

## Logic Model for Implementation of the WisdomPath Way Reparative Parenting Approach

The Problem	Key Audience	Steps Needed to Bring About Change	Measurable Outcome	Long-term Goal
<p>Placement instability/disruption correlated to children's trauma-related or other behavioral challenges that resource parent's either do not feel competent to manage or believe to be unmanageable.</p> <p>Placement instability/disruption correlated to children's severe trauma-related or other behavioral challenges that resource parent's do not have adequate training for and/or do not have in-home field coaching support in order to skillfully respond.</p>	<p>Resource Parents</p> <p>MH Professionals</p> <p>Child Welfare Workers</p> <p>Wraparound Workers</p>	<p>WPW RP Level I &amp; Level II training with identified field coaching staff (county and contract agencies); Level III ToT for 4 trainers.</p> <p>Develop field training process (group and/or individual) for county and agency resource parents, i.e. <i>large-scale initial WPW RP training with follow-up individualized field coaching or WPW RP individualized training plus field coaching for family identified through CFT and CANS assessment.</i></p> <p>Initiate WPW RP; Case management supervision and oversight. Utilize <i>Progressive Release of Responsibility Model</i> to determine exit strategy from Active Field Coaching.</p>	<p>Pre-post assessment of resource parent's self-confidence and self-efficacy to respond to and manage the challenging behaviors of children placed in their homes.</p> <p>Reduction in 14-Day Notices to remove a child from placement.</p> <p>Increased placement stability.</p>	<p>Resource families have education and in-home field coaching support in order to minimize the traumatic effects of early adverse experiences for children placed in their homes, including being removed from their homes or previous placements.</p> <p>Resource families are proficient in the WPW RP Approach in order to skillfully support children's recovery from trauma.</p>
<p><b>Assumptions</b></p> <p>Most resource parents do not have adequate training to reparatively parent children with significant maladaptive trauma-related behaviors; i.e. CANS Risk Behaviors Domain and Emotional/Behavioral Domain, even with additional support services.</p> <p>Resource parents do not have adequate field coaching support for "in the trenches" challenging moments with children, particularly children who evidence the impact of trauma through externalized behaviors, i.e. aggression, noncompliance to directions/limits/boundaries, and sexualized behaviors.</p>	<p><b>Assumptions</b></p> <p>Psycho-educational training without the additional element of field coaching does not adequately prepare or support resource parents who are caregivers to foster children.</p> <p>Resource parents spend more time with children than any professionals engaged with the parent-child system, and should be highly trained to maximize opportunities to assist the child to heal and mature.</p> <p>There are critical periods of brain development for children that are maximized through skillful parent-child social interaction, warm engagement, and coaching.</p>	<p><b>Assumptions</b></p> <p>The parent-child dyad is the primary relationship in which children learn the <i>social contract</i> of acceptable and unacceptable behavior through the neurobiological process of co-construction.</p> <p>The parent-child dyad is the primary modality in which children develop self-regulation skills through the co-regulatory relationship with a parent.</p> <p>Traumatized children require reparative parenting in order to recover, heal, and mature as the initial impact of trauma on the developing brain results in extensive harm to attachment potential, self-regulatory capacity (impulse control, emotion management, frustration tolerance, and self-soothing), development of realistic cognitive representations of self and others, and internalization of the <i>social contract</i>.</p> <p>Parents need to feel confident in their ability to manage and coach the maladaptive behaviors of trauma-informed children in order to invest in the child's long-term recovery and maturation.</p>	<p><b>Assumptions</b></p> <p>Field coaching builds parent knowledge and skills to <i>reparatively parent</i> children with exposure to early trauma.</p> <p>Field coaching strengthens parent confidence &amp; self-efficacy</p> <p>When parents feel confident to manage difficult behaviors it increases the likelihood of permanency and stability for children placed in their homes.</p> <p>Parents with capacity to manage the challenging behaviors of children placed in their homes enhance the potential for children's attachment and bonding, which subsequently promotes healing and maturation.</p>	<p><b>Assumptions</b></p> <p>The greatest proportion of children entering foster care are under the age of 2.</p> <p>Children placed in high quality, stable resource families before the age of 2 have better outcomes.</p> <p>Brain plasticity is progressively reduced after the age of 2 which negatively impacts outcomes.</p> <p>There are critical periods of development in which engaged, skillful, reparative parenting can rebuild a child's robust developmental pathways.</p> <p>Establishing stability with a skilled resource family will greatly improve a child's potential for brain health and well-being.</p>