

# CSA Wraparound Training and Coaching: Care Coordinator Skill Sets

## Overview

In the fall of 2019, the statewide coaching team began a review of the skill sets. The goal was to create a product that was clear in content and organized in a manner that would be accessible at all levels for coaching and training. It was also important that the skill sets reflect the Massachusetts model given the decade of practice to date. The coaches began with a review of several iterations of the skill sets as produced in *The Foundations of High Fidelity Wraparound: The Wraparound Facilitator Textbook*.<sup>1</sup> The goal was not to rewrite the individual skill sets; rather, the intention was to refine the content and format. The grid below outlines the overall organization and structure of the Care Coordinator skill sets.

Number (#) from 1 to 114	Phase <i>When it is done</i>	Delivery Type <i>Completion method</i>	Initial Training* <i>Focus area for new staff</i>	Activity <i>What needs to be done</i>	Skill Sets <i>How best to do it</i>
Each skill set is assigned a number for easy reference. They are not linear; skills are utilized at various points in the course of care.	Engagement	In-person	Initial Meeting with Youth and Family	Address Legal and Ethical Issues Arrange Meeting Logistics Celebrate Success Complete a Functional Assessment (FA)	Includes 114 individual, specific skills most of which are verbatim from <i>The Foundations of High Fidelity Wraparound: The Wraparound Facilitator Textbook</i> by Vroon VDB LLC.
	Planning	Care Coordination	Initial Care Plan Meeting	Create a Safety Plan Debrief with Family and Team Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family ( <i>In collaboration with FP</i> ) Implementation Planning Process	
	Implementation	Documentation	Safety Planning Meeting	Implement the Plan Initial Care Plan Meeting: Describe and Prioritize Needs/Goals Initial Care Plan Meeting: Select Strategies and Assign Action Steps	
	Transition		Implementation Care Plan Team Meeting	Initial Care Plan Meeting: Team Process Orient Team Members to Wraparound Orient Youth and Family to Wraparound Prepare for Transition Plan for Transition Prepare Youth and Family for the First Meeting	

\* Shaded cells in the tables below indicate a skill set that has not been identified in the Initial Training category.

<sup>1</sup> Adapted with permission from: Rast, J. & Rastsmith, B. (2015). *The foundations of high-fidelity wraparound: The wraparound facilitator textbook*. Aurora, CO: Vroon VDB.

## Access to Resources

The skill sets have been formatted in several ways in order to meet the various objectives. The skill sets embedded in this document are organized by phase. They have also been formatted in an excel document in order to allow for sorting by phase, activity, etc. Finally, laminated cards have been created for practice of the most critical initial training activities. The training cards are given to anyone who completes the Wraparound Fundamentals Training Program or the Training and Coaching Wraparound for Supervisors training series.

## Questions

We welcome questions about implementation as well as any feedback. Please feel free to contact Amanda Tobey at [atobey@tacinc.org](mailto:atobey@tacinc.org).

## Wraparound Principles



## Phase I: Engagement

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
1	Care Coordination		Orient Team Members to Wraparound	Coordinate with the referral source to gather assessment information, including what is going well. Orient them to wraparound and discuss immediate needs and safety concerns.
2	In-person	Initial Meeting with Youth and Family	Orient Youth and Family to Wraparound	Introduce yourself to the family and youth; engage them in dialogue, actively listening to the family's concerns.
3	In-person	Initial Meeting with Youth and Family	Orient Youth and Family to Wraparound	Describe wraparound in a way that addresses family concerns and is tailored to their needs and learning styles; prepare them for purposeful transition.
4	In-person	Initial Meeting with Youth and Family	Orient Youth and Family to Wraparound	Describe your role, including its limitations.
5	In-person	Initial Meeting with Youth and Family	Orient Youth and Family to Wraparound	Answer family and youth questions about wraparound, staff roles, and the family's role.
6	In-person	Initial Meeting with Youth and Family	Orient Youth and Family to Wraparound	Help the family consider whether trying wraparound may be a good option to meet their needs.
7	In-person	Initial Meeting with Youth and Family	Address Legal and Ethical Issues	Explain confidentiality and information-sharing with the family and youth; obtain needed releases.

Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
8	In-person	Initial Meeting with Youth and Family	Address Legal and Ethical Issues	Explain your responsibility to ensure safety and your role as a mandatory reporter. Explain your agency's policy on how reports are made; describe how reporting may benefit the family.
9	In-person	Initial Meeting with Youth and Family	Create a Safety Plan	Ask the youth and family if they have any immediate or potential safety concerns or urgent needs.
10	In-person	Initial Meeting with Youth and Family	Create a Safety Plan	If indicated, conduct a brief initial functional assessment including what has been tried in the past, who was involved, and how it worked; also discuss the function of the behavior.
11	In-person	Initial Meeting with Youth and Family	Create a Safety Plan	If indicated, create an initial safety plan and brainstorm ways of stabilizing the identified concerns, include family strengths, culture, and natural supports.
12	Care Coordination	Initial Meeting with Youth and Family	Create a Safety Plan	If indicated and with assistance from the family, coordinate and communicate safety plans with other agency staff and potential team members as needed.
13	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Explain the rationale and process of the strengths, needs, and culture discovery (SNCD).
14	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Identify core family members (as defined by the youth and family), and get commitment from core family to complete the SNCD.

Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
15	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Through reflective discussion with the core family, determine whether the SNCD should be done as a group or through separate discovery conversations.
16	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	If separate discovery conversations are selected, determine the process to build consensus on what is included.
17	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Assist the youth and family in beginning to identify their most pressing concerns; make sure these are covered.
18	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Facilitate a discussion to determine current status of needs, strengths, and culture across life domains.
19	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Identify team members currently working with the family, including state agencies and natural/community supports; get consent from the family to make contact.
20	Care Coordination		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Contact potential team members identified, and get their input on the strengths, needs, and culture of the family.

Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
21	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Facilitate discussion with youth/family and custodial agencies on how to maximize family voice and still maintain the safety of the child and community.
22	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Help the youth and family list the needs identified and identify two or three that they want to prioritize to reach their vision.
23	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Support the youth and family to develop a family vision of what their life would be like if these needs were met.
24	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Elicit detailed information and examples of family and individual strengths and culture related to each prioritized need.
25	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Discuss potential natural supports and the people who are providing services for the family.
26	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Help the youth and family identify those who might help them meet their vision and address their priority needs (the team).

Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
27	Documentation		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Prepare a draft SNCD to share with the family.
28	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Review the written SNCD with the youth and family (and custodial agent if involved) and help the family recognize that they have final say on what is or is not included.
29	In-person		Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (In collaboration with FP)	Use a consensus process to revise the SNCD draft, clarifying the vision and priority needs.
30	In-person		Prepare Youth and Family for the First Meeting	Support the youth and family in recognizing the importance of natural supports to help them, and in strategizing to address any concerns about having these individuals on the team.
31	In-person		Prepare Youth and Family for the First Meeting	Facilitate consensus between the family and youth (and representatives of custodial agencies, if necessary) about who will be on the team, their roles, and how to address any concerns about potential team members.
32	In-person		Prepare Youth and Family for the First Meeting	Discuss the purpose of the first team meeting and develop the agenda with the youth and family; review what will happen during each agenda area.

Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
33	In-person		Prepare Youth and Family for the First Meeting	Further reflect on strengths-based practice with the family; help identify strengths of potential team members for supporting the work of the team.
34	In-person		Prepare Youth and Family for the First Meeting	Help the family identify ways they can start to facilitate the wraparound process.
35	In-person		Prepare Youth and Family for the First Meeting	Review and expand on specific strengths and culture related to prioritized needs.
36	In-person		Prepare Youth and Family for the First Meeting	Help youth and family plan an individualized approach to each potential team member.
37	In-person		Prepare Youth and Family for the First Meeting	Ensure that any needed supports for the family and youth are in place to assure their participation and comfort in the team process (e.g., ground rules).
38	In-person		Prepare Youth and Family for the First Meeting	Review the youth and family's comfort and satisfaction with the process and preparation for the team meeting.
39	In-person		Prepare Youth and Family for the First Meeting	Follow up with the youth and family as needed based on information identified during team engagement.



Phase I: Engagement (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
40	Care Coordination		Orient Team Members to Wraparound	Ask about and actively listen to team members' concerns and goals for the family, including strengths of the family.
41	Care Coordination		Orient Team Members to Wraparound	Describe wraparound and share the vision, goals, and needs prioritized by family; explain the importance of team members' participation in the process. Include youth and family in these conversations whenever possible.
42	Care Coordination		Orient Team Members to Wraparound	Answer questions or concerns about the process, the members' roles, or working in a team format to support the family.
43	Care Coordination		Orient Team Members to Wraparound	Identify conflicts in the priorities that might emerge during the team process and, as appropriate, discuss how to resolve them.
44	Care Coordination		Orient Team Members to Wraparound	Determine members' need for communication, information, and role on the team; develop a plan to meet these needs.
45	Care Coordination	Initial Care Plan Meeting	Arrange Meeting Logistics	Arrange for team meeting times and location that are sensitive to the needs of the youth/family and of other team members.
46	Documentation	Initial Care Plan Meeting	Arrange Meeting Logistics	Distribute documents at or prior to the team meeting including agenda, SNCD, and visual aids for the family vision, priority needs, and identified strengths and culture related to each prioritized need.

## Phase II: Planning

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
47	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Introduce each team member, sharing the strengths they bring to the team.
48	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Review, discuss, and add strengths for the youth and family at the team meeting.
49	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Develop consensus on ground rules that support input, safety, and team cohesion.
50	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Develop consensus on confidentiality at the team level; ensure that all team members understand the process and commit to maintaining confidentiality.
51	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Develop agreement on a decision-making process that maximizes youth and family voice and choice, and that prevents blame.
52	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Review the family vision with the team and facilitate a process to refine it as needed; develop consensus to support the vision.
53	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Develop a team mission describing how the team will support the family in achieving their vision; and obtain commitment from all team members to the mission.

Phase II: Planning (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
54	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Describe and Prioritize Needs/Goals	Assist the youth, family, and team to review, amend, reach consensus, and prioritize the list of youth and family needs.
55	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Describe and Prioritize Needs/Goals	Help the youth, family, and team identify potential concerns for which a safety plan should be developed.
56	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Describe and Prioritize Needs/Goals	Develop goals that address the prioritized needs and team mission.
57	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Describe and Prioritize Needs/Goals	Review strengths and culture of the youth, family, and team related to each prioritized need.
58	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Select Strategies and Assign Action Steps	Lead a brainstorming process to identify multiple natural and formal service and support options to address each need. Give team members a chance to advocate for their preferred options.
59	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Select Strategies and Assign Action Steps	Review the selected options to ensure they include multiple choices that are strengths-based and culturally appropriate. Support the family to select the best options, using the agreed-upon decision-making process.
60	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Select Strategies and Assign Action Steps	Develop short-term objectives and clearly stated measurement strategies for each identified need.

Phase II: Planning (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
61	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Select Strategies and Assign Action Steps	Develop an action plan for each selected option specifying who will do what, when, where, how often, and how team members will actively participate in plan implementation.
62	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Evaluate the meeting by asking team members to share their observations about the quality of the process and the plan developed, and obtain team suggestions to improve the next meeting.
63	In-person	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Develop team consensus on frequency and schedule for future meetings.
64	Documentation	Initial Care Plan Meeting	Initial Care Plan Meeting: Team Process	Produce, review with family (and custodial providers, if applicable), and distribute written wraparound and safety plans.
65	In-person		Debrief with Family and Team	Debrief the youth and family on the planning meeting process and plan.
66	In-person		Debrief with Family and Team	Debrief the youth and family to ensure they understand and agree with the plan; provide any needed support to implement the plan.
67	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Together with the youth, family, and team members, prioritize potential safety concerns based on severity, likelihood of occurrence, and impact on the youth and family.

Phase II: Planning (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
68	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Ask the team to create a brief, clear statement of the safety concerns.
69	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Collect data and information on the frequency, intensity, duration, and context of the behavior.
70	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Identify what happens before the safety concern(s) occur that clearly defines the setting events for the behavior; also identify conditions when the behavior does not occur.
71	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Identify external and internal signs the potential safety concern is beginning.
72	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Describe what happens when safety concerns occur, including who is involved and other activities going on in the environment that make the situation better or worse.
73	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Identify what happens after the events to define the functions of the behavior; develop an educated guess about benefits or functions the individual gets from the behavior.
74	In-person	Safety Planning Meeting	Complete a Functional Assessment (FA)	Discuss what has been tried in the past, how well it was implemented, and how well it worked.

Phase II: Planning (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
75	In-person	Safety Planning Meeting	Create a Safety Plan	Develop reasonable short-term objectives and measurement strategies for the safety plan in order to assess the plan's success.
76	In-person	Safety Planning Meeting	Create a Safety Plan	Identify strengths and culture related to the identified safety concerns.
77	In-person	Safety Planning Meeting	Create a Safety Plan	Based on the functional assessment, brainstorm options and develop a safety plan that defines action steps to prevent the safety concern or situation from happening by modifying what occurs before the situation.
78	In-person	Safety Planning Meeting	Create a Safety Plan	Based on the functional assessment, brainstorm options and develop an early intervention strategy that addresses signs that indicate the behavior is beginning and that shows ways to de-escalate.
79	In-person	Safety Planning Meeting	Create a Safety Plan	Develop plans for teaching alternative behaviors to address the function of the behavior within the family culture.
80	In-person	Safety Planning Meeting	Create a Safety Plan	Brainstorm options and develop a detailed and sequential set of action steps to be followed by the team if the predicted safety concerns occur.

## Phase III: Implementation

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
81	Care Coordination		Implementing the Plan	With increasing family involvement, reach out immediately to team members who could not attend the meeting, solicit their input, and determine what they need to stay fully involved.
82	Care Coordination		Implementing the Plan	Review and arrange for anticipated needed supports for family members or other team members to complete their action steps.
83	Care Coordination		Implementing the Plan	With increasing levels of youth and family involvement, monitor team members' completion of assigned action steps.
84	Care Coordination		Implementing the Plan	Provide support and encouragement to youth, family, and team members to implement plan.
85	In-person		Implementing the Plan	Support youth and family to identify progress and celebrate success.
86	In-person	Implementation Care Plan Team Meeting	Implementing the Plan	With increasing youth and family involvement, explore why any action steps were not completed and strategize about what to do next.
87	In-person		Implementing the Plan	Use engagement strategies and teachable moments to keep the family focused on achieving their vision.

Phase III: Implementation (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
88	In-person		Celebrate Success	With increasing youth and family involvement, monitor progress on the objectives.
89	In-person	Implementation Care Plan Team Meeting	Celebrate Success	With increasing youth and family involvement, review if the services and supports defined in the plan are meeting the identified needs and supporting progress toward the family vision.
90	In-person	Implementation Care Plan Team Meeting	Celebrate Success	With increasing youth and family involvement, foster a team culture that honors team members for their contributions and that frequently celebrates successes.
91	In-person		Debrief with Family and Team	Debrief with the youth and family on the meetings and on plan progress.
92	In-person		Debrief with Family and Team	Debrief with the youth and family to ensure they understand and agree with the plan; provide support as needed to implement the plan.
93	In-person	Implementation Care Plan Team Meeting	Prepare for Transition	Continue ongoing reflective discussions with team about purposeful transition.
94	In-person		Prepare for Transition	Help family identify their culture of support to sustain the wraparound process after graduation.



Phase III: Implementation (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
95	In-person		Prepare for Transition	Transition roles and responsibilities of the wraparound process to family's culture of support.
96	In-person	Implementation Care Plan Team Meeting	Prepare for Transition	Continue to increase youth and family management of the team process and their overall wraparound plan.
97	Care Coordination		Implementation Planning Process	With increasing youth and family involvement, recruit and educate new team members about the wraparound process and continue to support all team members.
98	Care Coordination	Implementation Care Plan Team Meeting	Implementation Planning Process	With increasing youth and family control over the process, identify new areas of need as they emerge or as objectives are met, and plan to address them.
99	In-person	Implementation Care Plan Team Meeting	Implementation Planning Process	Brainstorm needed options and continue to develop revised plans, including updating the safety plan.
100	Care Coordination	Implementation Care Plan Team Meeting	Implementation Planning Process	Create and maintain team safety and confidentiality.
101	Care Coordination	Implementation Care Plan Team Meeting	Implementation Planning Process	Continually assess team satisfaction, safety, and cohesion with the current wraparound plan and planning process and bring concerns to the team.

Phase III: Implementation (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
102	In-person	Implementation Care Plan Team Meeting	Implementation Planning Process	Monitor the team's progress in carrying out the team mission and progress towards achieving the youth and family vision.
103	In-person		Implementation Planning Process	Build and maintain consensus and good team communication. Address any conflicts immediately, to resolve them quickly.
104	Documentation		Implementation Planning Process	Produce, maintain, and distribute written plan and progress documentation updates in a timely fashion.

## Phase IV: Transition

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
105	In-person		Plan for Transition	Support the youth and family in reviewing accomplishments, team contributions, and gains in their transition plan.
106	In-person		Plan for Transition	CC/FP work with the youth and family to update the SNCD for use in developing the transition plan; summarize lessons learned.
107	In-person		Plan for Transition	Support the youth and family in identifying needs, services, and supports likely to continue past formal wraparound.
108	In-person		Plan for Transition	Support the family to provide additional strengths and culture about the youth, family and team specific to ongoing needs for the transition plan.
109	In-person		Plan for Transition	Create a transition plan to meet continuing needs.
110	In-person		Plan for Transition	Support the youth and family in tailoring the wraparound process to their own preferences for ongoing support after graduation from formal wraparound.
111	In-person		Create a Safety Plan	Support the family in developing a safety plan that can be implemented without wraparound staff.
112	Documentation		Celebrate Success	Create a document that describes the strengths of the youth, family, and team members, lists lessons learned, and shows the achievement of team mission and the family vision (or how these will be achieved now that the family is directing the process). Include a transition safety plan.

Phase IV: Transition (cont.)

#	Delivery Type <i>How is it done</i>	Initial Training <i>Focus Area for new staff</i>	Activity <i>What needs to be done</i>	CC Skill Set <i>How best to do it</i>
113	In-person		Celebrate Success	Based on family preferences, work with the team to design and carry out a culturally appropriate graduation celebration.
114	In-person		Plan for Transition	Ensure the family knows how they can re-access the wraparound level of support if needed in the future.