

**Illinois Statewide Technical Assistance Center (ISTAC)  
Individual Student Evaluation System (ISES)  
Wraparound Integrity Tool (WIT)**

<b>Time 1/Baseline</b> Collected no later than 30 days from referral and before first meeting	<b>Time 2</b> Collected anywhere from a maximum of monthly from the point of initial assessment to a minimum of once at three months following initial assessment, or before the school year ends	<b>Time 3</b> Collected anywhere from a maximum of monthly from the point of Time 2 assessment to a minimum of once at six months following initial assessment, or before the school year ends	<b>Time 4</b> Collected anywhere from a maximum of monthly from the point of Time 3 assessment to a minimum of once at 9 months after initial meeting, or before the school year ends
Date completed	Anticipated date to complete	Anticipated date to complete	Anticipated date to complete
	Actual date completed	Actual date completed	Actual date completed

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Was this tool filled out by an individual team member \_\_\_\_\_ or by a team \_\_\_\_\_?

Role(s) of team member(s) involved in rating the integrity of wraparound (choose all that apply):

family/caregiver     team facilitator     teacher/school representative     youth     other \_\_\_\_\_

**Definitions:**

**Current Status= Perceived status of the action step as of the day the rating takes place**

**In Place= Perceived to be 100% in place, Partially In-Place= Perceived to be 50-99% in place, Not in Place= Perceived to be 0-49% in place**

**Priority for Improvement= Perceived status of the importance or impact of completing the action step as it relates to the student and/or team's progress**

**High= Perceived priority of extreme to total importance to complete the action step, Medium= Perceived priority of moderate importance to complete the action step, Low= Perceived priority of minimal to no importance to complete action step**

<i>Current Status</i>			<i>Activities</i>	<i>Priority for Improvement</i>		
<b>In Place</b>	<b>Partial In Place</b>	<b>Not In Place</b>	<b>Phase I: Engagement &amp; Team Preparation</b>	<b>High</b>	<b>Med</b>	<b>Low</b>
			Met with family to gather their perspective & position			
			Met with key team members to gather various perspectives			
			Generated a strengths list (multiple settings & perspectives)			
			Generated a Team member list with the family			
			Team member list includes natural supports			
			Scheduled an initial Child/Youth & Family Team meeting with the family			
			Baseline data about strengths/needs documented and shared			
<b>In Place</b>	<b>Partial In Place</b>	<b>Not In Place</b>	<b>Phase II: Initial Plan Development</b>	<b>High</b>	<b>Med</b>	<b>Low</b>
			One or two Youth/Family Team Meetings have taken place			
			Data is collected from team members on an ongoing basis			
			Data-based decision-making is integrated into the team process			
			Strengths (home/school/community) were documented & reviewed at meetings			
			Needs (home/school/community) were documented & reviewed at meetings			
			Developed a Team Mission Statement that reflects family & team member perspectives			
			Reviewed family concerns as well as school concerns			
			Reviewed needs that reflect a consensus of team member concerns			
			Chose a few needs for team to focus action planning on			
			Assigned special priority to family concerns			
			100% of chosen methods matched to child & family strengths			
			Methods chosen reflect voice/choice of those involved in implementing (i.e. family, teacher, etc)			

<i>Current Status</i>			<i>Activities</i>	<i>Priority for Improvement</i>		
<b>In Place</b>	<b>Partial In Place</b>	<b>Not In Place</b>	<b><i>Continued Phase II: Initial Plan Development</i></b>	<b>High</b>	<b>Med</b>	<b>Low</b>
			Developed function-based positive behavior support plans to address problem behaviors related to priority needs			
			Behavior plans include clear outcomes/behaviors to establish; teaching, practice, reinforcement strategies/timelines			
			Community resources are being accessed as needed to meet needs identified by family			
<b>In Place</b>	<b>Partial In Place</b>	<b>Not In Place</b>	<b><i>Phase III: Plan Implementation &amp; Refinement</i></b>	<b>High</b>	<b>Med</b>	<b>Low</b>
			Accomplishments of student & team are being documented			
			Team members are following through with activities, including function-based positive behavior support plans, at home school and community			
			Assessment of the plan is occurring on an ongoing basis			
			Team is meeting often enough to check follow through and assess progress			
			Family is regularly asked if actions provided meet needs			
			Behavioral and academic data is regularly reviewed to identify progress and determine next steps			
			Adjustment of the plan is occurring based on family & team feedback including responsibilities for tasks			
			Team members receive regular documentation including data and plan updates			
			Plan includes interventions that occur in home, school & community			
			Crisis contingencies are negotiated & practiced in home, school & community as needed			
			Communication occurs among those providing interventions in home, school & community			
			Family perspective & preference is reflected in 100% of interventions provided			
<b>In Place</b>	<b>Partial In Place</b>	<b>Not In Place</b>	<b><i>Phase IV: Transition</i></b>	<b>High</b>	<b>Med</b>	<b>Low</b>
			Transitioning out of Wraparound has been discussed with the whole team			
			Concerns of all team members have been considered in transition planning			
			Family is provided with a list of team member phone numbers who can be contacted if needed			
			Methods for future access to services are communicated to all team members			
			Family receives written documents highlighting their strengths & team accomplishments			
			Methods of introducing student & family to future teachers or providers are negotiated			
			Family has been given an opportunity to meet/interact with other families who have been through the process			