

Coaching Observation and Support Tool

Facilitator: _____

Coach: _____

Date of Observation: _____

| Wraparound Core Element | Questions/Thoughts to Consider Explore how thoroughly and deeply each Core Element and Domain has been understood and utilized | Topics to consider and review |
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| T E A M B A S E D | <ul style="list-style-type: none"> • Does the team include those who have a significant impact on a youth or family’s life? (Both Formal/Informal or natural) • Is there a proper balance between formal, informal and natural supports with a plan to grow the informal/natural supports? • If informal or natural supports are genuinely non-existent (and one should not come to this conclusion too easily), is there a strategy in place to build community around the family so they can begin to create those people in their lives? • If the family does not want an influential person on the team, is there a way to make them an “auxiliary” team member so their input can be utilized? • Does the team reflect the family’s culture? • Has there been use of a timeline, genogram, or relationship map to help draw out the significant historical and relationship dynamics? • Is resistance or reluctance to the team based approach been examined in the context of underlying needs? • Are decisions taking place in the context of the team? | |
| | <p>Value-Based Approach</p> <ul style="list-style-type: none"> • What is the quality of the relationship between the facilitator and the family? Is there trust? <ul style="list-style-type: none"> ○ Does the family feel something is different in Wraparound? How would they describe it? ○ Do they think/believe that Wraparound and the facilitator can help them? | |

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| | | <ul style="list-style-type: none"> • Has the facilitator explored all of these areas? <i>Social/Fun/Spiritual/Safety/Legal/Medical/Health/finances/Relationships/Emotional/Family/A Place to Live/School/Work/Cultural</i> • Has the history of immigration and or family history/culture been captured? • Is there a feeling of “resistance”? If so what are the possible transference/countertransference issues for the facilitator? • What might other reasons be for the feeling of resistance? • Is there a consistency in engaging other team members? • Is Family Voice & Choice prioritized? | |
| S T R E N G T H S B A S E D | | <ul style="list-style-type: none"> • Strengths should be more than attributes. They should be described with real evidence (Functional) • Strengths speak to the inherent “greatness” of the youth /family and team members – their qualities of character? • Has the team articulated the strengths of all members of the team? • Is the team able to discuss hard things, challenging behaviors, etc., and still be able to stay true to being strengths- based and needs driven? • Is there discovery of strengths happening within stories or accounts of challenging behaviors? • Strategy development is based on identified strengths • Wraparound Tools and Process is used to prevent and or manage conflict | |
| | Value Based Approach | <ul style="list-style-type: none"> • Do the strengths provide the “container” for the conversations, or are team members more genuinely concerned with problems or deficits? • Reframing is practiced at the onset of deficit based statements • Is behavior placed in the context of age and development • Does the family feel that the “Behavior” does not define them? | |

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| YOUTH/ FAMILY V I S I O N | <ul style="list-style-type: none"> • Does the vision statement reflect the entire family or only the youth? Are there plans for integration of visions? • If CPS is involved to what extent are they capture in the Vision? • Recognition or distinction between goals and visions • Does the Vision create a picture or is qualitative in nature? • Is the vision <ul style="list-style-type: none"> ○ Concise ○ In family’s words ○ Reflective of family’s hopes and dreams ○ Working <u>towards</u> something, not just fixing something ○ Inspiring, motivational, does it create purpose and direction? ○ Reflective of the whole family, not just the youth (<i>unless he/she is 17 or older</i>)? • How are apparent or unrealistic visions managed? | | | |
| | <table border="1"> <tr> <td data-bbox="296 610 520 829"> Value-Based Approach </td> <td data-bbox="520 610 1373 829"> <ul style="list-style-type: none"> • The vision is not based on stigma or limited by systemic barriers • The vision is future oriented • The visions capture only the voice of the youth and or the family • Does the Vision give meaning to the process? </td> </tr> </table> | Value-Based Approach | <ul style="list-style-type: none"> • The vision is not based on stigma or limited by systemic barriers • The vision is future oriented • The visions capture only the voice of the youth and or the family • Does the Vision give meaning to the process? | |
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| U N D E R L Y I N G N E E D S | <ul style="list-style-type: none"> • Recognition or distinction between goals and Underlying Needs • Recognition or distinction between problem statements and Underlying Needs • Recognition or distinction between goals and Underlying Needs • Does the Underlying Need: <ul style="list-style-type: none"> ○ Describe “root” causes of the behavior? ○ Describe something broad, more pervasive, not easily met? ○ Address what is in the way of someone feeling whole. ○ Pulls on your heart strings or describe “holes in someone’s heart” ○ Create a sense of urgency and a call to action ○ Effectively answer the question “why”? ○ Does it give you direction for how to help? • The underlying need describe a cognition, not only a feeling or the lack of something • Are Underlying Needs being capture for the entire family and team? • Concerning behavior is described in the context of the Underlying need | | | |

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| | <ul style="list-style-type: none"> • There is an evolving or deepening of the Underlying Need with the progression of the process (Peeling the onion) | |
| | <p>Value-Based Approach</p> <ul style="list-style-type: none"> • Underlying Needs should be phrased in the positive, providing direction towards what to work for the team • There is intentional deepening towards real Underlying Needs” • Capture Underlying Needs for all relevant team members • The narrative (Background of Underlying Need) is connected to the concerning behavior • Trauma is discussed in a sensitive manner with the guidance of the youth or family. | |
| <p>B E N C H M A R K S</p> | <ul style="list-style-type: none"> • Benchmarks measure <u>only</u> movement/meeting of the Underlying Need <ul style="list-style-type: none"> • Answer the question, “if this need were met, what would be different in your life” • Benchmarks help the youth/family and team know if the strategies are being effective • Benchmarks provides direction as to how to adapt the Actions Plan • Benchmarks provides a logical framework to problem solving • Benchmarks are framed in the positive rather than the negative? Describing more of what you want to see rather than what you are trying to get away from. • Benchmarks are ideal when they are related to initial conditions • Benchmarks should describe a Behavior • Benchmarks should be Observable • Benchmarks should be Measureable • Benchmarks should be attainable | |
| | <p>Value-Based Approach</p> <ul style="list-style-type: none"> • Real/sustainable progress is made towards the Vision, rather than creating only activity • Benchmarks should be checked for progress at every Wraparound team meeting • There is a reframe to the un-necessary addition of goals or superficial needs | |

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| | | <ul style="list-style-type: none"> • Benchmarks lead to confidence and self- competency for the youth and family | |
| S T R A T E G I E S | | <ul style="list-style-type: none"> • Strategies should be based on strengths to truly fit well with the individual or family? • Strategies should effectively meet the underlying needs • Strategies should utilize as many natural/informal supports as possible? • Strategies should engage the whole team and define team member’s roles and responsibilities. Spell out who-what-when-how. • Strategies should have an ultimate link back to Underlying Needs, goals and the vision | |
| | Value-Based Approach | <ul style="list-style-type: none"> • Take into consideration normalization (in other words, is this what most families might do to meet a certain need?) • Strategies are aimed to address the underlying need, not goals, benchmarks or problem statements. • Take into account family culture, values, spiritual needs • Strategies should be realistic and attainable for the youth/family | |

| WRAPROUND DOMAINS | | | |
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| Safety / Stability | | <ul style="list-style-type: none"> • Does the safety /stability plan: <ul style="list-style-type: none"> ○ Create new and sustainable approaches to managing high stress times? ○ Help young people keep from “derailing” into life patterns that create trouble for themselves. (In other words, this plan isn’t just for crises, but for those patterns that can lead to crises) ○ “Deconstruct” the actual behavior process to help people understand themselves better and feel more confident and competent? ○ Give direction to the people who care about the youth to act helpfully and effectively when crisis times occur? ○ Address: <ul style="list-style-type: none"> ▪ What to do if a crisis or triggering event occurs, or ▪ How to predict and prevent safety/stability issues? | |

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| | <ul style="list-style-type: none"> ○ Build off of success and the good times – is it informed by what makes things go well? ○ Consider different settings where difficulties can occur: home, school, community, etc.? ○ Give options from least <i>to most intrusive/</i> restrictive? ○ Give direction as to order of suggested implementation of strategies? ○ Pay attention to family norms and culture? ○ Consider rules of household, school or community? In other words, what is <i>feasible</i> to do in that setting? ○ Seek our consultation for expertise when needed? ○ Have strategies that are accessible, doable, simple and practical? <ul style="list-style-type: none"> • Has the team “run through” plans with the child and family before it is needed? | |
| Transition | <ul style="list-style-type: none"> • Over time, are we able to chart progress? • Can we identify benchmarks accomplished and needs met (or in significant progress). • Are all team members on board with the description of progress and the sense of possible futures? • Can the family effectively articulate changes made, goals accomplished, needs met? <p>Has the team:</p> <ul style="list-style-type: none"> • Reviewed the underlying context/conditions that brought family to the system in the first place to determine if situation has changed? • Discussed what life would be like after Wraparound? • Defined each person’s hopes for the future? • Defined each person’s fears for the future? • Prioritized those items of concern for planning and resource development? • Identified who else might need to be involved in this stage? • Rehearsed or drilled on a series of “what ifs”? • Identified what team members will continue to communicate and how it will happen? • Formalized structured follow-up if needed? • Created a commencement ritual appropriate to family? | |
| Engagement | <ul style="list-style-type: none"> • Is the family’s indications of engagement or non-engagement being acknowledged? • Have the barriers to engagement been explored and identified • Has the difference between reluctance and resistance being addressed • Does the facilitator understand what it means to “Act first”? | |

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| | <ul style="list-style-type: none"> • Has the facilitator tried multiple avenues to engage? • Does the facilitator understand power differential as a factor in engagement? • Has the facilitator reflected their approach as a barrier? | |
| Conflict Management | <ul style="list-style-type: none"> • Is conflict viewed as an underlying need? • Is the real source of the conflict identified: individual, systemic, political, etc? • Is conflict avoided or leaned into? • Is conflict seen as an opportunity as opposed to a failure? • Has a facilitator taken into account their own conflict resolution style? • Has the facilitator led the team in strategizing solutions to the conflict? • Has the facilitator used “Conversion Chart” to reframe conflict into Wraparound elements? | |