

Ohio Wraparound Coaching Practice-Level Target Descriptions

Coaching Target: Effective partnering and positioning of the facilitator with family and team members			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Ability to ensure that the young adult, parents and caregivers are valued as critical partners in the team planning process	<ul style="list-style-type: none"> • Recognizes the young adult and family members/caregivers as experts on their own situation and encourages/creates opportunities for participation and expression of their perspective on all aspects of the plan • Attends to the young adult and family members' needs (e.g. time, place, transportation, child care) to ensure a level playing field where they can participate fully on the team, recognize their participation is essential and feel valued by all team members • Ensures that meetings occur only if the young adult and key family members are in attendance 	<ul style="list-style-type: none"> • Throughout the course of a meeting asks the young adult and family/caregivers for their perspectives • Accommodates young adult and family/caregiver preferences in order to level the playing field by reducing identified barriers to their participation and modeling that their participation is necessary and valued • Ensures there is representation by the young adult and/or a key family member at as many meetings as possible 	<ul style="list-style-type: none"> • Allows a few team members to dominate and/or the opinions of professionals to determine the direction of the plan • Expects the young adult and family member/caregivers to accommodate professionals in regard to meeting time, place, etc. • Conducts meetings without representation by the young adult or a family member/caregiver present
Ability to foster relationships of trust and collaboration among all team members	<ul style="list-style-type: none"> • Identifies the priority concerns of the young adult, family/caregivers and other team members and ensures that they are understood by all team members • Assesses the potential of team members to work together, clearly identifying common ground and purpose, overtly addressing areas of potential conflict and assisting team members in resolving differences and building consensus • Invests time, engages and interacts with each team member to foster relationships that lead to effective teamwork, on-going commitment, effective consensus building, good follow through and all team members seeing each other in a positive light regardless of position or role 	<ul style="list-style-type: none"> • Looks for opportunities and encourages all team members to share their priority concerns/goals • Listens, remains neutral and respectfully attempts to mediate conflicts that arise • Explains to the team the importance of good working relationships, commitment to the plan and follow through on tasks; and respectfully addresses any problems that arise 	<ul style="list-style-type: none"> • Priority concerns of all team members are not made explicit, thus allowing for "hidden agendas" • Team ground rules are unclear or not invoked to diffuse conflicts that arise; facilitator takes sides in a conflict • Conflicts are ignored or minimized; team members are left to resolve problems on their own; subgroups are evident

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Ability to develop consensus and shared accountability among team members around team mission	<ul style="list-style-type: none"> Ensures that the young adult/family vision is articulated and everyone’s perspective on what each hopes to achieve is heard and understood, so that consensus can be built around creating a common goal and purpose (i.e. team mission); works to assure that all team members’ perspectives are understood throughout the process Reviews the written plan, including team mission, at each meeting and utilizes it to evaluate goal relevance and plan effectiveness, address obstacles and build consensus, so that members remain focused and collaborative in their efforts to achieve their common, agreed-upon goals Ensures that all team members participate in plan implementation Obtains and shares with the entire team the input of members who cannot attend a meeting; provides a copy of the written plan and informs them afterward about any adjustments to the plan and/or their responsibilities 	<ul style="list-style-type: none"> Elicits everyone’s input in the team’s efforts to articulate a team mission Reviews the written plan at each meeting; ensures goals are relevant to achieving the team mission; addresses obstacles to goal attainment and/or collaboration Team members volunteer to participate in implementation of the plan; facilitator ensures tasks are distributed among team members Team members not in attendance at a meeting are provided with the revised plan; notified of next meeting date and encouraged to call with any questions about what transpired 	<ul style="list-style-type: none"> Obstacles to collaboration are not addressed explicitly Tasks are primarily the responsibility of the family or very few team members Team members who cannot attend a meeting are expected to follow-up on their own

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Coaching Target: Youth and Family Driven Process			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Family has ultimate approval of the plan and decision about how help happens	<ul style="list-style-type: none"> The Team has established their decision making process, emphasizing family voice and choice Family is empowered to make decisions Team is supportive of the plan 	<ul style="list-style-type: none"> The family compromises with the Team’s planning Family participates and provides limited input but agrees with plan 	<ul style="list-style-type: none"> Team does not discuss and/or agree to a decision making process The professionals develop the plan The family does not feel empowered to speak up or advocate for themselves
Youth voice is captured and reflected in the process and products of the team	<ul style="list-style-type: none"> The youth is engaged in the process and the process is adapted to their developmental capacity Facilitator checks in with youth throughout meeting to ensure s/he has a voice Team members respect the youth’s voice Youth’s voice is honored 	<ul style="list-style-type: none"> Youth participates in the meeting Youth is expected to participate up to their capacity with little adaptation of the process 	<ul style="list-style-type: none"> Youth is not engaged in the process and views this as someone else’s plan Team excludes youth from decision making process
Family/emerging adult present at every meeting	<ul style="list-style-type: none"> Family/youth participate in every meeting For older youth adaptations have been made to address family participation in an effective way 	<ul style="list-style-type: none"> Young adults are present without extended family or close associates Family/parent and youth voice are addressed in the same way within the planning process 	<ul style="list-style-type: none"> Team meets without the family/youth

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Coaching Target: Youth and Family Driven Process			
Indicators by Level			
Skill	Best Practice	Acceptable Variation	Unacceptable Variation
Guide team members to hear family concerns and desires and to accept family as full and equal partners	<ul style="list-style-type: none"> Facilitator actively engages family/youth in the process as equal partners and models this for team members Team members listen to and acknowledge family concerns and desires Team members view family as full and equal partners 	<ul style="list-style-type: none"> Young adult is frequently consulted during the process but is not included in setting the agenda Young adult participation and voice are managed in a way that matches their individual capacity and development 	<ul style="list-style-type: none"> Family/youth needs and desires not recognized and/or validated. The professionals drive the process Parent and family concerns over ride young adult concerns
Family participates in all meetings and drives process	<ul style="list-style-type: none"> Youth/young adult's voice increases as they mature and participate in the Wraparound process Parental voice decreases as they participate in Wraparound and the youth matures. Family voice is encouraged, regardless of youth/young adult's age but lessen as youth matures. 	<ul style="list-style-type: none"> Youth voice is heard in a way that is seen as equal to other team members Youth voice is managed as any other voice in the process, included but not necessarily set apart as different than other team members 	<ul style="list-style-type: none"> Youth/young adult's voice is ignored Family voice overrides youth/young adult voice

Ohio Wraparound Coaching Practice-Level Target Descriptions

Coaching Target: Team Development and Maintenance			
Indicators by Level			
Skill	Best Practice	Acceptable Variation	Unacceptable Variation
Ability to invite people to meetings in way that addresses their self interest in participating	<ul style="list-style-type: none"> Creates a listening time and space with each potential team member before they attend the first meeting Support family to understand and value team participation by family, natural supports, informal supports, and system representatives Use this information to craft an individualized invitation that helps individual team members understand how their participation can benefit them in their role and connection with the family 	<ul style="list-style-type: none"> Speaks directly with team members who have never been to a WA meeting Appeal to participate is based on presumed ability to help the family/young adult who is the focus of planning Extends a warm invitation without a clear proposed self benefit for the team member 	<ul style="list-style-type: none"> Invite team members solely based on the presumed effectiveness of WA Send written or electronic invitations without prior contact or explanation Allowing team members to attend meetings without family knowledge and consent
Ability to engage participation from all team members	<ul style="list-style-type: none"> Describe WA clearly and effectively for the individual's position Assist the family and youth in learning that the team is "theirs" and why this is important Assures that all team members are involved in each team meeting 	<ul style="list-style-type: none"> Describe WA in a general way that is consistent across all team members Encourages participation of all team members without crafting individualized participation opportunities in meetings Creating alternative pathways for participation and input for team members who cannot attend regularly 	<ul style="list-style-type: none"> Describe WA as being simply a typical service coordination team meeting Refer team members to a local or national website only for further information on WA Allowing non-participation or domination by team members
Ability to maintain membership over time	<ul style="list-style-type: none"> Consistent exploration with the family/young adult about team membership changes during and between meetings Partner new team members with existing team members during their first weeks of participation so that team members joining a team midway through the process are clearly supported to be effective team members Thank departing team members and acknowledge their participation to their supervisors 	<ul style="list-style-type: none"> Asks the family/young adult if a newly assigned worker can participate in the next meetings prior to inviting that worker to the team meeting New team members are welcomed at the first meeting they attend following contact with the facilitator prior to the meeting Departing team members are thanked in the meeting for their contribution to the process 	<ul style="list-style-type: none"> New mid-course team members attend their first meeting without an orientation to the family plan or the meeting process Team member changes are not acknowledged Departing team members leave without informing the team or receiving any acknowledgement of their effort

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Coaching Target: Effective needs statements that align with the process and the products of Wraparound			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Needs are defined in a meaningful way	<ul style="list-style-type: none"> Needs are defined as “driving forces behind negative behavior” and create meaning out of adverse situations that the youth/family experiences 	<ul style="list-style-type: none"> Needs are defined as “goals” or “actions” that the team members desire the youth and/or family to accomplish, and little meaning is founded in a youth’s/families past experiences 	<ul style="list-style-type: none"> Needs are defined as “problem statements”. Labels are created for situations and past experiences without giving meaningful direction for help.
Facilitator and team members demonstrate a deeper understanding of meaningful needs	<ul style="list-style-type: none"> A non-judgmental dialogue occurs, in the setting of team meetings, where differing perspectives are exchanged and/or changed between team members, facilitators and youth/families 	<ul style="list-style-type: none"> Team members and youth/families feel that all of their perspectives are heard during the Wraparound process but do not engage in a discussion of differing perspectives of how the unmet need effects behavior 	<ul style="list-style-type: none"> Neither team members or youth/families feel that their perspectives have been heard during the team meetings
Needs statements are used to guide/organize the content of the planning process	<ul style="list-style-type: none"> Need statements allow the team to see new/many alternatives to what help could look like for a youth/family and help form a consensus around the content of the help 	<ul style="list-style-type: none"> Need statements are used to help form a consensus among the team as to the content of the help for a youth/family but are not used to find alternative/new ways to help a family other than pre-existing services 	<ul style="list-style-type: none"> Need statements are discussed during the planning process but are not used in the creation of the plan
Plans focus on holistic needs	<ul style="list-style-type: none"> Plans are developed that show connections between a youth/family’s strengths, their needs, how strengths can be used to meet the unmet needs, and how meeting the need can lead to more positive outcomes 	<ul style="list-style-type: none"> Plans are developed that revolve around a need chosen by the youth/family but there are no connections to strengths or how meeting the unmet need may lead to more positive outcomes 	<ul style="list-style-type: none"> Plans are developed that do not focus on meeting any of the needs that were chosen by the youth/family, but are simply actions that team members want the family to complete

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Coaching Target: Managing Meetings Effectively			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Setting up an effective meeting	<ul style="list-style-type: none"> • Facilitator identifies an effective meeting space in partnership with the family and plans for the details of using the space effectively for a team meeting. • Facilitator prepares family and team members for each meeting by maintaining contact before and between meetings. • Facilitator comes to each team meeting with a clear plan for running the meeting in a way that is consistent with WA values and principles. 	<ul style="list-style-type: none"> • Facilitator identifies and accesses an adequate meeting space for each team meeting. • Facilitator checks in with the family prior to each team meeting in order to gather input and prepare for the meeting. • Facilitator uses a prepared agenda without tailoring it to the phase of WA or the anticipated content for each meeting. 	<ul style="list-style-type: none"> • Facilitator runs a meeting in a space that is inadequate to the purpose and interaction needed for an effective team meeting. • Facilitator enters the meeting without prior contact with family or team. • Facilitator provides no agenda for meetings.
Engaging all Participants	<ul style="list-style-type: none"> • Facilitator makes sure everyone has a voice and assures that the family's voice is accessed and utilized throughout the meetings. • Facilitator demonstrates skills in engaging team members by providing comfortable interactive environment that supports participation by all in attendance. • Facilitator assists team member in understanding their assignments between meetings. 	<ul style="list-style-type: none"> • Facilitator assures family their voice will be heard. • Facilitator demonstrates compassion and makes mental note of who has not participated. • Facilitator aware of the importance preparing team for next Wrap, but may not express what will be accomplished until then. 	<ul style="list-style-type: none"> • The meaning of family/team voice not mentioned • Family and Team members really don't know each other's role and purpose in the meetings. • No discussion of what to expect next.
Managing Distractions	<ul style="list-style-type: none"> • Facilitator aware of potential challenges to the meeting plan and is prepared to address these effectively. • Facilitator considerate in asking the team/family for ideas on how to handle difficult/sensitive situations. • Challenges are managed with confidence, giving team members the opportunity to have discussions. • When the team gets off track, facilitator redirects by focusing on the purpose, review the mission/vision and needs. 	<ul style="list-style-type: none"> • Facilitator is able to manage the unexpected with teams/families (blindsiding, emerging conflict etc.) • Facilitator presents ideas to the team as to how handle disagreements/ disruptions/emotional outbursts. • Facilitator asks for supervision support during team discussions. • Challenges are discussed separately with family then team on how to get back on track. 	<ul style="list-style-type: none"> • Facilitator does not address the elephant in the room. • No discussion, facilitator just goes through the motions. • Facilitator not aware of how to manage challenges and does not ask for assistance. • Facilitator does not address or remind team of why they are there.

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Coaching Target: Managing Meetings Effectively

Indicators by Level

Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Creating and Adapting Plans	<ul style="list-style-type: none"> • Facilitator leads in developing meaningful and creative plans based on the family’s strengths and culture as well as the strengths of other team members. • Everyone has a job, making sure the family is not expected to do it all. • Manages completion of identified “Actions” during the review of “Accomplishments.” Identify barriers and when actions and plans are not effective or being completed. • Facilitator leads the team in assessing progress/what’s working. Facilitates conversation of about what’s helping, what’s not and why. • Facilitator leads the team in revising and adapting the plan through regularly scheduled team meeting, improving the fit between unmet need and help, building on team learning and experience 	<ul style="list-style-type: none"> • Creativity may be secondary, but facilitator has focused on services and what help might look like. • Does not assess progress/what’s working at every meeting. • Facilitator reviews the completion of actions, but does not immediately identify the barriers for tasks incomplete. • Facilitator reviews progress against original conditions and team mission without the establishment and review of individualized benchmarks 	<ul style="list-style-type: none"> • All plans are all service driven. Facilitator tries to do everything. • Plans are the same for all teams/cookie cutter approach and do not take consideration of the family’s strength or culture. • Indicators of progress not used to assist the team in improving the targeting if the help plan, no way to measure progress or success.
Planning for Life After Wraparound	<ul style="list-style-type: none"> • Facilitator is able to discuss life after Wraparound in the early stages of planning and relates the process to the action plans and “Needs”. • Informs the family/team of how transition meetings will look and time frames, assures input about progress and remaining work to be done. • Facilitator uses established benchmarks to support the team in deciding to enter the last phase of WA, • Rates the concerns that brought the family to Wraparound and includes entire team, while asking for input. • Brainstorms various options for establishing the “next” plan to be used by the family after WA. • Celebration planned that meets the comfort level of the family and their culture. 	<ul style="list-style-type: none"> • Facilitator waits until the family appears stable and discusses life after wraparound. • Facilitator explains the process of moving away from formal WA. • Gives an idea of time frames for the team’s ending, follow up, and lasting supports that will continue after the team stops meeting • Presents concerns to the team and asks for ratings and feed- back. • Facilitator gets feedback from family and team with regard to unfinished work and next steps during the end phase of WA • Standard celebration is used across multiple teams and families. 	<ul style="list-style-type: none"> • Family and team are not prepared for or involved in the decision to end WA • Does not consult team for opinions. • Family’s concerns not addressed and no informal supports identified. • No regard given to life after Wraparound. • There is no celebration to mark the end of the formal team process.

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Coaching Target: Help content that is more diverse than simply the application of services			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Ability to guide the team in crafting a plan that has a mix of formal services, adapted services, tailored interventions and supportive connections	<ul style="list-style-type: none"> Clearly demonstrates the purpose and value of creating an individualized plan that includes a diverse blend of help content Seeks ideas and input from all team members and challenges the team’s ability to provide help in new and different ways Plan incorporates all four types of help content 	<ul style="list-style-type: none"> Explains the value of creating an individualized Wraparound plan Seeks input from family/young adult and most team members Plan incorporates two or three types of help content 	<ul style="list-style-type: none"> Describes the planning process as simply choosing from a menu of services Relies on input from professionals only – excluding family/young adult Facilitator accepts a plan that is comprised predominantly of traditional and existing services without challenging the team’s ability to provide help differently
Ability to guide the team in developing help content that clearly ties to family/young adult, team and community strengths	<ul style="list-style-type: none"> Demonstrates the importance of building on the strengths of the family/young adult, team and community Actions in the final plan are all clearly and directly related to individual, family and team strengths 	<ul style="list-style-type: none"> Describes the importance of building on the strengths of the family/young adult, team and community Most of the chosen services, interventions, and or/connections are related to individual, family and team strengths 	<ul style="list-style-type: none"> Talks about being strength-based in a general way, but does not explain the need to match the help content with strengths of the family/young adult, team and community No clear ties between the chosen help content and the strengths of the family, team or community
Ability to guide the team in changing and modifying the help content of the plan until that “right combination of help” is achieved, and as new needs arise	<ul style="list-style-type: none"> Reviews the plan at every meeting and makes changes if the needs are not being met When new needs are identified, choose new help content that is clearly related to need (with need related to mission) 	<ul style="list-style-type: none"> Reviews the plan at all meetings and make changes/modifications as team sees fit New actions are related to the identified needs 	<ul style="list-style-type: none"> Continues to carry out original plan, even if the family’s/young adult’s needs are not being met Actions are not clearly related to the needs or team mission