# CSA Wraparound Training and Coaching: Family Partner 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 Family Support Partner 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 Family Partner skill sets.

| **Number** (#)Assigned from1 to 123 | **Phase**When it is done | **Rationale**Why it is important to do  | **Initial Training\*\****Focus area for new staff* | **Activity***What needs to be done* | **Skill Sets***How best to do it* |
| --- | --- | --- | --- | --- | --- |
| The skill sets are numbered for easy reference but they are not always done in chronological order, as the process is fluid.  | All\* | Coach through the Wraparound Process | Engage the Family | Implement the SNCD process | Discrete skills based upon those published in The Foundations of High Fidelity Wraparound: The Family Support Partner Textbook by Vroon VDB LLC. |
| Engagement | Expand Support | Work with Caregiver | Mentor/Educate/Model |
| Planning | Promote Self-Efficacy | Gather Information: SNCD | Share with Intent and Purpose |
| Implementation | Develop Skills | Agenda Preparation/Care Plan Meeting | Strengthen Natural or Community Supports |
| Transition | Support Family Voice and Choice | Core Skill Sets\*\*\* | Utilize Engagement and Communication Skills |

\*All: These skills are not linked to a particular phase and are important to do at all points in the course of care.

\*\* Shaded cells in the tables below indicate a skill set that has not been identified in the Initial Training category.
\*\*\*Core Skill Sets: Five skill sets that are to be done across all activities and phases.

## 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: All (Engagement | Planning | Implementation | Transition)

| ***#*** | **Rationale:** *Why it is important to do* | **Initial Training:** *Focus area for new staff*  | **Activity:** *What needs to be done* | **Skill Set:** *How best to do it* |
| --- | --- | --- | --- | --- |
| 1 | Expand Supports | Engage the Family | Strengthen Natural/Community Supports  | Actively listen to the family's concerns about involving natural supports in the process, and explain how the checks and balances within wraparound can address the concerns. |
| 2 | Expand Supports | Work with Caregiver | Strengthen Natural/Community Supports  | Brainstorm ways the family can strengthen reciprocal relations with their supports. |
| 3 | Expand Supports | Gather Information: SNCD | Strengthen Natural/Community Supports  | Help the family think of needs that could be met by natural supports, and identify current supports that could meet each one. |
| 4 | Expand Supports | Work with Caregiver | Strengthen Natural/Community Supports  | Help the family identify what makes relationships reciprocal (what each person gets from the relationship) to help define and sustain these natural supports. |
| 5 | Expand Supports | Work with Caregiver | Strengthen Natural/Community Supports  | Do more in-depth work with the family to identify potential natural supports, if they cannot immediately come up with any. |
| 6 | Expand Supports | Work with Caregiver | Share with Intent and Purpose | Share from lived experience the reasons why natural supports can be important to families.  |
| 7 | Promote Self-Efficacy | Agenda Preparation | Mentor/Educate/Model | Help the family understand and articulate their needs and vision for a better future. |
| 8 | Promote Self-Efficacy | Gather Information: SNCD | Implement the SNCD Process | Focus on the strengths of the family to create hope and motivation for success.  |
| 9 | Promote Self-Efficacy | Core Skill Set | Mentor/Educate/Model | Check in with the family during and at the end of interactions and activities to determine family satisfaction with the process.  |
| 10 | Promote Self-Efficacy | Work with Caregiver | Mentor/Educate/Model | Help the family identify their current strengths around areas of self-efficacy and signs of confidence that they can make things work for their family. |
| 11 | Promote Self-Efficacy | Work with Caregiver | Mentor/Educate/Model | Educate and support the family in the importance of maintaining and using documentation to advocate and control the process of service and support. |
| 12 | Expand Supports | Core Skill Set | Strengthen Natural/Community Supports  | Support and encourage positive relationships with immediate and extended family members. |
| 13 | Promote Self-Efficacy | Work with Caregiver | Strengthen Natural/Community Supports  | Help the family focus on the strengths of their natural supports and the opportunities provided by these supports. |
| 14 | Expand Supports | Work with Caregiver | Strengthen Natural/Community Supports  | Help the family to plan and reconnect with extended family and natural supports based on family voice and choice. |
| 15 | Expand Supports | Work with Caregiver | Strengthen Natural/Community Supports  | Help the family and natural supports work through barriers to partnership. |
| 16 | Expand Supports |  | Strengthen Natural/Community Supports  | Help the family identify the need for and strategies to develop new natural supports. |
| 17 | Develop Skills | Work with Caregiver | Mentor/Educate/Model | Provide as much direct support for the family as is needed for their success, while planning for the fading of support: "Do for, do with, cheer on." |
| 18 | Promote Self-Efficacy | Work with Caregiver | Share with Intent and Purpose | Share from your experience working with other families facing similar challenges. |
| 19 | Coach through the Wraparound Process | Core Skill Set | Share with Intent and Purpose | Share from your experience of wraparound activities to help the family see how the same activities could work for them. |
| 20 | Promote Self-Efficacy | Engage the Family | Share with Intent and Purpose | Share a small sample of your own experience facing similar challenges, to establish a sense of empathy and understanding. |
| 21 | Expand Supports | Work with Caregiver | Share with Intent and Purpose | Share examples of how natural supports can help families achieve better or more sustained outcomes. |
| 22 | Expand Supports | Work with Caregiver | Share with Intent and Purpose | Share from your own experience an example of how being honest and open helped you to get better support. |
| 23 | Promote Self-Efficacy | Work with Caregiver | Share with Intent and Purpose | Recognize when it would be helpful to share personal experiences as a way for the family to reflect on their own situation.  |
| 24 | Coach through the Wraparound Process | Work with Caregiver | Share with Intent and Purpose | Share briefly from your own story (or another family's story *without names or identifying information)* with purpose and intent.  |
| 25 | Support Family Voice and Choice | Engage the Family | Utilize Engagement and Communication Skills  | When sharing from your own experience, pay active attention to ensure that the family wants to hear the story and that it is addressing a specific need. |
| 26 | Develop Skills | Core Skill Set | Utilize Engagement and Communication Skills  | Engage the family in reflective conversation about how the experience shared relates to their own situation. |

### Phase I: Engagement

| ***#*** | **Rationale:** *Why it is important to do* | **Initial Training:***Focus Area for new staff* | **Activity:** *What needs to be done* | **Skill Set:** *How best to do it* |
| --- | --- | --- | --- | --- |
| 27 | Develop Skills | Gather Information: SNCD | Implement the SNCD Process | Recognize and value the differences among families, helping the family discover their unique culture, and use this information to determine how they can best advocate for their family. |
| 28 | Develop Skills | Gather Information: SNCD | Implement the SNCD Process | Help family members understand and explain their culture and strengths to get their plans to match their family culture. |
| 29 | Develop Skills | Gather Information: SNCD | Implement the SNCD Process | Help the family understand their needs, culture, strengths, and preferences — and support the family in advocating for them. |
| 30 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Assist the Care Coordinator by doing one-on-one orientation and/or by sharing your own experience with wraparound to help the family to understand how wraparound might be a positive opportunity for them. |
| 31 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Be open and welcoming and engage the family in conversation identifying the family's needs before explaining wraparound. |
| 32 | Promote Self-Efficacy | Engage the Family | Utilize Engagement and Communication Skills  | Explain wraparound for the family in relation to the family's needs and goals that can be met by the process. |
| 33 | Promote Self-Efficacy | Engage the Family | Implement the SNCD Process | Ask the family about their hopes and dreams, and help them to believe that they can accomplish their vision. |
| 34 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Help the family understand what is different about wraparound by explaining wraparound from a family's perspective. |
| 35 | Coach through the Wraparound Process | Engage the Family | Mentor/Educate/Model | Provide written materials and other resources to help the family understand wraparound, review these materials with the family, and answer questions. |
| 36 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Explain the family partner role, including what the family partner may do and the limits on the role. |
| 37 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Assist the Care Coordinator in explaining confidentiality and client rights, helping as needed to ease these fears and answer questions from a family perspective. |
| 38 | Coach through the Wraparound Process | Work with Caregiver | Utilize Engagement and Communication Skills  | If a family member is distrustful of systems and does not want to sign consent and release forms, meet with the caregiver one-on-one to help them understand how sharing could benefit their family. |
| 39 | Develop Skills | Work with Caregiver | Utilize Engagement and Communication Skills  | Assist in the development of safety plans that are individualized, realistic for the family, and based on voice and choice. |
| 40 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Actively listen to the family and develop an engagement link prior to moving forward with wraparound activities. |
| 41 | Coach through the Wraparound Process | Engage the Family | Utilize Engagement and Communication Skills  | Be open, welcoming, and available to the family. |
| 42 | Coach through the Wraparound Process | Core Skill Set | Utilize Engagement and Communication Skills  | Honor the culture of the family by keeping your own views in check. |
| 43 | Develop Skills | Gather Information: SNCD | Implement the SNCD Process | Help different members of the family come up with consensus needs, vision, and options that can be win/win for all family members. |
| 44 | Coach through the Wraparound Process | Agenda Preparation | Utilize Engagement and Communication Skills  | Prepare the family to take an active role in the wraparound planning process. |
| 45 | Expand Supports | Agenda Preparation | Strengthen Natural/Community Supports  | Help the family find natural and community supports to help with the planning process. |
| 46 | Promote Self-Efficacy | Engage the Family | Share with Intent and Purpose | Share from your experience of wraparound activities to help the family see how the process can be an opportunity for them. |
| 47 | Coach through the Wraparound Process | Gather Information: SNCD | Implement the SNCD Process | Help the family prepare for the SNCD by helping them understand why sharing their strengths, needs, culture, and vision from a family perspective can lead to a better wraparound experience. |
| 48 | Promote Self-Efficacy | Gather Information: SNCD | Implement the SNCD Process | Help the family prepare for the SNCD by explaining why wraparound works better when negative concerns are reframed as positive needs. |
| 49 | Develop Skills | Gather Information: SNCD | Mentor/Educate/Model | Help the family gather and organize information that they will need to advocate for their child. |
| 50 | Develop Skills | Care Plan Meeting | Implement the SNCD Process | Help the family understand and articulate their strengths and needs. |
| 51 | Expand Supports | Agenda Preparation | Strengthen Natural/Community Supports  | Help the family to identify people, especially natural supports, who can help them achieve their vision. |
| 52 | Support Family Voice and Choice | Gather Information: SNCD | Implement the SNCD Process | Help gather the information for the SNCD and ensure that this information truly reflects the opinions and priorities of the family. |

### Phase II: Planning

| ***#*** | **Rationale:** *Why it is important to do* | **Initial Training:** *Focus Area for new staff* | **Activity:** *What needs to be done* | **Skill Set:** *How best to do it* |
| --- | --- | --- | --- | --- |
| 53 | Support Family Voice and Choice | Gather Information: SNCD | Implement the SNCD Process | Take the completed summary document to the family, sit with them, and go over the document to make sure it is correct and represents the family's vision of their strengths, needs, and vision. |
| 54 | Support Family Voice and Choice | Agenda Preparation | Mentor/Educate/Model | Spend additional time with the family to prepare them for the initial wraparound meetings, making sure they understand each part of the agenda and are prepared to use their voice and choice. |
| 55 | Coach through the Wraparound Process | Care Plan Meeting | Implement the SNCD Process | To prepare the family for the meeting, help them define strengths and culture that relate to priority needs, and brainstorm possible options related to these needs based on their strengths and culture. |
| 56 | Promote Self-Efficacy | Agenda Preparation | Mentor/Educate/Model | Work with the family in advance of each meeting to determine the role you will play during the meeting. |
| 57 | Support Family Voice and Choice | Agenda Preparation | Mentor/Educate/Model | Work with the CC to make sure family needs are met in the scheduling, location, and agenda for the wraparound planning meetings. |
| 58 | Coach through the Wraparound Process | Agenda Preparation | Utilize Engagement and Communication Skills  | Support the family in contacting potential team members to engage and orient them in the process. |
| 59 | Develop Skills |   | Mentor/Educate/Model | Model the process of listening to the concerns of the potential team member, explaining wraparound in terms of these concerns and the family vision, and identifying any needs the person has to participate on the team. |
| 60 | Expand Supports |  | Strengthen Natural/Community Supports  | Support the family in identifying areas of need in their natural support work.  |
| 61 | Coach through the Wraparound Process |  | Share with Intent and Purpose | Share personal examples with purpose and intent to help the family understand the importance of including providers and custodial agencies on the team. |
| 62 | Coach through the Wraparound Process |  | Share with Intent and Purpose | Share from your experience to help the family understand how wraparound can work better focused on positively framed needs than on deficits or problems. |
| 63 | Support Family Voice and Choice |   | Utilize Engagement and Communication Skills  | Actively listen to the family to understand their culture and needs. |
| 64 | Support Family Voice and Choice |   | Utilize Engagement and Communication Skills  | Help the family understand the mandates and perspectives of other team members, in order to support effective advocacy and partnership. |
| 65 | Promote Self-Efficacy |   | Mentor/Educate/Model | Help the family to identify areas of need around self-efficacy and to set priorities to improve their confidence and skills. |
| 66 | Promote Self-Efficacy |   | Utilize Engagement and Communication Skills  | Help the family set manageable goals and short-term objectives for improving their self-efficacy. |
| 67 | Support Family Voice and Choice |   | Mentor/Educate/Model | Help other team members to understand the importance of family voice and choice and to feel comfortable with this element of wraparound. |
| 68 | Develop Skills |   | Utilize Engagement and Communication Skills  | Help the family understand the needs of other team members and work to find ways for the family to work with these team members. |
| 69 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | Prepare the family to be active participants in developing the team process. |
| 70 | Support Family Voice and Choice |   | Mentor/Educate/Model | Support the family in presenting their vision, and support this vision in the meeting. |
| 71 | Support Family Voice and Choice |   | Mentor/Educate/Model | Support the family in presenting and advocating for their priority needs. |
| 72 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Support the family in identifying and presenting strengths and culture to support robust brainstorming. |
| 73 | Expand Supports |   | Mentor/Educate/Model | Be knowledgeable about available resources within the community, and help the family choose and access those that address their needs and match their culture and strengths. |
| 74 | Expand Supports |   | Mentor/Educate/Model | Encourage thinking beyond the usual services and supports. |
| 75 | Support Family Voice and Choice |   | Mentor/Educate/Model | Support family voice and choice for needs selection and throughout the planning process. |
| 76 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Agree to take on tasks that are compatible with your role and that you have the time and resources to complete.  |
| 77 | Develop Skills |   | Mentor/Educate/Model | Help the family understand the rationale and process of the functional assessment. |
| 78 | Develop Skills |   | Utilize Engagement and Communication Skills  | Be careful to ensure that the family understands why the crisis plan is being created. |
| 79 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | Check in with the family to ensure they feel they were heard, and that the plan is both realistic and individualized. |

### Phase III: Implementation

| ***#*** | **Rationale:** *Why it is important to do* | ***Initial Training:****Focus Area for New staff* | ***Activity:*** *What needs to be done* | ***Skill Set:*** *How best to do it* |
| --- | --- | --- | --- | --- |
| 80 | Promote Self-Efficacy |   | Share with Intent and Purpose | Share experience about taking charge and managing their own planning and implementation process.  |
| 81 | Support Family Voice and Choice |   | Share with Intent and Purpose | Share examples with purpose and intent of how having voice and choice means taking responsibility for choices. |
| 82 | Promote Self-Efficacy |   | Mentor/Educate/Model | Encourage and model commitment to the family, encouraging the family to believe in their future and to stick with the process. |
| 83 | Support Family Voice and Choice |   | Mentor/Educate/Model | Help the family consider the potential results of their choices and actions, in order to support informed decision-making. |
| 84 | Support Family Voice and Choice |   | Mentor/Educate/Model | Align yourself with the family to support the family's choices. |
| 85 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Engage in strategic and mutually respectful partnerships with the Care Coordinator and other team members. |
| 86 | Develop Skills |   | Implement the SNCD Process | Help the family understand and build on the strengths of their team members. |
| 87 | Support Family Voice and Choice |   | Mentor/Educate/Model | Educate and support family members on the importance of using their own voices to express their needs and preferences. |
| 88 | Develop Skills |   | Mentor/Educate/Model | Keep up an ongoing conversation with the family on the current status of their personal advocacy to reflect on effective strategies. |
| 89 | Promote Self-Efficacy |   | Mentor/Educate/Model | Use the "Do for, do with, cheer on" approach to build the family's self-efficacy and transfer control of the process to the family. |
| 90 | Promote Self-Efficacy |   | Mentor/Educate/Model | Help the family consider the reasons for their choices and the potential pros and cons; then support the family in the choices they make. |
| 91 | Promote Self-Efficacy |   | Mentor/Educate/Model | Use various techniques to increase commitment to change. |
| 92 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Observe and interact with the family to help them understand and celebrate their strengths and accomplishments. |
| 93 | Develop Skills |   | Mentor/Educate/Model | Help the family understand how to store and use documentation to support services for their children. |
| 94 | Expand Supports |   | Strengthen Natural/Community Supports  | Encourage and help with the development of supportive relationships in the community (friends, neighbors, work, church, clubs, etc.). |
| 95 | Expand Supports |   | Strengthen Natural/Community Supports  | Work with the family to plan for contacting and engaging potential natural support team members. |
| 96 | Expand Supports |   | Strengthen Natural/Community Supports  | Support the family to meet with natural supports to get them ready for initial or follow-up wraparound meetings. |
| 97 | Develop Skills |   | Mentor/Educate/Model | Model strengths-based interactions by not blaming or shaming others in the presence of the family or other team members. |
| 98 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | Debrief the planning process and plan with the family to determine needed improvements. |
| 99 | Support Family Voice and Choice |   | Mentor/Educate/Model | Review the written plan with the family to make sure they understand it and agree with it, and that they have the resources and supports to implement it. |
| 100 | Develop Skills |   | Mentor/Educate/Model | Encourage the family in completing tasks through motivation, support, and reminders. |
| 101 | Support Family Voice and Choice |   | Mentor/Educate/Model | Work with the family to determine if the plan is working and to decide when they need to ask for changes in the plan. |
| 102 | Promote Self-Efficacy |   | Implement the SNCD Process | Check with the family on emerging needs, helping to determine whether these should be brought to the team and if new strategies are needed. |
| 103 | Promote Self-Efficacy |   | Implement the SNCD Process | Help the family identify strengths of the family that will support successful transition. |
| 104 | Promote Self-Efficacy |   | Implement the SNCD Process | Support the youth and family in identifying goals to prepare for sustainable transition. |
| 105 | Expand Supports |   | Mentor/Educate/Model | Help the family determine the support that will work best for them. |
| 106 | Promote Self-Efficacy |   | Mentor/Educate/Model | Support the youth and family to develop a plan to support family goals for transition. |
| 107 | Develop Skills |   | Utilize Engagement and Communication Skills  | Keep up an ongoing conversation with the family on the current status of the plan to maintain motivation and to support them in fine-tuning it. |
| 108 | Develop Skills |   | Mentor/Educate/Model | Help the family update documents and information they will use to advocate for their child and family. |
| 109 | Expand Supports |   | Strengthen Natural/Community Supports  | Help the family identify the strengths of their natural support systems and communities, identifying ongoing challenges in order to be more connected as needed. |
| 110 | Promote Self-Efficacy |   | Utilize Engagement and Communication Skills  | Check in with the family about level of support from the team - too much, just right, not enough - or any other concerns.  |
| 111 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Work creatively with the family and their team to make sure that progress does not stop when barriers and challenges occur. |
| 112 | Coach through the Wraparound Process |   | Mentor/Educate/Model | Model positive collaboration with all team members to build team cohesion (togetherness). |

### Phase IV: Transition

| ***#*** | **Rationale:** *Why it is important to do* | **Initial Training:***Focus Area for new staff* | **Activity:** *What needs to be done* | **Skill Set:** *How best to do it* |
| --- | --- | --- | --- | --- |
| 113 | Support Family Voice and Choice |   | Mentor/Educate/Model | Support the family in identifying needs that will continue to require attention after formal wraparound ends. |
| 114 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | Help the family identify the successes they have had and the lessons they have learned through the wraparound process. |
| 115 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | Check in with the family to ensure that modifications to the wraparound process are understood and are culturally appropriate for the family. |
| 116 | Coach through the Wraparound Process |   | Utilize Engagement and Communication Skills  | In a culturally competent manner, ask the family whether and how they would like to celebrate success. |
| 117 | Promote Self-Efficacy |   | Mentor/Educate/Model | Consistent with the goal of remaining with the family as long as needed, and no longer, phase out your support gradually as the family expands their role. |
| 118 | Expand Supports |   | Strengthen Natural/Community Supports  | Link the family with other graduates of the process who can be team members and natural supports. |
| 119 | Expand Supports |   | Strengthen Natural/Community Supports  | Give the family opportunities to become part of a larger circle of families where they can find support from other parents and caregivers with similar experiences. |
| 120 | Expand Supports |   | Strengthen Natural/Community Supports  | Connect the family to local family groups and organizations. |
| 121 | Promote Self-Efficacy |   | Mentor/Educate/Model | Model taking the lead in activities to support purposeful transition by the family. |
| 122 | Expand Supports |   | Utilize Engagement and Communication Skills  | Help the family understand that support can take many different forms, and that the family will determine what support will look like for them. |
| 123 | Expand Supports |   | Mentor/Educate/Model | Help the family identify their culture of support and support them in transitioning to this. |

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