Coaching for High-Fidelity Wraparound Curriculum Blueprint

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A COLLABORATION BETWEEN SPURWIN K INSTITUTE AND UNIVERSITY OF MAINE AT AUGUSTA
Coaching for High-Fidelity Wraparound: Curriculum Blueprint

1. High Fidelity Wraparound – Phases and Principles
2. The Coaching Role
3. Working with Families and Facilitators
4. What to Look For and How to Enhance
5. Measuring Outcomes

In the time allotted for this required introductory training, and based upon the feedback of the focus groups, the following levels of proficiency have been assigned to each competency:

Level 1  Able to demonstrate awareness of basic information related to the topic and the ability to access additional information as needed.

Level 2  Able to demonstrate the skill at an introductory level.
1. **High Fidelity Wraparound – Phases and Principles** [Approximate Time – 5 hrs]

**Competencies:** The participant will have

A. An understanding of the four (4) phases and ten (10) principles of Wraparound

B. The ability to discuss the process of High Fidelity Wraparound

C. The ability to bring wraparound principles to coaching the facilitator


**Evaluation Measure for High Fidelity Wraparound – Phases and Principles**

A. An understanding of the four (10) principles and ten (14) phases of Wraparound.

The Coach can name:

**The Principles of Wraparound are:**

- collaboration
- community-based
- culturally competent
- family voice and choice
- individualized

**The Four Phases of Wraparound are:**

- engagement
- initial plan development
- plan implementation
- transition

B. The ability to bring wraparound principles to coaching the facilitator

In the Coaching Relationship the Coach can:

- Engage the facilitator in discussing her/his unique family culture and natural supports

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Identify the facilitators strengths

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Identify practices which support family voice and choice

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Brainstorms with the facilitator strategies for engaging and collaborating with the community

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Brainstorms with the facilitator strategies for team development

  □ Demonstrated  □ Partially Demonstrated  □ Absent

C. The ability to discuss the process of High Fidelity Wraparound

The Coach can:

- Discuss the expected outcomes for the four (4) Phases of Wraparound

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Develop with the facilitator ways to introduce wraparound including the family support partner

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Discuss the strengths and challenges of the principle of family voice and choice

  □ Demonstrated  □ Partially Demonstrated  □ Absent

- Discuss the strengths and challenges of the principle of natural supports

  □ Demonstrated  □ Partially Demonstrated  □ Absent
2. **The Coaching Role** [Approximate Time – 2 hrs]

**Competencies: The participant will have**

A. An understanding of the role of the coach
B. The ability to develop and maintain a coaching relationship with a facilitator
C. The ability to discuss the coaching role with the family

**Handout Material – looking for material from Choices**

**Evaluation Measure for The Coaching Role**

A. An understanding of the role of the coach:
   The Coach can:
   ▪ Discuss how the coaching relationships support high-fidelity wraparound
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Discuss the major task of a wraparound coach
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Identify strategies for adhering to the phases, activities and principles of wraparound
     □ Demonstrated □ Partially Demonstrated □ Absent

B. The ability to develop and maintain a coaching relationship with a facilitator:
   In the coaching relationship the Coach can:
   ▪ Discuss the scope of the coaching role
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Establish with the facilitator her/his goals for skill development
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Identify strategies with the facilitator for giving feedback and enhancing skills
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Establish measure for skill development goals
     □ Demonstrated □ Partially Demonstrated □ Absent

C. The ability to discuss the coaching role with the family:
   In the coaching relationship the Coach can:
   ▪ Discuss, in language the family will understand the scope of the coaching role
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Discuss with the family the benefits of coaching the facilitator
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Identify practices which support family voice and choice
     □ Demonstrated □ Partially Demonstrated □ Absent
   ▪ Identify strategies with the family for giving feedback and enhancing skills of the facilitator
     □ Demonstrated □ Partially Demonstrated □ Absent
3. **Working with Families and Facilitators** [Approximate Time – 3 ½ hrs]

**Competencies – The Participant will have:**

A. The ability to teach strategies that identify strengths in the family/facilitator relationship
B. The ability to teach strategies that identify challenges in the family/facilitator relationship
C. The ability to teach strategies that identify and resolve conflicts with families, providers, etc.

**Handout Material – Readings on Identify Strengths; Resolving Conflict**

**Evaluation Measure for Working with Families and Facilitators**

A. The ability to teach strategies that identify strengths in the family/facilitator relationship
   
   In the Coaching Relationship the Coach can:
   
   - Identify learning styles and methods for teaching to each learning style
     - □ Demonstrated  □ Partially Demonstrated  □ Absent
   
   - Identify at least 3 strategies for identifying strengths
     - □ Demonstrated  □ Partially Demonstrated  □ Absent
   
   - Teach at least 1 strategy for identifying strengths
     - □ Demonstrated  □ Partially Demonstrated  □ Absent

B. The ability to teach strategies that identify challenges in the family/facilitator relationship
   
   In the Coaching Relationship the Coach can:
   
   - Identify at least 3 strategies for identifying challenges
     - □ Demonstrated  □ Partially Demonstrated  □ Absent
   
   - Teach at least 1 strategy for addressing challenges
     - □ Demonstrated  □ Partially Demonstrated  □ Absent

C. The ability to teach strategies that identify and resolve conflicts w/families, providers, etc.
   
   In the Coaching Relationship the Coach can:
   
   - Identify at least 3 strategies for resolving conflict
     - □ Demonstrated  □ Partially Demonstrated  □ Absent
   
   - Teach at least 1 strategy for resolving conflict
     - □ Demonstrated  □ Partially Demonstrated  □ Absent
4. What To Look For and How To Enhance Skills [Approximate Time – 3 ½ hrs]

**Competencies:** The participant will have:

A. The ability to assess strengths, culture, natural supports, needs within the life domains
B. The ability to teach crisis and implementation plan writing
C. The ability to utilize teachable moments during family meetings

**Handout Material** – *Tools for Conducting Assessments; Tools for writing crisis and support plans*

**Evaluation Measure for What to Look For and How to Enhance Skills**

A. The ability to identify strengths, cultural, needs and life domains) in the assessments
   - In the coaching relationship the coach can:
     - Discuss methods of assessing crisis and the life domains
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Discuss the difference between a need and a service
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Identify at least 3 strategies for exploring family culture
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Identify at least 3 strategies for exploring family needs
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent

B. The ability to teach crisis and implementation plan writing
   - In the coaching relationship the coach can:
     - Discuss methods of assessment in the life domains
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Teach at least 1 strategy for developing a crisis plan
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Teach at least 1 strategy for developing a implementation plan
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent

C. The ability to utilize teachable moments during family meetings
   - In the coaching relationship the coach can:
     - Discuss the Metaconversation (talking about how people are talking to each other)
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Describe a teachable moment
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
     - Identify at least 3 strategies for introducing a teachable moment during a family meeting
       - [ ] Demonstrated  [ ] Partially Demonstrated  [ ] Absent
5. **Measure of Outcomes** [Approximate Time – 1 hrs]

**Competencies: The participant will have:**

- **A**  An understanding of building into each team and family contact a measure of adherence to the principles of wraparound
- **B**  The ability to support the utilize feedback to enhance the facilitator’s practice
- **C**  The ability to utilize feedback to enhance the coaching practice

**Handout Material – Tools for eliciting feedback from the family, tools to measure adherence to the principles**

**Evaluation Measure for Measure Outcomes**

**A.**  An understanding of building into each team and family contact a measure of adherence to the principles of wraparound

The Coach can:
- Discuss the importance of eliciting the family’s satisfaction with the wraparound process
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent
- Discuss the importance of continuous quality improvement
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent
- Discuss the importance of fidelity to the wraparound model for positive outcomes
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent

**B.**  The ability to support the utilize feedback to enhance the facilitator’s practice

In the coaching relationship the coach can:
- Identify at least 2 tools to measure family satisfaction
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent
- Identify at least 1 tool to measure adherence to the principles
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent

**C.**  The ability to utilize feedback to enhance the coaching practice

In the coaching relationship the coach can:
- Identify strategies for analyzing data from surveys and fidelity measures
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent
- Identify strategies for disseminating data from surveys and fidelity measures
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent
- Identify strategies to incorporating what is learned from surveys and fidelity measures into practice
  - ☐ Demonstrated  ☐ Partially Demonstrated  ☐ Absent