

WISCONSIN'S CHILDREN'S SYSTEM OF CARE

CARE COORDINATOR AND SUPERVISOR COMPETENCIES



WISCONSIN DEPARTMENT
of **HEALTH SERVICES**

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Stakeholders in Wisconsin's Children's System of Care have unique perspectives based on their role or scope of practice. On August 21, 2020, the Wisconsin Department of Health Services hosted a virtual conference: "Moving Forward, Wisconsin Wraparound." A goal of the conference was to advance wraparound practice by collecting stakeholder perspectives on strengths, needs, barriers, and quality indicators and then involving them in the development of creative ideas or action steps to utilize, build on, and implement at the local level.

At the point of registration, registrants selected the stakeholder group that best described their role in wraparound: direct practice, management/supervision, or administration/policy. Registrants also responded to a series of open-ended questions related to wraparound quality indicators, barriers, goals, and needs. Responses from nearly 300 people were categorized and sorted by themes and by stakeholder group.

During the conference, breakout sessions were held for each stakeholder group. During each session, teams of six-to-eight peers were given a theme from the results of the pre-conference survey. The teams each created a vision related to their theme, identified strengths that could contribute toward achieving the vision, and brainstormed a range of creative ideas (or action steps) that they and their peers could implement or customize for their community.

A compilation of the "Wraparound Resilience Activation Plans" developed from each of the stakeholder teams. Inspired by the utility of these practice models, a multidisciplinary work group reviewed and incorporated them into a set of competencies for **care coordinators** and **supervisors**. This guiding document can inform staff on the foundational knowledge and core skills necessary for **care coordinators** and their **supervisors** to provide quality services with our families.

These competencies align with the 10 principles of Wisconsin wraparound. The 10 principles are not mutually exclusive to the competencies. They are naturally nonlinear. In this document, they serve as a cross-reference to help you recognize how foundational knowledge and skills are informed by the guiding principles of Wisconsin wraparound. Competencies pertain equally to supervisors who guide the work of coordinators.

This document may be used to inform position descriptions for new hires, a competency review during onboarding and orientation, and further skill development for existing staff. Drawn from more than 20 years of successful wraparound implementation, these competencies may also be used for service reviews when practices are in need of realignment.

This document has been crafted with a spirit of collaboration. Please share your thoughts and ideas for application or improvement with the Division of Care and Treatment Services and the Children Come First Advisory Committee's System of Care Workgroup.

Wisconsin Children's System of Care Principle	Competency/ Foundational Knowledge	Core Skills of Service Facilitator/Care Coordinator and Supervisor
Family voice and choice	Family and youth/child perspectives are intentionally elicited and prioritized.	<ul style="list-style-type: none"> • Demonstrate the ability to provide options and choices that reflect the family's values and preferences. • Demonstrate family and youth voice are encouraged, understood, and evident. • Demonstrate the ability to get to know the family and develop relationships. • Assure that supports and services are aligned with family's needs/goals. • Listen actively and allow time to understand the family's story and hold the tension of space and silence. • Ensure the family's words are reflected in the goals, strategies, and interventions. • Ask open-ended questions that help elicit underlying needs.
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.	<ul style="list-style-type: none"> • Understand and recognize/experience the characteristics of a quality team. • Demonstrate the discovery process (including story, gathering info, development of team, holding meetings, ensure families have a say in accuracy of all of it). • Develop, implement, monitor, and evaluate a single wraparound plan as a team. • Know the difference between a case manager and a service facilitator/care coordinator. • Ensure decisions are only made in the family team environment. • Understand the importance of the family's involvement in decision-making. • Resolve through the team conflicting advice, guidance, and directives being given to the family from providers, agencies, and systems. • Challenge other team members when ideas, thoughts, and actions don't align with the principle. • Resolve conflict within the team.
Natural supports	The team, respecting family voice and choice, actively seeks out and encourages the full participation of community, natural and peer supports.	<ul style="list-style-type: none"> • Help families identify and develop community, natural supports, and peer supports. • Think broadly about community support, natural support, and peer support and identify more than those closest to the family. • Think creatively on how they can be incorporated into meeting the needs of children and families. • Demonstrate through engagement that families "trust enough" to be able to introduce the potential of natural supports. • Cultivate supports around preferences around the family. • Draw team members from the family's network of interpersonal and community relationships. • Advocate for the inclusion of natural, community, and peer supports at each stage of team process. • Understand and consider the difference between and importance of community supports, natural supports, and peer supports. • Cultivate the healthy aspects of natural supports while resisting stigma.

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Collaboration	The intentional choice to co-create solutions, share resources, and share ownership.	<ul style="list-style-type: none"> • Understand organizational stakeholders and their roles. • Understand and demonstrate the intentionality of collaborative teaming. • Utilize the team process to problem solve and make decisions. • Establish and maintain relationships with community and agency partners that are relevant to meeting the needs of children and families and those that advocate on behalf of children and families. • Orient all team members to the wraparound process and create buy-in. • Hold the team accountable to wraparound principles.
Community-based	Teams implement service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive setting possible.	<ul style="list-style-type: none"> • Understand parent and child attachment and utilize strategies for keeping families together. • Understand the difference between supports and services. • Recognize gaps and potential to take a wide angle perspective of the community. • Advocate resource development needs at all system levels. • Create and implement service and support strategies where the family is most comfortable. • Understand the process of what to do when resources may not be available.
Cultural and linguistic responsiveness	Respect and build on the values, preferences, beliefs, culture, experiences, and identity of a child, youth, family, and their community.	<ul style="list-style-type: none"> • Understand the importance of learning about a family's culture and how it is expressed. • Appreciate culture as a source of resilience. • Demonstrate an understanding of cultural diversity and ability to explain the importance in how it shapes relationships. • Understand the family's language, communication styles, and linguistic differences. • Encourage open and respectful discussions while ensuring families understand the ramifications of sharing certain information that may require team members to act outside of their wraparound role.

Wisconsin Children's System of Care Principle	Competency/ Foundational Knowledge	Core Skills of Service Facilitator/Care Coordinator and Supervisor
Individualized and developmentally informed	All aspects of the wraparound process are customized around family member's priorities, aspirations, and individualized needs.	<ul style="list-style-type: none"> • Understand relationships and how they influence development. • Demonstrate the ability to use the individualized plan as the formal guide/structure to teaming. • Create individualized services based on the family's identified needs. • Understand the strengths and challenges of the family, with the ability to document these strengths and challenges in a plan that includes the family's words. Quotes are used. • Understand the basics of brain development of mental health and substance use, developmental needs of a child and family, trauma impact, stages of change. • Recognize and support the language of change for all team meetings. • Understand and incorporate diverse knowledge that helps families reach their vision and how that knowledge all ties together. • Incorporate growth mindset across the system.
Unconditional	An abiding commitment to the family is not based on circumstantial words or actions but a resolve to better outcome.	<ul style="list-style-type: none"> • Reframe challenges into opportunity. • Stabilize families through safety planning and interventions in the interest of keeping families together. • Facilitate and navigate challenges or setbacks within the team, the team continues working toward meeting the needs of the youth and family. • Achieve the goals in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer necessary. • Articulate what unconditional means to the team. • Reach consensus with the team that there is a commitment to unconditional care. • Remain persistent in the face of setbacks.
Outcome-based	Cultivating meaningful measures of progress.	<ul style="list-style-type: none"> • Discipline in understanding need and not strategizing prior to understanding the underlying need. • Able to develop goals and strategies that are meaningful, observable, and measurable. • Able to track and evaluate whether supports and resources are working to meet needs and guiding the revision of the plan as needed. • Knowledge of resources and relationships that sustain a family's ongoing growth. • Benchmark readiness for step-down or transition. • Understand program and system-level outcome measures. • Guide the team in seeing outcomes from the family's perspective. • Document outcomes that tell the story of the family. • Recognize and reframe language that is stigmatizing/based in blame.

Wisconsin Children's System of Care Principle	Competency/ Foundational Knowledge	Core Skills of Service Facilitator/Care Coordinator and Supervisor (BOLD where exclusive to supervisor)
Strengths-based	Through words and actions, a full understanding of how to apply the wraparound principles.	<ul style="list-style-type: none"> • Demonstrate the ability to coordinate and facilitate the child and family team utilizing the wraparound process and/or principles. • Lead a team through the strengths-based planning assessment and planning process. • Understand conflict and ability to handle and work through it following conflict resolution. • Work across systems with awareness of importance of relationships and networking. • Suspend judgement in words, tones, facial expression, and body language.
	Supervision/ consultation that guides and carries values directly and indirectly using the wraparound process.	<ul style="list-style-type: none"> • Provide supervision and consultation grounded in strengths-based reframing and acknowledgement/consistent growth opportunities. • Help reflect on roles and responsibility within the wraparound process. • Provide reflective supervision and distinguish between clinical supervision, consultation, and staffing.
	Embraces a reflective process of learning about oneself and others.	<ul style="list-style-type: none"> • Reflect on your own bias as a part of the discovery process. Stay curious throughout the entire process. • Embrace and enhance knowledge and understanding through active participation in supervision and clinical consultations. • Resolve statements or actions that are incompatible with the wraparound process. • Reflect on role within the wraparound process and to know what type of guidance is needed and how to access it.