

MiiWrap Facilitator Certification Tracking Sheet



MiiWrap Facilitator: _____ Site: _____
 Coach: _____

Activity	Requirement	Format	Reviewed By		Complete	
Completed Training		Class and Activities				
Wraparound Observations						
			Reviewed By		Date Complete	
Initial Engagement Meeting	1 pass	BH or Observation				
Crisis Stabilization	1 pass	Observation				
Information Gathering	1 pass	Observation				
Developing Focus	1 pass	Observation				
Family Preparation	1 pass	Observation				
First Team Meeting	1 pass	Observation				
Follow-up Team Meeting	1 pass	Observation				
Crisis Plan Meeting	1 pass	Observation				
Wraparound Documentation						
			Reviewed By	Complete	Reviewed By	Complete
SNCD	2 passes	Doc Review				
Wraparound Plan	2 passes	Doc Review				
Behavioral Exploration	2 passes	Doc Review				
Crisis Plan	2 passes	Doc Review				
Progress Notes	2 passes	Doc Review				
Transition Docs	2 passes	Doc Review				

Global Rating Keys

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

Cultivating Change Talk

This scale is intended to measure the extent to which the staff actively encourages the individual's own language in favor of the change goal, and confidence for making that change. To achieve higher ratings on the Cultivating Change Talk scale, the change goal must be obvious in the session and the conversation must be largely focused on change, with the staff actively cultivating change talk when possible. Low scores on this scale occur when the staff is inattentive to the individual's language about change, either by failing to recognize and follow up on it, or by prioritizing other aspects of the interaction (such as history-taking, assessment or non-directive listening). Interactions low in Cultivating Change Talk may still be highly empathic and clinically appropriate.

Verbal Anchors

1. Staff shows no explicit attention to, or preference for the individual's language in favor of change.

Examples:

- Asks only for a history of the problem
- Structures the conversation to focus only on the problems the individual is experiencing
- Shows no interest or concern for individual values, strengths, hopes or past successes
- Provides education as only interaction with the individual
- Supplies reasons for change rather than encouraging them from the individual
- Ignores change talk when it is offered

2. Staff sporadically attends to individual language in favor of change - frequently misses opportunities to encourage change talk.

Examples:

- Superficial attention to individual language about the change goal
- Fails to ask about potential benefits of change
- Lack of curiosity or minimal interest in individual's values, strengths and past successes

3. Staff often attends to the individual's language in favor of change but misses some opportunities to encourage change talk.

Examples:

- Misses opportunities to encourage individual language in favor of change
- May give equal time and attention to sustain talk and change talk, for example using decisional balance after momentum for change is emerging

4. Staff consistently attends to the individual's change talk and makes efforts to encourage it.

Examples:

- More often than not, acknowledges individual reasons for change and explores when they are offered
- Often responds to change talk with reflections that do not encourage deeper exploration from the individual
- Expresses curiosity when individuals offer change talk
- May explore individual's values, strengths, hopes and past successes related to target goal

5. Staff shows a *marked and consistent* effort to increase the depth, strength, or momentum of the individual's change talk.

Examples:

- Over a series of exchanges, the staff shapes the individual's language in favor of change
- Uses structured therapeutic tasks as a way of eliciting and reinforcing change talk
- Does not usually miss opportunities to explore more deeply when individual offers change talk
- Strategically elicits change talk and consistently responds to it when offered
- Rarely misses opportunities to build momentum of change talk

Partnership

This scale is intended to measure the extent to which the staff conveys an understanding that expertise and wisdom about change reside mostly within the individual. Staffs high on this scale behave as if the interview is occurring between two equal partners, both of whom have knowledge that might be useful in solving the change under consideration. Staffs low on the scale assume the expert role for most of the interaction and have a high degree of influence the interaction.

Verbal Anchors

1. Staff actively assumes the expert role for most of the interaction with the individual. Collaboration or partnership is absent.

Examples:

- Explicitly takes the expert role by defining the problem, prescribing the goals, or laying out the plan of action
- Staff actively forces an agenda for most of the interaction with the individual
- Denies or minimizes individual ideas
- Dominates conversation
- Argues when individual offers alternative approach
- Often exhibits the righting reflex

2. Staff superficially responds to opportunities to collaborate.

Examples:

- Staff rarely surrenders the expert role
- Minimal or superficial querying of individual input
- Often sacrifices opportunities for mutual problem solving in favor of supplying knowledge or expertise
- Minimal or superficial responses to individual's potential agenda items, knowledge, idea, and /or concerns
- Occasionally may correct the individual or refutes what the individual has said

3. Staff incorporates individual's contributions but does so in a lukewarm or erratic fashion.

Examples:

- May take advantage of opportunities to collaborate, but does not structure interaction to solicit

this

- Misses some opportunities to collaborate when initiated by the individual
- The righting reflex is largely absent
- Sacrifices some opportunities for mutual problem solving in favor of supplying knowledge or advice
- Seems to be in a stand-off with the individual; not wrestling and not dancing

4. Staff fosters collaboration and power sharing so that individual's contributions impact the session in ways that they otherwise would not.

Examples:

- Some structuring of session to ensure individual input
- Searches for agreement on problem definition, agenda setting, and goal setting
- Solicits individual views in more than a perfunctory fashion
- Engages individual in problem solving or brainstorming
- Does not attempt to educate or direct if individual "pushes back" with sustain talk
- Does not insist on resolution unless individual is ready

5. Staff actively fosters and encourages power sharing in the interaction in such a way that individual's contributions substantially influence the nature of the session.

Examples:

- Genuinely negotiates the agenda and goals for the session
- Indicates curiosity about individual ideas through querying and listening
- Facilitates individual evaluation of options and planning
- Explicitly identifies individual as the expert and decision maker
- Tempers advice giving and expertise depending on individual input
- Staff favors discussion of individual's strengths and resources rather than probing for deficits

Empathy

This scale measures the extent to which the staff understands or makes an effort to grasp the individual's perspective and experience (i.e., how much the staff attempts to "try on" what the individual feels or thinks). Empathy should not be confused with sympathy, warmth, acceptance, genuineness, support, or individual advocacy; these are independent of the Empathy rating.

Reflective listening is an important part of this characteristic, but this global rating is intended to capture *all efforts* that the staff makes to understand the individual's perspective and convey that understanding to the individual.

Staffs high on the Empathy scale show evidence of understanding the individual's worldview in a variety of ways including complex reflections that seem to anticipate what individuals mean but have not said, insightful questions based on previous listening and accurate appreciation for the individual's emotional state. Staffs low on the Empathy scale do not appear interested in the individual's viewpoint.

Verbal Anchors

1. Staff gives little or no attention to the individual's perspective.

Examples:

- Asking only information-seeking questions
- Probing for factual information with no attempt to understand the individual's perspective

2. Staff makes sporadic efforts to explore the individual's perspective. Staff's understanding may be inaccurate or may detract from the individual's true meaning.

Examples:

- Offers reflections but they often misinterpret what the individual had said
- Displays shallow attempts to understand the individual

3. Staff is actively trying to understand the individual's perspective, with modest success.

Examples:

- May offer a few accurate reflections, but may miss the individual's point
- Makes an attempt to grasp the individual's meaning throughout the session

4. Staff makes active and repeated efforts to understand the individual's point of view. Shows evidence of accurate understanding of the individual's worldview, although mostly limited to explicit content.

Examples:

- Conveys interest in the individual's perspective or situation
- Offers accurate reflections of what the *individual has said already*
- Effectively communicates understanding of the individual's viewpoint
- Expresses that the individual's concerns or experiences are normal or similar to others'

5. Staff shows evidence of deep understanding of individual's point of view, not just for what has been explicitly stated but what the individual means and has not said.

Examples:

- Effectively communicates an understanding of the individual *beyond* what the individual says in session
- Shows great interest in individual's perspective or situation
- Attempts to "put self in individual's shoes"
- Often encourages individual to elaborate, beyond what is necessary to merely follow the story
- Uses many accurate complex reflections

MiiWrap Facilitator
Observation One: Engaging the Family



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____		Code M Met P Partially Met U Unmet DNA Does Not Apply
Standard	Rating	Comments
1. The CC introduces themselves to the family and youth and engages them in dialogue, actively listening to the family’s concerns.	M P U DNA	
2. The CC describes wraparound in a way that addresses family concerns tailored to their needs, including communication styles and answers family and youth questions	M P U DNA	
3. The CC describes their role and the limitations of their role	M P U DNA	
4. The CC helps the family consider if trying wraparound may be a good option to meet their needs (informed decision).	M P U DNA	
5. Explained confidentiality, information sharing and their responsibilities to ensure safety and their role as mandatory reporter and with the family and youth and obtained needed releases	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator
Observation Two: Crisis Stabilization



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. The CC and the youth and family identified immediate and/or potential crisis and safety concerns or urgent needs including those identified by referral sources and decide which concerns need immediate attention	M P U DNA	
2. The CC asked the youth and family about what has been tried in the past, including how natural supports were involved, and how well it has worked	M P U DNA	
3. The CC conducted a brief conversational behavioral exploration that clarified what occurs before, during, and after the urgent needs, crisis or safety situation.	M P U DNA	
4. The CC and family brainstormed ways of stabilizing the identified crisis, focusing on having families identify strengths, culture and natural supports to build on.	M P U DNA	
5. The CC helped the family choose the option(s) which best fit them for stabilizing the identified crisis developed a bridging plan for preventing the crisis, doing early intervention with the crisis, and for intervening if the crisis happens.	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	

Empathy	1 2 3 4 5	
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MiiWrap Facilitator
Observation Three: Gathering Information



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____		Code M Met P Partially Met U Unmet DNA Does Not Apply
Standard	Rating	Comments
1. The CC uses active listening to guide the youth and family to identify and clearly define their needs including	M P U DNA	
2. The CC evokes change talk to determine the level of motivation and self-efficacy to make changes in the need expanding to determine the sources of or lack of motivation and self-efficacy	M P U DNA	
3. The CC uses active listening to guide the youth and family to identify strengths and culture and affirms these	M P U DNA	
4. The CC guides the youth and family to identify and clarify the relationships with the professionals in their lives and how they are helping the youth and family address their needs	M P U DNA	
5. The CC guides the youth and family to identify their natural supports, the strengths of and the reciprocal relationships they have with these people	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator
Observation Four: Developing Focus



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. The CC guides the youth and family to develop a list of needs evoking change talk about the needs.	M P U DNA	
2. The CC guides the youth and family to prognosis of what life would look like if the needs were not met getting them to elaborate on this prognosis	M P U DNA	
3. The CC guides the youth and family to develop a vision of what their life would look like if the needs were met and scales their confidence in this vision	M P U DNA	
4. The CC guides the youth and family to prioritize two to four needs that they want to address first	M P U DNA	
5. The CC guides the youth and family to identify the people they want to help them meet their needs and the strengths these people will bring to the process	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator
Observation Five: Preparing the Family



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. Review the discovery with the family and youth to identify needed revisions and reaching consensus on the vision, priority needs and who will be on the team.	M P U DNA	
2. Discuss the purpose of the first team meeting and develop the agenda with the family and review what will happen during each agenda item.	M P U DNA	
3. Help the family decide (and practice if necessary) things they can do to begin to own and control the process (ground rules and needed	M P U DNA	
4. Review and expand on specific strengths and culture related to prioritized needs	M P U DNA	
5. Help family to develop a planned approach to solicit membership of the identified team members through an individualized approach	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator

Observation Six: Initial Team Meeting



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. The CC ensured the team was engaged, got designated team members and prepared needed documents for distribution prior to or at the meeting	M P U DNA	
2. The CC assisted the family and youth to do introductions of all team members by honoring their participation and the strengths they bring to the team.	M P U DNA	
3. The CC guided the family and team to develop consensus on team ground rules, confidentiality and team decision making that support team input and	M P U DNA	
4. The CC reviewed the family vision with the team and facilitate refining as needed and get consensus to support the vision with a	M P U DNA	
5. The CC guided the family and team to review, amend, reach consensus, and prioritize the list of prioritized youth and family needs from the youth and	M P U DNA	
6. The CC guided the team to review strengths and culture of the youth, family and team that relates to each identified need.	M P U DNA	
7. The CC led a (robust) brainstorming process to identify multiple natural and formal strengths-based and culturally competent support options for possible inclusion in the action plan.	M P U DNA	
8. The CC developed short-term objectives (SMART 'baby-step goal)) for each action plan with clear measurement strategies	M P U DNA	
9. The CC guided the family and team to develop an action plan for each selected need that defines who will do what, when, where, how often and how team members actively participate in implementation.	M P U DNA	
10. The CC led a team evaluation the meeting by asking team members about the quality of the meeting, the plan and obtained team suggestions to improve the next meetings.	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator
Observation Seven: Implementation Plan Meeting



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. The team began the meeting by reviewing accomplishments and contributions of team members.	M P U DNA	
2. Reviewed implementation of the current plan, progress on short term objectives and guides the team to determine if progress is being made	M P U DNA	
3. The Family’s priorities for planning are presented and discussed with the team and to set the planning agenda for the meeting	M P U DNA	
4. The team reviewed strengths and culture of the youth, family and team for each identified need to be planned for	M P U DNA	
5. The team brainstorms multiple natural and formal strengths-based and culturally appropriate support options for each need	M P U DNA	
6. The team developed short-term objectives (SMART Goals) for each action plan with clearly stated measurement strategies.	M P U DNA	
7. The team developed an action plan for each selected need that defines who will do what, when, where, how often and how team members actively participate in plan implementation.	M P U DNA	
8. The team evaluated the meeting about the quality of the meeting, the plan and making suggestions to improve the next meetings.	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	

MiiWrap Facilitator
Observation One: Crisis Plan meeting



MiiWrap Facilitator: _____ Site: _____ Reviewer: _____ Date: _____	Code M Met P Partially Met U Unmet DNA Does Not Apply
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Standard	Rating	Comments
1. The CC engaged the people who know the prioritized crisis need, the family, youth and crisis/behavior situation best	M P U DNA	
2. The CC reviews a behavioral exploration that meets criteria for a behavioral exploration	M P U DNA	
3. The team developed reasonable short-term objectives (SMART goals) and measurement strategies that will describe success for the crisis plan.	M P U DNA	
4. The team reviewed strengths and culture of the youth, family and team that relates to the crisis need from the SNCD and FA.	M P U DNA	
5. The team reviewed what happens before the crisis occurs and developed a prevention plan that defines action steps designed to prevent the crisis	M P U DNA	
6. The team reviewed signs the crisis or behavior is beginning and developed an early intervention plan to address these signs that showing ways to	M P U DNA	
7. The team brainstormed options and develop a detailed and sequential set of action steps to be followed by the team if the predicted crisis behavior or situation occurs.	M P U DNA	
8. The CC led an evaluation of the meeting about the quality of the crisis plan meeting, plan and obtain suggestions for improvement	M P U DNA	

Global Rating	Rating	Comments
Cultivating Change Talk	1 2 3 4 5	
Partnership	1 2 3 4 5	
Empathy	1 2 3 4 5	



**Documentation Form One
Strengths Needs and Culture Discovery**

MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code **M** **Met**
P **Partially Met**
U **Unmet**
DNA **Does Not Apply**

Item	Score	Comments
1. There is evidence that core family members and primary caretakers have been engaged in doing the Strengths, Needs and Culture Discovery (SNCD).	M P U DNA	
2. The Discovery identifies youth and family needs across life domains, i.e., what the youth and family feel are areas of needed help.	M P U DNA	
3. The Discovery identifies the professional staff (including teachers) that are currently working with the family and with consent from the family, get their input on strengths, needs and culture of the family.	M P U DNA	
4. The Discovery identifies if custodial agencies are involved with the family, and if so has gotten and shared information from them on the issues related to any legal plans and their input on the strengths, needs and culture of the family with the family	M P U DNA	
5. There is evidence that families have identified those people and groups (universal services and natural supports) who are important to them and get support from and (there is) information about the strengths and reciprocal nature of these relations	M P U DNA	
6. The family has made a list of the needs identified by the family across life domains	M P U DNA	
7. The family has developed a vision of what will happen in the next year or so if the needs are not met	M P U DNA	
8. The family has developed a long-range vision of what their life would be like if these needs were met	M P U DNA	
9. Support the family to identify the two or three priority needs they want to address first to reach the long-range vision.	M P U DNA	
10. Have the family scale their confidence that the vision will be accomplished	M P U DNA	

11. The Discovery includes information and examples of family and individual strengths related to each prioritized need.	M P U DNA	
12. The Discovery includes information and examples of family and individual culture related to each prioritized need.	M P U DNA	
13. There is evidence that the youth and family have identified those who might help them meet their vision and address priority needs (the team)	M P U DNA	
14. The Discovery has been reviewed with the family and youth and they have revised it as needed.	M P U DNA	

**Documentation Form Two
MiiWrap Plan**



MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code
M Met
P Partially Met
U Unmet
DNA Does Not Apply

Item	Score	Comments
1. The initial HFW/action plan was developed within 30 days of initial contact with the youth and family or 30 days from last plan.	M P U DNA	
2. There is a Youth and Family Team doing the planning and implementation with this youth and family.	M P U DNA	
3. There is a description of the strengths of team members to honor their participation and note the strengths they bring to the team.	M P U DNA	
4. The plan specifies the team's ground rules, confidentiality and term decision making	M P U DNA	
5. The Youth/family vision is written on the plan.	M P U DNA	
6. The team mission is on the plan and states how they will support the family to meet their vision	M P U DNA	
7. There is a list of the prioritized youth and family needs.	M P U DNA	
8. There is evidence that the Team reviewed strengths of the youth, family and team that relates to each prioritized need.	M P U DNA	
9. There is evidence that the Team reviewed the culture of the youth and family that relates to each prioritized need.	M P U DNA	
10. There is documentation that the team brainstorms multiple natural and formal service and support options to meet each need	M P U DNA	
11. There are short-term objectives (SMART goals) for each identified need	M P U DNA	
12. There is a clearly stated measurement strategy for each plan to determine if progress is being made in the need area.	M P U DNA	
13. There is an action plan for each selected option that defines who will do what, when, where, how often and how team members actively participate in plan implementation.	M P U DNA	
14. The plan is a mix of natural supports and formal services.	M P U DNA	
15. All team members share in plan development and implementation.	M P U DNA	
16. The HFW plan documentation describes the frequency and schedule for meetings.	M P U DNA	

Record other comments on the back of the page or attach extra sheets. If using the back or extra sheets check here _____.

**Documentation Form Three
Behavioral Exploration**



MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code
M Met
P Partially Met
U Unmet
DNA Does Not Apply

Item	Score	Comments
1. The people who know the prioritized crisis need and the family, youth and crisis/behavior situation best in the behavioral exploration process were involved in the behavioral exploration process.	M P U DNA	
2. The Behavioral exploration begins with a brief, clear statement of the crisis behavior situation	M P U DNA	
3. The WF collected data and information that describes the frequency, intensity, duration and context of the behavior.	M P U DNA	
4. The Behavioral exploration identifies what happens before the crisis behavior or situation occurs that clearly defines the setting events for the behavior or crisis.	M P U DNA	
5. The exceptions are described in the Behavioral exploration times that the behavior doesn't occur when the setting events and triggers suggest that it usually would.	M P U DNA	
6. The Behavioral exploration identifies external and internal signs the crisis or behavior is beginning.	M P U DNA	
7. The Behavioral exploration describes what happens during the crisis including who is involved and if other activities going on in the environment may make the situation better or worse.	M P U DNA	
8. The Behavioral exploration identifies what happens after the crisis that will help to define the functions of the behavior and develop an educated guess about what benefits or functions the individual is getting from the crisis behavior or situation	M P U DNA	
9. The Behavioral exploration includes a description of what has been tried in the past, how well it was implemented and how well it worked.	M P U DNA	
10. The Behavioral exploration indicates that the Youth and family have a description of what successful resolution of the crisis behavior would "look" like.	M P U DNA	

Record other comments on the back of the page or attach extra sheets. If using the back or extra sheets check here _____.

**Documentation Form Four
Prevention-Based Crisis Plan**



MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code **M** **Met**
P **Partially Met**
DNA **Does Not Apply**
U **Unmet**

Item	Score	Comments
1. The Crisis Plan is based on a comprehensive behavioral exploration and begins with a brief, clear statement of the crisis behavior or situation	M P U DNA	
2. The crisis plan has a clear statement of the crisis or behavior to be addressed and a goal for success.	M P U DNA	
3. The crisis plan has reasonable short-term objectives (SMART Goals) that will describe short term success for the crisis plan and measurement strategies to assess success of the plan.	M P U DNA	
4. The crisis plan identifies strengths and culture related to the identified crisis behavior need.	M P U DNA	
5. The crisis plan identifies what happens before the crisis occurs that clearly defines the setting events for the behavior or crisis.	M P U DNA	
6. The crisis plan includes brainstormed options for a prevention plan that defines action steps to prevent the crisis from happening by modifying what occurs before the crisis and teaching alternative responses to it.	M P U DNA	
7. The crisis plan identifies external and internal signs the crisis or behavior is beginning.	M P U DNA	
8. The crisis plan includes plans for teaching alternative behaviors to address the function of the behavior in a socially acceptable way.	M P U DNA	
9. The crisis plan includes brainstormed options and a detailed and sequential set of action steps to be followed by the team if the predicted crisis behavior or situation occurs.	M P U DNA	
10. The Crisis Prevention Plan includes the date for review to determine if it is working using the measurement strategy.	M P U DNA	

Record other comments on the back of the page or attach extra sheets. If using the back or extra sheets check here _____.

**Documentation Form Five
Progress Notes/Contact Logs**



MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code

M Met
P Partially Met
U Unmet
DNA Does Not Apply

Item	Score	Comments
1. Documented preparing family for SNCD.	M P U DNA	
2. Completed and reviewed SNCD with family.	M P U DNA	
3. Prepared family for first and follow-up team meetings.	M P U DNA	
4. Engaging team members prior to their first team meeting is documented.	M P U DNA	
5. The family was debriefed on the team meeting soon after the meeting to determine their satisfaction with the process and plan and commitment to completing the action steps on the plan.	M P U DNA	
6. The WF reviewed and arranged for anticipated needed supports for family members or other team members to complete their action steps.	M P U DNA	
7. With increasing family involvement assist the family and youth to access necessary resources.	M P U DNA	
8. With increasing family involvement monitor progress on the objectives.	M P U DNA	
9. With increasing family involvement review why current options are not resulting in adequate progress toward established goals trying to figure out why they are not working and brainstorming ideas of what to do to bring to the team.	M P U DNA	
10. With increasing family involvement review if the services and supports defined in the plan are meeting the identified needs and supporting progress toward the family vision.	M P U DNA	
11. With increasing family involvement encourage team culture that honors team members for their contributions and that frequently celebrates successes and reaffirm team commitment to the mission of the team.	M P U DNA	

12. With increasing family involvement orient, prepare and welcome new team members to the HFW process.	M P U DNA	
13. Complete initial transition assets assessment.	M P U DNA	
14. Develop plan with family to improve transition assets	M P U DNA	
15. Update Transition assets assessment and plan every 4 to 6 weeks.	M P U DNA	
16. With increasing family involvement identify new areas of need as they emerge.	M P U DNA	
17. Help family identify their culture of support to sustain wraparound process after commencement.	M P U DNA	
18. Transition wraparound process to family's culture of support.	M P U DNA	
19. Continue to increase family and youth management of the team process and their overall wraparound plan.	M P U DNA	

Record other comments on the back of the page or attach extra sheets. If using the back or extra sheets check here _____.



**Documentation Form Six
Transition Planning**

MiiWrap Facilitator: _____ Site: _____
 Reviewer: _____ Date: _____
 Youth ID # _____

Code

M Met
P Partially Met
U Unmet
DNA Does Not Apply

Item	Score	Comments
1. Transition planning documentation identifies needs, services and supports that will continue	M P U DNA	
2. Support the family to lead a review of accomplishments, team contributions and gains in transition assets	M P U DNA	
3. Wraparound staff work with the family to update the SNCD for use in the development of the transition plan and summarize lessons learned	M P U DNA	
4. Support the family to identify needs, services and supports that are predicted to continue past formal wraparound.	M P U DNA	
5. Support the family to provide additional information about family and youth and team strengths and culture specific to identified continuing needs.	M P U DNA	
6. Create a transition plan to meet continuing needs.	M P U DNA	
7. Support the family to develop a plan for crisis management after formal wraparound ceases that can be implemented without wraparound staff.	M P U DNA	
8. Support the family and youth to tailor the wraparound process to their preference for ongoing support after graduation from formal wraparound.	M P U DNA	
9. Based on family preferences, work with the team to design and carry out a culturally appropriate commencement celebration.	M P U DNA	
10. The Facilitator has designed procedures for checking in on the family and youth periodically after commencement.	M P U DNA	

Record other comments on the back of the page or attach extra sheets. If using the back or extra sheets check here _____.