

[SITE] WRAPAROUND PROGRAM TRAINING, COACHING, AND SUPERVISION PLAN

Each Wraparound program is encouraged to create and utilize an individualized wraparound site coaching plan that is grounded in the Wraparound Principles to support continuity and clarity over time. More information about this can be found in the Oregon Best Practices Guide and the Supervisors and Coaches Guide. The following plan is a combination of Wraparound best practices, the state of Oregon’s expectations through the Oregon Administrative Rules (OARs), and our site’s requirements.

*Note: It may be helpful to put Wraparound and site-specific program expectations in one place for employees to easily access and reference during onboarding and throughout the duration of their employment. In addition, each site is encouraged to have a binder containing the Oregon Best Practices Guide 2.0, the Oregon Wraparound Coaching and Supervision Guide and this individualized site training, coaching, and supervision plan for easy reference.

ROLE DESCRIPTIONS:

(Taken from Appendix A: Wraparound Glossary in the Oregon Best Practices Guidelines 2.0)

WRAPAROUND CARE COORDINATOR:

“Wraparound Care Coordinator (WCC)” means a QMHA or QMHP, as defined in OAR 309-019-0125, who is completing or has completed a Division-approved Wraparound foundational training program. The WCC is a member of the Wraparound team specifically trained to coordinate and facilitate the 3 components of a Wraparound team meeting to fidelity, in each phase of the Wraparound process, for an individual family.

WRAPAROUND FAMILY PARTNER:

“Family Partner” means an individual certified and listed on the registry as a Family Support Specialist in accordance with ORS 410-180-0305(10), and who has completed specialized training approved by the Authority, in the Wraparound process. A Family Partner is a formal member of the Wraparound team whose role is to support the family.

WRAPAROUND YOUTH PARTNER:

“Youth Partner” means an individual certified and on the registry as a Youth Support Specialist in accordance with OAR 410-180-0305. A Youth Partner is a formal member of the Wraparound team whose role is to support the youth.

WRAPAROUND COACH:

“Wraparound Coach” means an individual with Wraparound expertise in relation to Wraparound principles and in strategies to facilitate a Wraparound meeting to fidelity. Wraparound Coaches provide clear and constructive feedback to Wraparound Care Coordinators.

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WRAPAROUND SUPERVISOR:

“Wraparound Supervisor” means an individual responsible for supervising a Wraparound Care Coordinator, Family Partner or Youth Partner through their respective agency.

PEER PARTNER SUPERVISOR OR COACH:

“Peer Partner Supervisor or Coach” means an individual with Youth Partner or Family Partner expertise, certified and listed on the registry in accordance with ORS 410-180-0300, who has a specific intentional focus in supporting Youth Partners or Family Partners to ensure the meaningful engagement of youth and family voices in the Wraparound Plan of Care , to develop their practice skills in Wraparound principles and participation in the Wraparound process and who works in connection with other Peer Support Specialists or Peer Delivered Services.

WRAPAROUND PROGRAM DIRECTOR:

Supports Wraparound program to ensure they are implementing high quality wraparound to fidelity. Works closely with the Wraparound supervisor to ensure the program overall is taking a trauma-informed approach and mirroring the Wraparound principles of being individualized, strengths and outcomes-based, and culturally and linguistically responsive. The program director is a role model for the Wraparound program and should demonstrate emotional intelligence, maturity, flexibility, humility, transparency, self-care, and professionalism.

SITE SPECIFIC ROLES: If your site has additional roles (ex. Wraparound Therapist, Wraparound Skills Trainer, etc.) or different titles for the Wraparound practitioner roles please identify those in your plan and the reason behind the decision for deviating from best practices.

COACHING DESCRIPTIONS:

(Taken from the Oregon Best Practices Guidelines 2.0)

ONE ON ONE COACHING:

Wraparound practitioner meets individually with a coach to assess their strengths, needs, and build a deeper understanding of Wraparound and their role within the planning process. An initial baseline assessment of the practitioner’s knowledge, skills, strengths, and needs for completing role-specific activities should be completed during the Orientation Phase. Coaches are encouraged to develop a collaborative ongoing coaching plan to advance identified growth opportunities and track overall progress and learning.

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.

Note: Individual coaching should not be used to make decisions for teams. Tools to support role-specific coaches can be obtained from Oregon Family Support Network, Youth Era, or the Systems of Care Institute.

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Important things to remember: Coaches are not team members. They should not make direct decisions for teams.

GROUP COACHING:

Specific Wraparound and competency skills are presented by the coach and reviewed in a group setting. Coaches should facilitate discussions that include core elements such as the Wraparound phases and principles to deepen the Wraparound practitioners' understanding. Group coaching activities might include experimental skill building, role plays, group discussion, and group review of documents. The coach should model and encourage all practitioners to seek additional feedback from each other to consider different perspectives and approaches.

The primary goal of group coaching is not to focus on specific Wraparound teams or make team decisions, rather it is for the group to receive support from their peers, hear about the experiences of others, and deepen their knowledge, skills, and abilities to implement Wraparound best practices. Where teams have more than one Wraparound practitioner of color, those individuals should be offered to meet in affinity groups for support.

Note: All Wraparound coaches should also receive their own coaching from their statewide coach from Oregon Family Support Network, Youth Era, and the Systems of Care Institute.

IN-VIVO COACHING:

Involves direct observation of Wraparound practitioners 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.

Note: 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.

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| OAR MINIMUM COACHING EXPECTATIONS: | | |
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| TYPES OF COACHING: | FOR WRAPAROUND CARE COORDINATORS: | |
| | Less than 1 year | 1 + years |
| Individual Coaching: | 15 hrs (within 1 year of hire date) | 10 hrs (in 1 calendar year) |
| Group Coaching: | 10 hrs (within 1 year of hire date) | 10 hrs (in 1 calendar year) |
| Document review: | 5 hrs (within 1 year of hire date) | N/A |
| In-Vivo: | 4 wrap mtgs (one for each Wraparound phase) (within 1 year of hire date) | 2-4 wrap mtgs (in 1 calendar year) |
| Additional coaching: | 5 hrs (within 90 days prior to foundational training) | N/A |

| COACHING DOCUMENTATION REQUIREMENTS: |
|---|
| <p>The OAR's minimum requirements for coaching documentation include:</p> <p>Care Coordinators</p> <ul style="list-style-type: none"> ● 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 ● Provide documentation for five hours of additional coaching within the 90-day period before a WCC receives the Wraparound Foundational Training ● 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; <p>Additional site-specific documentation requirements and formats:</p> <ol style="list-style-type: none"> 1. 2. 3. |

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| OAR MINIMUM COACHING EXPECTATIONS: | | |
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| TYPES OF COACHING: | FOR PEERS: | |
| | Less than 1 year | 1 + years |
| Individual Coaching: | 1x/month | 1x/month |
| Group Coaching: | 1x/month | 1x/month |

| COACHING DOCUMENTATION REQUIREMENTS: |
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| <p>The OAR’s minimum requirements for coaching documentation include:</p> <p>Family Partners</p> <ul style="list-style-type: none"> ● Uphold Wraparound principles as evidenced by coaching notes; ● Create documentation which demonstrates that coaching is responsive to diverse cultural beliefs, practices, languages, learning styles, and communication as evidenced by written feedback from Family Partner and Peer Delivered Services Supervisor; <p>Additi onal site-specific documentation requirements and formats:</p> <p style="color: red;">1.</p> |
| <p>The OAR’s minimum requirements for coaching documentation include:</p> <p>Youth Partners</p> <ul style="list-style-type: none"> ● Uphold Wraparound principles as evidenced by coaching notes; ● Create documentation which demonstrates that coaching is responsive to diverse cultural beliefs, practices, languages, learning styles, and communication as evidenced by written feedback from the Youth Partner and the Peer Delivered Services Supervisor; <p>Additional site-specific documentation requirements and formats:</p> <p style="color: red;">1.</p> <p style="color: red;">2.</p> |

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SUPERVISION DESCRIPTIONS:

(Taken from the Oregon Best Practices Guidelines 2.0)

CLINICAL SUPERVISION:

The supervisor thinks about the youth and families the practitioner is working with using a clinical lens. The purpose for this type of supervision is to support the Wraparound practitioner in their understanding of mental health diagnoses and symptoms, impacts of trauma, and the dynamics of family systems. During supervision, the practitioner might seek guidance from their supervisor around identifying possible ways to support youth and families who might be experiencing mental health challenges. Practitioners should work with their supervisor to identify strategies to work with families who have different cultural perspectives of mental health, keeping in mind to advocate for family voice and choice regarding treatment. It's important that the support and guidance provided during supervision fits within the practitioner's role and does not encourage them to provide therapy for the family and youth nor making any decisions outside of the team process.

In addition to understanding what might be happening for the youth and family, Wraparound practitioners often need clinical supervision support for their own mental health. Working with youth and families who have been or are being impacted by trauma can result in burnout, compassion stress, secondary trauma, and/or vicarious trauma for Wraparound practitioners. Practitioners who are living with their own mental health conditions or similar lived experiences as the youth and families may experience activation while working alongside them. It is important that supervisors normalize activating experiences practitioners may have while working with youth and families. Clinical supervisors can provide psychoeducation, guide self-care planning, and assist in connecting practitioners to agency or outside resources if necessary. Supervisors should not become the therapist for the practitioner; however, they should be able to hold space for the practitioner and allow emotions, especially following a significantly activating event or critical incident.

JOB PERFORMANCE AND EVALUATION:

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

The Wraparound supervisor also needs to have a clearly defined and transparent relationship with the Wraparound coach to ensure Wraparound practitioners are engaging in coaching sessions as outlined in the Wraparound site coaching plan. Wraparound practitioners' coaching plans and assessments should not be a part of their job evaluation process other than to inform if they are engaging as expected.

PERSONAL AND PROFESSIONAL DEVELOPMENT:

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The supervisor should use supervision meetings as a mirror to help Wraparound practitioners build self-awareness, resilience, and illuminate any possible self-care needs. The following suggested topics are encouraged as focal points during supervision, as well as potential training topics for all Wraparound practitioners:

- Managing caseload/workload
- Engaging with youth and families in a culturally responsive manner
- Trauma activations and effective responses
- How to work with teams
- Creating an effective self-care
- Burnout and compassion fatigue
- Areas of strength & areas for growth
- How to manage multiple roles
- Time management & productivity
- Career goals

CO-SUPERVISION:

Wraparound Supervisors and Peer Supervisors should provide co-supervision sessions for the care coordinators, youth partners, and family partners when barriers are being experienced within the trifacta’s interpersonal working relationships or with shared youth, family, and Wraparound Teams. The supervisors collaborate to ensure each practitioner is able to perform their role within the Wraparound process while also considering being collaborative and team-based. Wraparound Supervisors and Peer Supervisors are also encouraged to discuss organizational and systemic barriers to Wraparound implementation and agree upon ways to navigate addressing those barriers within the organization and with the support of the local System of Care governance structure.

WRAPAROUND CARE COORDINATOR TRAINING, SUPERVISION, & COACHING EXPECTATIONS PER PHASE OF EMPLOYMENT

(regarding trainings, coaching, supervision)

| LESS THAN 1 YEAR EXPERIENCE | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
|--------------------------------|---|-------------------------|---------------------------------|
| | Wraparound Foundational Training | W/in 90 days of hire | |
| | Trauma informed | | |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
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| | SUPERVISION: | Frequency: | Date (if applicable) |
| Clinical | 1 hr/mo | | |

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| (Phase 1 and 2: Onboarding and Apprenticeship) | Wraparound Supervision (Job performance, Evaluation, Personal and Professional Development) | 1 hr/mo | |
| | Co-Supervision | As needed | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | In-vivo | | |
| | Group | | |
| | TOM 2.0 | | |
| | WCC observes wrap meetings: | Frequency: | Date (if applicable) |
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| | Additional notes/expectations | Frequency: | Date (if applicable) |
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| 1 YEAR OR MORE EXPERIENCE (phase 3- ongoing coaching and supervision) | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
| | | | |
| | SUPERVISION: | Frequency: | Date (if applicable) |
| | Clinical | | |
| | Wraparound Supervision (Job performance, Evaluation, Personal and Professional Development) | | |
| | Co-Supervision | | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | In-vivo | | |
| | Group | | |
| | Toms 2.0 | | |
| Additional expectations | Frequency: | Date | |

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| | | | (if applicable) |
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WRAPAROUND FAMILY PARTNER TRAINING, SUPERVISION, & COACHING EXPECTATIONS PER PHASE OF EMPLOYMENT (regarding trainings, coaching, supervision)

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| LESS THAN 1 YEAR EXPERIENCE (Phase 1 and 2: Onboarding and Apprenticeship) | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
| | Wraparound Foundational Training | W/in 90 days of hire | |
| | Peer Delivered Services Training | | |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
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| | SUPERVISION: | Frequency: | Date (if applicable) |
| | Clinical | 1 hr/mo | |
| | Peer Supervision (Job performance, Evaluation, Personal and Professional Development) | 1 hr/mo | |
| | Co-Supervision | As needed | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | Group | | |
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| | Additional notes/expectations: | Frequency: | Date (if applicable) |
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| <p style="text-align: center;">1 YEAR OR MORE EXPERIENCE</p> <p style="text-align: center;">(phase 3- ongoing coaching and supervision)</p> | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
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| | SUPERVISION: | Frequency: | Date (if applicable) |
| | Clinical | | |
| | Wraparound Supervision (Job performance, Evaluation, Personal and Professional Development) | | |
| | Co-Supervision | | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | Group | | |
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| | Additional expectations | Frequency: | Date (if applicable) |
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| WRAPAROUND YOUTH PARTNER TRAINING, SUPERVISION, & COACHING EXPECTATIONS PER PHASE OF EMPLOYMENT | | | |
| (regarding trainings, coaching, supervision) | | | |
| <p style="text-align: center;">LESS THAN 1 YEAR EXPERIENCE</p> | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
| | Wraparound Foundational Training | W/in 90 days of hire | |
| | Peer Delivered Services Training | | |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
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| (Phase 1 and 2: Onboarding and Apprenticeship) | SUPERVISION: | Frequency: | Date (if applicable) |
| | Clinical | 1 hr/mo | |
| | Peer Supervision (Job performance, Evaluation, Personal and Professional Development) | 1 hr/mo | |
| | Co-Supervision | As needed | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | Group | | |
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| | Additional notes/expectations: | Frequency: | Date (if applicable) |
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| 1 YEAR OR MORE EXPERIENCE (phase 3- ongoing coaching and supervision) | REQUIRED TRAININGS: (Oregon and Site specific) | Frequency | Date (if applicable) |
| | CANS 0-5 Rater Certification | Annual | |
| | CANS 6-20 Rater Certification | Annual | |
| | | | |
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| | | | |
| | SUPERVISION: | Frequency: | Date (if applicable) |
| | Clinical | | |
| | Wraparound Supervision (Job performance, Evaluation, Personal and Professional Development) | | |
| | Co-Supervision | | |
| | COACHING: | Frequency: | Date (if applicable) |
| | Individual | | |
| | Group | | |
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| | Additional expectations | Frequency: | Date (if applicable) |
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| Example of Group Coaching Schedule (new Wraparound Practitioners) <i>**Site Coaches are encouraged to individualize this Group Coaching Schedule for your Program Plans</i> | | | | |
|--|---|---|---|---|
| Phase | Principle | Topic Ideas | C o a c h i n g T o o l s | |
| 1. | Review of all 10 Principles And 4 phases | <ul style="list-style-type: none"> ● Activities by role ● What, So What, Now What with Wraparound Principles ● Wraparound Life Domains | ● | ● |

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| 2. | Phase One: Engagement and Team Preparation | Family driven Youth Guided Culturally and Linguistically Responsive | <ul style="list-style-type: none"> ● Engagement with youth and families <ul style="list-style-type: none"> ● Develop and practice Elevator speeches ● Crisis Stabilization ● Orientation to Wraparound ● Orientation to CANS | ● |

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|--|--|--|--|--|
| | | | <ul style="list-style-type: none">● Orientation to WFI-EZ● Identifying team members● Family Vision● Family and Youth Story● Completing Strengths & Needs Summary● Rating the CANS | |
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| | | | | |
| 3. | Phase One: Engagement and Team Preparation | Team based Collaborative | Engagement with youth and family identified team members <ul style="list-style-type: none"> ● Orientation to Wraparound ● Orientation to CANS ● Orientation to WFI-EZ ● Listening for strengths and needs | ● |

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| 4. | Phase Two: Initial Plan Development | Individualized | <ul style="list-style-type: none"> ● Wraparound Plan of Care ● 12 facilitation components: <ul style="list-style-type: none"> ○ Introductions & Review Agenda ○ Ground Rules ○ Family Vision & Family Story ○ Team Mission ○ Strengths ○ Needs ○ Prioritize Needs ○ Outcomes ○ Brainstorm Strategies ○ Action Steps ○ Summarize and Agree on Plan ○ Schedule the next Team Meeting | ● |

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| 5. | Phase Two: Initial Plan Development | Natural Supports | <ul style="list-style-type: none"> ● Wraparound Crisis & Safety Plan ● Facilitating Crisis & Safety Planning Meeting ● Using the 24-Hour Clock ● Teaching the Crisis Cycle | ● |

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[SITE] WRAPAROUND PROGRAM TRAINING, COACHING, AND SUPERVISION PLAN

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[SITE] WRAPAROUND PROGRAM TRAINING, COACHING, AND SUPERVISION PLAN

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| 6. | Phase Three: Plan Implementation | Strengths Based | <ul style="list-style-type: none"> ● Updating Wraparound Plan of Care ● Maintaining and Building Team Cohesiveness, Trust, and Engagement | ● |
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| 7. | Phase Three: Plan Implementation | Persistence | <ul style="list-style-type: none"> ● Updating Wraparound Crisis and Safety Plan | ● |

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| 8. | Phase Four: Transition | Outcomes Based | <ul style="list-style-type: none"> ● Wraparound Transition Plan |
| 9. | Phase Four: Transition | Community-Based | <ul style="list-style-type: none"> ● Wraparound Transition Crisis & Safety Plan |

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| 10. | Phases Three & Four | Outcomes Based | <ul style="list-style-type: none">• Utilizing re-rated CANS in the Wraparound Planning Process | • |
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| 11. | Phases Three & Four | Strengths-based Team based Collaboration Persistence | <ul style="list-style-type: none"> Facilitating Challenges during the Wraparound Planning Process | • |
| 12. | All Phases | All Principles | Developing a unified Trifecta | |
| 13. | All Phases | All Principles | Wraparound OARs | |

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| 14. | All Phases | All Principles | CANS Key Components | ● |
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| 15. | All Phases | All Principles | Putting the Wraparound Principles into Practice | • |

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SUPERVISION PLAN**

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