

## Wraparound Planning Indicators (Eber, 2000)

Level of Implementation			FEATURE	Need for Improvement		
In Place	Partially In place	Not in Place		High	Medium	Low
<b>Steps 1 &amp; 2: Initial Conversation &amp; Meeting Start-up</b>						
			1. Team members from major life areas (self, family, school, community) have been engaged in conversations.			
			2. Strengths, issues and concerns are identified prior to meeting.			
			3. Functional strengths are identified from multiple perspectives (self, family, school, community).			
			4. Specific issues/concerns are identified from multiple perspectives (self, family, school, community).			
			5. Team members' roles are clarified/distinct from job title.			
			6. All those with daily contact/major decision-making power are on the team.			
<b>Steps 3, 4, &amp; 5: Mission Statement and Needs</b>						
			1. Mission statement is agreed upon and articulated.			
			2. Needs/outcomes are specific and measurable/observable.			
			3. All life domains have been addressed in identifying needs/outcomes.			
			4. Needs/outcomes are clearly prioritized.			
<b>Steps 6 &amp; 7: Develop Actions, Assign Tasks, Obtain Commitments</b>						
			1. Prioritized needs/outcomes are connected to strengths.			
			2. Action steps are clear, measurable/observable.			
			3. Action steps are time-specific.			
			4. Action steps are connected to strengths.			
			5. Responsible team members are clearly identified and committed to tasks/roles.			
<b>Step 8: Document, Evaluate, Refine, Monitor, Transition</b>						
			1. Follow-up meeting dates are identified at end of meeting.			
			2. At follow-up meetings, the status of needs/outcomes are discussed and clearly documented.			
			3. At follow-up meetings, changes in priorities of needs/outcomes are clearly documented and new actions developed.			
			4. Barriers are discussed, documented, and problem-solved.			