INSTALLING WRAPAROUND AT TIER 3
BUILDING DISTRICT CAPACITY

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Session Description

- Wraparound is a process for supporting youth and families with complex needs.
- Successful installation of this intervention at Tier 3 necessitates:
  - Consideration of systems
  - Training/coaching
  - Evaluation
  - Etc.

This session will describe a district's process and experience with wraparound installation at Tier 3 and how they are increasing district capacity to support sustainability.

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?

– What do I hope to learn?

– What did I learn?

– What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

Session Objectives

- Gain a **basic understanding of the critical components** of the Wraparound process for students with complex behavioral needs.

- Describe systems that may need re-evaluation at the building/district level including communication, discipline, allocation of resources, etc.

- Gain knowledge about coaching, training, and evaluation plans that increase the likelihood of successful installation/implementation of Wraparound.

The kids who need the most love will ask for it in the most unloving of ways.

Wraparound- Critical Components

Where are we at in the Triangle?

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity
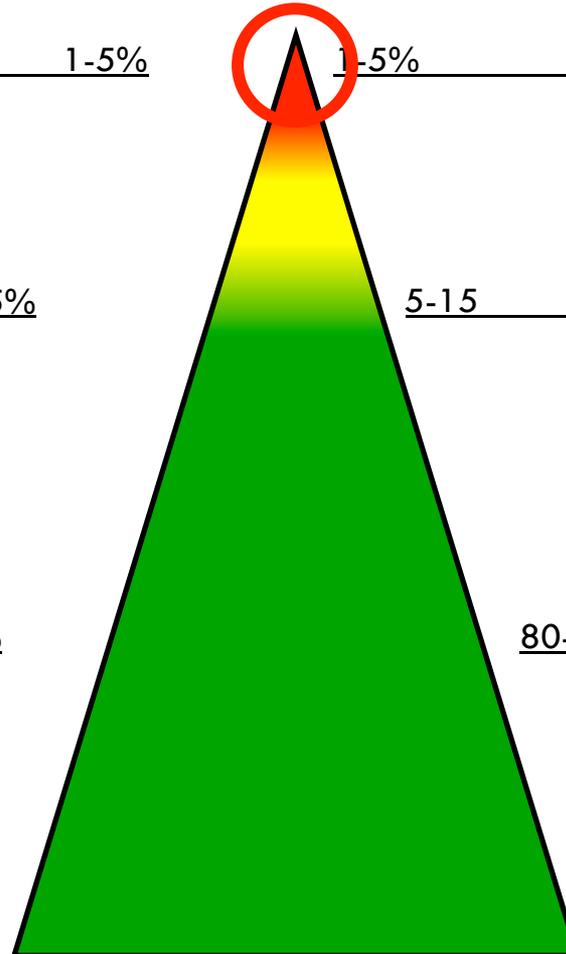
1-5% **Tier 3/Tertiary Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

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
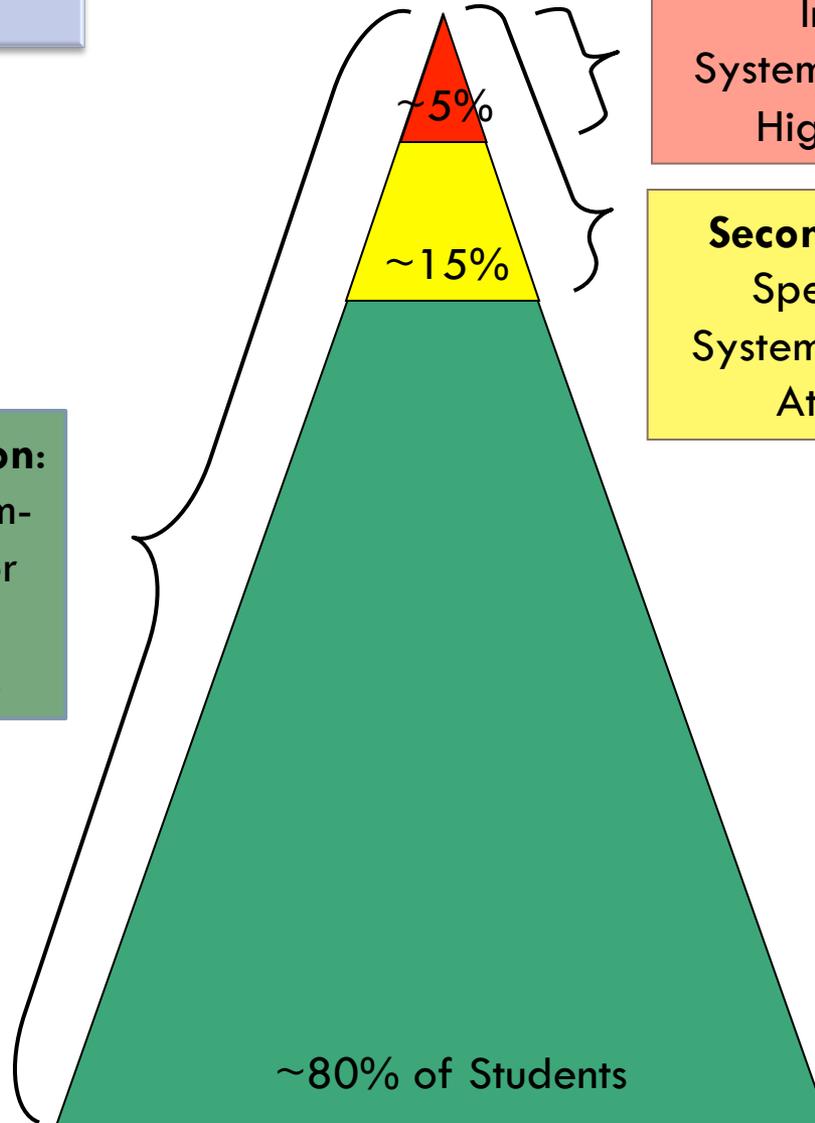- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive

80- 90% **Tier 1/Universal Interventions**
- All settings, all students
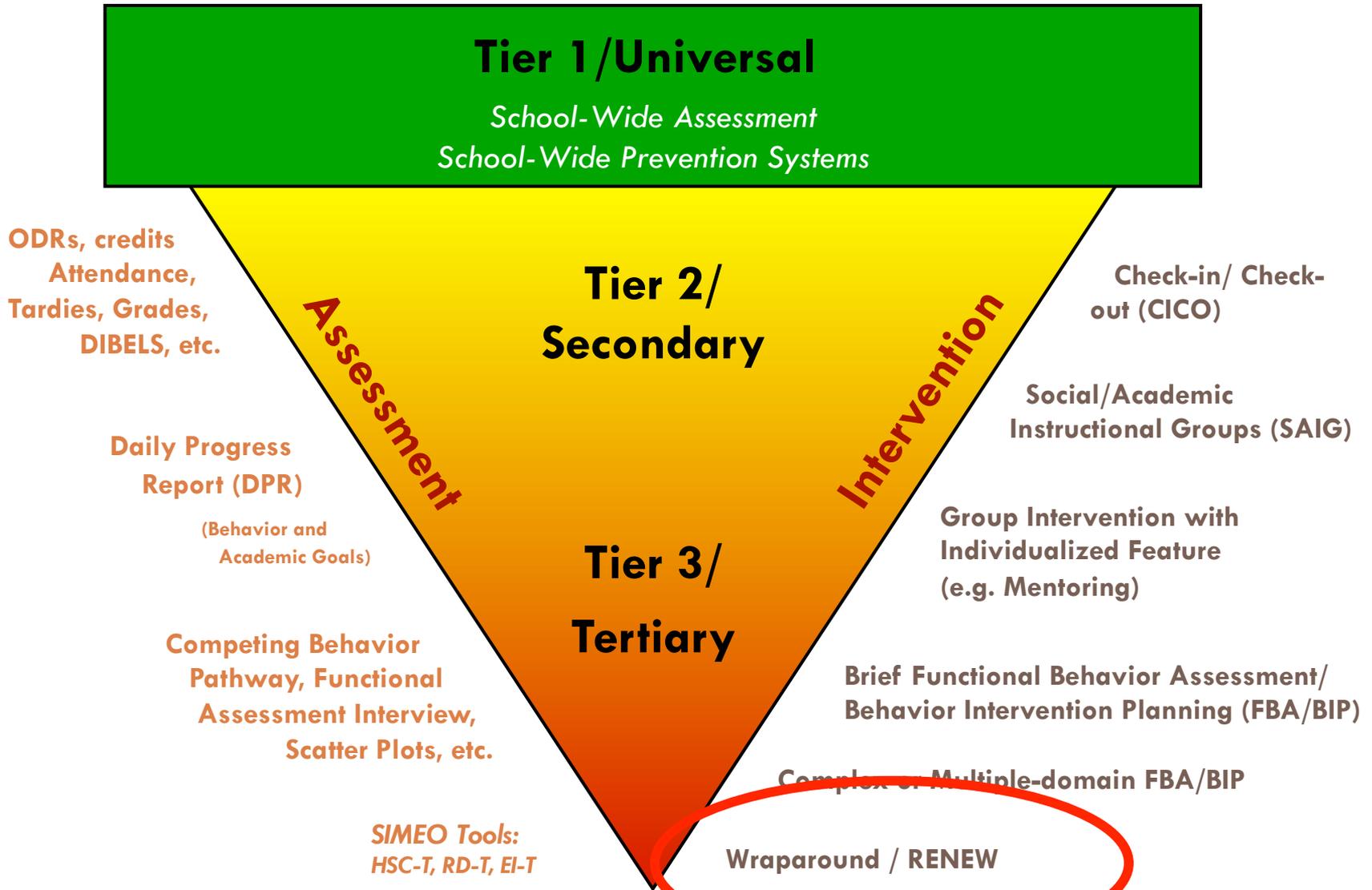- Preventive, proactive

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

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

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

~5%

~15%

~80% of Students

- **Students**
- **Staff**
- **Parents**
- **Families**

A Multi-Tiered System of Support for Behavior

Tier 1/Universal

School-Wide Assessment
School-Wide Prevention Systems

Assessment

Intervention

ODRs, credits Attendance, Tardies, Grades, DIBELS, etc.

Tier 2/ Secondary

Check-in/ Check-out (CICO)

Social/Academic Instructional Groups (SAIG)

Daily Progress Report (DPR)

(Behavior and Academic Goals)

Group Intervention with Individualized Feature (e.g. Mentoring)

Tier 3/ Tertiary

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

Brief Functional Behavior Assessment/ Behavior Intervention Planning (FBA/BIP)

Complex or Multiple-domain FBA/BIP

SIMEO Tools: HSC-T, RD-T, EI-T

Wraparound / RENEW

What is Wraparound?

Wraparound is **an intensive, holistic method** of **engaging with 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.**

Wraparound

- Wraparound is a PROCESS for supporting youth and families with complex needs.

  - Defined by **10 Principles**

  - Implemented in **4 Phases**

  - Builds **self efficacy/self-determination**

The wraparound process is a key component on the continuum of a school wide system of PBIS

How is WRAP different?

- Wraparound distinguishes itself from traditional service delivery in special education and mental health with its **focus on** connecting families, schools, and community partners in effective problem solving relationships.

- Unique implementation features include:
  - **family and youth voice guide** the design and actions of the team
  - team composition and strategies reflect unique youth and **family strengths and needs**
  - the team establishes the commitment and capacity to design and implement **a comprehensive plan over time**
  - the plan addresses outcomes across home, school, and community through one synchronized plan

Wraparound IS	**Wraparound is NOT**

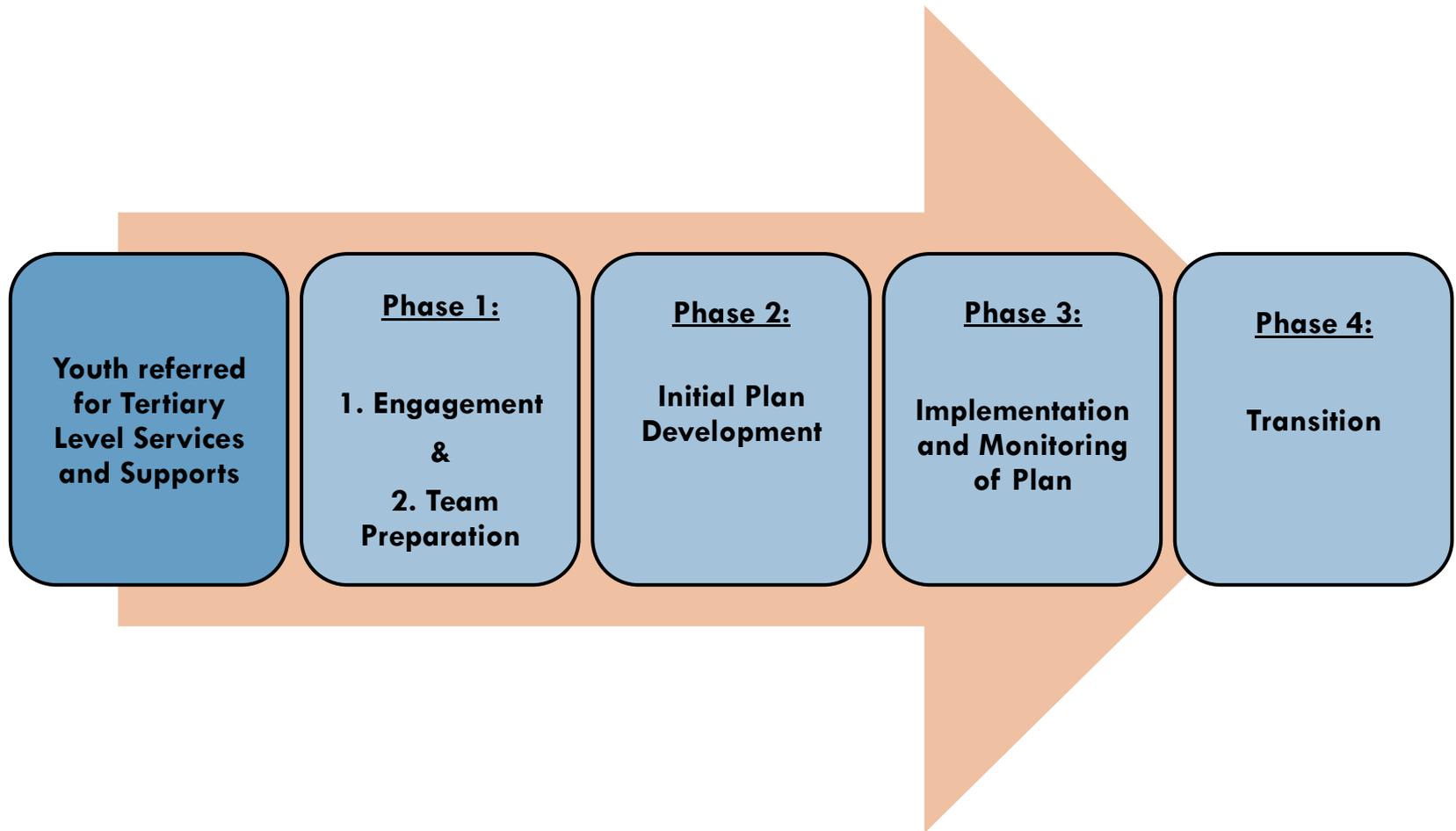**An ongoing family/person-centered planning process used by:**

- **A unique team of people**

- **Who come together**

- **Around family strengths/needs**

- **To create a unique plan of interventions & supports**

- **Based on a team** (NOT ABOUT ME WITHOUT ME) **that values unconditional care** (NO BLAME NO SHAME)

  - (Brene Brown: Research on Shame)

- A set of services; mentoring, therapy, tutoring

- An IEP meeting

- A one or two time meeting made up of professionals who decide what a student/family needs

- Any one individual who connects with the family or student

- Only for families and students we judge as "workable" or "likeable"

- The presence of flexible funds

10 <u>Principles</u> of Wraparound

1. Family Voice and Choice
2. Team-Based
3. Natural Supports
4. Collaboration
5. Community-Based
6. Culturally-Competent
7. Individualized
8. Strengths-Based
9. Unconditional Care
10. Outcome-Based

NWI standardized the 10 principles in 2004 2008–Revised persistent to unconditional

4 Phases of Wraparound

Youth referred for Tertiary Level Services and Supports

Phase 1:

1. Engagement

&

2. Team Preparation

Phase 2:

Initial Plan Development

Phase 3:

Implementation and Monitoring of Plan

Phase 4:

Transition

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/Action Plan(s)

- **Facilitator Role**
  - Role of bringing team together
  - Role of blending perspectives

Key Features of Wraparound in Schools

- The **team is a unique group of individuals** that is selected by the voice and choice of the family

- **High frequency meetings**

- **Use of data** to determine success/progress monitor

- Less focus on the acquiring of resources and more **focus on life goals/needs** to create sustainable change

- Strong **focus on establishing/building self-efficacy**

- Strong **family voice** at the table/guiding the process

Who to Wrap?

What **criteria** to consider for entry into Wraparound

In an effort to **systematize**, consider:

- **Data**
  - Discipline (ODR, ISS, OSS)
  - Grades
  - Attendance
  - Daily Progress Report (DPR)

- When the **family and school are in conflict**

- When the student is at **risk of a more restrictive placement**

- When **lower level supports have not been effective**

- When **needs are present across multiple life domains**

Tier 3 student teams-
Key elements of the process…

- **Engage** 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

Action Planning

- Throughout the course of the wrap process, the facilitator/team **continually update and take notes on the action plan**

- As you "**unwrap**", develop a wrap plan for the family that includes the **who, what, when, where, and why**
    - Consideration for lower level interventions embedded into the plan

- Have copies for family, student, and team members

When considering district-level implementation

- How do you move to relying on wraparound instead of placing students in more restrictive settings?

- How will you allow for meetings after hours with a team?

- How/what do you take off of people's current plates so they can devote the time needed to do effective facilitation?

- Who will facilitate? What is their role?

- How will you handle discipline for students who need to be in school to receive this intervention process?

Marana Unified School District

- **Cindy Ruich, Ed.D.**
  Director of Student Services

- **Emily Bushouse, Ed.S.**
  Program Coordinator

PBIS Background in MUSD

- Early 2000 a few elementary schools were awarded a Links grant to implement PBS

- 2004 PBISAz introduced to Marana Middle School and Marana High School as Arizona Behavior Initiative through a grant

- 2006 District team created

- Safe & Supportive Schools (S3) grant was awarded to both high schools in 2010 which has PBIS components

- Elementary Secondary School Counseling (ESSC) grant awarded to 3 elementary schools 2010 which has PBIS components

- School Climate Transformation Grant (SCTG) awarded to district in 2014

School Climate Transformation Grant (SCTG)

- ☐ Federally funded 5-year grant
- ☐ Hired a Program Coordinator, Data Integrity Specialist, and 6 Social Workers
- ☐ 44 PBIS Facilitators (stipend)
- ☐ District PBIS team revamped
- ☐ District Leadership team
- ☐ Technical Assistance
- ☐ Northwest Coalition

Training

- **ESSC**
  - Wraparound (60+ Mar. 2013, Oct. 2013)
- **S3**
  - RENEW (Jan. 2014)
- **SCTG**
  - Wraparound (50+ in Feb.2015)
  - RENEW (20+ in Mar. 2015)

Challenges

- Timeline of grant

- Training staff and implementing all tiers simultaneously

- Creating protocols

- Refining roles and expectations

- Implementing multiple initiatives

- District leadership team

- Aligning grant with district/school needs and priorities (site-based management)

- Follow-up

- Data collection for grant reporting

Successes

- Number and variety of people trained in Tiers 1 and 3
- Accountability for district and schools
- School-wide PBIS implementation (SET scores)
- Community collaboration
- District expectations and consistency
  - Two district goals: Instruction and Climate
- Increased family support
- Data-based decision making
- Use of interventions with fidelity
- Sustainability
- Student Outcomes

Sam

Background

- Caucasian 7th grade male (small in stature)
- Lives with dad, multiple siblings outside of home
- Strengths: bright, athletic, social
- Attendance: 99%
- Grades: A's-2, B's-3, C's-1, D's-1
- Behavior referrals – very impulsive, jokester
  - Currently has 2 referrals, both in 1st month of school

Sam

Phases	Principles
- Engagement - Initial Plan Development - Implementation - Transition	- Family voice and choice - Team-based - Natural supports - Collaboration - Community-based - Culturally competent - Individualized - Strengths-based - Unconditional care - Outcome-based

Data Collection

Baseline (April, 2015)
☐ Grades:
• A – 3
• B – 2
• C – 2
• F – 1
☐ ODRs: 12
☐ ISS: 3
☐ OSS: 6
☐ Attendance: 83%

Current (October, 2015)
☐ Grades:
• A – 2
• B – 3
• C – 1
• D – 1
☐ ODRs: 2
☐ ISS: 0
☐ OSS: 0
☐ Attendance: 99%

Next Steps: 2015-2016 School Year

- Scheduled first semester district leadership team meetings
- Scheduled monthly PBIS district team meetings
- Aligned training with district and school needs
  - Year at a Glance
  - Tier 1 training with new APs and school PBIS team lead
  - Tier 2 training with staff trained in Tier 1 last year
  - TA provider will conduct needs assessments and meet with each school PBIS team
  - Topic-specific training as needed
- Quarterly PBIS Facilitator trainings/meetings
- Streamline data collection
- Moving from SET to TFI

Summary

- **What we would do differently**
  - Stagger Tier 1, 2, and 3 training
  - Train PBIS team lead and APs simultaneously
  - Form district leadership team earlier
- **Key learning**
  - Timelines (Year at a Glance)
  - Importance of documenting knowledge
  - Understanding roles and grant expectations

Other Questions/Comments?

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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