

Wraparound Awareness

Ci3T Summer Institute: All Means All
June 21, 2016

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Outcomes

- ▶ Participants will gain **awareness of the evidenced based practice Wraparound...**
- ▶ Understand how it fits into a **multi-tiered system of support...**
- ▶ make **connections** to their current work...
- ▶ Know **what next steps** to take if wanting more information.

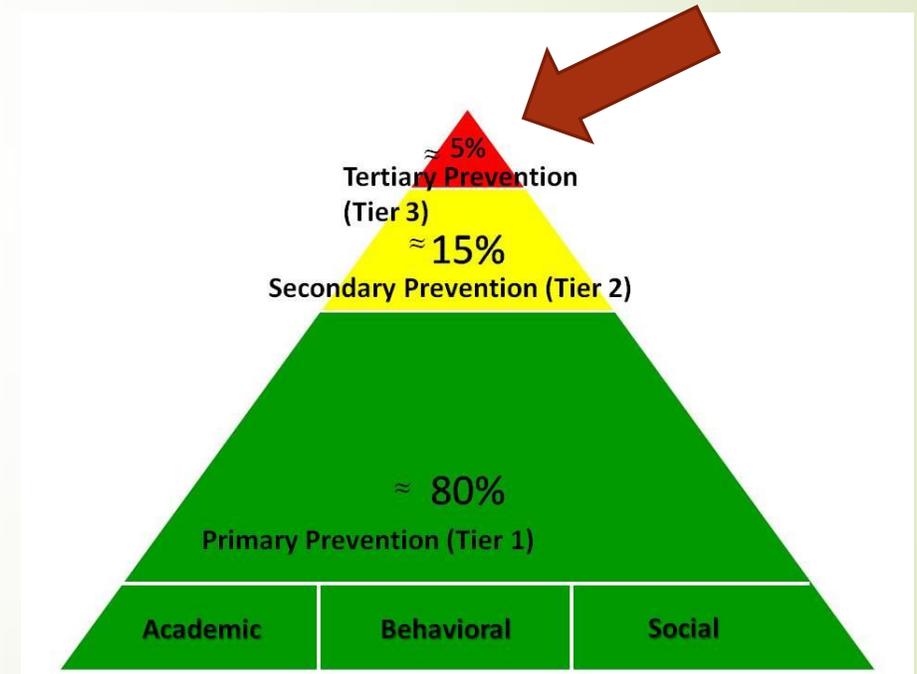
Agenda

- ▶ Tiered Systems Framework
- ▶ Overview of Wraparound Principles and process
- ▶ Dates for Trainings
- ▶ Wrap up

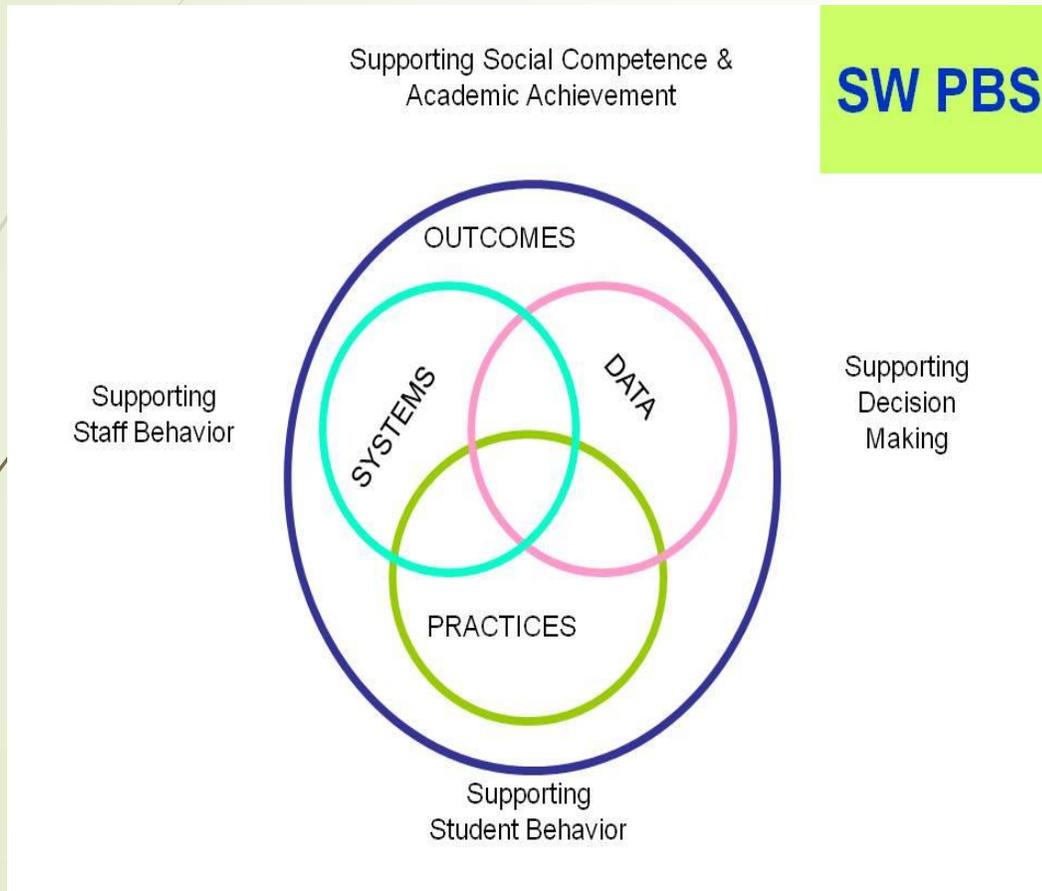
Organization for Today

- Summer Institute Google Site has materials for today
- [Today's Meet](#)- to network with each other during this institute
- Twitter- **#allmeansall16**

- Notes Page



Supporting Research



National Wraparound Initiative research:

- ➔ <http://nwi.pdx.edu/NWI-book/Chapters/Bruns-3.5-%28evidence-base%29.pdf>



Current State of Mental Health Needs

- **Reality 1:** Child/adolescent MH is among most neglected healthcare need in the nation (1 out of every 5 students are struggling...that is **20% of the children we serve!**)
- **Reality 2:** Children/youth/families not getting to places where MH services are traditionally delivered (stigma, transportation, waitlist, etc) making **Schools have become the MH Defacto**
- **Reality 3:** Schools are under-resourced to address MH issues and may view this as beyond their mission

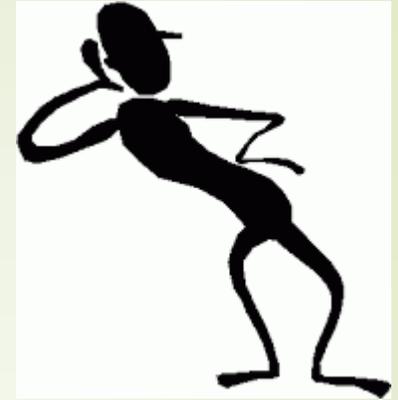
Advancing Education Effectiveness Monograph:

<https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>

How might this information be helpful in building collaborative outcome based partnerships with Mental Health experts?



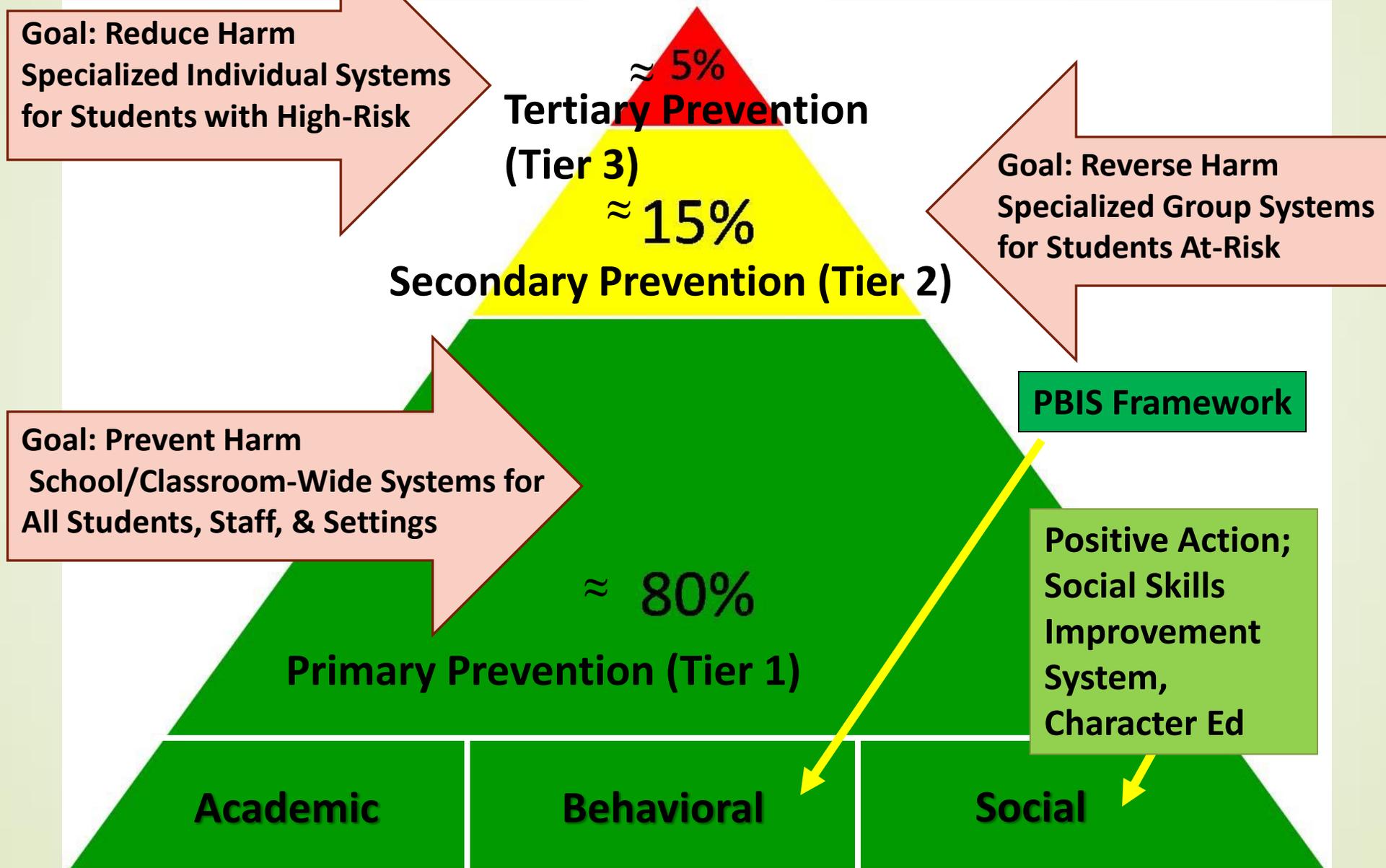
With a shoulder partner...



- Introduce yourself...
- Share one thing you're **looking forward to** this summer...
- Share one thing you're **excited to learn today..**

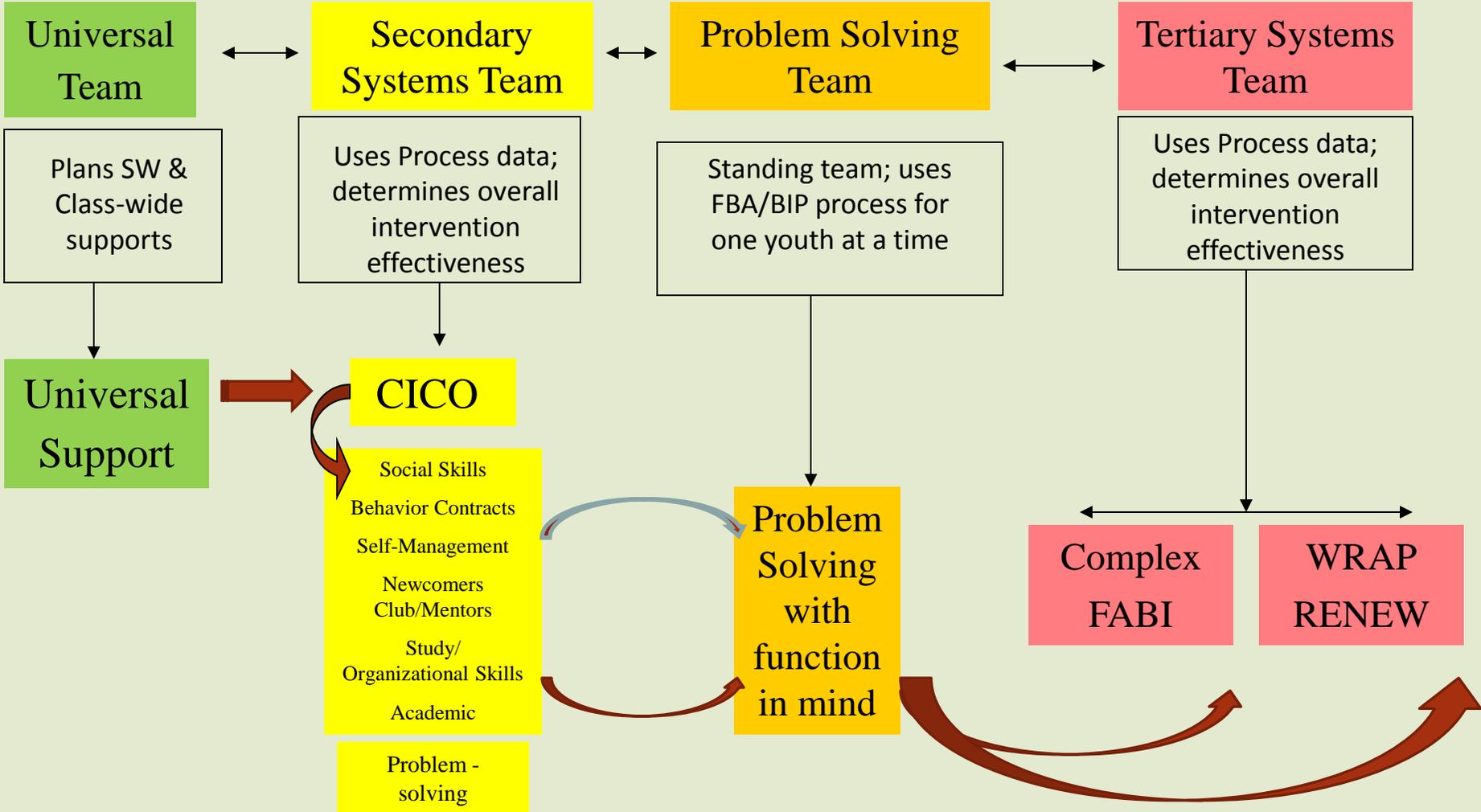
Comprehensive, Integrated, Three-Tier Model of Prevention

(Lane, Kalberg, & Menzies, 2009)



3-Tiered System of Support

Necessary Conversations (Teams)



SSD PBIS Adapted from : Eber, L. *T301fi: Tertiary Level Support and Data-based Decision-making in Wraparound* [Presentation Slide]. Retrieved from Tier 3/Tertiary Series Training Resource Guide (2010). Illinois PBIS Network



WRAPAROUND

Evidence-based, Student/family Centered, Individualized



What is Wraparound?

An **intensive holistic** method of **engaging** individuals with complex needs (most typically children, youth and their families) so that they can **live in their homes** and communities and realize their **hopes and dreams**.

*When we were first approached to involve our daughter in the Wraparound process, we were skeptical that it would help, but figured we needed to try every option we could to get help for our daughter and her unique disability. Wow! **This process has helped to open up our daughter to realize her strengths, not just her limitations (as so many special programs do for disabled people).** We have seen her grow in self-reliance and self-motivation. She now has a realization that she can have a future. She is making plans for that future and acting on them! Although we also had some significant medical help with our daughter's disability during her time in the Wraparound process, **much of the credit for her new feelings of hope and self-assurance are due to the process. In our eyes, as her parents, this process has literally saved her life.** For this we are grateful.*

–Parent May 2015

10 Principles of Wraparound

1. Family Voice & Choice
2. Team Based
3. Natural Supports
4. Collaborative
5. Community Based
6. Cultural Competency
7. Individualized
8. Strengths Based
9. Unconditional
10. Outcome based

On [PBIS Compendium](#)
and Yellow/Green Hand
out



Based on the *Theory of Change*

- Sets expectations for what youth/family *can* accomplish
 - First and foremost, *basic needs* are met
 - Process *strengthens* their social network of support
 - Enhances the belief that *they* can create a better life and improved future
- 

Who are we targeting for this tertiary intervention?



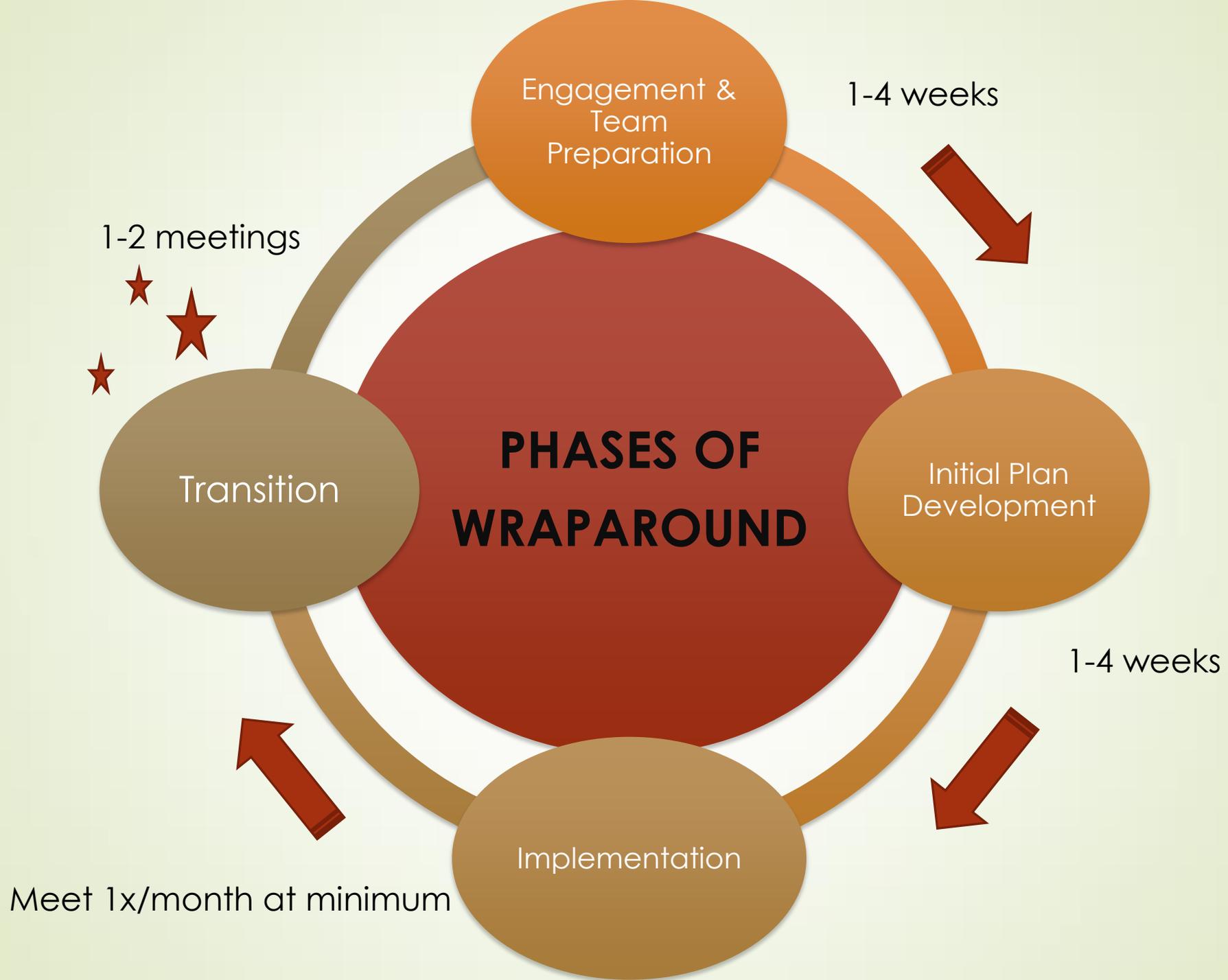
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- May have **both** academic and behavioral challenges
 - Approximately **5-7%** of the school population
 - Family involved in **multiple systems of support** with multiple plans
 - Child is in danger of **More Restrictive Placement**
 - **Not responding** to lower level supports

Intervention	Description	School-wide data entry criteria	Monitoring progress (data)	Exit Criteria
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<p>School-based Wraparound</p> <p>On PBIS Compendium and Blue Hand Out</p>	<ul style="list-style-type: none"> *Intensive, principle and evidence based individualized intervention *Partnering with the family is essential to achieving outcomes *Four distinct phases *Wraparound plans support the needs of the family, student and the school. *One family, one plan 	<p>(A combination of the following):</p> <ul style="list-style-type: none"> *Universal screening score- med to high risk *Minimal to no response at Tier 1 & 2 (as shown on monitoring tools) *ODR information *Poor academic performance *Multiple <i>life domain issues</i> *At risk for more restrictive placement 	<ul style="list-style-type: none"> *Grades *Attendance *ODR information <u>Treatment Integrity</u> *Wraparound Action Plan *SIMEO data *Educational Information Tool <u>Social Validity</u> *Home School Community Tool * Family Satisfaction/Youth Satisfaction Tool *Crisis Safety Plan *Reports from counseling/Outside Agency reports 	<ul style="list-style-type: none"> *Wraparound Plan needs and outcome goals have been met and family is satisfied *There is a team-developed transition plan *Family/Student is confident they can use their strengths to address future needs
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Phases & Activities of Wraparound





Phase 1: Engagement and Team Development

- Orient family/team members to Wraparound
- Stabilize crisis
- Complete Strengths/Needs profile and Coffee Shop chats; include family culture & vision
- Identify BIG need
- Assist family in identifying a team
- Prepare family for first meeting including location

Team Composition

- **Natural Supports** (family members/extended family/friend)
- Professionals (teacher, social worker, psychologist, case manager, agency representatives)
- **Chosen by the family** unless State agency has custody of student then mutually involved selection
- *Ideally one half of team is natural supports!*

LIFE DOMAINS



- Family Support
- Living Situation
- Safety
- Legal
- Education/Vocational
- Health
- Cultural/Spiritual
- Emotional/Behavioral
- Basic Needs
- Social/Recreational
- Financial
- Other



Big Need(s)

A need is:

- Very important to the person experiencing it and is often essential to the person's **quality of life** (refer to Maslow's hierarchy of needs)
- **Defined by the person having it**

Is not:

- measurable
- A service
- A long range vision
- The same as a want or goal



Phase 2: Initial Plan Development

(may be 2 meetings)

- Hold **initial** planning meeting
- Strengths Summary shared
- Identify **team mission**
- Identify **ground rules/norms**
- Identify decision making process
- **Prioritize needs** identified by the family
- **Develop Action/Wrap plan** (brainstorm ideas)
- Write Action/Wrap plan (sign and distribute)

NOTE: STRENGTHS/NEEDS DISCUSSION SHOULD BE TIED TOGETHER

NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
<p>TO HAVE PEACE IN THE HOUSE</p> <p>(Mom)</p>	<p>KEEPS PLUGGING AWAY AT THINGS</p> <p>COMMITTED TO HER CHILDREN</p>	<p>DEVELOP A DAILY ROUTINE FOR THE HOUSE SO MOM CAN HAVE TIME TO HERSELF</p>	<p>After school Chris will help with Martin until supper is fixed</p> <p>Tommy and Charlotte will do their homework from 4:00 to 6:00</p> <p>Dad and Tommy will help straighten the kitchen so mom can rest</p> <p>Mom will have 45 minutes to herself with Dad supervising the kids</p> <p>Ms. Q. will take the Chris and Martin for one weekend a month</p>
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
<p>TO FEEL CLOSE TO MY DAD</p> <p>(Tommy)</p>	<p>HISTORY OF FISHING TOGETHER CLOSE IN THE PAST</p> <p>WANTS TO SEE Tommy SUCCEED</p>	<p>DEVELOP A PLAN FOR Tommy AND HIS DAD TO SPEND TIME TOGETHER</p>	<p>Dad and Tommy will choose a project to work on together by the next meeting</p> <p>Dad and Tommy will go fishing one time a month at minimum</p> <p>Dad will help Tommy with school projects</p>



Phase 3: Implementation of Action/Wrap Plan

- ▶ Team members **all have tasks** related to plan
- ▶ **Share data on progress (HSC/SD-T/EI-T) other goals**
- ▶ Adjust plan when necessary
- ▶ Guest presenters/supports may come and go
- ▶ **Combine/Reduce the number of outside meetings** for the family
- ▶ Maintain team cohesiveness and trust

We are interested in your thoughts about this service/process. Please answer each question as honestly as you can.

To what extent have members on your team provided the following...	not at all	slightly	Some-what	a great deal
7) <u>scheduled</u> meetings at convenient times for you to meet?	1	2	3	4
8) <u>returned</u> phone calls in a timely manner?	1	2	3	4
9) <u>included</u> you in decisions about your child and family?	1	2	3	4
10) <u>asked</u> you about the needs and strengths of your entire family?	1	2	3	4
11) <u>treated</u> you with respect?	1	2	3	4
12) <u>improved</u> your family's quality of life overall?	1	2	3	
13) <u>improved</u> your ability to care for your child?	1	2	3	
14) <u>eased</u> your worries about the future well-being of your child?	1	2	3	

Family Satisfaction Tool

To what extent have members on your team...	not at all	slightly	Some-what	a great deal
5) <u>included</u> you in the team meetings?	1	2	3	4
6) <u>included</u> you in decisions?	1	2	3	4
7) <u>asked</u> you about your needs?	1	2	3	4
8) <u>treated</u> you with respect?	1	2	3	4
9) <u>asked</u> you about your strengths?	1	2	3	4
10) <u>asked</u> you about your family's strengths?	1	2	3	4
11) <u>asked</u> you about your family's needs?	1	2	3	4
12) <u>helped</u> you understand how to use your strengths and needs?	1	2	3	4
13) <u>involved</u> you in activities and programs that were beneficial?	1	2	3	4
14) <u>increased</u> your ability to get involved with your school?	1	2	3	4

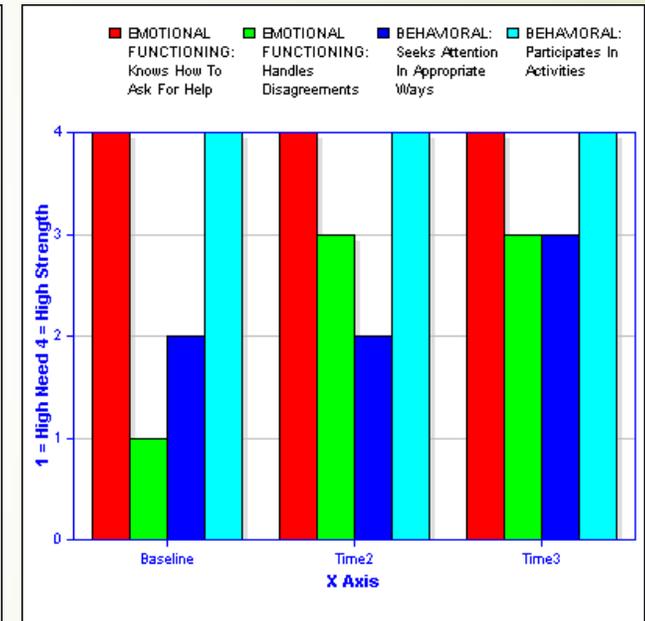
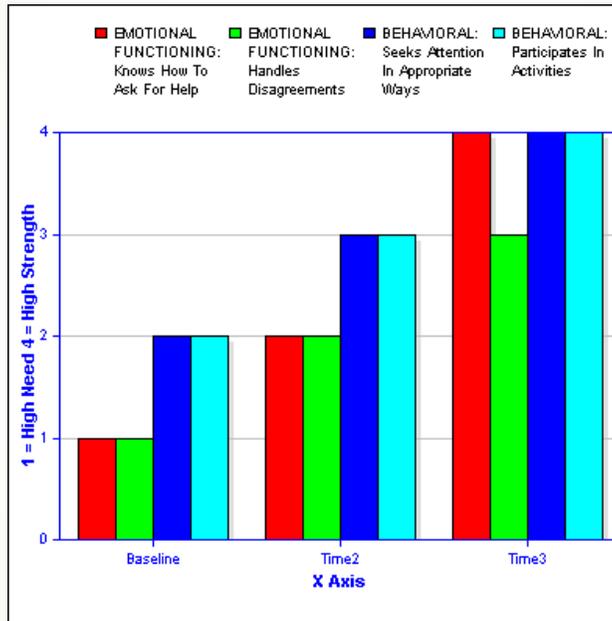
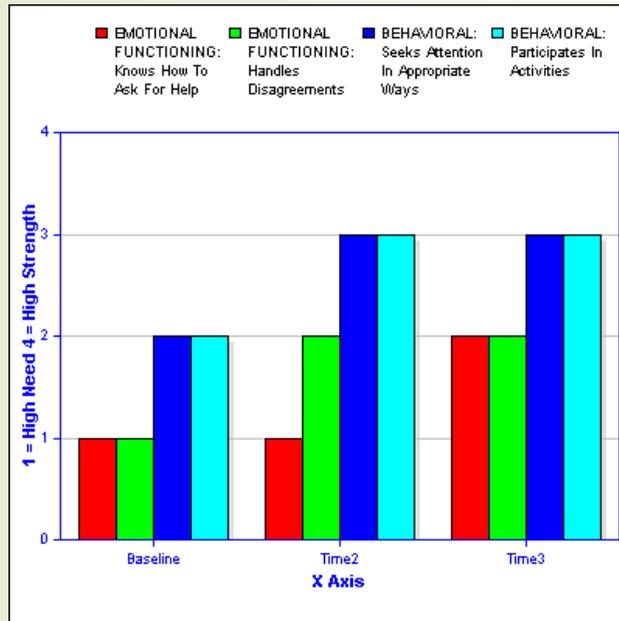
Youth Satisfaction Tool

SIMEO – HSC-T

HOME

SCHOOL

COMMUNITY



1. Knows how to ask for help
2. Handles disagreements
3. Seeks attention in appropriate ways
4. Participates in activities



Phase 4: Transition

- Plan for change in **team members/summer break**
- Plan for **change to new school**
- Success/Plan for transition out of Wraparound
- Assist family in developing a **plan for independence**
- Plan for **graduation/celebration** if ending Wraparound



Role of the Wraparound Facilitator

- Keeps the team on track and moving
- Manages difficult discussions by impassioned people if necessary (**sticking to Principles and Ground Rules**)
- Facilitates presentation of appropriate data
- Prepares agenda with family
- Keeps a **global perspective** while guiding the team (plans for events/transitions/summer)
- Keeps team members **engaged**
- **Checks in** with the family between meetings



2015-16

St. Louis County Active Districts

- Affton
 - Ferguson-Florissant
 - Hazelwood
 - Kirkwood
 - Normandy
 - Parkway
 - Ritenour
 - Webster
- 



Review/Reflection Time

- What **big ideas** might you surface from our time together to jot down on your notes page?
 - How might this information **connect to a CI3T** frame of support?
 - Who will you **share this information** with?
- 



Preview!

- ▶ Wraparound Principles course to embed the principles in your work will be offered at TBD date here at the Learning Center.
- ▶ Wraparound 2-day training for new school teams interested will be offered **September 12-13th, 2016 from 8:30-3:30** here at the Learning Center.

To Register: www.solutionwhere.com/ww/ssd



Session Evaluation

<http://bit.ly/1IdQoqV>

THANK YOU!!!

Resources

PBIS Compendium:

<http://pbiscompendium.ssd.k12.mo.us/>

National Wraparound Initiative:

<http://nwi.pdx.edu/>

Next Steps

- Share Your Learning
- Connect with Current Wraparound Facilitator, Tier 3 Implementation Team or Administrator
- Consider attending Wraparound training in 16-17 SY @ Learning Center