

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Contribute to effective community context/nest for Wraparound.			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Work to create a healthy nest for Wraparound in the community systems.	<ul style="list-style-type: none"> Supervisor makes it a priority to consistently meet with community partners to promote the Wraparound process and what benefits it may have for the community partners in order to facilitate healthy program growth and sustainability Regularly follows up with community partners who participate on Wraparound teams to determine how the process happens and how they benefit from it Frequently asks for feed-back as to how the Wraparound can function more smoothly or efficiently within a community 	<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"> Supervisor spends little to no time communicating with other community systems about the Wraparound process and how the process can be beneficial to their systems. Does not ask community systems who currently participate on teams if they find the Wraparound process beneficial to their systems. Does not ask for feed-back pertaining how to improve the Wraparound process from community partners
Works with facilitators to promote a healthy nest for Wraparound in the community systems	<ul style="list-style-type: none"> Supervisor regularly seeks, and passes on to staff, updates on community systems' experiences and pressures to aid staff in understanding other community systems' perceptions, expectations and interactions with the Wraparound process Works with facilitators to develop tools and strategies to help manage perspectives of team members from community service agencies within the confines of the Wraparound meeting Encourages facilitators, in between Wraparound meeting, to collaborate with team members from community service agencies, in order to brainstorm creative ways to help them complete assignments while being strengths based and family driven, but still comply with the mandates and expectations of their agencies 	<ul style="list-style-type: none"> Supervisor passes on to staff updates on other systems' experiences and pressures to aid in staff understanding Works with facilitators to help them understand the "why" behind the perspective of a team member from a community service agency within a Wraparound meeting, but doesn't work with them on how to manage that perspective along with the perspectives of other team members Encourages facilitators to follow up with team members from community service agencies between meetings simply to see if assignments are being completed, and not to offer support in completing the assignment effectively 	<ul style="list-style-type: none"> Supervisor inconsistently seeks or passes on to staff the updates on other systems' experiences and pressures. Does not work with facilitators to understand the "why" behind the perspectives of team members from community service agencies or how to manage them. Does not encourage facilitators to follow up at all with team members from community service agencies between Wraparound meetings

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Skill	Best Practice	Acceptable Variation	Unacceptable Variation
Engage in active system problem solving activities related to Wraparound and System of Care.	<ul style="list-style-type: none"> Actively seeks out system problem solving meetings and/or activities that may directly or indirectly effect the functionality of the Wraparound process and the development of System of Care within a community Models Wraparound principles and process while participating in community meetings and/or activities Advocates for development and maintenance of family-centered, cross system structures to support the community's overall System of Care and Wraparound efforts Promotes the benefits of the Wraparound process to the community and how it can be used as a "learning lab" to trouble shoot and problem solve community concerns Shares interagency and single systems conditions, that are brought to light during the Wraparound process, that have a negative impact on a community's System of Care efforts and collaborates with system partners as to how to reduce impact 	<ul style="list-style-type: none"> Only attends system problem solving activities and/or meetings that directly effects the ability of the Wraparound process to function within the community May overall be collaborative, but does little modeling of the Wraparound principles or process while participating in meetings and/or activities Participates in pre-existing cross system structures that support the Wraparound process May promote the Wraparound program within meetings, but does not offer it as an opportunity for a community to better understand how it can improve itself Shares interagency and single system conditions, that negatively effects the community's System of Care efforts with community partners, but does not work to collaborate with partners towards possible solutions 	<ul style="list-style-type: none"> Does not attend system problem solving activities and/or meetings even if the content of those meetings directly impacts the Wraparound process and community's System of Care efforts Is not collaborative and does not model the Wraparound principles in any meeting or activity settings Provides Wraparound process to the community without intending to have cross system structures that support the work of the Wraparound process and overall development of System of Car. Does not promote the Wraparound program while in meetings Does not share interagency of single system concerns with system partners, even if they effect the community's System of Care efforts

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Supporting staff to effectively implement the Wraparound process.

Indicators by Level

Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
<p>Provide regular training and shadowing opportunities for employees to build their foundation of skills</p>	<ul style="list-style-type: none"> • Supervisor to provide ongoing training opportunities for staff members using high-fidelity resources after initial training period has ended • Supervisor to encourage and support the use of other training opportunities in the community/region which align with the principles of wraparound and promote a better understanding of the role of community partners and resources available • Supervisor encourages staff to shadow and observe other facilitators as an opportunity to learn new and different skills within the process • Supervisor works to ensure there are regular training opportunities in the community for community partners to better understand the model and effective ways to partner with facilitators and teams • Assessment of skills early on in practice to evaluate direction of ongoing training and support, acknowledging the strengths and background the facilitator brings to the program. Supervisor uses observation and discussion with facilitator to assess needs and together develop a plan to grow skills • Supervisor participates in ongoing learning opportunities to grow their own understanding and knowledge of how to do the Wraparound process well 	<ul style="list-style-type: none"> • Provide some training for staff after initial training period is over; some high-fidelity resources used • Some ongoing community trainings encouraged/provided beyond starting employment • Minimal shadowing opportunities given or encouraged by supervisor • Some relationship building done with community partners to aid in understanding how wraparound fits into the community • Supervisor to assess skills early on through discussion and observation with facilitator • Supervisor completes some research or self-training on current Wraparound methods 	<ul style="list-style-type: none"> • No ongoing training after initial training period is completed • Limited/no access to community trainings • No shadowing opportunities encouraged by supervisor • Supervisor does not partner with community stake holders or share the benefits of Wraparound in the community • Supervisor checks only with the facilitator about areas where they want to improve • Supervisor invests no time into ongoing learning of the model or methods

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Supporting staff to effectively implement the Wraparound process.

Indicators by Level

Skill	Best Practice	Acceptable Variation	Unacceptable Variation
Provide regular coaching opportunities for staff to reflect on and build their skill level within the process	<ul style="list-style-type: none"> Supervisor prioritizes and sets aside time with facilitators on a regular basis to plan ahead for meetings, review wraparound plans, and trouble shoot any barriers to the plan moving forward Support facilitators in improving their skills through live coaching by regularly attending meetings. Utilize data and outcome based tools as needed and when available, to track progress in different facilitation skill sets in an effort to individualize the content of coaching Provide strengths based feedback and consultation with facilitators after meetings to discuss what went well and skills needing support Provide a structured group coaching/team building opportunity for staff to talk with each other about what is helpful during meetings, trouble shoot barriers, and encourage information/resource sharing among peers 	<ul style="list-style-type: none"> Supervisor provides irregular time with facilitators to aid in planning for meetings with this time getting occasionally cancelled/moved due to other priorities. Some document review with follow up discussion. Some discussion of barriers to planning Occasional live coaching interactions during meeting attendance with tools for evaluation of progress in different areas Feedback given to facilitators after meeting observations focused mainly on their deficits and a little focus on what they do well Encourage facilitators to talk with each other about their needs and help each other out through peer support and resource sharing 	<ul style="list-style-type: none"> Supervisor provides no ongoing support through supervision and only responds to needs upon request by facilitator Supervisor only goes to observe staff No feedback given to facilitator after observation Supervisor does not encourage resource sharing or peer to peer support
Promote professional growth and integration of the model into daily practice	<ul style="list-style-type: none"> Regularly encourage self-reflection after meetings and during supervision/coaching and to broaden the understanding of wraparound concepts and strategies Support and suggest the use of various methods during facilitation to build the “tool box” of skills to use in a variety of settings to move the plan/team forward Create individualized practice goals for each staff member with their input, in an effort to continue building professional capacity 	<ul style="list-style-type: none"> Supervisor guides discussion of the process in supervision while reflecting on things to do differently Supervisor provides minimal suggestions for tools to use with teams to move planning forward Supervisor develops goals for learning and development for the facilitator based on outcomes and observation 	<ul style="list-style-type: none"> Supervisor provides no discussion or supervision related to the wraparound process Supervisor does not provide suggestions or tools to use with teams Supervisor does not discuss goals for learning and development with facilitator

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Espousing and disseminating Wraparound philosophy			
Indicators by Level			
Skill	Best Practice	Acceptable Variation	Unacceptable Variation
Understand and be trained in the Wraparound philosophy	<ul style="list-style-type: none"> Supervisor demonstrates an interest and capacity to advocate for the Wraparound process and philosophy at the practice, organizational and system levels Supervisor has completed at least as much Wraparound training as is required of the facilitators whom they supervise, and seeks out additional learning opportunities through consultation, coaching and/or personal study Supervisor has current and/or previous experience with facilitating Wraparound teams 	<ul style="list-style-type: none"> Supervisor has a good understanding of the Four phases and stages of the Wraparound Process, as well as the values and principles Supervisor has completed some formal Wraparound training and has sought out additional learning opportunities through personal study, coaching and/or consultation Supervisor has not personally facilitated Wraparound teams, but has observed many teams across all phases of the team process 	<ul style="list-style-type: none"> Supervisor has not completed any formal Wraparound training, and has a limited knowledge base Supervisor has no experience with facilitation and limited observation of the process
Be able to clearly communicate the Wraparound process and philosophy	<ul style="list-style-type: none"> Supervisor is able to effectively communicate the Wraparound process and philosophy to their supervisees, their organization, families and community stakeholders Supervisor is a champion of the Wraparound Process and is able to help others see the value 	<ul style="list-style-type: none"> Supervisor is able to communicate the core components of Wraparound to the facilitators whom they supervise, but may not routinely spread this knowledge base outside of their own organization. Supervisor is an active leader within their agency's Wraparound program. 	<ul style="list-style-type: none"> Supervisor has a fair understanding of the process, but is not able to clearly communicate the process and philosophy to others Supervisor does not strive to be a leader or champion of the Wraparound Process within their organization or the larger community

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Espousing and disseminating Wraparound philosophy			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Be a steward of the values of the Wraparound Process	<ul style="list-style-type: none"> • Supervisor demonstrates the core values and principles of the Wraparound Process throughout their work with facilitators, families and community • Supervisor is willing to take a stand or a risk to advocate for changes in policies and procedures that align with and support the Wraparound process • Supervisor has the back of their facilitators, and will advocate for them when necessary 	<ul style="list-style-type: none"> • Supervisor is able to describe the core values and principles of the Wraparound Process, and will typically demonstrate these values throughout their work • Supervisor is able to recognize organizational or system barriers to embracing Wraparound values, but may not be comfortable trying to initiate changes to policies and procedures • Supervisor provides support to their facilitators 	<ul style="list-style-type: none"> • Supervisor is inconsistent in describing or demonstrating Wraparound values • Supervisor is hesitant to advocate for system change as it relates to Wraparound values • Supervisor does not actively support or advocate for their facilitators

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Establishing effective review and learning cycles for staff, program and community			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Support facilitators through reflective supervision and using tools that help facilitators reflect and adapt	<ul style="list-style-type: none"> • Supervisor establishes an atmosphere where constructive feedback is recognized as essential to on-going improvement and therefore desired • Supervisor or designated peer mentor attends WA meetings at scheduled intervals to observe and provide live coaching that, as agreed upon in advance, may include: modeling by running a portion of the meeting; intervening when need is seen; intervening when asked; observing only • Post meeting, supervisor and/or peer mentor and facilitator jointly review the meeting to identify areas of effective facilitation and areas for improvement • During individual/group supervision, supervisor reviews with facilitators their thoughts & actions regarding the process and rationale for choices made • Supervisor reviews documents (SNCVD, plans, progress notes) attending to facilitator skill areas (e.g. family descriptors, team development and participation, blend of services/support) and follows-up with facilitator regarding areas of strength and needed improvement 	<ul style="list-style-type: none"> • Supervisor uses individual and group supervision to review cases and provide constructive feedback • Supervisor occasionally attends WA meetings to evaluate progress in various skill areas • Limited feedback regarding skill development is provided to facilitator following meetings • Some exploration of facilitator thoughts and actions regarding the WA process or the rationale for choices made occurs during supervision • Documents are reviewed with some attention given to facilitator skills evidenced 	<ul style="list-style-type: none"> • Supervision occurs on an irregular basis with little focus on the WA process • Supervisor attends WA meetings as needed for clinical reasons. Facilitation skills are not an area of focus • Feedback is not provided following meetings • Individual/group supervision does not include exploration of facilitator rationale for choices made • Documents are reviewed for presence without attention to facilitator skills evidenced

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Establishing effective review and learning cycles for staff, program and community			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Establish team and peer review processes	<ul style="list-style-type: none"> • Supervisor regularly provides opportunities for the strengths, expertise and knowledge of team members and peers to be shared and encourages facilitators to support each other • Supervisor holds regularly scheduled group supervision and ensures that every facilitator regularly presents current or recently closed cases for review. As appropriate, invites youth/family/team members to attend • Supervisor encourages group participants to explore details around the facilitation process and the facilitator’s choice of actions/interventions and provide constructive, strengths-based feedback • Supervisor establishes multiple opportunities {face-to-face, phone, questionnaires) for team members to regularly provide feedback regarding process strengths & challenges, usefulness of strategies, areas needing improvement 	<ul style="list-style-type: none"> • Supervisor encourages facilitators to talk with each other about their needs and help each other out through peer support and resource sharing • Supervisor holds group supervision where facilitators voluntarily present cases for review. Youth/family/other team members do not attend • Supervisor provides feedback about the process and requests feedback from participants • Team member feedback is obtained in questionnaires and reviewed in supervision 	<ul style="list-style-type: none"> • Supervisor does not encourage resource sharing or peer to peer support • Supervisor does not provide opportunities for group learning
Assure risk management on behalf of families, teams, community organizations, systems	<ul style="list-style-type: none"> • Supervisor ensures through trainings, observation, individual/group supervision and document review that all facilitators understand and take seriously the importance of minimizing risk • Supervisor ensures that facilitators: <ol style="list-style-type: none"> 1) Can effectively sort out the difference between immediate needs and those that can wait, 2) Understand the difference between managing crisis events and addressing safety challenges 3) Are developing effective crisis plans with the youth/family/team that are specific and clearly understood 4) Are developing effective safety plans with the youth/family/team that outline team member responsibilities to reduce the likelihood and impact of safety challenges 	<ul style="list-style-type: none"> • Supervisor ensures training is provided on crisis and safety planning and reviews crisis and safety plans • Supervisor assists the facilitator in considering the safety and crisis concerns held by all stakeholders in this family’s plan 	<ul style="list-style-type: none"> • Minimal attention is paid to crisis and safety issues following initial training • Safety and crisis planning are treated as mandatory for all families and are addressed using one versus separate planning tools

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Assure effective documentation tools and practices at multiple levels			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Supervisor assures clear documentation patterns (forms and timelines) that align with quality wraparound implementation	<ul style="list-style-type: none"> Supervisor, in partnership with others, assures the presence and utilization of forms for documenting the process and product of Wraparound that reflect WA values and practice patterns Supervisor works to assure that staff document and disseminate WA documentation in a time frame that allows the plan to be useful to the family and the team members 	<ul style="list-style-type: none"> Supervisor frequently changes documentation tools and works with staff to adapt to emerging expectations related to capturing and documenting the WA process and products Supervisor reviews documents and encourages staff to circulate them to family and teams and there is no process for checking back about whether this happens regularly for all teams 	<ul style="list-style-type: none"> Supervisor promotes the use of existing documentation tools and processes that do not reflect key WA concepts and process expectations Supervisor does not monitor timeliness, accuracy, or completeness of documentation related to facilitator actions and team process on a regular basis
Supervisor works to assure that documentation of plans shows continual adaptation and improvement in targeting of help over time	<ul style="list-style-type: none"> Supervisor, using a variety of forms of supervision, maintains a consistent focus on individualization in plans as they are reviewed. Supervisor regularly reviews plans for changes in strategies and alignment for addressing the initial concerns that brought a family to this process. This focus becomes a regular feature of all individual and group supervision activities 	<ul style="list-style-type: none"> Supervisor reviews plan documents and regularly summarizes feedback for staff in individual supervision sessions Supervisors maintain an emphasis on iterative documentation throughout their work with staff, providing feedback and suggestions about how the documentation reflects key WA processes and content 	<ul style="list-style-type: none"> Supervisor approves plans without evaluating for adaptation and improvement processes used by facilitators with the team and family Supervisor focuses on the current plan without a connection to prior plans and help actions
Supervisor develops, in partnership with others, summary reports that reflect staff activity and program accomplishments to share with a variety of stakeholders	<ul style="list-style-type: none"> Supervisor generates summary reports about program process and outcomes and uses these as tools to help staff focus on areas of accomplishment and improvement through regular joint review and analysis of the content Supervisor generates reports on program activity that assist community stakeholders in understanding the process and efficacy of the WA program. These are shared regularly with internal and external stakeholders and used to garner support and feedback for the program 	<ul style="list-style-type: none"> Supervisor generates summary reports and provides copies to relevant stakeholders within and outside the program Supervisor generates reports that assist community stakeholders in understanding and evaluating the WA programs efforts 	<ul style="list-style-type: none"> Supervisor generates report only when required or requested by funders or other external influences Supervisor does not regularly participate in intersystem and interagency conversations about the WA program and its role in the local system of care

Ohio Wraparound Coaching Supervision-Level Target Descriptions

Coaching Target: Model and support collaborative team-centered process.			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
<p>Support facilitators to effectively create, manage, and support child and family teams</p>	<ul style="list-style-type: none"> • Supervisor regularly addresses team formation, membership, process, and trouble-shooting as a part of the content addressed in supervision and training activities with Wraparound staff • Supervisor possesses strong knowledge of the mandates, processes and workings of other systems and agencies • Supervisor uses multiple strategies to assist staff in effectively identifying, inviting, engaging, supporting, and exiting team members who include family, natural supports, informal supports, and system representatives • Supervisor assists facilitators to have a wide array of tools and strategies for assuring that all team members build a shared understanding of each other's perspectives throughout the life of the team • Supervisor regularly supports Wraparound staff, through regular training and supervision interactions, to be effective in assuring/building/ using family centered responses when teams reach significant internal disagreements • Supervisor emphasizes the importance of establishing a learning culture in which families and teams regularly gather, review, and adapt their responses based in multiple and varied feedback from sources within and outside of the team over time 	<ul style="list-style-type: none"> • Supervisor addresses team formation, membership, process and trouble-shooting when there is an indication that this is an area of challenge • Supervisor possesses basic knowledge of the mandates and workings of other systems and agencies • Supervisor emphasizes diverse team membership through training and supervision activities • Supervisor helps staff create a sense of shared understanding by team members when this is indicated as a challenge in specific teams • Supervisor supports staff to assure/build/use family centered responses as a part of crisis response planning cycles in the team process • Supervisor assures the cyclic gathering, review, and utilization of team and stakeholder feedback as a part of the program's function that can improve family and system satisfaction with the Wraparound process 	<ul style="list-style-type: none"> • Supervisor addresses team formation, membership, process, and trouble-shooting only when requested to do so by staff they supervise • Supervision possesses limited knowledge of the mandates and workings of other systems • Supervisor emphasizes team process as a critical component of Wraparound but has few regularly used strategies for improving wraparound staff capacity to have balanced and effective team membership • Supervisor demonstrates a limited range of tools and processes for helping facilitators to assure that team members can hear each other clearly • Supervisor assists staff in resolving team conflicts without a clear emphasis on developing family centered responses • Supervisor only gathers and utilizes feedback and other forms of data as a part of activity generated by the home organization that the program is connected to

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Coaching Target: Model and support collaborative team-centered process.			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Participate in collaborative structures in the community and model effective team membership principles and activities	<ul style="list-style-type: none"> • Supervisor actively represents the WA program in interagency settings • Supervisor advocates for development and maintenance of family-centered cross-system structures to support work of WA • Supervisor is skillful in bringing to light interagency and single system conditions that impact WA processes by clearly identifying concerns and actively proposing, soliciting, and listening to alternative strengths based approaches to the se challenges and potential solutions • Supervisor collaborates with system and agency partners to provide diverse and responsive network of supports for families • Supervisor regularly interprets community feedback to staff and family teams in order to improve the quality of team interaction and response to family needs 	<ul style="list-style-type: none"> • Supervisor participates in interagency meetings • Supervisor participates in cross-system structures that support WA • Supervisor discusses interagency and single system conditions that impact WA processes for individual teams and staff • Supervisor communicates regularly with system and agency service providers • Supervisor provides community feedback to Wraparound staff and family teams in order to improve the quality of WA service provision 	<ul style="list-style-type: none"> • Supervisor attendance is minimal or nonexistent in interagency meetings • Supervisor is not a participant in cross system structures • Supervisor lacks understanding of interagency or single system conditions or does not propose ways to address situations which affect WA program • Supervisor communicates on an irregular basis with system and agency partners • Supervisor does not regularly provide community feedback to staff and does so only when there is a notable problem or conflict

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Coaching Target: Model and support collaborative team-centered process.			
Indicators by Level			
Associated Skills	Best Practice	Acceptable Variation	Unacceptable Variation
Use collaborative team-based approaches in managing and supporting staff	<ul style="list-style-type: none"> Supervisor, where possible, uses team process when providing supervision, hiring, training and other related activities with program staff and community providers Supervisor actively addresses team facilitation skills in staff management activities Supervisor in providing team building activities with program staff, acknowledges staff strengths and adapts the program and staff roles by utilizing individual strengths to enhance over all program performance Supervisor models celebrating successes for staff as a whole and encourages staff to do so in the teams they facilitate Supervisor models inclusion of diverse representatives in program management processes, e.g. create settings for staff from WA and other systems to interact outside of teams, include parents and young people receiving WA in program management processes 	<ul style="list-style-type: none"> Supervisor, where possible, uses team process when providing supervision and training Supervisor periodically addresses team facilitation skills in staff management activities Supervisor publicly acknowledges individual staff strengths in individual and group settings Supervisor regularly is supportive and encouraging of program staff and looks for opportunities to celebrate successes Supervisor includes diverse representatives, youth and parents in program structures where possible 	<ul style="list-style-type: none"> Supervisor provides no opportunities for using team process when providing supervision and training Supervisor does not utilize team facilitation skills in staff management activities Supervisor seldom or never engages in publicly acknowledging staff strengths and capacities Supervisor is inconsistent in being supportive and encouraging of program staff or celebrating successes Supervisor does not evaluate program for opportunities to include diverse representatives, youth and parents in program structures