

NWI Webinar March 29, 2011

Integrating Wraparound in Schools

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The Big Idea

Putting outcomes for students with complex emotional/behavioral needs into the context of schools as systems to educate and support ALL students.



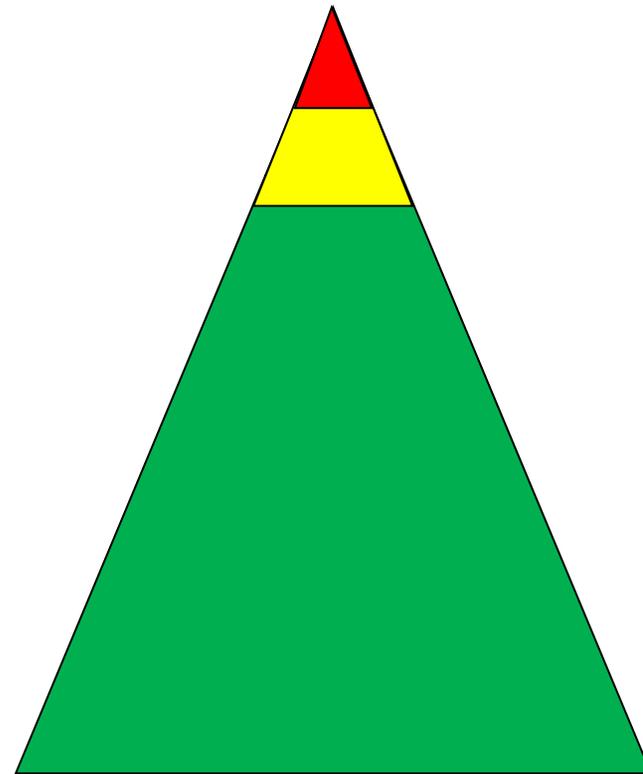
Problem

- Innovative practices do not fare well in old organizational structures and systems
- Organizational and system changes are essential to successful use of innovations
 - Expect it
 - Plan for it

Public Health & Disease Prevention

Kutash et al., 2006; Larson, 1994

- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
 - Reduce current cases of problem behavior
- **Primary (ALL)**
 - Reduce new cases of problem behavior

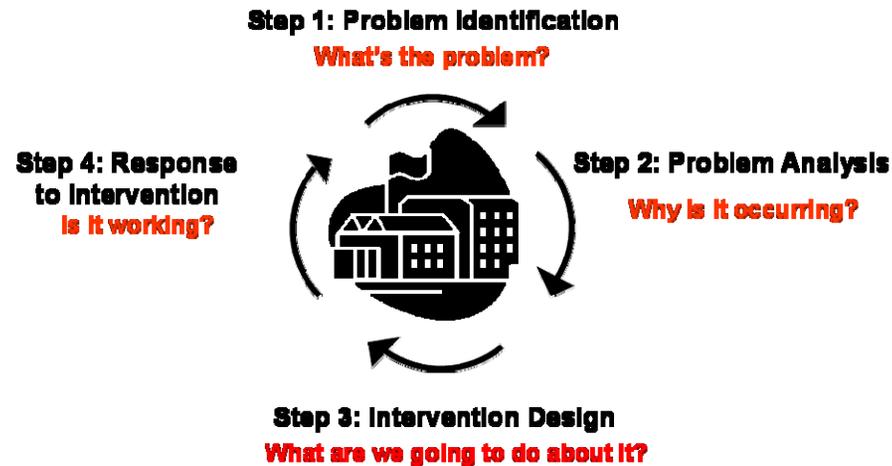


Core Features of a Response to Intervention (RtI) Approach

- Investment in prevention
- Universal Screening
- Early intervention for students not at “benchmark”
- Multi-tiered, prevention-based intervention approach
- Progress monitoring
- Use of problem-solving process at all 3-tiers
- Active use of data for decision-making at all 3-tiers
- Research-based practices expected at all 3-tiers
- Individualized interventions commensurate with assessed level of need

Problem Solving Steps

Problem Solving Steps



School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

1-5%

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

5-15%

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

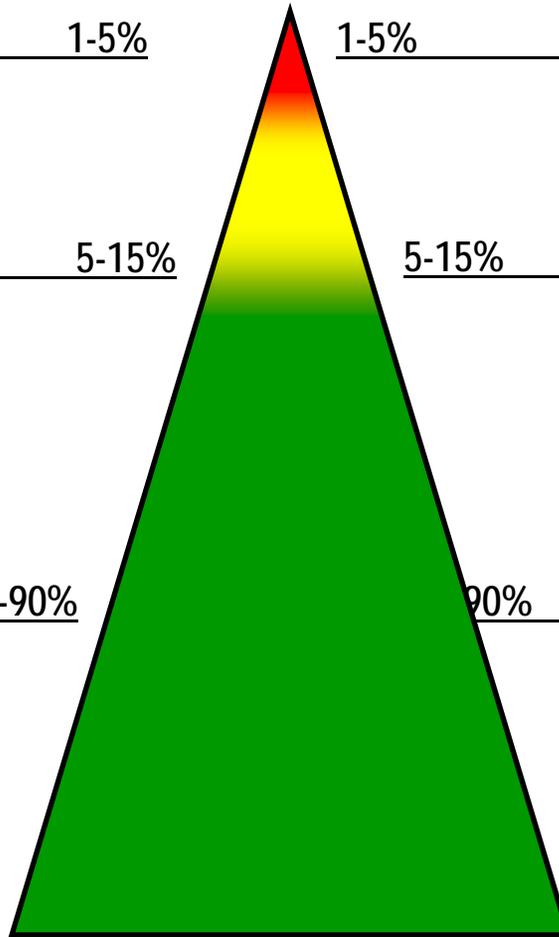
Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

90%

Tier 1/Universal Interventions

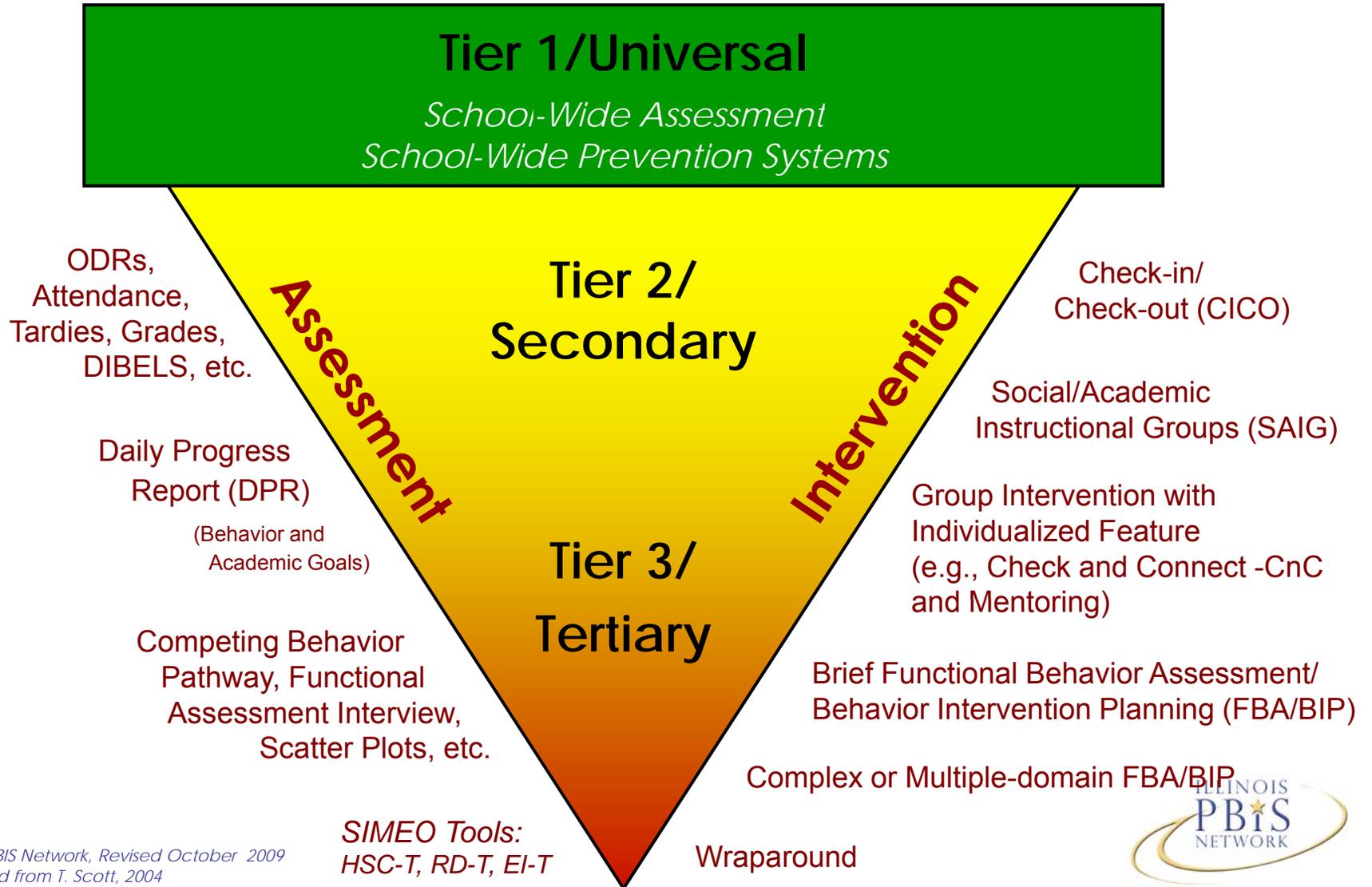
- All settings, all students
- Preventive, proactive



Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model

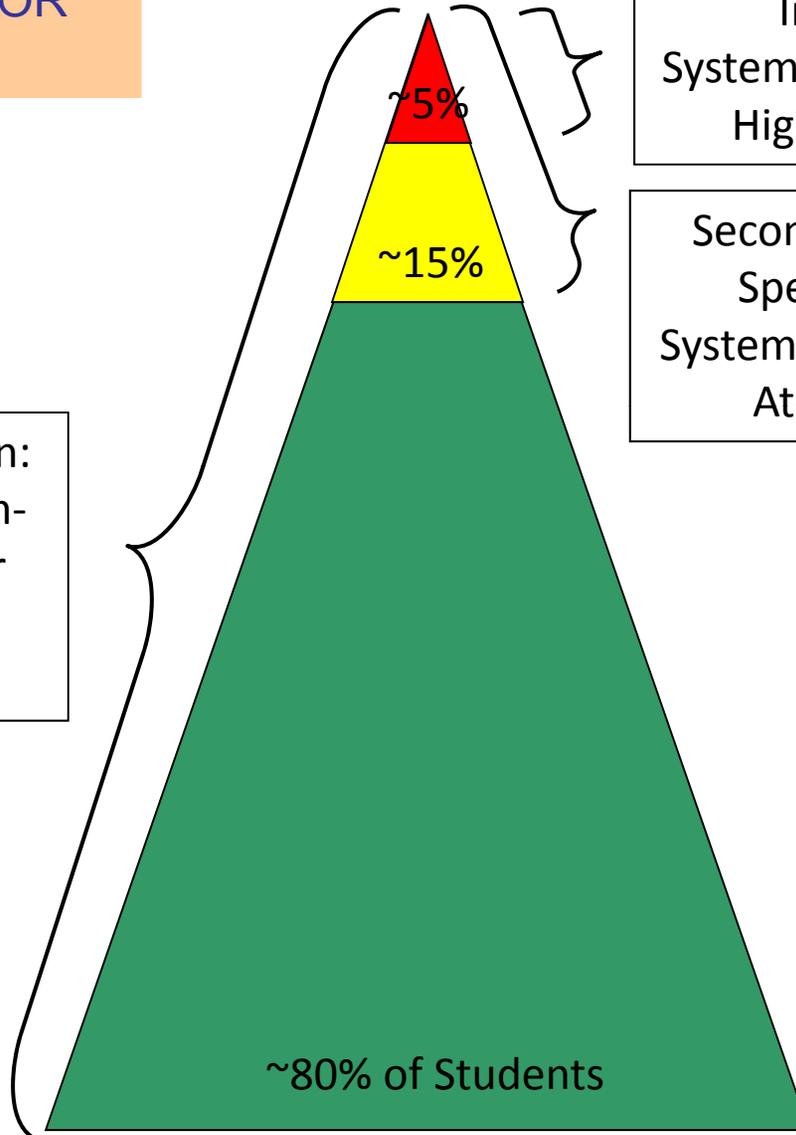


Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

1. **Small group interventions:** Check-in Check-Out (CICO), social/academic instructional groups (SAIG), tutor/homework clubs, etc.
2. **Group interventions with individualized focus:** Utilizing a unique feature for an individual student, e.g. CICO individualized into a Check & Connect (CnC), mentoring/tutoring, etc.
3. **Simple individual interventions:** A simple individualized function-based behavior support plan for a student focused on one specific behavior, e.g. brief FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc.
4. **Multiple-domain FBA/BIP:** A complex function-based behavior support plan across settings, e.g. FBA/BIP home and school and/or community
5. **Wraparound:** A more complex and comprehensive plan that addresses multiple life domain issues across home, school and community, e.g. basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors

**SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

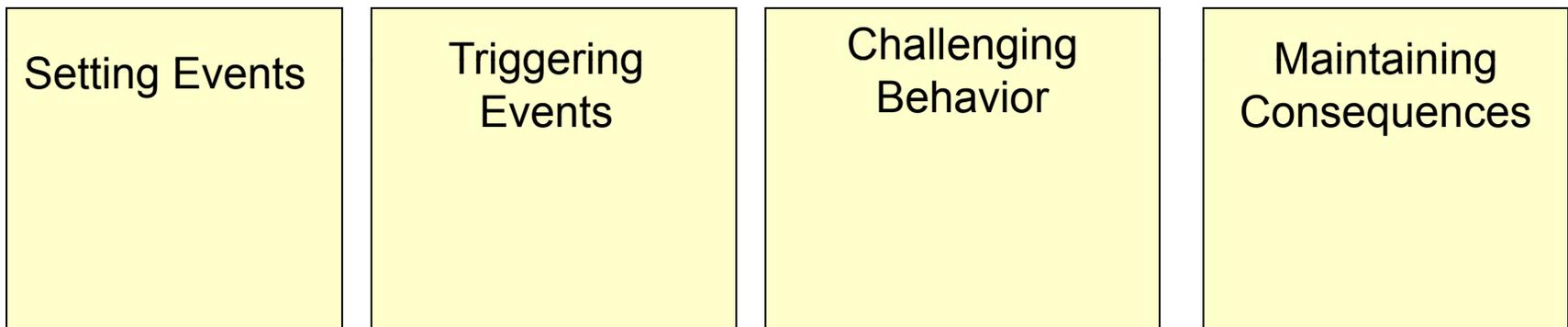
Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



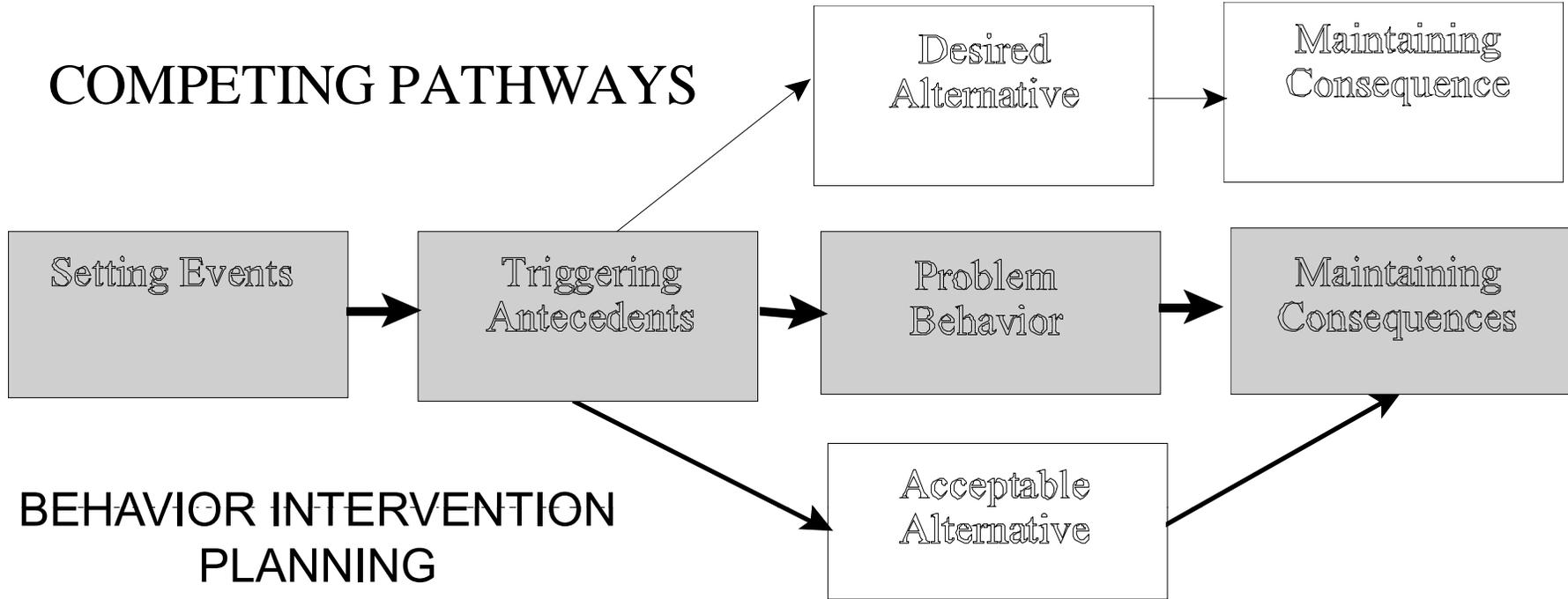
Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

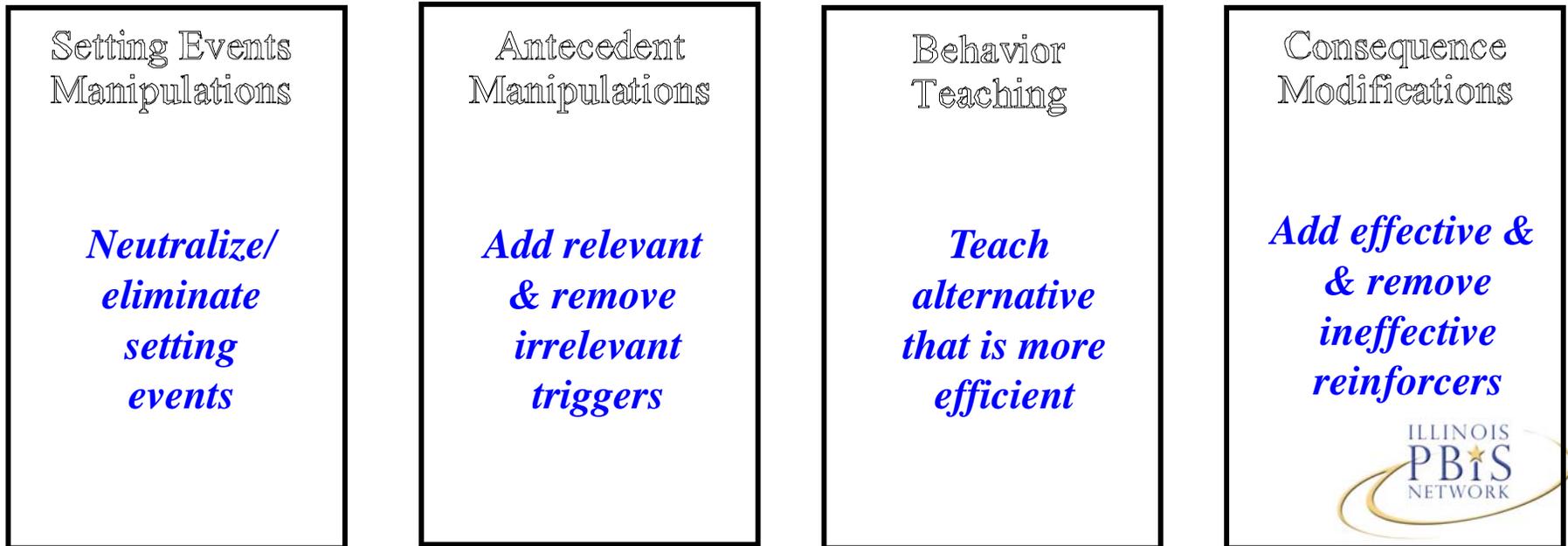
Competing Behavior Pathway



COMPETING PATHWAYS



BEHAVIOR INTERVENTION PLANNING



How do we train/teach school
personnel about wraparound and
how to facilitate wraparound?



Individualized Teams at the Tertiary Level

- Are unique to the individual child & family
 - Blend the family's supports with the school representatives who know the child best
- Meeting Process
 - Meet frequently
 - Regularly develop & review interventions
- Facilitator Role
 - Role of bringing team together
 - Role of blending perspectives

Wraparound: A SOC Tool

- Emerged from practitioners struggling to implement SOC (grassroots)
- Keep/bring youth home
- Flexible, creative, non-categorical
- Natural support networks
- Community-based
- Unconditional-Commit to “stay the course”
- Let family voice guide service development
- Non-traditional supports and services



Individualized Comprehensive Teams/Plans

Who?

- Youth with multiple needs across home, school, community
- Youth with multiple life domain needs
- The adults in youth's life are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)

What?

The development of a very unique, individualized, strength-based team & plan with the youth and family that is designed to improve quality of life as defined by the youth/family.



Individualized, Comprehensive Teams/Plans

What Do Tertiary Plans include?

Supports and interventions across multiple life domains and settings (i.e. behavior support plans, academic interventions, basic living supports, multi-agency strategies, family supports, community supports, etc.)

What's Different?

Natural supports and unique strengths are emphasized in team and plan development. Youth/family access, voice, ownership are critical features. Plans include supports for adults/family, as well as youth.



What is Wraparound?

- Wraparound is a tool (e.g. a process) used to implement interagency systems of care in achieving better outcomes for youth and their families.
- The wraparound process is similar to person-centered planning, the individualized Positive Behavior Support (PBS) planning process.

Four Phases of Wraparound Implementation

I. Team Preparation

- Get people ready to be a team
- Complete strengths/needs chats (**baseline data**)

II. Initial Plan Development

- Hold initial planning meetings (**integrate data**)
- Develop a team “culture” (**use data to establish voice**)

III. Plan Implementation & Refinement

- Hold team meetings to review plans (**ongoing data collection and use**)
- Modify, adapt & adjust team plan (**based on data**)

IV. Plan Completion & Transition

- Define good enough (**Data-based decision-making**)
- “Unwrap”



What's New in Wraparound?

- Focus on intervention design/effectiveness
- Integration with school-wide PBS
- Phases to guide implementation/supervision
- Data-based decision-making
- Integrity/fidelity assessment (WIT)
- Tools to guide teams:
 - Home School Community
 - Education Information Tool

Wraparound Skill Sets

1. Identifying “big” needs (quality of life indicators)
 - “Student needs to feel others respect him”
2. Establish voice/ownership
3. Reframe blame
4. Recognize/prevent teams’ becoming immobilized by “setting events”
5. Getting to interventions that actually work
6. Integrate data-based decision-making into complex process (home-school-community)

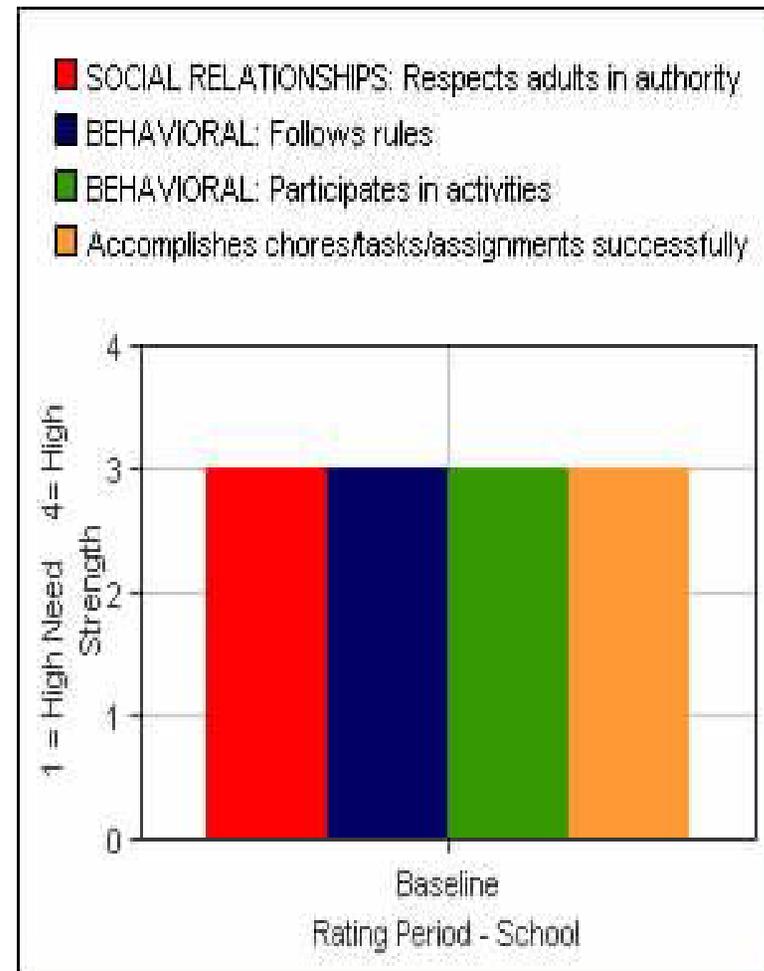
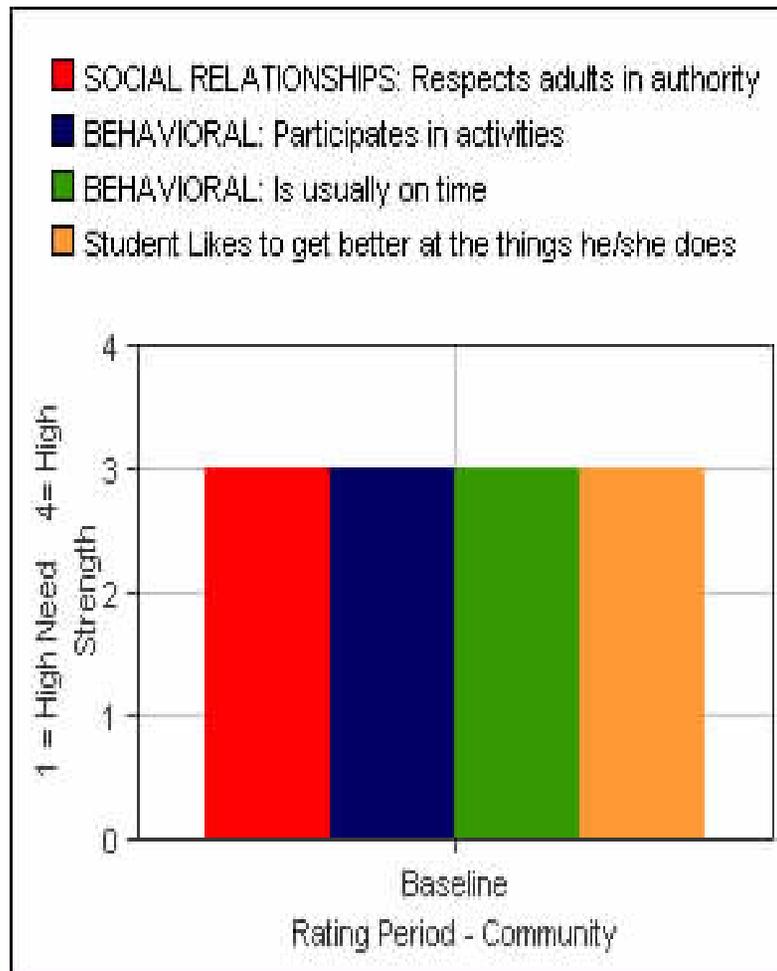
Quick Reflection:

Similarities/differences in your current practices and what you heard described as Tier3 wraparound within a school-wide system of PBIS?

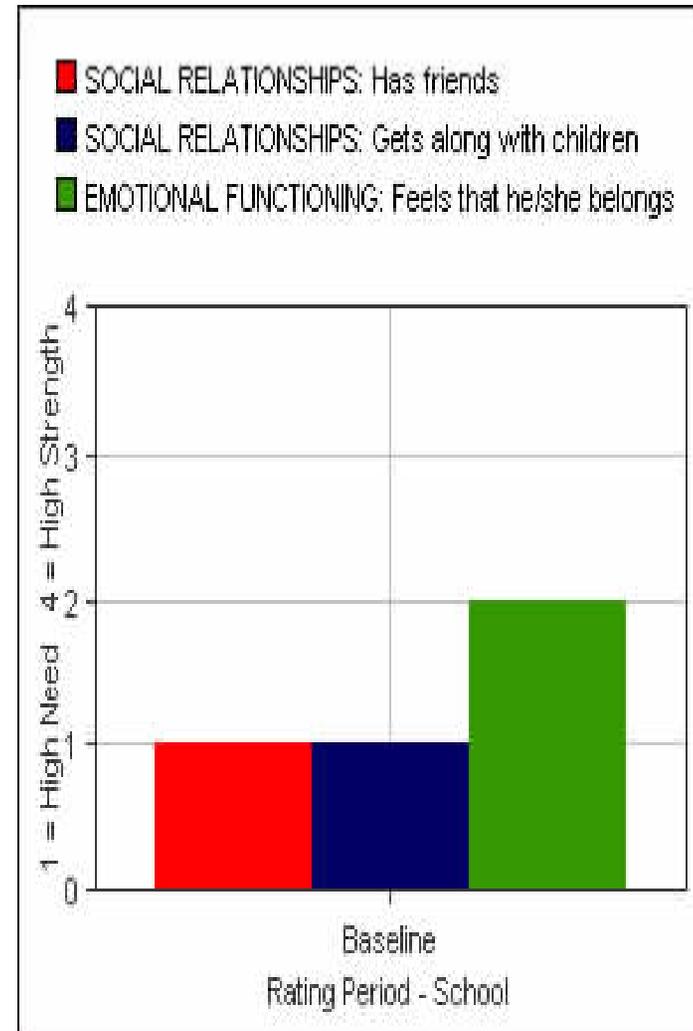
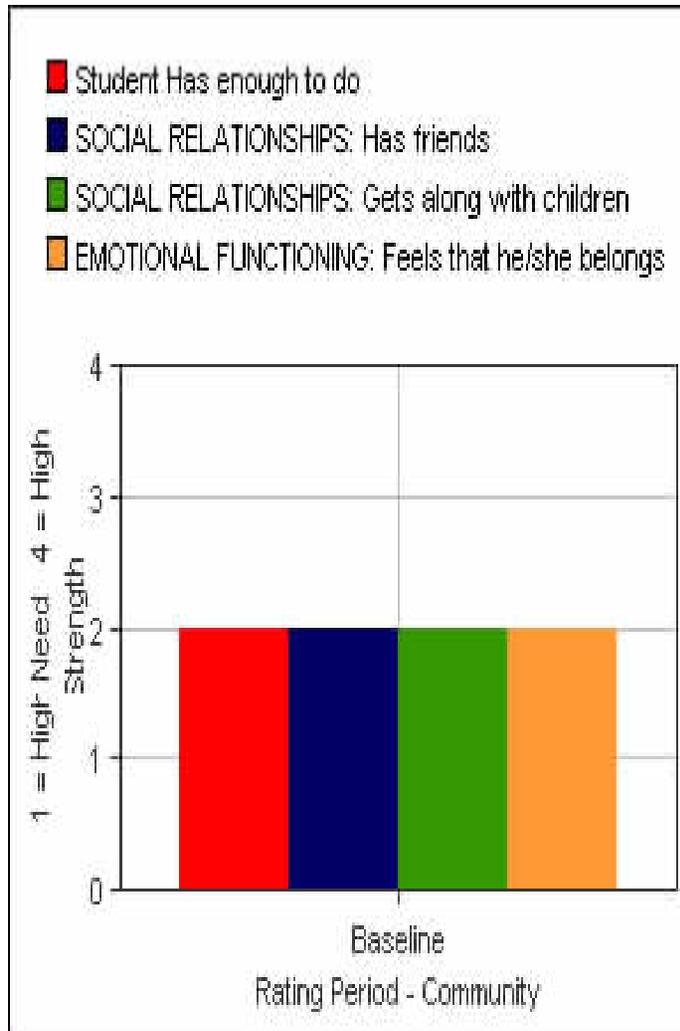
Teaching/Learning Example:

Using Data to Guide Plan

Home, School, Community Tool Identified Strengths - Jeremy



Home, School, Community Tool Identified Needs - Jeremy



Action Plan

Domain	NEED	OUTCOME	STRENGTHS	STRATEGIES (What, By Whom, By When)
C	Jeremy needs to feel involved in the community	Instead of roaming the streets Jeremy will know that he has somewhere to go and something to do	Jeremy likes to get better at things he does (SIMEO)	Janet (guardian) will talk with Jeremy about what activities he has interest in being involved
		SIMEO: 1)Has enough to do in the community 2)Feels he belongs	Jeremy likes to participate in activities (SIMEO)	Social Worker will go to LAN meeting to request funding for after school/summer programs of Jeremy's choice. She will then follow up with LAN until programs begin.
	NEED	OUTCOME	STRENGTHS	STRATEGIES
SC	Jeremy needs to feel able to make friends and get along with his peers in the community and at school	Jeremy will interact with his peers using respectful language and keeping hands and feet to himself SIMEO: 1)Has friends 2)Gets along with others	Jeremy likes Cool Tools and practicing new skills within a small group setting & individually (Strengths Profile). Jeremy respects adults in authority (SIMEO)	In Social Skill group & Individual instruction Social Worker will focus on social skills associated with making friends using <i>Cool Tool Lesson</i> format. Teacher will provide students in class with a 5 minute structured friendship time every morning to give all students opportunity to practice friendship skills



Jeremy

- Team prioritized planning for Community and School domains. Family expressed concerns regarding community involvement
- Use of (SIMEO) data to identify areas of need around which team will action plan.
- Use of (SIMEO) data and strengths profile to identify strengths to build strategies to meet need

Teaching/Learning Example: When to move to wraparound?

Andy: Unidentified “EBD”?

- 6th grade student
- Behavior difficulties and academic failure
- GPA 1.25 (2nd quarter)
- 6 ODRs (1st two quarters)
- 15 Out-of-School Suspensions (safety)
- Family support needs?
- History of mobility with plan to move at end of current school year.
- Student moved nine times since 1st grade

Why Use Wraparound instead of an FBA around one problem behavior?

- Discussing problem behaviors would not have motivated family to participate on team.
- Probably not the first time schools have approached family in this manner (“let’s talk about behavior”)
- Bigger needs to work on to improve quality of life for youth and family
- Open-ended conversation and use of wrap data tools helped engage family

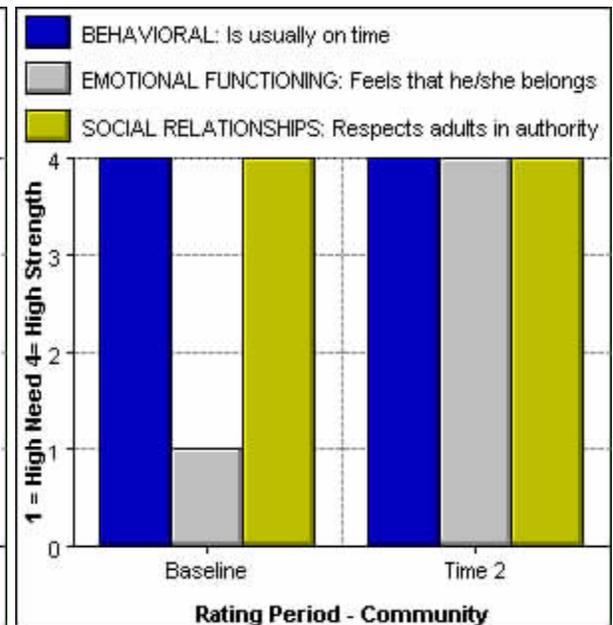
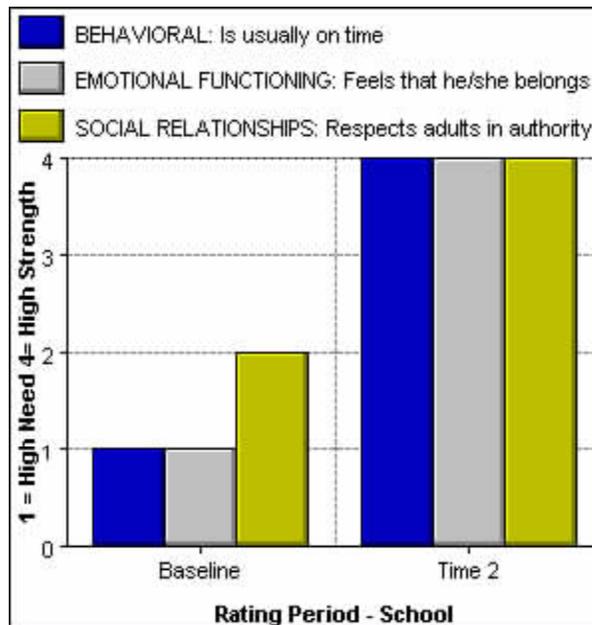
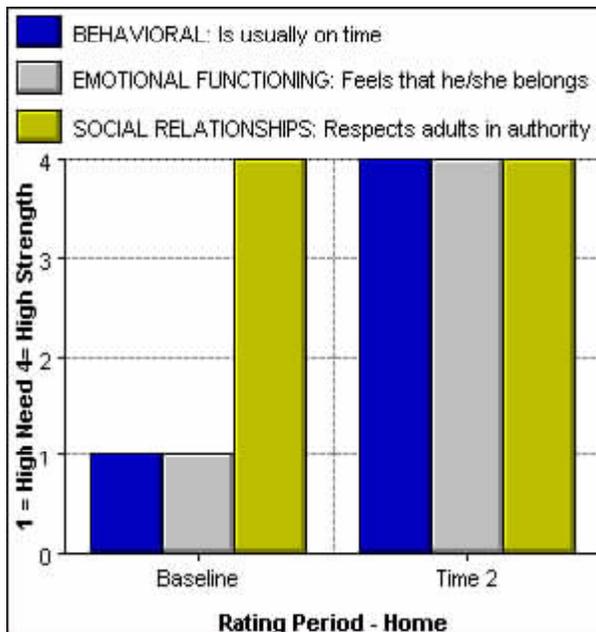
Andy

The team developed a **mission statement**:

“Andy will be happy and confident in school”

Using Data to Keep the Team Moving “Celebrate Success of current plan”

Andy

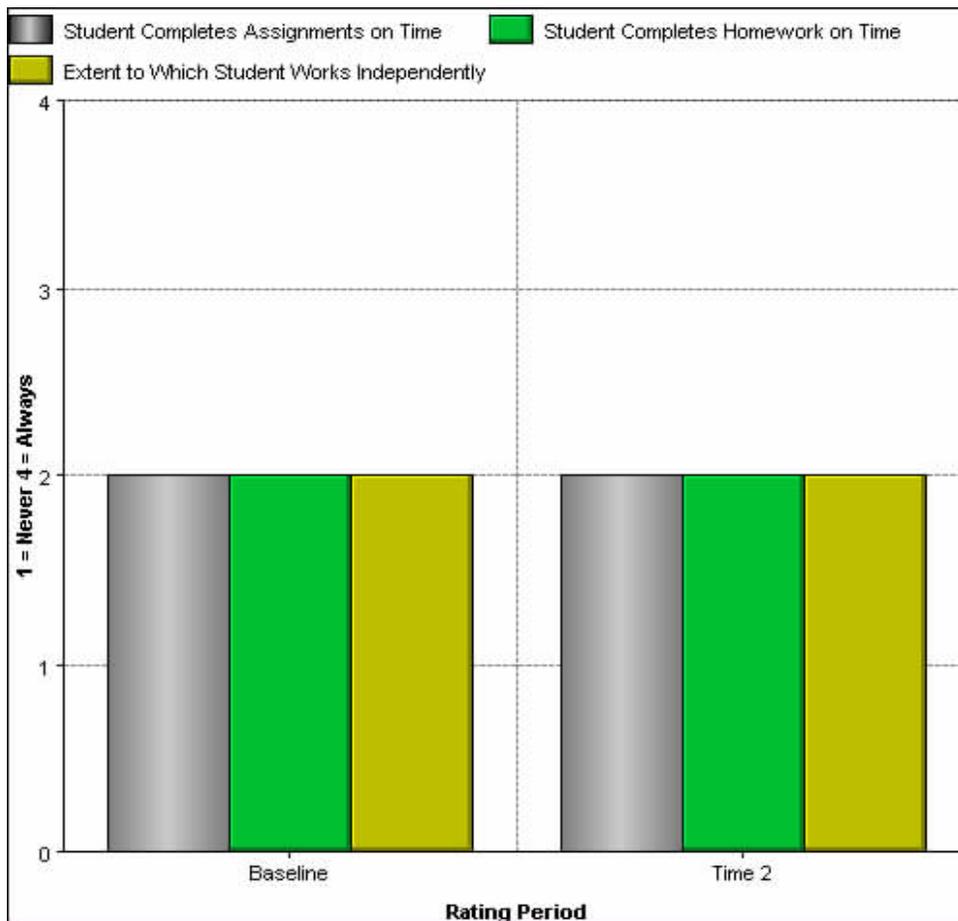


Andy

- Andy was happy at school and his mother was pleased with the help that the wrap team provided. Teachers were pleased with the change in Andy.
- Data is used to then identify “next steps”.

Using Data to Keep the Team Moving “Identify Ongoing Needs & Next Steps”

Andy



Educational Information Tool

The check and connect intervention and other strategies helped Andy feel better about being at his school.

The team identified unmet “needs”. The data is used to engage the team to continue working on a plan.



Andy

- The family expressed that for the first time in their son's school experience, they felt **supported and optimistic**. Andy's mother wants him to **continue** at this school.
- Andy's team will help develop a plan that supports his **independence from adults**.

	1st/2nd Qtr.	3 rd /4 th Qtr.
ODRs	6	0
GPA	1.25	2.30
OSS	15	0
Tardy	23	6

Illinois Tertiary Demonstration Project Case Study: “Latrice”

- Background information
 - Placement in self-contained ED/BD classroom beginning of 2005-06 school year
 - History of multiple suspensions and expulsions
 - 19 major incidents
 - One 45-day alternative placement due to assault of staff
 - Demonstrated poor academic performance
 - Standardized test scores reflected “Academic Warning” status
 - Moderate-severe risk of change in placement

Teaching/Learning Example: “Latrice”

Secondary supports

- Check and connect
- Behavior intervention plan
- Mentorship with city alderwoman

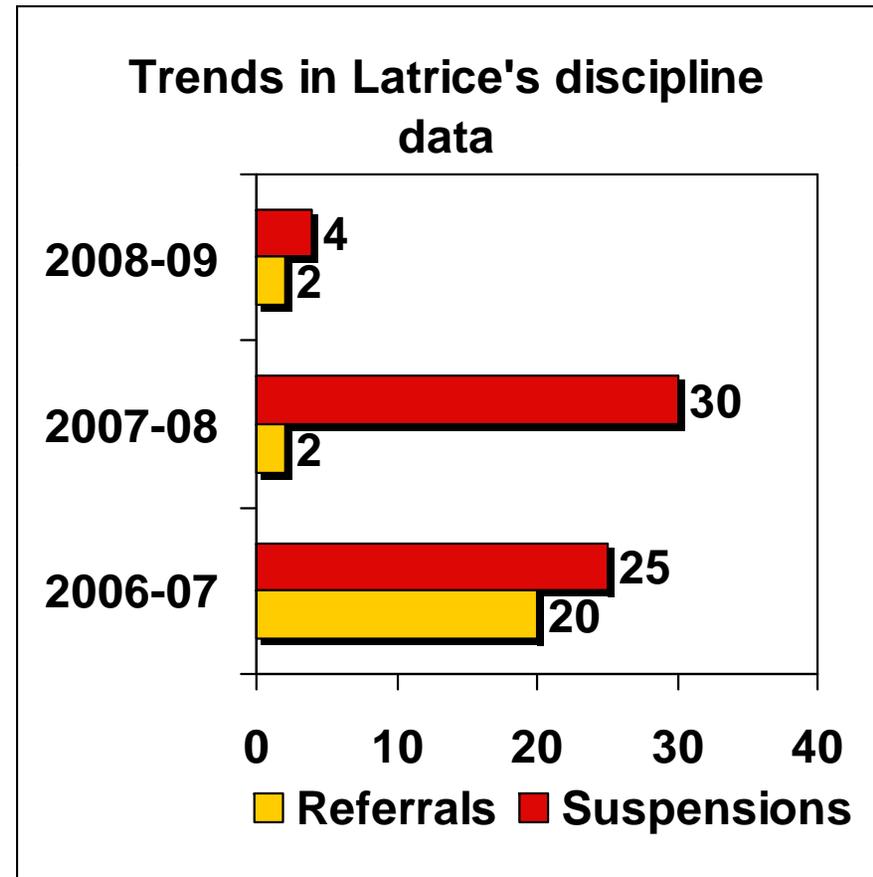
Tertiary Supports

- Reunification with estranged family members
- Juvenile diversion program
- LAN funding
 - Summer programming
 - Bike, helmet and lock
 - Bus passes



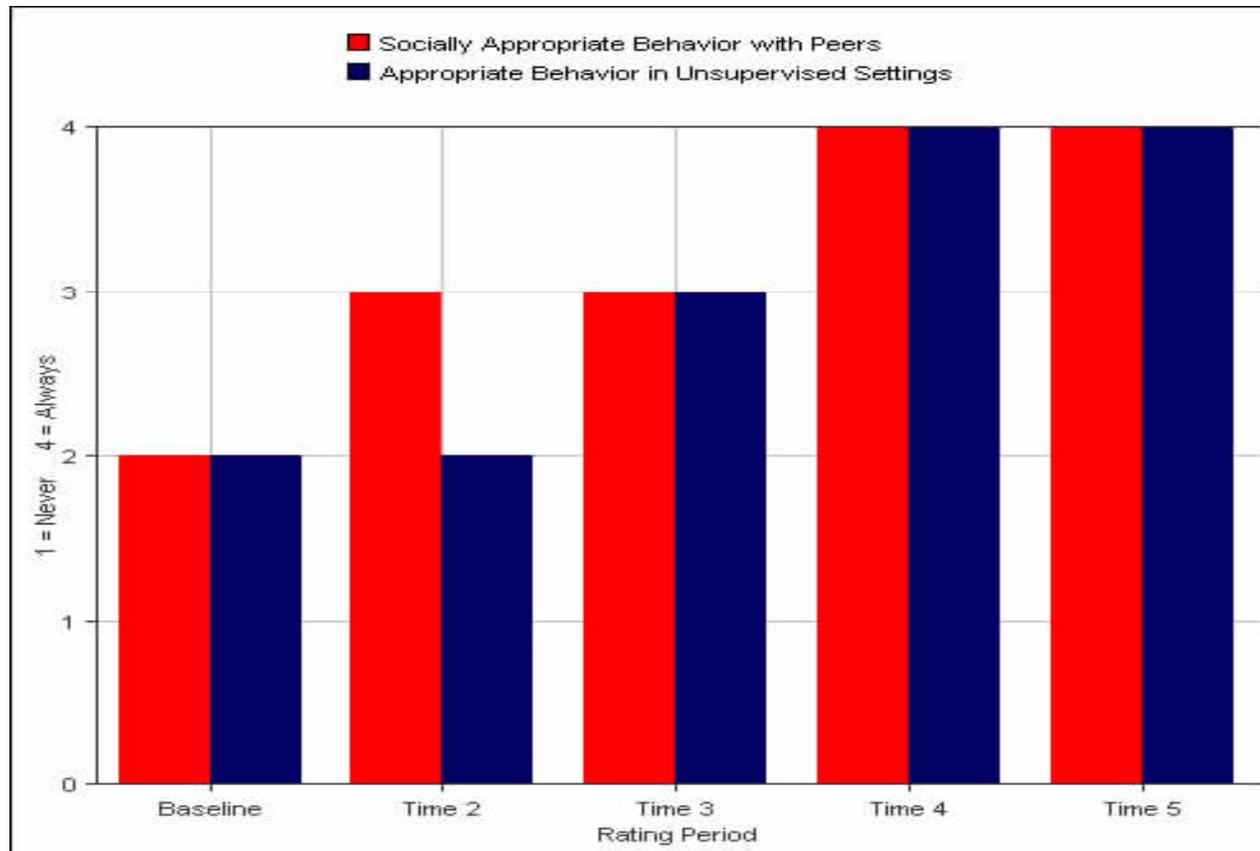
Illinois Tertiary Demonstration Project Case Study: “Latrice”

- During the course of the Tier 3/ wraparound process, the need for disciplinary actions as a consequence of problem behaviors dramatically decreased



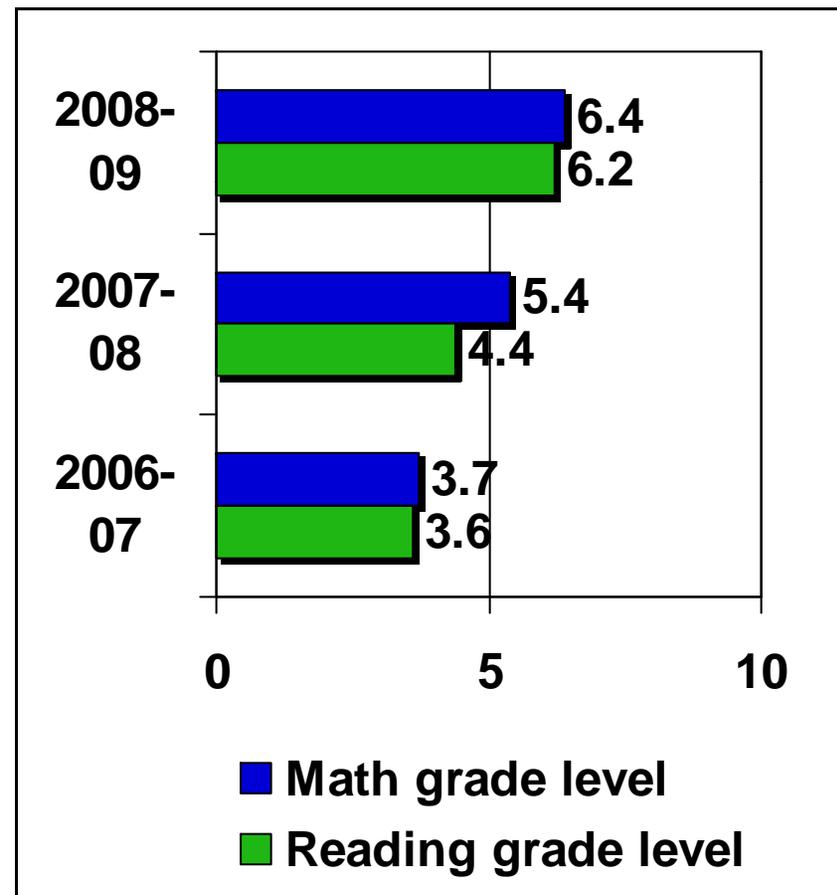
Illinois Tertiary Demonstration Project Case Study: “Latrice”

- Over time, “Latrice” showed an increasing ability to interact appropriately with peers without adult supervision



Illinois Tertiary Demonstration Project Case Study: “Latrice”

- With behavioral supports in place, “Latrice” had greater access to the curriculum. As a result, her academic performance improved.



Illinois Tertiary Demonstration Project Case Study: “Latrice”

- Additional outcomes
 - Mainstreamed into the general education setting on the basis of her improved behavior and academic performance
 - Recognized by the city mayor at the annual Martin Luther King Jr. celebration
 - Communication between school and home improved

FY 2010 SIMEO Tertiary Study

FY 2007-FY 2010

Sample: Students with Three Complete Sets of SIMEO Data

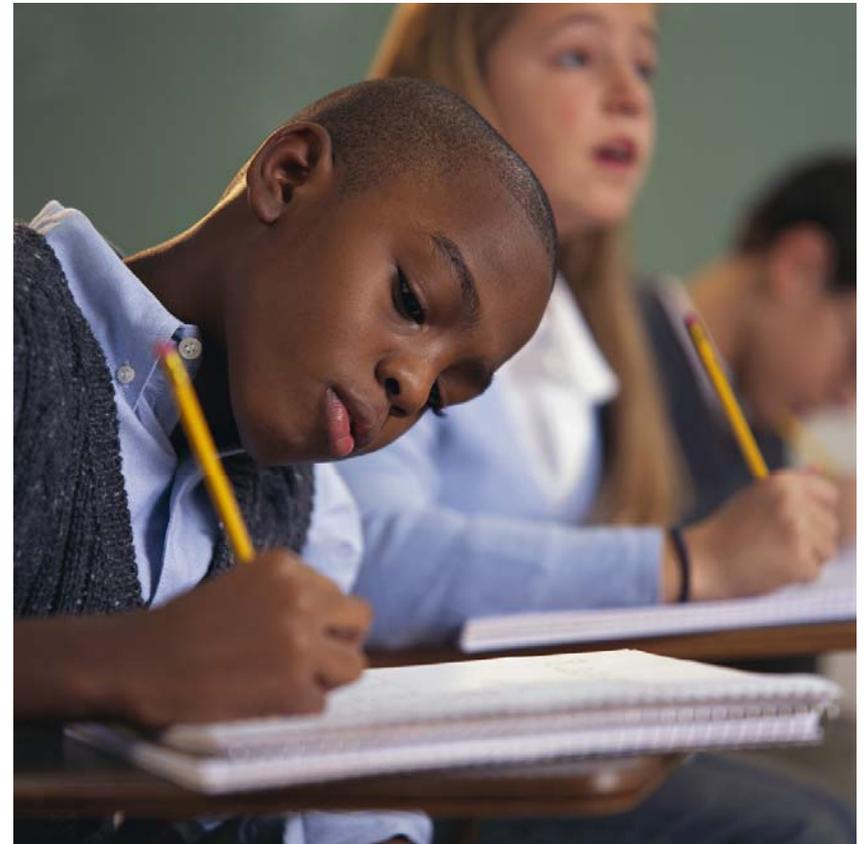
- **158 students** receiving Tier 3 Interventions-Complex FBA or Wraparound within school setting
- Average length of time receiving Wrap = **9.3 months**
- Baseline assessed within 30 days of team engagement on student disposition tool, education information tool and home school community tool
- Time 2 assessment conducted on average **3.42 months** after Baseline; Time 3 Assessment conducted on average **3.84 months** after Time 2
- Tools: Student Disposition, Ed-Tool, Home School Community Tool and if applicable, Discharge Tool



FY 2010 Tier III SIMEO Study

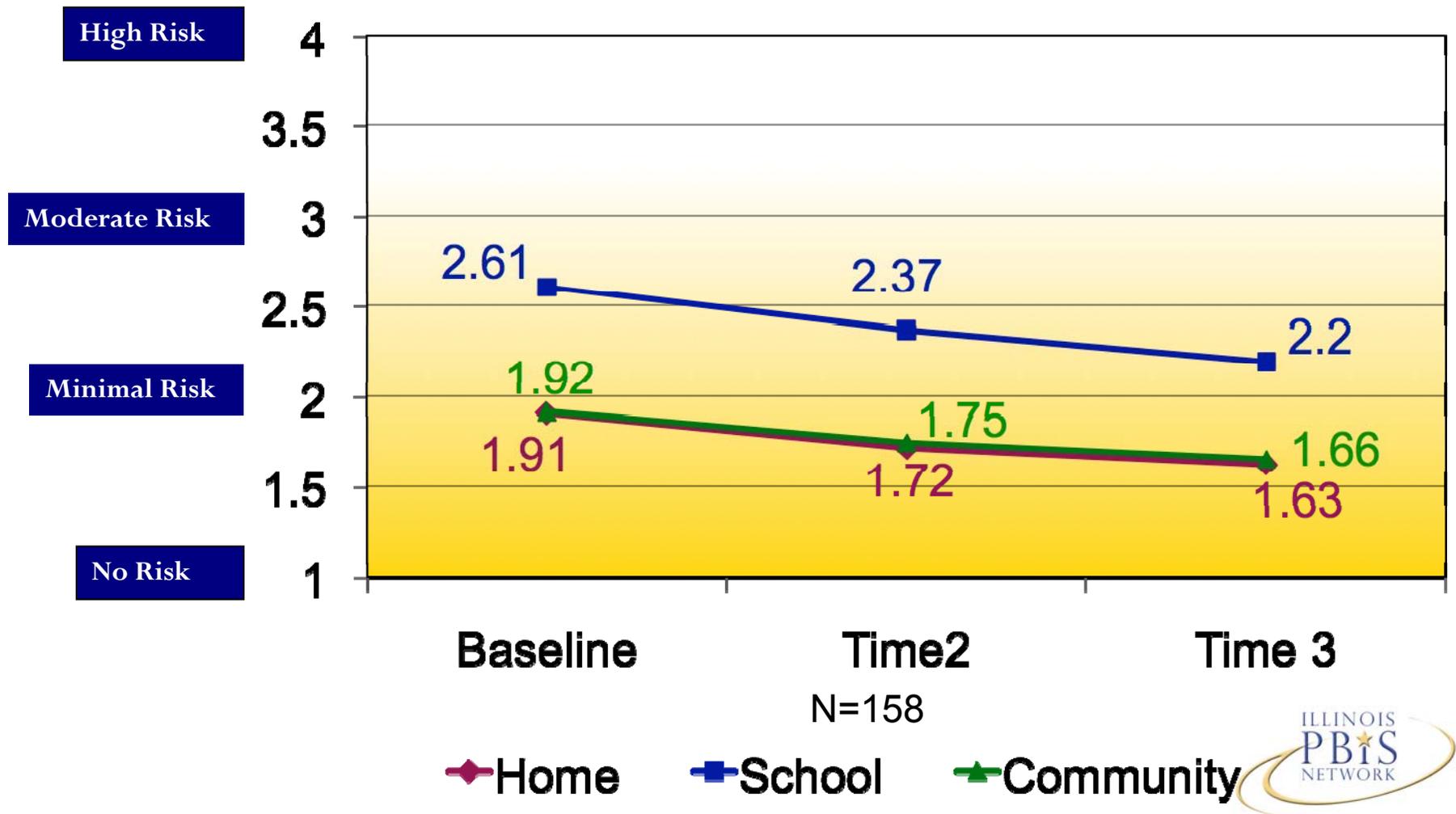
Student Characteristics

- Primary Source of Referral
 - School Social Worker- 55% (87)
 - Special Ed Director-26% (17)
 - PBIS Coach -19 (12%)
 - **Facilitator**
 - **School Social Workers 88% (139)**
 - Range of Ed Placements
 - General Ed Placement 100% of day- 58% (91)
 - 61%+ Day outside Gen Ed - 20% (30)
 - **IEP Identified at Baseline: 42% (67)**
 - Range of Primary Disabilities:
 - ED 18% (29)
 - SLD 11% (18)
 - Other Health 5% (8)
- Risk of One ore More Placement Failure:
86% (136 students)**



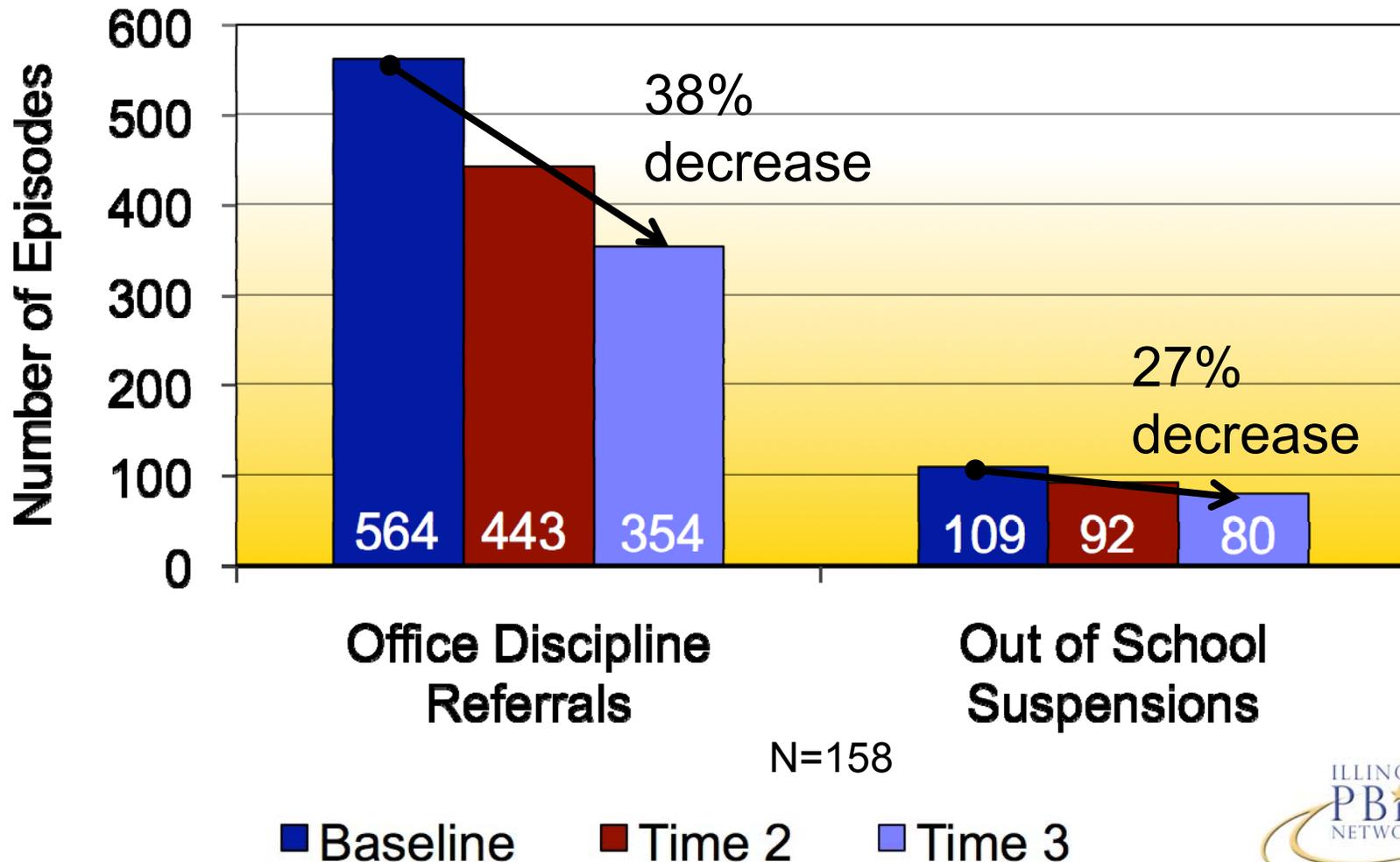
FY 2010-Tier 3 SIMEO Study

Risk of Home, School and Community Placement



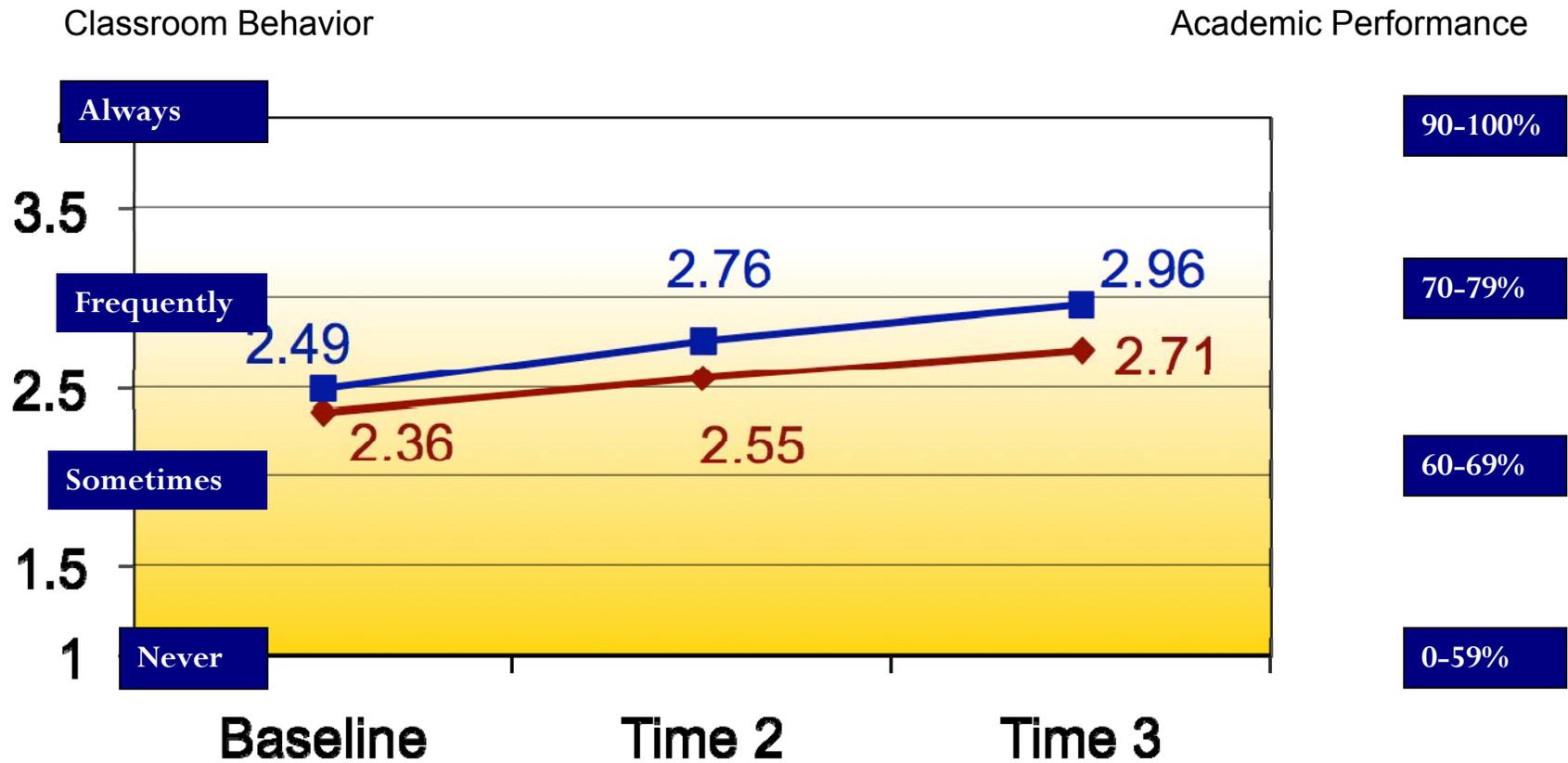
FY 2010-Tier 3 SIMEO Study

High Risk School Behaviors



FY 2010-Tier 3 SIMEO Study

Classroom Behavior Functioning and Academic Performance



N=158

◆ Classroom Functioning ■ Academic Performance



Another Wraparound “Teaching/Learning’ Example

Could a Community Partnership
(Co-Facilitated Plan)
made a difference?

Why This Student?

- Child of Trauma: PTSD and RAD
- Child welfare has been her “family” since age 2
- Not in Class: searches out adults to avoid class
- Keeping other girls from attending classes
- Was not following rules at home (curfew)
- Academic failure
- Talks about wanting to be pregnant

Previous Interventions

- Check In/Out
- Check and Connect with several adults
- Parent conferences
- Classroom modifications
- FBA
- Behavior Support Plan
- Daily phone calls home
- Calls to student when she didn't arrive

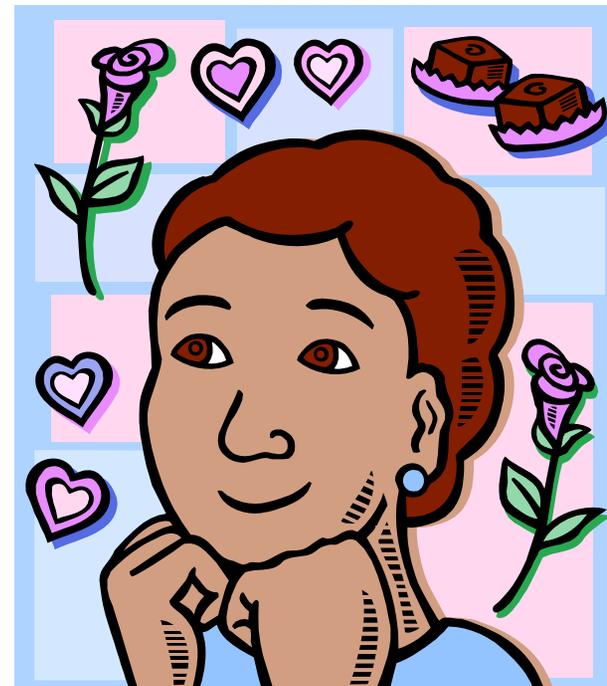
Strengths

- Artistic
- Academic ability
- Articulate
- Desire to belong
- Seen as a leader by peers
- Positive physical presentation
- Doesn't create drama about others

Big Needs



- To Belong
- In her words
- “to know what love is”



Team Members

- Student to provide big need and feedback
- Nurse to facilitate doctor visits
- Guidance counselor to transition
- Foster Parent to provide information on needs at home
- County Social Worker to bridge communication between home and school
- Homeroom teacher to communicate school functioning to team
- PBS coach as team facilitator



Strength-based Strategies

- Foster academics through tutoring daily
- Foster a trusting relationship with one school adult by providing daily meetings
- Foster relationships with peers by allowing student to choose a peer to study with
- Bi-weekly contacts with members on the team to let her know staff care
- Frequent positive contacts home
- Opportunities to journal during classes

If You Were the Wraparound Coach...

- Expanded Team Development with community providers of her choice, likely to support her big needs?
- Immediate safety plan?
- Support for Foster mom?
- Other

Life Happens

- Student has a conflict at home and runs away
- Student is not at school or home for over a month
- Student comes back home when she is pregnant
- Student attends a different school

RENEW

Secondary Transition for Youth and Young Adults

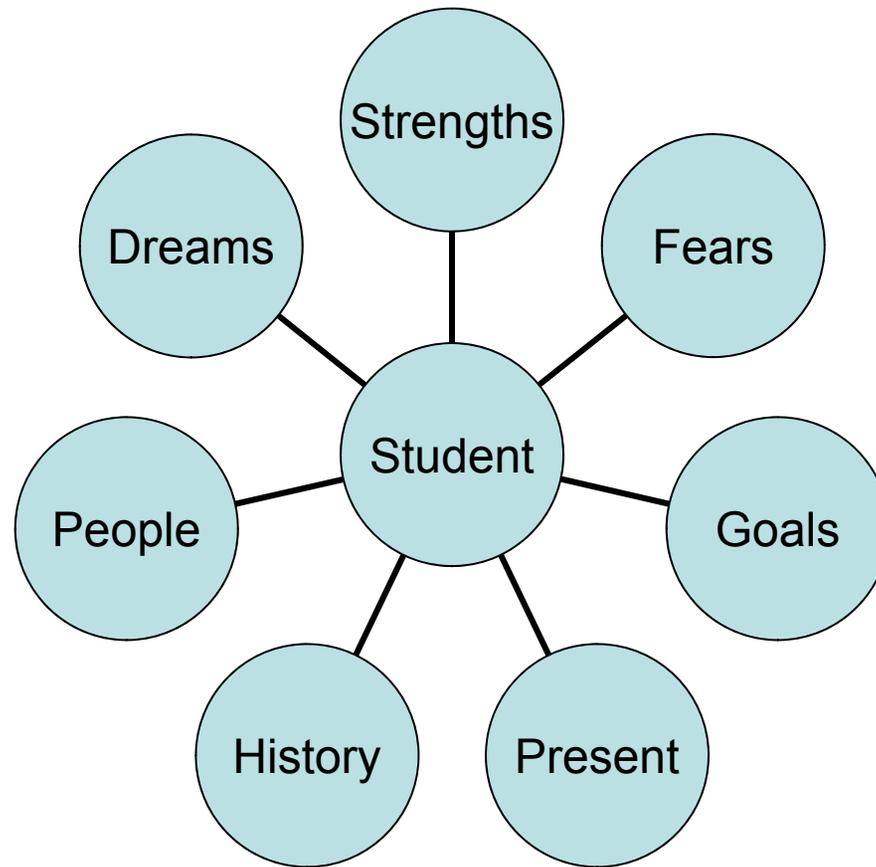


RENEW
Rehabilitation for
Empowerment,
Natural Supports,
Education, and Work

**JoAnne Malloy, Jonathan Drake Donna Couture
Institute on Disability, University of New Hampshire**



Futures Planning



Strengths

- Cares about the health of her child:
 - Eats right and quits smoking.
 - Keeps track of and attends all scheduled appointments
 - Good at getting herself around town
 - Fosters relationships with trusted adults
 - Capable of academic success
 - High academic expectations of self

Biggest Fears

- That I may not be able to make it through life when I don't have supports. I won't be able to take care of my child.

Dreams

- Have a cute baby and have her baby love her
- Finish high school
- Provide a good home for my baby without lots of screaming and cussing.

History

- Severe trauma and abuse
- Multiple homes and care-takers
- Multiple schools in same city

Present

- Pregnant and feels lazy
- Doesn't like to do many things
- Cares about the health of her child
- Wants to maintain relationships with favorite adults

People/Resources

- County nurse
- Foster parent
- Friends
- Sister
- Ms Polly
- Social Worker
- Therapist
- OBGYN
- Family of the father

Summer Goals

- To stop being lazy and get outside more
- To look for a job

Current Needs to Meet Goal

- Fill out job applications.
- Have an adult motivate her to get out by scheduling outings.

Fall Goals

- To attend school before and after baby is born. To have baby with her at school.
- To find child-care for her baby for second semester.

High School Goals

- To attend regular high school full time and enroll in college bound classes



Graham Elementary



Population: 312

Poverty level: 89%

Ethnicity breakdown:

42% African American,

36% Caucasian, 16%

Multi-Racial, 3%

Hispanic, 1% Asian, and

1% American Indian

**Student Support Leader
(role):** at Graham full
time; secondary
systems facilitator; cico
coordinator; wrap
facilitator;

Data Points



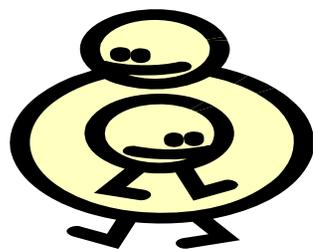
1. getting in
2. progress monitoring &
3. exiting the intervention



Child & Family Team Meetings

- 12/15/09
- 1/22/10
- 2/19/10
- 3/3/10
- 4/23/10
- 5/28/10
- 8/10/10
- 8/31/10
- 9/16/10
- 10/21/10
- 11/30/10





Family Voice

Ben and Mom initially chose the teacher and abbey. They also wanted an aunt who was unable to participate.

Mom was unable to identify other adults for the team due to frequent moves, difficulty in the neighborhood and a lack of involvement in the community.

After the first two meetings Ben asked for his mentor to join the child and family team.

Challenges Ben and family were facing included...

- Single parent family; mom working evenings and overnights.
- No contact with biological father and no consistent male role models.
- ADHD diagnoses; inconsistent use of prescribed medication.
- Limited involvement in community & neighborhood
- Limited social relationships at school & home
- Stress of moving to different homes.



Meetings 1 and 2:

- Discussed strengths for Ben and his family
- Came up with mission statement
- Discussed Big Need

Strengths identified in the First meeting

Ben's strengths



Ben: Smart, good at math, reading, writing and playing video games

Mom: Very organized, He's creative and enjoys drawing cartoons

Teacher: writing and math;

Family Strengths:

- Mom consistently takes Ben to his mental health appointments.
(This might include getting the city bus for an hour ride, attending an hour appointment, waiting another 30 minutes for the bus and then riding home and then bringing him to school).
- Mom is an active participant at the school, follows through with suggestions;

Mission Statement

The mission statement was developed by the team, Ben and his mom.

Ben wanted the mission statement to be

“I will yell less at home so that I can see more smiling from my family”.



Big Need

The Child & Family Team determined the Big Need using the SIMEO data and people's perceptions.

~

The need for positive adult and peer relationships at home, the neighborhood and school

- School-addressed through mentor and social worker working on social skills
- Community addressed through YMCA family pass and basketball league
- Home being addressed through counseling



The BIG NEED

(what's under the surface)



The Child & Family Team determined the Big Need using the SIMEO data and people's perceptions.

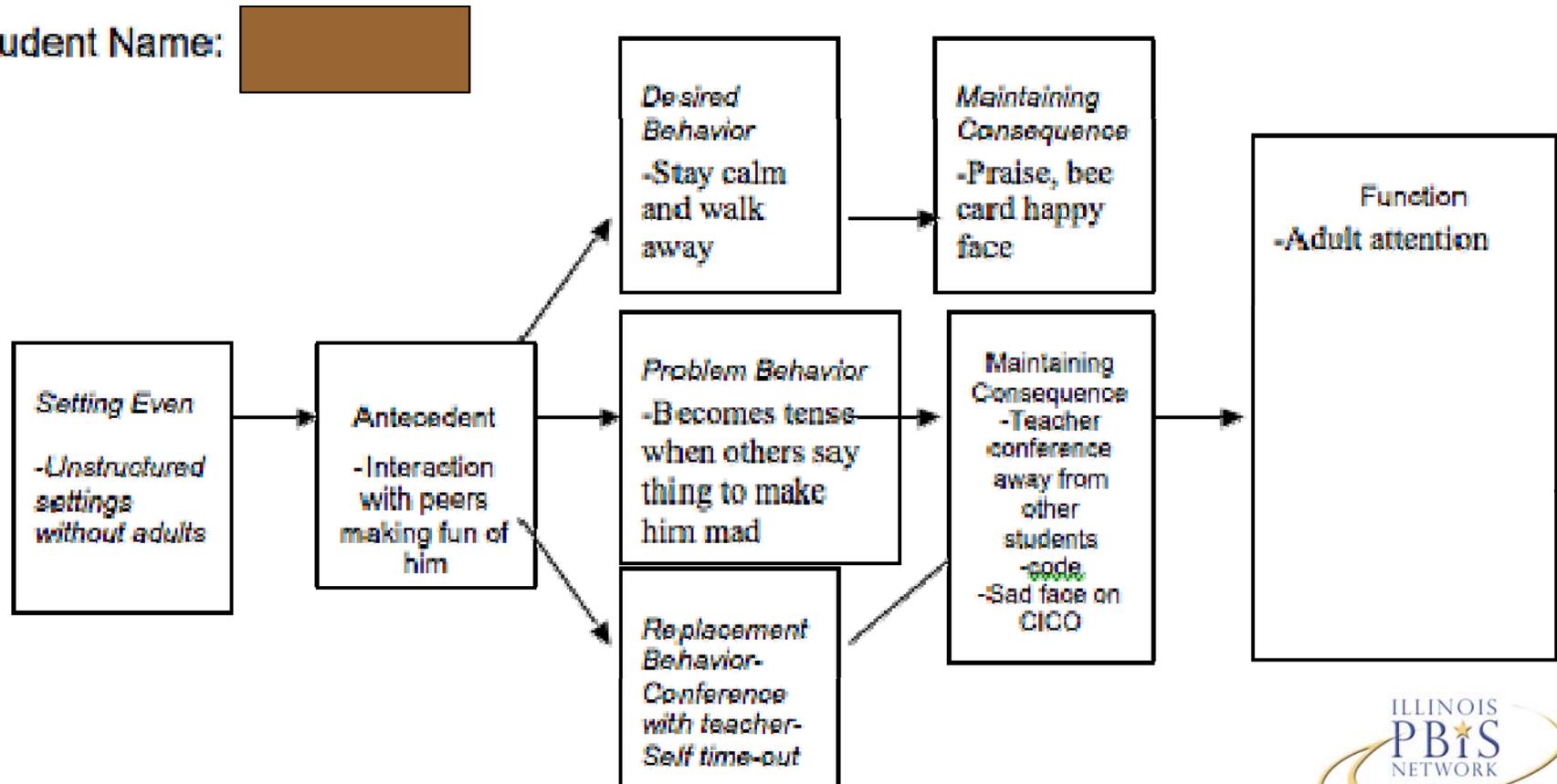
~

The need for positive adult and peer relationships at home, the neighborhood and school

Behavior Pathway completed at 2nd c&f team

SECTION 2: Functional Behavioral Assessment and Behavior Intervention Plan

Student Name:



Behavior Intervention Plan

<i>(Make problem behavior irrelevant)</i>		<i>(Make problem behavior inefficient)</i>	<i>(Make problem behavior ineffective)</i>
Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
<p>-Pre teach before unstructured settings</p> <p>Inform appropriate adults in the building of plan and teaching strategies</p>	<p>-Lions quest lessons</p> <p>-Mentor addressing social skills</p> <p>-Teaching at mental health</p>	<p>-Teach behavior of going into hallway with a book</p> <p>-Teach behavior of walking away from the situation</p>	<p>-Reward: Happy face, rewards in classroom, praise when done well</p>

Meetings 3 and 4

- Celebrated Ben walking away from 2 fights!!!
- Addressed the need of social activities from SIMEO data by working on a family YMCA pass through LANS



Meeting 5



- Upon returning from Spring Break, family was evicted from home and living with family.
- Parent educator and social worker helped transition family into a shelter

Meeting 6

- Worked on summer planning for Ben
- Will attend basketball camp
- Will attend Lincoln Prairie Behavioral Health enrichment program 3 times per week
- Will attend vacation bible school



Meetings 7 and 8



- Return from summer meeting
- Family is transitioning to a new shelter
- Ben started school for 1 week and was then hospitalized, had an emergency meeting when he returned

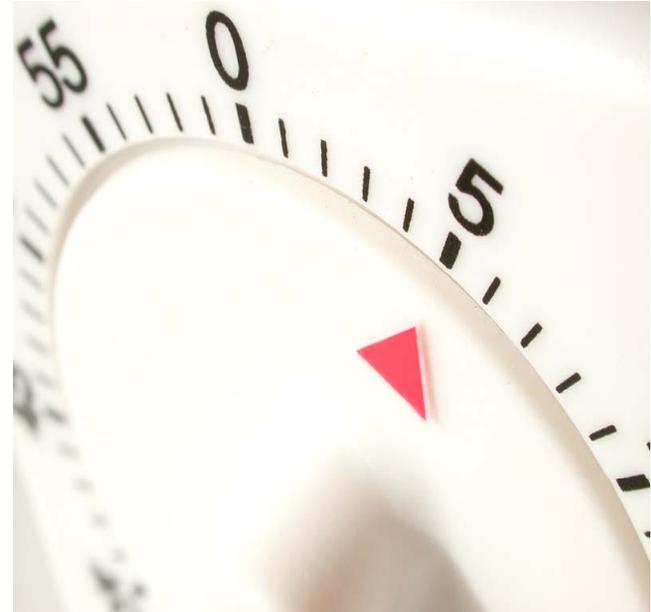
Meetings 9 and 10

- Discussed huge school improvement
- Ben is turning in work, his grades are all 80%-90%
- He has received only 3 referrals all year as compared to last year at this time he had 29

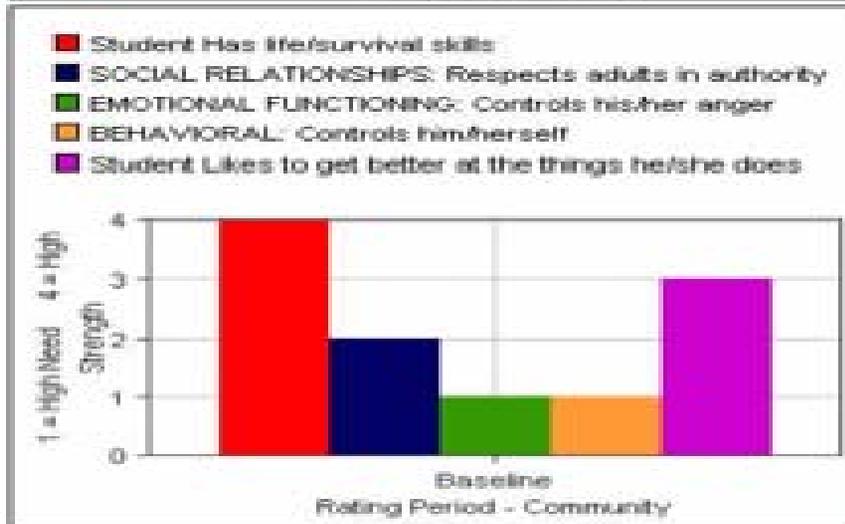
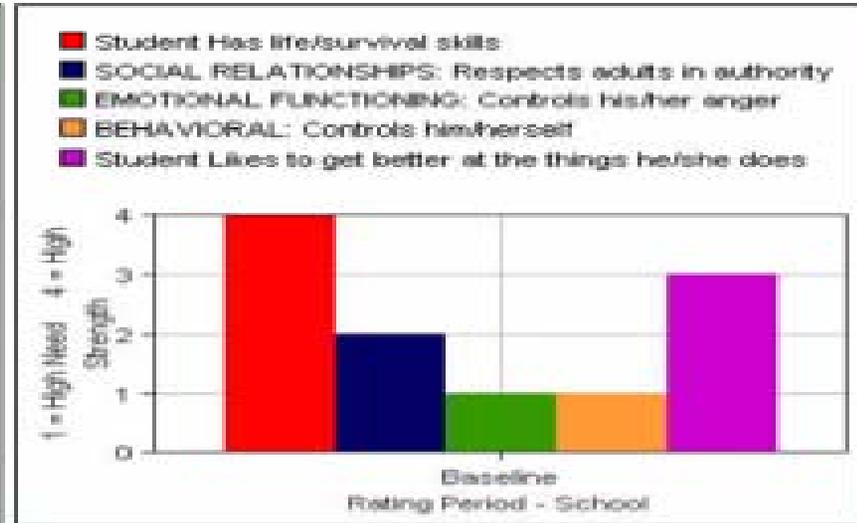
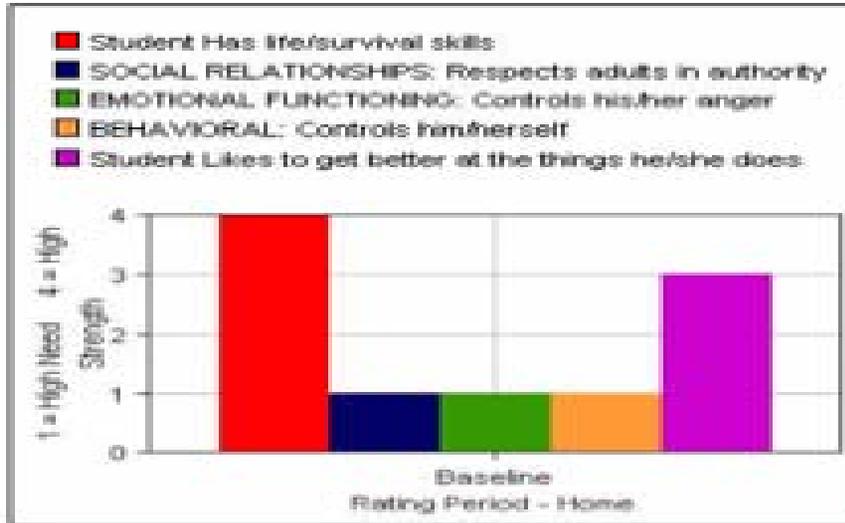


Meeting 11

- Met with Ben to discuss his mentor moving out of town
- Talked with him about it in our child and family team meeting
- Former teacher volunteered her husband who will start immediately

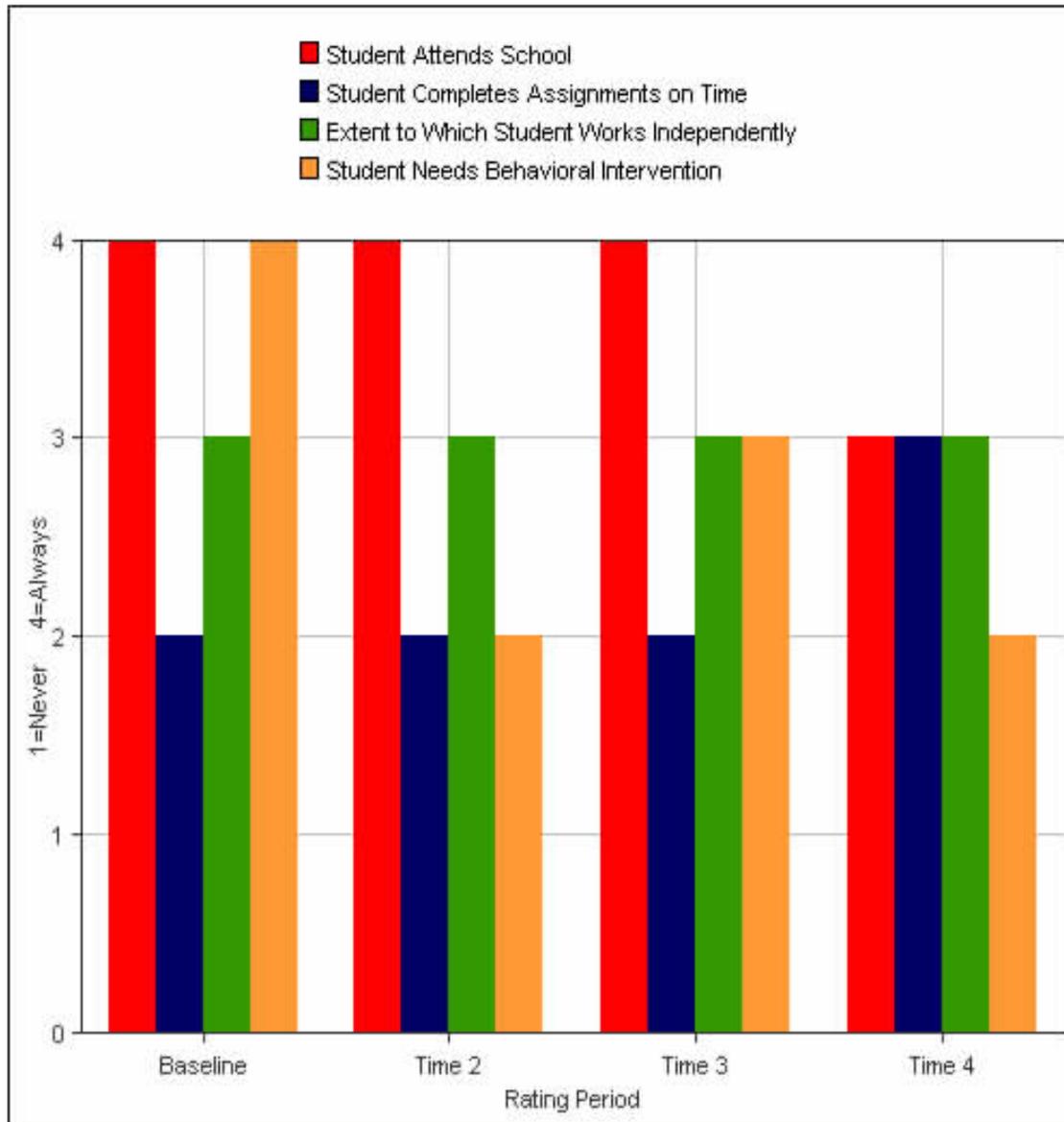


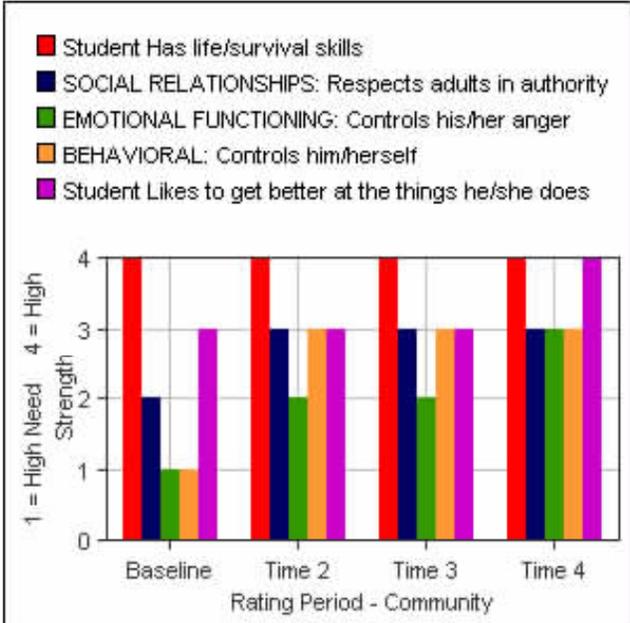
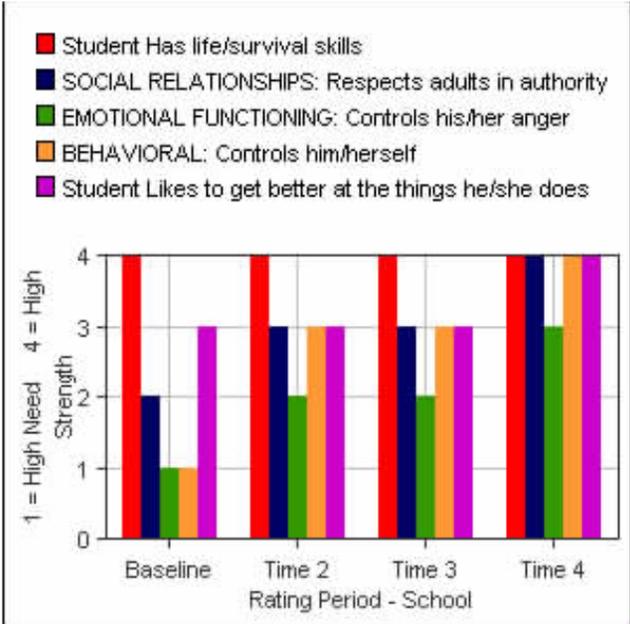
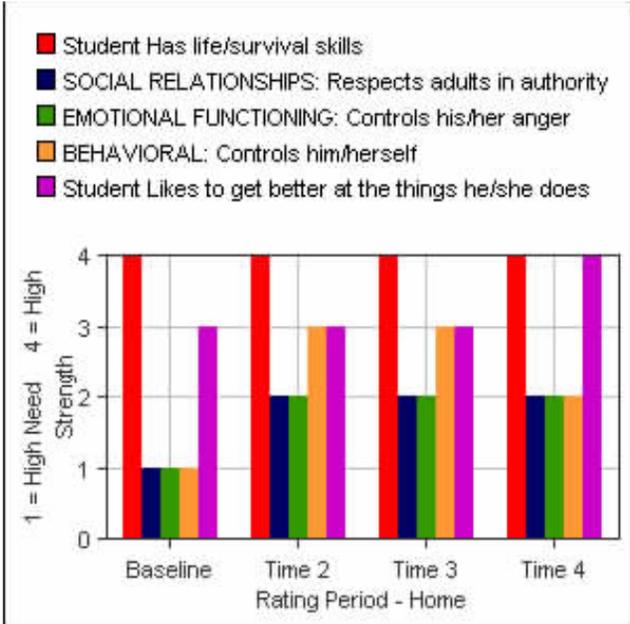
Initial SIMEO Data:



Graham Elementary School-SUSD

Tool: SIMEO 2011-Educational Information Tool





DATA over time....

SECTION 7: Individual Student Data for Progress Monitoring

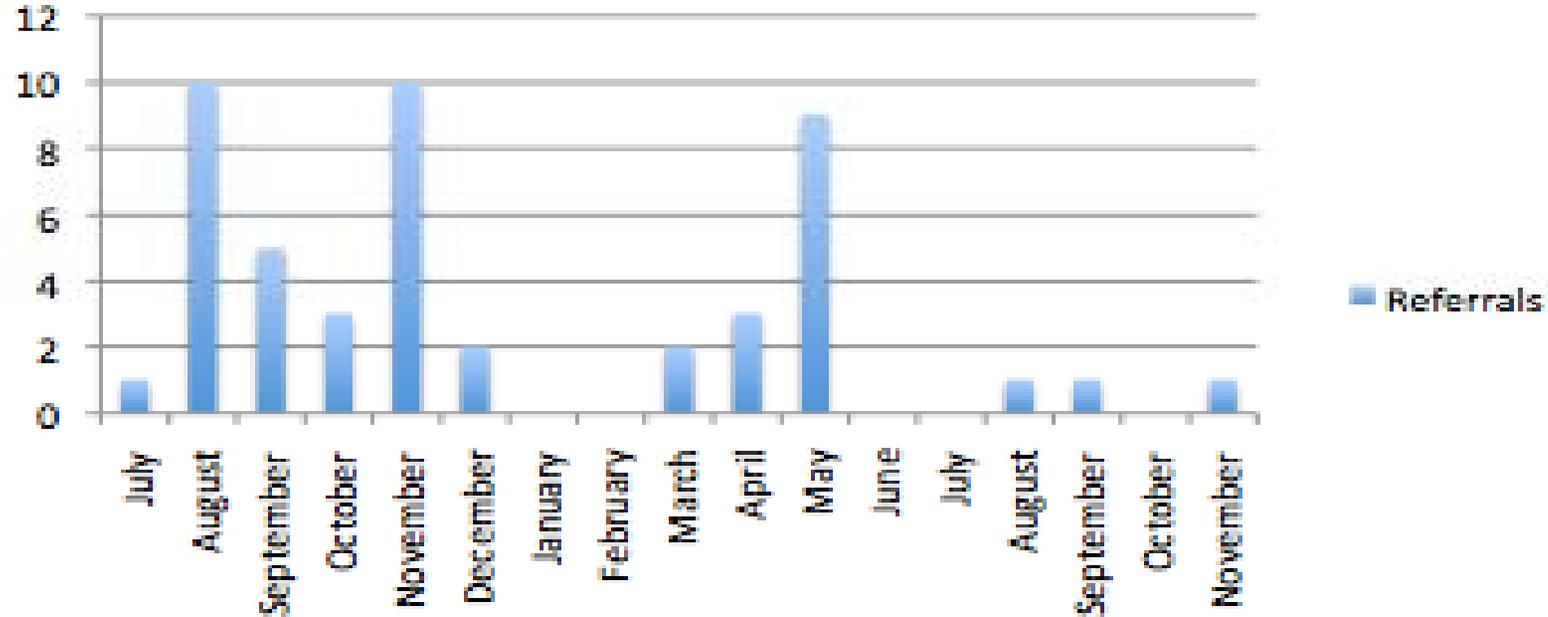
<i>(Please indicate time period)</i>	Baseline July 22- December 15, 2009	Time 2 January 15, 2010	Time 3 February 15, 2010	Time 4 March 15, 2010	Time 5 April 15, 2010	Time 6 May 15, 2010
GRADES	70%-79%	70%-79%	80%-85%	80%-85%	80%-85%	80%-85%
Daily Progress Report (DPR)	76%	91%	95%	71%	83%	81%
QDRs	30	1	0	1	1	9
ISS (In-School Suspensions)	0	0	0	0	0	0
OSS (Out of School Suspensions)	3	1	0	0	1	1
Attendance: Absences/tardies	86.59%	87.64%	89.25%	86%	86%	85%
OTHER DATA	NA	NA	NA	NA	NA	NA

DATA over time....

<i>(Please indicate time period)</i>	Time 8 September 15, 2010	Time 9 October 15, 2010	Time 10 November 15, 2010
GRADES	85%	85%	85%-90%
Daily Progress Report (DPR)	NA	NA	NA
QDRs	1	1	0
ISS (In-School Suspensions)	0	0	0
OSS (Out of School Suspensions)	1	1	0
Attendance: Absences/tardies	79%	77%	75%
OTHER DATA	NA	NA	NA

Monthly referral slide

Referrals



Questions/Comments?



Resources

- Freeman, R., Eber, L., Anderson C, Irvin L, Bounds M, Dunlap G, and Horner R. (2006). **“Building Inclusive School Cultures Using School-wide PBS: Designing Effective Individual Support Systems for Students with Significant Disabilities”**. The Association for Severe Handicaps (TASH) Journal, 3 (10), 4-17.
- Eber, L. (2005). **Wraparound: Description and Case Example**. In George Sugai & Rob Horner (2005) Ed., Encyclopedia of Behavior Modification and Cognitive Behavior Therapy: Educational Applications, (pp. 1601-1605). Thousand Oaks: Sage.
- Eber, L. & Keenan, S. (2004). **“Collaboration with Other Agencies” Wrap Around and Systems of Care for Children and Youth with EBD.**” In R. G. Rutherford, M. M. Quinn, S. R. Mathur (Eds), Handbook of Research in Behavioral Disorders. Guilford Press, NY, NY.
- Eber, L. , Breen, K., Rose, J., Unizycki, R.M, London, T.H. (2008). **“Wraparound as a Tertiary Intervention within a School-wide System of Positive Behavior Support”**. Teaching Exceptional Children 40 (6), 16-22.
- Eber, L., Hyde, K., Rose, J., Breen, K., Mc Donald, D. and Lewandowski, H. (2008). **Completing the Continuum of School-wide Positive Behavior Support: Wraparound as a Tertiary Level Intervention**. In Sailor, W., Dunlap, G., Sugai, G. and Horner, R. (Eds.), **Handbook of Positive Behavior Support**. Springer, NY, NY.

