

Training, Coaching and Supervision for Wraparound Facilitators:

*Guidelines from the National
Wraparound Initiative*



Training from orientation to competence

This document addresses three phases in the professional development of wraparound facilitators. The first section describes the initial training and orientation that facilitators need to receive before they start to work with families. The second section describes the “apprentice” period, during which they work in tandem with an experienced facilitator—their “coach”—as they gradually develop the ability to work independently with families. The third section describes the ongoing coaching and supervision process that should be provided to ensure that facilitators are continually developing their skills and increasing their expertise. (See diagram on next page.)

In each of the phases, the learning experience is characterized by a “tell, show, practice, feedback” process. First, facilitator trainees are given clear information not just about what good practice looks like, but also how and why good practice promotes wraparound outcomes. Trainees also have the opportunity to see good practice performed, either live or via video, in real or simulated situations. Finally, trainees have the opportunity to practice, and are given reliable feedback about their practice. As trainees become more proficient, the focus of training and coaching shifts gradually from *imitation* of skillful performance to *production* of skillful performance. This shift comes about as trainees gain a deepening understanding not just of *how* to optimize their performance in response to specific situations, but also of *why* these optimizations should help contribute to desired wraparound outcomes.

The organization employing the wraparound facilitators should maintain systematic and consistent documentation that provides information about how the trainee is progressing. This documentation includes information about the various elements of training that a trainee has received, as well as information about the evolving quality of the trainee’s practice. This should include information based on observation of the trainee, as well as information based on review of the documents (e.g., wraparound plan, strengths/needs assessment) that the trainee creates in the course of working with families. The type of information being gathered may vary depending on the phase of training. Trainees and coaches should have access to this documentation and trainees should know about the criteria against which their performance is being evaluated.

At all times, training and coaching are to be provided in a way that models and reinforces the wraparound principles. This means, for example, that genuine, strengths-based respect for families and youth is demonstrated at all times, regardless of whether they are present or not. The wraparound principles also govern interactions between trainers and trainees, and among trainees. Training and coaching thus reflect and reinforce wraparound’s stress on collaboration and individualization, and wraparound’s respect for the variety of backgrounds and assets that different people bring to the work.

The descriptions are intended to represent the minimum that is expected, and to provide standards that not only promote high-quality, model-adherent wraparound, but also are

replicable. These standards can be—and indeed, are—currently achieved in real-world wraparound settings.

This document focuses only on training specific to wraparound facilitation. New employees in wraparound typically need additional training as well, in topics such as systems partners and mandates, program eligibility; intake procedures, assessment, documentation and

authorization, mandatory reporting, and so on. Additionally, facilitators who work in wraparound typically have the opportunity to participate in ongoing advanced trainings on a diverse set of topics from resolving conflict to trauma-informed approaches to developing natural supports and community resources. However, the focus here is only on the core of wraparound-specific and facilitation-specific training.

Figure 1. Training from orientation to innovation

	PHASE 1	PHASE 2	PHASE 3
	Phase 1: Orientation	Phase 2: Apprenticeship	Phase 3: Ongoing coaching and supervision
Main components	<ul style="list-style-type: none"> • Basic history and overview of wraparound • Introduction to skills/competencies • Intensive review of the process 	<ul style="list-style-type: none"> • Observation by the apprentice • Observation of the apprentice 	<ul style="list-style-type: none"> • Ongoing coaching, informed by data • Periodic observation • Document review
Key features	<ul style="list-style-type: none"> • “Tell, show, practice, feedback” process 	<ul style="list-style-type: none"> • Experienced coaches • Structured process • Use of reliable assessments 	<ul style="list-style-type: none"> • Quarterly observations (minimum) • Intensity increased if data indicate challenges • Superior facilitators become innovators
Ends when...	<ul style="list-style-type: none"> • Training completed 	<ul style="list-style-type: none"> • Observations completed • Score exceeds threshold • Apprentice passes knowledge test 	<ul style="list-style-type: none"> • Ongoing

Throughout, training, coaching and supervision is provided in a way that is consistent with wraparound

This information was derived through a process undertaken through the workforce work group of the National Wraparound Initiative. In the first phase, members of the work group submitted via an electronic survey, “candidates” for the list of “non-negotiables” of training. The workgroup built on this foundation during several months of collaborative work writing up these guidelines.

Phase I. Initial orientation and preparation: “Wrap Facilitation 101”

This phase of training, often referred to as “wrap facilitation 101” or “introduction to wrap-around facilitation,” occurs before the facilitator begins working with families, and is most typically delivered in a group setting. Topics covered include:

Basic history and overview

- How wraparound got started and why; what a “system of care” is and how the idea came about, the difference between system of care and wraparound, and the connection between systems of care and wraparound
- Typical populations served by wraparound, and why wraparound is used for these populations
 - What population is being served in the current wraparound project and why
- How wraparound teams are situated within organizations and systems, and how different organizations and systems collaborate and partner as part of being a system of care
 - The idea of teams embedded in organizations embedded in systems
 - Wraparound as a response to system fragmentation, and wraparound’s connection to systems of care
 - Who are the systems partners for the current wraparound project
 - Introduction to system partners’ roles

and their mandates and cultures, and how these will impact the work of a wrap-around facilitator in the current project; and how the wraparound project and the work of facilitators will influence/has influenced other system partners

- Introduction to the need for facilitators to learn about system partners’ jargon, key processes, and helping families understand/navigate these.
- Overview of how wraparound is different from usual practice
 - “medical model”
 - paradigm shift
 - care coordination versus case management
- Principles of wraparound as described in the NWI document: *Ten principles of the wrap-around process*
- Introduction to the *wraparound theory of change* as described by the NWI
 - Why do we expect to see change?
 - What outcomes do we expect?
- Introduction to the research base/evidence for wraparound
- Descriptions of key roles on the wraparound team:
 - Family/child/youth
 - Care coordinator/facilitator
 - Family partner
 - Natural supports
 - Professionals

Introduction to skills/competencies for wraparound

Trainees should be introduced to the concept of skills/competencies for wraparound, introduced to descriptions of skill sets and/or

competencies (currently described in different ways by different organizations) and provided with at least an introductory description of how using these skills contributes to the intermediate and longer term outcomes as described in the theory of change. (Currently, the NWI has not created or endorsed specific descriptions of skills or competencies, though this may happen in the future. Many programs have their own.)

More intensive review of what the process looks like from engagement to transition

- Review each activity and its goal as described in the NWI publication *Phases and Activities of the Wraparound Process*, and how each activity fits into the overall wraparound process
- Provide at least one specific tool or template for each activity that can help the novice (or non-novice) structure the activity and that helps ensure that the principles will be “enacted” during the activity. This can include blank forms (crisis plan, care plan); checklist/ “cheat sheet” for an activity; questions or prompts; descriptions of a specific process to use with an activity or set of related activities (e.g., a process for gaining team agreement, on what goals/needs to prioritize; eco-gram, strengths egg, etc.).
- Provide a model for key activities (e.g., a demonstration, role play or video of what good practice looks like; a well-completed tool or template, etc.)
- Describe how skill is evident in the demonstration, and the ways that relevant skills or competencies are expressed when the activity is facilitated competently.
- Provide an opportunity for trainees to practice key activities and discuss performance in terms of relevant skills
- Discuss some of the main types of challenges that come up during the wraparound process

and ways to handle them: e.g., the difference between needs and services; how needs drive behavior, etc.

As noted above, the experience of learning about the wraparound process itself should adhere to the basic “tell, show, practice, feedback” process. First, trainees are told what good practice looks like, and reminded that skillful practice contributes to outcomes as described in the theory of change. Trainees then have the opportunity to see good practice performed, either live or via video, in real or simulated situations; and to discuss how skill is evident. Next, trainees have the opportunity to practice, and then they are given feedback about their practice. Since this is the very beginning of their training in wraparound, the main goal is for them to learn what to do by imitation of competent performance and to understand at a basic level that there is skill involved in competent performance. They are also provided with information about the theory of change, which provides a conceptual framework for understanding how skilled practice produces outcomes. As they become more proficient, they will gradually gain insight into how to use their skills to optimize their practice—and once they have mastered the skills, to innovate—in order to promote outcomes effectively.

Phase II. Apprenticeship

During this phase of professional development, the facilitator trainee (now considered an “apprentice”) is paired with an experienced coach. As used here, the term “coach” refers to a role rather than a position. The role of coach is most typically performed either by an expert peer, an outside trainer or a supervisor, though some organizations have people who work exclusively in the role of a coach. In order to be a coach, however, a person must have a high level of expertise in wraparound:

- Beyond the training provided to all facilitators, the coach should have received additional training on how to be an effective coach.
- The coach’s practice expertise should be documented with reliable data on his/her wraparound practice, as well as with evaluation data from individuals who have received coaching from him/her.
- The coach should also have considerable knowledge about wraparound—including the current research and practice literature, as well as guidance from the NWI—and competence with a varied repertoire of tools and techniques that are useful for facilitating the wraparound process.
- Finally, the coach should be reliable in the use of the observational assessment(s) used to provide feedback data to people receiving coaching.

A trainee in this phase of professional development will likely have other forms of supervision; however support from a coach is crucial, so that the apprentice can develop the special skills needed for wraparound facilitation.

In the beginning of this phase, the apprentice observes the coach in vivo, as the coach facilitates activities of the wraparound process. After observing the apprentice begins to lead some of the wraparound activities with the coach observing. At the end of this period, the roles have shifted so that the apprentice is leading the activities and the coach is observing.

During this phase, the apprentice/trainee will be introduced to a formalized coaching process that includes 1) a structured observation and feedback protocol and 2) a structured, reliable tool for observational assessment of wraparound facilitation. This tool should be linked explicitly to the skill sets/competencies that were introduced in phase I of the facilitator’s professional development.

Observation by the apprentice

As noted above, the apprenticeship phase begins with observation of the coach by the apprentice. At some point prior to the first observation, the coach reviews the observation tool and the debriefing or feedback protocol/process, as well as the skills sets /competencies with the apprentice. *(Currently, the NWI has not created or endorsed specific observation protocols or performance assessment tools, though this may happen in the future.)*

Immediately prior to each observation, the apprentice and coach meet to prepare for the observation. The coach and the apprentice discuss each one’s role during the coming session. The coach will provide any necessary background for the observation session, describe what activities of wraparound he plans to facilitate during the session, note what skills he will likely use, and suggest particular things the apprentice should look for. During the session, the apprentice records notes on the observation tool.

After the session, the coach and apprentice debrief. Together, they review the notes that the apprentice has made on the observation tool. The apprentice should be prepared to ask questions about why the coach did certain things, how these are linked to skills, and what the coach might have done if things went differently. (A set of questions to get at these issues should be part of the structured observation process.) Together, the coach and apprentice use the metrics of the performance assessment tool to discuss or rate the coach’s performance.

The apprentice should have the opportunity not only to observe the coach facilitating during team meetings, but also during other activities of the wraparound process, such as family/youth engagement activities, engagement of other team members, check-ins between meetings, etc.

Observation of the apprentice

After the apprentice has had an opportunity to observe the coach, it will be her turn to facilitate activities of wraparound with the coach observing. Prior to the first time an apprentice facilitates a particular activity, she should have an opportunity to role play key elements of the activity with the coach, and to receive feedback. The coach should also provide one or more tools or templates that the apprentice can use to complete the activity. The process for observation of the apprentice is the same as described above, except that now it is the coach who completes the observation and performance assessment tools. As before (when the apprentice was observing the coach), the apprentice and coach should discuss beforehand what each of their roles will be during this particular session. Also as before, the apprentice should have the opportunity to be observed not just during team meetings, but also during other wraparound activities.

The apprenticeship continues until all of the following have happened:

- The apprentice has been observed at least three times. Each observation should focus on a different activity from the wraparound process. More than three observations can certainly be helpful, and may be required if the apprentice seems to be struggling. (See next bullet.)
- The apprentice’s scores on the observational assessment tool meet or exceed the threshold indicating basic competence.
- The apprentice passes a content knowledge test covering the basic information from the trainings in phase 1.

Phase III. Ongoing coaching and supervision

As facilitators continue their work with families, they should be provided with ongoing support and feedback to ensure that they maintain and

deepen their competence. The process for providing feedback and support includes several facets, some of which are the same as or similar to characteristics of the coaching process during phase II:

Facilitators should receive ongoing coaching that includes specific attention to deepening wraparound practice

Most facilitators receive individual and/or group supervision on at least a weekly basis. This ongoing supervision should include regular individual and group coaching (by someone with wraparound expertise, who may or may not be the actual supervisor) that has a specific and intentional focus on supporting facilitators to further develop their practice skills, as well as their understanding about how skilled practice is connected to the wraparound principles, and how skilled practice activates positive change for children and families. In other words, the time spent on coaching is distinct from supervision focused on paperwork, administrative procedures, and so on.

The ongoing coaching of facilitators should be informed by data

Individual facilitators should receive coaching that matches challenges identified during observation and record review (see below) and/or through feedback generated by various types of assessments, such as fidelity assessments, satisfaction data and other forms of feedback from team members. Additionally, where patterns of need are identified, coaching and supervision can focus at the group level on specific topics.

Periodic observation should also be a part of ongoing coaching

Each facilitator should be observed by a coach (again, this may be a supervisor or someone else, but the coach must have experience and expertise in wraparound and in the use of

reliable assessments for providing feedback) at least once per quarter. Observations may be live, or video recorded, and observations should include different phases and activities of the wraparound process (e.g., if the first quarter's observation is of a team in the engagement phase, the next quarter's observation should be from a different phase and/or focus on a different sort of activity, such as a one-on-one with the caregiver or youth). The observation process is the same as that used during apprenticeship, and includes a structured protocol for the observation and the provision of feedback. Feedback should include information gathered using a reliable observation assessment tool. The program should have clear criteria for what constitutes competent (adequate) and superior practice as assessed by the observation tool. If the facilitator's practice does not meet the threshold of "competence," then observation

should be more frequent and support should be intensified.

Ongoing coaching should also include periodic review of documentation.

Coaches/ supervisors should review key wrap-around documents including care plans, crisis plans, strengths/needs assessments, meeting or case notes or minutes, and so on. The coach examines the documents to ensure that they are completed correctly and with sufficient detail; and to check that they are written in a style that is clear and straightforward, and can be understood by the family, youth, and other team members. The documents should not contain acronyms or other jargon that are not understood by team members. The language used in the documents should reflect the values of wraparound in being respectful of families/ youth and strength based.

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