

Integrating the Wraparound Process into a School-wide System of PBIS

Wyoming Special Education Leadership Symposium

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Big Ideas for Today:

- Wraparound as part of a multi-tiered PBIS intervention system in schools
- Basic features of Wraparound process as a System of Care (SOC) tool
- Systems, Data and Practice elements of wraparound as part of an Rtl system in schools
- Impact data and student examples

The Big Picture...

- Moving from one-student at a time (reactive approaches) to **capacity** (systems) within schools to support ALL who are at-risk of or who have developed mental health problems.
- Moving away from relying on interventions the system is **familiar** with vs. ones likely to produce an effect
- Requires Role changes for special education personnel

Response to Intervention

“RTI essentially **layers** instruction over time, in response to **ongoing assessments** using scientifically reliable and valid measures, that is **directly proportional** to each student’s **identified need** in order to make demonstrable progress in the curriculum.”

– *Wayne Sailor*



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

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

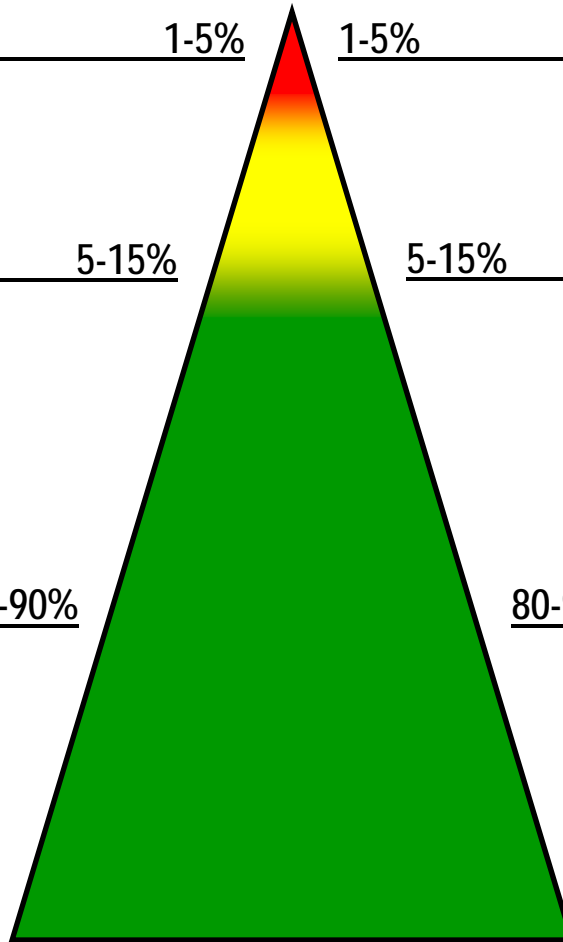
80-90%

- All students
- Preventive, proactive

80-90%

Tier 1/Universal Interventions

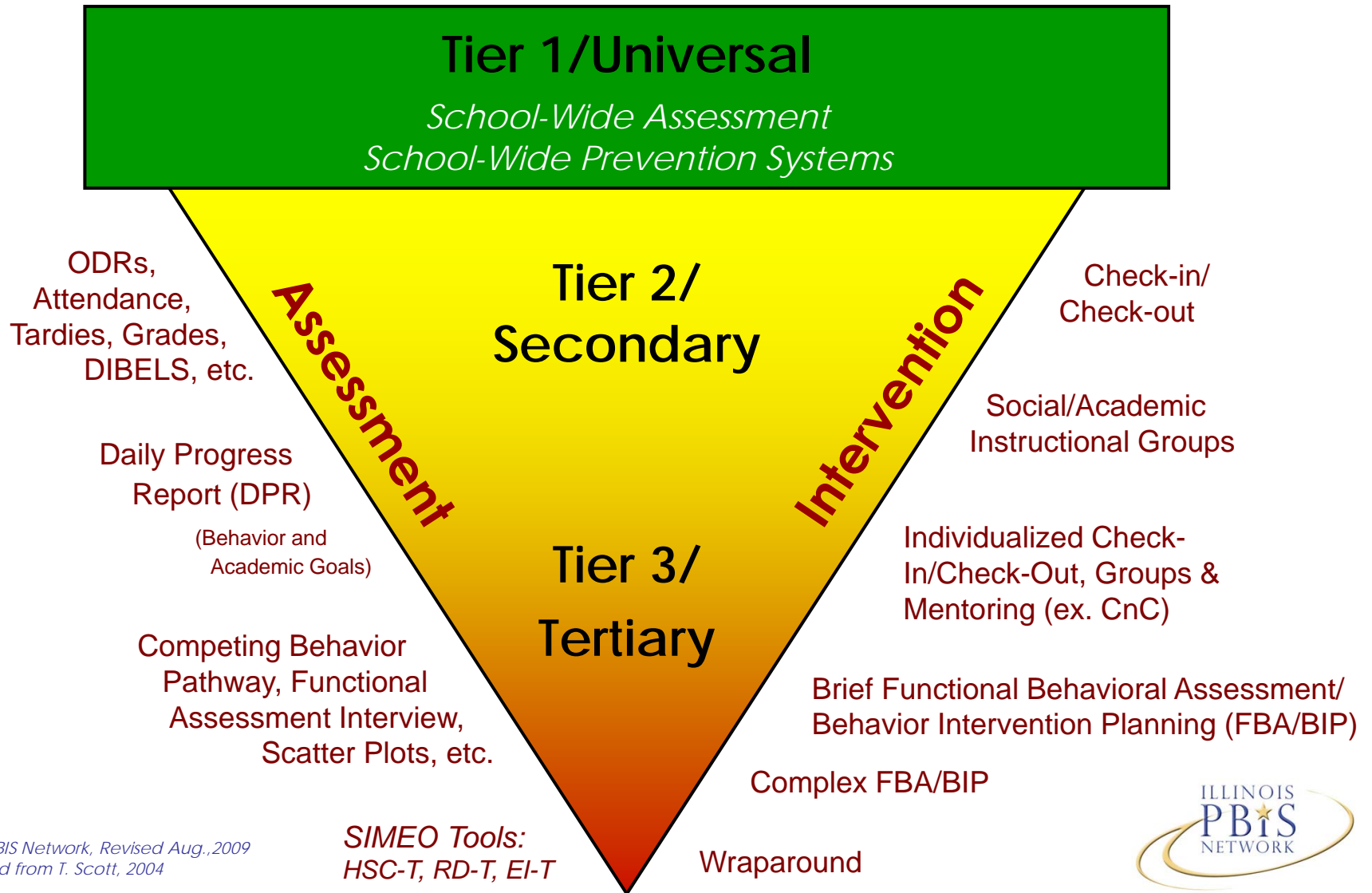
- All settings, all students
- Preventive, proactive



*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>*

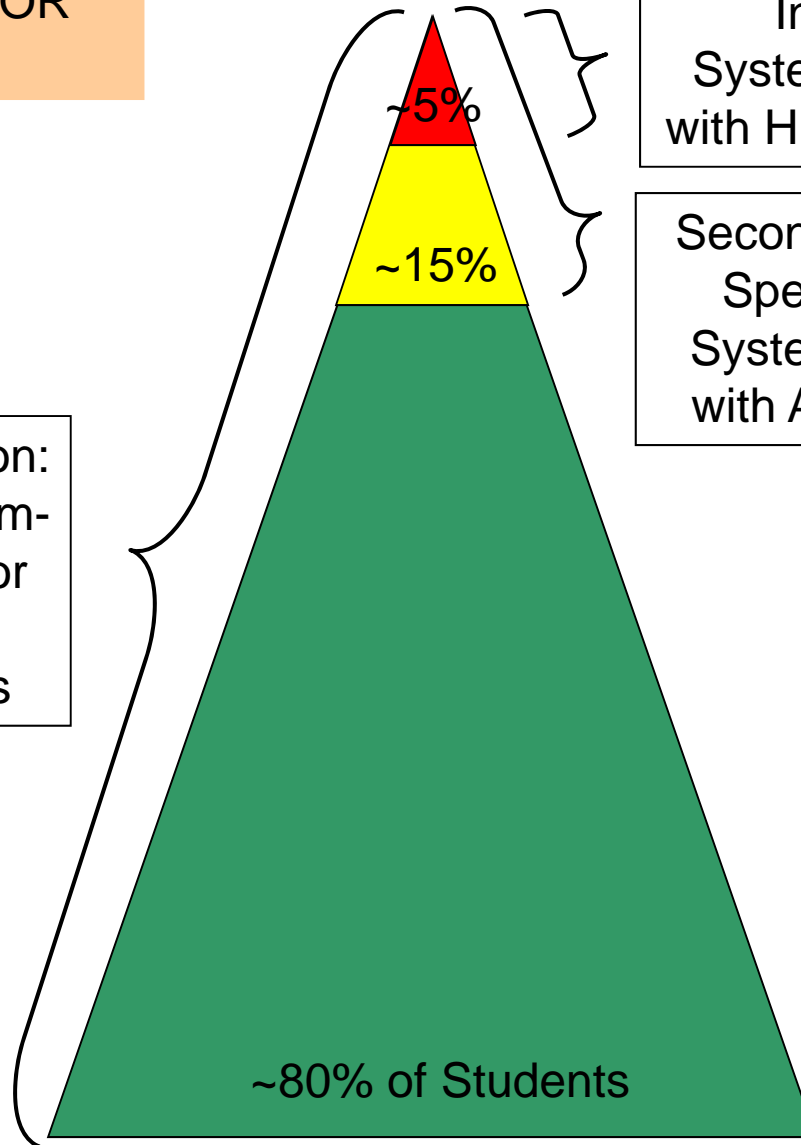


Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

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

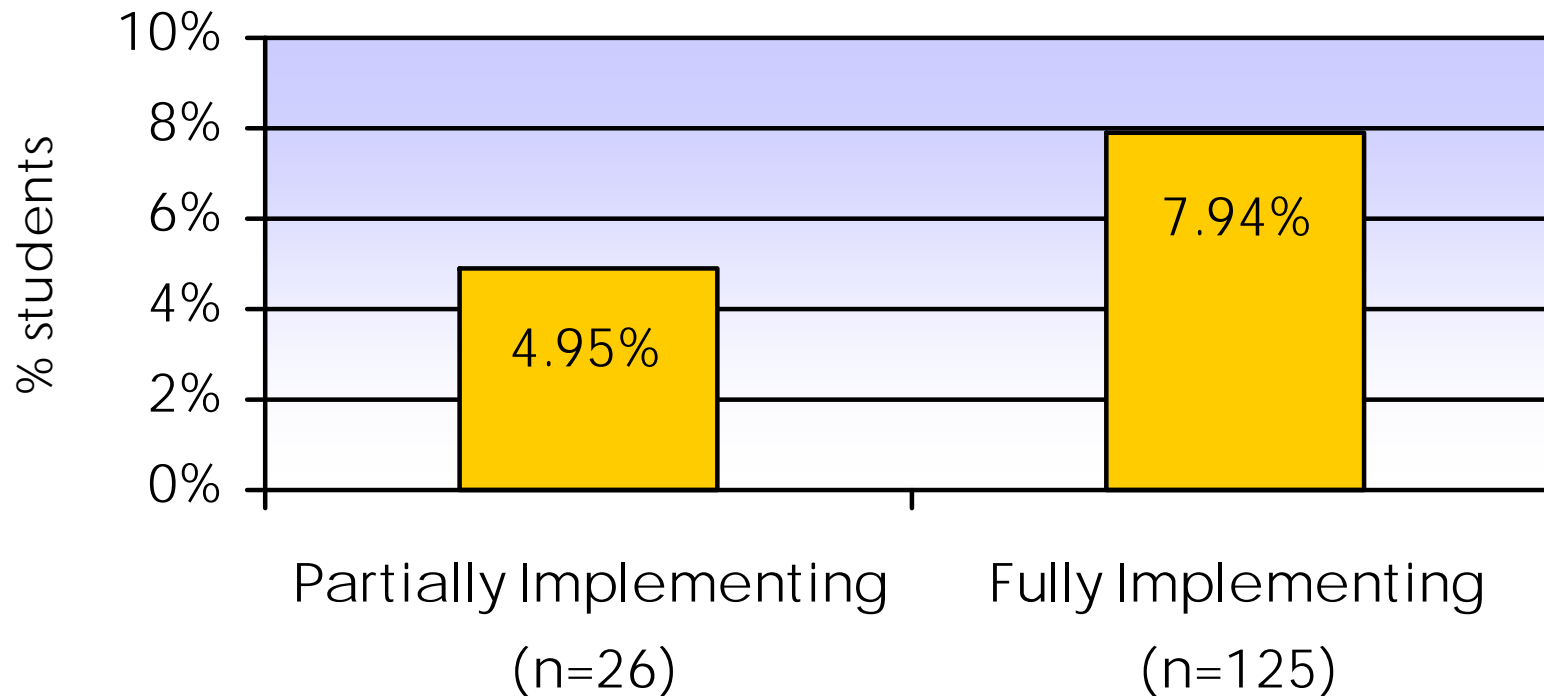


Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

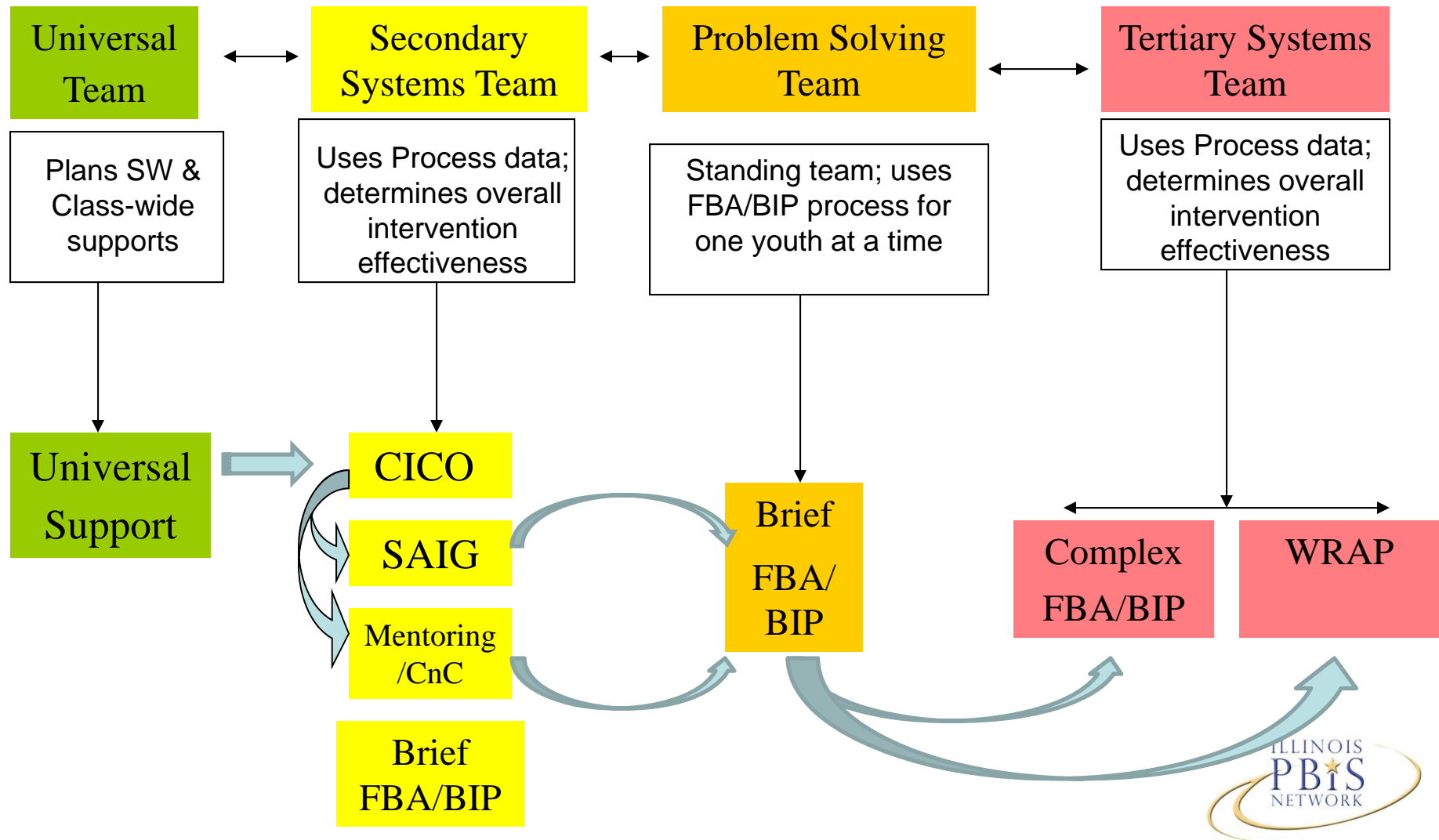
Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

More Students Access Tier 2/3 Interventions When Tier 1/ Universal is in Place

FY09 School Profile Tool
Students Accessing Tier 2/Tier 3 Interventions



3-Tiered System of Support Necessary Conversations (Teams)



Some “Big Picture” Challenges

- Low intensity, low fidelity interventions for behavior/emotional needs
- Habitual use of restrictive settings (and poor outcomes) for youth with disabilities
- High rate of undiagnosed MH problems (stigma, lack of knowledge, etc)
- Changing the routines of ineffective practices (systems) that are “familiar” to systems

Examples of Ineffective Structures

- Referrals to Sp. Ed. seen as the “intervention”
- Special Education seen as tier 3 of SW-PBS
- FBA seen as required “paperwork” vs. a needed part of designing an intervention
- Interventions the system is familiar with vs. ones likely to produce an effect
 - (ex: student sent for insight based counseling at point of misbehavior)

Student “need” or system “need”?

- There is a high use of restrictive settings for students with EBD; and the outcomes for these students are not good.
- There is no self-contained classroom nor one-to-one aide for students with EBD in life/society after high school; just jail.
- Students removed from general education due to emotional/behavioral factors, are more likely to go to jail than to have good “life” outcomes.

References:

Bradley, Henderson, Monfore (2004) Bullock and McArthur (1994), Rutherford and Nelson (2005), Rutherford, Nelson and Woford (1985), Grosenick, George, George, Lewis (1991), Greenbaum, Dedrick, Freidman, Kutash, Brown, Lardieri (1996), Mathur (2007), Quinn (2004)

Moore, Soloman, “*Mentally IL Offenders Stretch the Limits of Juvenile Justice*”,

New York Times, August 10, 2009 page 1

L.Eber, 2009



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

History and Development of SOC

Fragmentation, Dissonance & Confusion

- Definitions
- Eligibility criteria
- Policies
- Practices

Results for kids & families?

- Relinquishing custody to get services
- Default to juvenile justice system
- Few served; dismal outcomes for those served

Setting the Stage

1982 Unclaimed Children (Jane Knitzer)

- SOC needed to be seamless continuum, community-based and culturally relevant

1983 CASSP: Technical Assistance plan to develop SOC

1986 System of Care (Stroul & Freidman)

- Called for collaboration & community-based services
- Resulted in increments of service development (i.e. case mgmt, respite, day treatment, in-home supports)
- But not a coordinated system or continuum
- Did not indicate practices needed for a SOC



History (cont.)

1989-1993 RWJ Projects

- 27 states and local communities
- introduced managed care
- effected state systems in some places (i.e. KY, NC)

1992-Present Comprehensive Community Mental Health Services for Children & Their Families Program

- 85 states local tribes & territories
- Decrease use of restrictive placements while increasing access, satisfaction, and youth/family outcomes
- Systemic change across systems
- Development of state and community structures



Similarities in Practices, Values, Processes

- Positive Behavior Supports
- Mapping
- IFSP
- Wraparound
- Person-centered Planning
- Futures Planning
- System of Care

Common Features:

- Voice and choice re: quality of life
- Collaborative team process
- Supports adults who provide interventions for youth
- Focus on natural supports & settings
- Multiple life domains



Wraparound: A SOC Tool

- Emerged from practitioners struggling to implement SOC (grassroots)
- Keep/bring kids home
- Flexible, creative, non-categorical
- Natural support networks
- Community-based
- Do whatever it takes
- Let families guide service development
- Non-traditional supports and services

Wraparound

“Emerging Theory of Wraparound”

(Burchard, Bruns & Burchard, 2002)

- Social-Ecological (Bronfenbrenner)
- Social Learning Theory (Bandura)

A value-based philosophy, approach planning process

- Development of a child/family team & a comprehensive plan
- Strength-based, need-based, family-centered/driven
- Natural Supports, culturally relevant



Interventions...

Ownership & Voice: A Key to Intervention Design

The person who is supposed to implement the strategy needs to be actively involved in designing it; or it probably won't work!

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.

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.
- Wraparound plans include natural supports, are culturally relevant, practical and realistic.

Value Base

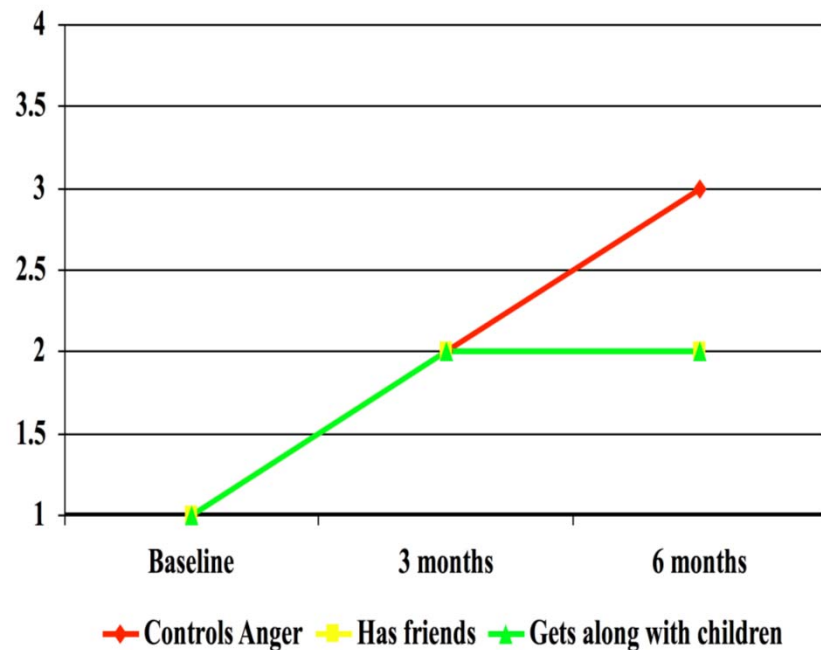
- Build on strengths to meet needs
- One family-one plan
- Increased parent choice
- Increased family independence
- Support for youth in context of families
- Support for families in context of community
- Unconditional: Never give up

P.Miles, 2004

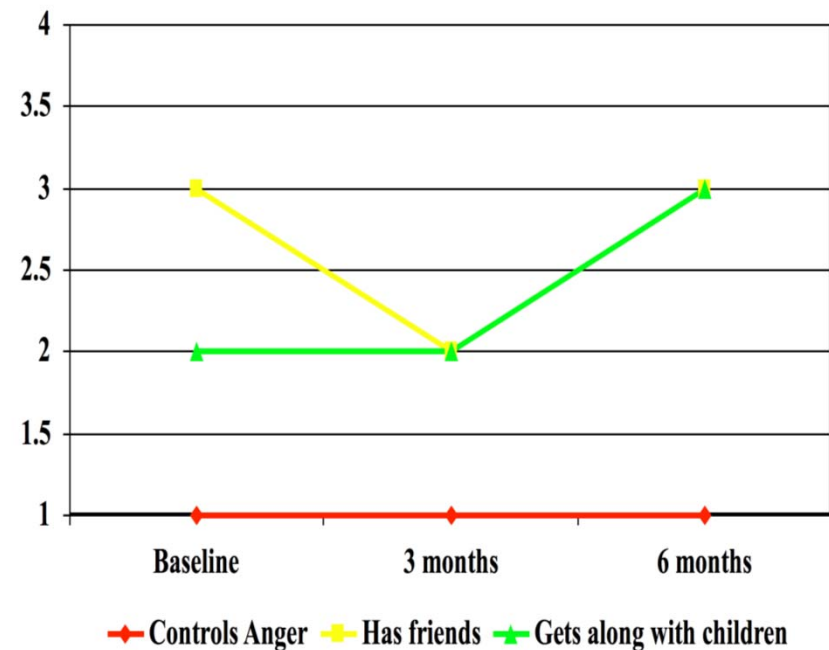


"Roman"

Using the Data to get to Strengths & Needs



Home



School

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

Life Domain Areas to Consider

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

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

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?

- 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

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)

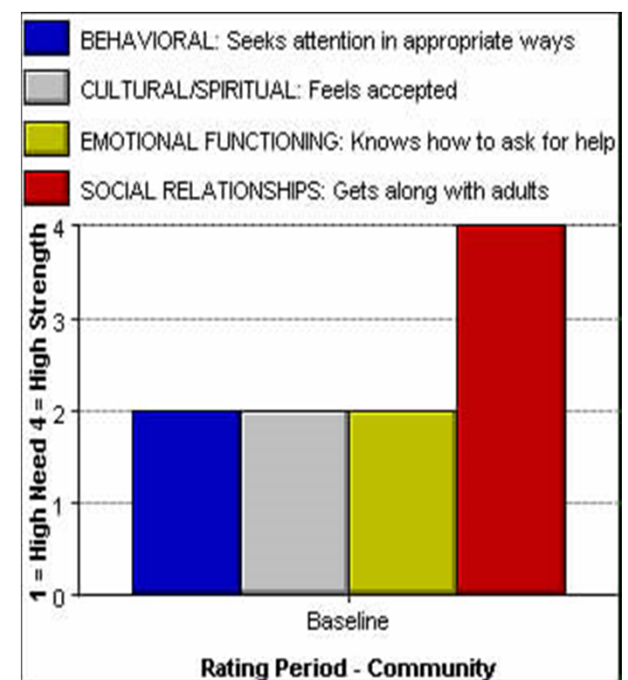
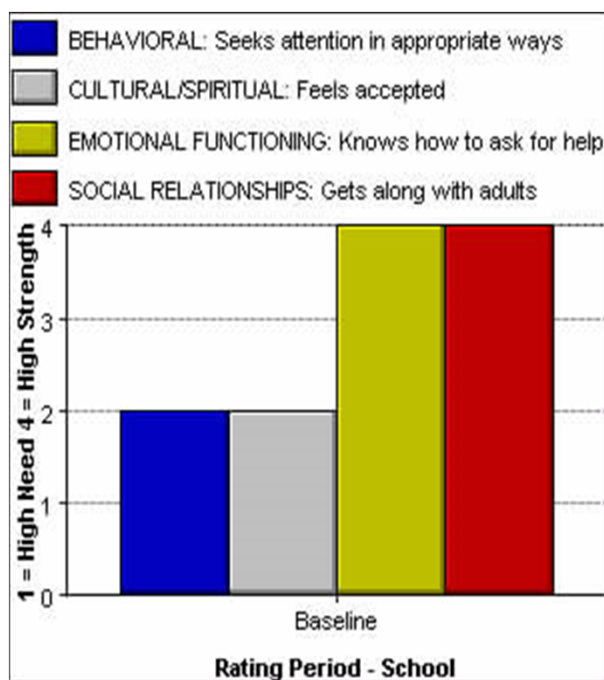
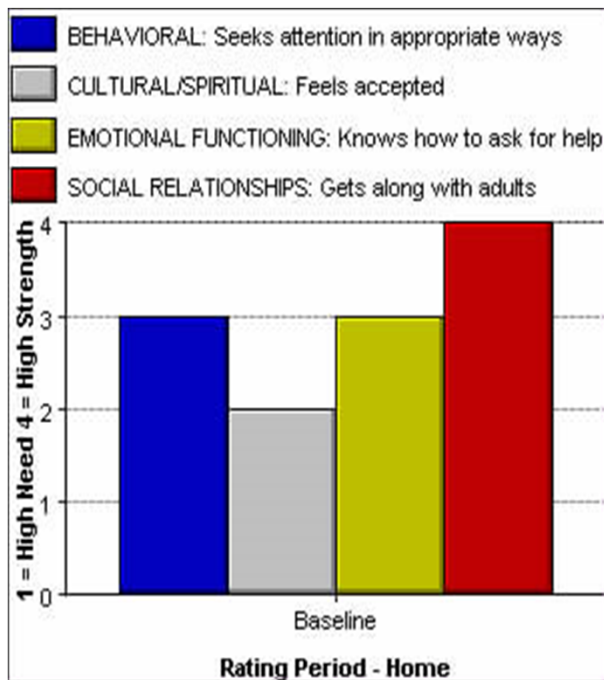
Data-Based Decision-Making and Wraparound

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?

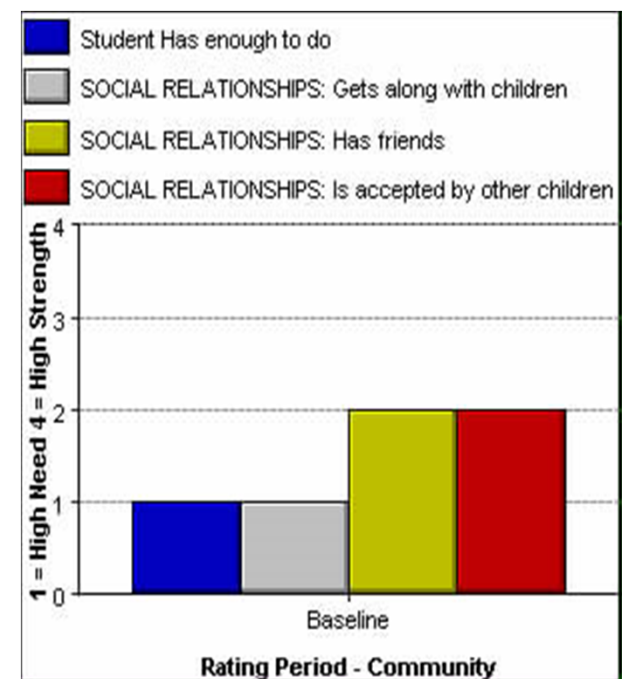
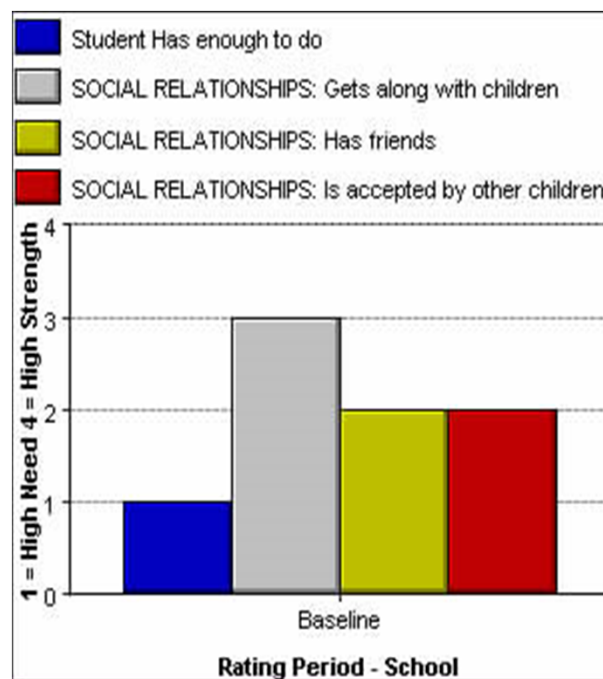
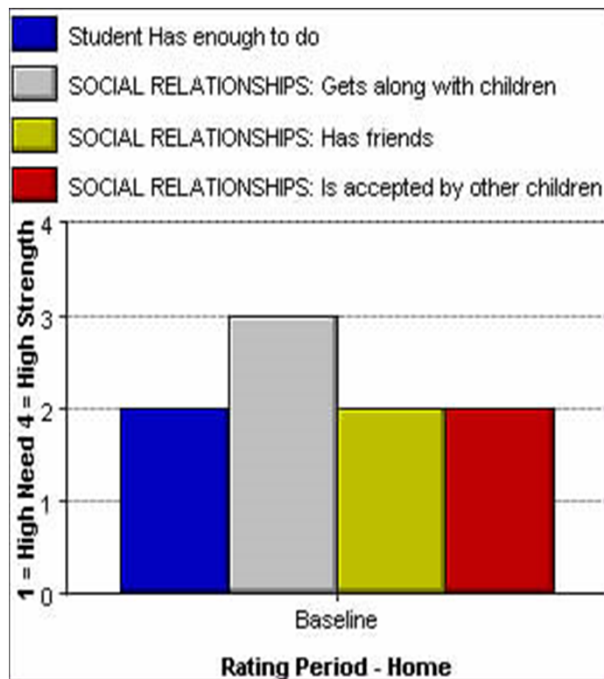
"Mary Ellen"

Home, School, Community Tool



"Mary Ellen"

Home, School, Community Tool



Activity:

Similarities and Differences

List the ways the application of Wraparound described is similar and different than as provided in your community

- How is the family initially engaged?
- Do the perspectives of the family drive the process?
- Who participates?
- Are natural supports included?
- Are direct supports for families and teachers in the plan?
- Is the focus on strengths and needs vs. deficits or problems?

Early Success with wraparound: Using Data to Keep the Team Moving

Andy

Andy

- 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 the end current school year.
Student moved nine times since first grade

Andy

The team developed a mission statement:

“Andy will be happy and confident in school”

Andy

- School Behaviors: Aggressive with peers, excessive absences/tardies, history of academic failure
- Other indicators: Family frequently relocated, lack of home school communication, community support needs

Starting with FBA would not have been an effective approach—why?

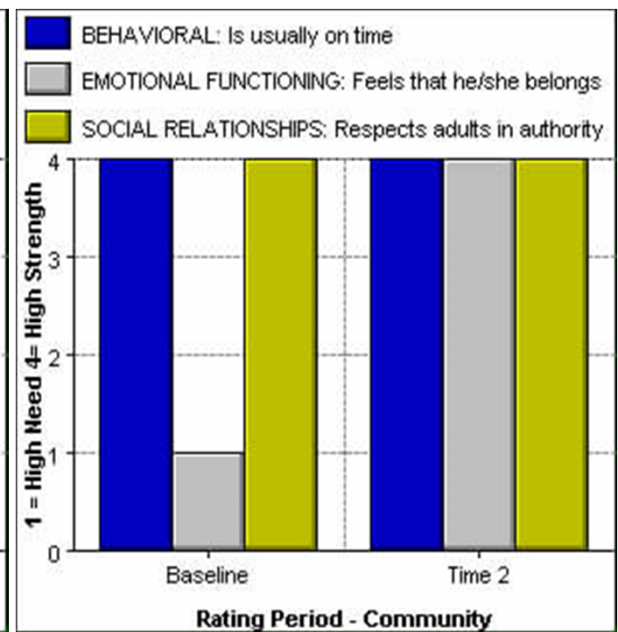
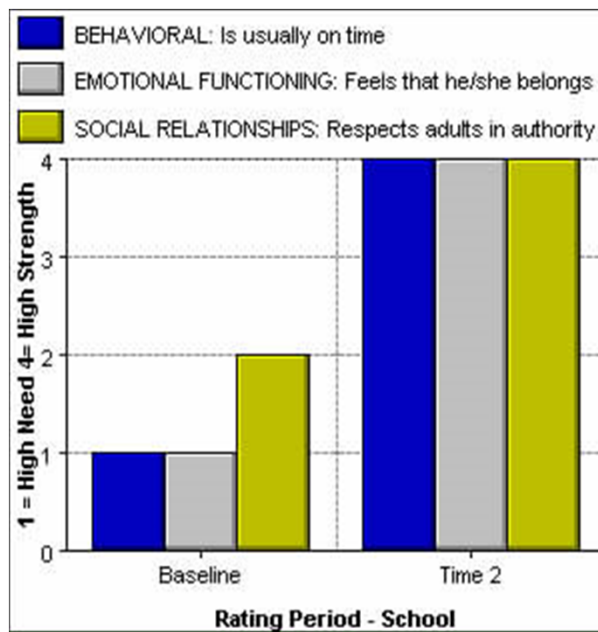
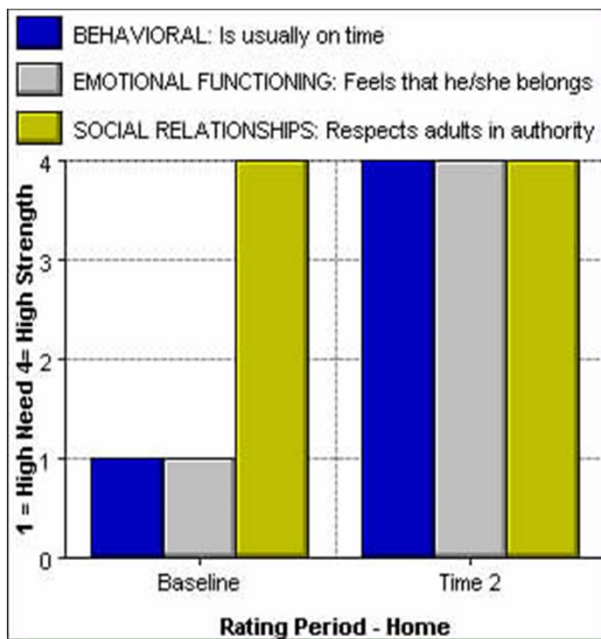
- Discussing problem behaviors would not have motivated family to participate on team.
- Probably not the first time schools have approached family in this manner (“let’s talk about behavior”)
- Open-ended conversation and use of SIMEO tools helped engage family
- Bigger needs to work on to improve quality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



Using Data to Keep the Team Moving

"Celebrate Success of current plan"

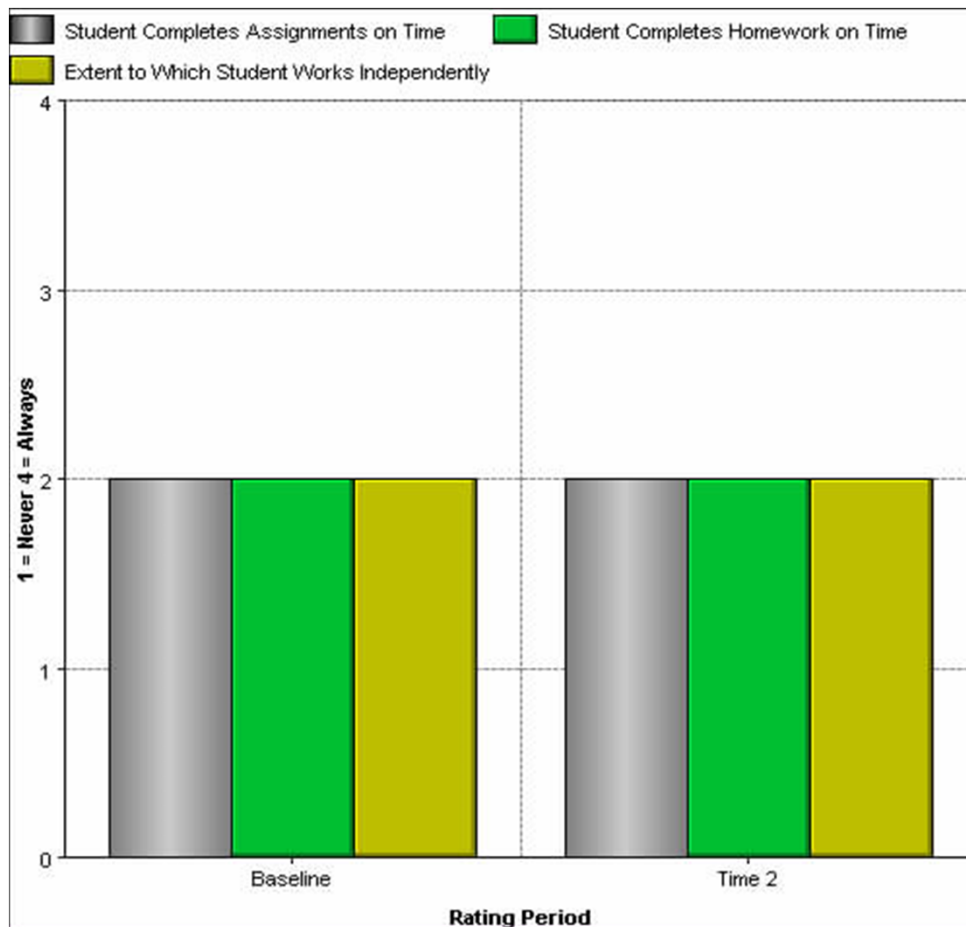
Andy



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

FY 2009 SIMEO Study II:

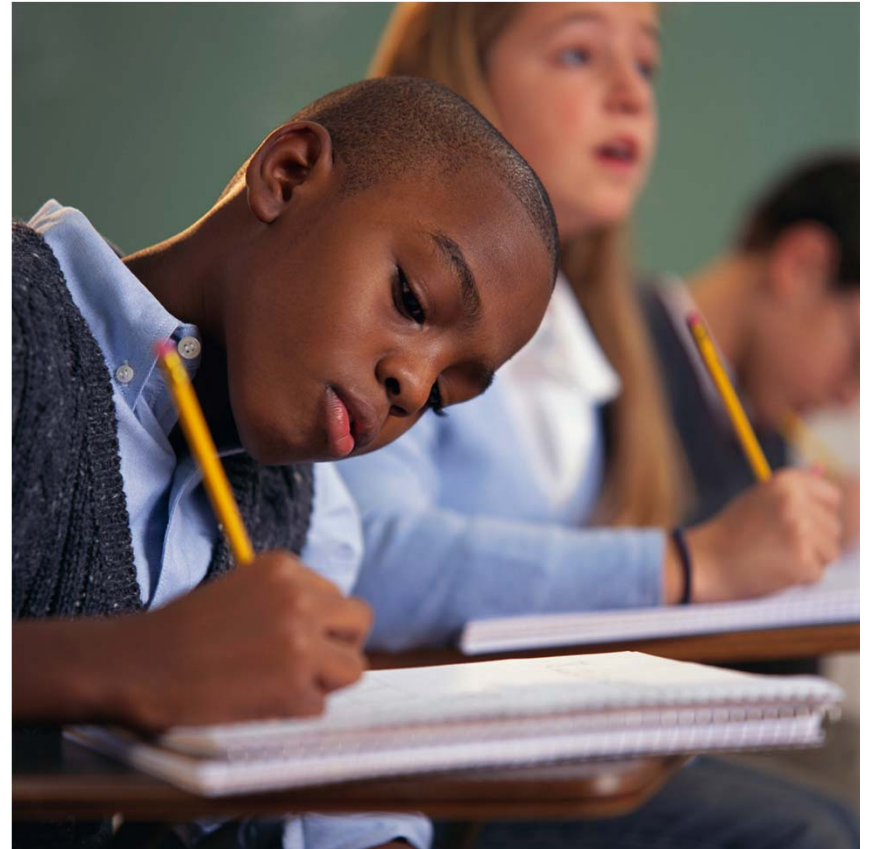
Time 1 and Time 2 Assessment

- **125 students** receiving Tertiary Wraparound Intervention within school setting
- Average length of time receiving Tertiary Intervention= 9.1 months
- Baseline assessed within 30 days of team engagement (Student Disposition Tool, Education Information Tool, Home School Community Tool)
- Follow up assessment conducted at Time 2
(on average 3.94 months later)

FY 2009 Study II Student Characteristics

N=125 Students

- Age: Range in age from 5-15 years; Mean Age-9.95 Years old
- IEP Identified at Baseline: 38% (47)
- Primary Disability: ED-16% (20); SLD-11 (9%)
- Ed Placement: 64% (78) in General Ed Placement 100% of day
- Risk of Placement Failure: 88% (110) at-risk of failing one or more placements



FY 2009 Study II Student Characteristics

N=125 Students

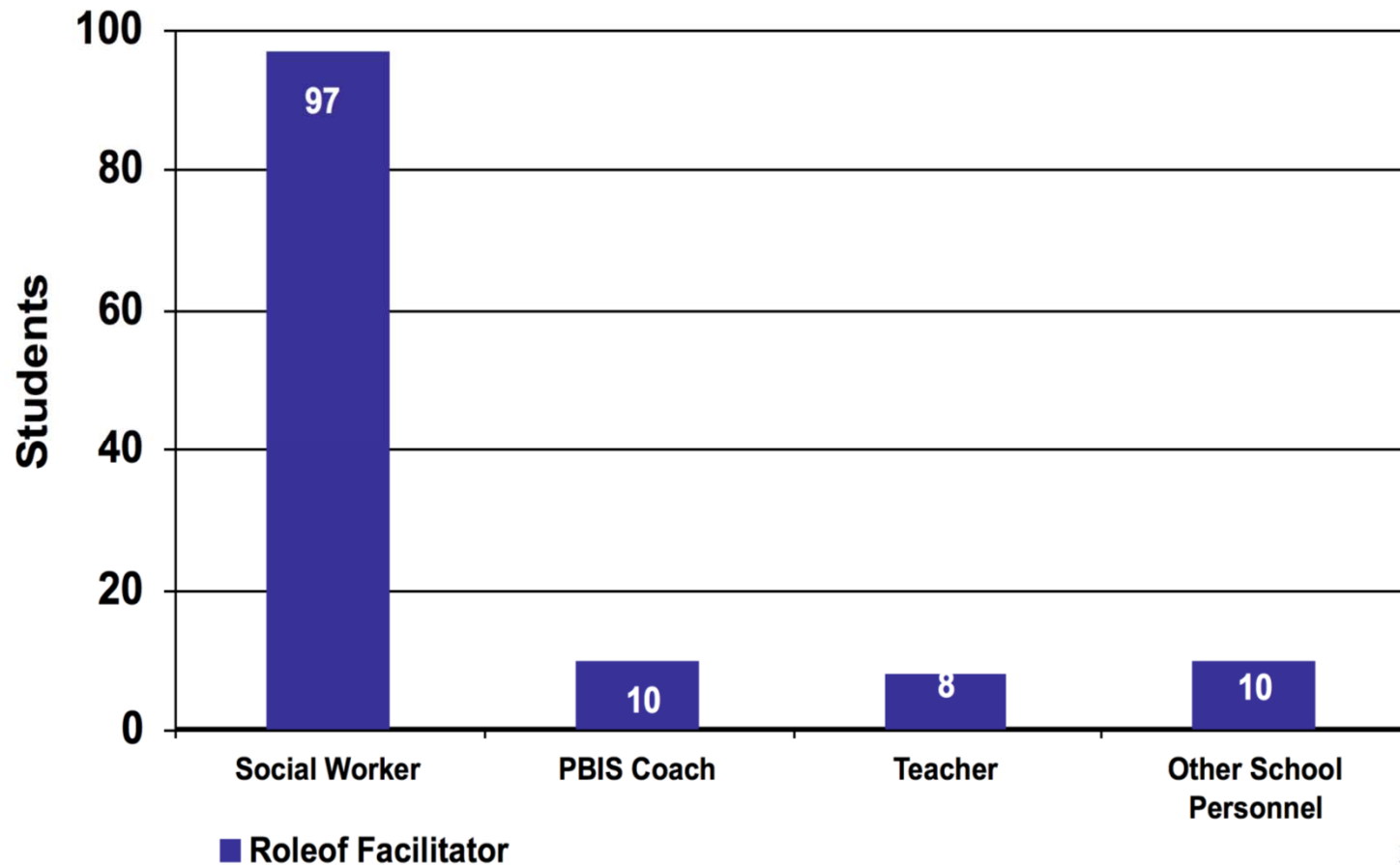
At Baseline:

- Fourteen students (11%) had DCFS Legal Involvement;
- Twenty-four (19%) had involvement with Probation
- Twelve (10%) had Community Mental Health Involvement
- Thirty-six (30%) of the student's families were receiving Public Aid



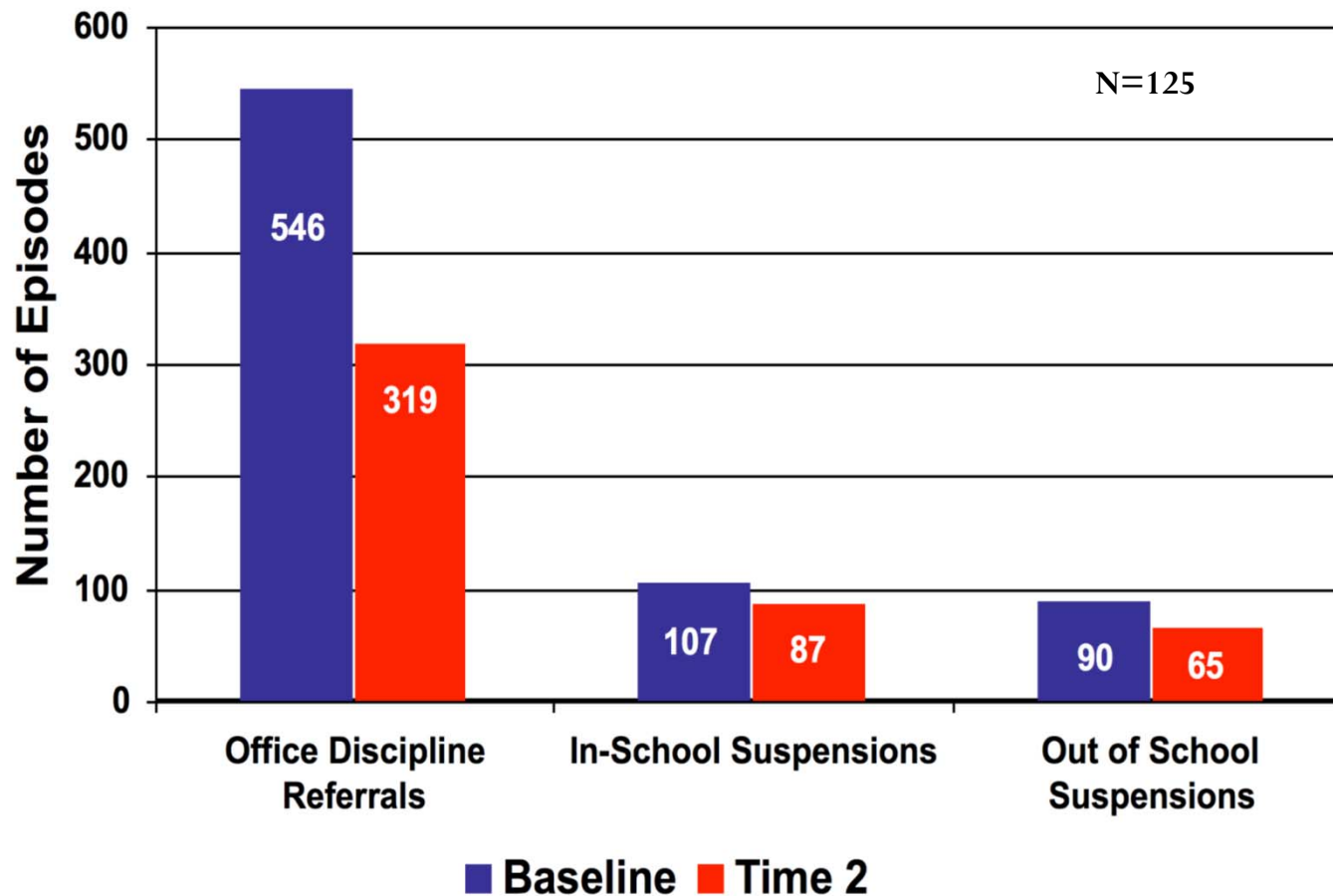
FY 2009-Study II

Students by Role of Team Facilitator

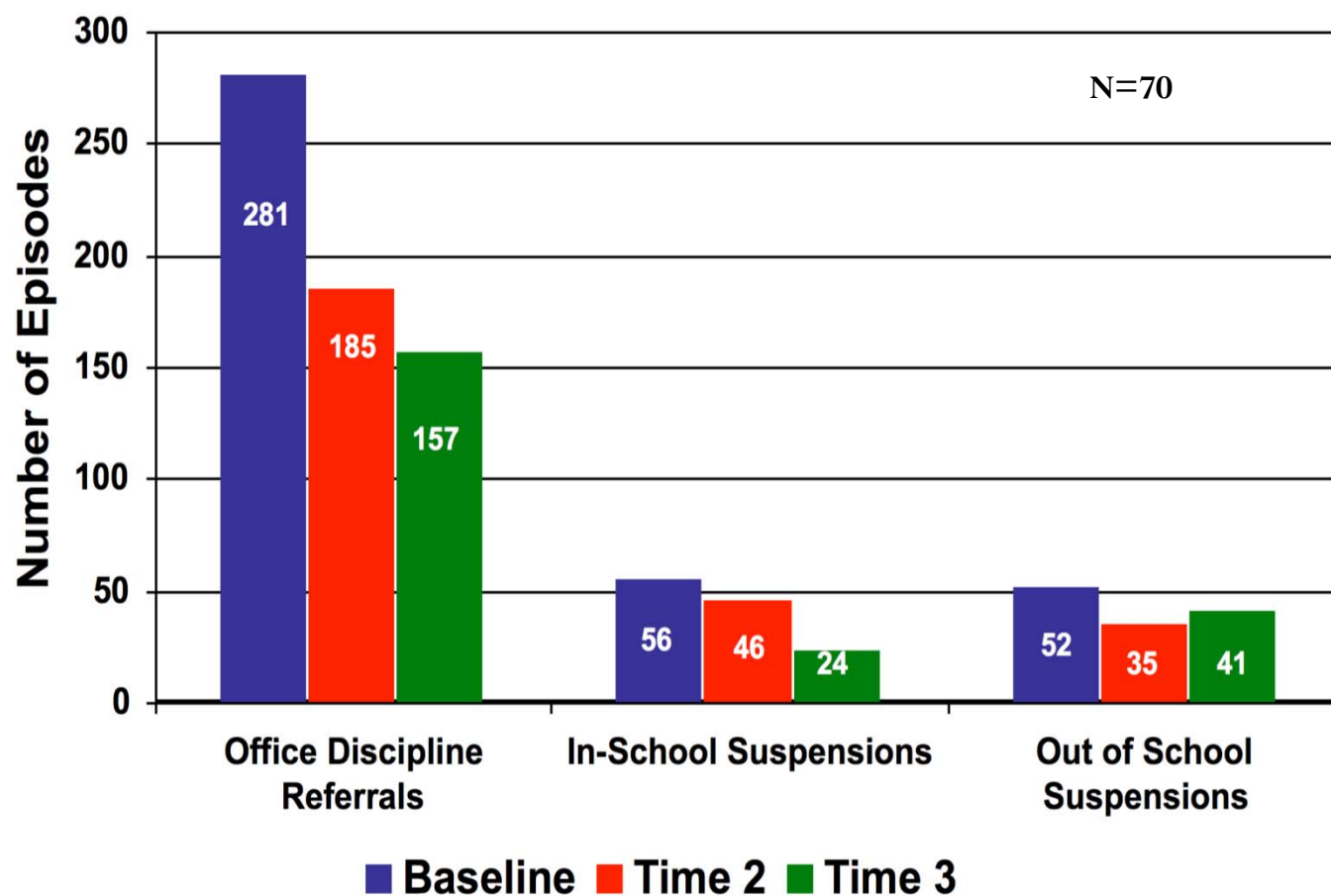


FY 2009-Study II

High Risk School Behaviors

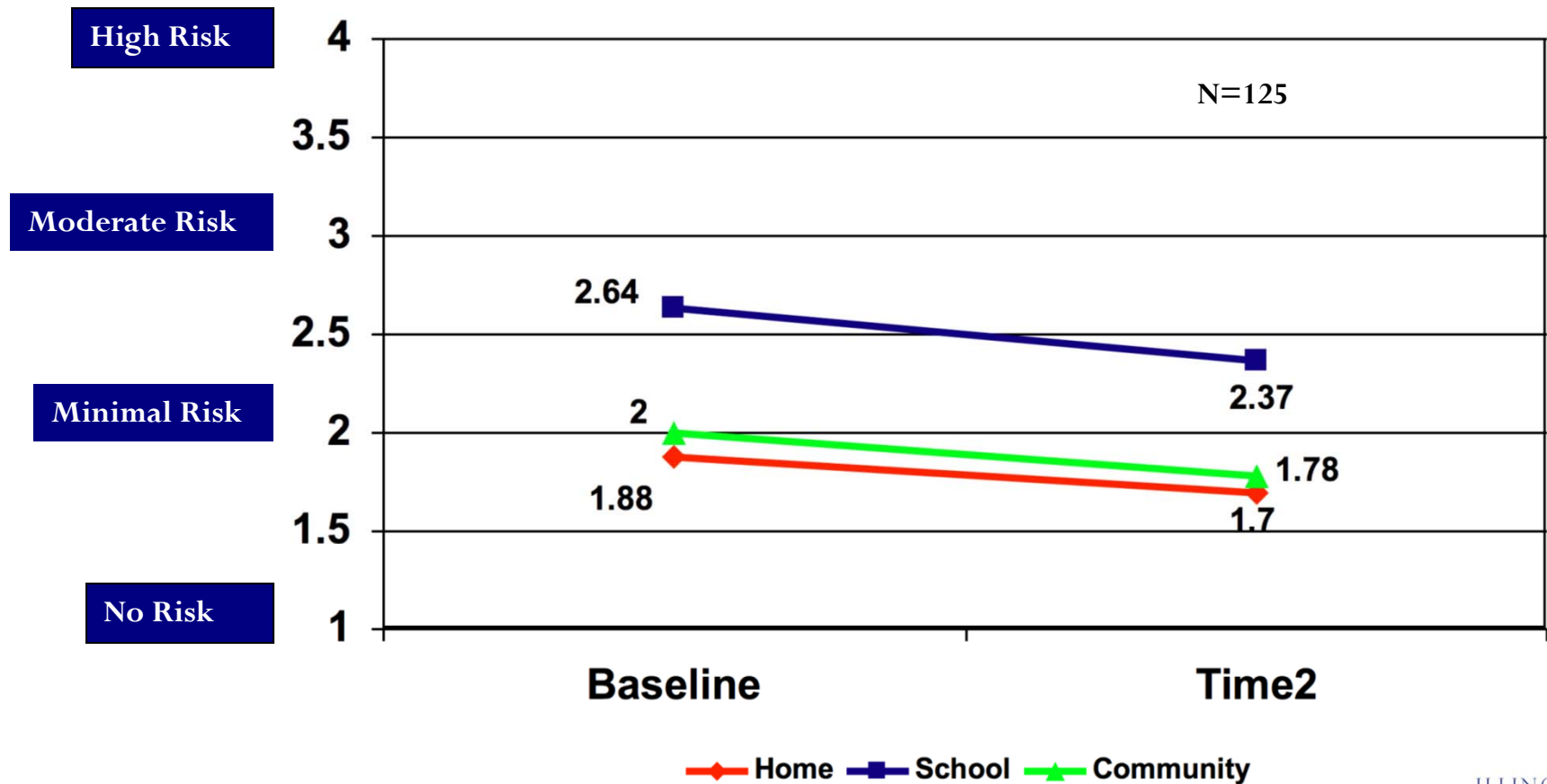


FY 2009-Study Ili
High Risk School Behaviors
Baseline plus Time 2 and Time 3 Study Cohort



FY 2009-Study II

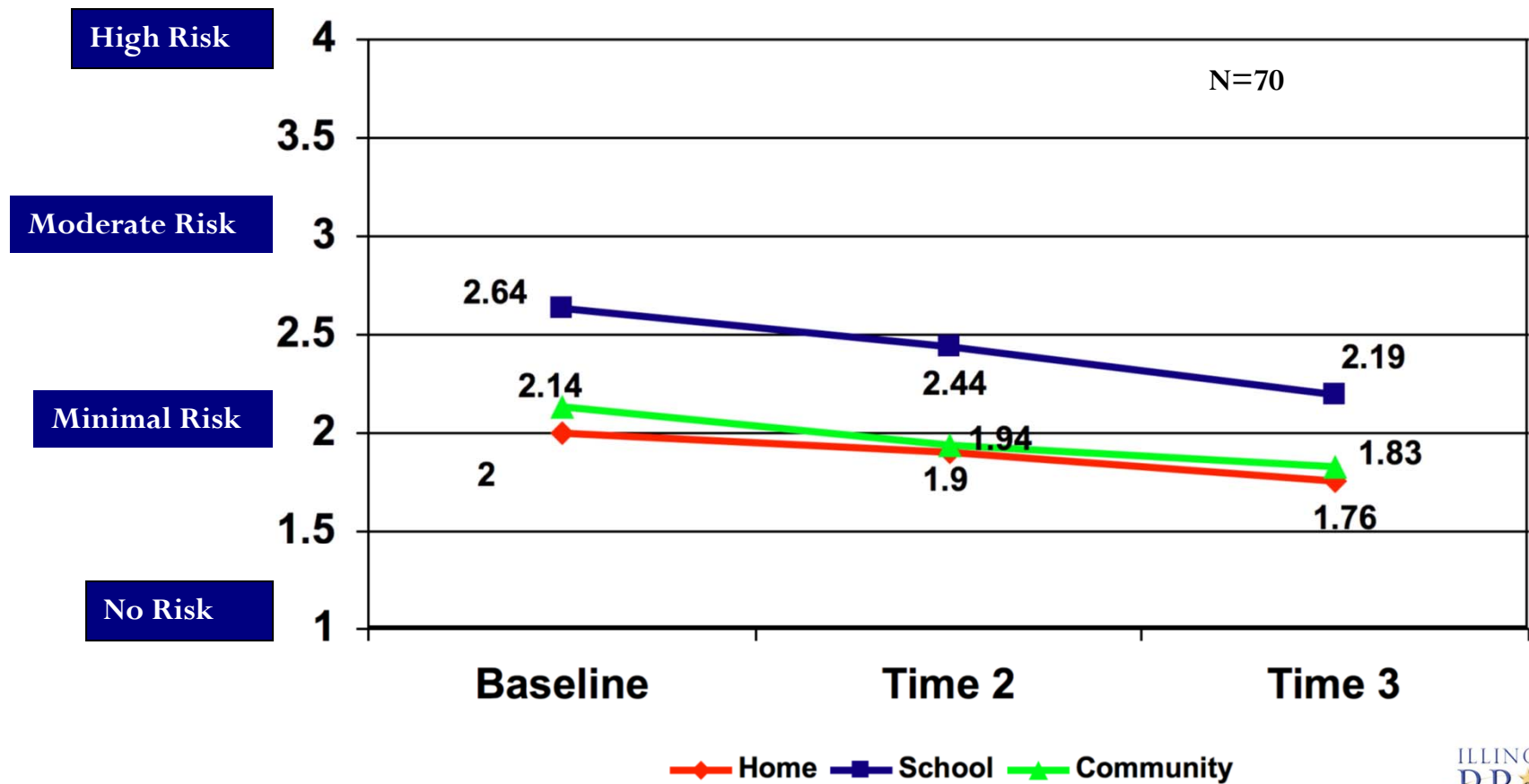
Students by Overall Risk of Placement



FY 2009-Study III

Students by Overall Risk of Placement

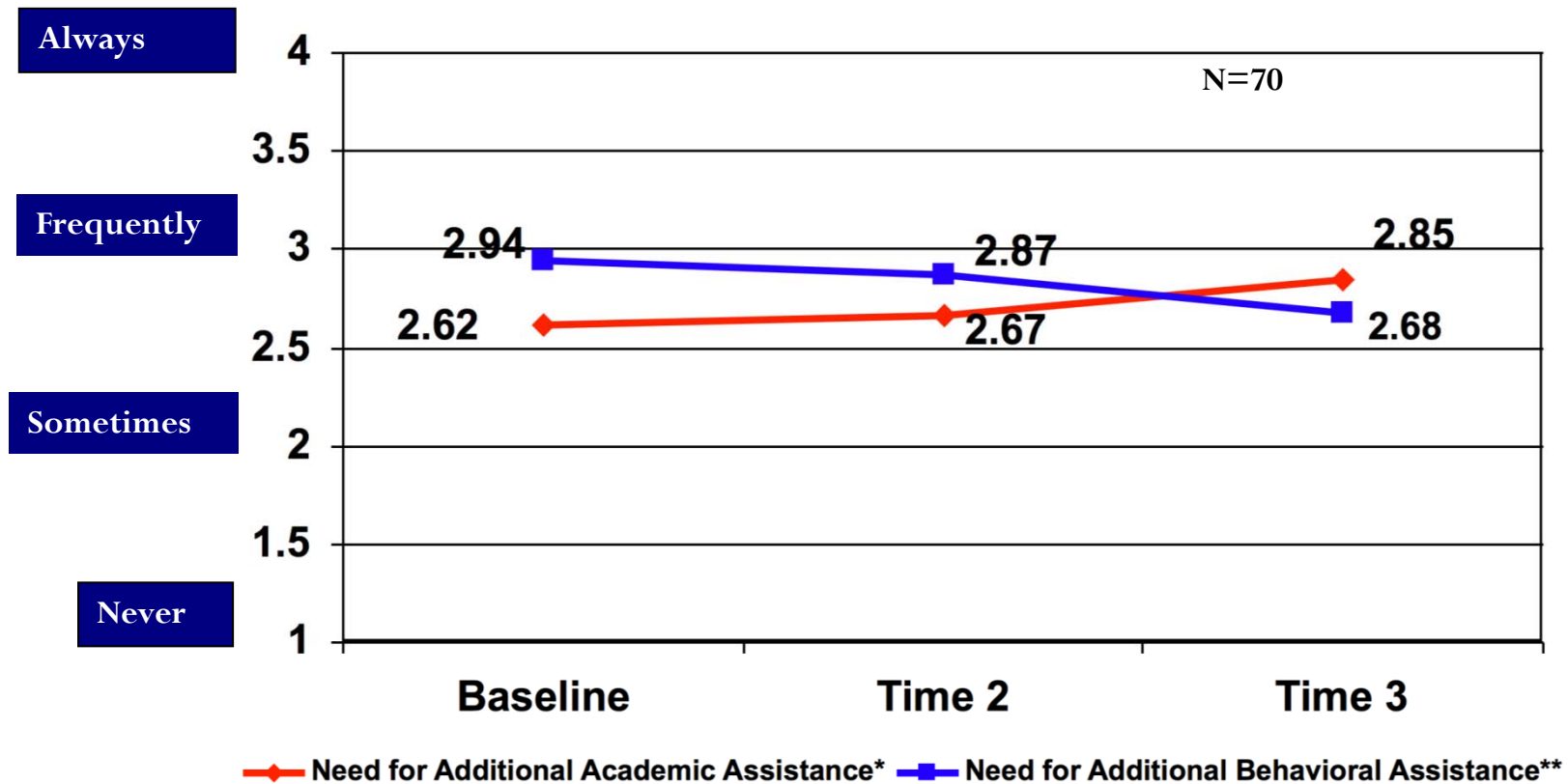
Baseline plus Time 2 and Time 3



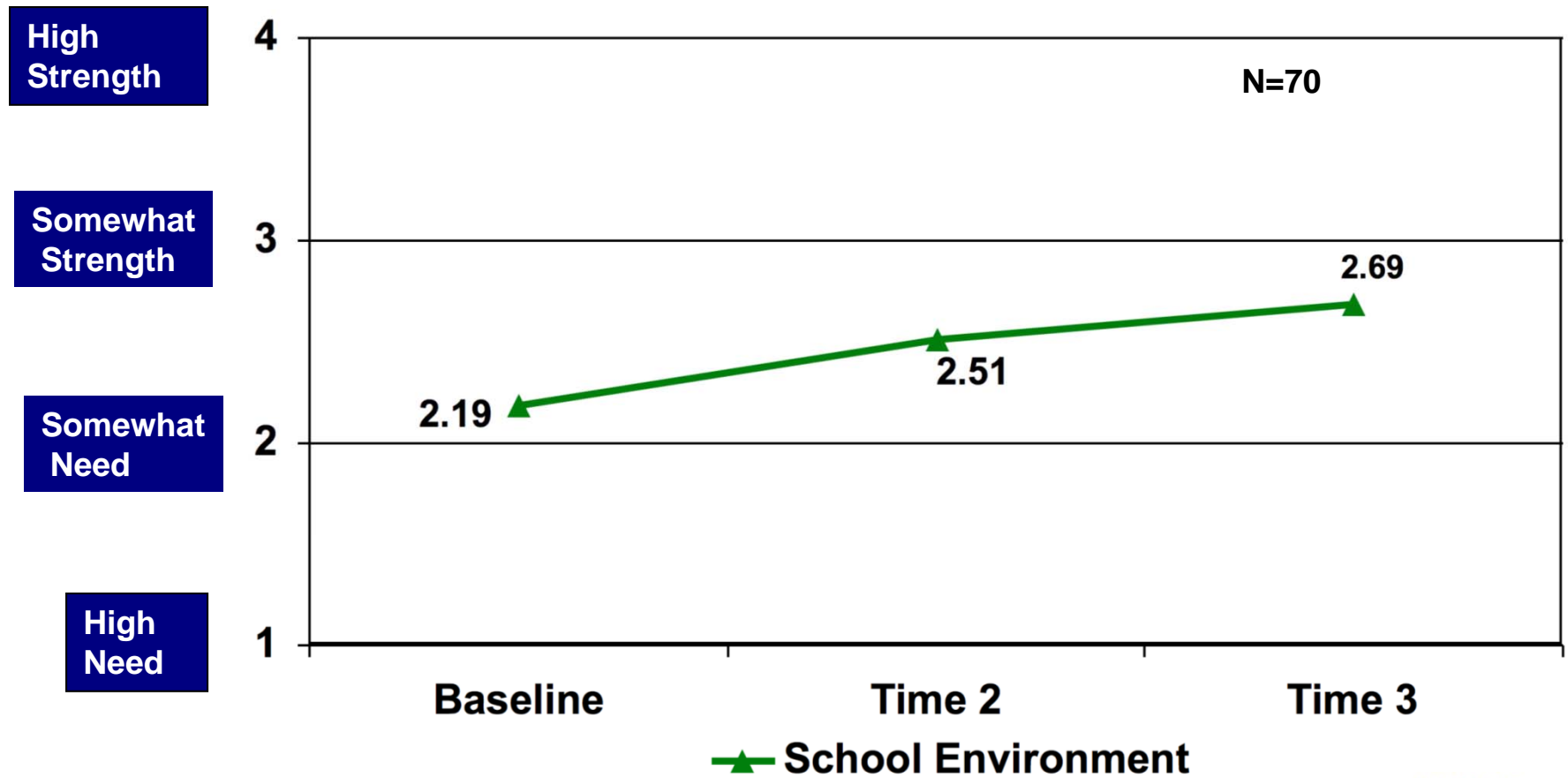
FY 2009-Study III

Need for Additional Assistance in Classroom

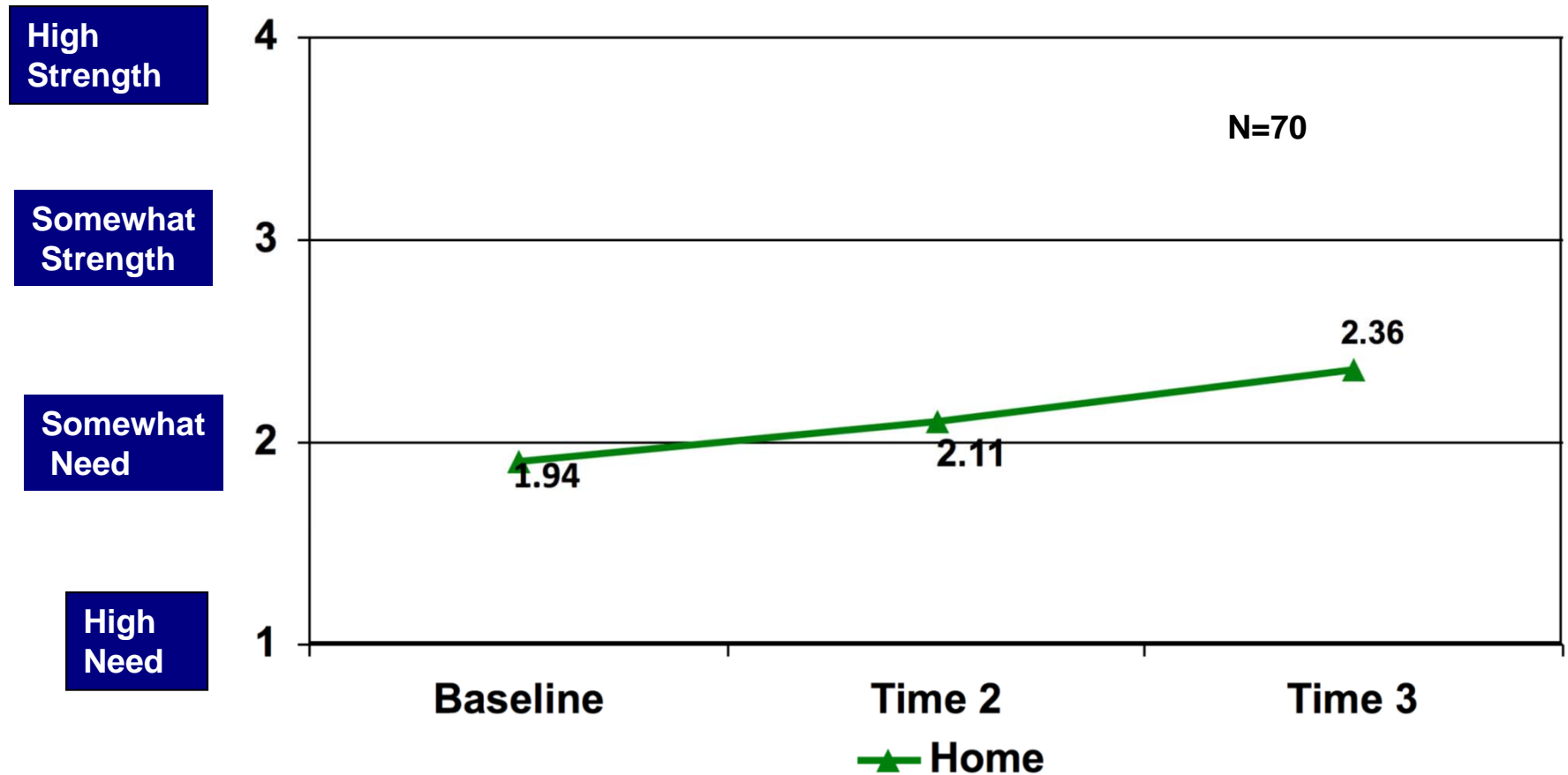
Baseline plus Time 2 and 3 Study Cohort



FY 09 Study III: HSC Social Functioning Sub-Scale: School



FY 09 Study III: HSC Emotional Functioning Sub-Scale: Home



Why we Need MH Partnerships...

- One in 5 youth have a MH “condition”
- About 70% of those get no treatment
- School is “defacto” MH provider
- JJ system is next level of system default
- 1-2% identified by schools as EBD
- Those identified have poor outcomes
- Suicide is 4th leading cause of death among young adults

Community Partners

Roles in Teams

- Participate in all three levels of systems teaming: Universal, Secondary, and Tertiary
- Facilitate or co-facilitate tertiary teams around individual students
- Facilitate or co-facilitate small groups with youth who have been identified in need of additional supports

Old Approach → New Approach

- Each school works out their own plan with Mental Health (MH) agency;
- A MH counselor is housed in a school building 1 day a week to “see” students;
- No data to decide on or monitor interventions;
- “Hoping” that interventions are working; but not sure.

- District has a plan for integrating MH at all buildings (based on community data as well as school data);
- MH person participates in teams at all 3 tiers;
- MH person leads small groups based on data;
- MH person co-facilitates FBA/BIP or wrap individual teams for students.

Student “A” Demographics

- Single Parent Household
- Low Income housing Community
- Oldest of 4 Children in Home
- Staffed ED/BD Self Contained 9/05
- Extremely Explosive/Aggressive
- Academic Warning Test Scores
- Home/Community and School Placement Moderate to Severe Risk



Wrap - Initiated Aug 2007

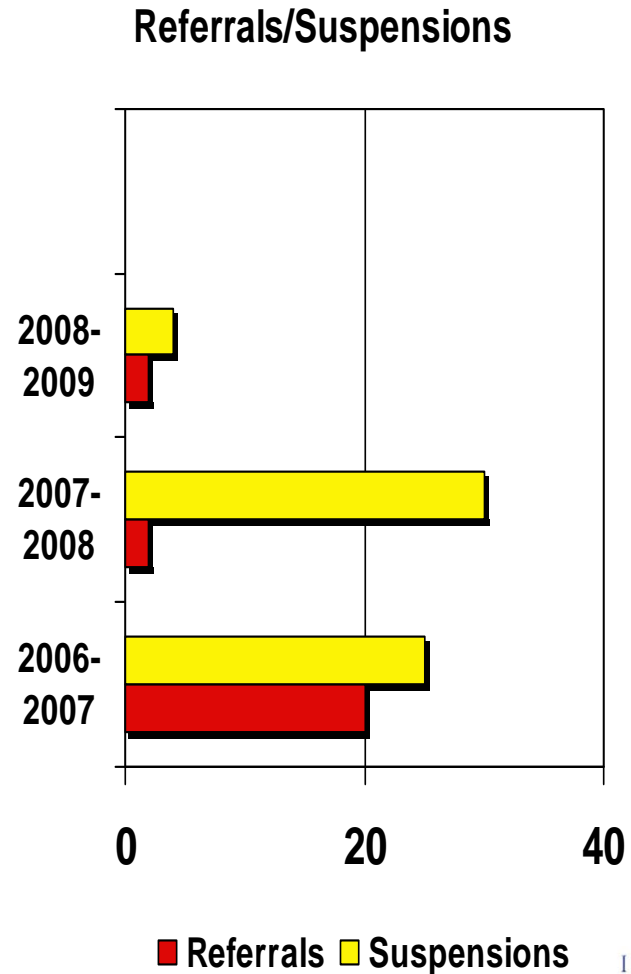
1. Reunited father, paternal grandmother, and aunt to child
2. Visitation with paternal family began and on-going
3. Increased communication between home and school

Wrap - Interventions Utilized

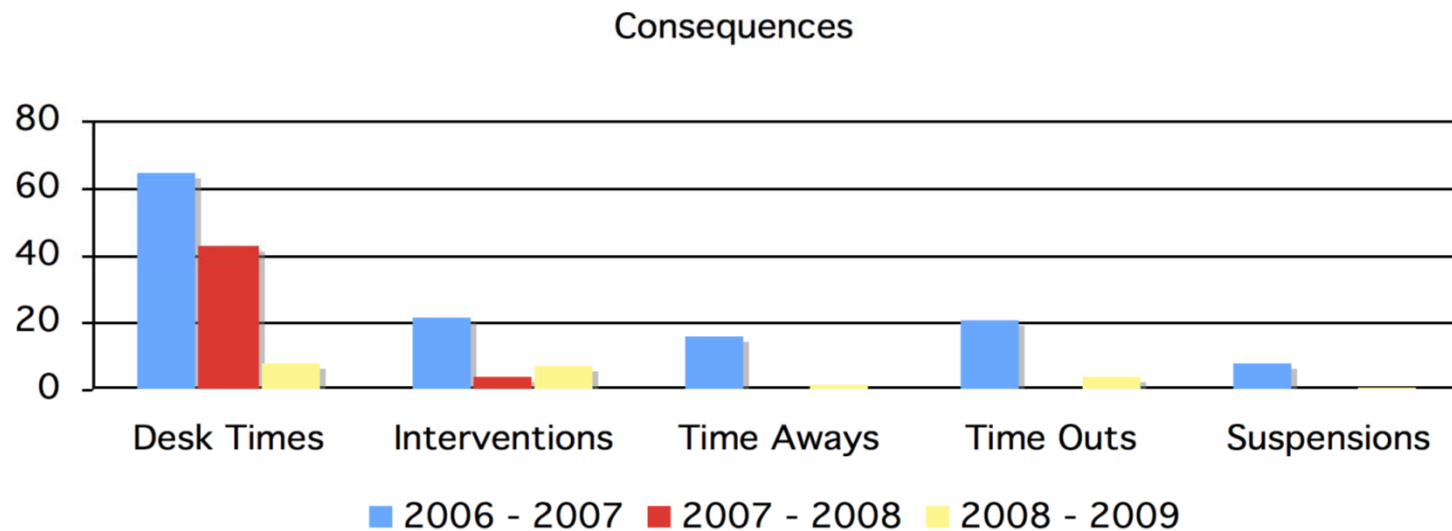
- Check and Connect
- Behavior Intervention Plan
- Integration into regular education
- Medical Intervention (ADHD)
- Counseling
- Juvenile Diversion program
- Bike, helmet, and lock
- Bus Passes
- Summer Programming
- School Backpack Program
- Mentor with city Alderwoman
- LAN 29 Funds

Behavior

- 2006 - 2007
 - 19 Major incidents resulting in referrals
 - 45 day alternate placement due to assault of staff
- 2007 - 2008
 - Completion of 45 day alternate placement
 - 2 additional referrals
- 2008 - 2009
 - 2 major incidents resulting in referrals and OSS



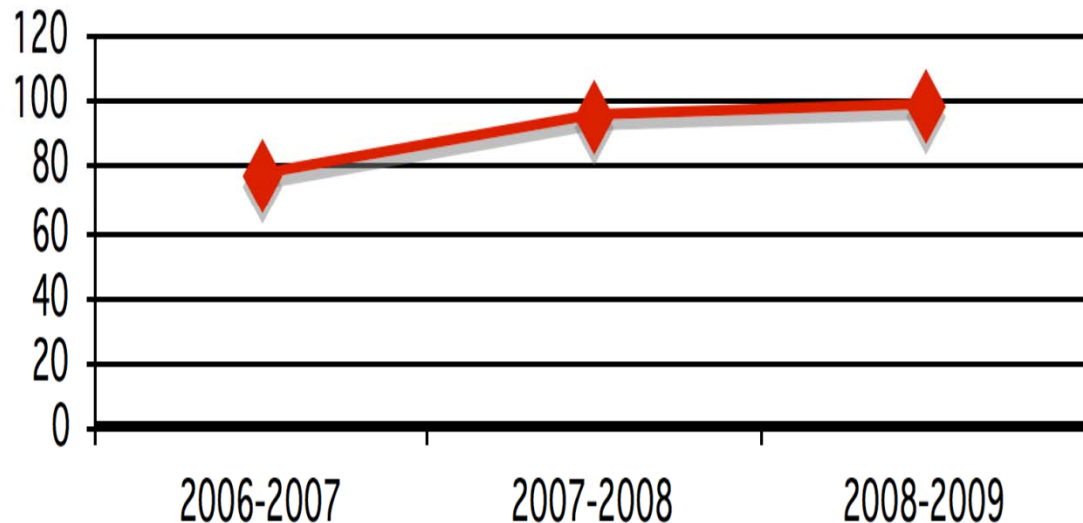
Behavioral Improvements



- Gradual decrease in consequences

Behavioral Improvements

Average Daily Percentage



Average Daily Percent

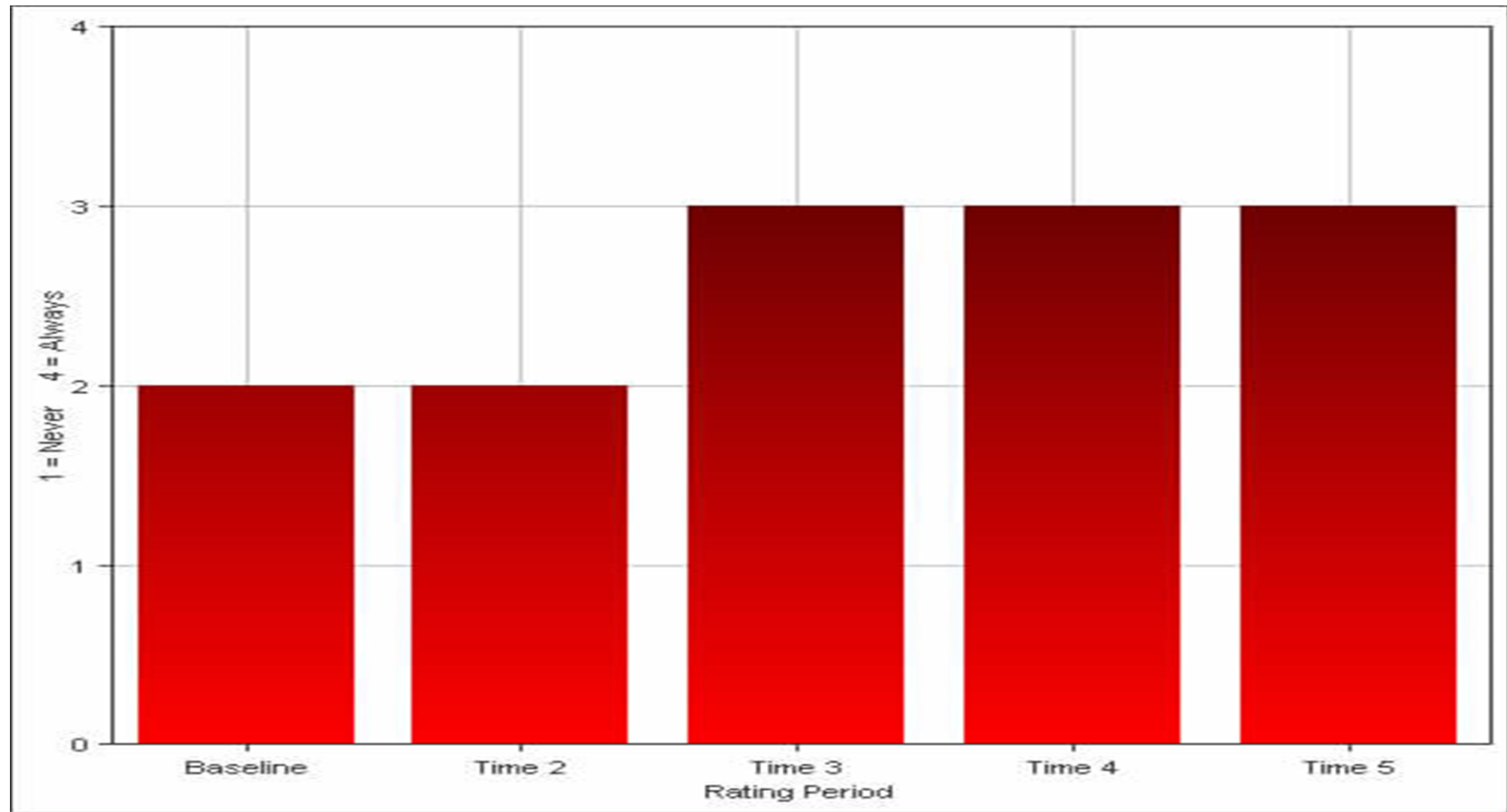
- 2006-2007 77%
- 2007-2008 96%
- 2008-2009 99%

- Gradual Increase in points earned for good behavior

SIMEO DATA

Tool: SIMEO 2009-Educational Information Tool

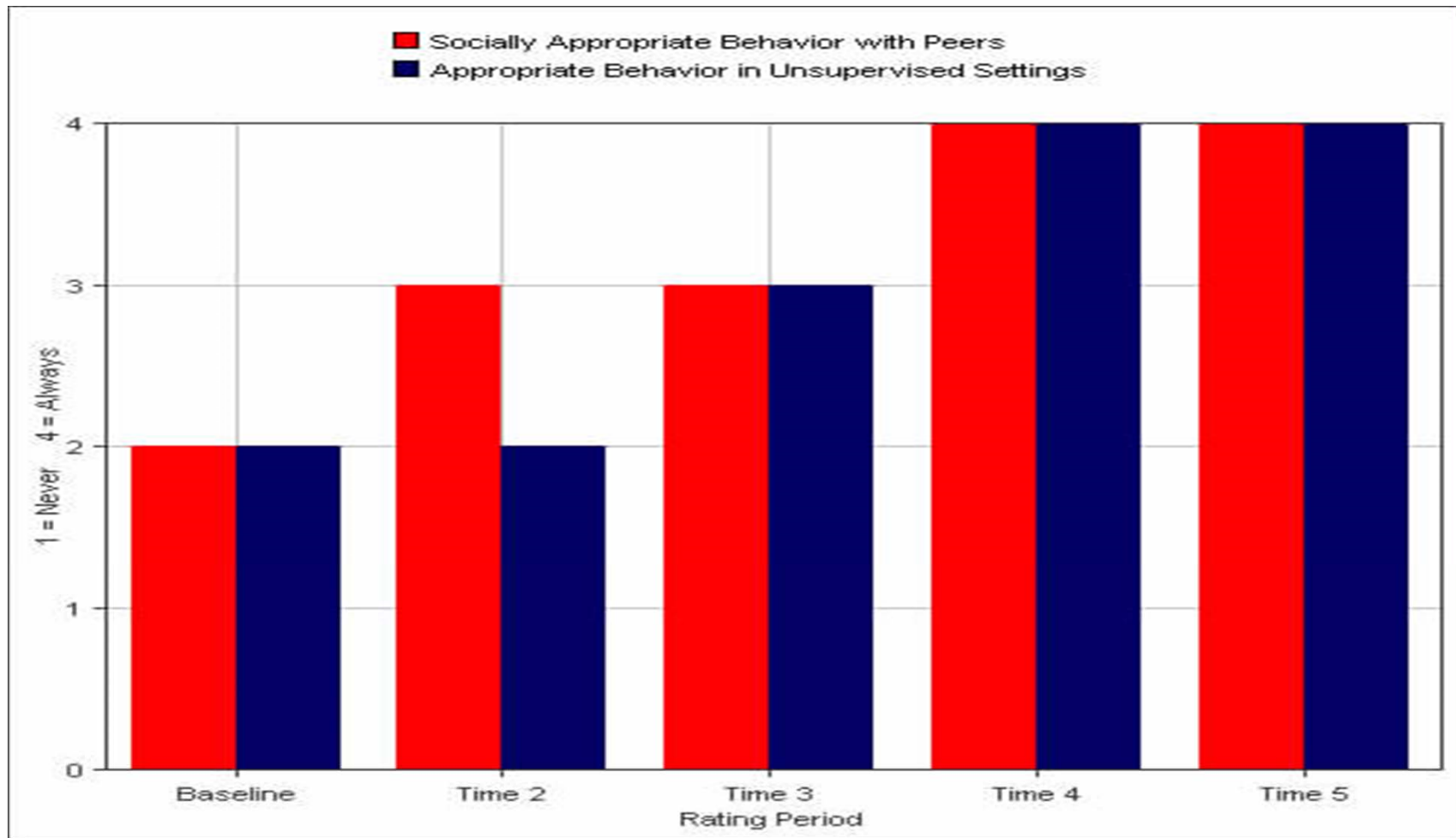
Question: Student Needs Behavior Intervention



SIMEO DATA

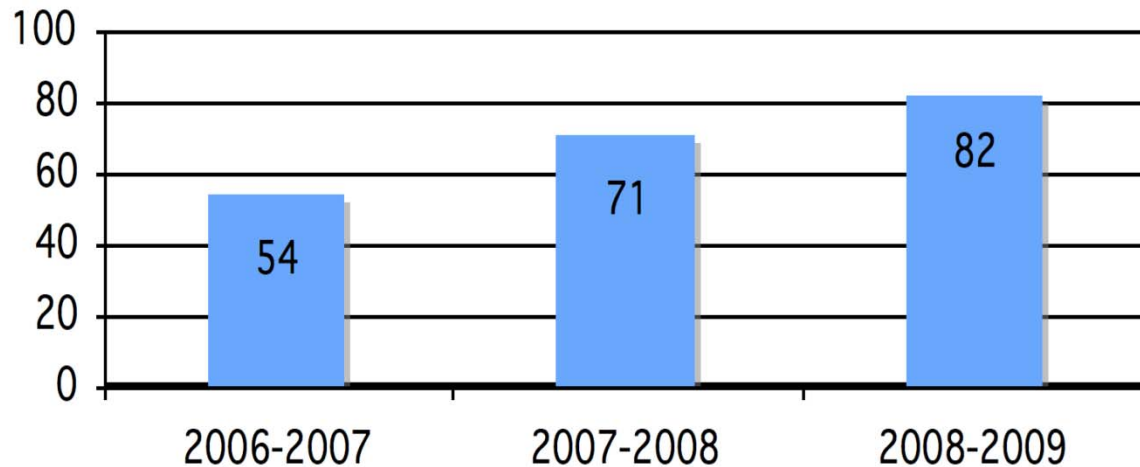
Tool: SIMEO 2009-Educational Information Tool

Question: Socially appropriate behavior with peers/unsupervised setting



Academic Improvements

Homework Returned

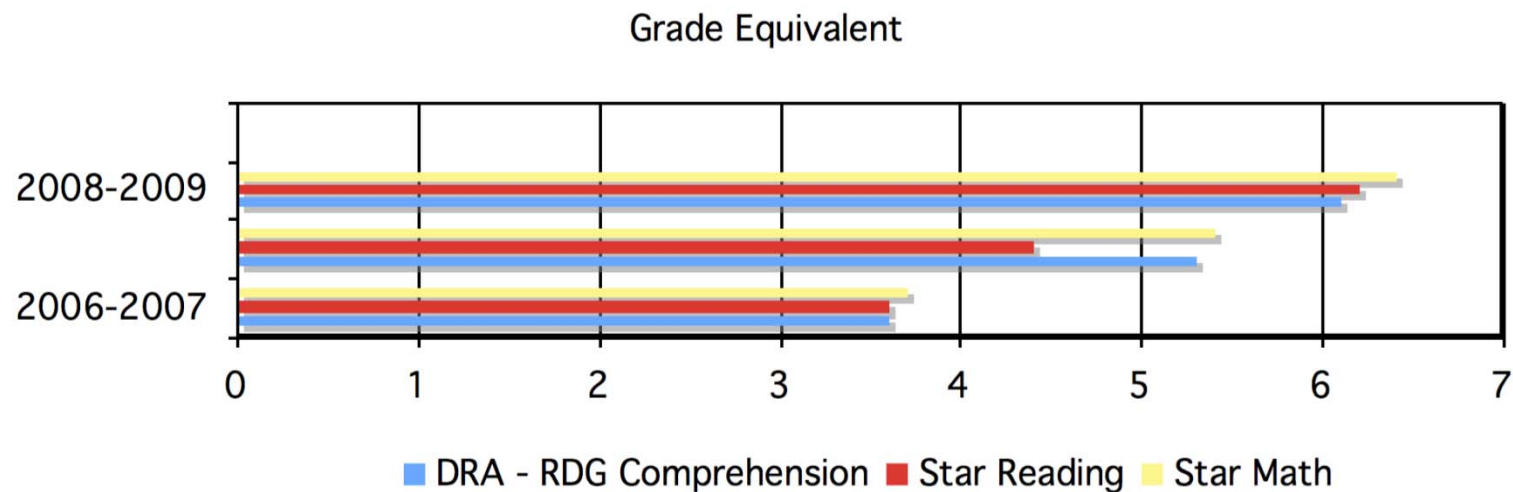


Homework returned:

- 2006-2007 54%
- 2007-2008 71%
- 2008-2009 80%

– Increase in amount of homework completed/returned

Academic Improvements

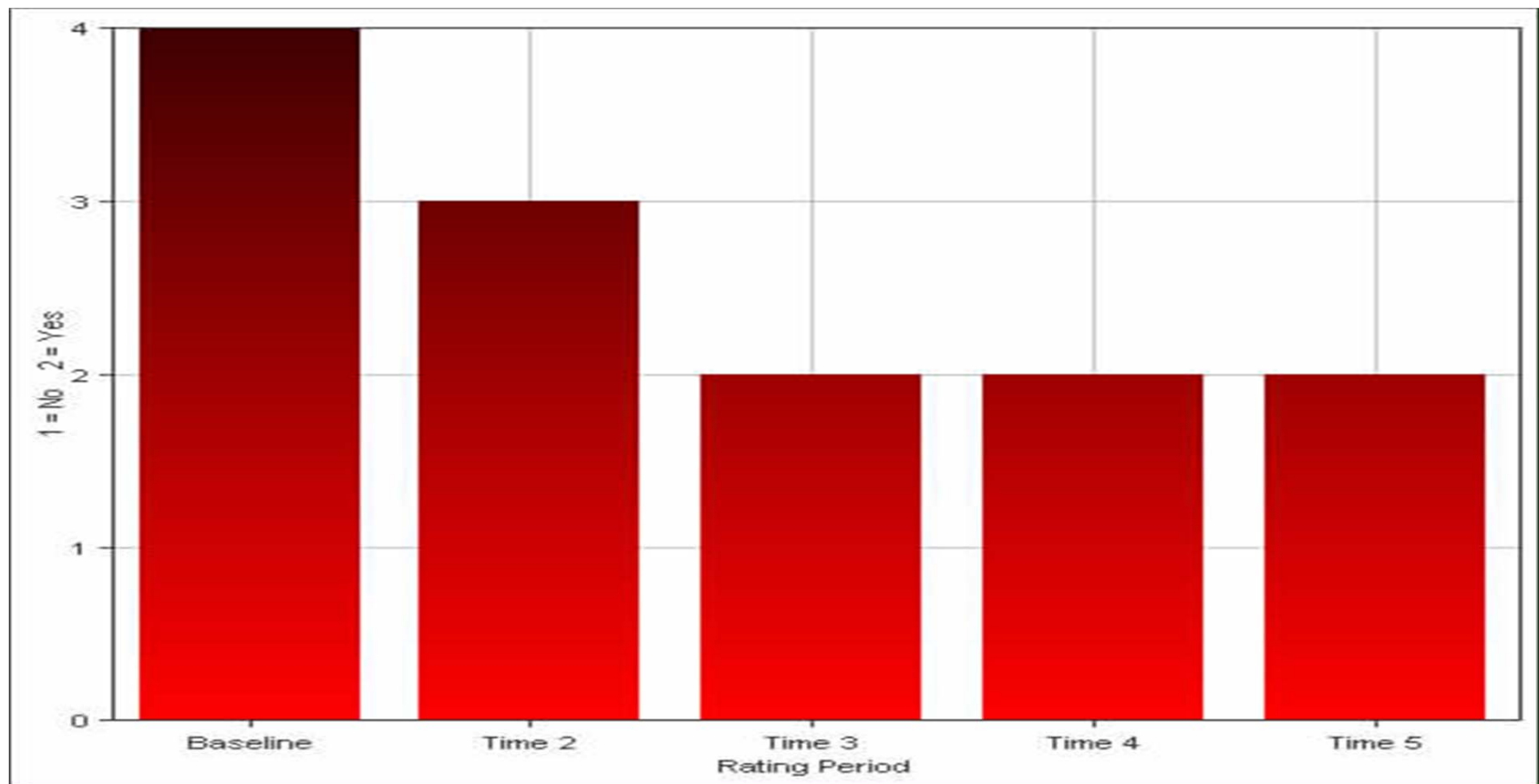


	2006 - 2007	2007- 2008	2008 - 2009
• Star Math	3.7	5.4	6.4
• Star Reading	3.6	4.4	6.2
– Grade Equivalents			

SIMEO DATA

Tool: SIMEO 2009-Educational Information Tool

Question: Student Completes Homework on Time



Student Achievements

- Illinois Principals Leadership Award
- MVP (most valuable person) - Spring 2007 and Fall 2008
- Regular Education Integration for all core subject areas
- Recognized and introduced to City Mayor at Martin Luther King Jr. Celebration
- Participate in Park District football and basketball program
- Christian Friendliness programs and summer camp
- Currently all regular education classes with behavioral supports in Junior High



District-wide Tertiary Implementation Process

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
 - Other schools/staff
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Tertiary Coaching Capacity
- Wraparound Facilitators



Building Tertiary Capacity in Schools

- Establish full-continuum of PBIS in schools
- Identify and train wraparound facilitators
- Train other school personnel about wraparound
- Ongoing practice refinement & skill development
- Review data: outcomes of teams and plans

References

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