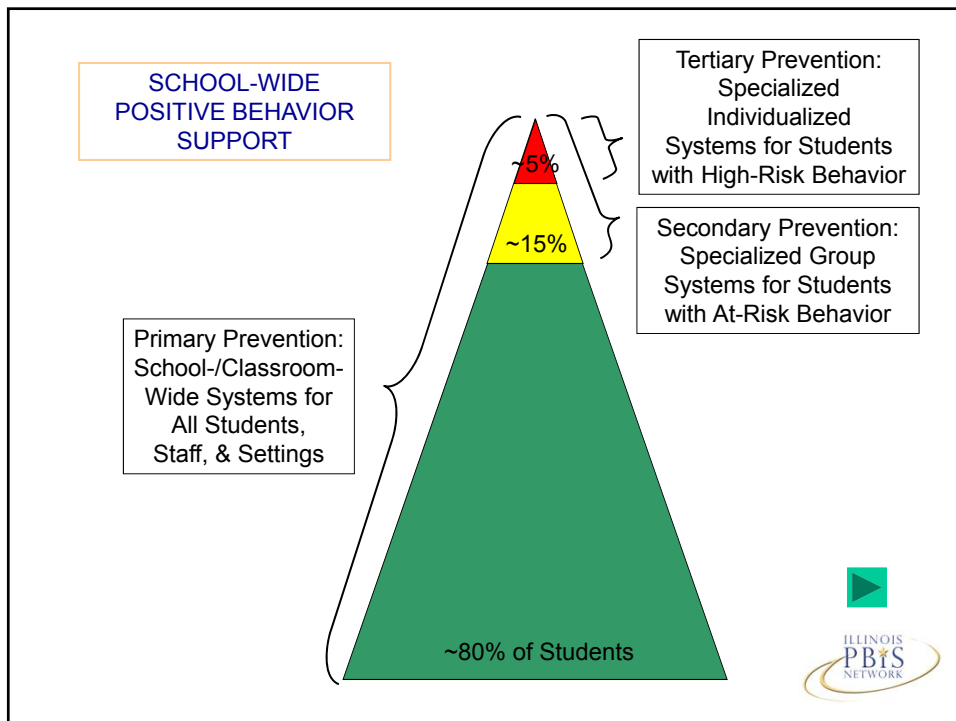


# **Wraparound as a Tier 3 Intervention within a School-wide System of Positive Behavior Interventions and Supports in Schools**

**Session B-1 11:00 -12:15  
March 10, 2011**

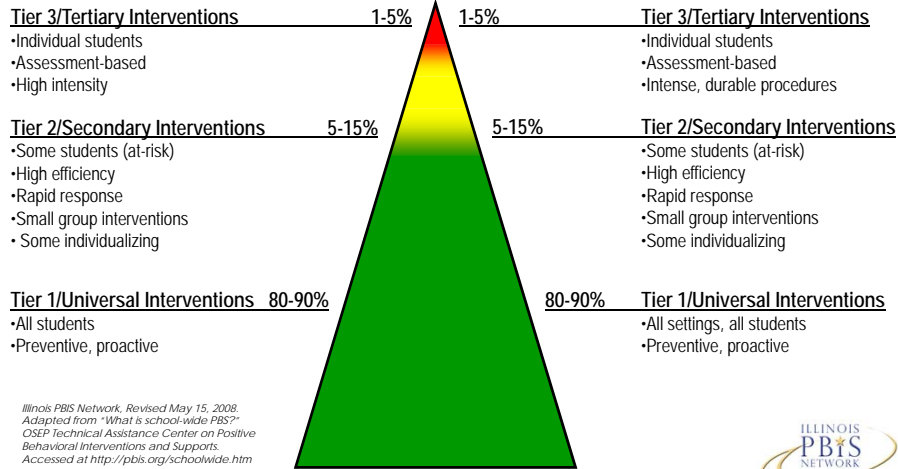
**Lucille Eber  
Illinois PBIS Network  
[www.pbisillinois.org](http://www.pbisillinois.org)  
[Lucille.Eber@pbisillinois.org](mailto:Lucille.Eber@pbisillinois.org)**



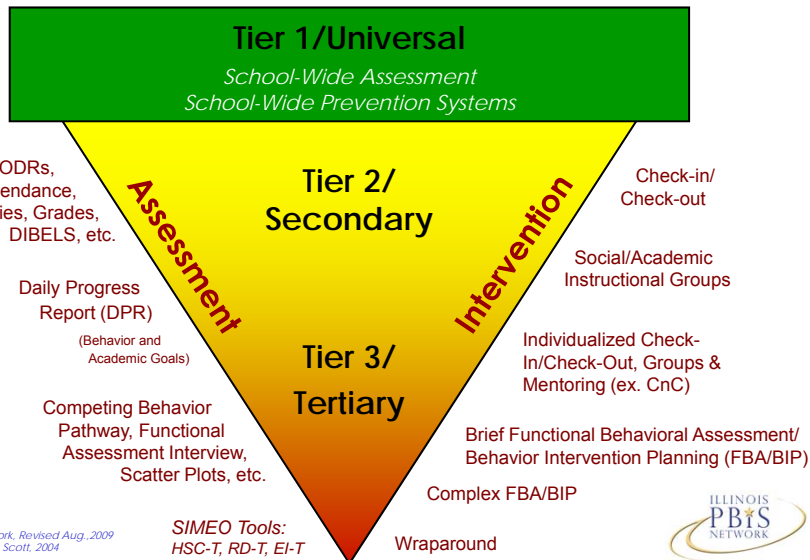
## School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

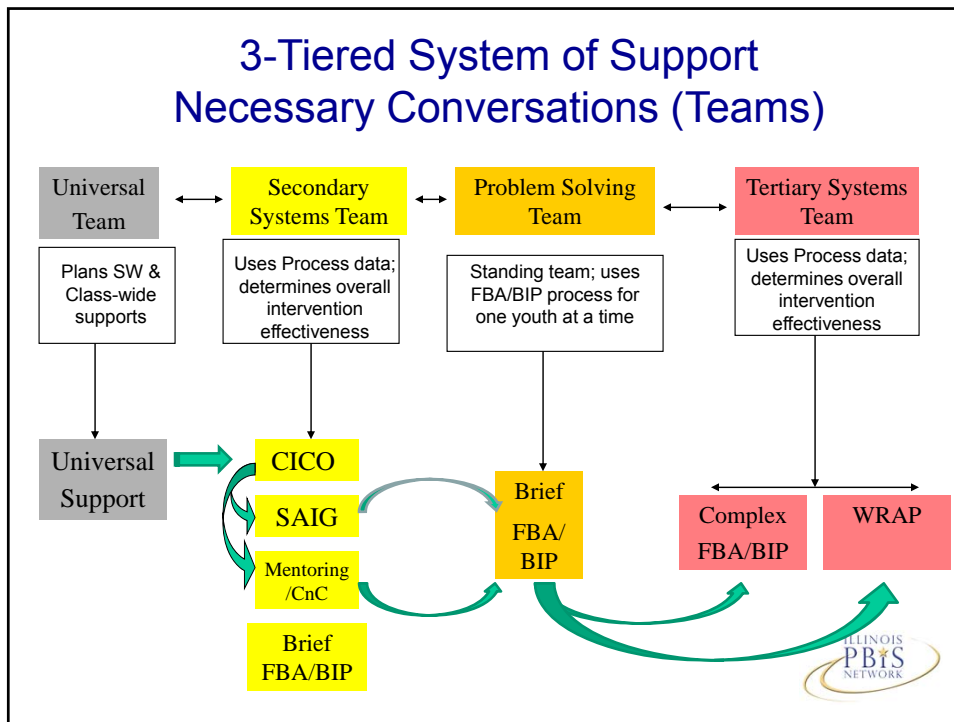
### Academic Systems


### Behavioral Systems



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





- ### Who is Tier 3-Wraparound for?
- Youth with **multiple needs** across home, school, community
  - Youth at-risk for **change of placement** (youth not responding to current systems/practices)
  - The adults in youth's life are **not effectively engaged** in comprehensive planning (i.e. adults not getting along very well)
- 

## What is Wraparound?

- Wraparound is a **process** for developing family-centered teams and plans that are strength and needs based
  - ✓ (not deficit based)
  - ✓ across multiple settings and life domains.



## Features of Wraparound:

- **individual** students
- built upon **strengths**
- **voice**, priorities of youth and family
- based on unique youth and family **needs**
- **culturally relevant** teams and plans
- plans include **natural supports**
- traditional and **non-traditional interventions**
- **multiple** life domains
- **unconditional**



## Unique Fit

Wraparound plans should be uniquely designed to fit individual students needs as opposed to making a student fit into existing services or a prescribed program.



## Life Domain Areas to Consider

- Physical Needs/Living Situation
- Family/Attachment
- Safety
- Socialization
- Cultural/Spiritual
- Emotional/Psychological
- Health
- Educational/Vocational
- Legal



## Value Base

- Build on strengths to meet needs
- One family-one plan
- Increased parent choice
- Increased family independence
- Support for youth in context of families
- Support for families in context of community
- Unconditional: Never give up

P.Miles, 2004



## What's New in Wraparound?

- Skill set specificity
- 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



## Data-Based Decision-Making and Wraparound

Can wraparound teams use data-based decision-making to prioritize needs, design strategies, & monitor progress of the child/family team?

- ✓ more efficient teams, meetings, and plans?
- ✓ less reactive (emotion-based) actions?
- ✓ more strategic actions?
- ✓ more effective outcomes?
- ✓ longer-term commitment to maintain success?



## 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)



## Four Phases of Wraparound Implementation

- I. Team Development**
  - 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”



## Engagement



## Phase I: Team Development

### Initiating the Wraparound Process

- Prepare for wraparound meetings through **individual conversations with core team** members is a critical first step.
- The first contact/s with the family should **feel different** than being invited to a meeting.
- Gather information for a rich **strength profile** (this will be a valuable tool for action planning).



## Team Composition:

### **Roles are the focus** (not job titles)

- Parents/caretakers and youth
- Person/s the family turns to for support (extended family, friend of parent or child, neighbor, medical/professionals)
- Person representing strengths/interests (coach, specific teacher)
- Agencies Involved: mental health, DCFS, Juvenile Justice, Early Intervention, etc.
- Spiritual Supports
- Facilitator
- Mentor



## Examples of Natural Supports Found on Wraparound Teams

- Co-workers
- Relatives: extended family
- Friends
- Classmates
- Clergy
- Storeowners/merchants
- Postal Workers
- Crossing Guards
- Taxi Drivers
- Neighbors
- Coaches
- School custodians
- Previous “helpers”



P.Miles, 2004



## Points to Remember about Engaging Families

- Apply Rtl to Family Engagement: don't keep doing what hasn't worked up
- If engagement didn't happen, how would you change your approach to effectively engage?
- professionals don't get to choose or judge how families raise their kids.
- Always start with a conversation ( not a meeting) with the family, getting their trust and permission before talking with others.



## Phase I: Team Development

### Wraparound Facilitator:

- Meets with **family & stakeholders**
- **Gathers perspectives** on strengths & needs
- Assess for safety & rest
- Provides or **arranges stabilization** response if safety is compromised
- **Explains** the wraparound process
- Identifies, invites & orients Child & Family Team members
- Completes strengths summaries & inventories
- **Arranges initial wraparound planning meeting**



## Establish Family Voice & Ownership

- Communicate differently...
  - ✓ No **blaming**, no **shaming**
  - ✓ **Start** with strengths
  - ✓ **Family's needs** are **priority**
  - ✓ **Listen to their story** before the meeting
  - ✓ **Validate** their perspective



## Checking for Family Voice & Ownership

- Family **chooses** team members
- Team meets when & where family is **comfortable**
- Family (including the youth) feels like it is **their meeting** and **their plan** instead of feeling like they are attending a meeting the school or agency is having about them.



## Introducing Fidelity into the Wraparound Process: Wraparound Integrity Tool (WIT)

### Purpose of the WIT:

- to ensure wraparound is done with integrity;
- assist family in thinking through previous/most recent meeting experiences (baseline rating)
- team self-assess fidelity over time.

### Trainer models/role play:

- How to introduce during Phase I;
- How to introduce/use at team meetings over time



## Activity:

### Engaging Key Players Using Data-WIT

1. Review Phase 1 of WIT
2. Practice what you would say to a family to introduce the WIT during Phase I (baseline).
3. Practice how you would introduce the WIT to team to use on an on-going basis to self-assess fidelity.
4. List points to keep in mind as you use the tool.



## STRENGTHS and NEEDS



## Strengths & Wraparound

- Strategies are created based on strengths.
- Action Plan is guided by strengths.
- More is documented about strengths than problems.
- Strengths of each family member and the family as a whole are recorded.



## How are *strengths* used continuously in the wraparound process?

- To **support the collaborative relationship** of team members
- To **establish ownership** of team and plan
- To ensure interventions are proactive
- To continuously build on **successes**



## Points to consider as you do Strengths Profile

- Specific and functional
  - Multiple settings
  - Multiple life domains
  - Hidden strengths
  - Family strengths
- (Page 4 of Tier 3 Student Action Plan)



## Needs-based

- Assumptions & Values
  - Difficult behaviors result from unmet needs
  - Difficult behaviors tell us important things about a person's life
  - Needs are not services
  - Allow family/youth to voice their needs rather than assessing needs for them
  - Team measures family experience of "met need" rather than service provided

Patricia Miles, 2002



## Good needs-based interventions will:

- Change the environment around the situation rather than waiting for the person with the unmet need to do the changing
- Help build skills for the youth and the youth's supporters (family, teachers, neighbors, kin, etc.)
- Access existing resources when there is fit, avoid existing resources when there is not

Patricia Miles, 2002



## Jacob

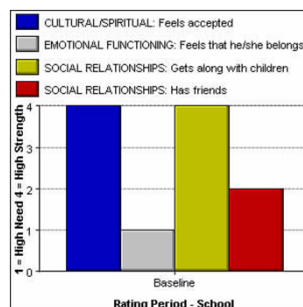
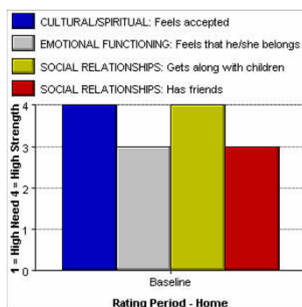
### Reasons for Wrap Referral

#### Baseline

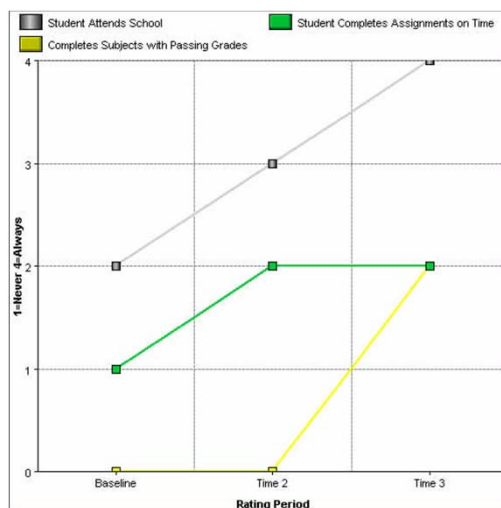
- Poor school attendance
- Tardiness
- Refusal to participate in 2<sup>nd</sup> grade classroom activities. Did work independently in office/partial school days.
- Previous hospitalization (Bipolar Disorder)
- Retention – currently repeating 2<sup>nd</sup> grade year
- Failing Grades
- Family Support Needs



## “Jacob” Home/School/Community Tool Getting to Strengths & Needs at Baseline



## “Jacob” Educational Information Tool Time 3



## Needs & Wraparound

- **Focus on the “why” of a need not the “how”**
  - Needs to feel competent with academic tasks rather than he needs to complete his assignments
- **Use descriptive terms**
  - To learn, To know, To experience, To feel, To see, To have, To be
- **Deal with the “big” stuff**
  - Families/youth deserve to know their teams are dealing with their larger challenges
- **More than one way to meet it**
  - Unlike a goal (John will come to school every day)
- **Improves quality of life (as defined by family, youth)**

Adapted from P.Miles, 2004



## Services & Needs are Different

### Service

- Defines the action
- Three levels
  - ✓ Existing service
  - ✓ Intervention
  - ✓ Support
- Frequent changes based on new information

### Need

- Defines why do the action
- Unifying concept that cuts across all three levels of service
- Changes infrequently until reports indicate “met need”

P.Miles, 2004



## “Needs” Talk in Team Meetings

- When a team member disguises a service as a need, i.e.
  - He needs a special education placement or
  - The family needs counseling
- Ask the team member:
  - What do you hope **will be accomplished** through this?
  - Why do you think this is **important to the person**?
  - **How will you know** when it's been effective?



## Examples of Needs Statements:

- The student needs to feel adults and peers respect him.
- The student needs to feel happy about being at school.
- The parent needs to know her son is getting a fair shake at school.
- The student needs to be reassured that he can complete the work.



## Phase II Wraparound: Plan Development

### Facilitator:

- Holds an initial (or 2) wraparound plan development meeting
- Introduces process & team members
- Presents strengths & distributes strength summary
- Solicits additional strength information from gathered group
- Leads team in creating a mission statement
- Introduces needs statements & solicits additional perspectives on needs from team
- Facilitates team prioritizing needs
- Leads the team in generating strategies to meet needs
- Identifies person/s responsible for follow-through with action plan items
- Documents & distributes the plan to all team members



## Phase III of Wraparound: Plan Implementation & Refinement

- Facilitator
  - Sponsors & holds **regular team meetings**
  - Facilitates team **feedback** on accomplishments
  - Leads team members in **progress-monitoring**
    - Plan implementation
    - Plan effectiveness
  - Creates an opportunity for **modification**
    - Maintain, modify or transition interventions
  - Documents & **distributes** team meeting minutes



## Steps for Developing a Wraparound Action Plan (Phase II-III)

- 1) Clarify Agenda, logistics, & team rules
- 2) Introduce by Roles and Goals
- 3) Develop/Review a Mission Statement (Big Needs)
- 4) Start Meeting w/Strengths; Celebrate Successes
- 5) Identify Needs across Domains
- 6) Prioritize Needs
- 7) Develop Actions
- 8) Follow-up: Assign Tasks, Solicit Commitments, Set Next Meeting Date

Document, Evaluate, Revise...



## Wraparound Phase III

- Develop strategies to meet “big needs” using strengths
- After implementing strategies to improve quality of life (strength-based strategies addressing big needs),
- The team will probably need to zero in on specific behaviors that need function based interventions



## Sample Meeting Norms



- We will listen actively to all ideas
- Everyone is expected to share his or her ideas
- Let each person finish (No interrupting)
- Confidentiality
- Respect differences
- Supportive rather than judgmental
- Keep discussion "strengths based".
- Time Limit (*30 mins = ideal, 60 mins = max.*)



## Phase IV of Wraparound: Plan Completion & Transition

- Purposeful transition out of 'formal' wraparound process with goal of maintaining positive outcomes
- Strategies become more based on natural supports (ex. friendship, sports...)
- Focus on transition is continual (starts in phase I)
- Transition students from more intensive to less intensive supports
  - Universal & Secondary strategies
- "Unwrap"



## Andy

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



### **Why move to Phase I 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



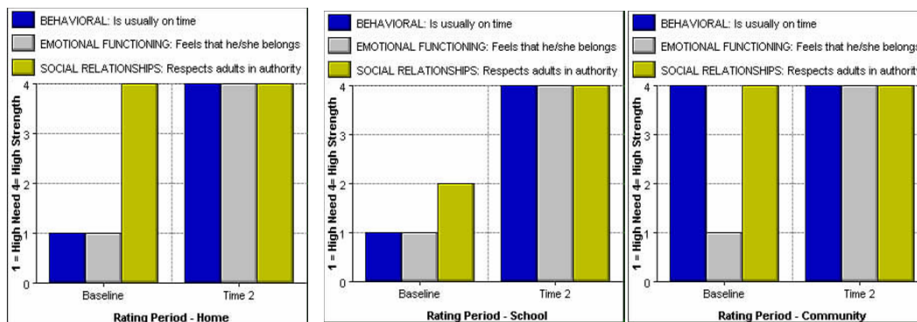
# Andy

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

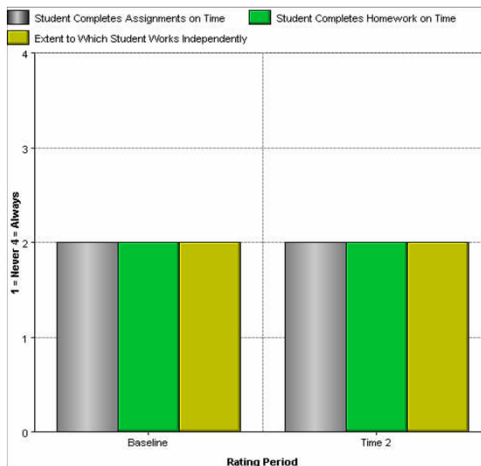


## Andy

- 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.	3rd/4th Qtr.
ODR s	6	0
GPA	1.25	2.30
OSS	15	0
Tardy	23	6



### Tertiary Level “Coaches” have to help establish capacity (fidelity) for wraparound:

- Commitment of time
- Commitment to “stay at table”
- Willingness to regroup and be solution-focused
  
- No judging or blaming
- Time for listening to stories
- Time for venting, validating
  
- Establishing consensus
- Voice of student/family in prioritizing
- Establishing ownership



## Setting Event Challenges

- Setting events that seems outside of the “control” of the school may frustrate intervention efforts.



## Effective Interventions: Getting to the Setting Event

If you are doing wraparound and effectively engage the family, you are more likely to (eventually) get to strategies that address the setting event.



## Layering Up to Tier 3....

- **“Linda”, a 5th grader, accumulated 21 ODRs, two ISS and two OSS in her 4th grade year.**
- **She instigated verbal fights with other students that sometimes turned physical and had difficulty with authority figures at school.**
- **Linda started Check and Connect (CnC) in January 2008**

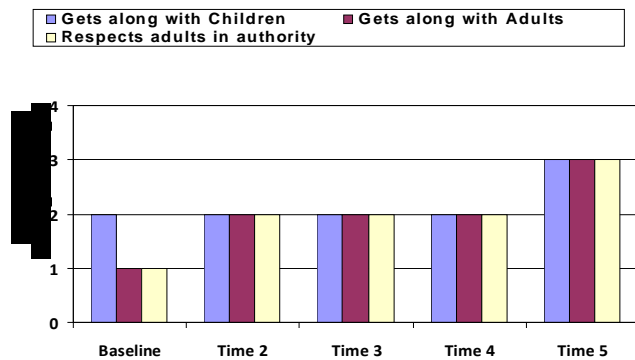


## Layering up to Tier 3...

- She felt secure enough with her wraparound team to disclose information about abuse, not known previously to family/school
- The team quickly put in additional supports, community mental health services, to address the issues
- Linda’s grades have improved dramatically as a result of these interventions
- Her current grades average between 80-99%, versus averaging between 60-69% before the interventions began in January 2008.



### Linda's Social Relationship Data in School



## 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



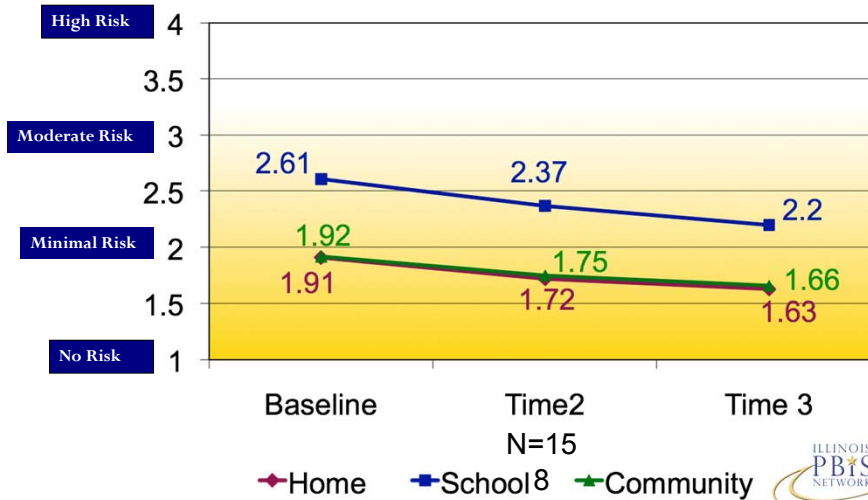
## FY 2010 Tier III SIMEO Study Student Characteristics

- 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)**



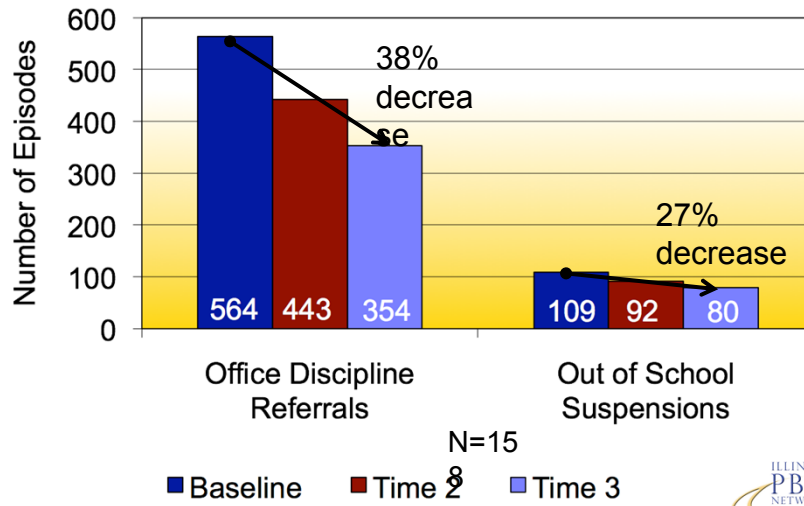
## FY 2010-Tier 3 SIMEO Study

### Risk of Home, School and Community Placement



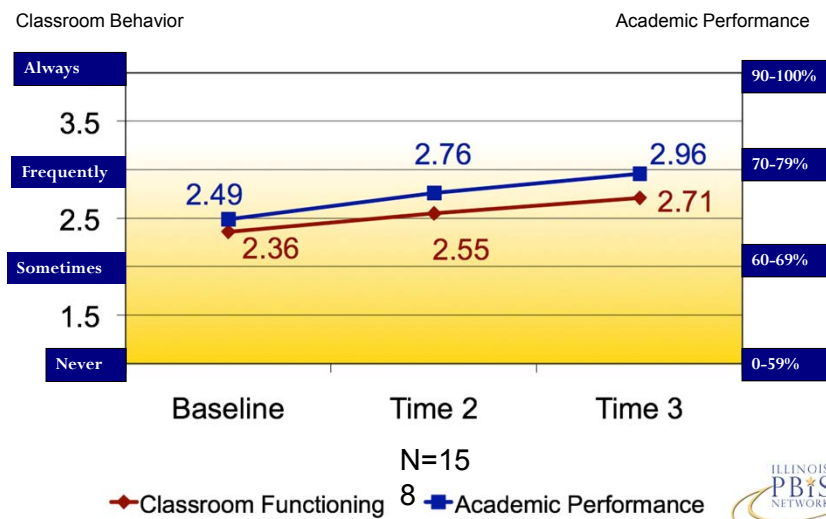
## FY 2010-Tier 3 SIMEO Study

### High Risk School Behaviors



## FY 2010-Tier 3 SIMEO Study

### Classroom Behavior Functioning and Academic Performance



## Implementing Wraparound:

### *Key Elements Needed for Success*

- Engaging students, families & teachers
- Team development & team ownership
- Ensuring student/family/teacher voice
  - ✓ Getting to real (big) needs
- Effective interventions
  - ✓ Serious use of strengths
  - ✓ Natural supports
  - ✓ Focus on needs vs. services
- Monitoring progress & sustaining
- System support buy-in



## Resources

- [www.pbisillinois.org](http://www.pbisillinois.org)
- [www.pbis.org](http://www.pbis.org)
- <http://www.nwi.pdx.edu/>



## References

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