The Ten Principles of Wraparound as Applied To the Process of Supervision (& Coaching?)
Aggregated Feedback from the Work Group

Janet McIntyre - General question I have... are we talking about supervising and coaching wrap facilitators only or are we talking about supervising and coaching providers of other services and supports in the wraparound process?

Claudette Fette - Supervision according to wraparound principles supports the development of authentic practice within the systems of care paradigm.

This is an interesting exercise, and drew out for me both the similarities/parallels and the differences between the processes of wraparound and supervision. There are ways that the two processes can be made philosophically consistent in an obvious manner. For example, in being outcome oriented, strengths based and individualized. In other ways, the philosophical consistency is not quite so obvious. I don’t think there is a direct parallel between the role of the family in wraparound and the role of the supervisee in supervision. Some of the aspects are parallel —e.g., that the supervisee has unique information about his/her own strengths and needs and what is likely to work to help meet needs; and also that the supervisee has less power in the relationship. The key differences have to do with the fact that the process is not “supervisee driven” in the way that wraparound is family driven. The process can be collaborative, but since the supervisor is seen as having a greater overall level of expertise (Janet McIntyre - or longevity?) than the supervisee, and that there is a lot less flexibility about the desired outcomes (i.e., the supervisor has more “say” about outcomes than the supervisee).

Christine Tiefenbrunn - While I think this is true for many supervisors’ style of management, there are many ways to lead. I think that some of the less obvious principles could possibly be liberally applied depending upon one’s managerial style. I have had the fortune of having a supervisor whose primary approach was to challenge us on to how to solve the problems we came to him with. He almost always asked us, “What do you want to do?” and then he supported it as long as we took the time to think it out. Supervision was less about telling us what to do and was more of a teaching how to identify issues, problem solve, implement and then evaluate. It was the process of coaching us to self-sufficiency much like we do with families.

Janet McIntyre - To me the supervisor is/should be a true servant leader (i.e. “do those led/served become healthier, wiser, freer, more autonomous and more likely themselves to become servants?”) We teach a lot about the supervisor’s role as coach, mentor, teacher and guide.

Taken as a group, the principles seem to me to imply that each supervisor and supervisees need to work together to devise an individualized “practice improvement plan” (PI plan) for the supervisee. Various characteristics of the plan and planning process are addressed under the principles below.

To ensure the quality of supervision itself, I think there needs to be feedback to the supervisor in the form of a supervisory adherence measure (SAM) that assesses the extent to which the supervisory process is incorporating the principles in the ways that are desired. Observation of the supervisor “in action” with supervisees would also seem to be important.

Christine Tiefenbrunn - I think that coaching should occur with everyone at every level of an organization (direct care, supervisors, middle management, administrators, support staff, etc.). There are many good resources in the organizational development field (within the business world) that I think we could integrate into our social service approach to supervising and coaching. Some good resources that really compliment the Wraparound approach being used in supervision/coaching is First, Break All The Rules and the follow up of Now, Discover Your Strengths (backed with extensive research from the Gallup Organization).
**Janet McIntyre** - Also the supervisee should evaluate the supervisor.

1. **Family voice and choice.** Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. Planning is grounded in family members’ perspectives, and the team strives to provide options and choices such that the plan reflects family values and preferences.

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**What does it look like?** To me, when translated to supervision, it seems like this principle says that the process of supervision is a partnering between the supervisor and the supervisee—that the process of evaluating the supervisee’s work is open and transparent, and that the perspectives of the supervisee (i.e. about what is going well and what is not, and about why this is the case and what would be good strategies to improve practice) are given intentionally elicited and given weight in devising the “practice improvement plan” and evaluating progress toward goals on the plan.

How is it measured/evaluated? Part of the protocol for devising practice improvement (PI) plans could include self-assessment by the supervisee as well as a “strengths and needs” assessment done in collaboration with the supervisor—one could look for evidence that this information is incorporated in the PI plan. Additionally, a supervisory adherence measure could check in on supervisee’s perceptions that this happens in supervision in an ongoing way.

**Christine Tiefenbrunn** - I agree with all of the above. I have found that completing strengths, needs and culture discovery with staff that I supervise is very helpful in individualizing the supervision experience with each person. While some of the core responsibilities of a supervisor may remain the same, some of the processes and approaches that I may take with each individual are different. I learn from doing a discovery:

1. The natural talents and skills that one brings to the job already
2. To determine if the job they are in is the right fit for them (when it’s not, it usually leads to that person struggling)
3. Needs and concerns they may have for/about the job

**Supervisor directly observes supervisee putting this principle into practice in each of the four phases.**

**Supervision** incorporates feedback from families and data about voice and choice from measures like the WFI or other.

**Christine Tiefenbrunn** - I agree with the above. Supervisor can also use client satisfaction surveys and verbal feedback from any parent and or youth. Focus groups conducted with caregivers and youth can also provide rich qualitative information (this may apply more to general overall feedback regarding coordinators from a particular program or unit).

**QA or QI process** should have some sort of supervisory and or peer review process that should include verifying each of these elements are evident in each case. An action plan is developed between the supervisor and facilitator to improve areas that are lacking and celebrating what is done well. Setting up a quality client database that allows you to accurately track many of these principles and action steps is key to helping in identifying strengths and areas to improve upon as well as action planning. All of these processes and information can and should be used in supervision. This should include all 10 principles.

**Torrey Harrison** - Also, think this is covered.

**Claudette Fette** –

1) Supervisor assures that the supervisee is oriented to the principle of family voice and choice and has opportunity to see it in
4. The amount of supervision needed/desired
5. The degree of support needed/desired
6. The amount and type of coaching one needs
7. What motivates that person – this is different for everyone
8. What type of reinforcements mean something to the individual – different for everyone

In *First Break All The Rules*, the Gallup Organization did extensive research to measure the strength of a workplace. They found that it comes down to 12 questions. One of which is, “do my opinions seem to count?”. This is an opportunity for supervisors to let their facilitators’ opinions contribute to the discussion.

**Torrey Harrison** - I think you have covered this here, can’t think of anything to added.

**Claudette Fette** -

4) Supervisor assists supervisee in recognizing personal barriers to specific characteristics of children or families and assists in resolution.

5) Supervisor recognizes supervisee differences and works with the supervisee to identify personal strengths related to those differences and where possible, to assist in building opportunities to use those in the context of role, modeling the process of respect for family differences and reframing.

2) Supervisor directly observes supervisee putting this principle into practice in each of the four phases.

- **Phase 1** Seeks and respects family perspective as valid
- **Phase 2** Facilitates family identification of strengths, needs and perspectives; assures that family drives plan development
- **Phase 3** Demonstrates respect for family and flexibility in accommodating family, maintains unconditional commitment to family and child
- **Phase 4** Respects family and child choices in sustaining success, continues unconditional commitment

3) Supervision incorporates feedback from families and data about voice and choice from measures like the WFI or other.

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2. **Team based.** The wraparound team consists of individuals agreed upon by the family and committed to the family through informal, formal, and community support and service relationships.

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<td><strong>Christine Tiefenbrunn</strong> - Supervisor is less directive and instead the relationship is more that of a supportive teacher that works with their staff to teach and encourage them to become dependent in identifying, implementing and evaluating solutions. This overlaps with supports and collaboration. The thought being the supervisor is</td>
<td>As above</td>
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<tr>
<td><strong>Christine Tiefenbrunn</strong> - See #1.</td>
<td><strong>Torrey Harrison</strong> - Individuals within the organization and the collaborative board are the</td>
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coaching the facilitator to become as good as or better than him/herself. Gallup identified that 1) having someone at work who cares about you as a person and 2) having someone at work that encourages your development are two of the 12 core elements needed to attract, focus and keep the most talented employees.

**Torrey Harrison** - While you are discussing the supervisor/coach and supervisee/facilitator role, wouldn’t this relationship be in the context of a greater wraparound team, i.e. the program or organization making a commitment to wraparound principles and practice. This team would include the other facilitators, the other supervisors/coaches, and the collaborative board. This team is committed to the families they serve. Although the supervisees do not directly “agree upon” this team, they agree to be part of this team as part of accepting the facilitation role.

The supervisory relationship needs to expand beyond the one on one supervisor/supervisee relationship, the larger team context needs to consider. A mechanism that is multi-dimensional bringing together supervisors of facilitators, facilitators, collaborative board members in dynamic process of support, problem solving and evaluation on as needed basis.

**Rob Abrams** - For principle 2 - team based: To the extent there are more than one staff involved in the wrap process in the supervisors group, there can be group supervision about how each supervisee approaches their work. The goal would not be to expose someone’s weaknesses, but rather to keep the focus on how all can improve their practice and excel at their "craft". In this environment, people can more openly review their work with a critical eye towards improvement.

**Janet McIntyre** - I think the use of group supervision might fit this principle, Also does the supervisor encourage supervisees to help, guide and consult one another?

**Claudette Fette** –

1. Supervisor assures that supervisee understands the basic behaviors and expectations of teamwork within the wraparound process

2) Supervisor assures that role of family partner is well understood and respected across team.

3) Supervisor assures that staff understands working of other agencies through cross training or other experiences to facilitate interagency collaboration.

4) Supervisor directly observes supervisee putting this principle into practice within the context of the family team, interagency and community contacts.

5) Supervision incorporates feedback from family team, community and interagency participants.

**Claudette Fette** –

1. Using wraparound principles and process in group supervision for supervisors or supervisee

Facilitators and/or supervisors bring issues to the collaborative board

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**Claudette Fette** –

1) Supervisor facilitates treatment team cohesiveness and opportunities to practice
interdependent behaviors within his staff by developing opportunities for shared work

2) Supervisor models strengths based and collaborative practice in office policies and procedures.

3) Structure of PI plans specifically address building capabilities for working well with others.

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<td>Maybe this would apply in some way to group supervision?</td>
<td>Christine Tiefenbrunn - If an agency tracks the make-up of each team, use this data to identify which teams are lower in the number of natural supports or lack them altogether (50%/50% or 60%/40% natural vs. formal supports). Together brainstorm ways to increase the number of natural and informal supports on the teams that are lacking them. Develop an action plan to carry this out and for accountability. See #1.</td>
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<td>Christine Tiefenbrunn - I think this naturally develops between co-workers most of the time. People tend to develop friends at work that become their support network on the job. Supervisors can use this during group supervision and in a less formal manner by encouraging staff to mentor one another and to share their talents and resources with each other so they can complement one another in areas where the other may not be as strong. For example, one co-worker may be strong in identifying and recruiting natural supports for a family team. This co-worker could share with and mentor another co-worker who is not as strong in this area. Having a friend at work (support) is another one of the 12 questions that the Gallup deemed as the core elements needed.</td>
<td>Torrey Harrison - The PI includes the use of these “natural supports” and becomes a part of supervision. For example: A facilitator is having difficulty staying on top of the documentation requirements. The supervisor may ask the facilitator to identify someone in the organization who s/he recognizes as efficient with documentation. The supervisor arranges for the two to work together.</td>
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<td>Torrey Harrison - Assuming there is group supervision, the facilitators would use one another for problem solving, resource development and support in addition to direct supervision/coaching. This might also include the supervisors/facilitators using the Community Collaborative Board for resources and barrier busting. The supervisor would view the entire organization as a source of natural supports for their needs as well as the facilitators. The expectations are the larger organization has the capacity to support</td>
<td>Claudette Fette – 1) Supervisor assures that the supervisee is oriented to the practice of using natural supports as part of the team. 2) Supervisor directly observes supervisee</td>
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Supervisors to think beyond their needing to provide all the answers within the supervisory relationship and enables them to draw on the organizations' resources.

**Rob Abrams - #3 - Natural supports:** Various levels of supervisees can be brought into the supervision process - such as therapists, family partners, facilitators, caseworkers, resource specialists, transportation providers, etc.

**Janet McIntyre -** I was thinking this could apply to not always seeking formal “training” for supervisees, but utilizing internal and non-traditional supports for them (e.g. we facilitate something called NEWS (networks for enhancing wraparound supports) groups in different regions in Indiana – they are like support groups for facilitators.

**Claudette Fette -**
1) Supervisor identifies use of natural supports as a priority and models consideration of nontraditional supports in interaction with staff in a variety of contexts.

2) Supervisor uses nontraditional supports in the context of the supervisor/supervisee relationship, modeling use of a variety of ancillary supports.

4. **Collaboration.** Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan. The plan reflects a blending of team members’ perspectives, mandates, and resources. The plan guides and coordinates each team member’s work towards meeting the team’s goals.

Principle is applied to/within the process of supervision

**Principle—as a part of practice—is a focus of supervision**

Again, I think this applies to the supervisory process as partnering, and as a transparent process with a PI plan that reflects both parties’ perspectives on how practice is to be improved and how well improvement is going.

**Christine Tiefenbrunn -** Supervisor can brainstorm ideas and role play in supervision with the facilitator to practice ways to encourage and promote a collaborative atmosphere among team members. This includes ways to hold team members accountable for their piece of the plan implementation. Supervisor can also coach the facilitator on how to develop internal practices that help him/her model accountable behavior to the rest of the team.

**Christine Tiefenbrunn -** See team and natural supports. These 3 principles can be used within a unit or agency to solve programmatic problems, support one another on and off the job.
(i.e.: job coverage), celebrate the successes with families, etc.

**Torrey Harrison** - This would be evaluated by a review of the PI plan.

This seems self-explanatory, all of the above can not occur without collaboration.

**Rob Abrams** - #4 - Collaboration: Other systems become part of the supervision process... group supervision with supervisors and supervisees around issues of working in a wraparound process.

**Janet McIntyre** - Use a team approach that allows supervisees to shadow peers. Also have joint collaborative team –based oversight of service providers.

**Claudette Fette** -
1) Supervisor facilitates opportunities to practice interdependent behaviors within his staff by developing opportunities for shared work and collaboration.
2) Supervisor shares responsibility with staff and practices collaborative decision making with supervisee in the context of supervision process.
3) Supervisor values and dedicates staff to joint tasks and collaborative efforts across agencies and within community.

See #1.

**Torrey Harrison** - The supervisor/coach observes team meeting to evaluate the facilitator’s ability to foster collaboration with team members.

All of the above would require open, transparent, collaborative conversations.

**Claudette Fette** -
1) Supervisor teaches and models working cooperatively with treatment team and assures that supervisee is proficient in collaborative behaviors with team.
2) Supervisor directly observes supervisee working cooperatively and sharing decision making with family team in wraparound process.
3) Supervision incorporates feedback from family team, community and interagency participants.

5. **Community-based.** The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible; and that safely promote child and family integration into home and community life.

**Christine Tiefenbrunn** - Not sure where I am going with this thought... but for those supervisor’s who take a little more personal approach, being able to know about the facilitator’s community and its resources to aid them when personal issues or concerns are brought up in supervision.

**Torrey Harrison** - See team work

**Claudette Fette** -
**Torrey Harrison** - Wraparound as a practice ought to take place within a agency/program that is inclusive, responsible and accessible to promote the return of children to their homes and community. Supervision/coaching would be in the context of this greater community. How does the coach foster these principles both of wraparound and the mission of the agency or program?

See team work, I think the same applies here

**Claudette Fette** -
1) Supervisor assesses supervisee’s level of understanding of the relationship between environmental supports and performance and probes for preconceptions that may limit the supervisees willingness to consider alternate supports.
2) Supervisor cultivates “out of the box” thinking across staff through valuing creative solutions and promoting sharing of alternate ideas in regular office brainstorming.
3) Supervisor supports an office culture of unconditional commitment, recognition of risk taking and interpersonal support.

**6. Culturally competent.** The wraparound process demonstrates respect for and builds on the values, preferences, beliefs, culture, and identity of the child/youth and family, and their community.

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<td>Culture is obviously important in how people understand practice change and what supports or hinders it. The process should be sensitive to differences in attitudes toward expertise and learning (some cultures are more oriented toward transmission of expert knowledge while others favor more of a mentoring approach), best ways to offer critique, etc. <strong>Claudette Fette</strong> - It should model the ability to shift supervision styles to respond to the supervisee. <strong>Christine Tiefenbrunn</strong> - See #1.</td>
<td><strong>Torrey Harrison</strong> - Reviewing the SNCD and family plan should reveal how well the facilitator understands the culture of the family. Direct observation of wrap meetings will demonstrate how well the facilitator leads the team to culturally competent plans. In the supervisory relationship the supervisor elicits information from the facilitator information about his/her culture and will be convey to the facilitators the nature of the organization and community collaborative board</td>
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| Christine Tiefenbrunn - I think this comes back to using the discovery to its fullest advantage. This will tell you what the facilitator’s work ethics and values are, how they learn, what | }
they believe, etc. This can be invaluable information when individualizing the approach one uses to coach individuals.

**Torrey Harrison** - In addition to a strengths and needs assessment identified as part of the PI plan, perhaps culture is identified as well. The cultural discovery might include (besides how the facilitator understands expertise and learning) information about learning styles, interaction styles, use of humor etc.

Culture in the supervisory relationship needs to consider the macro and micro level. Macro, organization, community, etc. micro fascinator learning styles, communication style, family culture etc.

**Janet McIntyre** - Understanding the culture of individual supervisees as well as the culture of the organization, understand there are many elements of culture.

**Claudette Fette** –
1) Supervisor teaches respect of individual family cultures and models valuing family driven practice and diversity.
2) Supervisor directly observes supervisee interacting with families and other team members to assure competent practice, looking to see if the supervisee’s engagement style shifts in response to meet the needs of individual team members.
3) Supervision incorporates feedback from family team, community and interagency participants.

7. **Individualized**. To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.

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<td><strong>Claudette Fette</strong> – 1) Supervisor assesses level of knowledge and skill in wraparound constructs and practices and works with supervisee to identify specific needs. PI plan is customized with strategies and goals that are created collaboratively with the supervisee.</td>
<td><strong>Christine Tiefenbrunn</strong> - See #1. <strong>Claudette Fette</strong> - 1) Supervisor teaches development of individualized plans. 2) Supervisor directly observes supervisee to assure competency in recognition of unique assets and needs for processes of engagement and collaboration with child, family and other team members in development of individualized plan.</td>
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<td><strong>Christine Tiefenbrunn</strong> - Agree – no two facilitators PI plan looks the same. It includes creative strategies to achieve the individual’s goals using their strengths and supports to build upon. See # 1, 2 and 4.</td>
<td>3) Supervision incorporates feedback from family team, community and interagency participants.</td>
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<td><strong>Torrey Harrison</strong> - Might the PI also be customized with supports outside of the supervisor, e.g. a more experienced facilitator?</td>
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### This is self-explanatory also, cultural competency is grounded in individualized planning

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#### 8. Strengths based.
The wraparound process and the wraparound plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.

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<td>Strengths are identified in the PI planning process and are incorporated into the PI plan in an obvious way.</td>
<td><strong>Christine Tiefenbrunn</strong> - See #1.</td>
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<tr>
<td><strong>Christine Tiefenbrunn</strong> - Strengths from the discovery are used to help the facilitator work on areas that he/she needs to improve on in working with families and teams. Strengths and likes are also matched to needs that arise within their internal team, program, agency or within the community. For example, having the facilitator who has strong skills in engaging others sit on an inter-agency committee where agency relationships aren’t always cooperative.</td>
<td><strong>Torrey Harrison</strong> - In the supervisory relationship the supervisor utilizes a range of resources to support the facilitator with identifying her/his strengths. This could model ways the facilitator would identify the child and family strengths.</td>
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<td><strong>Janet McIntyre</strong> - Strengths are identified in the PI planning process and are incorporated into the PI plan in an obvious way. – based on the strengths, needs, goals of the employee.</td>
<td><strong>Claudette Fette</strong> – 1) Supervisor assures that the supervisee is oriented to the principles of strength based practice and facilitation of resiliency.</td>
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<td><strong>Claudette Fette</strong> - 1) Supervisor works with the supervisee to identify personal strengths. 2) Where possible, supervisor assists in building opportunities for supervisee to their strengths in the context of their role. 3) Process of evaluating the supervisees work considers strengths and seeks to reframe areas of challenge in terms of strengths. Strengths are identified in the PI planning process and are incorporated into the PI plan. 4) Supervisor deliberately uses supervisory role to model shifting from deficit to asset thinking.</td>
<td>2) Supervisor directly observes supervisee identifying strengths and advocating for reframing challenging behaviors or circumstance to support development of shift to strengths based practices. 3) Supervision incorporates feedback from family team, community and interagency participants.</td>
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9. **Unconditional.** A wraparound team does not give up on, blame, or reject children, youth, and their families. When faced with challenges or setbacks, the team continues working towards meeting the needs of the youth and family and towards achieving the goals in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer necessary.

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<td>Maybe “persistent” works better here, in that supervisor and supervisee work hard together to improve practice or to determine that the supervisee is not ultimately a good fit for wraparound.</td>
<td><strong>Christine Tiefenbrunn</strong> - See #1.</td>
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<td><strong>Christine Tiefenbrunn</strong> - I agree and would add that it takes certain talents and skills to be a successful facilitator. I think it is common practice that most agencies don’t take the time to observe their strongest facilitators and then truly identify what talents and skills they have. These commonalities can help in hiring staff who are a better fit.</td>
<td><strong>Torrey Harrison</strong> - In the supervisory relationship there would be a mechanism for ongoing assessment of the effectiveness of the relationship; this could also serve a role modeling for how the facilitator would assess his/her relationship with the child and family.</td>
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<td>If they aren’t a good fit, hopefully the supervisor has learned enough to help the facilitator explore other options that may be a better fit.</td>
<td><strong>Claudette Fette</strong> –</td>
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<td><strong>Torrey Harrison</strong> - I agree persistent may fit better here. Effort is made in the supervisory relationship for both the supervisor and supervisee to reach their highest potential.</td>
<td>1) Supervisor assures that the supervisee is oriented to the principle of unconditional commitment.</td>
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<td><strong>Janet McIntyre</strong> - Good.</td>
<td>2) Supervisor directly observes supervisee commitment to the youth and family success.</td>
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<td><strong>Claudette Fette</strong> –</td>
<td>3) Supervision incorporates feedback from family team, community and interagency participants.</td>
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<tr>
<td>1) Process of evaluating the supervisee’s work seeks to reframe areas of challenge in terms of strengths and is relentless in the pursuit of solutions.</td>
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10. Outcome based. The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.

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<td>The goals and practice improvement strategies on the PI plan are tied to observable or measurable indicators of success, progress—and the adequacy of the strategies—are assessed in terms of these indicators.</td>
<td><strong>Christine Tiefenbrunn</strong> - See #1. <strong>Torrey Harrison</strong> - I think persistence and outcome based are connected in practice ... persistence is constantly looking to see what is working, what can be enhanced, identifying barriers, solving problems etc. Outcomes provides the data for persistence.</td>
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| **Christine Tiefenbrunn** - Agree. It is important to constantly refer to the PI and use as a barometer for any sort of movement in the individual's outcomes. This information is then used to gauge whether the plan should be modified or remain the same. | **Claudette Fette** - 
1) Supervisor assures that the supervisee is oriented to the principle of outcome-based practices, and agency's evaluation procedures. 
2) Supervisor directly observes supervisee's reliance on measurable indicators of progress and adjustment of methods accordingly. |
| **Janet McIntyre** - Good. | |

**Chip Wilder** - I had sent along what I have on supervision and reviewed what others had sent. When I started to think about the Ten Principles, I found that I was having trouble working on supervision's relationship to the ten principles without first understanding some larger conceptual and procedural issues. So here are my thoughts:

**Workforce Development Work Group on Supervision:**

Is the task to create standards?

Thinking about responding to the task of the work group, I found that I needed more clarity about its focus. Specifically, is the goal to define standards of practice, to define supervisory skill sets or create a model of supervision? The materials that have been shared seem to represent a mixture of these elements. I was thinking of the task as one of creating standards of practice, a level of quality that will be accepted as the norm by which actual practice will be judged. This would be different than describing skill sets which would involve defining the skills necessary to practice at the level defined by the standards. And it would also be a different task than constructing a model that would describe a conceptual structure for the practice of supervision, grounded in knowledge base, and used to understand and guide the implementation of practice and programs.

Some examples of standards (borrowing from VroonVandenberg LLP ) and possible related skill sets:

1. Standard: Supervisor contacts families to ensure that their needs are being met
   **Skill Sets:** Ability to engage parent in non blaming, respectful discussions
   Knowledge of what a need is and how to help parents define their needs
Ability to analysis team functioning to determine process to make changes
Skill at constructively engaging the team facilitator in a process of change

2. Standard: Supervisor reviews wraparound documentation on regular basis and provides strength based feedback to each facilitator.

Skill Sets: Ability to identify common themes and issue in documentation that could negatively impact goal achievement. Ability to construct and delivery strength based feedback to supervisee.

Supervision standards are broad.

Supervision involves a span of involvement and responsibility much broader than child and family team facilitation. Standards, in addition to direct support of child and family team functioning, need to address other supervisory activity including:

1. Performance management
2. Performance evaluation
3. Professional growth
4. Recruitment/placement
5. Contract adherence
6. Agency communication
7. Agency integrative functioning, more than communication
8. Middle management, inter agency relationships
9. Systems change activity

Supervision of wraparound within systems of care.

The complexity and breadth of the functions of supervisors, in my thinking, compels the definition of standards to be describe as “Supervisory standards within systems of care.” For example, while the material produced by Vroon Vandenberg LLP reported on activities as “themes and skills” rather than standards, they described these activities as “Wraparound and Systems of Care.” The standards for supervision should, it seems to me, address activity of supervisors on the multiple levels and within the complex interrelationships which characterize systems of care. In this light I see the standards as describing the quality and levels of activities of supervisors that support the principles and phases in the delivery of effective wraparound by the team facilitator and the team, delivered by an organization, situated in a community, within a system of care.

Following this thinking, if the task of the work group is to define standards, we, for starters, should have a uniform and valid way of creating standards and an agreement about the areas of functioning of supervisors of wraparound in systems or care in which standards need to be defined. I see related skills as being defined after the set of standards are identified and agreed upon. A model might help to guide thinking about what areas of activity need standards.