# 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*.[[1]](#footnote-1) 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.

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| **Number (#)** from 1 to 114 | **Phase***When it is done* | **Delivery Type** *Completion method* | **Initial Training\****Focus area for new staff* | **Activity***What needs to be done* | **Skill Sets***How best to do it* |
| 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-personCare CoordinationDocumentation | Initial Meeting with Youth and Family | Address Legal and Ethical IssuesArrange Meeting LogisticsCelebrate Success Complete a Functional Assessment (FA)Create a Safety PlanDebrief with Family and Team Explore Strengths, Needs, Culture, and Vision with Child/Youth and Family (*In collaboration with FP*) Implementation Planning Process Implement the PlanInitial Care Plan Meeting: Describe and Prioritize Needs/GoalsInitial Care Plan Meeting: Select Strategies and Assign Action StepsInitial Care Plan Meeting: Team Process Orient Team Members to WraparoundOrient Youth and Family to WraparoundPrepare for TransitionPlan for TransitionPrepare Youth and Family for the First Meeting | Includes 114 individual, specific skills most of which are verbatim from *The Foundations of High Fidelity Wraparound: The Wraparound Facilitator Textbook* by Vroon VDB LLC. |
| Planning | Initial Care Plan Meeting |
| Implementation | Safety Planning Meeting |
| Transition | Implementation Care Plan Team Meeting |

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

## 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.

## Wraparound Principles



### Phase I: Engagement

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| # | **Delivery Type***How is it done* | **Initial Training***Focus Area for new staff* | **Activity***What needs to be done* | **CC Skill Set***How best to do it* |
| 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. |
| 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. |
| 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. |
| 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). |
| 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. |
| 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. |
| 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

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| # | **Delivery Type***How is it done* | **Initial Training***Focus Area for new staff* | **Activity***What needs to be done* | **CC Skill Set***How best to do it* |
| 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.  |
| 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. |
| 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.  |
| 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. |
| 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

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| # | **Delivery Type***How is it done* | **Initial Training***Focus Area for new staff* | **Activity***What needs to be done* | **CC Skill Set***How best to do it* |
| 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. |
| 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. |
| 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. |
| 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

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| # | **Delivery Type***How is it done* | **Initial Training***Focus Area for new staff* | **Activity***What needs to be done* | **CC Skill Set***How best to do it* |
| 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. |
| 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. |

1. Adapted with permission from: Rast, J. & Rastsmith, B. (2015). *The foundations of high-fidelity wraparound: The wraparound facilitator textbook*. Aurora, CO: Vroon VDB. [↑](#footnote-ref-1)