


National PBIS Leadership Forum | September 28-29, 2017 | Chicago, IL

E15 - Person-centered Wraparound as a Tier III Intervention Process

*Leader Presenter: Kerri Fulton
Exemplars: Mark Alfaro & Lisa Phillips*





Key Words: Family, Tier III, Training



Presenters:

Kerri Fulton, MS
PBIS Trainer/Regional Coach
Placer County Office of Education
Auburn, California

Mark Alfaro, MAEd. & Lisa Phillips
Teachers & Wraparound Team Facilitators
Rocklin Elementary School
Rocklin, California

Session Objectives:

- Understand the **core features and principles** of school-based wraparound
- Discover what makes wraparound a **unique process** for meeting the needs of youth and families
- Learn **which students** would be a good fit for wraparound, and **who should lead the facilitation of wraparound** from your school or district
- Review **readiness and commitment** requirements and considerations
- Hear the **story of a school site implementing wraparound**, including lessons learned, outcomes and impact

Please save any questions for the end of the presentation

Please save any questions for the end of the presentation

Wraparound: A Brief History

- Roots in Europe and Canada (Brownsdale programs, Larch movement)
- Karl Dennis, *Kaleidoscope* program in Chicago, 1975
- The term "wraparound" came into use in the 1980's; coined by Dr. Lenore Behar (North Carolina)
- Dr. John VanDenBerg, *Alaska Youth Initiative* (1985); returning youth home after out-of-state placement in institutions
- System of Care (*Robert Wood Johnson Foundation*), Substance Abuse and Mental Health Services Administration (SAMHSA)
- **The process has been proven useful with children, youth and families at all levels of complexity of need, including those whose needs are just emerging**

HTTP://WWW.FOXEZO/WWW.ROJOF/CHAPTERS/VANDENBERG-1.3 (HISTORY OF WRAPAROUND).PDF


Chapter One, First Paragraph...

"Increasingly, staff and leaders from all youth serving systems including **education**, mental health, child welfare, juvenile justice, disabilities, primary healthcare and others are **recognizing the paradigm of professional "experts" telling children, youth and families what they should be doing is not effective.**

This **directive, hierarchical model suggests superiority** of the profession over the student or family member, **promotes distance** in the relationship and **negative reactions and feelings**, and **decreases the likelihood of positive change occurring.**

Yet, these models perpetuate as in reality children, **youth and families have little voice about what happens** in the systems they participate in."

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)
 Concepts and Strategies for Families and Schools in Key Contexts



Mark D. Weist UNIVERSITY OF SOUTH CAROLINA
 S. Andrew Garbica UNIVERSITY OF WISCONSIN-MADISON
 Kathleen Lynne Lane UNIVERSITY OF KANSAS
 Don Kincaid UNIVERSITY OF SOUTH FLORIDA

"The people who the plan affects most should have the most ownership of it."

-Lucille Eber, Midwest PBIS

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

<http://www.nedwestpbis.org/articles/wraparound>

PBIS: Multi-Tiered System of Supports

INTENSITY, TIME & RESOURCES

Wraparound is not an exclusive "intervention island". Tier I and II supports/interventions available at school and in the community should be included in wraparound plans!

- Wraparound
- Multiple-domain BIP
- Simple BIP, behavior contracts
- Group interventions with an individualized focus
- Group/targeted interventions
- School-wide prevention systems
- Explicit expectations, acknowledgement systems, family engagement, consistent responses to challenging behaviors

Academic Skills Behavior

Let's be clear on "what kind of wraparound" we are talking about...

• Purpose of **Medicaid funded wraparound**: **to return children and youth in group home care to their homes and communities or help children at imminent risk of placement in high-end group homes to remain in their homes.** Generously funded.



• Purpose of **school based wraparound**: **to keep students at their home school; successful in school and across life domains.** No central source of funding (but plenty of opportunity for creativity!)

- For K-12 students with Tier III needs
- Wraparound facilitator is employed by school, district or LEA

<p>WRAPAROUND IS</p> <p>An ongoing family/person-centered planning process used by:</p> <ul style="list-style-type: none"> • A 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) <p><small>• (Brene Brown: Research on Shame)</small></p> <p><small>HTTP://WWW.WRAPAROUND.ORG/MATERIALS/WRAPAROUND</small></p>	<p>WRAPAROUND IS NOT</p> <ul style="list-style-type: none"> • 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
---	---

Ten Principles of Wraparound

• Family voice and choice	• Culturally competent
• Team based	• Individualized
• Natural supports	• Strengths based
• Collaboration	• Unconditional
• Community based	• Outcome based

[HTTP://WWW.PDX.EDU/WRAP/DOCS/CHAPTERS/BRI96-2310-PRINCIPLES-OF-WRAP1.PDF](http://www.pdx.edu/wrap/docs/chapters/BRI96-2310-PRINCIPLES-OF-WRAP1.PDF)

The four phases of the wraparound process

Phase 1: Engagement

Phase 2: Plan Development

Phase 3: Implementation and Monitoring

Phase 4: Transition

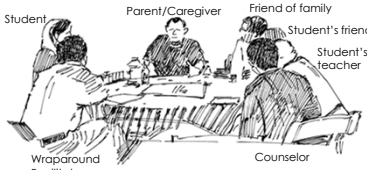
4-6 months

12

Phases 2 & 3: Plan Development, Implementation & Monitoring

- Team develops Team Goal statement
 - Endorsed by all team members
 - Addresses concerns that brought student/family to wraparound
 - Is measurable
 - Is achievable in 4-6 months
 - Is the predetermined "end point" of the formal wrap process

"With the support of her team, (student) will use coping strategies to avoid harming herself or others."

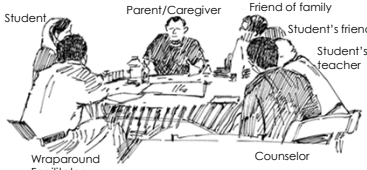


Phases 2 & 3: Plan Development, Implementation & Monitoring

- Team meets regularly (every 2 weeks) for 4-6 months
- Uses a Plan of Care, as part of a SYSTEM of interventions (PBIS/MTSS), with action steps of team members
- Meetings occur where and when the family is comfortable (...sometimes in the evening, in the home, etc.)

Plan of Care #

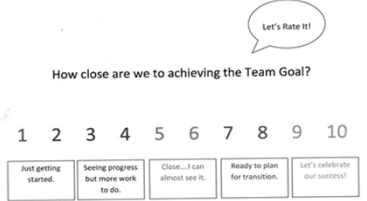
Plan of Care #	Student	Parent/Caregiver	Friend of family	Student's friend	Student's teacher	Wraparound Facilitator	Counselor



Phases 2 & 3: Plan Development, Implementation & Monitoring

- Facilitator collects data for plan monitoring and refinement
 - At every meeting, team rates progress toward achieving the team goal

- DATA
- Wraparound fidelity tool
 - Satisfaction tool
 - Academic progress
 - Attendance
 - Behavior/discipline (SWIS)
 - Other strengths/assets



Readiness and Commitment

School District/LEA

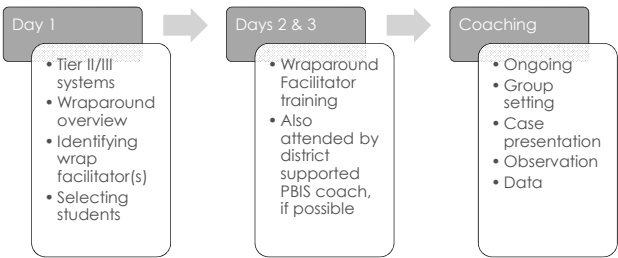
- ✓ PBIS District Leadership Team
- ✓ District supported PBIS coach
- ✓ Support school site in their requirements

School Site

- ✓ Determines need/fit for Wraparound
 - Hexagon tool <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf>
- ✓ TFI Score of 70%+ for Tiers I and II
- ✓ Functioning Intervention (Tier II) Team who:
 - Meets regularly
 - Uses data
 - Monitors outcomes *and* fidelity of interventions
- ✓ **Facilitator has time (3.5-5 hours per week, per wrap student/family)**
- ✓ Commitment to wrap fidelity

See example readiness & commitment forms at conference session materials link

Wraparound Training



FOR MORE INFORMATION, CONTACT THE PLACE COUNTY OFFICE OF EDUCATION: KERRY FLETCHER | KERRY.FLETCHER@PLACEK12.ORG OR LAUREY ANDERSON | LAUREY.ANDERSON@PLACEK12.ORG

Prevalence and Effectiveness

- 2007 State Wraparound Survey: wraparound happening in 91% of states and 62% have some type of state-led wraparound initiative
- Wrap used in child welfare, juvenile justice, prisoner re-entry programs, high-risk pregnancy support services, youth/adult disability programs, etc.
- Principles of wraparound are supported by evidence from the research base as well as common sense and social justice
- "The Evidence Base and Wraparound"
<http://nwi.pdx.edu/NWI-book/pgChapter3.php>
- "Narrative Review of Wraparound Outcome Studies"
[http://www.nwi.pdx.edu/NWI-book/Chapters/Suter-3.3-\(review-of-wrap-llt\).pdf](http://www.nwi.pdx.edu/NWI-book/Chapters/Suter-3.3-(review-of-wrap-llt).pdf)

RESOURCE GUIDE TO WRAPAROUND: [HTTP://NWI.PDX.EDU/NWI-BOOK/PSCHAPTERS.PHP](http://nwi.pdx.edu/nwi-book/pschapters.php)

...but does it work as a school-based Tier III intervention?

Placer County California Pilot, 2010

- 15 students (K-12)
 - 96% increase in grade point average
 - 13% increase in attendance
 - 76% decrease in school discipline
 - 66% decrease in teacher time spent addressing problem behavior
 - 91% decrease in administrator time spent addressing problem behavior
- Significant increase in student strengths/protective factors (BERS)

Rocklin Elementary School

Mark Alfaro, MAEd

- Teacher, English Language Development
- Wraparound Facilitator

Lisa Phillips

- Teacher, 3rd Grade
- PBIS Team Lead/Social Emotional Coordinator
- Wraparound Facilitator



Rocklin Elementary School
ROCKLIN, CALIFORNIA



Home of the Bulldogs!

- P** Problem Solve
- A** Always Care
- W** Work Hard
- S** Show Respect



- Transitional Kindergarten-Sixth grade
- 565 Students
- Schoolwide Title I School
- Self-contained GATE class at each grade level (2-6)
- 4 years implementing PBIS

Why did our site choose wraparound?

- More comprehensive: emotional support, not just academic support
- Looks at the needs of the whole child and family
- Supports the needs of student outside of the regular school day

How do we choose our students for wraparound?

- SWIS Data helps to identify the students with the most need (Citations, perceived motivations)
- Teacher input and communication through referral forms
- Families who are asking for more support
- Families that we identify that could use more support

The first student...how did we choose?

- SWIS Data
- Family Buy-In
- Younger student who we would be in contact with at school for more than a year



How do you find Wraparound facilitators at your school?

- PBIS team member
- Full-disclosure made of time commitment and what program entails



Our first family's story...

- Third Grade Boy
- Single mom/Dad not really in picture
- No siblings
- 2nd highest number of citations in school
- Student had trust issues with adults-defiance
- Struggling academically and socially
- Need to bring in objects from home daily

The DATA that shows how Wraparound can be successful...

BEFORE WRAPAROUND

- Month prior 5 citations
- Hit and Miss on CICO (Check In, Check Out) Daily Goal=12
- Roamed perimeter of playground during recess
- Family shared that he wasn't very affectionate, refused to read

AFTER WRAPAROUND

- Over next 2 months: 0 citations (after that received 2 citations when support system was not available)
- CICO-Goal reached more than 80% of the time-Daily Goal=20 points
- Engaged with other students (Football, etc.)
- Asking for hugs, telling his mom he loves her and read together

Challenges and Adventures along the way...

- Time constraints (working with many different schedules)-Met on Sunday Afternoons
- Additional time to prepare for Facilitator
- Family road bumps
- Transformation of student on campus
- Built strong relationship with family
- Brought our School Staff together "OUR" kids

Acknowledgements:

Students and families we are humbled to learn from
 Educators, practitioners and advocates we are inspired by
 National Wraparound Initiative www.nwi.pdx.edu
 • Resource Guide to Wraparound
 • <https://nwi.pdx.edu/NWI-book/>
 Laura Burger-Lucas, Ohana Coaching
 Lucille Eber, Ed. D, Midwest PBIS Network




Contacts:

Kerri Fulton @KerriFulton15
 Wraparound & PBIS Trainer/Coach
 Placer County Office of Education (Auburn, California) @PCOE_PBIS
kfulton@placercoc.k12.ca.us (530)745-1490

Mark Alfaro @malfaro1962
 Wraparound Team Facilitator & Teacher
 Rocklin Unified School District (Rocklin, California) @rePAWS
malfaro@rocklinusd.org

Lisa Phillips @mrspbulldogs
 Wraparound Team Facilitator & Teacher
 Rocklin Unified School District (Rocklin, California)
lphillips@rocklinusd.org



**Questions?
Thoughts?**

Materials &
business cards
available up front.

Thank you!

Muir Woods, California
