The Wraparound and System of Care Supervisor: Themes and Skills

Supervisory Skill - Family Partnership

One of the primary values of wraparound and the system of care is partnering with families at every level. This theme for supervision relates to how we engage families in the supervision process and how we support families to be involved in system level activities.

1. The supervisor contacts families to ensure their needs are being met.
2. The supervisor consults with teams on difficult challenges.
3. The supervisor effectively involves families in agency assessment, planning and evaluation.
4. The supervisor involves families in collaborative system activities.
5. The supervisor supports ongoing development of family support groups and family organizations.
6. The supervisor partners with families in setting fidelity and performance indicators and evaluating outcomes.
7. The supervisor supports family involvement in staff and program evaluation.

Supervisory Skill - Quality Manager

This theme relates to the use of data and information to continually improve the fidelity and outcomes of wraparound. The concept of the professional development plan is included in the next section.

8. The supervisor clearly communicates expectations for wraparound process implementation to all staff.
9. The supervisor ensures that facilitators collect data for implementation and fidelity assessment.
10. The supervisor analyzes process data and formulates follow-up questions.
11. The supervisor identifies trends and or issues in the process and outcome data.
12. The supervisor reviews wraparound documentation on a regular basis and completes the appropriate practitioner tool(s).
13. Following each session of documentation review, the supervisor provides strength-based feedback for staff.
14. The supervisor implements wraparound practice implementation assessment and fidelity tools.
15. The supervisor observes facilitators work and completes appropriate practitioner tool(s).
16. Following each observation session, the supervisor provides strength-based feedback for staff.
17. The supervisor documents feedback and outcomes of feedback sessions.
18. The supervisor partners with system partners and families in setting fidelity and performance indicators and evaluating outcomes.
Supervisory Skill - Professional Development

This theme relates to the proactive planning and implementation process of working with facilitators to get them to fidelity and to support continual professional development.

19. The supervisor, utilizing the fidelity and implementation assessments, identifies priority needs for skill development for facilitators.
20. The supervisor, in partnership with the facilitator, sets goal for practice improvement.
21. The supervisor, in partnership with the facilitator, develops individual performance improvement plans (IPIPs) with detailed action plans for two to three areas of needed improvement.
22. Supervisor evaluates staff performance, identifies performance strengths and needs for improvement.
23. The initial IPIPs focus on ensuring facilitators demonstrate minimum wraparound process competencies.
24. Post certification IPIPs focus on continual practice improvement.
25. The supervisor monitors staff progress toward goals on their IPIPs.
26. The supervisor proactively assesses employee skills and works to develop priorities for skill improvements for individual employees.
27. The supervisor, in partnership with the facilitator, revises the IPIP as needed to ensure steady progress.
28. The supervisor uses the information from the individual assessments to develop group priorities for skill improvements for all supervised employees.
29. The supervisor identifies and works to retain and advance good employees to positions of broader responsibility.
30. The supervisor conducts training to build base facilitator skills as well as targeted trainings to address areas of practice need shared across staff.

Supervisory Skill - Recruitment

This theme relates to recruiting and selecting new staff.

31. The supervisor recruits students to enter human services.
32. The supervisor networks with local colleges to build for potential student recruitment.
33. The supervisor defines desirable qualities of wraparound facilitators for staff selection.
34. The supervisor uses role plays and situations to determine if wraparound facilitators have desirable qualities.
35. The supervisor informs potential applicants of the responsibilities of wraparound to determine if the job is a good match.
Supervisory Skill - Two Way Manager

*Wraparound is about continual change in communities and the agencies that provide wraparound and other services and supports to children and families. The supervisor is a catalyst to support this change and this theme describes their responsibilities to support system change within their own agency.*

36. The supervisor understands agency priorities and social mandates and communicates these to staff.
37. The supervisor provides information and data to executive leadership to guide program improvement and sustainability.
38. The supervisor effectively advocates for resources and processes that support employees.
39. The supervisor effectively advocates within the agency for needed supports and resources for children and families.
40. The supervisor effectively interacts with managers and facilitates management support of employees.
41. The supervisor effectively interacts with employees and facilitates employee support of agency mandates and priorities.
42. The supervisor understands agency culture and supports ongoing improvements in the agency.

Supervisory Skill - Strengths-Based

*This theme describes the role of the supervisor to be strengths-based and support facilitator job satisfaction and retention.*

43. The supervisor identifies and acknowledges the strengths of each facilitator.
44. The supervisor celebrates successes in each individual and group supervision session.
45. The supervisor develops celebrations for special accomplishments.
46. The supervisor reviews and discusses the completed practitioner tools with the facilitator and details the facilitator’s strengths.
47. The supervisor models wraparound values.
48. The supervisor encourages and supports staff to improve fidelity and child and family outcomes.
49. The supervisor sets goals for staff and monitors progress.
50. The supervisor gives frequent feedback on quality of work.
51. The supervisor identifies and builds on the strengths of employees and tailors assignments to strengths and culture of staff.
52. The supervisor creates environment in which staff differences in racial, ethnic, and family culture are appreciated, discussed and valued.
Supervisory Skill - Supervisory Practice

This theme defines the supervisors role to support staff through individual, group and live supervision

53. The supervisor fosters a culture for individual supervision that supports self disclosure and risk taking and reflects a commitment to continuous practice improvement.

54. The supervisor fosters a culture for group supervision that supports self disclosure and risk taking and reflects a commitment to continuous practice improvement.

55. The supervisor provides reflective supervision during individual sessions with each employee each week.

56. The supervisor develops a schedule of individual supervision that proactively reviews progress for each child and family at least quarterly.

57. The supervisor is available to provide quick response to crisis needs of facilitators.

58. The supervisor demonstrates that group supervision is a parallel process to wraparound practice and models facilitation skills during family presentation (e.g., brainstorming potential solutions).

59. The supervisor uses role playing techniques during family presentations during group supervision to support strengthening practice skills.

60. The supervisor facilitates group supervision for all facilitators at least every other week.

61. The supervisor develops and implements a family presentation protocol that strengthens applied wraparound practice.

62. The supervisor ensures a facilitator is prepared to present a family presentation at each group session.

63. The supervisor provides examples and strategies of how to move forward with the wraparound process.

64. The supervisor identifies the need for live supervision to support wraparound fidelity.

65. The supervisor, prior to live supervision, identifies with the facilitator the goals of the supervision session.

66. The supervisor observes wraparound process on a regular basis.

67. Following each live supervision session, the supervisor identifies and recounts strengths of the facilitator’s performance.

68. The supervisor identifies one or two areas of practice improvement and debriefs these with the facilitator following each live supervision session.

69. The supervisor relates feedback of live supervision sessions to wraparound fidelity.
**Supervisory Skill - Cross System Partner**

*Wraparound is a collaborative/integrated process that requires partnership and support from the other child serving agencies and natural supports within a community. One of the primary jobs of the supervisor is to build and sustain this partnership.*

70. The supervisor develops and nurtures partnerships with other child serving systems supervisors.
71. The supervisor develops and nurtures partnerships with leaders of natural supports in community.
72. The supervisor works to develop and maintain smooth transitions with other system partners.
73. The supervisor develops and nurtures effective communication among system partners.
74. The supervisor recognizes the needs of other agencies and shares resources to meet family needs.
75. The supervisor identifies joint efforts across agencies and organizations to better meet the needs of children and families.
76. The supervisor identifies joint agreements that are missing and works with the agency to see that they are made.
77. The supervisor works with system partners to develop cross system training priorities.
78. The supervisor work with fellow supervisors to eliminate duplicate or conflicting plans for a family.
79. The supervisor provides cross training to improve skills for partner staff.