-wide definition of the intended FASST program intervention in partnership with FASST stakeholders and to provide guidelines necessary to support the community-wide implementation of FASST in accordance with system of care values. The toolkit allows the funder to better understand the work being done within the FASST program as they make decisions and/or suggestions about future directions of the program.

FASST Program Theory



Program Theory: a Critical Component of the FASST Implementation Toolkit

Program implementation should be built upon a shared understanding of the strategies that are believed to be critical to achieving program outcomes (Hernandez & Hodges, 2001; 2005). This shared understanding is often referred to as program theory (or a program's theory of change). Bond (2000) describes a program model as a "well defined set of prescribed interventions and procedures," and Torrey and colleagues (2001) note that programs with higher fidelity to a defined practice produce superior outcomes. Torrey et al. further note that toolkits are designed to promote consistent delivery of effective services (2001). Developing a program theory that is shared is often recommended as a strategy for bringing program staff together around the intent of a program and its intended outcomes (Savas & Ruffolo, 2001; Weiss, 1995; W. K. Kellogg Foundation, 2004).

Program theory is a useful implementation tool within agencies because it supports consistency of implementation across staff members. In the case of a program such as FASST for which services and supports are delivered by multiple agencies, clarity regarding program theory is even more critical as a component of implementation with fidelity. This is because a shared understanding of program theory helps ensure that staff members across FASST agency partners are able to integrate their application of the FASST program model to create consistency in day-to-day practice.

Findings from Phases I and II of this project indicate that fidelity to the FASST model is challenged by the need for consistency both within and across agencies regarding the population of children and families served and strategies used. For this reason, this toolkit uses FASST program theory as the cornerstone of the implementation strategies presented throughout.

How was FASST's Program Theory Developed?

During Phase I of this project, the research team used observations, interviews, and document review to draft a program theory for FASST. This process integrated three types of theories of change for the purpose of establishing the FASST Program Theory: the **Recorded** Theory, which captured program strategies as described in formal FASST documents; the **Expressed** Theory,

Important Note: Although the term, *intervention* was initially used to describe the FASST program theory, multiple stakeholders, including the SIP Research Advisory Board, have indicated that this term is too suggestive of clinical treatment. FASST agencies are currently working from a case management program model; therefore, the term *intervention* has been replaced with the more general term *program theory*.

which captured the intended program strategies as described by the FASST Oversight Committee; and the **Active** Theory, which captured the program strategies of FASST at the child and family level.

During Phase II of the project, the research team modified the FASST Program Theory to reflect changes resulting from the regionalization of FASST services. These changes included gaining specificity around eligibility requirements for the population of children and families served. It also included clarification around linking families to services versus providing services within the program. The logic model dated August 2008 incorporates regionalization efforts and is the version that is included in this toolkit.

The *FASST Implementation Toolkit* includes three components related to FASST Program Theory:

1. Guidelines for using FASST Program Theory logic model
2. Guidelines for annual review of FASST Program Theory
3. Guidelines for establishing and renewing a cross-agency Memorandum of Understanding regarding FASST Program Theory.

In addition, the most updated version of the FASST Program Theory logic model should be included in the FASST Orientation/Implementation Manual.



Next Steps: The FASST program has undergone substantial changes over the course of this project. An important next step will be for a cross-agency group of stakeholders to review the August 2008 logic model presented in this toolkit to ensure it is a reflection of the current FASST Program Theory.



FASST Program Theory Logic Model: August 2008

(Sources: FASST Social Marketing Workgroup and Regionalization Workgroups)

FASST: A voluntary case management program that provides family support services and connects families to an array of services including mental health and nontraditional supports.

<p>Vision: To be a model of excellence that sets the standard for collaboration and efficiency, resulting in stronger families and communities</p> <p>Mission: Meeting the needs of children and families through a network of care founded on family and community partnerships</p> <p>Theories of Change: Implementation of wraparound values and principles can improve human services; working to individualize services for FASST families can make the entire system of care more responsive to the needs of all children and families; completing a family plan will lead to specified outcomes</p>	<p>Values: SOC core values (child-centered and family-focused, community-based, culturally competent) and principles; Wraparound values and principles; voluntary program; confidential; ethical balance between individual and family needs; respect for family configuration.</p> <p>Principles: Home/school/community-based support; strong collaborative relationships, with school playing a vital role; family centered approach, families as valuable partners; cultural sensitivity and competence; strength-based; individualized and flexible services; early identification; prevention and intervention; collect, analyze and report measurable outcomes.</p>	
Identified Population	Program Strategies	Goals/Outcomes
<p>Population of Focus</p> <p>Presenting Issues:</p> <p>Children experiencing or at risk of behavioral, social/emotional (at home or school) or mental health concerns, developmental delays, and/or academic concerns (and their families).</p> <p>These children may be:</p> <ul style="list-style-type: none"> • At risk of restrictive academic or out-of-home placement; or • At risk of more restrictive behavioral interventions; or • At risk of or involved with the child welfare, juvenile justice, other child-serving systems, or other community agencies <p>Demographics:</p> <p>These children:</p> <ul style="list-style-type: none"> • are between birth and 5th grade, • and reside in Hillsborough County, • and attend school/pre-school in Hillsborough County (whether public, private, charter, home school) 	<p>System-Level Strategies</p> <ul style="list-style-type: none"> • Funded by Children’s Board of Hillsborough County and Hillsborough County Public Schools • Administrative and contract oversight provided by Children’s Future Hillsborough and Achieve Management • Flexible funds for services and supports available through Administrative Service Organization • 4 FASST provider agencies serve particular geographic regions • FASST initiatives must pass through Leadership Council • Strategic Organizational relationships: FASST Teams > FASST Agency > FASST Leadership Group > FASST Oversight Committee > Leadership Council > Children’s Future Hillsborough, Inc and Achieve Management, Inc (MSO) > Children’s Board of Hillsborough County and Hillsborough County Public Schools <hr/> <p>Service Strategies</p> <p>FASST Team Role and Responsibilities</p> <ul style="list-style-type: none"> • FASST Teams include: a Family Support Coordinator; Family Advocate/Promotora; family and child; clinical supervisor; formal providers; community and natural supports; school personnel; others as family feels necessary • FASST teams work with families to identify strengths and needs and work together in the best interest of child • Home-based and school visits may be conducted by all members of team and are scheduled around needs and schedules of parent • Length of service: ~ 6-12 months • Team follows child/family if they move or provide a “warm” transfer to ensure completion of family plan • Bilingual FASST teams are available across agencies <p>Family Support Plan and Family Role</p> <ul style="list-style-type: none"> • FASST Family Support Plans reflect family strengths > needs and are outcome focused • Families are actively involved in developing a family plan <hr/> <p>Provision of and Linkage to Services and Supports</p> <ul style="list-style-type: none"> • FASST provides services including: <ul style="list-style-type: none"> ○ Service coordination that is family-driven and goal oriented ○ Linkage to appropriate services and supports (see below) ○ A bridge for parent/school communication ○ Information and advocacy related to education ○ Parent/family support and educational services ○ Parent support groups ○ Identification of natural and informal supports ○ Community activities for families ○ Utilization of ASO funds for family needs • FASST provides linkages to community services and supports including therapy/mental health services, behavioral supports, community enrichment and literacy activities, after school recreation, tutoring, therapeutic mentoring, medical services or medication evaluation, parenting education, family support groups, grief/divorce groups, school interventions, community resources, pre-school/school-based interventions, developmental screening/monitoring for Early Childhood FASST <hr/> <p>Service Process Referral to FASST › Contact family to explain program and get parent agreement › Assemble team for intake meeting › Work with child and family to identify strengths and needs › Develop Family Support Plan › Link child and family to services and supports › Work with child and family to achieve goals and monitor progress</p>	<p>Child</p> <ul style="list-style-type: none"> • Improved academic achievement (80% maintain or improve academic performance) • Decreased disruptive behavior at home and/or school <p>Family</p> <ul style="list-style-type: none"> • Increased ability to provide safe/structured environments (80% will use skills) • Increased involvement in school <p>System</p> <ul style="list-style-type: none"> • Increased responsiveness to families • Increased social supports for families • Increased continuity of care • Improved service coordination (SCS goal that 70% of parents will report improvement in service coordination)
<p>Evaluation: Assessments: School standardized tests (Stanford and FCAT); student report cards; CFARS; Service Coordination Scale (SCS);Stakeholder satisfaction surveys (family and school); Family Support Survey</p>		



Guidelines for Using the FASST Program Theory Logic Model

This toolkit presents the FASST Program Theory in a logic model format that is designed to provide an overview of the program's intent, what service delivery and infrastructure supports will be necessary to accomplish the intended goals and outcomes, and how stakeholders will know if the intent of the program is being met. The logic model makes the goals and values of FASST explicit and describes the services and supports that are believed necessary to achieve those goals within the value system of the program.

Feedback from FASST staff strongly suggests that having a printed copy of the FASST Program Theory readily available for review would assist staff members in their efforts to implement the program as intended. Therefore, guidelines for using the FASST Program Theory logic model as a tool for implementation fidelity include making the logic model available to staff and engaging staff in discussion of its content. Recommended implementation strategies:

- Agencies should reproduce and distribute the most up-to-date version of the FASST Program Theory logic model to all FASST staff at least once a year.
- At least once annually, the FASST Program Theory logic model should be reviewed and discussed during an agency staff meeting.
- The FASST Program Theory logic model should be reproduced as a poster at least 11"x17" in dimensions and posted on agency bulletin boards and other areas of high visibility for stakeholders.

The annual discussion of the FASST Program Theory should incorporate the following:

Vision and Mission: The vision and mission statements can be found at the top left of the logic model. These should provide the basis for discussion of the intended purpose of the program.

Theory of Change: This statement supports discussion about how and why FASST expects to affect change for children and families.

Values and Principles: Documented statements of FASST values and principles can be found at the top right of the logic model. They capture the shared foundation upon which service strategies are designed and carried out and provide the basis for discussing how strategies are linked to values.

Identified Population: A description of the FASST population of focus is found on the left side of the logic model. This articulates the needs and strengths of the population to be served and provides the basis for discussion regarding program eligibility.

Program Strategies: FASST strategies are found in the center of the logic model. They provide the basis for understanding what FASST strategies are to be implemented.

Goals/Outcomes: FASST goals and outcomes are found at the far right of the logic model. These provide a description of the goals and intended outcomes of FASST and support staff in understanding how their work contributes to program outcomes.

Evaluation: Tools and processes used to monitor goal and outcome achievement are found across the bottom of the logic model and support staff in understanding how program outcomes are monitored.

Guidelines for Annual Review of FASST Program Theory

Program strategies can change over time for a variety of reasons that include staff changes, funder requirements, and changes in community strengths and needs. A review of the FASST Program Theory should be undertaken at least annually and more often if program leaders and stakeholders believe that substantive changes in program theory have been made. The process for program theory review is described below:

Review Team Membership

The FASST Program Theory review team will include 8 members and should be comprised as follows:

- 1 representative from each of the 4 FASST provider agencies. This group of representatives should include at least one person from FASST program manager, supervisor, and direct service levels of FASST implementation.
- 1 representative from the CFH Family Council.
- 1 representative from the contract agency (CFH/Achieve).
- 1 representative from the CBHC – preferably the FASST Contract Manager.
- 1 representative from the HCPS – preferably someone sitting on the FASST Oversight Committee.

Review Process

- In January of each year, FASST Oversight will appoint representatives to the Program Theory review team.
- This team will meet between January and March of each year to review each of the components of the FASST Program Theory logic model and determine whether:
 1. The logic model is an accurate representation of the FASST program as they understand it.
 2. The logic model is an accurate representation of the FASST program as it is currently implemented.
- No later than March 31st of each year, the team will make recommendations for any updates and changes to the FASST Program Theory logic model to FASST Oversight and the contract agency (CFH/Achieve).
- If disagreements arise as to the appropriateness of the recommended changes across agencies, FASST Oversight and the

Important Note:

The FASST Program Materials are communicated in multiple formats including the FASST Orientation/Implementation Manual, New Employee Orientation, marketing materials, website, etc. **It is critical that any and all FASST materials be updated with any changes to the FASST Program Theory.** The contract agency (CFH/Achieve) should facilitate a review of these materials and ensure that they are updated as needed.

contract agency (CFH/Achieve) will arrive at a consensus for the specifics of the program theory with counsel from the funding agencies.

- The contract agency will bring the revised program theory to the funders for their approval no later than May 15th of each year.

Final Product

Although there may be no recommended changes, this process ensures a regular review of key elements of the FASST program theory. The goal of this review process is to ensure that changes to FASST program theory are planful, reflective of community need, and understood and agreed upon by FASST stakeholders. Dissemination of the program theory logic model should follow **Guidelines for Using the FASST Program Theory Logic Model** as well as **Guidelines for Cross-Agency Memorandum of Understanding for FASST Program Theory**, both presented in this toolkit.

Guidelines for Cross-Agency Memorandum of Understanding for FASST Program Theory

The purpose of a Memorandum of Understanding (MOU) for FASST Program Theory is to provide a clear cross-agency structure and buy-in from agency partners regarding the tasks, responsibilities, and opportunities related to providing FASST services and supports. The intended result is to systematize cross-agency delivery of the FASST program and provide guidelines to program staff that are clearly supported by agency leaders as well as FASST funders and contract staff.

The process for establishing a cross-agency MOU for FASST Program Theory is recommended to be as follows:

1. The FASST contract agency (CFH/Achieve) will draft an MOU for FASST Program Theory that is based on the recommendations of the FASST Program Theory review team process described in **Guidelines for Annual Review of FASST Program Theory** (in this toolkit).
2. The FASST Program Theory MOU will be signed by FASST agency directors and co-signed by funding and contract agency representatives no later than September of each year.
3. The FASST Program Theory MOU will take effect at the beginning of each fiscal year.
4. The FASST Program Theory MOU will be shared with FASST staff at the annual FASST retreat (described in this toolkit).

Should substantial changes to the FASST Program Theory logic model be required before the end of a fiscal year, the FASST Oversight should use the process described in the **Guidelines for Annual Review of FASST Program Theory** (in this toolkit) to convene a Program Theory review team. A new MOU, based on any changes made by the review team, should be agreed upon and signed by all parties.

**Memorandum of Understanding
for the
FASST Program Theory**

I. Parties

This agreement, establishing FASST Program Theory, is entered into by (name FASST provider agencies), the FASST contract agency (name), the Children’s Board of Hillsborough County (CBHC), and Hillsborough County Public Schools (HCPS).

II. Vision

It is the vision of these parties that the FASST program be implemented with consistency across agencies and with full commitment to the children and families of Hillsborough County, FL.

III. Purpose

The purpose of this agreement is to publicly establish a shared commitment to carrying out the FASST Program Theory to the best of our abilities. Participating agencies agree to fully support the FASST program according to the agreed upon program theory and commit resources for management and supervision of FASST cases as described in the program theory detailed in this MOU.

IV. Components of FASST Program Theory

The components of FASST program theory described below represent the most recent version of the program theory logic model that was developed through the process for annual review.

- a. **Vision and Mission:** (add appropriate and updated detail).
- b. **Theory of Change:** (add appropriate and updated detail).
- c. **Values and Principles:** (add appropriate and updated detail).
- d. **Identified Population:** (add appropriate and updated detail).
- e. **Program Strategies:** (add appropriate and updated detail).
- f. **Goals/Outcomes:** (add appropriate and updated detail).
- g. **Evaluation:** (add appropriate and updated detail).

This Memorandum of Understanding has been executed on _____ (date) _____.

AGENCY NAME
By: _____
Individual’s Name

AGENCY NAME
By: _____
Individual’s Name

Add provider, contract, and funding agencies as appropriate.



Orientation/ Implementation Manual

The Role of the FASST Orientation/Implementation Manual in Communicating FASST Program Theory

The FASST Orientation/Implementation Manual provides new and existing employees with a comprehensive overview of the FASST Program Theory as well as a variety of policies and procedures related to FASST implementation. As such, the manual serves as an important tool for FASST implementation fidelity and should be made available to every FASST employee.

In order to maximize the utility of this manual as a detailed reference point for FASST program theory as well as FASST policy and procedure, this manual should reflect recent changes in FASST program theory. Before the manual can be used as a tool of implementation fidelity, it is important that its contents be reviewed for consistency and accuracy for the following: FASST vision/mission, values and principles, population of focus, intervention strategies, and goals/outcomes. In addition, a comprehensive guide to FASST administrative policies and procedures would reduce cross-agency inconsistency in FASST implementation.

Recommendations for an update of the FASST Orientation/Implementation Manual have been made in the SIP Phase III report. Upon completion, the FASST Manual should be inserted into this section of the manual.

Guidelines for Using the FASST Orientation/Implementation Manual in Program Implementation

1. New employees should receive a copy of the FASST Orientation Manual before they complete the FASST Orientation Training or their Shadowing experience.
2. Employees should use the FASST Orientation/Implementation Manual as a guide to everyday practice.
3. The FASST Orientation/Implementation Manual should be used in supervision as a reference for appropriate practice of FASST program theory.
4. The FASST Orientation/Implementation Manual should be reviewed annually for accuracy and to incorporate any changes. This review should be undertaken by the FASST contract agency (CFH/Achieve) and should include representatives of FASST agencies.
5. Any revisions or updates to the FASST Orientation/Implementation Manual should be disseminated to all FASST program staff and discussed at a FASST cross-agency meeting to ensure that changes are appropriately incorporated into daily FASST practice.



**Insert Revised FASST Orientation Manual in
this section of the Toolkit**



FASST Information Sheets



Information Sheets: a Tool for Communicating FASST Program Theory

One tool that has been used successfully by evidence-based programs to communicate key aspects of program theory to various stakeholder groups is program information sheets.² Program information sheets are useful in providing detail on program theory in an easily accessible and straightforward manner. The *FASST Implementation Toolkit* includes FASST information sheets developed for three audiences:

1. FASST program staff
2. Families
3. School and community partners

FASST Information Sheet Background

Findings from Phases I and II of the SIP research project indicate the importance of providing consistent information to school and other community partners regarding the FASST program, particularly with regard to FASST procedures, the population of children and families eligible for FASST services, intended outcomes of the FASST program, and FASST services and support strategies. The purpose of the Information Sheets is to support FASST in communicating the FASST Program Theory.

During Phase II of the SIP project, a social marketing workgroup, comprised of Family Service Coordinators (FSCs) and Family Advocates (recently retitled to FSCs), was convened and facilitated by the SIP research team. The workgroup developed a family-friendly brochure to be disseminated to families and community partners needing additional information about the FASST program. The brochure was adopted and is used frequently within the FASST program. However, feedback from FASST staff supports the development of information sheets that are more easily reproduced.

During Phase III of this project, CFH and the FASST Agencies have put forth great effort to communicate the FASST program theory—disseminating brochures, meeting with staff at the Family Support and Resource Centers, working with the Hillsborough County Public Schools to develop a school liaison list, conducting multiple presentations with school staff, and developing online

² For examples see the Substance Abuse and Mental Health Services Administration's toolkit on Family Psychoeducation: <http://mentalhealth.samhsa.gov/cmhs/CommunitySupport/toolkits/family/default.asp>

applications for increased accessibility of information and services just to name a few. During the development of this toolkit, it was suggested that separate FASST information sheets be developed for school partners and community partners. The research team took this recommendation into consideration during the development of the information sheets. However, the research team determined that information sheets for schools and community partners contain duplicate information—particularly with the Regionalization of FASST, as referrals are received from community partners as well as schools. As a result, the school and community information sheets were combined into one document.

The *FASST Implementation Toolkit* includes the following recommendations related to the use of the information sheets:

- FASST staff should rely on information sheets as a tool for communicating key points of FASST program theory to a variety of program stakeholders.
- Information sheets must be updated regularly to reflect any changes in program theory.
- Copies of the information sheets should be available for FASST staff, school and community partners, and family members.

Guidelines for Using FASST Information Sheets

The intended use for each information/FASST Fact sheet varies slightly based on the audience. These information sheets were designed to be able to be copied in black and white as well as color and reproduce well on a traditional copy machine.

Information Sheet for FASST Program Staff

For FASST program staff, the information sheet provides a quick introduction to the FASST program. This is particularly helpful to a recently hired staff member who has not had a formal orientation to FASST and has not yet reviewed the FASST Orientation/Implementation Manual. This information is intended to be copied and disseminated to program staff across the FASST program.

FASST Fact Sheet for Families

For families, the FASST fact sheet provides basic information about the FASST program, including eligibility, services/supports available, and how FASST works, in a family-friendly format that is not text-heavy. This document should be reproduced and made available wherever families might request information. Suggestions include family welcome packets, FSRCs, schools (for personnel to share with parents), and other community partners such as the YMCA, local libraries, etc. This sheet contains information that is very similar to the FASST brochure and the current FASST FACTS information sheet but may be easier to reproduce and read.

FASST Fact Sheet for Schools and Community Partners

For schools and community partners, the information sheet provides basic information about the FASST program, describing FASST, eligibility for FASST services, a description of FASST services, and the referral process. These fact sheets could be disseminated when meeting with school staff, while at school events, or during activities such as the Principals' Breakfast. They may also be offered to community partners that are not familiar with the FASST program.



Information Sheet for Program Staff



October 2009

What is the Family and School Support Teams (FASST) Program?

The Family and School Support Teams (FASST) program is a community collaborative initiative sponsored by the Children's Board of Hillsborough County with supplemental funding from the School District of Hillsborough County and Medicaid. FASST is a voluntary program of supports and services designed for children and their families. FASST provides case management/family support, assesses needs, and facilitates linkages to various community services/supports. The FASST program works to strengthen the functioning of children, families, and communities by enhancing the protective factors (e.g., improved parenting skills, development of community supports for the family) and reducing risk factors (e.g., a challenging parent-child relationship, abuse or neglect, lack of a support system for the family). (For more information on the FASST model for serving children and families, please see the FASST Program Theory on the last page of this document).

There are four agencies that provide FASST services throughout Hillsborough County (specific to geographic region). They are:

- The Children's Home, Inc.
- Hispanic Services Council
- Mental Health Care, Inc.
- Northside Mental Health Center, Inc.

Who works in the FASST program?

FASST programs are generally staffed by a manager/supervisor, a therapist/clinical supervisor, a family support coordinator (FSC), and an administrative assistant. The manager/supervisor role includes attaining contractual requirements, ensuring fiscal responsibility of the program, and ensuring that daily practice aligns with the FASST mission and vision. The therapist/clinical supervisor functions as a clinical guide for the family support coordinators in serving families. The FSC provides the primary case management role within the team by linking the family with providers in the community and documenting service coordination activities. There are different employment categories for FSCs depending upon educational level and experience. The administrative assistant performs the day-to-day office administrative tasks and supports the rest of the team.



FASST and System of Care Values and Principles

System of Care (SOC) values and principles are foundational to the FASST program and include services that are child-centered and family-focused, community-based, and culturally competent. These core values form the basis for all services provided within the FASST program.

Who is eligible for FASST?

FASST is available to any child, birth – 5th grade who resides in Hillsborough County, attends preschool/school in Hillsborough County (whether public, private, charter, or home school), and is experiencing or is at risk of behavioral, social/emotional, academic, or general growth and development difficulties.



How does FASST help a child and family?

The FASST program is a collaboration between service providers, families, teachers, and others involved in the care of a child, where team members develop an individualized service plan (a Family Support Plan, or FSP) that identifies and addresses the strengths and needs of the child and family, with a focus on improving a child's academic achievement, decreasing challenging/disruptive behavior, improving the family's ability to provide a safe and structured environment, and increasing the family's involvement with the child's school (see the Family Support Process at a Glance at the end of this document for details).

What is the Family Support Plan?

The Family Support Plan (FSP) serves as the guiding document for the FASST family team, by pulling together strengths, needs, barriers, and goals of the family as a whole across multiple life domains. The family support plan functions as a "living" document that evolves and is regularly modified to reflect the changing needs of the family and their support systems.

Vital components of the family support plan are life domains; goals, objectives, and tasks; and strengths, natural supports, and barriers.

- **Life Domains:** Areas of life where identified needs exist for the child, other family members, or the family as a whole. These include: safety/housing/ financial/ mobility, educational/vocational, social/emotional, legal, recreational/childcare, health/medical, and cultural/spiritual/natural supports.
- **Goals, Objectives, and Tasks:** Serve as the overall vision of service and are attached to life domains. These keep all team members focused and aware of their responsibilities.
- **Strengths, Natural Supports, and Barriers:** Relate logically to the goals, objectives, and tasks. Strengths refer to the assets of the family as a whole as well as those of individuals within the family. Natural supports are those supports available through connections to family, friends, and neighborhood- and community-level resources. Barriers are the potential roadblocks that may prevent the family from having their needs met.



What is the Family Team?

A large team is built around the family to include the referred child and parents/guardians, informal supports, formal providers, school personnel, FASST staff, and anyone else the family feels may help them reach their goals for success. The family team works together, with the family taking a lead role, to develop the FSP. After the FSP has been drafted, the team will communicate regularly to address the goals of the plan and work with the family to access needed services. The family team meets periodically to update the status of the plan. Some keys to successfully implementing an FSP are that all members of the team have ownership in the planning process, maintain frequent communication, and work closely with the family to successfully complete their goals.



How long does FASST serve a child and family?

The typical length of service for a child receiving FASST services is six months. However, there are sometimes circumstances that justify the need to extend service beyond six months. Such circumstances may be due to lack of available community supports to link the family, general gaps in services, or additional issues that arise within the family that need to be addressed.

What is the FASST transition plan?

FASST service completion is a decision made by members of the family team and includes planning for continuity of services and supports. This generally occurs after the goals of the family support plan have been met or significant progress has been made, and the team members agree that it is appropriate for the child and family to exit the FASST program.

What is the FASST Caseload?

FASST caseloads vary depending upon employment category and case responsibilities within each of these categories. Some FSCs are expected to carry a minimum independent caseload of 20 individual families, whereas paraprofessional FSCs are expected to carry a minimum independent caseload of 10 individual families.



Family Support Process at a Glance

When FASST receives an application (from a school liaison, community member, or the family directly), a Family Support Coordinator (FSC) contacts:

- the family within 2 days
- the school (with parental consent) within 7 days regarding the referral



If there is a wait list at the agency:

- FASST will provide the family with information on other agencies or services until they are assigned an FSC
- Families may attend FASST family activities



The FSC meets with the family to:

- Complete the intake
- Identify strengths and needs



A Family Support Plan (FSP) meeting is scheduled within 30 days of intake, and the team develops family goals



Family and FSC work together to accomplish goals by:

- Linking the family to services and supports in the community
- Encouraging the use of natural supports (family, neighbors, church members)



The FSC:

- Reviews FSP goals with the family during each visit
- Conducts a family team meeting with a formal review of FSP goals every 90 days
- Conduct a 6 month review for transition from FASST program



FSC transitions family out of program with continued community services and supports



FAST Program Theory: August 2008

(Sources: FAST Social Marketing Workgroup and Regionalization Workgroups)

FAST: A voluntary case management program that provides family support services and connects families to an array of services including mental health and nontraditional supports.

<p>Values: To be a model of excellence that sets the standard for collaboration and efficiency, resulting in stronger families and communities</p> <p>Mission: Meeting the needs of children and families through a network of care founded on family and community partnerships</p> <p>Theories of Change: Implementation of wraparound values and principles can improve human services; working to individualize services for FAST families can make the entire system of care more responsive to the needs of all children and families; completing a family plan will lead to specified outcomes</p>	<p>Values: SOC core values (child-centered and family-focused, community-based, confidential; ethical balance between principles; Wraparound values and principles; voluntary program; individual and family configuration)</p> <p>Principles: Home/school/community-based support; strong collaborative relationships, with school playing a vital role; family centered approach, families as valuable partners; cultural sensitivity and competence; strength-based; individualized and flexible services; early identification; prevention and intervention; collect, analyze and report measurable outcomes.</p>	<p>Goals/Outcomes</p> <p>Child</p> <ul style="list-style-type: none"> • Improved academic achievement (80% maintain or improve academic performance) • Decreased disruptive behavior at home and/or school <p>Family</p> <ul style="list-style-type: none"> • Increased ability to provide safe/structured environments (80% will use skills) • Increased involvement in school <p>System</p> <ul style="list-style-type: none"> • Increased responsiveness to families • Increased social supports for families • Increased continuity of care • Improved service coordination (SCS goal that 70% of parents will report improvement in service coordination)
Strategies		
<p>System-Level Strategies</p> <ul style="list-style-type: none"> • Funded by Children’s Board of Hillsborough County and Hillsborough County Public Schools • Administrative and contract oversight provided by Children’s Future Hillsborough and Achieve Management • Flexible funds for services and supports available through Administrative Service Organization • 4 FAST provider agencies serve particular geographic regions • FAST initiatives must pass through Leadership Council • Strategic Organizational relationships: FAST Teams > FAST Agency > FASST Oversight Committee > Leadership Council > Children’s Future Hillsborough, Inc and Achieve Management, Inc (MSO) > Children’s Board of Hillsborough County and Hillsborough County Public Schools 	<p>Provision of and Linkage to Services and Supports</p> <ul style="list-style-type: none"> • FASST provides services including: <ul style="list-style-type: none"> ◦ Service coordination that is family-driven and goal oriented ◦ Linkage to appropriate services and supports (see below) ◦ A bridge for parent/school communication ◦ Information and advocacy related to education ◦ Parent/family support and educational services ◦ Parent support groups ◦ Identification of natural and informal supports ◦ Community activities for families ◦ Utilization of ASO funds for family needs • FASST provides linkages to community services and supports including therapy/mental health services, behavioral supports, community enrichment and literacy activities; after school recreation, tutoring, therapeutic mentoring, medical services or medication evaluation, parenting education, family support groups, grief/divorce groups, school interventions, community resources, pre-school/school-based interventions, developmental screening/monitoring for Early Childhood FASST 	<p>Service Strategies</p> <p>FASST Team Role and Responsibilities</p> <ul style="list-style-type: none"> • FASST Teams include: a Family Support Coordinator; Family Advocate/Promotor; family and child; clinical supervisor; formal providers; community and natural supports; school personnel; others as family feels necessary • FASST teams work with families to identify strengths and needs and work together in the best interest of child • Home-based and school visits may be conducted by all members of team and are scheduled around needs and schedules of parent • Length of service: ~ 6-12 months • Team follows child/family if they move or provide a “warm” transfer to ensure completion of family plan • Bilingual FASST teams are available across agencies <p>Family Support Plan and Family Role</p> <ul style="list-style-type: none"> • FASST Family Support Plans reflect family strengths and needs and are outcome focused • Families are actively involved in developing a family plan
<p>Population of Focus</p> <p>Presenting Issues:</p> <p>Children experiencing or at risk of behavioral, social/emotional (at home or school) or mental health concerns, developmental delays, and/or academic concerns (and their families).</p> <p>These children may be:</p> <ul style="list-style-type: none"> • At risk of restrictive academic or out-of-home placement; or • At risk of more restrictive behavioral interventions; or • At risk of or involved with the child welfare, juvenile justice, or other child-serving systems, or other community agencies <p>Demographics:</p> <p>These children:</p> <ul style="list-style-type: none"> • are between birth and 5th grade, and reside in Hillsborough County, • and attend school/pre-school in Hillsborough County (whether public, private, charter, home school) 	<p>Service Process</p> <p>Referral to FASST > Contact family to explain program and get parent agreement > Work with child and family to identify strengths and needs > Develop Family Support Plan > Link child and family to services and supports > Work with child and family to achieve goals and monitor progress</p>	
Evaluation: Assessments: School standardized tests (Stanford and FCAT); student report cards; CFARS; Service Coordination Scale (SCS); Stakeholder satisfaction surveys (family and school); Family Support Survey		



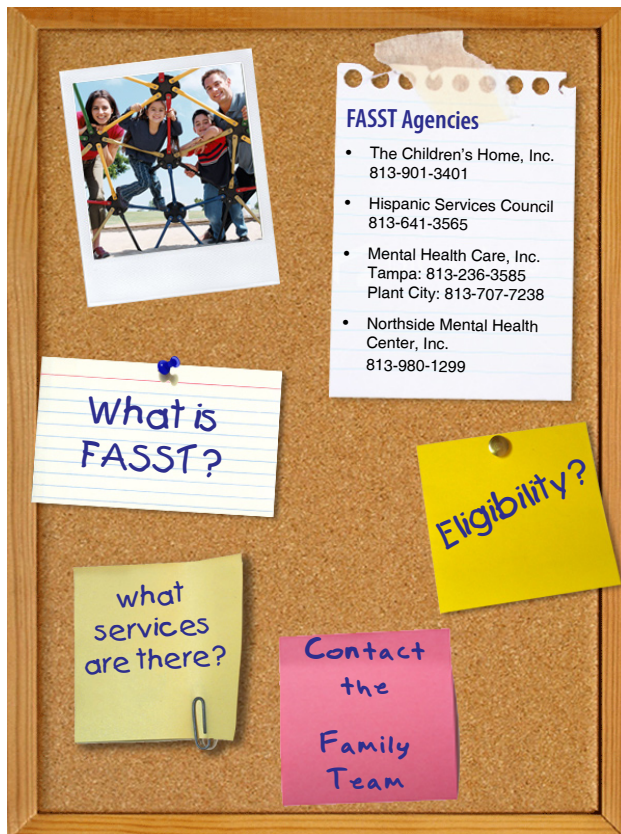
Information Sheet for Families



October 2009

What is the Family and School Support Teams (FASST) program?

- Family friendly, voluntary program of support for children, youth, and their families
- Uses community collaboration and links to community resources
- Embraces cultural differences and values and views families as partners in the helping process
- Assists families in identifying services, keeping in mind the family strengths and needs
- Provides in-home visitation and support
- Provides family advocacy to assist families in finding their way through the service system
- Offers peer support for families



In what way can FASST help my child and family?

- Improve academic achievement
- Decrease disruptive behavior
- Improve the ability of families to provide a safe, structured environment
- Increase family involvement with school
- Help the family to establish relationship with teacher(s) and other school personnel

Who is eligible for FASST?

- Any child, birth through 5th grade who lives in Hillsborough County and
- Who has, or is at risk of, academic, behavior, social/emotional, or general growth/development concerns

What are the FASST services?

- Identify of strengths and needs, services, and natural and informal supports
- Coordinate services that are family-driven, respectful of the family's culture, goal oriented, and sustainable
- Facilitate parent/school communication

- Information, advocacy, and empowerment related to education
- Provide parent/family individual support, support groups and educational services
- Facilitate community activities for families (example: family fun nights/events)

Linkages to

- Therapy/mental health services as needed
- Community enrichment and literary activities
- Developmental screening/monitoring for young children in FASST
- Community agencies, behavioral supports, and other appropriate programs



How does FASST work?

A FASST application is filled out and turned in to FASST (often by someone in the school or community with permission from the family)



A FASST Family Support Coordinator (FSC) contacts the family to explain the program



The FSC meets with the family to:

- Complete the intake
- Identify strengths and needs



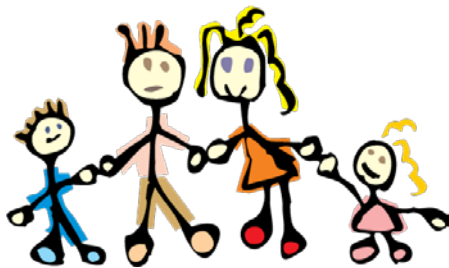
Family team works together to:

- Develop a Family Support Plan
- Link the family to services/supports



The team works together to achieve family goals

For more information about the FASST program, contact one of the FASST agencies listed on the first page.



Additional FASST Resources

- Children's Board of Hillsborough County
(813) 229-2884
<http://www.childrensboard.org>
- Children's Future Hillsborough (CFH)
(813) 239-1179
<http://www.childrensfuturehillsborough.org/>
- Family Leadership Council of CFH
(813) 239-1179
- Hillsborough County Public Schools
(813) 273-7596 or (813) 273-7090
<http://www.sdhc.k12.fl.us/>

Information Sheet for Schools and Community Partners



October 2009

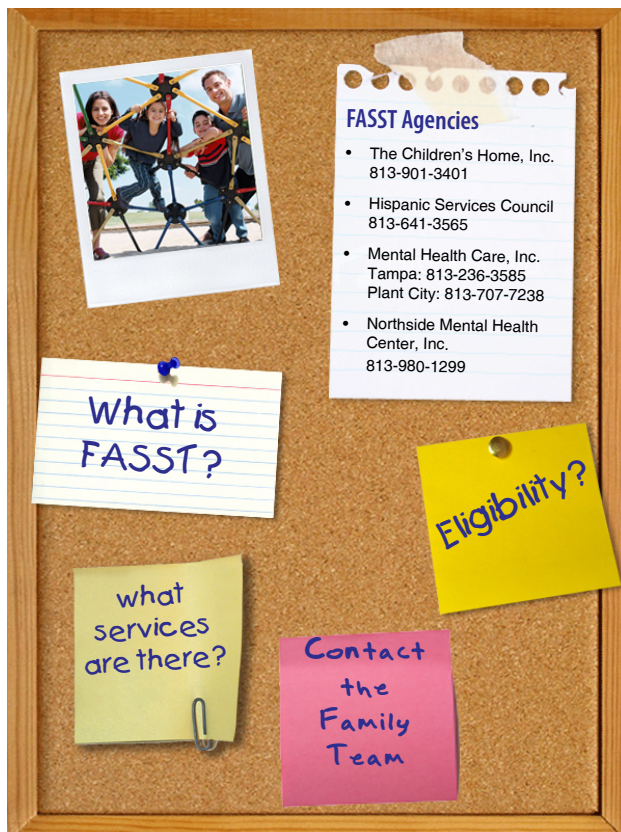
Family and School Support Teams (FASST)....a Children's Future Hillsborough program funded by the Children's Board of Hillsborough County and Hillsborough County Public Schools.

About FASST....

FASST is a voluntary case management program that provides family support services focused on connecting families to an array of services and supports in the community. The Children's Home, Inc., Hispanic Services Council, Inc., Mental Health Care, Inc., and Northside Mental Health Center, Inc. are the four community agencies providing FASST services in Hillsborough County.

FASST Population....

Any child birth – 5th grade who resides in Hillsborough County and who is experiencing, or is at risk, in any of the following areas: academics, behavior, social or emotional development, or general growth and development.



Helpful FASST Facts...

- Some of the children served by FASST, for a variety of reasons, may be older than 10 years of age. FASST is still able to serve them as long as they are in grades K-5.
- There are also times when FASST will continue services for a 5th grader into 6th grade for the purposes of completing services/transition to follow up services.

Connecting Families to FASST....

Most families are connected through the schools they attend. However, connections to FASST may be facilitated by community organizations, other providers, or by the family.

Helpful FASST Facts...

- Anyone can help connect a family to FASST as long as there is consent from the parent/caregiver.
- There is no limit on the amount of referrals that a single provider can make.
- Families who received FASST services in the past are eligible to receive FASST services again if needed.

FASST Philosophy....

Providing voluntary services in a family friendly way, collaboration with community partners, embracing cultural values and beliefs, providing individualized, strength-based services, providing community based services, advocating for and educating families, and connecting families to others in their community.



Helpful FASST Facts...

- FASST is a case management program. If other services (e.g., therapy, counseling, or tutoring) are needed, FASST can help link families to those services through community resources, insurance providers, or the Administrative Services Organization [ASO]. However, FASST does not directly provide these services.



FASST Referral Process....

FASST Application packets include the Community Application (Part I) with consent to contact given by parent(s)/guardian(s). If available, Individual Education Plan, school psychological evaluation, the most recent report card, and a social/developmental history should be attached.

When the referral is received, FASST will assign a Family Support Coordinator (FSC) who will contact the family within 2 days and the school (with consent) within 7 days to review the referral packet and discuss services and supports. When a FASST program is at capacity, a triage process will be used to determine level of priority; however, families are encouraged to participate in other FASST activities until intake. After intake, the FSC will bring together members of the family team to complete the Family Support Plan and begin work toward achieving goals established by the team.



FASST Services....

Linkages to community agencies for needed services and supports, linkages to informal community support systems, bridging communication between the home and school, access to informal support groups and activities, and access to information and education for families.

The typical length of service is six months. However, sometimes there are circumstances that justify the need to extend service beyond six months. Exit from the program will be determined by members of the family team.

Helpful FASST Facts...

- When appropriate, FASST programs are able to access flexible funds through the ASO in order to help families achieve goals that are part of their Family Support Plan.
- Accessing the ASO involves educating families on budgeting and prioritizing needs.
- ASO funds are utilized after other funding options have been explored with the family.



Desired Impacts....

Improvements in academics, decreased disruptive behavior, improvement in areas of general development, improved ability for families to provide a safe/structured environment, and increased family involvement in school.

Additional FASST Resources

- Children's Board of Hillsborough County
(813) 229-2884
<http://www.childrensboard.org>
- Children's Future Hillsborough (CFH)
(813) 239-1179
<http://www.childrensfuturehillsborough.org/>
- Family Leadership Council of CFH
(813) 239-1179
- Hillsborough County Public Schools
(813) 273-7596 or (813) 273-7090
<http://www.sdhc.k12.fl.us/>



FASST Training and Coaching



Training and Coaching: a Strategy for Building Common Practice

At the program level, the research literature suggests that training is among the critical implementation drivers that contributes significantly to both practitioner development and implementation fidelity (Durlak, 1998; Fixsen et al., 2005; Gottfredson & Gottfredson, 2002; Mihalic & Irwin, 2003). Phase II findings indicated that FASST training plays a critical role in communicating FASST program theory consistently both within and across agencies. Training also supports the consistent communication of a cross-agency definition of the FASST program.

Training, however, is often viewed as insufficient without the additional support activity of coaching (Joyce and Showers, 2002). In fact, the literature indicates that for learning to occur, training and coaching should be one continuous process. This view is also supported by Fixsen and colleagues (2005), as they note that skills can be introduced during training but are actually learned with on-the-job coaching.

Phase II data indicated that FASST agency training is geared more toward the agency procedures than the FASST program and that FASST-specific training often consists of reading the orientation manual and shadowing more experienced staff. In addition, the CBHC training regarding TCM and CFH's orientation to their collaborative serve a useful purpose but are inadequate substitutes for providing in-depth training on the FASST program. Phase II report recommendations included the development of more comprehensive and intensive cross-agency FASST training to support implementation of the FASST program.

Feedback from the SIP Research Advisory Board supports development of FASST-specific training for both new and experienced FASST staff. The *FASST Implementation Toolkit* includes the following recommendations regarding the content and scheduling of FASST training and coaching:

1. New FASST staff members are required to participate in FASST-specific orientation training that provides an overview of the FASST Program Theory. This training is in addition to agency or CBHC training requirements.

Training Development

Feedback from the SIP Research Advisory Board suggests that the existing *Family Support Plan Nuts and Bolts* PowerPoint presentation is a valuable resource. To make it more accessible and useful, the recommendation was made that it be broken into several shorter trainings and made available either online or in a CD format that would allow easy access by FASST staff.

2. New employees are required to participate in structured shadowing of experienced FASST staff as part of their initial orientation to the FASST program.
3. Experienced employees are required to participate in an ongoing program of quarterly and semi-annual training on specific aspects of FASST program theory.

Phase II recommendations also included the development of web-based training resources to allow for staff training and support on a variety of topics. The *FASST Implementation Toolkit* includes the following recommendations as to the delivery of FASST training:

- The FASST orientation training for new staff should be developed and delivered in an online format so that it is readily and conveniently available to new staff.
- Training opportunities for experienced FASST staff should be offered both online and in person. The SIP Research Advisory Board indicated that they support web-based training as a way to maximize the availability of materials on a variety of topics pertinent to FASST implementation. They also support periodic training in person because of the opportunities this format offers for discussion.

Recommended Process for Training Development

The contract agency (CFH/Achieve) should have lead responsibility for developing and implementing cross-agency FASST training, both for new and experienced employees. A training subcommittee of FASST Oversight could be appointed for the purpose of reviewing current training plans and mechanisms and for making recommendations to FASST Oversight and the contract agency as to developing priority topics, processes, and a schedule for training.

Guidelines for FASST New Employee Orientation

Initial orientation to FASST Program Theory is a critical first step in building implementation fidelity. Feedback from the SIP Research Advisory Board indicates that new employee training should be mandatory prior to a new employee working independently with children and families.

New employee orientation procedures include the following:

1. New staff must complete all of the activities on the New Employee Orientation Checklist and debrief with their supervisor before beginning an independent case load.
2. New staff must successfully complete the CD/online New Employee Orientation training module, *Family and School Support Teams: An Introduction to FASST Case Management* and pass the training module exam with a score of at least 80% before taking on an independent case load.
3. New staff must successfully complete the FASST Shadowing Procedures before taking on an independent case load.

The *FASST Implementation Toolkit* includes four components related to the structure and process for FASST new employee training:

1. New employee training checklist.
2. Guidelines for FASST completing the CD/online training module, *Family and School Support Teams: an Introduction to FASST Case Management*.
3. Learning objectives, PPT presentation, and orientation quiz for this CD/online training module.
4. Guidelines for FASST Shadowing.



Next Steps in FASST New Employee Training Development:

1. Make the New Employee Orientation training module (prepared in CD format for this toolkit) available online.
2. Narrate the PPT presentation for the New Employee Orientation training module.



FASST New Employee Orientation Checklist

Employee Name: _____ Employee Start Date: _____

FASST Agency: _____

Agency Supervisor: _____

Welcome to FASST! Remember that all steps in the New Employee Orientation must be completed before you carry an independent case load.

Step 1: Complete New Employee Orientation, *Family and School Support Teams: An Introduction to FASST Case Management*. Enter the dates in the box below as you complete these activities.

- _____ Get the CD of the orientation materials from your supervisor.
- _____ Review the learning objectives for this training.
- _____ Read/Listen to the PowerPoint training presentation.
- _____ Read the recommended readings included on the CD.
- _____ Complete the orientation training module exam with at least 80% correct answers.

Step 2: Complete the FASST New Employee Shadowing Process. Enter the dates in the box below as you complete these activities.

- _____ Orientation to FASST forms by mentor.
- _____ Shadowing mentor during first Family Team Meeting
- _____ Shadowing mentor during subsequent Family Team Meeting.
- _____ Shadowing mentor during planned family activity.
- _____ Reverse shadowing with mentor.

Step 3: Mark dates as you complete agency training requirements.

List Agency Requirements Below



Guidelines for Using the FASST New Employee Orientation Presentation

A new employee orientation to the FASST Program Theory has been created in PowerPoint. This orientation includes:

1. Learning Objectives for this training
2. Required readings
3. A narrated³ PowerPoint presentation
4. A quiz that requires 80% correct answers for successful completion.

FASST Supervisors should make this orientation presentation available to new staff as part of the initial introduction they receive to the FASST program. All components of the orientation are currently available on the CD that accompanies this Toolkit. Although the orientation is designed so that it can be completed by the staff member independently, the supervisor will need to provide copies of the required reading materials and the slide show. This orientation presentation should be completed, including readings and the quiz, before the shadowing experience begins.

An overview of this presentation is included on the following pages.

³ The October 2009 FASST Orientation PowerPoint presentation includes content notes on each slide. A narration of this presentation should be recorded by a FASST representative and a narrated version of the training made available to all FASST agencies. USF will support and assist in the recording of this narration and the production of a revised orientation presentation.

Overview of New Employee Orientation Presentation

Family and School Support Teams An Introduction to FASST Case Management

Learning Objectives

The Training Participant will:

1. Recognize FASST Program Principles
2. Understand System of Care Values in the context of the FASST program
3. Recognize how wraparound principles apply to FASST practice
4. Understand the role of the Family Support Coordinator
5. Understand the FASST Case Management Process

Required and Recommended Readings

Required Readings:


1. FASST Orientation/Implementation Manual
2. FASST Staff Information Sheet (in this toolkit).

Recommended Readings: See resources in Additional Resources section of this toolkit.

Presentation Slides⁴

Handouts for the New Employee Orientation PowerPoint are shown on the following pages.

⁴ The complete New Employee Orientation PowerPoint Presentation can be found on the CD accompanying this toolkit.

Learning Objectives

Training participants will:

- Recognize FASST Program Principles
- Understand System of Care Values in the context of the FASST program
- Recognize how wraparound principles apply to FASST practice
- Understand the role of the Family Support Coordinator
- Understand the FASST Case Management Process



F. A. S. S. T.

FASST stands for:
Family
And
School
Support
Teams


FASST is a community-developed and community supported program with an important history in Hillsborough County.



FASST Program Principles


FASST is Characterized by:

- ✓ A team-based approach that includes family, school, community, and natural supports
- ✓ Linking to a flexible array of services that are built around needs and strengths of children and families
- ✓ Time-limited services: 6-9 months



FASST Program Principles

- ✓ FASST is a Case Management Program, not a service delivery program
- ✓ Rather than provide services, the FASST team links children and families to services and supports
- ✓ FASST's primary mission is to meet the needs of children and families through a network of care founded on family and community partnerships



FASST Program Principles


FASST is Values Based
 System of Care Values
 Wraparound Principles



FASST Program Principles

System of Care Values

- ✓ **Family-Driven:** Families are the decision makers for their children as well as the policies and procedures governing care for all children in their community, state, tribe, territory and nation.
- ✓ **Individualized:** The plan builds on the unique strengths and needs of each child and family, is tailored to meet the needs and the goals of the child and family being served, and is consistent with the culture, language, and other unique conditions of that child and family.
- ✓ **Culturally Competent:** Understanding and appreciating the differences in people including: thoughts, speech, actions, customary beliefs, sexual orientation, disability, traits of a racial, religious or social group.



FASST Program Principles

Wraparound Principles

1. Family voice and choice
2. Team based
3. Natural supports
4. Collaboration
5. Community based
6. Culturally competent
7. Individualized
8. Strengths based
9. Persistence
10. Outcomes based

For details on each of these, read:
<http://www.rtc.pdx.edu/nwi/PDF/pbNWI-FamilyPartner10Principles.pdf>



FASST Program Principles

FASST teams meet with families according to their unique needs:


- ✓ in their home,
- ✓ community, or
- ✓ in their child's school



FASST Program Principles

Family Support Coordinators:

- ✓ Work closely with families to identify strengths and needs
- ✓ Work closely with families to develop goals and a plan
- ✓ Work closely with families to help them reach their support goals



FASST Program Principles

Family Support Coordinators:

- ✓ Organize and facilitate family team meetings
- ✓ Review family progress in reaching goals and adjusting the plan if it is not working



FASST Program Principles

Family Support Coordinators

- ✓ Link the family to appropriate services and supports
- ✓ Serve as a bridge for home-school communication
- ✓ Provide information and advocacy related to education
- ✓ Link to parent/family support and educational services
- ✓ Provide parent support groups
- ✓ Identify natural and informal supports
- ✓ Organize community activities for families
- ✓ Access Administrative Services Organization (ASO) funds for family needs



FASST Program Principles

FASST Linkages to Community Services and Supports Might Include:


- ✓ therapy/mental health services
- ✓ behavioral supports
- ✓ tutoring
- ✓ therapeutic mentoring
- ✓ after school recreation
- ✓ parenting education
- ✓ family support groups, grief/divorce groups, school interventions
- ✓ medical services or medication evaluation
- ✓ developmental screening/monitoring
- ✓ pre-school/school-based interventions
- ✓ community enrichment and literacy activities



Who FASST Serves

Demographics:


- ✓ FASST children:
 - are between birth and 5th grade,
 - and reside in Hillsborough County,
 - and attend school/pre-school in Hillsborough County (whether public, private, charter, home school)



Who FASST Serves


Presenting Issues:

- ✓ Children (and their families) experiencing or at risk of behavioral, social/emotional (at home or school) or mental health concerns, developmental delays, and/or academic concerns.
- ✓ These children may be:
 - At risk of restrictive academic or out-of-home placement; or
 - At risk of more restrictive behavioral interventions; or
 - At risk of or involved with the child welfare, juvenile justice, other child-serving systems, or other community agencies




FASST Goals and Outcomes

- ✓ Child
 - Improved academic achievement (80% maintain or improve academic performance)
 - Decreased disruptive behavior at home and/or school
- ✓ Family
 - Increased ability to provide safe/structured environments (80% will use skills)
 - Increased involvement in school
- ✓ System
 - Increased responsiveness to families
 - Increased social supports for families
 - Increased continuity of care
 - Improved service coordination (SCS goal that 70% of parents will report improvement in service coordination)



FASST Service Process

1. Referral to FASST
2. Contact family to explain program and set up a meeting to obtain parent agreement
3. Assemble team for intake meeting
4. Work with child and family to identify strengths and needs
5. Develop Family Support Plan (FSP)
6. Link child and family to services and supports
7. Work with child and family to achieve goals and monitor progress



Required Readings

- ✓ **Family-Driven Care:**
<http://systemssofcare.samhsa.gov/headermenus/deffamilydriven.aspx>
- ✓ **Cultural Competence**
- ✓ **Applying Wraparound to Family Partnerships:**
<http://www.rtc.pdx.edu/hwi/PDF/pbNWL-FamilyPartner10Principles.pdf>

Need to Add
The FASST Manual is a critical component of new employee orientation and should be used as a reference throughout the new employee orientation process.

FASST New Employee Orientation Quiz

Employee Name: _____ Quiz Date: _____

FASST Agency: _____ Agency Supervisor: _____

Please answer the following questions and return this quiz to your supervisor.

Multiple Choice

1. FASST Core Values include:
 - a. Cultural competence
 - b. Family focused care
 - c. Child centered care
 - d. Community based services/supports
 - e. A and C
 - f. C and D
 - g. A through D above

2. FASST program principles include:
 - a. Recognizing strengths-based characteristics in families
 - b. Recognizing the needs of families
 - c. Using a family-driven support plan
 - d. A and B
 - e. B and C
 - f. A through C above

3. Children served by FASST include:
 - a. Children from birth to age 5
 - b. Children from birth to 5th grade
 - c. Birth – 3 years old
 - d. 5 years old –21 years old

4. Children eligible for FASST services may be:
 - a. At risk of restrictive academic placement
 - b. At risk of restrictive out-of-home placement
 - c. At risk of involvement in juvenile justice
 - d. At risk of more restrictive behavioral interventions
 - e. A and D
 - f. B and D
 - g. A through D above

5. Referrals for FASST services may come from:
 - a. School personnel
 - b. The family
 - c. A service provider in the community who knows the family
 - d. A and C
 - e. A and B
 - f. A though C above

6. Family Support Coordinators typically do not:
 - a. Conduct family team meetings
 - b. Coordinate services
 - c. Provide direct behavior support
 - d. Review family support plans

7. Which is typically NOT a service FASST provides?
 - a. Finding supports and services
 - b. Providing therapy services
 - c. Establishing natural supports
 - d. Providing a communication link between home and school

8. Case management is:
 - a. A service delivery program
 - b. A program that links families to services

9. FASST staff should
 - a. Not discuss family members by name unless they are doing so with their supervisor or in a Family Team meeting.
 - b. Always make certain that the setting in which families are discussed is appropriately private and never in public places.
 - c. In linking families to community services must obtain the family member's permission in writing.
 - d. A and B
 - e. A and C
 - f. A through C above

10. Cultural Competence is
 - a. The ability to assess the meaning or importance of culture to the child and family.
 - b. The ability to discuss cultural issues and respond to culturally-based cues.
 - c. The ability to interview children and families and assess their needs *and* strengths based on their personal, social, cultural, political or spiritual models.
 - d. A and B
 - e. B and C
 - f. A through C above

True/False

11. ____ Having individualized services means that the family plan is customized to meet the needs of the family.
12. ____ A child served by FASST must have a disability or developmental delay.
13. ____ A child served by FASST must be involved in the child welfare system.
14. ____ If a child has social or emotional challenges at school but does not have academic problems, he/she does not qualify for FASST services.
15. ____ If a child lives in Hillsborough County but attends a private school, he/she can still receive FASST services.
16. ____ The Administrative Services Organization (ASO) provides limited financial assistance and flexible funds to help support families.
17. ____ Family teams include only the Family Support Coordinator and the family.
18. ____ Culture includes the knowledge, beliefs, and behaviors that guide us through life.
19. ____ Home-based visits are scheduled around the needs and schedules of the family/parent.
20. ____ The FASST Program measures progress toward goals at the child, family and system levels.

FASST New Employee Orientation Quiz—Answer Key

80% Correct Answers (16/20) required to successfully complete quiz.

1. G
2. F
3. B
4. G
5. F
6. C
7. B
8. B
9. F
10. F
11. T
12. F
13. F
14. F
15. T
16. T
17. F
18. T
19. T
20. T

If the new employee does not achieve the 80% pass rate, the supervisor should schedule a meeting with the employee to review the quiz and discuss incorrect responses. The employee should be instructed to re-read the orientation materials, listen to the orientation ppt presentation again, and retake the quiz.

Guidelines for FASST New Employee Shadowing

Shadowing provides an opportunity for new employees to observe and participate as a team member while an experienced staff member facilitates FASST services and supports with a family. Data from Phases I and II of SIP and feedback from the SIP Research Advisory Board indicate that all FASST provider agencies make use of shadowing as a strategy for new employee orientation. In order to strengthen the effectiveness of this as a tool for implementation, these guidelines are designed to create clear objectives and uniformity for the shadowing process with an emphasis on enhancing fidelity to the FASST Program Theory.

The term “mentor” is used in these guidelines to describe an experienced staff member or supervisor who is working with an employee during the shadowing process. These guidelines establish a structure and process for shadowing that can be used for new FASST employees. Shadowing can also be used as a strategy for experienced staff who are working to enhance their skills.

Learning Objectives for Shadowing

New employees will learn strategies for carrying out the FASST Program Theory with fidelity that include:

1. Familiarity with required FASST forms and client charts
2. How and when to complete required FASST forms
3. How to convene a family team
4. How to conduct a family team meeting
5. Familiarity with activities, services, and supports available for families and how to assist families in accessing these
6. Understand and be able to access ongoing consultation on FASST cases, including knowing how and to whom they should pose questions and problem solve.

The full shadowing experience includes specific activities to be completed prior to working with a family, shadowing an initial family team meeting, shadowing subsequent meetings and activities, and reverse shadowing.

New Employee Shadowing Procedures

Check items as they are completed. Sign and give completed form to supervisor.

1. Prior to Shadowing

- The new employee will be provided with a packet of all forms prior to initial training and shadowing of FASST Support Staff activities. It is recommended that the forms be organized in chronological order according to use in the family support process.
- The mentor will orient the new employee to the forms and review the forms prior to shadowing the mentor.
- The mentor will select a chart on a family who has been with FASST for three-six months for the new employee to review to become familiar with an active FASST chart.

2. Shadowing the First Family Team Meeting

- The mentor will introduce the new employee to the Community Application and informative summary prior to the first family meeting as a part of the intake process.
- The mentor will have the new employee review the referral and other relevant items (e.g., Individual Education Program, psychological testing, etc) from the family's chart.
- The mentor will obtain permission from the family for the new employee to attend the family team meeting.
- The mentor will meet with the new employee prior to the family team meeting to discuss the support plan process and make sure the new employee has necessary blank forms for the support plan meeting.
- The mentor will ensure that the new employee is present during the first family meeting including the intake and initial family support plan process.
- The new employee will bring his/her forms to the support plan meeting so that he/she can follow along and make notes on the forms for future reference.
- The mentor will debrief with the new employee after the support plan meeting and help him/her make the link between the family support planning process and system of care (SOC) values and principles. The mentor will discuss with the new employee ideas of possible activities for the family based on their strengths and needs to help them achieve their goals.

- The mentor will ensure that the new employee is present during the first family visit after the family support plan has been developed. This will orient the new employee to support plan development through visits where the FASST staff and family will plan activities associated with the goals.
- Through this process, the mentor will reinforce system of care values and principles and begin to orient the new employee to community resources and providers

3. Shadowing Subsequent Meetings and Activities

- The mentor will meet with new employee prior to first home visit and provide updates on any changes or communications with the family since the last meeting.
- The mentor will ask new employee for ideas for activities (services, linkages, etc.) tied to the support plan goals.
- The mentor will go over any ideas or plans they need to discuss with the family and link them to SOC values and principles.
- The mentor will take the new employee to at least the first family team meeting after the Family Support Plan has been developed.
- The mentor will debrief periodically to discuss new employee perceptions and questions about family support.
- The mentor, when possible, will invite the new employee on other visits or activities related to the child and family, such as a school visit with the child’s teacher, social worker or counselor.
- The mentor will review school records with the new employee.

4. Reverse Shadowing

- The mentor will conduct reverse shadowing on the new employee’s first family referral, observing and offering feedback as the employee prepares his/her first case and engages in team activities

New Employee Signature

Date

Mentor Signature

Date

Guidelines for Developing Comprehensive FASST Training for Experienced Staff

Noting the need for FASST-specific training, SIP Phase II recommendations included the development of more comprehensive and intensive cross-agency training to support implementation of the FASST program as well as the implementation of a regular schedule of FASST training. In their review of early drafts of the *FASST Implementation Toolkit*, the SIP Research Advisory Board made numerous recommendations regarding the development of comprehensive FASST training. These recommendations are represented in the guidelines below.

FASST Training Topics and Content

Because FASST-specific training resources are limited, priority should be placed on developing comprehensive and intensive cross-agency training focused on the implementation of specific aspects of the FASST program theory. Recommended topics and content for training are prioritized in three tiers. Tier 1 is training for which primary responsibility rests with FASST leaders; Tier 2 is training which may be available through other organizations but for which FASST leaders must foster a clear link to FASST program theory; and Tier 3 is training that complements FASST Tier 1 and 2 training and is available through other organizations.

Tier 1 is training developed by FASST for the purpose of introducing, reinforcing, and building shared understanding around specific aspects of FASST program theory and FASST-specific policies and procedures.

Tier 2 is training for the purpose of introducing, reinforcing, and building shared understanding regarding the values and principles that underlie FASST program theory. Appropriate training on these topics, which include core System of Care concepts such as family-driven care and cultural competence, may be accessible through national organizations such as the Federation of Families for Children’s Mental Health or through online resources such as USF’s Online Learning in Children’s Mental Health program (<http://onlinelearningincmh.fmhi.usf.edu/>). Although it may not be necessary for FASST to develop original trainings of Tier 2 topics, it will be imperative that training content be specifically linked to FASST program theory.

Tier 3 is training on topics that provide supplementary support to FASST program theory and contribute to the ability of FASST staff to provide informed and well-directed case management for FASST children and families. Topics chosen for Tier 3 training should be prioritized on the basis of community context and need. Training on Tier 3 topics should be sought from organizations outside of FASST rather than developed by FASST staff and can be

achieved through attending conferences and meetings on targeted topics. The topics below are suggestions that were identified in meetings with FASST staff:

Identified FASST Training Topics

<p>Tier 1: FASST Program and Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Defining FASST program theory <input type="checkbox"/> Developing case management skills <input type="checkbox"/> Developing family support plans <input type="checkbox"/> Convening a family team meeting <input type="checkbox"/> Facilitating a family team meeting <input type="checkbox"/> Understanding FASST eligibility and discharge criteria <input type="checkbox"/> FASST matrix outcomes 	<p>Tier 2: FASST Philosophy</p> <ul style="list-style-type: none"> <input type="checkbox"/> System of care values and principles <input type="checkbox"/> Wraparound philosophy <input type="checkbox"/> Building respectful partnerships with families <input type="checkbox"/> Delivering culturally competent services <input type="checkbox"/> Individualized care 	<p>Tier 3: Supplementary Support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trauma-informed care <input type="checkbox"/> Positive behavioral support <input type="checkbox"/> Applied behavioral analysis
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FASST Training Formats

FASST cross-agency training should make use of both online/remote and live (in person) training formats:

Online/Remote Training. These formats are most useful in situations in which participant flexibility regarding access and topic are required. For example, the New Employee Training Presentation that is part of this toolkit is designed to be an online training because it is critical that new employees have ready access to basic information about the FASST program without having to delay their training until there are enough people to warrant a

live training event. It would be advantageous to create additional FASST trainings on core topics such as *Developing a Family Plan* or *Facilitating a Family Team Meeting* using an online format so that these training topics are available on demand and as needed for initial and follow-up training on topics critical to FASST implementation fidelity.

Live Training. This format is most useful in situations for which timing is less critical and when it is important to provide opportunities for shared staff discussion on the training topic. Live training may overlap online training topics because live meetings can be used to develop and reinforce a shared understanding of a concept critical to FASST implementation fidelity.

As more sophisticated online meeting and training technologies become available, FASST leaders should consider incorporating these into FASST training protocols.

FASST Training Requirements

Data collected in SIP Phases I and II as well as feedback from the SIP Research Advisory Board strongly suggest that FASST establish minimum annual training requirements for staff. These should include:

Quarterly Live Training – Live training should be provided at regularly occurring meetings of FASST staff and should be related to aspects of FASST program theory including building shared understanding of FASST values and principles.

Semi-Annual Online or Remote Training – In addition to the quarterly schedule of live training, FASST staff should be provided access to Tier 2 and 3 training topics at least twice per year.

Training Accountability

Participation in Quarterly and Semi-Annual FASST training should be mandatory. FASST agencies should maintain a record of participation in training events and should report training attendance to the FASST contract agency annually.



Family Support



Focusing on Family Support as a Core FASST Practice

Findings from Phases I and II of the SIP project reflect the important role that the Family Support Plan (FSP) plays in serving children and families within the FASST program. All FASST agencies and staff make use of the FSP in implementing FASST, and all acknowledge the importance in the FSP driving care. Findings indicate that FASST staff consider the FSP a living document that is updated based on family needs and progress toward goals. However, Phase II findings also indicate that it is required that FSPs be formally reviewed and updated every 3 months. Feedback from the SIP Research Advisory Board indicated that there are inconsistencies in FSC practice regarding whether the FSP is taken into the field for family team meetings. SIP findings from Phases I and II as well as input from the SIP Research Advisory Board suggest the need for an implementation tool that will allow staff to have ready access to current FSP goals, strategies, and progress without having to bring an actual copy of this document into the field. The Family Support Plan Log, introduced on the next few pages, provides a “proxy,” or substitute, for the FSP in the field.

The Family Support Plan Log serves four primary purposes: 1) documentation of the FSP goals and activities; 2) a tool to foster discussion with family members about strategies to reach their goals; 3) easy tracking of linkages to services and supports, and 4) easy tracking of progress toward goals.

Overall, the Family Support Plan Log documents goals and planned activities with the family in support of these goals and lead toward increasing independence of the family. The organization of the Family Support Plan Log requires that the FSC work with the family to plan services and supports needed to accomplish goals. In addition, the Family Support Plan Log allows the FSC to track linkages to services and supports, progress toward goal accomplishment by completion of individual tasks and notes which team members are responsible for initiating each task. This component of the Family Support Plan Log has the added benefit of being able to assess family progress toward independence. For example, the FSC may expect that, at the beginning of the program, the FSC will be responsible for initiating many linkages for the family. However, as the family works toward achieving FSP goals, it is anticipated that they become increasingly more independent in initiating linkage to services and supports. The current goals are written on the form and serve as a guide for the FSC and a reminder for the family. A copy of the form should be made for the family, with the original being kept in the chart until the next family visit. With a copy for both the FSC and the family, the Family Support Plan Log serves as a reminder of current tasks and who is responsible for each.

Finally, the Family Support Plan Log allows supervisors to view FSP progress toward goals. The supervisor can easily see variation in services, innovations in services, and number of services by viewing the log over

time. The form also allows the supervisor to note FSC frequency of contacts (e.g., phone and face-to-face), and family independence through the initiative they exert across visits.

Feedback from the SIP Research Advisory Board supports a means of communicating FASST Goals that is more family-friendly than current tools. The Research Advisory Board noted that this document has similar features to the current service tracking log with some added benefits. They noted that an additional document for FSCs to complete may not be well-received by FASST staff, and suggested that, in the future, the Family Support Plan Log be explored as a possible replacement for the current FSP being used. The *FASST Implementation Toolkit* includes the following recommendation related to the possible use of the Family Support Plan Log:

- The use of the Family Support Plan Log should be considered in relation to other implementation tools being used within the FASST program. Because the Research Advisory Board identified a possible use for the log that was unintended when created, FASST leaders should explore how they might use this document as a replacement for the FSP.

Guidelines for Using the Family Support Plan Log

The Family Support Plan Log for Planning Linkage to Services and Supports with the Family

The Family Support Plan Log is a single page, two-sided document that is organized by family goals. The FSC and family develop goals as part of the FSP process. The FSP log supports the FSC's ability to work with the family on prioritizing goals and tracking progress toward goals over time.

The FSP log is structured so that activities on up to 4 goals can be tracked on one form along with information supporting progress toward these goals. For each goal, there is space to identify up to 4 supporting tasks and the date of family interaction for each of those tasks. Below this, the FSC and family determine who is responsible for accomplishing the task. To the far right, is a place to mark whether the task will be accomplished with a phone call or a face-to-face visit and whether the task is completed or ongoing. There is also space for additional notes/comments under each goal area.

Instructions for Use

1. Before meeting with the family, the FSC will identify priority goals as listed on the FSP and will transcribe the goals to the FSP Log, bringing copies for the family.
2. At the time of the visit, the FSC and family will review the goals for consensus, making modifications as needed.
3. The FSC and family will identify tasks for each goal and who is responsible for completing each task. The form is intended to be used to track multiple linkages and family visits.

The form should be used until all task spaces under a goal are filled. The FSC will then begin a new Family Support Plan Log. Using the same form multiple times allows for a quick review of progress toward completion of goals and may reflect increasing independence of the family. The Family Support Plan Log should be kept within the chart between family visits.

The Family Support Plan Log for Use in Supervision

When using the form for supervision, the FSC makes copies of the Family Support Plan Log prior to a supervision meeting. As a supervision form, the Family Support Plan Log allows the supervisor to check for progress toward goal accomplishment and appropriateness of tasks for their designated goals, innovation in the tasks or service linkages, and family progress toward independence.



FAMILY & SCHOOL SUPPORT TEAM Family Support Plan Log

Family Support Coordinator (FSC): _____

Family's Name: _____ Child's Name: _____

Family Support Plan Goal 1: _____

Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Notes/Comments: _____

Family Support Plan Goal 2: _____

Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:	<input type="checkbox"/> Call
Contact Date: __/__/__	<input type="checkbox"/> Visit
Who? <input type="checkbox"/> FSC <input type="checkbox"/> Family and FSC <input type="checkbox"/> Family <input type="checkbox"/> Child/Youth <input type="checkbox"/> Other Team Member(specify)	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Notes/Comments: _____



Family Support Plan Goal 3: _____

Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Notes/Comments: _____

Family Support Plan Goal 4: _____

Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed
Task:					<input type="checkbox"/> Call
Contact Date: __/__/__					<input type="checkbox"/> Visit
Who?	<input type="checkbox"/> FSC	<input type="checkbox"/> Family and FSC	<input type="checkbox"/> Family	<input type="checkbox"/> Other Team Member	<input type="checkbox"/> Ongoing <input type="checkbox"/> Completed

Notes/Comments: _____



Supervision for Fidelity



Reinforcing Shared Practice through Supervision

Staff development and support includes recruitment, hiring, training, coaching, and supervision of staff (Durlak, 1998; Fixsen et al., 2005; Gottfredson & Gottfredson, 2002; Mihalic & Irwin, 2003). Findings from Phases I and II of the SIP project indicate that supervision of staff is an important component of the FASST program that is conducted on a regular basis, and FASST provider agencies are responsible for the supervision process. In the Phase II report, it was noted, “new staff feel well supported by their supervisors and peers as they begin their work in FASST. Data also suggest that agency-level coaching and supervision is consistent, frequent, and structurally similar. Across agencies, data indicate that supervisors are available and readily accessible to staff, particularly when staff are faced with new or unfamiliar challenges of families.”

When supporting fidelity of a program, supervision may take on a slightly different focus as compared to a program’s typical supervision process. Program theory should guide supervision issues/topics. For example, programs often use the chart review process and subsequent feedback as an audit tool, often related to funders’ requirements. These chart reviews focus more on requirements such as ensuring that documents are placed in the chart within a certain timeframe and have the appropriate signatures. This is different from chart reviews that focus on program theory (e.g., services and strategies that reflect the program’s vision, mission, and values). Both are important, but only one focuses on implementing a program with fidelity.

Feedback from the SIP Research Advisory Board and findings from Phases I and II of this research project support the use of additional supervision tools specific to implementing the FASST program with fidelity. Within this kit are tools for quarterly supervision for fidelity and chart reviews. The chart review protocol has many similarities to a chart review document recently developed by CFH. In addition, the chart review aggregator provides an opportunity to examine chart reviews across FSCs and/or agencies with an eye toward consistent implementation of FASST.

This section of the toolkit includes:

1. Guidelines for quarterly supervision for implementation fidelity
2. Tool for quarterly supervision for implementation fidelity
3. Guidelines for FASST chart review process
4. FASST chart review tool

5. FASST chart review aggregator

The *FASST Implementation Toolkit* includes the following recommendation related to supervision:

- In the Training and Coaching section of this toolkit, guidelines and procedures for new employee shadowing are described. It is recommended that these same guidelines be utilized (and modified as needed) for skill building for seasoned staff. Areas for skill building will likely be identified during supervision and the chart review process.

Guidelines for Quarterly Supervision for Implementation Fidelity

Quarterly supervision for implementation fidelity is based on the core components of the FASST Program Theory. The outline below describes the components of this program theory. Supervisors should use the outline to guide their discussion of FASST implementation fidelity during the quarterly fidelity supervision meetings with FASST staff.

Supervisors should use the Quarterly Implementation Supervision meetings to identify areas for continued skill building. In addition, supervisors should work with staff to develop a plan for building skills.

Quarterly supervision meetings represent an opportunity for quality improvement and should not be viewed as a tool for discipline.



Quarterly Supervision for Fidelity

Discuss the items below with FASST staff during supervision and place a check by those that demonstrate that FASST program theory is carried out as intended. In areas that suggest the need for skill building, use the space at the bottom of this outline to identify skill building activities.

- FASST Vision:** FSC practice is modeled on collaboration and efficiency and supports stronger families and communities.
- FASST Mission:** FSC supports the needs of children by linking children and families to a network of care founded on family and community partnerships.
- System of Care and Wraparound Values and Principles:** FSC implements case management strategies that are ___ Individualized; ___ Family-Driven; ___ Strengths-Based; ___ Culturally and Linguistically Competent; Others: _____
- Identified Population:** Children served are ages birth – 5th grade, reside in Hillsborough County, attend pre-school or school in Hillsborough County, and are experiencing or at risk of behavioral, social/emotional, general growth and development, and/or academic difficulties.
- Program Strategies:**
 - ___ Family team includes families, providers, teachers and others involved with care of child
 - ___ FSP is developed by the team
 - ___ FSP is strengths-based
 - ___ Family is actively involved in developing the FSP
 - ___ FSP is modified to reflect changing needs and support systems of families
 - ___ FSC makes linkages to appropriate services and supports
 - ___ Service coordination is family-driven and goal oriented
 - ___ Team meetings are scheduled around needs of families
 - ___ Length of service is between 6 – 12 months
- Goals/Outcomes:** ___ Evidence of improved academic and behavior; ___ Family is better able to provide a safe and structured environment; ___ Family demonstrates increased involvement in school; ___ Family has increased social supports; ___ Service coordination is improved.
- Evaluation:** FSC participates as needed on FASST evaluation.

Recommendations for strengthening implementation fidelity: *Can include shadowing or coaching from staff with strengths in the areas in which skill building is sought.*

Employee Signature

Date

Supervisor Signature

Date



Guidelines for FASST Chart Review

The SIP Phases I and II Reports, as well as feedback from the SIP Research Advisory Board, identified the need for consistent implementation within and across FASST agencies as a defining aspect of the FASST Program Theory. The FASST Chart Review is a tool that can be used to support fidelity to FASST Program Theory within each FASST agency and also to foster cross-agency implementation fidelity. As such, the chart review can serve as an aid in direct supervision of FASST staff as well as a tool for cross-agency review and audit of FASST implementation.

The FASST Chart Review is a four-page document consisting of a cover page, two pages of “scoring,” and a final notes page. The cover page captures demographic, intake, and other basic information about the case under review including outcome measures available. Pages 2 and 3 allow the reviewer to assess how well an FSC has addressed the following issues with the case under review: Assessments, Case Coordination and Integration, Child-Centered and Family-Focused, Community Based, Culturally Competent, and Impact/Outcomes. The notes page can be used, if needed, to make additional observations deemed critical by the reviewer.

In addition to the FASST Chart Review, a Chart Review Aggregator has been developed to support a cross-case and cross-agency summary of FASST implementation fidelity.

Chart Review Process for Direct Supervision

For direct supervision, chart reviews should be conducted semi-annually. Two cases should be selected by the FSC for review by the supervisor. One case should be an open case in which the FSC believes FASST program theory is being carried out as intended. A second case, also selected by the FSC for review by the supervisor, can be either open or closed, but should be a case that the FSC felt was in some way challenging.

Chart review for direct supervision is carried out independently of the cross-agency process and in concert with activities for quarterly supervision for implementation fidelity. The supervisor should familiarize himself or herself with the charts prior to meeting with the FSC by examining the following documents:

<input type="checkbox"/> Family Support Plan	<input type="checkbox"/> Case notes	<input type="checkbox"/> FASST application	<input type="checkbox"/> Report cards
<input type="checkbox"/> CFARS/CAFAS	<input type="checkbox"/> Agency intake forms	<input type="checkbox"/> Service tracking log	
<input type="checkbox"/> Screening tools	<input type="checkbox"/> Assessment tools	<input type="checkbox"/> Family Support Plan Log (this toolkit)	

In completing pages 2 and 3 of the FASST Chart Review, the supervisor will assess whether there is evidence of each item noted by marking check boxes for either Yes or No in the column marked “Evident?” In the “Evidenced By” column, the supervisor will indicate what materials they reviewed to determine their Yes/No assessment and include other comments about the case.

Within FASST agencies, FASST Supervisors will use the chart review results as a basis for discussion during individual supervision meetings that focus on implementation fidelity. FASST Program Managers will use the Chart Review Aggregator to assess strengths and challenges of FASST implementation across all Supervisors and FSCs in his/her program.

At both the Supervisor and Program Manager levels, it is important that the chart review process be used as a strengths-based quality improvement opportunity rather than for judgment or disciplinary action.

Chart Review Process for Cross-Agency Implementation

For cross-agency purposes, chart reviews should be conducted annually by a cross-agency team of reviewers. A minimum of 10% of the total cases (open and closed) for the fiscal year should be selected for review. These cases should be selected at random by the FASST contract agency (CFH/Achieve). A team of five reviewers should be appointed to the Cross-Agency Review Team, one appointed from each of the four agencies by FASST Program Managers and one person from the FASST contract agency.

Review Team Training: A half-day training, conducted by the FASST contract agency, will be held to orient reviewers to the chart review process. Agency representatives will fully familiarize themselves with the chart review tool in advance of the training meeting. In addition, each agency representative will bring three cases to be reviewed during the training session. During the training, the reviewers will complete a chart review on at least one case and the team will debrief together about any issues arising in the review process.

Chart Reviewers will review a sample of cases from the three FASST agencies that they are not affiliated with. The number of cases for review should be as evenly divided among reviewers as possible. Chart reviews should be completed within one month of the inception of the chart review process. In order to complete the FASST Chart Review, reviewers are encouraged to examine the following documents:

Family Support Plan Case notes FASST application Report cards
 CFARS/CAFAS Agency intake forms Service tracking log
 Screening tools Assessment tools Family Support Plan Log (this toolkit)

Upon completion, results of individual reviews should be aggregated using the Chart Review Aggregator such that all reviews for a particular agency are summarized and all reviews across the FASST program are summarized. Aggregation of these data should be completed by the FASST contract agency. Like the chart review process within individual agencies, it is important that the chart review process be used as a strengths-based quality improvement opportunity rather than for judgment or disciplinary action.



FASST Chart Review

Date of Chart Review: ___/___/___ Reviewer/Review Team: _____

Agency: _____ Family Support Coordinator: _____

DEMOGRAPHICS/PROVIDER INFORMATION

Child's initials: ___ Age: ___ Race/Ethnicity: _____

School/Center: _____ Grade: _____

ESE: Yes No ESE Type: _____ ESE Class Placement: _____

IEP: Yes No 504 Plan: Yes No

REFERRAL/PRESENTING CONCERNS

Date Referral Received: ___/___/___

Referral Source: _____

School Concerns (Academic): _____

School Concerns (Social/Behavioral): _____

Home Concerns: _____

INTAKE

Date of Intake: ___/___/___ Date of First Contact with Family ___/___/___

Date of First Home Visit ___/___/___ Medicaid: Yes No Insurance: Yes No

Family Rights/Responsibilities: Yes No HIPAA Consent: Yes No

Release of Information Authorization: Yes No Eligibility Screening: Yes No

FAMILY SUPPORT PLAN/CASE NOTES

Date Family Support Plan Initiated ___/___/___ Continued Development of Family Support Plan: Yes No

Referral Tracking Log Used: Yes No

OUTCOME MEASURES

Report Cards: Yes No How Did We Do Survey Yes No

Ages & Stages Questionnaires (ASQ) Pre: Yes No ASQ Post: Yes No

Ages & Stages Questionnaires: Social Emotional (ASQ:SE) Pre : Yes No ASQ:SE: Post: Yes No

CFARS (Pre): Yes No CFARS(Post): Yes No

GRADUATION PLAN

Program Exit Date: ___/___/___

Reason(s) for Exiting the Program: _____

Evidence of Exit Plan: Yes No Follow-up Activities: Yes No

Case Completed in Expected Time Frame? Yes No

	EVIDENT?	EVIDENCED BY:
ASSESSMENTS		
<i>Assessment of Need: Assessments are conducted in a timely manner and the needs of the family are identified.</i>		
a. Screening /assessments are completed as scheduled	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Screening/assessment results identify strengths and needs to be addressed	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Needs in screening/assessments are incorporated into the Family Support Plan (FSP)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
CASE COORDINATION AND INTEGRATION		
<i>Services are responsive to the changing needs of the child and family, are coordinated among providers, and allow the child and family to move easily through the system.</i>		
a. Service providers have assigned tasks in the FSP	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Date of last communication with school	___/___/___	
Ongoing two-way communication with school	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Date of last communication with service providers other than school	___/___/___	
Ongoing two-way communication with other providers	Yes <input type="checkbox"/> No <input type="checkbox"/>	
d. Date of last communication with family	___/___/___	
Ongoing two-way communication with family	Yes <input type="checkbox"/> No <input type="checkbox"/>	
e. Other service providers were involved in the Family Team Meeting	Yes <input type="checkbox"/> No <input type="checkbox"/>	
f. Services needed are being coordinated/linkages made	Yes <input type="checkbox"/> No <input type="checkbox"/>	
CHILD-CENTERED AND FAMILY-FOCUSED		
<i>Individualized: The development of a unique plan for each child and family in which their needs/strengths are assessed and addressed across multiple life domains.</i>		
a. Strengths/needs are identified	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. FSP addresses strengths and needs across multiple domains	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Changing family strengths and needs are addressed	Yes <input type="checkbox"/> No <input type="checkbox"/>	

	EVIDENT?	EVIDENCED BY:
<i>Full Participation: Child and family along with formal/informal supports participate in developing, implementing, and evaluating the Family Support Plan.</i>		
a. Family team is identified	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Family team meeting includes formal and informal supports	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Family team meeting occurred (If yes, describe participants)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
d. FSP is written in family's own words and is easy to understand	Yes <input type="checkbox"/> No <input type="checkbox"/>	
COMMUNITY-BASED		
<i>Access to Services: Child and family have access to a comprehensive range of services that are flexible to the family's daily routine.</i>		
a. Barriers to services are addressed (e.g. time, location)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Minimum Restrictiveness: Child and family are served in as normal an environment as possible.</i>		
a. Services are offered in an appropriate environment	Yes <input type="checkbox"/> No <input type="checkbox"/>	
CULTURALLY COMPETENT		
<i>Awareness: Providers within the system are aware of the impact of the family's culture.</i>		
a. Family's culture, values, beliefs, and lifestyle are assessed	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Family's view of who is considered family is assessed	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Family community connections are assessed	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Sensitivity/Responsiveness: Services are adapted to the cultural context and language of the child and family.</i>		
a. Primary language of family is identified	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. FSP is written in the family's primary language	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Services are provided in family's primary language	Yes <input type="checkbox"/> No <input type="checkbox"/>	
d. Family's culture, values, beliefs, and lifestyle are incorporated into the FSP	Yes <input type="checkbox"/> No <input type="checkbox"/>	
<i>Informal Supports: Informal/natural supports are included in service planning and delivery. Service providers are aware of community informal resources.</i>		
a. Informal supports are identified	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Informal supports have tasks and roles in the FSP	Yes <input type="checkbox"/> No <input type="checkbox"/>	
IMPACT/OUTCOMES		
<i>Improvement: Services that have had a positive impact have enabled the child/family to improve their situation.</i>		
a. Academic improvement is noted	Yes <input type="checkbox"/> No <input type="checkbox"/>	
b. Behavioral improvement is noted	Yes <input type="checkbox"/> No <input type="checkbox"/>	
c. Success on FSP goals/objectives is noted	Yes <input type="checkbox"/> No <input type="checkbox"/>	



Reviewer/Review Team: _____

Agency: _____ Family Support Coordinator: _____

Chart Review Aggregator

TOTAL NUMBER (NUMBER OF REVIEWS = <u> </u>)	YES	NO	COMMENTS
ASSESSMENTS			
<i>Assessment of Need: Assessments are conducted in a timely manner and the needs of the family are identified.</i>			
a. Screening /assessments are completed as scheduled			
b. Screening/assessment results identify strengths and needs to be addressed			
c. Needs in screening/assessments are incorporated into the Family Support Plan (FSP)			
Subtotal			
CASE COORDINATION AND INTEGRATION			
<i>Services are responsive to the changing needs of the child and family, are coordinated among providers, and allow the child and family to move easily through the system.</i>			
a. Service providers have assigned tasks in the FSP			
b. Ongoing two-way communication with school			
c. Ongoing two-way communication with other providers			
d. Ongoing two-way communication with family			
e. Other service providers were involved in the Family Team Meeting			
f. Services needed are being coordinated/linkages made			
Subtotal			
CHILD-CENTERED AND FAMILY-FOCUSED			
<i>Individualized: The development of a unique plan for each child and family in which their needs/strengths are assessed and addressed across multiple life domains.</i>			
a. Strengths/needs are identified			
b. FSP addresses strengths and needs across multiple domains			
c. Changing family strengths and needs are addressed			
Subtotal			

	Yes	No	Comments
<i>Full Participation: Child and family along with formal/informal supports participate in developing, implementing, and evaluating the Family Support Plan.</i>			
a. Family team is identified			
b. Family team meeting includes formal and informal supports			
c. Family team meeting occurred (If yes, describe participants)			
d. FSP is written in family's own words and is easy to understand			
Subtotal			
COMMUNITY-BASED			
<i>Access to Services: Child and family have access to a comprehensive range of services that are flexible to the family's daily routine.</i>			
a. Barriers to services are addressed (e.g. time, location)			
<i>Minimum Restrictiveness: Child and family are served in as normal an environment as possible.</i>			
a. Services are offered in an appropriate environment			
Subtotal			
CULTURALLY COMPETENT			
<i>Awareness: Providers within the system are aware of the impact of the family's culture.</i>			
a. Family's culture, values, beliefs, and lifestyle are assessed			
b. Family's view of who is considered family is assessed			
c. Family community connections are assessed			
Subtotal			
<i>Sensitivity/Responsiveness: Services are adapted to the cultural context and language of the child and family.</i>			
a. Primary language of family is identified			
b. FSP is written in the family's primary language			
c. Services are provided in family's primary language			
d. Family's culture, values, beliefs, and lifestyle are incorporated into the FSP			
Subtotal			
<i>Informal Supports: Informal/natural supports are included in service planning and delivery. Service providers are aware of community informal resources.</i>			
a. Informal supports are identified			
b. Informal supports have tasks and roles in the FSP			
Subtotal			
IMPACT/OUTCOMES			
<i>Improvement: Services that have had a positive impact have enabled the child/family to improve their situation.</i>			
a. Academic improvement is noted			
b. Behavioral improvement is noted			
c. Success on FSP goals/objectives is noted			
Subtotal			

Cross-Agency Team Building



Building the FASST Team Identity

Teamwork is an important strategy for building FASST identity and is therefore critical to achieving implementation fidelity. Successful team building can have far reaching ramifications for how FASST staff members interact with each other, with community partners, and most importantly with families so that they can successfully meet the needs of children and families through a network of family and community partnerships. SIP Phases I and II findings as well as feedback from the SIP Research Advisory Board indicate a need for increased emphasis on cross-agency team building in FASST as a strategy for building FASST identity and ensuring FASST implementation fidelity.

Historically, the most significant cross-agency meeting for FASST has been the monthly FASST Oversight meeting. The Implementation Toolkit provides guidelines for further developing FASST Oversight as well as guidelines for developing regularly scheduled cross-agency team meetings at the Direct Service, Supervisor and Manager levels. In addition, guidelines for an all-FASST annual retreat are included.

The overall goal of these meetings is to improve communication, leadership, trust, efficiency, and program management at each of these levels. Offering staff the opportunity to interact with one another will contribute to their shared identity as a member of FASST, will improve their shared understanding of FASST program theory, and will improve their ability to solve problems. Such efforts are often associated with more efficiency, increased morale and productivity, and decreased stress, and turnover, and may positively impact operating costs. Ultimately, these cross-agency team building activities provide FASST staff a regular opportunity to build a shared identity with the FASST program, its goals, and its accomplishments.

It should be noted that CFH/Achieve convenes a number of groups such as CFH Leadership Team and Family Council at which issues that relate to the multiple programs that come under the multi-program CFH/Achieve administrative jurisdiction are discussed. An important distinction should be made between these CFH meetings and meetings that are convened around the needs of a single program within CFH such as FASST. This can be confusing because both CFH multi-program meetings and the FASST single program meetings require cross-agency involvement by some of the same agencies. Making a clear distinction between CFH/Achieve cross-program meetings and FASST cross-agency meetings is a critical step in building FASST implementation fidelity. The cross-agency meetings and team building activities that are identified as part of this toolkit are **specifically intended to support FASST and the implementation fidelity of this program.**

The *FASST Implementation Toolkit* includes guidelines for establishing an integrated FASST cross-agency meeting structure that incorporates the multiple levels of the FASST program and a resilient foundation for building FASST team identity. These meetings include:

1. Monthly FASST Oversight
2. Quarterly FASST Direct Service staff meetings
3. Monthly FASST Supervisor meetings
4. Monthly FASST Program Manager meetings
5. Annual FASST Retreat

Guidelines for Establishing FASST Cross-Agency Meetings

FASST cross-agency team building activities should incorporate meetings of FASST Oversight as well as separate meetings of FASST direct service staff, supervisors, and program managers. In order to establish these groups, the following must be clearly articulated:

1. Purpose, role, and authority of each group – specificity around what the core functions of the group are and what authority the group has regarding FASST policy and procedure.
2. Membership of each group – who attends the meetings and what organization/agency/stakeholder group each member represents.
3. The relationship of FASST cross-agency groups to one another – how the FASST cross-agency groups are linked and how they share information with one another.

Recommendations for FASST cross-agency meetings include the following:

FASST Oversight

Purpose: FASST Oversight should hold primary responsibility for implementing FASST program theory and cross-agency oversight of FASST policies and procedures. To function in this capacity, members **must have decision-making authority** from the agencies and organizations they represent and must act as liaison with their agencies/organizations so that information is clearly communicated in both directions. In addition, Oversight, with staff support of the contract agency (CFH/Achieve), should oversee the various aspects of FASST implementation outlined in this toolkit including any revisions to FASST program theory, the FASST manual, training, etc.

Membership: Membership in FASST Oversight should be specific to individuals who have a direct role in the implementation of the FASST Program. Membership should include FASST Program Managers from each FASST agency, FASST Supervisors from each FASST agency, FASST Program Director for CFH/Achieve, the FASST Program Manager from the CBHC, an early childhood and school-aged representative of HCPS, a representative from CFH Family Council, and the liaison from FASST Direct Service Council (described later in this section). Because the role of this group is FASST oversight, community partners would attend only if invited for a particular purpose or topic.

Frequency: Monthly, at least 10 times per year.

Facilitated by: FASST Contract Agency (CFH/Achieve)

Agenda should be developed from current Oversight agenda protocol, but should include:

1. Updates/changes to FASST policy and procedure
2. Agency updates
3. Report from CBHC
4. Report from HCPS
5. CFH/Achieve report on FASST outcomes

FASST Oversight Sub-Committee on Case Review

FASST Oversight should establish a standing cross-agency subcommittee of that includes representatives from each FASST agency including at least one member from each level (direct service, supervisors, and managers), a CFH/Achieve Representative, a CBHC representative, and a family member to serve as a case review committee. The purpose of this group will be to review challenging cases and propose possible solutions. When necessary, this group will bring issues identified during case review to the CFH Leadership Team and the program funders for additional input and assistance.

Direct Service Council

Purpose: Direct Service Council provides an opportunity for direct service staff from all of the FASST agencies to build a shared identity and build case management skills.

Membership: All FASST direct service staff.

Frequency: Quarterly.

Duration: ½ day.

Facilitated by: Planning group that includes one direct service staff representative from each FASST agency.

Agenda to include:

1. Icebreaker/teambuilding activity.
2. Agency highlights – each agency shares something new, strengths, activities, etc.
3. FASST News – reported by FASST Oversight Liaison.
4. Issues and Answers -- team problem solving around case management issues that have arisen. Could be led by outside facilitator.
5. Case Management skill building, solving case scenarios.
6. Formal training on a specific aspect of the FASST program and processes (see Training section in this toolkit) may be included as a session at the end of this meeting. **This formal training could include FASST Supervisors and Managers.**

FASST Supervisors

Purpose: FASST Supervisors meet to build a shared understanding of the FASST program theory and to develop shared strategies for how to most successfully carry out the mission and goals of the FASST program with their staff members.

Membership: All FASST supervisors.

Frequency: Monthly, at least 10 times per year.

Duration: 2 hours.

Facilitated by: Planning group that includes one supervisor from each FASST agency

Agenda to include:

1. Supervision/teambuilding activity
2. Agency highlights – each agency shares something new, strengths, activities, etc.
3. Case Review: Brainstorming around particularly challenging cases focusing on team problem solving.
4. Debrief results of chart reviews and supervision for fidelity (in this toolkit)

FASST Program Managers

Purpose: Program Managers meet for the purpose of addressing FASST implementation through cross-agency planning and problem solving.

Membership: All FASST Program Managers.

Frequency: Monthly, at least 10 times per year.

Duration: 2 hours.

Facilitated by: Self-Facilitated.

Agenda to include:

1. Agency highlights – each agency shares something new, strengths, activities, etc.
2. Problem solving.
3. Identification of issues that should be brought to FASST Oversight.



Guidelines for Annual FASST Retreat

Once each year a retreat of all FASST staff and FASST agency leaders, FASST Oversight members, CFH/Achieve-FASST staff, and FASST partners from HCPS and CBHC should be convened for the purpose of celebrating successes, considering necessary changes, and planning the year ahead. The goal of this retreat should be to build FASST identity in such a way that it builds a deeper understanding among participants of the impact that FASST is having on Hillsborough County children and families. This can be accomplished through a combination of inspiration, planning, and reporting that includes some of the following:

1. Update on FASST program theory (reflecting any changes that have occurred and reinforcing specific aspects).
2. Commitment to the MOU on FASST program theory (this toolkit) by FASST agency leaders.
3. Annual report of accomplishments of the past year.
4. Honors and awards to individuals and teams who have contributed to these accomplishments.
5. Goal setting and planning for the coming year in such a way that allows participants to consider how their work in FASST contributes to the whole.
6. Inspirational speaker, preferably someone from outside of the community, to motivate and encourage commitment to the work of FASST.

This is likely a day-long set of activities. Planning of the Annual FASST Retreat should be led by the contract agency (CFH/Achieve) and planned by a cross-agency team.



Additional Toolkit Resources



Evidence-Based Practices

SAMHSA evidence-based practices information and toolkits available at:

<http://mentalhealth.samhsa.gov/cmhs/CommunitySupport/toolkits/about.asp>

SAMHSA's National Registry of Evidence-Based Programs and Practices information available at:

<http://www.nrepp.samhsa.gov/>

Implementation Research: A Synthesis of the Literature

Available at: <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>

This monograph summarizes findings from the review of the research literature on implementation and proposes frameworks for understanding effective implementation processes.

National Center for Cultural Competence

Available at: <http://www11.georgetown.edu/research/gucchd/nccc/index.html>

The mission of the National Center for Cultural Competence is to increase the capacity of the health care and mental health care programs to design, implement, and evaluate culturally and linguistically competent service delivery systems to address growing diversity, persistent disparities, and promote health and mental health equity.

National Federation of Families for Children's Mental Health

Available at: <http://ffcmh.org/>

The National Federation, a national family-run organization serves to provide advocacy, leadership and collaboration for children and youth with emotional, behavioral and mental health challenges and their families.

Federation of Families for Children's Mental Health, Inc., Hillsborough County (Chapter)

Available at: <http://www.federationoffamilies.org/>

The goal of the Federation of Families for Children's Mental Health is to build a comprehensive array of services and supports that meet the individual needs of children with emotional, behavioral, and mental disorders and their families.

RAICES/Promotoras Model: Training Manual

Available at: <http://raices.fmhi.usf.edu/files/RAICES-trainer.pdf>

Callejas, L., Mayo, J., Monsalve-Serna, M., & Hernandez, M. (2006). *Addressing disparities in access to mental health services - RAICES/Promotoras model: Training manual*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

RAICES is a training curriculum that integrates the promotora outreach model with the Family and School Support Team (FASST) program to support families with children with, or at risk of, serious emotional disturbance. The training manual consists of eight workshops, covering topics such as: an introduction to the FASST program and the core values, culture and cultural competence, understanding elementary school system and the programs available to children with needs, the framework for children's mental health, essential components of the Wraparound process, case management and collaboration, home visitations, and ways to access System of Care and Wraparound services and supports. The training manual begins with ways to strengthen group leadership skills and leads into the activities and chapter topics of the training program. It focuses on ways for trainers to conduct the RAICES/Promotoras training, including helping participants feel comfortable, guiding group discussions, and ideas for group activities.

RAICES/Promotoras Model: Trainee Manual

Available at: <http://raices.fmhi.usf.edu/files/RAICES-trainee.pdf>

Callejas, L., Mayo, J., Monsalve-Serna, M., & Hernandez, M. (2006). *Addressing disparities in access to mental health services - RAICES/Promotoras model: Trainee manual*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies.

This document is a trainee manual for the RAICES/Promotoras model and accompanies the training manual described above. Trainees are given a variety of information on conducting case management services with families within the FASST program.

Systems of Care

Available at: <http://systemsofcare.samhsa.gov/>

A website devoted to providing information about the mental health of children, youth and families.

System of Care Practice Review

Available at: <http://logicmodel.fmhi.usf.edu/SOCPR.htm>

The System of Care Practice Review (SOCPR) was designed to provide a tool for assessing whether system of care principles are implemented at the level of practice where children and their families have direct contact with service providers. The link provides access to the SOCPR-R Training Tutorial; the SOCPR Fact Sheet; the SOCPR Team Member Training Manual; and the SOCPR Protocol.

Wraparound

Available at: <http://www.wrapinfo.org/>

This site serves as a gateway to several key resources regarding the wraparound model for youth and families.

Substance Abuse and Mental Health Administration (SAMHSA) - The Center for Mental Health Services

Available at: <http://mentalhealth.samhsa.gov/cmhs/>

The Center for Mental Health Services (CMHS) is the Federal agency within the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) that leads national efforts to improve prevention and mental health treatment services for all Americans.



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