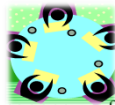


The Wraparound Process as a Tier 3/Tertiary Intervention

Sheri Luecking, Technical Assistance Director,
Illinois PBIS Network

Eileen Hansen, Student Support Leader,
Lakeview Elementary School, Springfield SD 186

Session Overview



This session will describe the process of Wraparound including building a child and family team, identifying strengths and needs of the child and family, developing an action plan, and using data to guide the wrap team. Participants will become familiar with four phases of Wraparound and become familiar with tools that help guide the process.

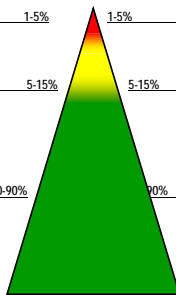
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

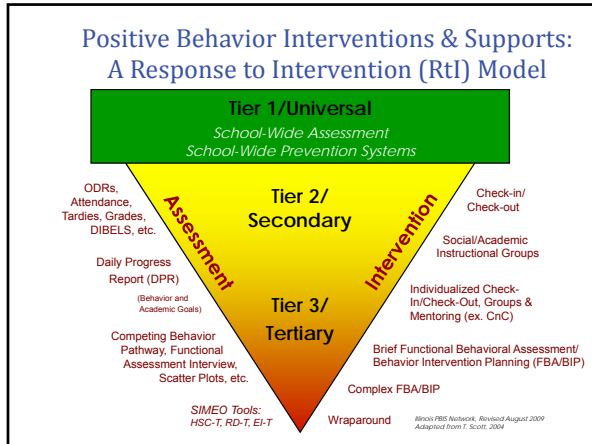
- Tier 3/Tertiary Interventions** 1-5%
 - Individual students
 - Assessment-based
 - High intensity
- Tier 2/Secondary Interventions** 5-15%
 - Some students (at-risk)
 - High efficiency
 - Rapid response
 - Small group interventions
 - Some individualizing
- Tier 1/Universal Interventions** 80-90%
 - All students
 - Preventive, proactive

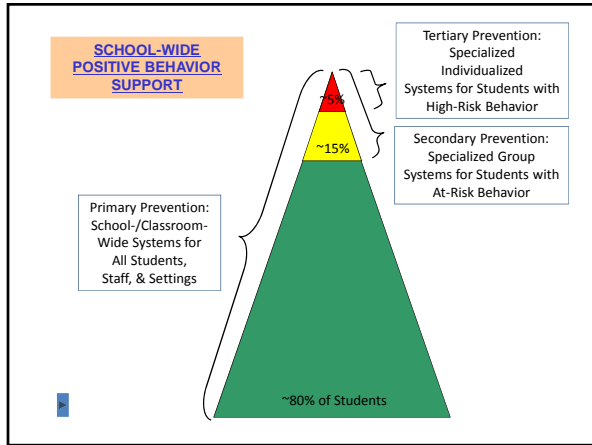
Behavioral Systems

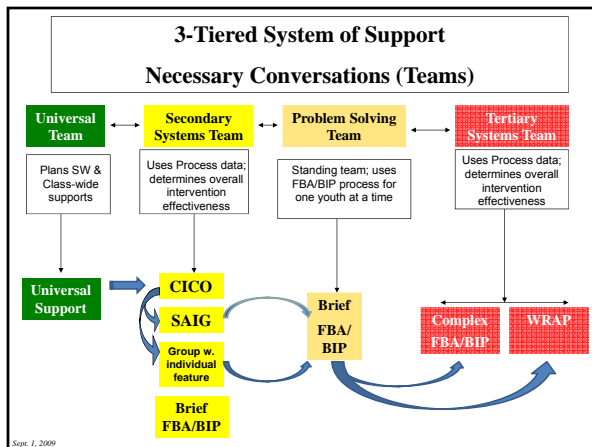
- Tier 3/Tertiary Interventions** 1-5%
 - Individual students
 - Assessment-based
 - Intense, durable procedures
- Tier 2/Secondary Interventions** 5-15%
 - Some students (at-risk)
 - High efficiency
 - Rapid response
 - Small group interventions
 - Some individualizing
- Tier 1/Universal Interventions** 80-90%
 - All settings, all students
 - Preventive, proactive



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







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.

Who is 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)


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**

Wraparound Team

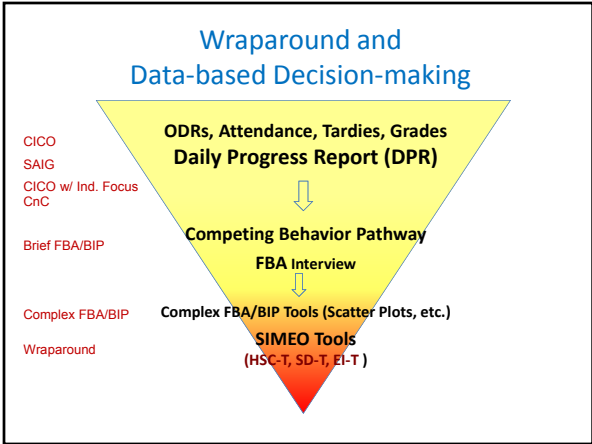
The Child & Family Team

Family of child and all relevant stakeholders invited by family. Wrap facilitators are trained to effectively engage families so that they will see that these teams are created by and for the family, and therefore will want to have a team and actively participate. School staff involved are informed that their presence is uniquely important for this youth and invited to participate.



Four Phases of Wraparound Implementation

- **Phase I: Team Preparation**
 - Get people ready to be a team
 - Complete strengths/needs chats
- **Phase II: Initial Plan Development**
 - Hold initial planning meetings
 - Develop a team “culture”
- **Phase III: Plan Implementation & Refinement**
 - Hold team meetings to review plans
 - Modify, adapt & adjust team plan
- **Phase IV: Plan Completion & Transition**
 - Define good enough
 - “Unwrap”



What is SIMEO II?



- **Systematic Information Management of Education Outcomes**
- Online data collection and graphing database system for individual student receiving intensive level planning and supports

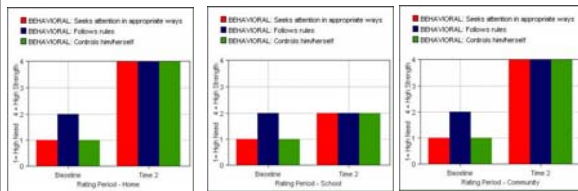
What are the SIMEO II required Tools?



- Education Information Tool (EI-T)
- Home, School, Community Tool (HSC-T)
- Student Disposition Tool (SD-T)

Example of SIMEO data graphs: Stanley

- Seeks attention in appropriate ways
- Follows Rules
- Controls him/herself



Example from the field...



**Springfield Public Schools
District #186**

- District #186 has been a Tertiary Site for 5 years
- District provides ongoing tertiary training and tertiary technical support with the help of the Illinois PBIS network.
- Springfield currently has 17 schools that are tertiary sites.

Current WRAPS

District #186 currently has 22 wrap plans, 2 of those are high school renew plans.

A real school systems & data example



Laketown Elementary & Eileen

Population: 217

Poverty level: 78%

Ethnicity breakdown: 51% African American, 37% Caucasian, 9% Multi-Racial, 3% Hispanic, 0% Asian, and 0% American Indian

Student Support Leader (role): at Laketown 2.5 days a week and provide Lion's Quest instruction in 12 classrooms a week (thirty minutes per class); secondary systems facilitator; cico coordinator; wrap facilitator; At Pleasant Hill 2.5 days a week and provide Lion's Quest instruction in 14 classrooms every other week. CICO coordinator and wrap facilitator

Laketown's Tertiary Data Decision Rules How Do they get in?

Data-based decision rules for identification:

- 1) Data source #1: Daily progress reports
Rule for Inclusion in Intervention: Averaging less than 80%
Time frame: After 12 weeks of simple secondary interventions (6 weeks of CICO plus 6 weeks of another secondary intervention) and 4 weeks of a simple FBA
- 2) Data source #2: Risk of change of placement
Rule for Inclusion in Intervention: will consider for wrap if at-risk for out of home or school placement.
Time frame: ongoing
- 3) Data source #3: More than 1 psychiatric hospitalization in school year
Rule for Inclusion in Intervention: .
Time frame: _____

** Teacher Request for Assistance enters youth (circle one): Yes No

** Referral from Problem Solving Team enters youth (circle one): Yes No

How are they monitored

- 2. What additional data sources will be used to monitor student progress?
 - a. Additional data source: SIMEO tools (RD-T, EI-T & HSC-T)
- 4. What is the timeframe for a Wraparound (how long will a student receive support & mtgs. be held before relevant data is reviewed for progress)?

The data will be looked at typically at each meeting, however SIMEO data will be entered anywhere from every 30-90 days. Typically it is around 60 days.
- 5. How often is SIMEO data collected (ex. time 2 at four weeks)?

SIMEO data is collected anywhere from every 30-90 days

How do they get out?

- 7. How will you know if students are responding to the support (i.e. what SIMEO items will be the focus for progress monitoring? What defines adequate progress?)

Data-based decision rule for defining "response":
The student will be averaging at least 80% on daily progress report, SIMEO will show areas of need and strengths as well as teacher, parent and child report

Unusual Circumstance


- A directive to the principal from a higher up, suggested that Shannon be suspended for 10 days for every office visit.
- Social Worker and Tertiary coach intervened immediately and started a wrap.

A Real Wrap Around Story



Shannon
Laketown Elementary

WRAPAROUND STARTED SECOND SEMESTER OF
Her 3rd GRADE YEAR



The beginning...

- Shannon started CICO in September of 2010.
She was automatically entered into the intervention when she met the building criteria of having two, level two office discipline referrals.
- Behaviors of concern included:
disobeying directions, talking out, disrupting others learning, off task, throwing objects, arguing with teacher and students, yelling, disrespectful to property, cursing to peers and adults.
- She averaged a 78% after 6 weeks and was referred to problem solving team.

And then...

- a reverse request was given to the teacher in October where she was asked to identify the next secondary intervention (continued check-in-check-out, social-academic instructional groups, check-in-check-out with individual features or mentoring).
- The teacher chose for Shannon a social academic instructional group. The focus was on following classroom rules and anger management.
- Shannon also had a mentor through Big Brothers Big Sisters that came to school in October but moved in January.


CICO plus SAIG

Shannon experienced success with the combination of CICO and SAIG's. Her average after 6 weeks was over 80%.

Moving forward



- In February, Shannon's behavior began to escalate.
- In March, Shannon's principal was advised to suspend Shannon for 10 days for every office visit. With one more 10 day suspension, Shannon would need to be held back a grade or go to an alternative setting.
- Shannon was at-risk for an out of school placement so the Social worker and tertiary coach immediately intervened and initiated a wrap.



The initial steps of wrap around...

- Eileen knew the parent from her presence in the building when Shannon was experiencing difficulty.
- The building cico consent letter was sent to mom.
- Eileen contacted Shannon's mom, met with her to discuss the wraparound process and collect baseline simeo data. She also gathered data from the classroom teacher (ed tool).

The mother understood the process of family voice.

- Shannon and her mom initially chose the parent educator, the principal, another teacher, the father, and the resource teacher.

The Secret Weapon

- Inviting a member of the community changed the context of the team.
- Pete Norrell, LANS facilitator, joined the child and family team with permission of the parents
- Pete was able to serve as an educational liaison.

Challenges Shannon and family were facing included...

- Single parent family; mom working unpredictable schedule.
- Sporadic contact with biological father and no consistent male role model. .
- Limited involvement in community & neighborhood
- Limited social relationships at school & home
- Strained relationship with peers and classroom teacher.
- Family was disengaged from the school.
- Mom's expectations for Shannon were extremely high.

Strengths identified in the f



Shannon's strengths

Shannon: Good at dance and singing, smart

Mom: helpful at home, independent,

School: great helper, smart, creative, fashionable

Family Strengths:

- Mom consistently attends school appointments, even when she feels disengaged. Family wants Shannon to do well in school. Low mobility
- Mom is an active participant at the school, follows through with suggestions;

MISSION STATEMENT

The mission statement was developed by the team, Shannon and her mom.

- **“Shannon will do her chores at home. There will be less phone calls from the school”**

The BIG NEED

(what's under the surface)

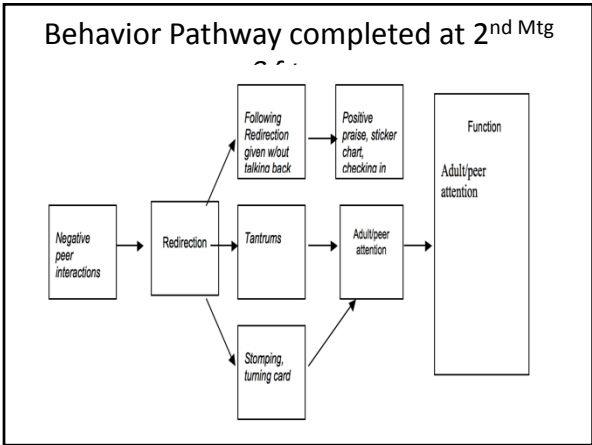


The Child & Family Team determined the Big Need using the SIMEO data and people's perceptions.

- Selena has a need for positive adult and peer attention at home and school.
- The need to feel in control

Initial steps as a result of the first child and family team meeting

Continue CICO
 Continue SAIG's and individual time with Social Worker
 Continued MH services
TO DO
 FBA to be completed by Eileen
 Daycamp YMCA
 Behavior Incentives
 Hip Hop Dance Class



Behavior Intervention Plan			
Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Teacher teaching expectations every Monday	Pre-talk at beginning of day	SSL teaching	CICO-Rewards for over 80% DPR average RYF
	Pre-talk at lunch	Anger management	
	Debrief at day's end	Relaxation techniques	Helping in 1 st grade at the end of the day
		Following directions	Positive praise

3rd c&f team meeting (April 2011)

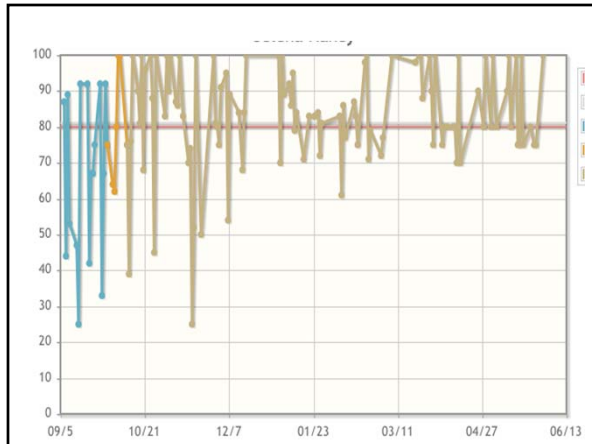
- Reviewed strengths
- Celebrated that she had only 1 ODR
- Used data to determine needs and complete plan to take to the Local Area Network

TO DO

To address the need based on the SIMEO data (things to do/social activities). Her plan would include

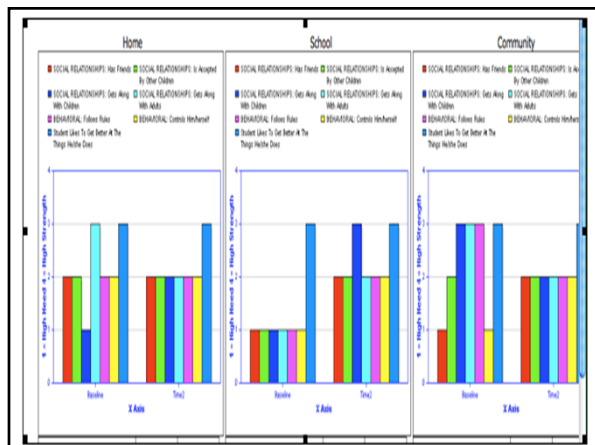
4th Meeting in May 2011

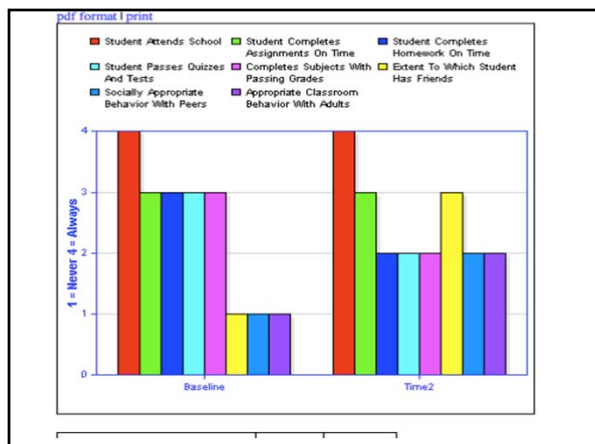
- Reviewed strengths.
- Reviewed data
- Reviewed Summer Planning
- Celebrated that Shannon was getting along better with adults and peers and accepting consequences at school in a more acceptable manner.
- Collected next set of SIMEO DATA.

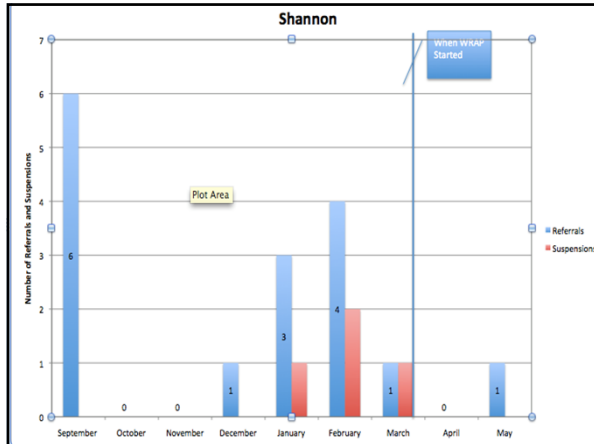


SECTION 7: Individual Student Data for Progress Monitoring

Please indicate time period)	Baseline 8/11-3/11	Time 2 3/11-4/11	Time 3 4/11-5/11	Time 4
GRADES	70-79%	70-79%	80-85%	
Daily Progress Report (DPR)	78.48	88.15	84.55	
ODRs	16	0	1	
ISS (In-School Suspensions)	0	0	0	
OSS (Out of School Suspensions)	9 days	0	0	
Attendance: Absences/tardies	13 total days	1	1.5	







Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
