

# Oregon Wraparound Coaching & Supervision Guide

---

## 1 Introduction

This guide was created to provide guidance, strategies, and tools for effective supervision and coaching practices in the Wraparound Planning Process. Throughout this document, the roles and responsibilities of a Wraparound Coach and a Wraparound Supervisor will be defined and discussed. In some communities, there may be a blending of these two roles for a variety of reasons. This guide will also provide guidance on how to do this effectively, until your community is able to separate the roles into two different employees.

Throughout this document the ten principles of the Wraparound Planning Process are echoed. One value in particular practiced here is the use of person first language. For example, instead of referring to a youth or family member who has been diagnosed with a disability within the autism spectrum as “they are an autistic” you would identify them as “someone living with autism.” Or another example would be to identify someone “struggles with addiction” versus labeling them “an addict.” According to the national disability rights advocacy organization The Arc, person first language is important because:

*“Our words and the meanings we attach to them create attitudes, drive social policies and laws, influence our feelings and decisions, and affect people’s daily lives and more. How we use them makes a difference. People First Language puts the person before the disability, and describes what a person has, not who a person is. Using a diagnosis as a defining characteristic reflects prejudice, and also robs the person of the opportunity to define him/herself.” [www.thearc.org](http://www.thearc.org)*

## What is Wraparound Supervision?

While Wraparound supervision does focus on topics such as job performance and duties, it is meant to look and feel different from the traditional employee supervision experience. A supervisor uses similar tools and strategies used with youth and families with the care coordinator they supervise. This creates a parallel learning process between the supervisor and care coordinator, with an

emphasis on putting Wraparound principles into practice.

### **What is Wraparound Coaching?**

Wraparound coaching is a multi-phase strategy for Wraparound Care Coordinators to continue growth from their Wraparound training experiences to Wraparound implementation with youth and families. The goal of coaching is to provide an opportunity for care coordinators to build the skills necessary to ensure the delivery of Wraparound to a standard of quality and fidelity and receive on-going support from a fellow care coordinator.

## 2 Wraparound Supervision

Consistent and reliable Wraparound supervision is crucial to the Wraparound Planning Process as it provides the foundation on which Wraparound Care Coordinators can build and expand their practice. Supervision should include a trauma-informed approach and mirror the Wraparound principles of being person centered, individualized, strengths- and outcomes-based, and culturally and linguistically responsive.

### Requirements of a Wraparound Supervisor:

Per OAR 309-019-0326:

(14) Wraparound Supervisors shall:

(a) Demonstrate through experience the ability to understand and articulate the ten Wraparound principles, the four Wraparound phases, and facilitation components associated with each phase of Wraparound;

(b) Be informed of and implement their agency's Wraparound policies and procedures;

(c) Complete a Division-approved Wraparound foundational training and Wraparound Coaches and Supervisors training within 90 days of the hire date;

(d) Conduct or provide for clinical supervision, in accordance with OAR 309-019-0130, of Wraparound Care Coordinators, Wraparound Coaches, Family Partners, and Youth Partners, and uphold Wraparound principles as evidenced by notes in a supervision log that includes: name, date, and content of supervision;

(e) Coordinate coaching provided by the Wraparound Coach and Peer Support Coach;

(f) Ensure a coaching plan is written for each WCC, Family Partner, and Youth Partner per the Division-approved Coaches and Supervisor training;

(g) Ensure that the provision of Wraparound is culturally and linguistically responsive to the needs of Wraparound Care Coordinators, Youth Partners, Family Partners, youth and families;

(h) Adapt caseload size to provide adequate time to complete tasks if a WCC is working with a youth or family that requires an interpreter, bilingual services, or if there are other accessibility needs;

(i) Ensure Wraparound Coaches implement coaching plans that are culturally and linguistically responsive; and

(j) Be rater-certified in use of the Division-approved assessment tools for ages 0-5 and 6-20.

To see full OAR's please go to:

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=265700>

### Characteristics of a Wraparound Supervisor:

- Strives to meet the needs of the care coordinator when able, by **providing reasonable accommodations** such as schedule flexibility, work from home options, or standing desk. This should not change the functions of the care coordinator's job responsibilities', but instead create an environment where they can thrive.
- **Provides a clear job description** that outlines the key-functions of the care coordinator role. This includes schedule, primary tasks, communication, and any other expectations related to their role.
- Supervisors should make explicit and **model the workplace behavior** they expect from their staff. This could include expected timelines for responding to meeting requests and emails, arriving to work/meetings at the expected time, using respectful language, and clearly communicating work-related tasks.
- **Practices your own self-care** to establish a culture of resiliency among your staff. This could include refraining from sending emails or working during non-work hours, taking breaks and vacation time, and staying home when ill.
- **Maintains healthy boundaries** with other colleagues, departments, and partnering agencies in addition to your supervisees sets an excellent example. Supervision is a time for care coordinators to get their needs met, and not intended to be a time for supervisors to take up emotional or personal space. Supervisors should be mindful about their role and their relationship with the care coordinator to prevent themselves from drifting into roles such as financial advisor, therapist, or peer.
- It is important for the supervisor to **understand their position of power** and how it might impact the supervision relationship with the care coordinator. For example, a white supervisor who is supervising

a person of color has considerable power not only in their job ranking, but also in being a part of a system that uplifts dominant cultural values. Transparency of these power differences is a key way to practice anti-oppression work and honor the Wraparound principle of being **culturally responsive**.

- Strives to be **trauma informed** by reflecting on how the care coordinator's and their own personal experiences and trauma may affect them while working with the youth and families and during supervision. Trauma informed supervisors should provide safety, honesty, authenticity, and be unconditional. It should also be consistent, patient and persistent.

## Types of Supervision

**Clinical:** The supervisor thinks about the youth and families the care coordinator is working with using a clinical lens. The purpose for this type of supervision is to support the care coordinator in their understanding of mental health conditions, impacts of trauma, and the dynamics of family systems. During supervision, the Care to support youth and families who might be experiencing mental health challenges. It's important that the support and guidance provided during supervision fits within the care coordinator's role and does not encourage them to provide therapy for the family and youth.

**Job Performance/Evaluation:** The supervisor regularly reviews the expectations of the care coordinator's role and discusses their successes and areas for growth. During supervision, the supervisor will ensure that the care coordinator is staying within their role in the Wraparound Planning Process and is not acting as a parent, clinician, or peer. If the care coordinator is deviating from their role or showing signs of burnout, the supervisor should work with the care coordinator to develop a supportive and individualized plan to address the identified issue(s).

**Personal and Professional Development:** The supervisor should use supervision meetings as a mirror to support care coordinators building self-awareness, resilience, and illuminate any possible self-care needs. Suggested topics include:

- Core areas of Wraparound Care Coordination including relationship building across systems, cultural and linguistic responsiveness, and other knowledge that supports the role (i.e. motivational interviewing, non-

- violent communication, facilitation skills, etc.)
- Traditional model of supervision such as Wraparound performance skills, self-awareness, and expected workplace behaviors
- Career goals and how to develop a plan including skills development, training, and leadership experience

## Supervision Structure

Consistency and transparency within the supervision relationship is key to effective supervision. The supervisor is strongly encouraged to avoid holding multiple roles or dual relationships with the care coordinator whenever possible. If dual roles cannot be avoided, such as the same individual is responsible for supervision and coaching, the supervisor must strive to actively manage the multiplicity of these roles to prevent harm and maintain objectivity. Supervisors are encouraged to receive their own supervision or peer coaching to ensure they are remaining within their own roles with care coordinators.

The supervisor is encouraged to facilitate a discussion with the care coordinator about what to expect in order to foster a collaborative and egalitarian working alliance. Clear expectations and boundaries assist in lessening the care coordinator's anxiety about the supervision process. Supervisors need to be aware of the power differentials that exist between themselves and the individuals they supervise.

The supervisor is a role model for the care coordinator and should demonstrate emotional intelligence, maturity, flexibility, humility, transparency, self-care, and workplace expectations. During supervision, a supervisor might decide to share a bit about their own personal experiences with the goal of assisting the care coordinator to navigate a similar situation. The supervisor's sharing should have a purpose, such as to validate, build trust, and promote learning. Sharing should never be harmful or be a way for the supervisor to seek comfort or their own support. Supervisors should also avoid being directive and suggested strategies should not be presented as the "only way" or "right way" to respond.

## Supervision Topics:

- Working with youth, families and Wraparound team members
- Managing caseload
- Agency or organization barriers to engaging with youth and families
- Establishing and managing boundaries with youth, families, and Wraparound team
- Understanding trauma responses and vicarious trauma
- Collaborating with Wraparound team members
- Exploring challenges with competing needs on Wraparound teams
- Care coordinator development
- Self-care
- Avoiding burnout
- Professional development and career goals
- Areas of strength and areas for growth
- How to manage wearing multiple hats
- Time management and productivity

## Supervision Strategies:

- Reframe things that get shared using a strengths lens (e.g., if the care coordinator is being critical of themselves, help them to see their strengths/growth/good intent in what they did and/or said). Ask questions, in a non-judgmental/non-critical way, about what they learned or what they might do differently in the future to help promote their growth and skill development.
- Normalize the feelings and experiences that the care coordinator is expressing. Remind them that they are not alone in this work or their feelings/experiences.
- Use open-ended questions and reflections to better understand the care coordinator's perspective.
- Ask questions that help to guide the conversation. It can be helpful to remain curious and build from the care coordinator's expertise. Supervision is more about building the care coordinator's skill and confidence and less about being rigid or overly structured.
- Share from your own experiences with the goal of assisting the care coordinator to navigate a similar situation, build trust, and promote learning.
- Strategies should be suggested as possible options, not as the "only way" or "right way" to respond.

### 3 Wraparound Coaching

Similar to Wraparound supervision, Wraparound coaching should include a trauma-informed approach and mirror the Wraparound principles of being person centered, individualized, strengths- and outcomes-based, and culturally and linguistically responsive. While coaches do learn a lot about Wraparound Teams from the care coordinator, the coach is not a part of that team. Coaching should focus on strategies for skill development and not on individual team decisions.

Per OAR 309-019-0326:

(13) Wraparound Coaches shall:

(a) Have at a minimum two years of experience as a Wraparound Care Coordinator;

(b) Demonstrate understanding of the ten Wraparound principles, the four phases of Wraparound, and the activities and facilitation components associated with each phase of Wraparound;

(c) Complete a Division-approved Wraparound Coaches and Supervisors training within 90 days of the hire date;

(d) Meet with the Wraparound Supervisor at least monthly;

(e) Provide the following coaching to Wraparound Care Coordinators:

(A) For WCCs with less than one year of Wraparound experience:

(i) 20 hours of individual coaching, 10 hours of group coaching, and five hours of document review within one year of the WCC's hire date, using the coaching model approved by the Division;

(ii) At least 5 of the 20 hours of individual coaching shall occur within the 90-day period before the WCC receives the Division approved foundational training; if the Division approved foundational training is not available or if the WCC is unable to attend during the first 90 days of employment, the WCC must receive biweekly individual coaching until the foundational training takes place;

(iii) Within the first twelve months of the WCC beginning to work with youth and families, observe four Wraparound team meetings for each WCC, including one meeting representing each phase of the Wraparound process;

(B) For WCCs with at least one year of Wraparound experience, provide 10 hours of individual coaching, 10 hours of group coaching and two to four Wraparound team meeting observations within one calendar year;

(f) Utilize the coaching plan created with the Wraparound coach and document to include the names of the Coach and the WCC, the date, and the content of the coaching session;

(g) Create documentation which demonstrates that coaching is responsive to diverse cultural beliefs, practices, languages, learning styles, and communication as evidenced by written feedback from WCC and Wraparound Supervisor;

(h) Be available to provide coaching to bilingual WCCs in the language spoken by the family, when possible, and be able to observe meetings and perform document review in the family's primary language without impact on the youth, family, or WCC;

(i) Seek out additional resources when the Coach does not have lived experience to provide culturally specific coaching to a WCC; and

(j) Be rater-certified in the use of the Division-approved assessment tools for ages 0-5 and 6-20.

To see full OAR's please go to:

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=265700>

### **Qualifications and Characteristics of a Wraparound Coach:**

(In addition to OAR 13a-c, h-j):

- Has the **desire and ability to support** their peers in learning Wraparound and strengthen their skills. When a coach is warm and compassionate it helps care coordinators to feel comfortable asking questions about the areas where they might be confused or possibly struggling.
- **Listens using reflections** to clarify or normalize, drawing connections, and communicating in a way that is friendly

- and easily understood.
- **Provides clear, constructive, and strengths-based feedback** to their peers. A big piece of coaching is observing care coordinators and offering useful feedback in a way that is empowering, inspires growth, and helps to deepen understanding.
  - Is skilled at **applying Wraparound principles into practice** and planning. A key component of coaching is to support care coordinators as they build skills and reach their goals, similar to the work with youth and families.

### Types of Wraparound Coaching:

**Group Coaching:** In the group coaching setting, specific Wraparound skills and prompts are presented by the coach and reviewed in a group setting. Coaches should facilitate discussions that included core elements such as phases and principles to deepen care coordinators' understanding including experimental skill building exercises like role plays.

It is important for Youth Partners and Family Partners to be involved in the group coaching process. The coach should model and encourage care coordinators to seek additional feedback from partners to consider different perspective and approaches.

The primary goal of group coaching is not to make specific team decisions, but for the group to receive support from their peers, hear about the experiences of others, and learn about hands-on ways to implement Wraparound best practices.

**One-on-One Coaching:** Wraparound Care Coordinator meets individually with a coach to assess their strengths, needs, and build a deeper understanding of Wraparound. *The Wraparound Facilitation Skills: Self-Assessment* is completed and used as an initial baseline assessment of the care coordinator's facilitations skills. Ongoing coaching sessions advance targeted growth opportunities and create a collaborative plan for progress and overall learning.

Similar to group coaching sessions, the goal of individual coaching is focused on skills and not on making decisions for teams. Coaching content will likely be generated from observation of care coordinators' practice observed through In-vivo coaching, and a review of their Wraparound documents. Coaches should always use strengths-based language and offer feedback in a clear, yet gentle way. During one-on-one coaching meetings, the coach should use open-ended questions and

reflections to gain a better understanding of care coordinators' perspectives and experiences.

**In-Vivo Coaching:** In-vivo coaching involves direct observation of care coordinators as they meet with youth, families and/or Wraparound teams. This type of coaching requires three phases: 1) Define the area of focus for the observation, such as engagement meeting with youth/family/team member; 2) In-vivo observation; 3) Post- observation process which includes identifying areas of strength and growth, coach recommendations, and individualized-training plans.

Youth, families, and Wraparound teams must give informed consent and have a clear understanding of the role of the coach in the meeting or interaction that they are observing.

### Oregon Wraparound Coaching & Training Recommendations

The below table was created by the National Wraparound Institute. The phases listed are not referring to the four phases from the Wraparound Planning Process; the three phases depicted in this image outline the

	Phase 1: Orientation	Phase 2: Apprenticeship	Phase 3: Ongoing coaching and supervision
Main components	<ul style="list-style-type: none"> <li>• Basic history and overview of wraparound</li> <li>• Introduction to skills/competencies</li> <li>• Intensive review of the process</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by the apprentice</li> <li>• Observation of the apprentice</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing coaching, informed by data</li> <li>• Periodic observation</li> <li>• Document review</li> </ul>
Key features	<ul style="list-style-type: none"> <li>• "Tell, show, practice, feedback" process</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced coaches</li> <li>• Structured process</li> <li>• Use of reliable assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly observations (minimum)</li> <li>• Intensity increased if data indicate challenges</li> <li>• Superior facilitators become innovators</li> </ul>
Ends when...	<ul style="list-style-type: none"> <li>• Training completed</li> </ul>	<ul style="list-style-type: none"> <li>• Observations completed</li> <li>• Score exceeds threshold</li> <li>• Apprentice passes knowledge test</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

Throughout, training, coaching and supervision is provided in a way that is consistent with wraparound

necessary knowledge and support Wraparound Care Coordinators need from their Wraparound Coach and Supervisor in order to become a skilled Wraparound Care Coordinator.

### **Phase 1: Orientation**

Systems of Care Institute (SOCi), Oregon Family Support Network (OFSN), and Youth Era (YE) provide trainings, such as the Wraparound Foundational Training and Peer Delivered Services Trainings, that are required for Wraparound practitioners during their orientation phase. Additionally, SOCi, OFSN, and YE provide quarterly optional Regional Group Coaching events, and YE offers monthly group coaching for youth partners, all of which meet OAR requirements for coaching (please go to [www.oregonwraparound.org](http://www.oregonwraparound.org) for upcoming dates and registration information). Phase 1 orientation also includes completion of both CANS 0-5 and 6-20 rater certifications through the [Praed Foundation](#). Other regional and site-specific trainings, agency-based orientation processes, and other practice-related training topics should be documented for new Wraparound practitioners to understand all expectations for Phase 1.

### **Phase 2: Apprenticeship**

See OAR 309-019-0326 (13 i-iii) for required coaching and support for Wraparound Care Coordinators in their first year.

Just as Wraparound is individualized according to needs of the family and youth, so is the coaching of care coordinators. Coaching recommendations are designed to evaluate the entire Wraparound process from engagement to transition. More specifically, the care coordinator will focus on skill development for all four phases of the Wraparound process: youth/family engagement, team preparation, plan implementation, and transitioning.

Coaches should observe the care coordinator facilitating the four phases throughout their first year of Wraparound with one or more Wraparound teams. This does not mean that multiple observations need to occur within the same phase of Wraparound, but rather the observations will be staggered to occur across the spectrum of the Wraparound phases.

### **Phase 3: Ongoing Coaching and Supervision**

See OAR 309-019-0326 (13 B) for required coaching and support for Wraparound Care Coordinators with 1 or more experience.

### **3 Wraparound Coaching to Support Utilizing CANS in the Wraparound Planning Process**

Tools to support coaching provided in the CANS Tool Kit:

1. SOCI: Tool Time: Utilizing CANS in the Wraparound Process
2. SOCI: Utilizing the Oregon Child and Adolescent Needs and Strengths Tool (CANS) in the Wraparound Planning Process
3. SOCI: Oregon CANS FAQ
4. SOCI: Tool Time CANS Rating System and Key Components
5. SOCI: CANS Certification Sheet
6. SOCI: Oregon CANS 6-20 Mini-Vignettes
7. TCOM Needs & Strengths and User Tips
8. Youth Era: Tips and Talking Points for CANS
9. OFSN: Talking to the Family About the CANS

## 4 Wraparound Coaching Documents

The following documents are provided to support the Wraparound Coaching and Supervision process:

1. Oregon Wraparound Training Checklist (Phase 1: Orientation and Training)
2. Individual Coaching and Observation Schedule (Phase 2: Apprenticeship)
3. Wraparound Facilitation Skills Self-Assessment (Phase 2: Apprenticeship)
4. One-on-One Coaching Session: Youth and Family Specific Consultation Form (Phase 2 and ongoing)
5. One-on-One Coaching Session: Questions to Consider the Youth and Family Culture
6. Wraparound Principles Skills Development Worksheet
7. Wraparound Team Support Worksheet
8. One-on-One Coaching Session: Questions to Consider the Wraparound Principles in Practice

**Oregon Wraparound Training  
Checklist  
(Phase 1: Orientation and Training)**

Care Coordinator: \_\_\_\_\_

Coach: \_\_\_\_\_

	<b>Training</b>	<b>Completion Date/Location</b>
	Wraparound Foundational Training	

Oregon CANS Certification(s)

	<b>Training</b>	<b>Completion Date</b>
	Oregon 0-5 CANS Certification	
	Oregon 6-20 CANS Certification	

Additional Agency Trainings Checklist

	<b>Training</b>	<b>Completion Date/ Location</b>

## Individual Coaching and Observation Schedule (Phase 2: Apprenticeship)

Care Coordinator: \_\_\_\_\_ Coach: \_\_\_\_\_

I <b>observed</b> these Wraparound team meetings:		
1.	Coordinator:	Date:
2.	Coordinator:	Date:
3.	Coordinator:	Date:
4.	Coordinator:	Date:

I <b>was observed</b> facilitating these Wraparound team meetings:		
1.	Observed by:	Date:
2.	Observed by:	Date:
3.	Observed by:	Date:
4.	Observed by:	Date:

I <b>received</b> these One-on-One Wraparound coaching sessions:		
1.	Coached by:	Date:
2.	Coached by:	Date:
3.	Coached by:	Date:
4.	Coached by:	Date:

I <b>received</b> these Group Wraparound coaching sessions:		
1.	Coached by:	Date:
2.	Coached by:	Date:
3.	Coached by:	Date:

## Wraparound Facilitation Skills Self-Assessment (Phase 2: Apprenticeship)

Care Coordinator: \_\_\_\_\_ Coach: \_\_\_\_\_

<b>Facilitation Component</b>	<b>Strengths</b>	<b>Needs</b>
Introductions and Review Agenda		
Ground Rules		
Family Vision		
Team Mission Statement		
Strengths		
Needs		
Prioritize Needs		
Outcomes		
Brainstorm Strategies		
Action Steps		
Summarize and Agree on the Plan		
Schedule Next Team Meeting		

## One-on-One Coaching Session Youth and Family Specific Consultation Form

Care Coordinator: \_\_\_\_\_

Coaching Session Date: \_\_\_\_\_

Youth and Family: \_\_\_\_\_

### Questions to review about the youth and family:

- What phase are you in with the youth and their family?
- What is the family and youth vision?
- How does the family and youth describe their cultural identity?

### Questions to review about the Wraparound team:

- Who is on the Wraparound team?
- What systems are represented? What are their needs/mandates?
- What is the team mission?

		CANS Rating/NA
Youth & Family Strengths		
Youth & Family Prioritized Needs		

## **One-on-One Coaching Session Questions to Consider the Youth and Family Culture**

---

### **Coaching Questions to consider: Language**

- How does the youth and family communicate?
- Who in the family is multilingual and/or monolingual?
- Who is/are the primary communicator(s) in the family?
- Do you need assistance to communicate effectively with the youth or family, such as an interpreter or translator?
- Has the youth and family been given an opportunity express their language and communication preferences?
- Is the language used during team meetings the language spoken by the family in the home?
- Has the family been offered a certified interpreter during team meetings?
- Is there a use of interpretation services for other team communications and provider appointments?
- Has the family been given materials in their chosen language?
- Does the youth act as an interpreter for the family, team, or other providers?
- Are there formal service providers on the team who communicate in the family's chosen language?

### **Coaching Questions to consider: Culture**

- Has the family been given an opportunity to share information about their culture?
- What are the unique characteristics of the family's culture (values, attitudes, norms and rituals)?
- Does the format and process of meetings honor the culture of the family?
- Are the team members and the Wraparound process responsive to the unique cultural aspects of the family?

### **Coaching Questions to consider: Care Coordinator Skills**

- In what ways do you demonstrate to the family and youth that you are willing to empathize with their unique context?
- How does the Care Coordinator discuss cultural diversity as a strength with the family and team?
- Has the Care Coordinator identified how the family/youth are unique within their culture and identified group?
- How has the Care Coordinator modified the typical course of action to be responsive to the cultural and linguistic needs of the family/youth?

**Coaching Questions to consider: CANS**

- What is the CANS rating in the *Language* item?
- What is the CANS rating in the *Cultural Identity* item?
- What is the CANS rating in the *Culture Events and Activities* item?
- What is the CANS rating in the *Cultural Stress* item?

### Wraparound Principles Skills Development Worksheet

PRINCIPLES	SUCSESSES	TEAM NEEDS & STRATEGIES FOR IMPROVEMENT
Family Driven, Youth Guided		
Strengths-Based		
Natural Supports		
Individualized		
Culturally & Linguistically Responsive		
Team-Based		
Community-Based		
Collaborative		
Persistence		
Outcome-Based		

## Wraparound Team Support Worksheet

---

**In my role as a Wraparound Care Coordinator, I can do the following things to help my team:**

1. Immediately, or before the next team meeting:
  
2. Over the next 3 months:

## One-on-One Coaching Session

### Questions to Consider the Wraparound Principles in Practice

---

#### 1 Family Driven and Youth Guided (NWI-Family Voice and Choice)

The Wraparound process is anchored in youth and family experiences, preferences, and values. Their perspectives should be gathered and prioritized during all phases of Wraparound. The team strives to provide options and choices to the youth and family so the Plan of Care reflects the youth and family's values, preferences, needs, and strengths.

Youth guided speaks to the importance of allowing youth to have an equal voice in the care of their own lives, as well as the policies and procedures shaping care for all young people in their community.

##### Questions to Consider:

- Has the importance of youth and family focused planning been fully explained to the youth and family? *Engagement*
- How is the youth involved in shared decision making and the team planning process?
- What strategies does the team use to ensure the youth and family are empowered to make decisions about their care?
- Are important decisions ever made about the youth or family when they are not present? *Implementation*
- Are the youth and family encouraged to communicate their own ideas when the time comes to make planning decisions? *Implementation*
- Whose voice on the team is prioritized when developing the Plan of Care? *Planning*
- Does the youth and family agree that their choices and values are represented in the Plan of Care?
- Does the youth and family lead their team? If not, what needs should be planned for so they can begin leading some or all of their team meetings?

#### 2 Cultural and Linguistic Responsiveness (NWI-Culturally Competent):

The Wraparound planning process demonstrates respect for the values, preferences, beliefs, culture, abilities, and identity of the youth and family and their community. The team will take every measure possible to ensure that youth and family are connect to services and supports that align with their identified cultural values. Services are designed, delivered, and incorporated into the religious customs, regional, racial, and ethnic values of the youth and family. The team honors unique customs and traditions of

the youth and family and values the diversity, various experiences, values, and backgrounds of all team members. Team members, especially formal support providers, should also do their own reflections to better understand the role of their own cultural values.

#### Questions to consider:

- Have the youth and family been encouraged to share their strengths, beliefs, and traditions at the first Wraparound team meeting? *Engagement*
- During the creation of the Wraparound Plan of Care, did the team take enough time to understand the youth and family's values and beliefs and build them into the plan? Does the Plan of Care reflect those values and beliefs? *Planning*
- Do members of the team use language the youth, family, and natural supports can understand, including professional bilingual interpreters, avoiding professional jargon, and defining acronyms?
- How are team members currently demonstrating respect for the youth and family values? How are team members seeking to better understand and incorporate youth and family values into the team planning process? *Implementation*
- Are the resources, supports, and services based on the youth and family's preferences and do they align with youth and family norms?
- Are the resources, services, and supports appropriate for the age and developmental level of the youth?
- What strengths and rituals of healing from the youth and family's culture have been incorporated or identified to utilize within the process?
- What cultural strengths do individual team members bring to the planning process?

### 3 Natural Supports

Individuals from the youth and family's network of interpersonal and community relationships should be encouraged to actively participate in Wraparound. Natural Support team members might include family, friends, neighbors, or members of their faith community. The Wraparound Plan of Care should reflect activities and interventions that highlight and build the youth and family's natural supports and community connections.

#### Questions to consider:

- Does the team strategize ways to increase the supports youth and family get from their friends, family members, and natural supports? *Implementation*

- Is there a friend or advocate of the youth or family who actively participates on the Wraparound team? **Implementation**
- Is the Wraparound team balanced with the number of service providers and the number of family members and natural supports? **Implementation**
- Has the Wraparound process encouraged the youth to develop friendships with other youth who support and empower their strengths and goals? **Transition**
- Has the Wraparound process supported the youth and family to develop or strengthen relationships that will support them when Wraparound ends? **Transition**
- How is the team currently promoting youth and family reduction of dependence of formal supports? How does the team plan to continue promoting independence?
- Where is the team on the continuum of enabling vs. empowering for the youth and family?

#### 4 Strengths Based

Strengths must be a central part of the entire Wraparound planning process. The youth and family must be seen in the light of their resiliency, talents, hopes, and dreams. This is especially important when discussing the challenges, oppression, and trauma they have experienced or continue to experience. In addition to the strengths of the youth and family, strengths of their identified team members and community need to also be identified, assessed, and nurtured during the team planning process as an important strategy to meet youth and family members' unmet needs.

In addition to identifying strengths, this principle also asks each team member to be mindful of using person first language, documenting information in strengths-based language, and during all conversations.

##### Questions to consider:

- During the engagement phase, were the youth and family encouraged to share what things have worked well for them in the past? **Engagement**
- Are the youth and family able to identify their own strengths?
- Are the supports and services in the Wraparound Plan of Care connected to the strengths and abilities of the youth and family? **Planning**
- Does the Wraparound Plan of Care incorporate activities that the youth and family enjoy doing or would like to try? **Implementation**
- Does the team eagerly acknowledge strengths, successes, and

accomplishments at each team meeting? If not, what are the barriers? *Implementation*

- What are some creative things the team has done to incorporate and build upon strengths during the Wraparound process?
- Are the youth and family's strengths being identified, utilized and built upon in all 12 Wraparound life domain areas?

## 5 Individualized

The team develops and implements a customized set of strategies, supports, and services to accomplish the team mission and prioritized needs in the Wraparound Plan of Care. Strategies and services should be based on the specific needs of the youth and family. The team should prioritize non-traditional individualized services such as family, friends, recreation services, and art. Traditional services, such as therapy or out of home placement, should be accessed only when they can be tailored to the specific needs and strengths of the youth and family.

### Questions to consider:

- In creating the team's mission, is the team focused on the youth and family's identified needs versus services and/or problems defined by providers?
- What services, supports, and strategies are included in the Wraparound Plan of Care? *Planning*
- What are the traditional or formal services? What are the non-traditional or informal services? *Planning*
- How flexible and creative are the resources, services, and supports? Is the team experiencing barriers that affect its ability to be flexible and creative?
- How has the team helped the youth and family prepare for transitions, such as new school or residential placement? *Transition*
- Has the team evaluated all existing crisis and safety plans to inform developing a Wraparound Crisis and Safety Plan? Has the team developed the Wraparound Crisis and Safety Plan? Has the plan been shared with the full Wraparound team? Does this plan have both proactive and reactive strategies? *Planning*
- Are the youth and family's strengths and needs being identified, utilized and built upon in all 12 Wraparound life domain areas?

## 6 Team Based

The Wraparound team consists of individuals agreed upon by the youth and family and are committed to them through informal, formal, and community supports and services. The team should actively seek out and encourage the full participation of team members invited from the youth and family, including interpersonal relationship, service providers, and community members. The Wraparound Plan of Care is co-authored by all team members and honors all voices and perspectives.

### Questions to consider:

- Did the youth and family select the people who would be on their Wraparound team? Engagement
- Is it difficult to get team members to attend team meetings when they are needed? Engagement
- Did the team develop a team mission statement about working with and supporting the youth and family? Planning
- Does the team go out of its way to ensure that all team members – including friends, family, and natural supports – present ideas and participate in shared- decision making? Implementation
- What perspectives and voices are missing from the team?
- Is the team meeting as frequently as needed?
- Are there any barriers to timelines and the quality of care that the youth/family is receiving?

## 7 Collaboration

Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating the Wraparound Plan of Care. The plan reflects a combination of team members' perspectives, partnership mandates, and resources. The plan guides and coordinates each team member's needs toward meeting the team's mission. The team draws from resources within the community and works in coordination with others to provide a range of services and supports for the youth and family.

### Questions to consider:

- Did the team to create a written Plan of Care that describes how the team will meet the youth's and family's needs? Planning
- Do the youth and family have a copy of the Wraparound Plan of Care? Planning
- Are there members of the Wraparound team who do not have a role in implementing the Plan of Care? Planning

- Does the team brainstorm several strategies to address the youth and family's needs before selecting one? *Planning*
- Do the members of the team hold each other accountable for following through on their identified action steps?  
*Implementation*
- What are the positive characteristics of the Wraparound team? Are there barriers to the team's performance?
- Are there any fragmentations or barriers in the delivery of resources, services, and supports for the youth and family? Are there any gaps in services and supports?
- How do the resources, services, and supports work together to enact positive change and reach the team's mission?
- Has the team evaluated all existing crisis and safety plans to inform developing a Wraparound Crisis and Safety Plan?

## 8 Outcome Based

The Wraparound team works together to tie the goals and strategies of the Wraparound Plan of Care to measurable indicators of success. All members of the Wraparound team monitor progress in terms of these indicators and then revise the plan accordingly. The team is accountable to the youth and family, team members, system partners, and other organizations and agencies. Team-based outcome monitoring ultimately aids the community to report of the success of overall Wraparound implementation and state-level evaluation.

### Questions to consider:

- Does the team's mission include the measurable outcomes they hope to accomplish through the formal Wraparound process? *Planning*
- Did the youth and family go through the process of identifying what leads to a crisis or dangerous situations prior to the first Wraparound team meeting? *Engagement*
- Does the team assign clear tasks to all team members and review each team member's follow through at every team meeting? *Implementation*
- Has the team discussed a plan for how the formal Wraparound process will end? *Transition*
- Has the Wraparound process helped the youth and family to build their problem-solving skills? *Transition*
- Does the youth and family feel confident in navigating the challenges that might arise in their lives? *Transition*
- How does the team know if resources, services, and supports are meeting the needs of the youth and family?

- Does the team know how to make changes or adjustments to the plan when needed?

## 9 Community Based

The Wraparound team implements services, supports, and strategies that take place in the most inclusive, responsive, accessible, and least restrictive setting possible. The Wraparound team should strive to safely promote youth and family integration into the family home and community. Services should be provided in the local neighborhood, community, city, or area where the youth and their family live.

### Questions to consider:

- Does the Wraparound plan include strategies to increase youth's involvement with community-based activities they enjoy or are interested in? How about for the family? *Planning*
- How has the team planned to keep the youth in their community regardless of any potential or existing crises? *Planning*
- How has the team considered the following possible barriers when selecting strategies to meet identified needs such as: transportation challenges, extensive distances, lengthy travel time, reliable phone or internet access, conflicting system mandates, clothing needs, interpretation and translation, etc.? *Implementation*
- Do the youth and family share that they feel empowered to advocate for themselves to meet their needs beyond the formal Wraparound process? *Transition*
- Is the team seeking resources, services, and supports in the youth and family's community?
- Are the resources, services, and supports for the youth and family being provided in the least restrictive setting, such as their school, home, or community setting?
- What is the team's next step to reduce the level of care for the youth and family?

## 10 Persistence (NWI-Unconditional)

The team agrees to change services as the needs of the youth and family change. This means that the team will not deny care or remove the youth and family from the services they thrive in. Despite any challenges that might

arise, the team persists in working toward the goals included in the Wraparound Plan of Care until the team reaches an agreement that the youth and family needs have been met according to defined outcomes and the formal Wraparound planning process is no longer required.

### Questions to consider:

- Does the team come up with new ideas for the Wraparound Plan of Care whenever the youth and/or family's needs change? *Implementation*
- Does the team come up with new ideas for the Wraparound Plan of Care whenever something is not working for the youth, family, and/or team? *Implementation*
- Is the team discussing ending the Wraparound process before the family is ready because of time limits, behavior, placement, or lack of funding? *Implementation*
- After formal Wraparound process has ended, can the process be *re-started* if the youth or family needs it to restart? Does the youth/family know how restart the process if needed?  
*Transition*
- Will some members of the team be there to support the youth and family when formal Wraparound is finished? Who are these team members? What have they agreed to do and have these commitments been made clear to the youth and family?  
*Transition*
- Is there burnout on the team? If so, how is it being addressed?
- Are the resources, services, and supports that the youth and/or family are receiving sustainable? Can the family or youth pay for the services without formal supports? Do they have reliable transportation to services without the support of the team?
- How is the team cultivating and using low cost/no-cost resources?