Tier 3/Tertiary Series
Training Resource Guide

- T300: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 1
- T301: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 2
- T302: Data-based Decision-making with Student Information Management of Educational Outcomes (SIMEO)
- TTA303: Fluency with Data-based Decision-making via Student Information Management of Educational Outcomes (SIMEO)
- TTA304: Jump-Starting the Wraparound Process
- TTA400: Continuing the Wraparound Process-Practice Refinement and Overcoming Challenges
- TTA500: Fluency with Wraparound

2008-2009
(Revised 12-18-08)

This document is a compilation of information developed by Illinois PBIS Network Technical Assistance Coordinators, Coaches and School Teams.
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## Illinois PBIS Network – FY 09 Phases of Implementation (Pol) Rubric (REVISED November)

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<th>Date:</th>
<th>(Date Reviewed Between External Coach and Team Facilitators)</th>
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### Tier 1/Universal Phase I

- School staff complete SAS annually
- Universal team developed and representative of the school staff
- Universal team meets each month of academic year
- Data collection system and timeframes for collection/review of “Big 5” data in place
- Data collected and reviewed monthly (includes: ODRs, CSS, ISS)
- School-wide expectations matrix developed
- T-chart of student behaviors developed (classroom managed vs. office-referred)
- School completes BoQ or SET annually
- Trends from demographic, behavioral and academic data are identified and interventions developed
- School-wide teaching and acknowledgement strategies in-place
- Team utilizes School-based Unified Action Plan or equivalent (developed from SAS, TIC, BoQ, Pol., etc.) to plan and celebrate at least 3x/year

### Tier 2/Secondary Phase I

- Secondary Systems Planning Team leader identified and trained
- Secondary Systems Planning Team meets at least 2x/mo
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with simple secondary interventions
- Staff are informed and updated on secondary systems, data, and practices (at least quarterly)
- All students not experiencing success with universal supports are considered for support by Secondary Systems Planning Team
- Process for direct entrance into secondary supports by family or staff (when other data sources have not identified student) developed and communicated to school community
- DPR for secondary interventions designed and used to track ongoing data
- Progress monitoring indicates that 70% of students receiving a simple secondary intervention are experiencing success

### Tier 3/Tertiary Phase I

- Wraparound facilitator(s) and Tertiary Systems Planning Team leader identified and trained
- Tertiary Systems Planning Team meets at least monthly
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with complex/multiple-life-domain FBA/BIP
- Staff are informed and updated on tertiary systems (at least quarterly)
- All students not experiencing success with secondary supports are considered for support by Tertiary Systems Planning Team
- Process for direct entrance into tertiary supports by family or staff (when other data sources have not identified student) developed and communicated to school community
- School-based LAN and/or Community Support contact is identified
- Wraparound facilitator(s) trained in SIMEO
- SIMEO tools used with complex/multiple-life-domain FBA/BIPs
- Progress monitoring indicates that 70% of students receiving complex/multiple-life-domain FBA/BIPs are experiencing success

### Tier 1/Universal Phase II

- Data-based decision-making occurs at every universal team meeting
- Team shares data with whole school at least 3x/yr
- School completes BoQ or SET annually
- Trends from demographic, behavioral and academic data are identified and interventions developed
- School-wide teaching and acknowledgement strategies in-place

### Tier 1/Universal Phase III

- Train new staff on PBIS yearly
- Booster needs identified for differentiation of teaching and acknowledgement strategies
- Demographic proportionality data assessed to define next steps and celebrations (e.g. ethnicity, gender, reduced/free lunch, IEP etc.)
- Team develops a decision rule for universal data (e.g. ODRs per student, attendance, grades, etc.) to determine when students also need secondary or tertiary supports
- 70% on BoQ or 80/80 on SET
- Families participate in PBIS activities monthly

### Tier 2/Secondary Phase II

- A procedure and data based decision rules are in place to progress monitor students receiving secondary level supports (at least 2x/mo)
- All students not experiencing success with simple secondary interventions are considered by Secondary Systems Planning Team for simple secondary interventions with individualized features
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with simple secondary interventions with individualized features
- DPR is modified to track student’s individualized goals
- Progress monitoring indicates that 70% of students receiving simple secondary interventions with individualized features are experiencing success

### Tier 2/Secondary Phase III

- Team develops a decision rule for secondary data (e.g. ODRs per student, CnC, DPR points, grades, etc.) to determine when students also need tertiary supports
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with simple function based intervention plans
- Plans are reviewed to ensure successful transition for student supports between teachers, grades, and school
- Multiple data sources (grades, ODRs, attendance, etc.) are used for progress monitoring of plans
- Progress monitoring indicates that 70% of students receiving simple function-based interventions are experiencing success

### Tier 3/Tertiary Phase I

- A procedure and data based decision rules are in place to progress monitor students receiving tertiary level support (at least 2x/mo)
- When complex/multiple-life-domain FBA/BIP not effective, students are considered by Tertiary Systems Planning Team for wraparound
- Community resources (mental health, housing, etc.) for collaboration with wraparound teams identified
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with wraparound plans
- Progress monitoring indicates that 70% of students with wraparound plans are experiencing success

### Tier 3/Tertiary Phase II

- A procedure and data based decision rules are in place to progress monitor students receiving tertiary level support (at least 2x/mo)
- When complex/multiple-life-domain FBA/BIP not effective, students are considered by Tertiary Systems Planning Team for wraparound
- Community resources (mental health, housing, etc.) for collaboration with wraparound teams identified
- Tier 2/Tier 3 (Secondary/Tertiary) Tracking Tool is used for students with wraparound plans
- Progress monitoring indicates that 70% of students with wraparound plans are experiencing success

### Tier 3/Tertiary Phase III

- School resources (academic and behavior) are allocated to students based on needs per their wraparound plans
- Community resource representatives actively participate on wraparound teams
- Individual support plans (complex BIP and/or wraparound) with data in place for 5% or more of students
- Full SIMEO data sets (baseline, time 2, and time 3) complete for 70% of students/families in wraparound process
- Multiple data sources (grades, ODRs, attendance etc.) are used for progress monitoring of plans
- SIMEO data used at wraparound team meetings to revise wraparound plans
- LANs and/or Community Support contacts are accessed to support wraparound plans as needed
**Scoring Instructions**

1. Every member of each school PBIS team separately completes their respective section of the PoI by checking the boxes of all implementation elements *currently* in place. (Universal team members check the boxes in the universal section. Secondary team members check boxes in the secondary section. Tertiary team members check boxes in the tertiary section.)

2. Each respective team facilitator (internal coach, and the facilitators for secondary and tertiary teams) collects the tools, and summarizes the results on one PoI tool per team. For the summary, check boxes where 60% or more of the team members scored the items as being “in place.”

3. The teams can then begin to action plan around the results, using the School-based Unified Action Plan or equivalent.

4. The External Coach also completes his/her perspective of the school’s PoI, and then meets with all three team leaders to reconcile official scores, advise on action plan steps, and collect signatures. It is recommended that the building administrator also participate in this meeting. The External Coach’s summarized PoI (including all three tiers), is then sent to the district’s Illinois PBIS Network Technical Assistance Coordinator (TAC).

5. TACs provide technical assistance to the External Coach where needed, and send the finalized PoI to the Illinois PBIS Network office.

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**Signatures**

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<td>Tertiary Team Facilitator</td>
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<td>School Principal</td>
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<td>External Coach</td>
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**Glossary of Terms**

- **BoQ** measurement of overall school-wide implementation
- **SET** measurement of overall school-wide implementation
- **Action Plan** School-based Unified Action Plan or a tool that does the same which combines data from multiple sources (e.g. SAS, TIC, BoQ, PoI, etc.)
- **“Big 5” data** Data graphs aggregated by:
  1. Average Referrals Per Day, Per Month
  2. Referrals by Problem Behavior
  3. Referrals by Location
  4. Referrals by Student
  5. Referrals by Time
- **BoQ** Benchmarks of Quality
- **Complex/Multiple-life-domain FBA/BIPs** A function-based support plan across settings (e.g. home, school, and/or community)
- **DPR** Daily Progress Report
- **FBA/BIP** Functional Behavior Assessment/Behavior Intervention Plan
- **ISS** In School Suspensions
- **LAN** Local Area Network
- **ODRs** Office Discipline Referrals
- **OSS** Out of School Suspensions
- **PoI** Phases of Implementation
- **SAS** Self-Assessment Survey
- **SET** School-wide Evaluation Tool
- **SIMEO** Systematic Information Management for Educational Outcomes
- **Simple function based intervention plans** A plan focused on one specific behavior for a student
- **Simple Secondary Interventions** Quick and easy interventions for a group of students (e.g. Check-in Check-out)
- **Simple Secondary Interventions with individualized features** A unique feature for an individual student added to a group intervention (e.g. Check-and-Connect)
- **TIC** Team Implementation Checklist
- **Wraparound** A complex and comprehensive plan addressing multiple life domain issues across home, school, and community (e.g. basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors)
WRAPAROUND AND PBIS: What’s the Connection in Illinois?

By Lucille Eber Revised 10/06

How does Wraparound support PBIS? PBIS provides a process for schools to address the behavior needs of all students with consistent, research-based practices and data-based strategies at a building level. Wraparound is a process for developing effective individualized plans for students who need more than school-wide (universal) or targeted interventions. As PBIS schools establish effective universal systems for the 80-90% of students in their buildings, they become ready to design and implement effective plans for students who require more comprehensive supports in order to succeed. The wraparound approach is part of the PBIS system as it offers a means for schools to succeed with students who need an individualized comprehensive plan that crosses home, school, and community.

How does PBIS Support Wraparound? The wraparound process is a tool that helps create the ownership and clarity about behavior change that is needed to improve outcomes for students, and their families and teachers. Wraparound supports students and their families by coordinating interagency supports and services with effective behavior, academic, and social interventions. Positive behavior supports and effective academic strategies are important components of wraparound plans; a functional assessment process is often needed to guide the team in designing interventions.

Wraparound and Secondary Interventions for the 5-15%. Wraparound can be integrated into school-based planning for students with special needs, regardless of special education label or multi-agency involvement. Bringing families, friends, and other natural support persons together with teachers, behavior specialists and other professionals involved with the student and family can be done for students at first indication of need. Per the PBIS model, these would include students whose needs aren’t met through universal interventions and are at-risk of developing emotional/behavioral problems (the 5-15%). The strength-based, needs-driven wraparound approach, along with positive behavior support plans and effective academic interventions are integrated through early intervention teams for these students. These students can be targeted for interventions based-on a review of school wide data (i.e. frequent office referrals, tardies, absences, incident reports) or through referral by a teacher, parent or other caregiver to an early screening team at a school or local agency. By using a wraparound approach at the secondary intervention level, teams can ensure that family, student, and teacher voices guide the interventions. As family/teacher needs and areas of concern are strategically linked to strengths in the student, themselves and others around them, effective behavior, social, and instructional interventions are more likely to be implemented. Informal supports or access to community-based services may be part of early intervention plans as well.

Wraparound and Tertiary Interventions for the 1-7%. The team-based, family-centered wraparound process is recommended for all students with chronic and intensive emotional/behavior problems. This includes students that warrant a comprehensive, coordinated plan that crosses home, school, and community. A wraparound approach can ensure that the efforts of families, teachers, other caregivers and service providers are linked through one consistently implemented carefully monitored service plan.

Illinois PBIS Network, 2008-2009
The wraparound process helps ensure the development of a cohesive team of family members, natural support providers, and professionals. Interventions designed and applied within the context of those closest to the student allows for ownership around success to students, families, teachers, and others involved in the day-to-day life of young people. Therefore, the likelihood of interventions being applied effectively, monitored, and revised as needed to ensure sustainable of outcomes across home, school, and community is increased greatly.
Description of Wraparound and Case Example

From the *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy*,
*Volume Three - Educational Applications*

Wraparound is a philosophy of care with a defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. Major features of wraparound are that it is community based, culturally relevant, individualized, strength based, and family centered. Wraparound plans are comprehensive and address multiple life domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another defining feature of wraparound *is* that it *is* unconditional; if interventions are not achieving the outcomes desired by the team, the team regroups to rethink the configuration of supports, services, and interventions to ensure success in natural home, school, and community settings. In other words, students do not fail, but plans can fail. Rather than forcing a student to fit into existing program structures, wraparound *is* based on the belief that services and supports should be flexibly arranged to meet the unique needs of the students and their families.

As teams of community members and extended family from partnerships with mental health providers, educators, and other professionals, wraparound teams often have to create services that may not have existed as part of a community-based continuum of care, such as respite or in-home interventions. Services are created on a "one student at a time" basis to support success as defined by the student, family, teacher, and others who spend the most time with or have the most responsibility for the student. As teams problem solve how to effectively meet students' needs, they combine supports for natural activities (e.g., child care, mentoring, making friends) with traditional interventions (e.g., behavioral interventions, specialized reading instruction, medication). Wraparound teams also arrange services for the adults who care for the student. For example, teams have assisted family members in accessing basic living supports, such as transportation, stable housing, recreation opportunities, and social supports. A parent may be better able to focus on a home-based behavior change plan *if* stress about being evicted from an apartment is alleviated. Teams can also provide supports for teachers who may be challenged with meeting the unique needs of a student. A behavior support plan to change problem behavior at school may be more likely to succeed if the teacher has a designated person (e.g., school psychologist, counselor) who models the instruction of the replacement behavior or how to naturally deliver the reinforcement in the context of a classroom.

A skilled facilitator works closely with the youth and family to assemble a team based on their unique strengths and the student's identified needs. Extended family and other natural support persons ensure that the team represents the culture and values of the family. Team members who have skills in areas of need (e.g., behavior specialist, vocational counselor, mental health clinician) or resources and credibility to support the family (e.g., minister from their church, extended family, friends) collectively prioritize needs, design interventions, and plan access to needed supports and services. Similar to person-centered planning in its focus on quality of life determined by the student and family, the wraparound process creates a context in which the perspectives of all team members are blended to reach identified goals. The focus is to ensure that those who spend the most time with the student have full ownership of and commitment to the outcomes and are invested in the interventions used to achieve the outcomes. Under these conditions, wraparound teams can establish a context where effective interventions are likely to be developed and implemented with success.
RESEARCH BASIS

Wraparound did not develop from a formal change theory but emerged as practitioners sought alternatives to medically based models that had resulted in large numbers of students being placed in overly restrictive settings away from their natural supports. The wraparound theory of change that emerged is consistent with psychosocial child development theories, such as social-ecological theory, social learning theory, and systems change theory.

Wraparound has become a predominant tool for implementing interagency systems of care. The system of care concept was developed in the mid-1980s as a response to (a) a dearth of mental health and other services for students; (b) the fragmentation of services across mental health, education, child welfare and juvenile justice services; and (c) the history of poor outcomes for students with emotional disturbance and their families. The key idea behind the development of a system of care was a coordinated network of community-based services that is organized to meet student and family needs rather than agency needs.

Early research with wraparound involved case studies of students with significant mental health diagnoses and histories of neglect and abuse who were returned to their home communities from residential placements during the 1980’s and early 1990s. Stabilization within families and improvement in student-family functioning were reported in these early case studies.

States and communities, with support from grants awarded primarily by national mental health agencies, have attempted to create systems of care that integrate the multiple agencies that historically have been separate and therefore confusing and ineffective to those trying to access services. Descriptive studies of system of care communities that apply the wraparound philosophy and process indicate positive outcomes, such as reductions in use of restrictive placements, stabilized living environments, increases in family and student satisfaction, and decreased use of restrictive special education placements. Student and family outcomes reported by these descriptive studies have included improvements in emotional and behavioral functioning and in school attendance, academic performance, and post-school adjustment indicators.

Although a descriptive research base for wraparound has emerged over the past 10 years, only a few experimental studies have been conducted. The "whatever it takes" approach of building unique services and supports around natural and extended family members presents challenges for researchers attempting to clearly define the process and identify factors that allow precise measurement of the integrity of the philosophy. Although there is agreement on the general philosophy and key features described here, there is a wide variance of program structures. A juvenile justice program using wraparound may use a higher rate of in-home and community-based interventions, whereas school-initiated wraparound connected with school-wide systems of positive behavior supports (PBS) may be more focused on improving functioning at school and therefore more likely to focus on connecting family and school personnel in consistent application of proactive behavior-based interventions. Both types of wraparound-based programs may be adhering to the value base and processes of wraparound, but the resulting interventions, as well as the student outcomes studied, may vary.

A further complication is that many programs and models referred to as wraparound do not adhere to the key assumptions and features. Consistent training approaches and tools to measure fidelity of implementation are needed to advance the research agenda. Further research will help to reliably define the wraparound process and develop a theoretical framework linking the process, the actual
interventions, and student functioning (outcomes). This theoretical framework could facilitate experimental studies. Testing of this theory can then proceed.

RELEVANT TARGET POPULATION

Wraparound was originally developed for students who had experienced significant system failures and were in residential or other restrictive placements outside of their families and communities. Initially, wraparound was used by agencies to bring students in the custody of child welfare who had been placed out of state back into their home communities by developing unique plans for one student at a time. These early wraparound plans redirected resources to provide supports directly to families while developing inclusive social opportunities and effective behavioral interventions designed in collaboration with the student and family. Some states went beyond the child welfare population and began applying the unconditional wraparound process to bringing students placed by mental health, education, and juvenile justice back into their states and communities. These early applications of wraparound focused primarily on the most seriously affected students with histories of abuse, neglect, substance abuse, criminal activity, and unstable living. Application of wraparound with these severely challenged populations required significant shifts in practice approaches. It greatly emphasized supporting the adults who cared for the student and building multiple life domain supports and interventions across home, school, and community environments.

Since 1993, the Center for Mental Health Services (CMHS) has funded grants in more than 85 states and local communities, including tribal sites and territories, to build systems of care. The wraparound process is the tool used in most of these grant-funded communities, where the target population is students with a DSM diagnosis and their families. This has increased the number of students receiving a wraparound process initiated by the mental health system. More recently, wraparound has been applied to students with EBD in schools and other populations at risk of residential placement. For example, demonstration projects to reduce residential placements have led some school districts to convert school social worker positions into "wrap facilitator" positions. The integration of the strength-based, family-centered, wraparound process into school programs benefits students who routinely have not yet been involved with other systems.

COMPLICATIONS

The primary support systems for students with EBD and their families include special education, mental health, child welfare, and juvenile justice. These systems have historically operated independently from each other, with different structures, tools, and philosophies. Differences in eligibility criteria, definitions, policies, and assessment processes create challenges for practitioners attempting to create seamless systems of support for students with EBD and their families. The system of care concept which has been widely disseminated since 1986, provided practitioners with a framework of a full continuum that was flexible and community based but did not include a definition of how practices would have to change to ensure successful student and family outcomes in community-based settings. Wraparound emerged from the need to have a significant change in the design of supports, services, and interventions for individual students and their families. This shift in practice for professionals working with students with EBD and their families presented a challenge to individual systems and to the coordination of supports across settings, life domains, and family members. Moving from deficit-based models to a strength-based, family -centered, approach requires training, practice, and hands-on guidance as professionals change their meeting protocols and communication patterns with families and learn to identify the real needs of the student and family. The following case summary illustrates how a school that was implementing school- wide systems of PBS initiated a comprehensive wraparound process for an individual student. In addition to describing the process and outcomes for the student, descriptions of system struggles and outcomes with learning and applying the wraparound process are provided.
CASE ILLUSTRATION

Readiness for Wraparound. "Lamar," a third grader, was identified as having lying and stealing behavior by the targeted intervention team at his school. Disrespectful behavior toward adults and peers, disruptive classroom behavior, and a decrease in grades and academic performance were also identified as problematic. These school personnel had received school-wide PBS training and were currently implementing school-wide and targeted group PBS interventions. They had some initial training on behavior support plans and function of behavior and were aware of the wraparound process for students with significant needs but had not yet received specific training in the process. In October, the principal, social worker, and resource teacher had a meeting with Lamar's mother (at school) and discussed the increased problem behavior they were experiencing at school. They hoped to engage Lamar's mother in addressing these problem behaviors but became frustrated, as they experienced her as not responsive. They said she sat passively and offered little information. In completing a strengths and needs checklist (provided by the school's PBS coach), Lamar's mother indicated that Lamar did not participate in activities in the community (she did not fill out that portion of the check-list). She did share that she worried about him in the apartment building and going out to play with other kids. The school social worker gave Lamar's mother a list of resources she could pursue for community-based supports. The school personnel reported to the PBS coach that they did not want to pursue the development of a wraparound team because they felt the mother was not open to a wraparound process. They decided to include Lamar in the group behavioral intervention available in the school, where identified students received increased monitoring and reinforcement for the three school-wide expectations. The PBS coach encouraged the school personnel to participate in an upcoming wraparound training for PBS schools, as the coach suspected the school team was uncertain about how to engage this parent in a collaborative process.

Lamar's problem behaviors continued to be a concern for the school's targeted intervention team. In February, the team agreed to revisit the option of wraparound, with more direct support from the PBS coach in engaging the mother. At the same time, the team began a case study evaluation (CSE) for special education. In addition, an EBD classification and placement were discussed as a possibility.

Starting the Wraparound Process by Hearing the Family's Story. The social worker and the PBS coach met with Lamar's mother at her home with the purpose of engaging her in the wraparound process while obtaining information for the social history component of the CSE. Much of this meeting focused on the complex needs of the family. Lamar's mother was losing her eyesight and had lost much of her independence; there was very little support in place for the family, which consisted of the mother, Lamar, and his younger brother, age 5 years. Lamar's mother shared her concern that Lamar seemed isolated at home and that she was fearful about letting the boys out to play, as she might not be able to find them due to her visual impairment. The PBS team later noted that meeting with the mother in her apartment (this was offered as an option that she chose) and focusing on what she perceived to be the needs of the family (instead of just focusing on problem behavior at school) helped establish a different context for moving forward with a collaborative plan between home and school. The school was now able to see the unique needs and strengths from the family perspective, and Lamar's mother was beginning to see the school as a potential partner that could help her to problem solve some of her concerns as a parent.

Identifying Strengths and Needs Together as a Team. Following this initial conversation, a wraparound planning meeting occurred at school with Lamar and his mother. Strengths identified for Lamar included being helpful at home, enjoying playing piano and guitar, a sense of humor with
peers, being very good at art, volunteering and contributing to class discussions, being good with hands-on activities, and liking things that are laminated. The mother's strengths included keeping her sons safe, enjoying reading with the boys, being insightful about Lamar's behavior, and wanting to attend college.

The team identified that Lamar had no peer contact outside of school. This was a great concern to his mother. His decreasing academic performance was a concern to everyone. It was also discovered that Lamar failed his eye screening and needed an eye examination. The team recognized that the mother also needed community supports regarding her disability. At this meeting, the team began to examine the lying and stealing behavior, which was of concern to the teacher. Analyzing the problem behavior as a team, they clarified that the lying consisted primarily of exaggerated stories about his life, and the stealing involved things such as pencils, Post-It notes, and other school supplies. Lamar's mother shared that she felt Lamar's behavior was due to his sense of being helpless about his life circumstances.

**Designing Interventions to Meet Identified Needs and Build on Strengths.** To help increase Lamar's sense of belonging and confidence, the team identified several after-school options for Lamar, one of which was an after-school open gym program at school that Lamar had expressed a desire to attend. However, the family did not have transportation. The principal offered to contact another family that could provide transportation for Lamar so that he would be able to get home from open gym. The school team arranged for the eye examination, and the principal and the social worker offered to provide transportation. The resource teacher agreed to begin doing some curriculum adaptations to ensure academic success in the classroom. The social worker agreed to assist Lamar's mother in investigating the local community-based network for more resources for the family, specifically regarding the mother's visual impairment.

The teacher agreed to provide increased prompts and instruction about "good manners" and respectful voice and words. Lamar would be able to laminate his artwork as an incentive when he met school-wide expectations per his "Check and Connect" card.

**Outcomes.** In April, the team determined that the curriculum adaptations were successful. His teacher reported that although Lamar knew the work was different from that of his peers, he saw his grades get better and began to feel and act more confident. He then received his glasses, which further increased his academic success, confidence, and behavior. School personnel described him as "a new person." Lamar and his mother reported satisfaction with Lamar's participation in open gym now that the transportation problem was solved. The team reported positive changes, including that he appeared to be happier, had become popular among peers, and interacted with them appropriately. They reported that his use of "respectful tone and words" with adults and peers had increased with prompts and reinforcers. In May, the teacher reported to the team that the disrespectful behavior was increasing again, and the team decided to increase the prompts and reminders about the end-of-year activities available as incentives though the school-wide PBS- system. After the team meeting, the mother shared with the social worker that a few weeks earlier, Lamar had overheard her crying on the phone about her increasing blindness. She shared with the wrap coach and the social worker that she had not discussed her deteriorating condition with him, as she herself was confused and fearful. She believed that his recent behavior at school was related to this incident at home.

**Ongoing Monitoring and Revision of the Plan.** The CSE determined that Lamar had a learning disability, which was already addressed with the curriculum adaptations. A functional behavior
assessment completed by the district behavior specialist as part of the CSE indicated that Lamar seemed to be avoiding academic work by acting out in class. As the school year ended, the team planned for Lamar's transition to fourth grade in a new building. Because they were concerned that he had had difficulty in the past making friends and adjusting to transitions, a visit to the fourth-fifth grade center was planned to engage the center in the wrap process and establish relationships with adults who could provide the positive prompts and reinforcement Lamar needed at school. The strategies that were needed to maintain academic and behavior success would be shared through a wraparound team meeting, and the behavior specialist would remain involved with the team at the new school. Lamar's mother connected with an agency that specialized in assisting those with visual handicaps to become more independent in the community. Further connections for her with a broader network of community supports would be pursued with support from this agency. Community supports for Lamar's mother would be added to the wrap team as she is assisted in developing relationships with persons in the community.

-Lucille Eber

See also: Contextual Fit (Vol. III), Person-Centered Planning (Vol. I), Positive Behavior Support (Vol. III), Systems of Care (Vol. III)
Suggested Readings


**T300: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 1**

**AGENDA**

8:30-10:00am
- PBIS as a Context for Wraparound in Schools
- Overview and Key Features of Wraparound
- Activity IT-A: Similarities and Differences
- Activity IT-B: Assessing Student Intervention History (and Page 1 Action Plan)

10:00-10:15
BREAK

10:15-11:30
- Phase I: Engaging Key Players and Team Development
- Initial Conversations with Key People
- Activity IT-C: Clarifying Roles and Goals (and Page 2 Action Plan)
- Using Data for Engagement: Quick Practice w/Tools

12:00-1:00pm
LUNCH

1:00-2:00
- Phase I and II: From Engagement to Team Meetings
- Use of Data from Engagement to Team Meetings
- Activity IT-D: Engaging Key Players Using Data –WIT
- Activity IT-E: Developing a Strengths Profile (and Page 3 Action Plan)

2:00-2:15
BREAK

2:15-3:15
- Getting to Real Needs
- Activity IT-F: Getting to the Big Need-Quality of Life Indicators (and Page 3 Action Plan)
- Activity IT-G: Developing a Mission Statement (and Page 2 Action Plan)

3:15-3:30
- Questions and Adjourn
T300: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 1

Requirement: Core

Prerequisite: T100, T200

Content: This training session will provide an overview of the systems, data and practices of the wraparound process as a Tier 3/Tertiary Level Intervention. Primary focus will be on increasing implementers' knowledge of and fluency with the wraparound process including development of individual teams and plans that are strength-based and tailored to the comprehensive need of each student/family. Emphasis will be given to the intensive, comprehensive wraparound process of supporting and planning for the "whole child" & "whole family".

Who should participate: Personnel who provide leadership in developing and implementing comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges including administrators, special education personnel, social workers, counselors, school psychologists, behavior specialists, wraparound facilitators, general education teacher representation and other staff participating in the Tier 2/Secondary and Tier 3/Tertiary Systems Planning Teams, LAN Members and Community Partners (including family members of student with Tier 3/Tertiary level needs).

Participants should bring:
- Plans/policies for Tier 3/Tertiary Level supports
- Progress-monitoring data for 1-3 students who seem to need more than FBA/BIP and/or students who’s home/school/community placement is at risk.

Objective:
1. Interpret data to determine which student are in need of wraparound.
2. Learn how to develop and facilitate effective Wraparound Teams with individual students and their families through skill sets (i.e., hearing stories, strength assessment, identifying big needs, etc.).
3. Understand the steps for designing a wraparound action plan with student/family/teacher to address needs across home, school and community following four (4) Phases of Wraparound.

Duration: 1 day (7 hours)

Credit: CPDU, CEU
T301: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 2

Agenda

8:30-10:00am  
- From the Field: Secondary to Tertiary Example
- Quick Review: Wraparound Basics & Phases of Wraparound
- Activity IT-H: Engaging Key Players Using Data – WIT
- Using Data to Keep the Team Moving

10:00-10:15  
BRAEK

10:15-11:30  
- Intervention Planning: Review of FBA/BIP Process
- Activity IT-I: Using FBA/BIP to Get to Voice/Ownership

11:30-12:15pm  
LUNCH

12:15-1:00  
- Getting Started with a Tertiary-level Student Action Plan
- Activity IT-J: Evaluating Progress of the Team and the Plan/How would you Know if a Wrap “Worked”? 

1:00-1:45  
- SIMEO Overview

1:45-2:00  
BRAEK

2:00-2:30  
- Develop Action Steps for your Systems Action Plan
- Report out on Progress & Next Steps

2:45-3:30  
- Questions/Concerns/Technical Assistance
T301: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 2

Requirement: Core

Prerequisite: T100, T200, T300

Content: This training session is the second day of a two-part training. For this session, each implementer will practice the initiation of wraparound planning for one or more student. Focus will be on team engagement, translating family/student and teacher(s) stories into baseline data via the SIMEO system and designing strength-based interventions.

Who should participate: Personnel who provide leadership in developing and implementing comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges including administrators, special education personnel, social workers, counselors, school psychologists, behavior specialists, wraparound facilitators, general education teacher representation and other staff participating in the Tier 2/Secondary and Tier 3/Tertiary Systems Planning Teams, LAN Members and Community Partners (including family members of student with Tier 3/Tertiary level needs).

Participants should bring:
- Plans/policies for Tier 3/Tertiary Level supports
- Progress-monitoring data for 1-3 student who seem to need more than FBA/BIP and/or students who’s home/school/community placement is at risk

Objective:
1. Practice how to integrate use of strength- and needs-based data tools into all four Phases of Wraparound.
2. Learn how to use data for decision making and on-going progress monitoring.
3. Develop and facilitate effective Wraparound Teams with individual students and their families through skill sets (i.e., hearing stories, strength assessment, identifying big needs, etc.).
4. Action Plan: decide who will be trained on SIMEO and plan next steps for initiating a wraparound meeting with 1-3 students/families in need of wraparound.

Duration: 1 day (7 hours)

Credit: CPDU, CEU
**Tier 3/Tertiary Series Training**

**T300-T301: Tertiary Level Support and Data-based Decision-making through Wraparound**

A 2-Day Training for Schools Implementing School-Wide PBIS

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**Training Behavioral Expectations**

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>TRAINING SITE</th>
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<tr>
<td>BE RESPONSIBLE</td>
<td>• Make yourself comfortable &amp; take care of your needs</td>
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<td>• Address question/activity in group time before discussing “other” topics</td>
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<td>• Ask questions</td>
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<td>BE RESPECTFUL</td>
<td>• Turn cell phones, beepers, and pagers “off” or to “vibrate”</td>
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<td>• Contribute where possible</td>
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<td>BE PREPARED</td>
<td>• Follow up on tasks for next training day</td>
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<td>• Take (and Pass) notes (use Action Plan throughout day)</td>
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**PBIS Supports the Illinois Professional Teaching Standards**

1. Content Knowledge
2. Human Development and Learning
3. Diversity
4. Planning for Instruction
5. Learning Environment
6. Instructional Delivery
7. Communication
8. Assessment
9. Collaborative Relationships
10. Reflection and Professional Growth
11. Professional Conduct

[http://www.isbe.net/profprep/PDFs/ipts.pdf](http://www.isbe.net/profprep/PDFs/ipts.pdf)
**T300 Objectives**

- Interpret data to identify students in need of wraparound
- The four (4) Phases of Wraparound: Develop and facilitate effective Wraparound Teams with individual students and their families through skill sets (i.e., hearing stories, strength assessment, identifying big needs, etc.)
- Understand the steps for designing a comprehensive plan with student/family/teacher in planning for needs across home, school and community

**T301 Objectives**

- Practice how to integrate use of strength- and needs-based data tools into all four Phases of Wraparound.
- Use data to guide decision-making about team development, design and monitoring of interventions.
- Action Plan: decide who will be trained on SIMEO and plan next steps for initiating a wraparound meeting with 1-3 students/families in need of wraparound.

**Agenda**

8:30-10:00am
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3:15-3:30
- Questions and Adjourn
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
  - Some individualizing

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

Behavioral Systems

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

5-15% Tier 2/Secondary Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
  - Some individualizing

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

Introductions and Acknowledgments

- Introduce your team

- What have been your successes with Functional Behavior Assessment, Behavior Intervention Planning Data, Systems, and Practices

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model
Continuum of Support for Tier 2/Secondary-Tier 3/Tertiary Level Systems

1. **Small group interventions:** Check-in Check-Out (CICO), social/academic instructional groups (SAIG), tutor/homework clubs, etc.
2. **Group interventions with individualized focus:** Utilizing a unique feature for an individual student, e.g., CICO individualized into a Check & Connect (CnC), mentoring/tutoring, etc.
3. **Simple individual interventions:** A simple individualized function-based behavior support plan for a student focused on one specific behavior, e.g., brief FBA/BIP-one behavior; curriculum adjustment; schedule or other environmental adjustments, etc.
4. **Multiple-domain FBA/BIP:** A complex function-based behavior support plan across settings, e.g., FBA/BIP home and school and/or community
5. **Wraparound:** A more complex and comprehensive plan that addresses multiple life domain issues across home, school and community, e.g., basic needs, MH treatment, behavior/academic interventions, as well as multiple behaviors

Tertiary Level PBIS

1. **Systems**
   - Team-based problem solving (District, Building @ 3 tiers)
   - Data-based decision making system (SIMEO)
   - Sustainability focus (redefining roles, district data review, etc.)
2. **Data**
   - Data used for engagement and action planning with team
   - Data tools are strengths/needs based
   - Multiple perspectives and settings captured in data
   - Show small increments of change at team meetings
3. **Practices**
   - Youth having access to all levels of SWPBS
   - FBA/BIP is essential skill set for implementers
   - Engagement and team development are critical elements
   - Team facilitation is essential skill set (for complex FBA/BIP & wrap)
   - Wraparound process/elements create ownership/context for effective interventions including FBA/BIP
   - Assess/monitor fidelity with families

Using the Wraparound Manual

A resource guide for T300, 301, 302, TTA 303, 304, 400 and 500
What Do we Know about the Tertiary Level:

✓ “Requires real talent and skills” (Rob Horner)
✓ Applies Art (of engagement) and Science (of interventions)
✓ Needs to happen sooner for many students/families
✓ Gets tougher with each system failure
✓ Requires thinking differently with kids and families
✓ Is easier in schools proficient with school-wide PBIS
✓ Includes system/practice/data components

Unique Fit

Tertiary-tier intervention plans should be uniquely designed to fit individual students needs as opposed to making a student fit into a prescribed program.

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 and PBIS

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

Value-base:
   – Quality of Life; Voice/Ownership

Data-based Decision-Making:
   – Efficient & Effective Actions

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

Who is Wraparound for?

• Youth with multiple needs across home, school, community

• Youth at-risk for change of placement (youth not responding to current systems/practices)

• The adults in youth’s life are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)
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

Wraparound is:
- An ongoing planning process used by:
  - A team of people
  - Who come together
  - Around family strengths and needs
  - To create a unique plan of interventions & supports
  - Based upon a process of unconditional care – no blame, no shame

Wraparound is not:
- A set of services
- A one or two time meeting
- A special education evaluation
- An individual counselor who links with the family or student
- Only for families and students we judge as “workable”
- The presence of flexible funds
Activity IT-A: Similarities and Differences (Page 87)

List the ways Wraparound is similar and different from typical service delivery in your school district or agency

✓ 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?

Interpreting Data for Students in Need of Tertiary

• Universal Data by Student (ODR’s, # of absences, # of ISS or OSS
• Universal Screening Data, (i.e., SSBD, BASC 2 BESS)
• Secondary/Tier 2 Team Referral (based on data such as Daily Progress Report, scatter plot, etc)
• Request by Family Member, Teacher, or Student
• ODRs, ISSs, OSSs, Attendance, Grades, Tardies, etc.
• SIMEO used with Complex FBA/BIP

Matrix of Secondary/Tertiary Interventions

Key: Actual referred/receiving: 1st #
Responding: 2nd #

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<tr>
<th>Check-in Check-out (CICO)</th>
<th>Social/ Academic Instructional Groups</th>
<th>Simple Tier 2 Interventions with indiv. features (e.g. CnC)</th>
<th>Simple Function-based Interventions</th>
<th>Complex/ Multiple-life domain FBA/BIP</th>
<th>Wrap-around Support</th>
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Activity IT-B: Assessing Student Intervention History (Page 88)

1. For a student in need of tertiary supports, make a list of all interventions that have been attempted/implemented.
2. After each intervention indicate if it had been successful or not.
3. Then list data sources used to determine effectiveness of interventions.

Student Intervention History

Quick Practice

For a student in need of a wraparound plan, complete page 1 of the “Tertiary Student Action Plan & Progress Update” (Page 173)

BREAK
Four Phases of Wraparound Implementation

I. Team Development
   - Get people ready to be a team
   - Complete strengths/needs chats
II. Initial Plan Development
   - Hold initial planning meetings
   - Develop a team “culture”
III. Plan Implementation & Refinement
   - Hold team meetings to review plans
   - Modify, adapt & adjust team plan
IV. Plan Completion & Transition
   - Define good enough
   - “Unwrap”

Phase I: Team Development

Initiating the Wraparound Process

- Prepare for wraparound meetings through individual conversations with core team members is a critical first step.
- The first contact/s with the family should feel different than being invited to a meeting.
- Gather information for a rich strength profile (this will be a valuable tool for action planning).

Points to Remember about Engaging Families

- Apply RtI to Family Engagement: don’t keep doing what hasn’t worked up
- If engagement didn’t happen, how would you change your approach to effectively engage?
- professionals don’t get to choose or judge how families raise their kids.
- Always start with a conversation (not a meeting) with the family, getting their trust and permission before talking with others.
Phase I: Team Development

Wraparound Facilitator:
- Meets with **family & stakeholders**
- **Gathers perspectives** on strengths & needs
- Assess for safety & risk
- Provides or **arranges stabilization** response if safety is compromised
- Explains the wraparound process
- Identifies, invites & orients Child & Family Team members
- Completes strengths summaries & inventories
- **Arranges initial wraparound planning meeting**

Establish Family Voice & Ownership

- Communicate differently…
  - No blaming, no shaming
  - Start with strengths
  - Family’s needs are priority
  - Listen to their story before the meeting
  - Validate their perspective

Examples of Opening Questions to Assist in Initial Conversations

- “Please tell me about your child…”
- “What will it look like when life is better?”
- “What is your hope, dream, vision of success with your/this child/family?”
Checking for Family Voice & Ownership

• Family chooses team members
• Team meets when & where family is comfortable
• Family (including the youth) feels like it is their meeting and their plan instead of feeling like they are attending a meeting the school or agency is having about them.

Team Composition:
Roles are the focus (not job titles)

• Parents/caretakers and youth
• Person/s the family turns to for support (extended family, friend of parent or child, neighbor, medical/professionals)
• Person representing strengths/interests (coach, specific teacher)
• Agencies Involved: mental health, DCFS, Juvenile Justice, Early Intervention, etc.
• Spiritual Supports
• Facilitator
• Mentor

Examples of Natural Supports Found on Wraparound Teams

- Co-workers
- Relatives: extended family
- Friends
- Classmates
- Clergy
- Storeowners/merchants
- Postal Workers
- Crossing Guards
- Taxi Drivers
- Neighbors
- Coaches
- School custodians
- Previous “helpers”
Examples of roles a teacher could provide:

- Academic Coach
- Behavioral Coach
- Friend
- Crisis support
- Respite provide
- Translator

Activity IT-C: Clarifying Roles and Goals (Page 90)

• For a student you are working with through a team process, list all the people involved with this student at home, school, or in the community.
• For each person you identified, what role would they say that have with the child?
• If you are unclear about perceived roles/goals, think of their behavior at team meetings or the type of interactions they have had with the student/family.

Feedback:
• What happened when you did this activity? Was it hard/easy? Observations you have about this retrospective analysis about a team?

Activity IT-C: Clarifying Roles and Goals (Cont’d.) (Page 90)

• Were you able to identify each person’s perception of their role and their goal with the student?
• Were the role some people perceive they play different than what is expected of their job title? By other team members?
• Did you identify people who were involved with the student who have not been included on the team who may be helpful to include?
• Did you identify any overlap of roles among team members?
• Did you identify any team members who have the potential for multiple roles that may be confusing or overwhelming?
• Did you identify any people with unclear roles?
**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?

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**The Conversation: Data-based Decision-Making Tools**

- Student Disposition Tool (SD-T) Page 119
  *Note: This was previously the RD-T.*
- Home/School/Community Tool (HSC-T) Page 125
- Education Information Tool (EI-T) Page 129

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**Using the Data Tools during Phase I (conversations):**

**Quick Practice:**
- SD-T: review, complete selected items (#36-38, 40-41, 43-48, 50-55, 61, 65-77)
- EI-T: review, complete
- HSC-T: review, complete School section

**Share:**
- Which tool/s did you like the most? Why?
- Which items were the most helpful? Why?
Mary Ellen

7th grade student

Referred to the Student Assistant Team as a potential WRAP because she had formed a strong attachment to a teacher that interfered with her ability to transition between classes.

The team determined that when Mary Ellen transitioned between classes her anxiety increased because she wanted attention from her teacher.

Staff escorts were assigned to her between classes as a safety precaution and to alleviate anxiety of the student and teacher. A staff member was also assigned outside the classroom teachers’ room. The anxiety continued and the wraparound process was initiated.
Mary Ellen
Home, School, Community Tool

The escort service was gradually faded and Mary Ellen’s anxiety began to decrease.

Mary Ellen met with her counselor, D.D., to set goals (Universal level intervention). Mary Ellen set the goal: “to walk to class by herself”.

The wrap team plans to meet to address social and recreational needs identified by the family and school via data and conversation.

The team has also started to plan ways that Mary Ellen can interact with peers (Trivia game, safety presentation).

The family is in the process of completing an outside evaluation, which may lead Mary Ellen being diagnosed with Asperger’s Syndrome Disorder.

Mary Ellen
Wraparound Phase One

Phase II Wraparound: Plan Development

Facilitator:
- Holds an initial (or 2) wraparound plan development meeting
- Introduces process & team members
- Presents strengths & distributes strength summary
- Solicits additional strength information from gathered group
- Leads team in creating a mission statement
- Introduces needs statements & solicits additional perspectives on needs from team
- Facilitates team prioritizing needs
- Leads the team in generating strategies to meet needs
- Identifies person/s responsible for follow-through with action plan items
- Documents & distributes the plan to all team members
Moving from Phase I to Phase II: Preparing for Initial Team Meetings with Data

Trainer to model how to move from identifying strengths/needs via conversation to introducing tools (SD-T, HSC-T, EI-T) with family/student, teachers during Phase I. Tools will:
– help make sure we didn’t miss any key information from you and
– ensure that we have a way to check to see if plan is working

Introducing Fidelity into the Wraparound Process: Wraparound Integrity Tool (WIT) (Page 115)

Purpose of the WIT:
– to ensure wraparound is done with integrity;
– assist family in thinking through previous/most recent meeting experiences (baseline rating)
– team self-assess fidelity over time.

Trainer models/role play:
– How to introduce during Phase I;
– How to introduce/use at team meetings over time

Activity IT-D: Engaging Key Players Using Data-WIT (Page 92)

1. Review Phase 1 of WIT.
2. Practice what you would say to the family to introduce the WIT during Phase I (baseline).
3. Practice how you would introduce the WIT to team to use on an on-going basis to self-assess fidelity.
4. List points to keep in mind as you use the tool.
**Strengths & Wraparound**

- Strategies are created based on strengths.
- Action Plan is guided by strengths.
- More is documented about strengths than problems.
- Strengths of each family member and the family as a whole are recorded.

**Assumptions About Strengths**

- All people have strengths
- Each person’s strengths are unique
- Change is supported by building on strengths
- People know their own strengths and needs
- All environments have strengths to be built upon

**How are strengths used continuously in the wraparound process?**

- To support the collaborative relationship of team members
- To establish ownership of team and plan
- To ensure interventions are proactive
- To continuously build on successes
**Activity IT-E: Developing a Strengths Profile** (Page 93)

- Practice role/play how to engage a teacher who is frustrated with the behavior of a student in a strength discovery process.
- Generate a list key statements or questions you would use to solicit strengths.
- Brainstorm a strength profile for the student/family you are using as a learning example.

**Points to consider as you do Strengths Profile**

- Specific and functional
- Multiple settings
- Multiple life domains
- Hidden strengths
- Family strengths

**Needs & Wraparound**

- Focus on the “why” of a need not the “how”
  - Needs to feel competent with academic tasks rather than he needs to complete his assignments
- Use descriptive terms
  - To learn, To know, To experience, To feel, To see, To have, To be
- Deal with the “big” stuff
  - Families/youth deserve to know their teams are dealing with their larger challenges
- More than one way to meet it
  - Unlike a goal (John will come to school every day)
- Improves quality of life (as defined by family, youth)

Adapted from P. Miles, 2004
**Services & Needs are Different**

**Service**
- Defines the action
- Three levels
  - Existing service
  - Intervention
  - Support
- Frequent changes based on new information

**Need**
- Defines why do the action
- Unifying concept that cuts across all three levels of service
- Changes infrequently until reports indicate “met need”

P. Miles, 2004

**“Needs” Talk in Team Meetings**

- When a team member disguises a service as a need, i.e.
  - He needs a special education placement or
  - The family needs counseling
- Ask the team member:
  - What do you hope will be accomplished through this?
  - Why do you think this is important to the person?
  - How will you know when it’s been effective?

**Examples of Needs Statements:**

- The student needs to feel adults and peers respect him.
- The student needs to feel happy about being at school.
- The parent needs to know her son is getting a fair shake at school.
- The student needs to be reassured that he can complete the work.
**Activity IT-F: Getting to the Big Need-Quality of Life Indicators**

*Page 95*

1. Complete the Student Disposition Tool (SD-T) for a student.
2. Hypothesize and list 1-3 Big Need statements.
4. Review the Big Need statements hypothesized in step 2 above. After completing the HSC-T, do you need/want to revise one or more of these statements? Why?
5. List new Big Need statements on the wraparound action plan.

---

**A Quick Test:**

*Review Your needs statements*

- Are needs statements clearly articulated? *(Clarity)*
- Can you tell who has what need? *(Individualized)*
- Is the need stated in such a way that it will take time to work on it? *(Enduring)*
- Is there more than one way to meet the need? *(Needs vs. Service)*
- If met, will quality of life be enhanced?

P.Miles, 2004
Activity IT-G: Developing a Mission Statement (Page 97)

- Review the data on the HSC-T and SD-T.
- Review the strength/needs information on the wraparound action plan.
- Using the strengths and needs identified, start to create a DRAFT mission statement
  - Mission Statement is the biggest or most important of the big needs

Activity IT-G Cont’d.: (Page 97)

Brainstorm strategies/interventions that use strengths, address big needs, and improve quality of life using these examples:

- She needs to feel like she belongs.
- He needs to feel like he is accepted.

Document strategies on the wraparound action plan Page 2.

Tier 3/Tertiary Series Training T300-T301, Day 2

Wraparound: The Basics

A 2-Day Training for Schools Implementing School-Wide PBIS
**Agenda**

8:30-10:00am  - From the Field: Secondary to Tertiary Example  
- Quick Review: Wraparound Basics & Phases of Wraparound  
- Activity IT-H: Engaging Key Players Using Data – WIT  
- Using Data to Keep the Team Moving  
10:00-10:15 BREAK  
10:15-11:30  - Intervention Planning: Review of FBA/BIP Process  
- Activity IT-I: Using FBA/BIP to Get to Voice/Ownership  
11:30-12:15pm LUNCH  
12:15-1:00 - Getting Started with a Tertiary-level Student Action Plan  
- Activity IT-J: Evaluating Progress of the Team and the Plan/How would you Know if a Wrap "Worked"?  
1:00-1:45 - SIMEO Overview  
1:45-2:00 BREAK  
2:00-2:30 - Develop Action Steps for your Systems Action Plan  
- Report out on Progress & Next Steps  
2:45-3:30 - Questions/Concerns/Technical Assistance

**Review of movement from secondary to tertiary through wraparound**

- An example from the field….  

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

- Tier 1/Universal: School-Wide Assessment, School-Wide Prevention Systems  
- Tier 2/Secondary: Assessment, Intervention  
- Tier 3/Tertiary: Multiple-Domain FBA/BIP, Wraparound  
- ODRs, Attendance, Tardies, Grades, DIBELS, etc.  
- Daily Progress Report (DPR) (Behavioral and Academic Goals)  
- Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.  
- SIMEO Tools: HSC-T, SD-T, EI-T  
- Small Group Interventions (CICO, SAIG, etc)  
- Group Interventions with Individualized Focus (CnC, etc)  
- Simple Individual Interventions (Brief FBA/BIP, Schedule/Curriculum Changes, etc)
“Bruce”

- 5th grade
- Difficulty socially interacting with peers at school and in the community
- Entered the 2007/08 school year with a Behavior Intervention Plan from the previous school year
- DCFS involvement

**Tier 2/Secondary Supports**

- In November, after receiving an office referral, ‘Bruce’ began Check-In/Check-Out.
- By January, data (SWIS & BEP) showed that student was not responding to CICO
- Team modified his Check-In/Check-Out to a Check and Connect
- School social worker initiated a simple Functional Behavior Assessment which guided the team to identify ‘days with P.E.’ as very difficult days.

**Behavioral Pathway**

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days with Gym</td>
<td>Less structured activities that involve competition</td>
<td>Negative comments about activity and to peers leading to physical contact</td>
<td>Sent out of P.E. class</td>
<td>To escape setting</td>
</tr>
</tbody>
</table>
**Brief Function-based Interventions**

<table>
<thead>
<tr>
<th>Setting Event Supports</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequence Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add check-in before gym</td>
<td>Behavior Lessons for all students about using respectful language with self and others and how to be to be a good sport</td>
<td>Teach social skills (getting along with others, friendship, problem solving, sportsmanship)</td>
<td>Acknowledging/rewarding student when uses new skills (asking for a drink of water to leave, using respectful language with peers, being a good sport, etc.)</td>
</tr>
<tr>
<td></td>
<td>More frequent activities with less focus on competition (parachute, 4-square, etc...)</td>
<td>Teach how to approach gym teacher to ask for a drink of water to leave setting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-correct</td>
<td>Teach student how to re-enter and continue with activity</td>
<td></td>
</tr>
</tbody>
</table>

**Better Access to Universal Systems**

- Secondary supports provided student with opportunities to use new skills and be acknowledged/rewarded at high frequency

- Student was able to ‘earn’ his way into the monthly incentive program in April and May.

**Tier 3/Tertiary Support**

- Wraparound process lead to identified community interests and LAN funding to support these

- Student attended summer camp and is involved in football
**Data-based Progress**

- By May, ‘Bruce’s’ reading skills improved by 19% (only gain since October)

- Bruce had no additional office referrals after January.

- Decreased risk of failure in home, school, and community placements

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**Student Disposition Tool**

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**Quick Review…**
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 Development
   - 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”

Activity IT-H: Engaging Key Players Using Data (Page 99)

- Practice how you would move from identifying strengths/needs via “conversations” to introducing the HSC-T and/or the EI-T using situations presented on IT-H.
Phase II Wraparound:
Action Plan Development

Facilitator:
- Holds an initial (or 2) wraparound plan development meeting/s
- Introduces process & team members
- Presents strengths & distributes strength summary
- Solicits additional strength information from gathered group
- Leads team in creating a mission statement
- Introduces needs statements & solicits additional perspectives on needs from team
- Facilitates team prioritizing needs
- Leads the team in generating strategies to meet needs
- Identifies person/s responsible for follow-through with action plan items
- Documents & distributes the plan to all team members

Steps for Developing a Wraparound Action Plan (Phase II-III)

1) Clarify Agenda, logistics, & team rules
2) Introduce by Roles and Goals
3) Develop/Review a Mission Statement (Big Needs)
4) Start Meeting w/Strengths; Celebrate Successes
5) Identify Needs across Domains
6) Prioritize Needs
7) Develop Actions
8) Follow-up: Assign Tasks, Solicit Commitments, Set Next Meeting Date

Document, Evaluate, Revise…

Sample Meeting Norms

- We will listen actively to all ideas
- Everyone is expected to share his or her ideas
- Let each person finish (No interrupting)
- Confidentiality
- Respect differences
- Supportive rather than judgmental
- Keep discussion "strengths based"
- Time Limit (30 mins = ideal, 60 mins = max.)
Wraparound Phase III

- Develop strategies to meet “big needs” using strengths
- After implementing strategies to improve quality of life (strength-based strategies addressing big needs),
- The team will probably need to zero in on specific behaviors that need function based interventions

Phase III of Wraparound: Plan Implementation & Refinement

- Facilitator
  - Sponsors & holds regular team meetings
  - Facilitates team feedback on accomplishments
  - Leads team members in progress-monitoring
    - Plan implementation
    - Plan effectiveness
  - Creates an opportunity for modification
    - Maintain, modify or transition interventions
  - Documents & distributes team meeting minutes

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

The team developed a mission statement:

“Andy will be happy and confident in school”

Using Data to Keep the Team Moving
“Celebrate Success of current plan”

“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”

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.

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.

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<th>3rd/4th Qtr.</th>
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<td>ODRs</td>
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<td>GPA</td>
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<td>2.30</td>
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<td>Tardy</td>
<td>23</td>
<td>6</td>
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</table>
**Phase IV of Wraparound:**

**Plan Completion & Transition**

- Purposeful transition out of ‘formal’ wraparound process with goal of maintaining positive outcomes
- Strategies become more based on natural supports (ex. friendship, sports…)
- Focus on transition is continual (starts in phase I)
- Transition students from more intensive to less intensive supports
  - Universal & Secondary strategies
  - “Unwrap”

---

**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!
What Happens during the Wraparound process?

The wraparound process creates a context for design & implementation of research-based behavioral, academic and clinical interventions.

The task is not redesign the individual but to redesign the environment in order to prevent problem behavior and ensure an acceptable behavior is produced instead.

Rob Horner

Effective Behavior Interventions:

- Function – based
- Proactive
- Have adequate dosage of:
  - Instruction
  - Practice
  - Support
  - Encouragement
  - Monitoring
Points to Keep in Mind
When Action Planning with a Team...

Scientifically sound strategies can fail if they don’t fit with values and skills of those who are supposed to implement them.

Functional Assessment Pathway

- Setting Event
- Triggering Event or Antecedent
- Problem Behavior
- Maintaining Consequence
- THE FUNCTION
  - “Get something”
  - “Get away from Something”

Build a Competing Behavior Pathway

- Setting Event
- Triggering Antecedent
- Problem Behavior
- Replacement Behavior
- Desired Behavior
- Maintaining Consequence
### Examples of Behavioral Pathways

Jason screams and hits his head when approached by his peers Marge or Allison. When he screams, Allison and Marge move away and leave Jason alone. This is more likely to happen if Jason is tired.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Trigger</th>
<th>Behavior</th>
<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>Tired</td>
<td>Approached by Marge or Allison</td>
<td>Scream hits head</td>
<td>Avoid Marge &amp; Allison’s teasing</td>
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### Setting Event Challenges

- Setting events that seem outside of the “control” of the school may frustrate intervention efforts.

### Effective Interventions: Getting to the Setting Event

If you are doing wraparound and effectively engage the family, you are more likely to (eventually) get to strategies that address the setting event.
“Roman”
Using the Data to get to Strengths and Needs

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Home | School

**Activity IT-I:**
Using FBA/BIP to Get to Voice/Ownership *(Page 100)*

- Choose a problem behavior with a setting event that seems outside of the control.
- Brainstorm possible strategies for changing the problem behavior in as many places as possible in the pathway.
- Brainstorm additional wraparound strategies that could help impact setting events over time.

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LUNCH
**Tertiary Student Action Plan**

- Student Intervention History
- Wraparound Action Plan
  - Team Members by Responsibility/Role
  - Mission Statement- Crisis Plan
  - Strengths/Needs
  - Strategies
  - Data for Progress Monitoring

---

**Activity IT-J: Evaluating Progress of the Team and Plan/How would you know a wrap “worked”?**

*Page 101*

1) List specific outcomes (what would you SEE):
   - Home
   - School
   - Community

2) Now look at the tools (HSC-T, SD-T, EI-T):
   - Which ITEMS would you GRAPH and BRING to a meeting that would help with:
     - Identification of needs for future planning
     - Identification of strengths for future planning
     - Progress monitoring

---

**Activity IT-J Cont’d.: Quick Sharing: Building on strengths to meet needs**

*Page 101*

- Remember: SIMEO items (strengths & needs) should be used in combination.
  - “If you know the strengths to build upon, you’re more likely to meet the need.”
  - “Needs in isolation will not help with future planning.”
- **Share:**
  - Which items did you choose as strengths to graph and why?
**SIMEO Database Features**

- Systematic Information Management of Education Outcomes
- Database system for individual students being supported by Tertiary-level interventions
- On-line data collection system
- Access to this data through a virtual connection 24 hours a day, 7 days a week;
- With graphing capacity (line & bar graphs)
- Password protected

---

**Wraparound Case Study “Ozzie” cont.**

Getting to **Strengths** and **Needs** at Baseline Using Data and Voice & Choice

---

**Wraparound Case Study “Ozzie”**

Getting to **Strengths** and **Needs** at Baseline Using the data to blend perspectives
Wraparound Case Study “Carlos” cont.
Need Becomes Strength at Six Months
(11/03 – 06/04)

Has enough to do (age-appropriate activities)

Wraparound Case Study “Carlos” cont.
Strengths Sustained at Six Months
(11/03 – 06/04)

Wraparound Case Study “Carlos” cont.
Ongoing Needs/Six Months
(11/03 – 06/04)
Wraparound Case Study “Carlos” cont.
Strengths Gained 2nd Year
(11/03 – 02/05)

Educational Information Tool (EI-T)
Example of School Behavior Data Line Graph

Using Data to Drive Decision-Making with Wraparound

- more efficient teams, meetings, and plans
- less reactive (emotion-based) actions
- more strategic actions
- more effective outcomes
- longer-term commitment to maintain success
Using Data to Drive Decision-Making with Wraparound

- Supports what we know to be true a
- Sometimes tells us what we did not know
- Supports need for team involvement
- Supports need for family involvement
- Supports need for resource allocation
- Identifies when change is necessary and imminent
- Helps to celebrate our success

Use of Data is Key Aspect of Intervention
(no data, no intervention)

3 Required Tools:
- Student Disposition Tool (SD-T) Page 119
- Educational Information Tool (EI-T) Page 129
- Home, School Community Tool (HSC-T) Page 125
- ISBE Parent Survey (ISBE PS-T) (for students with IEPs.) Page 135

3 Optional Tools
- Family Satisfaction Tool (FS-T) Page 133
- Youth Satisfaction Tool (YS-T) Page 131
- ISBE Parent Survey (ISBE PS-T) (for students w/o IEPs) Page 135

Sign-up for SIMEO Training
Getting YOUR Data IN

- Wrap in IL means using SIMEO data
- SIMEO should help (not be a chore…)
- Use tools with, and for, CONVERSATION not COLLECTION
- Start with SD-T
- Continue to update SD-T (and other tools)

Possible Next Steps

- Restructure systems/teams at universal/secondary (be specific)
- Specific identification process
- Initiating Phase I (or restart)
  - Who, how when
- Seek feedback Practice refinement
- Other
Systems Action Plan

- List the next steps your building team will take to ensure effective tertiary interventions are provided to 3% or more of students.
- Review these next steps with your Tertiary Systems Planning Team for possible revision of your Building Action Plan.

Final Thoughts

- Reassess plan as needed & make changes
- Use data to show successes!
- There's no perfect wraparound
- Wrap facilitator (or team) doesn't have to have all the answers

Resources


**T302: Data-based Decision-making via Student Information Management of Educational Outcomes (SIMEO)**  
*(2 Hour, On-line Course)*

**AGENDA**

The objective of the T302 SIMEO introductory training is to introduce the user to, and become familiar with, the SIMEO on-line data entry system. Participants will be given an introduction to all of the features of the on-line database system.

1. Introduction and Review of SIMEO Tools

2. Purpose and Definition of Tools

3. Review of Instructions for use of SIMEO Online System
   a. Becoming a user
   b. Adding a student
   c. Entering Time 1 data
   d. Entering Time 2 and beyond data
   e. Brief Introduction to graphing and report features

4. Questions
T302: Data-based Decision-making via Student Information Management of Educational Outcomes (SIMEO)  
(2 Hour, On-line Course)

Requirement: Core

Prerequisite:

Content: Using the "Go To Meetings" on-line system, implementers will receive follow-up training and technical assistance in SIMEO to ensure the accuracy of initial data input, assist with trouble-shooting and better understand the reporting/graphing features of SIMEO.

Who should participate: Designated personnel who have participated in T300-301 who will be recording and tracking data within the SIMEO data-based management system and using data with wraparound teams.

Participants should bring:  
1. One or more completed data-collection tools from a current wraparound team

Objective:  
1. Gain fluency with inputting student profile/s into SIMEO.  
2. Gain fluency with the basic features of SIMEO as they apply to student profile/s.  
3. Have opportunity to have questions addressed by SIMEO TA provider.  
4. Action Plan: choose date to attend T303 and prepare for next wraparound team meeting to incorporate data-based decision-making into team process.

Duration: 2 hours (online)

Credit: CPDU, CEU
TTA303: Fluency with Data-based Decision-making via Student Information Management of Educational Outcomes (SIMEO)

AGENDA

The objective of the TTA303 SIMEO intermediate training is to have the participant demonstrate SIMEO database proficiency through on-line data entry and graphing practice. Participants will also be able to understand how to select data for use at team meetings and how to introduce data at team meetings.

1. Review of SIMEO Features
2. On-line practice of actual SIMEO data tool data
3. On-line practice of graphing of SIMEO tool data
4. Selecting data for use at team meetings
5. Using data at team meetings
6. Questions
TTA303: Fluency with Data-based Decision-making via Student Information Management of Educational Outcomes (SIMEO)

Requirement: Elective

Prerequisite:

Content: Using the "Go To Meetings" on-line system, implementers will receive follow-up training and technical assistance in SIMEO to gain fluency with its use, application and the reporting/graphing of the data.

Who should participate: Designated personnel who have participated in T300-301 who will be recording and tracking data within the SIMEO data-based management system and using data with wraparound teams.

Participants should bring:
- Completed data tools from one or more current wraparound teams
- Questions/concerns regarding SIMEO use

Objective:
1. Review/revisit student profiles already within SIMEO for data integrity check.
2. Gain fluency with graphing and reporting data to improve the team process and to achieve better outcomes with interventions.
3. Become more experienced with using individual student data for team action planning and design of effective and efficient behavioral supports and interventions for students in need of Tier 3/Tertiary Level of Intervention.
4. Action Plan: prepare for next wraparound team meeting to incorporate data-based decision-making into team process

Duration: 1 day (7 hours)

Credit: CPDU, CEU
**TTA304: Jump-Starting the Wraparound Process**

**AGENDA**

8:30am  - Review of Wraparound Process and Tools:
- Activity AT-A: Readiness for Wraparound: A System of Self-Assessment
- Activity AT-B: Self-Assessment of Wraparound Integrity Using the WIT
- Report Out and Feedback on Self-Assessment

10:15  BREAK

10:30  - Activity AT-C: Engaging Families and Systems
- Report Out and Feedback on AT-C
- Practice Identifying Big Needs:
- Activity AT-D: Identifying Big Needs of the Family
- Report Out and Feedback on AT-D
  and/or
- Activity AT-E: Mapping Issues and Perspectives
- Report Out and Feedback on AT-E

11:45  LUNCH

12:30pm - Activity AT-F: Roadblocks and Strategies
- Report Out and Feedback on AT-F

2:00  BREAK

2:15  - Activity AT-G: Action Planning and Next Steps **
- Report Out and Feedback on AT-G

3:15  - Closure and Evaluation

3:30  - Adjourn

**Alternative Activity AT-H: Team Structure and Life Domain Profile for those who have already begun the wrap process with a student/family.**
TTA304: Jump-Starting the Wraparound Process

**Requirement:** Elective

**Prerequisite:**

**Content:** Participants will receive technical assistance on potential or current wraparound teams/plans. Participants will work through the steps to begin the wraparound process with identified students and will practice using data tools to engage and start the team. Participants who have begun the wraparound process will be walked through self-assessment of their process to date. Participants will leave this training with an action plan outlining next steps for the four Phases of Wraparound including team development (phase I), plan development (phase II), plan implementation & refinement (phase III), and plan completion & transition (phase IV). Teams will have an opportunity to assist one another in brainstorming solutions on moving forward with the wraparound process and overcoming roadblocks.

**Who should attend:** Personnel who participated in T300 & T301, TTA 302 and 303 in Tertiary Demonstration Districts, including PBIS school personnel who provide leadership in developing and implementing comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges including administrators, special education personnel, social workers, school psychologists, behavior specialists, wraparound facilitators, general education teacher representation and other staff participating in the Secondary Level of Intervention problem solving team, LAN Members and Community Partners (including family members of youth with tertiary level needs).

**Participants should bring:**
- Knowledge/information about two students identified as in need of wraparound, with SIMEO data if available
- Wraparound plan(s) that the team is currently working on if available
- Questions/concerns regarding the wraparound process

**Objective:**
1. Increase skills/confidence to move forward with one or two students and families who are ready to begin wraparound
2. Integrate data-based decision-making into wraparound planning
3. Increase skill and comfort in the use of SIMEO tools and graphs
4. Identify strategies to address their challenges and roadblocks with wraparound, SIMEO usage, time management, and role concerns in the district
5. Identify potential school, district, and/or community (including LAN) resources available for support
6. Use self-assessment tools/activities to refine current wraparound plan/s

**Duration:** 1 day (7 hours)

**Credit:** CPDU, CEU
Tier 3/Tertiary Series Training

TTA304: Jump Starting the Wraparound Process

AGENDA

8:30am - Review of Wraparound Process and Tools:
- Activity AT-A: Readiness for Wraparound: A System of Self-Assessment
- Activity AT-B: Self-Assessment of Wraparound Integrity Using the WIT
- Report Out and Feedback on Self-Assessment

10:15 BREAK

10:30 - Activity AT-C: Engaging Families and Systems
- Report Out and Feedback on AT-C
- Practice Identifying Big Needs:
- Activity AT-D: Identifying Big Needs of the Family
- Report Out and Feedback on AT-D
- and/or
- Activity AT-E: Mapping Issues and Perspectives
- Report Out and Feedback on AT-E

11:45 LUNCH

12:30pm - Activity AT-F: Roadblocks and Strategies
- Report Out and Feedback on AT-F

2:00 BREAK

2:15 - Activity AT-G: Action Planning and Next Steps **
- Report Out and Feedback on AT-G

3:15 - Closure and Evaluation

3:30 - Adjourn

**Alternative Activity AT-H: Team Structure and Life Domain Profile for those who have already begun the wrap process with a student/family.

School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

Tier 3/Tertiary Interventions: 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions: 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

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

Behavioral Systems

Tier 3/Tertiary Interventions: 1-5%
- 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

Tier 1/Universal Interventions: 80-90%
- All settings, all students
- Preventive, proactive
Planning at the Tertiary Level

What Do we Know about the Tertiary Level:

- “Requires real talent and skills” (Rob Horner)
- Applies Art (of engagement) and Science (of interventions)
- Needs to happen sooner for many students/families
- Gets tougher with each system failure
- Requires thinking differently with kids and families
- Is easier in schools proficient with school-wide PBIS
- Includes system/practice/data components
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”

The Data Tools:

1. Wraparound Integrity Tool (WIT) Page 115  
2. School Disposition Tool (SD-T) Page 119  
3. Home/School/Community Tool (HSC-T) Page 125  
4. Education Information Tool (EI-T) Page 129  
5. Youth Satisfaction Tool (YS-T) Page 131  
6. Family Satisfaction Tool (FS-T) Page 133
The Essentials of Phase I

Strategize who is best to contact family
- Be strategic about who will initially contact family. This needs to be a planned conversation with a very high likelihood of success.
- Confidentiality
- Your style of communication should reflect that the family is in charge and you have a genuine interest in child and family

Value of parent/family conversation
This Chat will lead to crucial insight into the family perspective on strengths and needs. Must proceed with caution in a non judgmental, genuine, validating, relationship-building manner. Focus on home and community as well as school.

Deciding who should be on team
Ask family who they would like to be on team. You may use info from your chat to prompt discussion of potential team members. Members can always be added at a later point. Not all members will be present at every (or any in some cases) meeting.

The Essentials of Phase I (Cont’d.)

Permission
- When in conversation with family about who will be on team, secure permission (verbal) to talk with the potential team members before team meeting. When using tools (i.e.; HSC-T) with family, ask if it is ok to use same tool (school domain) as well as EI-T with teacher.

Value conversation with staff
- Listen and validate. Teachers (as families) often feel that they are to blame when there is little success in the classroom—this may feel like the first time someone is really listening.
- Listen and probe for student strengths as well as strengths of staff

Prepare all team members
- Have a conversation with ALL core team members prior to first team meeting.

The Initial Meeting

What to Bring
- List/summary of child and family strengths and 2-3 “big need” statements
- Selected SIMEO items graphed
- Collaborative Team Planning Tool

What to Do
- Introductions by roles
- Open meeting with Child & Family Team philosophy
- Share strengths; draw family/teacher into the strength summary
- Facilitate discussion of Big Needs, ensuring consensus
- Develop a team Mission Statement (the BIGGEST need)
- Prioritize needs (family voice)
The Essentials of Phase II

Action planning
• Guide team through brainstorming ways to meet big needs using strengths
• Every strategy must be built upon strengths of the student (and family).
• Use data to blend perspectives, identify and use specific strengths in various (multi-domain) contexts, and prioritize needs
• Keep it real—natural (contextual) fit, use team members strengths
• Procedures for communication (updating relevant staff and team members not present at meeting)

Progress monitoring
• Every strategy will officially be assessed for progress at the following wrap meeting
• Progress of students at this level should be monitored weekly (all student performance data—grades, attendance, BEP points, ODRs)
• Facilitator may need to check in with key players to ensure that strategies are occurring, and troubleshoot around any unforeseen roadblocks with permission from and voice of the family.

The Essentials of Phase III

Staying at the table
• Every strategy in the wrap plan should have a very high probability of producing a positive outcome for student and family
• The more closely the team looks at data and uses it for decision making, the more likely they are to come up with strategies that work.
• The team needs to see that some progress (even small increments) is being made relatively soon.
• Any strategy that isn’t effective creates potential for disengagement of team members.

The use of data will
• Drive focus of meeting
• Provide opportunity for celebration
• Move team forward
• Monitor Progress
• Guide team to refine/modify wrap strategies as needed

Ongoing need for engagement
• Family and team members must be engaged throughout the process
• To keep engaged, they must see some progress
• Facilitator’s role is to use data to help mobilize team members (and have a keen sense of what is feasible).

The Essentials of Phase IV

Believe in family strengths, abilities, and tenacity
Natural supports are built-in to wrap plan:
• School-wide PBS will provide natural opportunities to transition students from more intensive to less intensive supports (secondary interventions are a built-in natural support)
• Most school-based supports will continue. The more natural they seem and enduring they are, the more effective they will be in producing longer-term positive outcomes.
• Home and community supports may become embedded into the family’s routine (supports that family was lacking).

Use of data to support transition
Team identifies both the opportunity for transition and what supports may be more long term.
Activity AT-A: Readiness for Wraparound - A System of Self-Assessment (Page 103)

1. List 1 to 3 steps your school has taken to develop capacity at the tertiary level.

2. Identify 2 students in need of wraparound. (Use their initials and give grade level.). Describe how were they chosen including: any data used to identify them and/or reasons why they need wraparound?

3. What steps have been taken to begin a team process with each student/family listed above?

Activity AT-B: Self-Assessment of Wraparound Integrity Using the WIT (Page 104)

1. Complete the Wraparound Integrity Tool (WIT) for an individualized student/family team from the perspective of the coach, or facilitator or other team members.

2. Go back and review items from what you believe the family’s perspective would be. Did the ratings change?

3. Complete current status section of each phase of the process that has been initiated.

4. List three strengths or progress indicators of process to date.

5. List three priority actions to move the team/process closer to successful outcomes.

BREAK
Points to Remember about Engaging Families…

- The professionals don’t get to choose or judge how families raise their kids.
- Always start with a conversation (not a meeting) with the family, getting their trust and permission before talking with others.

How Do we Know if the Team is Truly Family-Centered?

If the family (including the youth) feel like it is their meeting and their plan instead of feeling like they are attending a meeting the school or agency is having about them.

Team Member Want…

- To be heard
- To be validated
- To feel trusted/competent
- To work w/in individual strengths/comfort zone
- To feel supported/assisted in their role w/the child
- To see behavioral change that is measurable
- To feel that their time is valued
- To discuss potential barriers/worries/fears
The Process of Wraparound can help Engage the Disengaged

How?
• Perspectives are valued
• Strengths are the focus
• Needs prioritized
• The home/school/community
• Practical and relevant information
• Data and practices

The Process of a Engaging a Family-Centered Team

• Reframing thoughts, feelings, perspectives.
• Changing the environment around the student and family so they will be successful.
• Identifying roles, strengths, and needs, to become a viable part of the team.
• Continuously looking at data to make decisions and measure outcomes.

The Process of a Engaging a Family-Centered Team (Cont’d.)

• The team’s goal is to empower the family and build skills they need to cope.
• Getting needs/concerns/anxieties out in a proactive matter that will allow the team to move forward.
• Understanding that wraparound is a process
1. Using the Engaging Families and Engaging Systems Stakeholders checklists, complete a self-assessment of progress engaging families and other team members through conversations and team meetings to date.

2. List three strengths or progress indicators of process to date.

3. List three priority actions to move the team/process closer to success outcomes.

**Big Needs & Individualized Planning**

- **Focus on the “why” of a need not the “how”**
  - Needs to feel competent with academic tasks rather than he needs to complete his assignments
- **Use descriptive terms**
  - To learn, To know, To experience, To feel, To see, To have, To be
- **Deal with the “big” stuff**
  - Families/youth deserve to know their teams are dealing with their larger challenges
- **More than one way to meet it**
  - Unlike a goal (John will come to school every day)
- **Improves quality of life (as defined by family, youth)**
- **Family would want to be on a team that works on stated big need(s)**

Examples of Needs Statements:

- The student needs to feel adults and peers respect him.
- The student needs to feel happy about being at school.
- The parent needs to know her son is getting a fair shake at school.
- The student needs to be reassured that he can complete the work.
**Activity AT-D: Identifying Big Needs of the Family (Page 108)**

1. Discuss and choose one challenging situation with a family. Brainstorm at least 10 underlying needs statements.

2. Choose one need statement from above. Brainstorm at least 10 creative ways to meet that need.

3. Trade needs statements (only) with another group.

4. Brainstorm 10 strength-based creative responses to one of these new needs statements.

**Activity AT-E: Mapping Issues and Perspectives (Page 109)**

1. Identify a big need, a behavior, or an issue, that different team members have different perspectives about (i.e., if it exists, why it exists, what to do about it).

2. List the team members by title and role and what their perspective is on the big need, behavior, or issue.

3. Identify the differences among the team members and possible reasons why they may have that perspective.

4. Brainstorm possible need statements they may possibly all “own” and agree to work together on.

5. Document on Page 3 of Tertiary Student Action Plan, using exact statement that would be used.

6. Practice/role play how you would facilitate this dialogue among the team members.

---

**LUNCH**
Activity AT-F: Roadblocks and Strategies (Page 110)

1. Each person should identify at least one roadblock experienced with implementation. Include the following information: a.) persons involved (i.e. families, school staff, district staff, etc), b.) specifics of roadblock (i.e. team development, interventions, integrating data-based decision-making) and c.) possible strategies for overcoming it.

2. Team members should share roadblocks/strategies looking for similarities/differences.

Activity AT-G: Action Planning and Next Steps (Page 111)

Describe next steps for furthering or improving implementation of effective individualized plans for students with comprehensive needs in your building/district or region. Include what, by whom, and by when for each next step listed.

Describe any specific technical assistance or other support you will be requesting and from whom to assist with your next steps.
1. Using the Tertiary Student Action Plan (TSAP), summarize the information you have gathered (for one student/family) during initial conversations including composition of team by roles (page 2 of TSAP), Strengths (page 3 of TSAP) and perspectives and (BIG) needs statements (page 3 of TSAP) and actions/interventions designed by the team.

2. List three strengths or progress indicators of process to date.

3. List three priority actions to move the team/process closer to successful outcomes.

**Activity AT-H: Team Structure and Life Domain Profile (Page 112)**

1. Using the Tertiary Student Action Plan (TSAP), summarize the information you have gathered (for one student/family) during initial conversations including composition of team by roles (page 2 of TSAP), Strengths (page 3 of TSAP) and perspectives and (BIG) needs statements (page 3 of TSAP) and actions/interventions designed by the team.

2. List three strengths or progress indicators of process to date.

3. List three priority actions to move the team/process closer to successful outcomes.

**Activity AT-I: Identifying Key Questions (Page 113)**

1. Formulate 3 evaluation questions for implementation of individualized plans for the 1-5% of students (Tertiary Level) that would be useful in moving your building/district/region forward. Also identify which SIMEO or other tools could be useful for answering each question.

2. Each person shares their questions, noting similarities/differences among team members.

**Questions?**
TTA400: Continuing the Wraparound Process: Practice Refinement and Overcoming Challenges

AGENDA

8:30am  - Reflect and review a current comprehensive wrap plan
       - Possible Self Assessment Activities: AT-H: Team Structure and Life Domain Profile; AT-B: Self-Assessment of Wraparound Integrity Using the WIT

10:15   BREAK

10:30   - Report out from Self-Assessment Activity

11:45   LUNCH

12:30pm  - Brainstorm/identify potential school, district or community resources available for support
       - Data-based Decision-making Review
       - Activity AT-I: Identifying Key Questions

2:00   BREAK

2:45   - Action Plan review and Next Steps
       - Possible Activities: AT-F: Roadblocks and Strategies; AT-G: Action Planning and Next Steps

3:30   - Adjourn
TTA400: Continuing the Wraparound Process-Practice Refinement and Overcoming Challenges

Requirement: Core

Prerequisite:

Content: Using self-assessment tools and activities, each implementer will be guided through consultation and examples to move to Phase II and Phase III of wraparound implementation with full use of data-based decision-making tools at wraparound team meetings. This follow-up session will address the challenges and roadblocks facing wraparound teams at this phase in the process. Examples will be shared to model the creative use of wraparound strategies for overcoming such barriers. Teams will have an opportunity to assist one another in brainstorming solutions.

Who should participate: Personnel who participated in T300 & T301, including personnel who provide leadership in developing and implementing comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges including administrators, special education personnel, social workers, counselors, school psychologists, behavior specialists, wraparound facilitators, general education teacher representation and other staff participating in the Tier 2/Secondary and Tier 3/Tertiary Systems Planning Teams, LAN Members and Community Partners (including family members of student with Tier 3/Tertiary level needs).

Participants should bring:
- One or more Wraparound Action Plans that the team is currently working on
- Questions/concerns regarding the wraparound process
- Plans/policies for Tier 3/Tertiary Level supports

Objective:
2. Use self-assessment tools/activities to refine current Wraparound Action Plan/s, integrating data-based decision-making into wraparound planning.
3. Identify strategies to address challenges.
4. Identify potential school, district, and/or community resources available for support.
5. Continue to learn how to use data for decision making and on-going progress monitoring.
6. Action Plan: develop next steps for moving into phase II and III of wraparound for one or more child/family teams.

Duration: 1 day (7 hours)

Credit: CPDU, CEU
TTA500: Fluency with Wraparound

AGENDA

8:30am  - Reflect and review a current comprehensive wrap plan
         - Possible Self Assessment Activities: AT-H: Team Structure and Life
           Domain Profile; AT-B: Self-Assessment of Wraparound Integrity Using
           the WIT

10:15   BREAK

10:30   - Report out from Self-Assessment Activity

11:45   LUNCH

12:30pm - Brainstorm/identify potential school, district or community resources available
         for support
         - Data-based Decision-making Review
         - Activity AT-I: Identifying Key Questions

2:00    BREAK

2:45    - Action Plan review and Next Steps
         - Possible Activities: AT-F: Roadblocks and Strategies; AT-G: Action
           Planning and Next Steps

3:30    - Adjourn
TTA500: Fluency with Wraparound

**Requirement:** Core

**Prerequisite:**

**Content:** Participants will have the opportunity to receive feedback and support on wraparound plans they share with the group and to assist other teams in this skill refinement process. This follow-up session will provide a forum for the team's technical assistance needs. The focus will be on sustaining and modifying the wraparound process and supports at the school and district levels including transitioning from grade to grade, building to building and summer planning.

**Who should participate:** Personnel who have participated in T300-301 and provide leadership in developing and implementing comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges including administrators, special education personnel, social workers, counselors, school psychologists, behavior specialists, wraparound facilitators, general education teacher representation and other staff participating in the Tier 2/Secondary and Tier 3/Tertiary Systems Planning Teams, LAN Members and Community Partners (including family members of student with Tier 3/Tertiary level needs).

**Participants should bring:**
- Samples of ongoing wraparound plans
- SIMEO data from ongoing wraparound teams
- Plans/policies for Tier 3/Tertiary Level supports
- Questions/concerns regarding the wraparound process

**Objective:**
1. Learn how to assess the effectiveness of wraparound teams through the Tier 3/Tertiary Systems Planning Team
2. Continue to learn how to use data for decision making and on-going progress monitoring.
3. Identify and develop strategies to improve the success of interventions across all domains for students with chronic and intensive needs.
4. Modify the wraparound process and supports at the school and district levels including transitioning from grade to grade, building to building, and summer planning.
5. Action plan: develop next steps for supporting transition (ex. summer, exiting of support) for one or more child/family teams

**Duration:** 1 day (7 hours)

**Credit:** CPDU, CEU
IT-A: Similarities and Differences From Art & Science of Wraparound Manual (Eber, 2003)

1. After reviewing the key features and elements of wraparound, list the ways wraparound is similar and the ways wraparound is different from typical service planning and delivery in your school district or agency. Consider the following when making your list:

   a. How the family is initially engaged in a team process

   b. If/how the perspectives of the family drive the process

   c. The range of participants brought into the planning of services

   d. The inclusion of natural supports on teams

   e. Including direct supports for families and teachers in the plan for the youth

   f. Focus on strengths and needs vs. deficits or problems

   g. The use of informal as well as formal supports

2. After developing the lists of similarities and differences:

   a. Identify which similarities (strengths of your system can be enhanced or built upon to achieve better outcomes for students and families.

   b. Identify differences that would be high priority for change.

   c. Use this information with the systems planning team.
**IT-B: Assessing Student Intervention History**

1. For a student in need of tertiary supports, make a list of all interventions that have been attempted/implemented.

2. After each intervention indicate if the intervention was successful or not.

3. Then list the data sources used to determine the effectiveness of the interventions.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Was it successful?</th>
<th>Data Sources</th>
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**Student Intervention History**

Check interventions that the student has received. Include start date and end date (if applicable):

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<th>Simple Secondary Interventions (CICO)</th>
<th>Small Group Interventions</th>
<th>Simple Secondary Interventions with Individual Features(CnC)</th>
<th>Brief Function-Based Behavior Plan</th>
<th>Complex/Multiple-Life - Domain FBA/BIP</th>
<th>Wraparound Support</th>
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<tr>
<td>Start Date</td>
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<td>Data</td>
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**Need for referral to secondary interventions listed above:**

_____________________________________________________

**SECONDARY INTERVENTIONS OVERVIEW:** Briefly describe secondary individual features of secondary interventions. Describe FBA/BIP (if applicable)

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
**IT-C: Assessing Team Composition: Clarifying Roles and Goals of Team Members From Art & Science of Wraparound Manual (Eber, 2003)**

This activity is intended to help facilitators understand the importance of clarifying roles and goals of team members and to provide some experience in examining roles/goals in relation to job titles and behavior of individual team members.

✓ For a student you are working with through a team process, list all the people involved with the student at home, school, or in the community.

✓ For each person you identified, see if you can identify the role they would say they are engaged in with that student and the goal they would say they have in mind in their role with the student.

✓ If you are unclear about perceived roles/goals of some people, think of their behavior at team meetings or the type of interactions they have with the student and/or family.

✓ Then ask yourself the following questions:

1. Were you able to identify each person’s perception of their role with the student and each person’s perception of their goal with the student?

2. Were the roles some people perceive they play different than what is expected by their job title? By other team members?

3. Did you identify people who were involved with the student who haven’t been included on the team who may be helpful to include?

4. Did you identify any potential overlap of roles among team members?

5. Did you identify any team members who have the potential for multiple roles, which may be confusing or overwhelming?

6. Did you identify any people with unclear roles?

After completing the above activity, make a list of other potential team members who represent natural supports, strengths, or have a resource needed to help meet a given need. Then generate a list of questions to use in a conversation with the youth/family to ensure their team is based on the values of wraparound.

SECTION 1: Team Development

Meeting Date: _________ Youth/Student: ______________ Parent Guardian: ______________
Facilitators: ______________ School Contact: ______________

CONFIDENTIALITY AND ATTENDANCE: I agree to honor the rights and privacy of any persons discussed in this meeting. I agree not to divulge any information regarding any family, person, or agency, which may be referred to in the course of this meeting.

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<th>Name</th>
<th>Relationship/Role</th>
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SECTION 2: Mission Statement

SECTION 3: Safety Plan
IT-D: Engaging Key Players Using Data—WIT

With a partner, take turns role playing wrap facilitator and potential team members listed below. In the role play, cover the following:

1. Review Phase 1 of WIT

2. Practice what you would say to the family to introduce the WIT during Phase I (baseline).

3. Practice how you would introduce the WIT to team to use on an on-going basis to self-assess fidelity.

4. List points to keep in mind as you use the tool.
IT-E: Developing a Strengths Profile

1. Brainstorm a strength profile for the student/family you are using as a learning example. Strengths need to be stated

   ✓ specifically (unique to the student or family member or teacher),
   ✓ functionally (you need to be able to see ways to use them)

Make sure your strength profile includes:

   a. multiple perspectives (family members, teachers, youth, natural supports, etc)
   b. examples across home, school, community settings
   c. strengths of specific family members (in addition to the youth)
   d. examples that have been reframed from problem behavior

List strengths on page 3 of the Tertiary Student Action Plan

2. Practice role/play how to engage a teacher who is frustrated with the behavior of a student in a strength discovery process. List key statements or questions you would use:

   a.

   b.

   c.

   d.
### SECTION 4: Strengths
(List specific strengths using SIMEO data combined with information provided by team members.)

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<th>Home</th>
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<th>Community</th>
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### SECTION 5: Big Needs
(Prioritize the Big Needs using SIMEO data combined with information provided by team members.)

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<th>Life Domain Areas to Consider:</th>
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<td>family support</td>
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</tbody>
</table>
IT-F: Getting to the Big Need-Quality of Life Indicators

1. Complete the Student Disposition Tool (SD-T) for a student.

2. Hypothesize and list 1 - 3 Big Need statements.
   ○
   ○
   ○


4. Review the Big Need statements hypothesized in step 2 above. After completing the HSC-T, do you need/want to revise one or more of these statements? Why?

5. List new Big Need statements on the wraparound action plan.
**Illinois PBIS Network Wraparound Action Plan – Page 3**

**SECTION 4: Strengths**
(List specific strengths using SIMEO data combined with information provided by team members.)

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Community</th>
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</table>

**SECTION 5: Big Needs**
(Prioritize the Big Needs using SIMEO data combined with information provided by team members.)

<table>
<thead>
<tr>
<th>Life Domain Areas to Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>family support</td>
</tr>
<tr>
<td>legal</td>
</tr>
</tbody>
</table>
IT-G: Developing a Mission Statement

1. Review the data on the HSC-T and SD-T.

2. Review the strengths and needs information on the wraparound action plan.

3. Using the strengths and needs identified, start to create a DRAFT mission statement. (Mission statement is the biggest or most important of the big needs.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SECTION 1: Team Development

Meeting Date: ________    Youth/Student: _______________    Parent Guardian: ____________
Facilitators: _______________    School Contact: ________________

CONFIDENTIALITY AND ATTENDANCE: I agree to honor the rights and privacy of any persons discussed in this meeting. I agree not to divulge any information regarding any family, person, or agency, which may be referred to in the course of this meeting.

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship/Role</th>
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SECTION 2: Mission Statement


SECTION 3: Safety Plan


Illinois PBIS Network, 2008-2009
IT-H: Engaging Key Players Using Data

Practice how you would move from identifying strengths/needs via “conversation” to introducing the HSC-T and/or the EI-T.

1. A teacher who is overwhelmed, feeling frustrated, and has stated that they want the student to spend more time in special education?

2. A family member who does not trust the school, does not want anyone in their “business”, or just does not want to go through one more social work or counseling type experience?

3. A Principal who has expressed concerns about safety with regards to a student they have had sent to their office for disruptive behavior on a fairly regular basis

4. A team member for a student from your school you want to engage in wraparound?
School personnel often identify environmental factors (which seem outside of their sphere of influence) as setting events for problem behaviors of students. These examples provide opportunities for teaching family engagement and how family voice/ownership strengthens the effectiveness of interventions.

A. Choose a problem behavior with a setting event that is environmental and could frustrate the school. Complete the boxes below, describing the pathway:

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedent Events</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
</table>

B. Brainstorm possible strategies for changing the problem behavior in as many places as possible on the pathway below:

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedent Events</th>
<th>Challenging Behavior</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
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</table>

C. Brainstorm additional (wraparound) strategies that could help impact the setting events over time:
IT-J: Evaluating Progress of the Team and the Plan/ How would you Know if a Wrap “Worked”? 

1. List the specific outcomes (what would you SEE):
   - Home
   - School
   - Community

3. Now look at the tools (HSC-T, SD-T, EI-T):
   Which items would you GRAPH and BRING to a meeting that would help with:
   - Identification of needs for future planning:
   - Identification of strengths for future planning:
   - Progress Monitoring

Remember: SIMEO items (strengths and needs) should be used in combination.
   - “If you know the strengths to build upon, you’re most likely to meet the need.”
   - “Needs in isolation will not help with future planning.”

Share:
   - Which items did you choose as strengths to graph and why?
AT-A: Readiness for Wraparound: A System of Self-Assessment

1. List 1 to 3 steps your school has taken to develop capacity at the tertiary level.
   
   A.
   
   B.
   
   C.

2. Identify 2 students in need of wraparound. (Use their initials and give grade level.). Describe how were they chosen including: any data used to identify them and/or reasons why they need wraparound?
   
   A.
   
   B.

3. What steps have been taken to begin a team process with each student/family listed above?
   
   A.
   
   B.
AT-B: Self-Assessment of Wraparound Integrity Using the WIT

1. Complete the Wraparound Integrity Tool (WIT) for an individualized student/family team from the perspective of the coach, or facilitator or other team members.

2. Go back and review items from what you believe the family’s perspective would be. Did the ratings change?

3. Complete current status section of each phase of the process that has been initiated.

4. List three strengths or progress indicators of process to date.
   a. 
   b. 
   c. 

5. List three priority actions to move the team/process closer to successful outcomes.
   a. 
   b. 
   c.
1. Using the Engaging Families and Engaging Systems Stakeholders checklists, complete a self-assessment of progress engaging families and other team members through conversations and team meetings to date.

2. List three strengths or progress indicators of process to date.
   a. 
   b. 
   c. 

3. List three priority actions to move the team/process closer to success outcomes.
   a. 
   b. 
   c.
## Engaging Families Checklist (revised 12.30.05)

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>Phase I-Initial Conversations</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td>Has the facilitator identified the issues from the family &amp; child’s perspective?</td>
<td>Med</td>
</tr>
<tr>
<td>Not In Place</td>
<td>Has the facilitator identified who the family turns to during times of crisis, remembering to include informal resources?</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Has the facilitator identified strengths of the child and parents through interaction with family members?</td>
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<td></td>
<td>Has the facilitator identified the process so that parents and children know what to expect along the way?</td>
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<td>Has the facilitator identified a way to contact potential team members to assure that they can participate in a planning meeting?</td>
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<td></td>
<td>Has the facilitator allowed the family to tell their story from their perspective?</td>
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<td></td>
<td>Has the facilitator identified parent and child preferences?</td>
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<tr>
<td></td>
<td>Has the facilitator conducted a safety assessment to assure that the family is protected and has immediate access to crisis resources?</td>
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<tr>
<td></td>
<td>Have you identified what things have worked for this family in the past?</td>
<td></td>
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</tbody>
</table>

**Successful Engagement Example (Include what, how, why):**

**Unsuccessful Engagement Example (include what, how, why):**
### Engaging Systems Checklist (revised 12.30.05)

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>In place</td>
<td>Phase I-Initial Conversations</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Has the facilitator identified any specific system issues?</td>
<td>Med</td>
</tr>
<tr>
<td></td>
<td>Has the facilitator identified any professionals the family has seen as helpful on the past?</td>
<td>Low</td>
</tr>
<tr>
<td>Partial In Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not In Place</td>
<td></td>
<td></td>
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</tbody>
</table>

Successful Engagement Example (Include what, how, why):

Unsuccessful Engagement Example (include what, how, why):

Practice Refinement Strategies:
**AT-D: Identifying Big Needs of the Family**

1. With a small group discuss and choose one challenging situation with a family. While discussing the situation with the family, the group should brainstorm at least 10 underlying needs statements. List those 10 need statements here:

2. Choose one need statement from above. As a group, brainstorm at least 10 creative ways to meet that need. Each method has to build on community or family strengths and cannot be an existing service. List those 10 ways here:

3. Now trade needs statements (only) with another group.

4. Brainstorm 10 strength based creative responses to one of these new needs statements. List those 10 need statements here:

5. Compare your lists. What have you learned?
AT-E: Mapping Issues and Perspectives

1. Identify a big need, a behavior or an issue, that different team members have different perspectives about (i.e. If it exists, why it exists, what to do about it).

2. List the team members by title and role and what their perspective is on the big need, behavior, or issue.

3. Identify the differences among the team members and possible reasons why they may have that perspective.

4. Brainstorm possible need statements they may possibly all “own” and agree to work together on.

5. Document on Page 3 of Tertiary Student Action Plan, using exact statement that would be used.

6. Practice/role play how you would facilitate this dialogue among the team members.
**AT-F: Roadblocks and Strategies**

1. Each person should identify at least one road block experienced with implementation. Include the following information: a.) persons involved (i.e. families, school staff, district staff, etc), b.) specifics of roadblock (i.e. team development, interventions, integrating data-based decision-making) and c.) possible strategies for overcoming it.

2. Team members should share roadblocks/strategies looking for similarities/differences.

   **Roadblock #1:**

   **Strategies:**

   **Roadblock #2:**

   **Strategies:**

   **Roadblock #3:**

   **Strategies:**
AT-G: Action Planning and Next Steps

Describe next steps for furthering or improving implementation of effective individualized plans for students with comprehensive needs in your building/district or region. Include what, by whom, and by when for each next step listed

1.

2.

3.

4.

Describe any specific technical assistance or other support you will be requesting and from whom to assist with your next steps.

1.

2.

3.
AT-H: Team Structure and Life Domain Profile

1. Using the Tertiary Student Action Plan (TSAP), summarize the information you have gathered (for one student/family) during initial conversations including composition of team by roles (page 2 of TSAP), Strengths (page 3 of TSAP) and perspectives and (BIG) needs statements (page 3 of TSAP) and actions/interventions designed by the team.

2. List three strengths or progress indicators of process to date.
   a. 
   b. 
   c. 

3. List three priority actions to move the team/process closer to successful outcomes.
   a. 
   b. 
   c. 

AT-I: Identifying Key Questions

1. Formulate 3 evaluation questions for implementation of individualized plans for the 1-5% of students (Tertiary Level) that would be useful in moving your building/district/region forward. Also identify which SIMEO or other tools could be useful for answering each question.

   Question #1:

   SIMEO or other tools for Question #1:

   Question #2:

   SIMEO or other tools for Question #2:

   Question #3:

   SIMEO or other tools for Question #3:

2. Each person shares their questions, noting similarities/differences among team members.
Illinois Statewide Technical Assistance Center (ISTAC)
Systematic Information Management for Educational Outcomes (SIMEO)

Wraparound Integrity Tool (WIT): FY09

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<thead>
<tr>
<th>Time 1/Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
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</thead>
<tbody>
<tr>
<td>Collected no later than 30 days from referral and before first meeting</td>
<td>Collected at a maximum of once a month from the point of initial assessment to once at three months after initial assessment, or before school year ends</td>
<td>Collected at a maximum of once a month from the point of Time 2 assessment to once at six months after initial assessment, or before school year ends</td>
<td>Collected at a maximum of once a month from the point of Time 3 assessment to once at nine months after initial assessment, or before school year ends</td>
</tr>
</tbody>
</table>

1) Date of completion of form: ______________________________

2) Please identify the period of assessment: ☐ Baseline (Family Only) ☐ After 2nd Team Meeting ☐ After 4th Team Meeting ☐ After 6th Team Meeting ☐ After 8th Team Meeting ☐ After 10th Team Meeting ☐ Discharge

3) Student name: ___________________________ 4) Student ID: ____________ 5) Today’s date: ___________________________

6) Was this tool filled out by an individual team member ___________ or by a team ____________?

7) 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

Ask this question with Family at Baseline

8) Please indicate all previous school behavior intervention related meeting(s) attended that reflect the baseline rating:
   _____IEP Meeting _____Suspension Manifestation Determination Meeting _____Not baseline assessment
   _____Intervention Planning Meeting _____Parent/school conference
   _____Other: Please Define: ______________________________________________________________________________________

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

In-place = Perceived to be 81-100% in place, Mostly In-Place = Perceived to be 61-80% in place, Somewhat in Place = Perceived to be 41-60% in place, Minimally In-Place = Perceived to be 21-40% in place, Not at all in Place = Perceived to be 0-20% in place
<table>
<thead>
<tr>
<th>Current Status</th>
<th>Phase I: Engagement &amp; Team Preparation</th>
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<tbody>
<tr>
<td><strong>In Place</strong></td>
<td><strong>Mostly</strong></td>
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<tr>
<td><strong>(5)</strong></td>
<td>in place</td>
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<tr>
<td><strong>(4)</strong></td>
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<tr>
<td>9)</td>
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<tr>
<td>Met with family to gather their perspective &amp; position</td>
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<td>10)</td>
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<tr>
<td>Met with key team members to gather various perspectives</td>
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<td>11)</td>
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<tr>
<td>Generated a strengths list (multiple settings &amp; perspectives)</td>
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<tr>
<td>12)</td>
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<tr>
<td>Generated a Team member list with the family</td>
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<td>13)</td>
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<tr>
<td>Team member list includes natural supports</td>
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<td>14)</td>
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<tr>
<td>Scheduled an initial Child/Youth &amp; Family Team meeting with the family</td>
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<th>Current Status</th>
<th>Phase II: Initial Plan Development</th>
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<td><strong>In Place</strong></td>
<td><strong>Mostly</strong></td>
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<tr>
<td><strong>(5)</strong></td>
<td>in place</td>
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<tr>
<td><strong>(4)</strong></td>
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<td>15)</td>
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<tr>
<td>Baseline data about strengths/needs documented and shared</td>
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<td>16)</td>
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<tr>
<td>One or two Youth/Family Team Meetings have taken place</td>
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<td>17)</td>
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<td>Data is collected from team members on an ongoing basis</td>
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<td>18)</td>
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<td>Data-based decision-making is integrated into the team process</td>
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<td>19)</td>
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<tr>
<td>Strengths (home/school/community) were documented &amp; reviewed at meetings</td>
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<td>20)</td>
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<tr>
<td>Needs (home/school/community) were documented &amp; reviewed at meetings</td>
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<td>21)</td>
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<tr>
<td>Reviewed family concerns as well as school concerns</td>
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<td>22)</td>
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<tr>
<td>Reviewed needs that reflect a consensus of team member concerns</td>
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<td>23)</td>
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<tr>
<td>Chose a few needs for team to focus action planning on</td>
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<td>24)</td>
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<tr>
<td>Assigned special priority to family concerns</td>
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<td>25)</td>
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<td>100% of chosen methods matched to child &amp; family strengths</td>
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<td>26)</td>
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<tr>
<td>Methods chosen reflect voice/choice of those involved in implementing (i.e. family, teacher, etc)</td>
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<td>27)</td>
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<tr>
<td>Developed function-based positive behavior support plans to address problem behaviors related to priority needs</td>
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<tr>
<td>28)</td>
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</tr>
<tr>
<td>Behavior plans include clear outcomes/behaviors to establish; teaching, practice, reinforcement strategies/timelines</td>
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<td>29)</td>
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<tr>
<td>Community resources are being accessed as needed to meet needs identified by family</td>
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<tr>
<td>In Place (5)</td>
<td>Mostly in place (4)</td>
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<table>
<thead>
<tr>
<th>Current Status</th>
<th>Phase IV: Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place (5)</td>
<td>Mostly in place (4)</td>
</tr>
<tr>
<td>41) Transitioning out of Wraparound has been discussed with the whole team</td>
<td></td>
</tr>
<tr>
<td>42) Concerns of all team members have been considered in transition planning</td>
<td></td>
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<tr>
<td>43) Family is provided with a list of team member phone numbers who can be contacted if needed</td>
<td></td>
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<tr>
<td>44) Methods for future access to services are communicated to all team members</td>
<td></td>
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<tr>
<td>45) Family receives written documents highlighting their strengths &amp; team accomplishments</td>
<td></td>
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<tr>
<td>46) Methods of introducing student &amp; family to future teachers or providers are negotiated</td>
<td></td>
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<tr>
<td>47) Family has been given an opportunity to meet/interact with other families who have been through the process</td>
<td></td>
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</tbody>
</table>

Revised 01.04.08
Facilitator is REQUIRED to complete the following tracking information every time data are collected:

<table>
<thead>
<tr>
<th>Time 1/Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
<th>Time 5</th>
<th>Time 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collected no later than 30 days from referral and before first meeting</td>
<td>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</td>
<td>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</td>
<td>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</td>
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</tbody>
</table>

1) Date Completed: ________________________________
2) Student Name: ________________________________
3) Student ID: ________________________________

4) Please identify the period of assessment:

- [ ] Time 1/Baseline
- [ ] Time 2
- [ ] Time 3
- [ ] Time 4
- [ ] Time 5
- [ ] Time 6
- [ ] Time 7
- [ ] Time 8
- [ ] Time 9
- [ ] Time 10
- [ ] Discharge

5) This tool was filled out by:
- [ ] an individual
- [ ] a team

6) If an individual, indicate role:
- Parent/Caregiver
- Teacher
- Wrap Facilitator
- Family Focus Facilitator-Autism
- Social Worker
- Guidance Counselor
- PBIS Coach
- Other: ______________________________________

7) Please identify all ISTAC Initiatives involved with this student and family:

- [ ] CHOICES
- [ ] IATTP
- [ ] ISRC
- [ ] PBIS
- [ ] Other: __________________________________

8) If PBIS, is this tool being filled out as:

- [ ] part of a secondary intervention or simple FBA
- [ ] part of an individual intervention or complex FBA
- [ ] part of a wraparound process

**SECTION 1: Fill out at time of referral**

9) Date of referral: ________________________________
10) Name of person making referral: ________________________________

11) Phone: ________________________________
12) Email: ________________________________

13) Job Title:
- [ ] Parent
- [ ] Special Ed Director
- [ ] TA Specialist
- [ ] Agency Social Worker
- [ ] Teacher
- [ ] Case Manager
- [ ] PBIS Coach
- [ ] Behavior Consultant
- [ ] Principal
- [ ] Resource Teacher
- [ ] School Social Worker
- [ ] Therapist
- [ ] ISTAC Coordinator/Team Member
- [ ] School Psychologist

Other: ______________________________________

14) Name of individual entering SIMEO data into database: ________________________________

15) Quarter:
- [ ] One (July 1-Sept. 30)
- [ ] Two (Oct 1-December 31)
- [ ] Three (January 1- March 31)
- [ ] Four (April 1-June 30)

16) State Fiscal Year: ________________________________

17) Date of Initial Conversation with Parent/Guardian: ________________________________
18) Anticipated Date of First Team Mtg: ________________________________

19) Name of Person Facilitating Team and Individualized Plan: ________________________________

20) Phone: ________________________________
21) Email: ________________________________

22) Job Title:
- [ ] Parent
- [ ] Special Ed Director
- [ ] TA Specialist
- [ ] Agency Social Worker
- [ ] Teacher
- [ ] Case Manager
- [ ] ISTAC Coordinator/Team Member
- [ ] Behavior Consultant
- [ ] Principal
- [ ] Resource Teacher
- [ ] School Social Worker
- [ ] Therapist
- [ ] Family Focus Facilitator-Autism
- [ ] School Psychologist
- [ ] PBIS Coach

Other: ______________________________________

(PBIS Only) External Coach to School

23) Is there an identified external coach for this school?  [ ] Yes  [ ] No

24) Name: ________________________________

25) Phone: ________________________________
26) Email: ________________________________
## Demographics of School Student Attends

27) School Name: ________________________________  
28) District Number: ____________________________  
29) Special Education Coop (if applicable): ________________________________  
30) County: ________________________________  
31) School Address: ________________________________  
City/State: ________________________________  
Zip: ________________  
32) Contact: ________________________________  
33) Phone: ________________________________  

34) Is this student in a PBIS school?  
☐ Yes  
☐ No

35) Grade:  
☐ Pre-K  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9  
☐ 10  
☐ 11  
☐ Not Enrolled  
☐ Drop-Out  
☐ Post 12 Transition

### SECTION 2: Fill out during all rating periods (baseline, quarterly, and discharge) unless otherwise indicated.

36) Is this student currently identified as a special education student with an IEP?  
☐ Yes  
☐ No

37 and 38) Please select disabilities as identified on IEP: (Please indicate primary disability with 1 and secondary disability with 2)  
- Mental Retardation
- Visual Impairment
- Deafness
- Other Health Impairment
- Autism
- Orthopedic Impairment
- Hearing Impairment
- Speech &/or Language Impairment
- Developmental Delay
- Multiple Disabilities
- No Disability
- Traumatic Brain Injury
- 504 Plan

39) (IATTP Only) Please identify the DSM diagnosis of the student (only one per student):  
☐ Childhood Disintegrative Disorder  
☐ Rett Disorder  
☐ PDD/NOS  
☐ Asperger Disorder  
☐ Autism  
☐ Other (please specify) ________________________________

40) The current educational placement is:  
☐ General ed classroom 100% of the day-FACTS Code 01  
☐ General ed classroom with special ed consultation-FACTS Code 01  
☐ General ed classroom with inclusion support-FACTS Code 01  
☐ Special ed instruction and/or related services 1-20% of the day OUTSIDE the general ed classroom-FACTS Code 01  
☐ Special ed instruction and/or related services 21-60% of the day OUTSIDE the general ed classroom-FACTS Code 02  
☐ Special ed instruction and/or related services more than 60% of the day OUTSIDE general ed-FACTS Code 03  
☐ Special ed 100% in a separate public school-FACTS Code 04  
☐ Special ed 100% in a separate public school in conjunction with a separate residential component-FACTS Code 05  
☐ County or municipal detention center or jail-FACTS Code 07  
☐ IYC – Jail-FACTS Code 07  
☐ Private school-FACTS Code 08  
☐ Private residential-FACTS Code 09  
☐ Alternative education setting  
☐ Homebound-FACTS Code 11  
☐ Hospital-FACTS Code 12  
☐ Regular education Pre-school  
☐ Special education Pre-school/Early Childhood  
☐ Community Child Care  
☐ Partial Day School  
☐ Other ________________________________

41) Has educational placement changed in the past three months?  
☐ Yes  
☐ No

42) (ISRC Only) Has a Home School Team been established?  
☐ Yes  
☐ No  
☐ Not applicable

### Student Demographic

43) Caregiver primary language:  
☐ English  
☐ Spanish  
☐ Chinese  
☐ French  
☐ German  
☐ Other: ________________________________

44) Caregiver relationship to student:  
☐ Mother  
☐ Father  
☐ Grandparent  
☐ Step-parent  
☐ Foster Parent  
☐ Two Parents  
☐ Other Relative  
☐ Other: ________________________________

45) Student race:  
☐ Asian  
☐ African-American  
☐ Biracial  
☐ Caucasian  
☐ Hispanic/Latino  
☐ Other: ________________________________
SECTION 2 (cont) Review Assessment: Fill out during all rating periods following time of referral (quarterly and discharge)

46) Student Gender:  □ Male  □ Female
47) Student DOB: ______________________
48) Student Age: _____
49) LAN # of LAN where student resides: _____________
50) Has this student been referred for support through their LAN?  □ Yes  □ No
51) If yes, have flexible funds been requested?  □ Yes  □ No
52) Student primary language:  □ English  □ Spanish  □ Chinese  □ French  □ German  □ Other: _____________
53) Are there other agencies currently involved with the student and/or family?  □ Yes  □ No
54) If yes, indicate agencies currently involved:  □ DCFS  □ Probation  □ CMHC  □ Public Aid  □ Other: _____________
55) Does this student have DCFS legal involvement?  □ Yes  □ No
56) (ISRC only) Does student have cochlear implant?  □ Yes  □ No  □ Not applicable
57) How many student/family team meetings were held since last SIMIEO review or assessment, to include baseline?  _____
58) (PBIS Only) Were SWISS data used in any student/family meetings during the reporting period?  □ Yes  □ No
59) Were SIMIEO data used in any student/family meetings during the reporting period?  □ Yes  □ No
60) If yes, please indicate how data were used (check as many as apply):
   □ to engage team members  □ to ensure voice of family  □ to design interventions
   □ to revise actions of team  □ to celebrate success  □ data not used
61) Does student have a BIP?  □ Yes  □ No  □ Not applicable
62) If student is enrolled in grade 3-8 or 11 (or the educational equivalent) this year, will they be participating in ISBE State Performance Testing?  □ Yes  □ No
63) If yes, please identify the Performance test taken or to be taken by the student:  □ ISAT  □ IAA  □ Other: _____________
64) If the student has taken the State performance test since the last SD-T assessment, please identify the student’s score:
   □ Exceeded Standards  □ Met Standards  □ Below Standards  □ Academic Warning
   □ Did not take test within this assessment period

School Related Risk Factors: Fill out during all rating periods (baseline, quarterly, and discharge).

65) Risk of failure in home placement:  □ no risk  □ minimal risk  □ moderate risk  □ high risk
66) Risk of failure in school placement:  □ no risk  □ minimal risk  □ moderate risk  □ high risk
67) Risk of failure in community placement:  □ no risk  □ minimal risk  □ moderate risk  □ high risk
68) Has the student had any disciplinary referrals in the past three months?  □ Yes  □ No  69) If so, how many? _____
70) Has the student received any in-school suspensions in the past three months?  □ Yes  □ No  71) If so, how many? _____
72) Has the student received any out-of-school suspensions in the past three months?  □ Yes  □ No  73) If so, how many? _____
74) Has the student received any expulsions in the past three months?  □ Yes  □ No  75) If so, how many? _____
76) Other School Related Risk Factors: Fill out during all rating periods following time of referral (quarterly and discharge).
   □ 59% or below  □ 60-69%  □ 70-79%  □ 80-89%  □ 90-100%
77) Please rate the approximate Grade Point Average of the student:
   □ 59% or below  □ 60-69%  □ 70-79%  □ 80-89%  □ 90-100%  □ Not applicable
78) Has student dropped out of school?  □ Yes  □ No
79) Has student graduated from High School?  □ Yes  □ No  80) Date student graduated: _____________
81) If graduated, with what?  □ High School Diploma  □ Certificate  □ GED
82) Have the individualized supports and services through the ISTAC Initiative diverted the student from a more restrictive placement?
   □ Yes  □ No  □ Not applicable-Baseline
83) Has the student been discharged from the ISTAC Initiative this semester?  □ Yes  □ No
SECTION 2 (cont) Review Assessment: Fill out during all rating periods following time of referral (quarterly and discharge)

84) If yes, please identify reason for discharge:
- [ ] success completion of Initiative
- [ ] student transition (moved, changed schools or district)
- [ ] student graduated
- [ ] team dissolved
- [ ] student/parent opted out
- [ ] other: ________________________________

85) If yes, please rate the overall success of the ISTAC Initiative (Discharge only):
- [ ] Poor
- [ ] Unsatisfactory
- [ ] Satisfactory
- [ ] Above Average
- [ ] Excellent

SECTION 3 Services Provided through Individualized Plan

86-89) Services Utilized: Fill out during all rating periods following time of referral.

Please check if services are currently being utilized and in the spaces provided please use the following codes to rate frequency and duration of services.

Frequency Scale:
- 1 = 1 time in the last 3 months
- 2 = 1 time per month
- 3 = 1 time per week
- 4 = More than 1 time per week
- 5 = 1 time per day
- 6 = More than 1 time per day

Duration Scale: Please use a numeric value (number) to reflect the number of units (hours) of service the student received during the identified frequency period. For example, if the student received 6 hours of discrete trial format- applied behavioral analysis teaching, two times per week the numeric rating for frequency would be 4 and the numeric rating for duration would be 6.

### Home

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency</th>
<th>Duration</th>
<th>Home Care</th>
<th>Frequency</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Child Care</td>
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<td>Counseling - Couples</td>
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<td>Counseling - Group</td>
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<td>Counseling - Individual</td>
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<td>Counseling – Substance Abuse</td>
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<td>Domestic Violence Intervention</td>
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<td>Respite</td>
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<tr>
<td>Service Coord./Case Mgmt.</td>
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### School

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<th>School Services</th>
<th>Frequency</th>
<th>Duration</th>
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<td>After School Program</td>
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<td>Assistive Technology Services or</td>
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<td>Assistive Technology Services or</td>
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Illinois PBIS Network, 2008-2009

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## School con’t

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<th>Child</th>
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<th>Duration</th>
<th>Frequency</th>
<th>Duration</th>
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<td>_____</td>
<td>☐ Speech and Language Therapy</td>
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<tr>
<td>☐ Case Management Services</td>
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<td>_____</td>
<td>☐ Relaxation &amp; Self-Modulation</td>
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<tr>
<td>☐ Child Care</td>
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<td>_____</td>
<td>☐ Training</td>
<td>_____</td>
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<tr>
<td>☐ Counseling - Group</td>
<td>_____</td>
<td>_____</td>
<td>☐ Social Skills Instruction</td>
<td>_____</td>
</tr>
<tr>
<td>☐ Counseling - Individual</td>
<td>_____</td>
<td>_____</td>
<td>☐ Sensory Plan</td>
<td>_____</td>
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<tr>
<td>☐ Crisis/Safety Plan</td>
<td>_____</td>
<td>_____</td>
<td>☐ Special Education Referral</td>
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<tr>
<td>☐ Curriculum Modification</td>
<td>_____</td>
<td>_____</td>
<td>☐ Speech and Language Therapy</td>
<td>_____</td>
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<tr>
<td>☐ Discrete Trial Format or Applied Behavioral Analysis teaching</td>
<td>_____</td>
<td>_____</td>
<td>☐ Substance Abuse Treatment</td>
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<tr>
<td>☐ FBA/BIP</td>
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<td>☐ Transition Planning</td>
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<td>☐ Visual Communication Systems</td>
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<td>_____</td>
<td>☐ Visual Environment Supports</td>
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<td>_____</td>
<td>☐ Vocational Assessment</td>
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<td>☐ Life Skills Instruction</td>
<td>_____</td>
<td>_____</td>
<td>☐ Vocational/Post-Secondary Planning</td>
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<td>☐ Medication</td>
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<td>☐ ESY-As part of IEP</td>
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<tr>
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<td>_____</td>
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<tr>
<td>☐ Mentor/Advocate</td>
<td>_____</td>
<td>_____</td>
<td>☐ Other</td>
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<tr>
<td>☐ Motor Skills Therapy</td>
<td>_____</td>
<td>_____</td>
<td>☐ Other:</td>
<td>_____</td>
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<tr>
<td>☐ Nursing Care</td>
<td>_____</td>
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<td>☐ Other:</td>
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## Community

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<th>Fam</th>
<th>Child</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>☐ ☐ After School Programming</td>
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<td>☐ ☐ Peer Mentor</td>
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<td>☐ ☐ Child Care</td>
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<td>☐ ☐ Recreation Services</td>
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<td>☐ ☐ Community Mentoring</td>
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<td>☐ ☐ Respite</td>
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<td>☐ ☐ Cultural/Spiritual Supports</td>
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<td>☐ ☐ Youth Support Groups</td>
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<td>☐ ☐ Other</td>
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<tr>
<td>☐ ☐ Outward Bound Experience</td>
<td>_____</td>
<td>_____</td>
<td>☐ ☐ Other:</td>
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</tbody>
</table>

*Form Revised 08/27/07*
How to complete this form:

- Answers to the survey should reflect the team’s experience over the past month or past three months, depending on frequency of assessment.
- Youth’s facilitator and parent or caregiver completes the form together during the initial conversation or the initial child and family meeting.
- Youth’s school teacher is asked to provide input for completing school section of needs and strengths.

1) Date tool was completed: __________________________

2) Please identify the period of assessment:
   - ☐ Time 1/Baseline
   - ☐ Time 2
   - ☐ Time 3
   - ☐ Time 4
   - ☐ Time 5
   - ☐ Time 6
   - ☐ Time 7
   - ☐ Time 8
   - ☐ Time 9
   - ☐ Time 10
   - ☐ Discharge

3) Who filled out this tool: ☐ Individual  ☐ Team

4) If an individual, indicate role:
   - ☐ Parent/Caregiver
   - ☐ Teacher
   - ☐ ISTAC Coordinator
   - ☐ Family Focus Facilitator-Autism
   - ☐ PBIS Coach
   - ☐ Other

5) Student Name: __________________________________________

6) Student ID: ________________________

High Need = student demonstrates significant and/or extreme challenge and need in this area of functioning, potentially leading to failure of the home, school, and/or community placement.

Somewhat Need = student demonstrates challenge and need in this area of functioning but not enough to warrant failure of home, school, and/or community placement.

Somewhat Strength = student demonstrates growth and maturation in this area of functioning, and at times still needs guidance and direction.

High Strength = student demonstrates above average or excellent growth and maturation in this area of functioning requiring no additional guidance or direction.

### Needs/Strengths

<table>
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<tr>
<th>Needs/Strengths</th>
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<th>Home</th>
<th>School</th>
</tr>
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<tr>
<td></td>
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<td>strength</td>
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<tr>
<td>Safety/Medical/Basic Needs</td>
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<td>7) Health does not limit child’s activity</td>
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<tr>
<td>8) Sees a doctor or nurse when needed</td>
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<tr>
<td>9) Is safe from violence/crime</td>
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<tr>
<td>10) Has adequate/safe physical environment</td>
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<td>7) Health does not limit child’s activity</td>
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<td>10) Has adequate/safe physical environment</td>
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<td>Needs/Strengths</td>
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<tr>
<td>11) Has life/survival skills</td>
<td>need</td>
<td>strength</td>
<td>need</td>
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<tr>
<td>12) Has enough to do (age-appropriate activities)</td>
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<td>13) Has enough to eat (well-balanced meals)</td>
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<td>14) Has transportation</td>
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<td>Social Relationships</td>
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<td>15) Has friends</td>
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<tr>
<td>16) Is accepted by other children</td>
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<td>17) Gets along with children</td>
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<tr>
<td>18) Gets along with adults</td>
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<tr>
<td>19) Respects adults in authority</td>
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<tr>
<td>Emotional Functioning</td>
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<tr>
<td>20) Controls his/her anger</td>
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<td>21) Feels that he/she belongs</td>
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<tr>
<td>22) Knows when to ask for help</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>23) Knows how to ask for help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24) Handles disagreements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25) Responds like other youth to emotional situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26) Seeks attention in appropriate ways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27) Follows rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28) Controls him/herself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29) Cares for own personal safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30) Participates in activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs/Strengths</td>
<td>COMMUNITY</td>
<td></td>
<td>HOME</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>need</td>
<td>strength</td>
<td>need</td>
</tr>
<tr>
<td></td>
<td>high</td>
<td>somewhat</td>
<td>high</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>31) Is usually on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32) Accomplishes chores/assignments/jobs/tasks on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33) Accomplishes chores/assignments/jobs/tasks successfully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34) Pays attention to directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35) Works independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36) Behaves appropriately in unsupervised settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37) Likes to get better at the things he/she does</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural/Spiritual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38) Cultural needs are met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39) Spiritual needs are met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40) Feels accepted</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form revised 8.8.07
How to complete this form:

- Classroom teacher or lead teacher for student completes the form
- If more than one teacher is involved in the classroom functioning evaluation, see group scoring options
- Answers to the survey should reflect the teacher(s) experience with youth over the last three months

1) Date tool was completed: _____________________________

2) Student Name: _____________________

3) Student ID: _____________________

4) Please identify the period of assessment:
   - Time 1/Baseline
   - Time 2
   - Time 3
   - Time 4
   - Time 5
   - Time 6
   - Time 7
   - Time 8
   - Time 9
   - Time 10
   - Discharge

5) This tool was filled out by:
   - an individual teacher
   - a team of teachers

6) Please check if you are a:
   - general education teacher
   - special education teacher
   - family focus facilitator-Autism
   - ISTAC Coordinator
   - PBIS Coach
   - other (please specify)___________________

7) How many months has this student been in your class or classes (write in number of months): _______

8) How well do you know this child?  
   - Not Well
   - Moderately Well
   - Very Well

9) Has this student transferred during the past year (circle all that apply)?  
   - School
   - District
   - N/A

10) Is this student attending the school they would attend if they did not have a disability (please circle)?  
    - YES
    - NO
    - N/A

**CLASSROOM FUNCTIONING**  

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION I: (ALL ISTAC PROGRAMS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on your expectations of children in your classroom, please indicate the extent to which the above student...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Attends school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>12) Completes class assignments on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>13) Works independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>14) Completes homework on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>15) Passes quizzes and tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>16) Completes subjects with a passing grade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>17) Participates in classroom discussions and activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>18) Pays attention in class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>19) Participates in extracurricular activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>20) Has friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>21) Engages in socially appropriate behavior with peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>22) Engages in socially appropriate behavior in unsupervised settings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>23) Engages in appropriate classroom behavior with adults</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>SECTION II: CHOICES PROGRAM ONLY</td>
<td>Never</td>
<td>Sometimes</td>
<td>Frequently</td>
<td>Always</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>24) Student follows same routine as other students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>25) Student participates in lessons that are differentiated for all students through out the day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>26) Student participates with same age peers without disabilities in non-academic classes throughout the school day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>27) The student is given individual accommodations to meet his/her learning needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>28) Interactions between student and regular education teacher occur at frequencies similar to other students in the classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>29) Student has individual daily schedule visible (if needed).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>30) Student has a system for communicating with peers and adults, across settings, throughout the school day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>31) Student’s work is monitored for progress and understanding during activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>32) Student follows directions independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>33) Student follows directions with supports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>34) Student completes work independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>35) Student completes work with supports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>36) Student transitions between activities and environments independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>37) Student transitions between activities and environments with supports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>SECTION III</td>
<td>Never</td>
<td>Sometimes</td>
<td>Frequently</td>
<td>Always</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>38) Youth needs academic assistance in excess of the assistance expected with classroom instruction</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>39) This youth needs behavioral interventions beyond the classroom routine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

**ACADEMIC PERFORMANCE**

40) Has student repeated a grade *(please circle)*? **YES** **NO**

41) Is child’s overall performance commensurate with his/her ability *(please circle)*? **YES** **NO**

42) Please rate the student’s academic performance *(circle one)*:

<table>
<thead>
<tr>
<th>Failing</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GPA 0-59%)</td>
<td>(GPA 60-69%)</td>
<td>(GPA 70-79%)</td>
<td>(GPA 80-89%)</td>
<td>(GPA 90-100%)</td>
</tr>
</tbody>
</table>

43) Number of students in your class: ________________

44) How often is this student in your classroom *(please circle)*?

- 50% of less of day
- 51-100% of day
- 2-3 times per week
- Once a week
- Less than once a week

---

**Form revised 8/27/07**
### Illinois Statewide Technical Assistance Center (ISTAC)
Systematic Information Management for Educational Outcomes (SIMEO)
Youth Satisfaction Tool (YS-T): FY09

<table>
<thead>
<tr>
<th>Time 1/Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collected no later than 30 days from referral and before first meeting</td>
<td>Collected 3 months after initial meeting or before school year ends</td>
<td>Collected 6 months after initial meeting or before school year ends</td>
<td>Collected 9 months after initial meeting or before school year ends</td>
</tr>
</tbody>
</table>

**How to complete this form:**
- Youth completes the form
- When completed at baseline, survey is intended to reflect youth’s experience with a previous team (if any) such as a special education IEP team
- At Time 2, 3, & 4 survey is intended to reflect youth’s experience with his/her current child and family wraparound team

1) Date tool was completed: ________________________

2) Please identify the period of assessment:
   - □ Time 1/Baseline
   - □ Time 2
   - □ Time 3
   - □ Time 4
   - □ Time 5
   - □ Time 6
   - □ Time 7
   - □ Time 8
   - □ Time 9
   - □ Time 10
   - □ Discharge

3) Student Name: ________________________________

4) Student ID: _________________________________

### To what extent have members on your team...

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>slightly</th>
<th>somewhat</th>
<th>a great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) included you in the team meetings?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6) included you in decisions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7) asked you about your needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) treated you with respect?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9) asked you about your strengths?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10) asked you about your family’s strengths?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11) asked you about your family’s needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12) helped you understand how to use your strengths and needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13) involved you in activities and programs that were beneficial?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14) increased your ability to get involved with your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Facilitator Instructions:** Please assist or read to youth who may need help reading or understanding items.

*Form revised 8.8.07*
Illinois Statewide Technical Assistance Center (ISTAC)  
Systematic Information Management for Educational Outcomes (SIMEO)  
Family/Caregiver Satisfaction Tool (FS-T): FY09

<table>
<thead>
<tr>
<th>Time 1/Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collected no later than 30 days from referral and before first meeting</td>
<td>Collected 3 months after initial meeting or before the school year ends</td>
<td>Collected 6 months after initial meeting or before the school year ends</td>
<td>Collected 9 months after initial meeting or before the school year ends</td>
</tr>
</tbody>
</table>

**How to complete this form:**
- Parent or caregiver completes the form
- When completed at baseline, survey is intended to reflect parent or caregiver’s experience with a previous team (if any) such as a special education IEP team
- At Time 2, 3, & 4 survey is intended to reflect parent or caregiver’s experience with the current child and family wraparound team

1) Date tool was completed:______________________________

2) Please identify the period of assessment:
   - [ ] Time 1/Baseline  
   - [ ] Time 2  
   - [ ] Time 3  
   - [ ] Time 4  
   - [ ] Time 5  
   - [ ] Time 6  
   - [ ] Time 7  
   - [ ] Time 8  
   - [ ] Time 9  
   - [ ] Time 10  
   - [ ] Discharge

3) Student Name: ________________________________  
4) Student ID: ________________________________

5) What type of team have you worked with in the past? *(Answer only at baseline)*
   - [ ] Child and family wrap team  
   - [ ] Special Ed/IEP team  
   - [ ] Other agency led team  
   - [ ] Other School Team  
   - [ ] Other: ________________________________

6) What is your relationship with this child?
   - [ ] biological/adoptive parent  
   - [ ] foster parent  
   - [ ] therapeutic  
   - [ ] relative  
   - [ ] other: ________________________________

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

<table>
<thead>
<tr>
<th>To what extent have members on your team provided the following…</th>
<th>not at all</th>
<th>slightly</th>
<th>somewhat</th>
<th>a great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) scheduled meetings at convenient times for you to meet?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8) returned phone calls in a timely manner?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9) included you in decisions about your child and family?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10) asked you about the needs and strengths of your entire family?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11) treated you with respect?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12) improved your family’s quality of life overall?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13) improved your ability to care for your child?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
To what extent have members on your team provided the following…

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>slightly</th>
<th>somewhat</th>
<th>a great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>14) eased your worries about the future well-being of your child?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15) given you information about your community resources?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16) helped you understand your child’s strengths?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17) helped you understand your child’s needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18) helped you understand your family’s strengths?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19) helped you understand your family’s needs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20) helped you understand how to use strengths and needs to work with your child?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21) helped you obtain services for your child and family that you were unable to get before?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22) increased your ability to get involved with your child’s school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

23) If a friend were to ask you about this experience what would you tell him or her?

<table>
<thead>
<tr>
<th></th>
<th>very unlikely</th>
<th>very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>24) How likely would you repeat this process if your family needed assistance in the future</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>25) How likely would you recommend this process to a friend?</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

We appreciate your comments.

Thank you! 😊

Facilitator Instructions: Please assist or read to respondent who may need help reading or understanding items.

Form revised 8.8.2007
Illinois Statewide Technical Assistance Center (ISTAC)
Systematic Information Management for Educational Outcomes (SIMEO)
ISBE Parent Survey: FY09

<table>
<thead>
<tr>
<th>Time 1/Baseline (Autism Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collected no later than 30 days from referral and before first meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time 2/Discharge (All Initiatives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collected at case close or end of the intervention process.</td>
</tr>
</tbody>
</table>

How to complete this form: Form should only be completed for students who are special education identified and have an IEP. Answers to survey should reflect the parent or guardians perspective at discharge or close of participation in the Initiative. IATTP Families should also complete at baseline.

1) Date tool was completed: _____________________________

2) Please identify the period of assessment: □ Baseline-1 (IATTP Only) □ Discharge-2 (All Other Initiatives)

3) If indicate the role of individual filling out form: □ Biological Parent(s) -1 □ Caregiver-2 □ Legal Guardian-3 □ Other-4

4) Student Name: _____________________________

5) ID#: _____________________________

6) Student’s Date of Birth: ___/___/____

<table>
<thead>
<tr>
<th>Schools Effort to Partner with Parent</th>
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<tbody>
<tr>
<td>Place an X in the column that matches the correct rating</td>
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<th>3</th>
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<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Strongly Disagree</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Very Strongly Agree</td>
</tr>
</tbody>
</table>

7) I am considered an equal partner with teachers and other professionals in planning my child’s program.

8) I was offered special assistance (such as child care) so that I could participate in the IEP meeting.

9) At the IEP meeting, we discussed how my child would participate in statewide assessments.

10) At IEP meetings, we discussed accommodations and modifications that would meet my child’s needs.

11) All of my concerns and recommendations were documented on the IEP.

12) Written justification was given for the extent that my child would not receive services in the regular classroom.

13) I was given information about organizations that offer support for parents of students with disabilities.

14) I have been asked my opinion about how well special education services are meeting my child’s needs.

15) My child’s evaluation report is written in terms I understand.

16) Written information I receive is written in an understandable way.

17) Teachers are available to speak with me.

18) Teachers treat me as a team member.
### Teachers and Administrators

*Place an X in the column that matches the correct rating*

<table>
<thead>
<tr>
<th></th>
<th>1 Very Strongly Disagree</th>
<th>2 Strongly Disagree</th>
<th>3 Disagree</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
<th>6 Very Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>19</td>
<td>Teachers and Administrators seek out parent input.</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>Teachers and Administrators show sensitivity to the needs of students with disabilities.</td>
<td></td>
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<tr>
<td>21</td>
<td>Teachers and Administrators encourage me to participate in the decision making process.</td>
<td></td>
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<tr>
<td>22</td>
<td>Teachers and Administrators respect my cultural heritage.</td>
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<tr>
<td>23</td>
<td>Teachers and Administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).</td>
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### The School

*Place an X in the column that matches the correct rating*

<table>
<thead>
<tr>
<th></th>
<th>1 Very Strongly Disagree</th>
<th>2 Strongly Disagree</th>
<th>3 Disagree</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
<th>6 Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>The school has a person who is available to answer parent’s questions.</td>
<td></td>
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<tr>
<td>25</td>
<td>The school communicates with me regularly regarding my child’s progress on IEP goals.</td>
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<tr>
<td>26</td>
<td>The school gives me choices with regard to services that address my child’s needs.</td>
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<tr>
<td>27</td>
<td>The school offers parents training about special education issues.</td>
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<tr>
<td>28</td>
<td>The school offers parents a variety of ways to communicate with teachers.</td>
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<tr>
<td>29</td>
<td>The school gives parents the help they may need to play an active role in their child’s education.</td>
<td></td>
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<tr>
<td>30</td>
<td>The school provides information on agencies that can assist my child in the transition from school.</td>
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<tr>
<td>31</td>
<td>The school explains what options parents have if they disagree with a decision of the school.</td>
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WHAT IS WRAPAROUND?

The wraparound process is based on individualized, needs driven planning and services. It is not a program or a type of service. It is a value base and an unconditional commitment to create services on a "one student at a time" basis to support normalized and inclusive options for students with complex needs.

An individualized plan is developed by a Child and Family Team, consisting of the people who know the student best.

This plan is needs driven rather than service driven. Services are not based on a categorical model but on specific needs of the student, family and teacher.

The plan is based on needs identified by the family.

The plan is based on teacher expectations.

The plan is strengths based. Human services have traditionally relied on the deficit model, focusing on pathology. Positive reframing to assets and skills is a key element in all individualized planning.

The plan is focused on normalization. Normalized needs are those basic human needs that all persons (of like, age, sex, culture) have.

The team makes a commitment to unconditional care. Services and interventions are changed to meet the needs of the student rather than referring them to another setting.

Academic and support services are created to meet the unique needs of the student. Though many plans rely on blending and reshaping categorical services, teams have the capacity to create individualized supports and activities.

Services are based in natural school environments. Restrictive settings are accessed only for brief periods of stabilization.

Services are culturally competent. The composition of the team assures a fit to the person's culture and community.

Planning and services are comprehensive, addressing needs in three or more life domain areas. These life domains are: family, living situation, vocational, educational, social/recreational, psychological/emotional, medical, legal and safety/crisis.

The plan is financially supported by flexible use of existing categorical resources or through a flexible funding mechanism.

Outcome measures are identified and measured often and these outcomes are generated by parent and teacher expectations.
LIFE DOMAIN AREAS TO CONSIDER IN WRAPAROUND PLANNING

RESIDENCE:
Do the current living arrangements meet the family’s needs?

FAMILY:
Who is in this family, by their definition? Do all family members have appropriate access to each other? What do the members of the family need to stay together or in touch with each other? Are there serious, unmet needs for any family members that impair family functioning?

SOCIAL:
Do family members have friends and access to their friends? Does this family have the opportunity to socialize with each other? As individuals? Do they have any fun? Do they have any way to relax?

EMOTIONAL/PSYCHOLOGICAL:
Does the referred individual have any unmet needs in these areas? Other family members? Are there unresolved issues that impede normal interactions within the family or in the community?

EDUCATIONAL/VOCATIONAL:
What will it take to ensure a viable education for the children, particularly the identified client? Do older children have access to employment opportunities? For what sort of future are they being prepared? Are their rights intact?

SAFETY:
Is everybody in the family safe? Are there dangers to individual family members? Is anybody potentially dangerous to themselves or to the community?

LEGAL:
Are any family members involved in the judicial system, on probation or parole? Do they have representation? Are there issues around custody?

MEDICAL:
Are health care needs met? Does the family have access to any specialist services they may need?

OTHER POSSIBLE AREAS:
Crisis intervention, Spiritual, Cultural, Financial, Behavioral, or whatever seems to suit the family in question.
LIFE DOMAINS

Safety/Crisis
- Student’s ability to seek appropriate assistance when in trouble/need
- Student’s awareness of violence/risk factors specific to the building (avoiding gangs, students who get in trouble, drugs/alcohol abuse, weapons)
- School’s awareness of contact person relevant to the student
- Student’s understanding of the proper policy and procedures when seeking help
- School’s development of specific policies and procedures regarding crisis/safety issues
- School personnel’s awareness of intervention strategies for specific students
- Implementation of team crisis plan

Family
- Describe family involvement/participation with school personnel
- Describe the communication between school and family
- Describe the family’s knowledge of school rules, expectations, and academic program
- Describe family values regarding education
- Describe the school’s awareness of family issues
- What is the parents’ awareness of school persons to contact regarding academics, discipline, medical, and extracurricular activities?
- What is the school’s awareness of family member(s) to contact regarding the student (who, when, where)?
- Discuss the school’s communication format regarding discipline, academics, extracurricular activities (home visits, telephone, letter)
**Vocational**

- Describe student’s general understanding of graduation requirements, academic credits, etc.
- Discuss student’s participation in course selection
- Discuss community work experience opportunities
- Discuss student’s vocational options
- Discuss student’s opportunities to learn about careers
- Discuss student’s work experience opportunities thorough school
- Discuss awareness of vocational strengths

**Cultural/Spiritual**

- Describe how school exhibits positive reflection of cultural/spiritual belief thorough curriculum, teaching styles, building artifacts, holiday celebration, field trips, community awareness
- Describe activities and resources relevant to cultural/spiritual beliefs
- Discuss staff awareness of cultural/spiritual conflict potential and resolution strategies
- Describe student’s ability to identify a person in school that is culturally sensitive to his/her needs (academic, emotional, family, etc.)
- Describe how school personnel are skilled in cultural diversity
- Describe cultural competency opportunities available to school personnel
- Describe cultural competency opportunities available to students/families

**Home**

- Discuss whether or not the basic needs are met (shelter, food, supplies, field trip money, appropriate clothes for physical education, fashionable clothes, etc.)
- What mode of transportation is available (bus, cab, walk, weather factors, etc.)
Medical

➢ Describe student’s medical status regarding the following:

✓ Immunizations
✓ Physical examinations for registration and sports
✓ Medical contact person in case of emergency
✓ Physical accessibility
✓ Medicine at school
✓ Permission to administer medication
✓ Instructions to administer medicine
✓ Medication supply and refill procedures
✓ Eyeglasses
✓ Dental care and examination

Educational

➢ Describe student/teacher communication patterns;

➢ Describe student’s typical day (whole or half day)

➢ Discuss student’s usage of free time during the school day (morning, lunch time, after school), and behavior during transition times

➢ Discuss student’s preparedness for class and readiness for school

➢ Discuss student’s homework completion patterns

➢ Describe student’s on-task behaviors and study habits

➢ Discuss student’s preferred style of learning (hands-on or pencil paper) and preferred learning environment

➢ Discuss teachers’ preferred style of teaching

➢ Discuss students’ grades

➢ Discuss knowledge and usage of, or access to, school academic support services

➢ Describe student’s favorite subject/school person
- **Emotional/Psychological**
  - What is the student’s attitude towards school?
  - What are the students’ feelings about teachers (staff)?
  - What are the teachers’ expectations?
  - How does the student feel about his/her academic potential?
  - How does the teacher feel about the students’ academic potential?
  - What is the student’s belief in his/her future potential?
  - Describe the status of the student among his/her peers (leader or follower)
  - What is the student’s ability to filter others’ opinions?
  - Discuss how the student accepts responsibility for self (behavior)
  - What are the student’s hopes, dreams, and goals?
  - How is the student showing maturity?
  - How is the student working towards independence?
  - What is the student’s ability to make positive choices?
  - What opportunities are available to the student to make choices (academically, recreationally, and socially)?
  - What is the student’s ability to resolve conflict positively? – Describe the methods.
  - What is the student’s ability to identify/acknowledge a range of feelings?
  - What is the student’s ability to seek positive support from him or her and teachers?
  - What access does the student have for support to resolve conflict?
  - Describe what opportunities are available to teachers for skill development, personal counseling, and in-school resources.
Legal

- Discuss student/family’s awareness of school rules and policy regarding attendance, behavior (fighting), substance abuse and weapons
- Discuss access to legal education advocate
- Discuss access to knowledge of surrogate parent
- Discuss awareness of appeal process
- Discuss access to documentation

Social/Recreation

- Discuss whether or not the student has a self-selected positive peer group
- Discuss the student’s ability to act independently of peer group (can he/she entertain self? Is he/she aware of activities to do by oneself?)
- Discuss participation in school activities during school and outside of school
- Describe attendance in extracurricular activities
- Describe student’s access to transportation support for extracurricular activities
- Discuss leadership opportunities in extracurricular activities
- Discuss student’s access to activities at school relevant to cultural factors (race, gender, age group)
- Describe best friend(s)
- Describe peer group (who does student “hang out” with?)
- Describe parent involvement in student’s activities
- How does the student get financial support for extracurricular activities?
FEATURES OF WRAPAROUND

◆ A unique feature of wraparound is that one integrated plan addresses needs of the student beyond the school day.

◆ The school-based portion of the wraparound plan takes planning beyond where the student will attend school or in what program she will be placed.

◆ At least some critical members of the team must resemble the family in terms of such demographic variables as economic circumstances, family composition and neighborhood.

◆ An important characteristic separating wraparound plans from other types of student plans is that it is driven by needs rather than by the programs that currently are available.

◆ Rather than concluding that the student “isn’t able to succeed in the program, “the team assumes responsibility for changing the plan to make it work for the student.

◆ Interventions build on strengths that exist in the student, teacher and family.

◆ Expectations for students are based on those for typical students in the target student’s ecological settings.

◆ The specific services included in a wraparound plan may reflect a blend of traditional and non-traditional programs and resources.

◆ Teams have the capacity to create unique individualized supports and activities.

◆ Wraparound planning is evaluated on the basis of significant but accountable outcome measures.
SOME MAJOR ELEMENTS OF SCHOOL BASED WRAPAROUND CARE

- Responsive to the needs of the individual student and their family
- Strength/support not deficits/fix orientation
- Flexibly delivered in terms of time, quantity and approach
- Typical of age/culture/environment
- Comprehensive for all domains and entire school day
- Integrates formal school services informal school-based supports
- Unconditional

- Assures that resources are delivered on the basis of need rather than program or setting definitions
- Analyzes school or special education operations on the basis of the single student
The Four Phases of Wraparound

OVERVIEW OF PHASES

Phase I: Team Preparation
- Get people ready to be a team
- Complete strengths/needs chats (baseline data)

Phase II: Initial Plan Development
- Hold initial planning meetings (integrate data)
- Develop a team “culture” (use data to establish voice)

Phase III: Plan Implementation & Refinement
- Hold team meetings to review plans (ongoing data collection and use)
- Modify, adapt & adjust team plan (based on data)

Phase IV: Plan Completion & Transition
- Define good enough (data-based decision-making)
- “Unwrap”
First Phase of Wraparound: Team Development

Facilitator
- Meets with family & stakeholders
- Gathers perspectives on strengths & needs
- Assess for safety & rest
- Provides or arranges stabilization response if safety is compromised
- Explains the wraparound process
- Identifies, invites & orients Child & Family Team members
- Completes strengths summaries & inventories
- Arranges initial wraparound planning meeting

Completed Products
- A strength summary detailing the family’s story
- A strength inventory listing of family strengths
- List of potential team members
- Initial needs list
  - Student Disposition Tool
  - Educational Information Tool
  - Home/School/Community Tool

Details
- Signed Releases to speak with potential team members
- Roster of team members names, numbers & addresses
- Individualized arrangements to assure maximum team participation in meeting

Benefits & Enhancements
- Defines the starting point
- Creates a common reality for all team members
- Sets foundation for future measurement
- Creates capacity to gather a range of responses
- What are yours?

Challenges & Questions
- Integrating data tools into basic wraparound patterns
- What if responses are vastly different?
- Avoiding the “paper-driven” trap
- How to share your information as you move to Phase II
- Balancing family-driven & directive interviewing
- Introducing Wraparound Evaluation Tool
- What are yours?
Second Phase of Wraparound: Plan Development

Facilitator
- Holds an initial (or 2) wraparound plan development meeting
- Introduces process & team members
- Presents strengths & distributes strength summary
- Solicits additional strength information from gathered group
- Introduces needs statements & solicits additional perspectives on needs from team
- Ensures consequences on “Big Needs” that will guide all team actions
- Creates a way for team to prioritize needs
- Leads the team in generating brainstormed methods to meet needs
- Solicits or assigns volunteers
- Documents & distributes the plan to team members

Completed Products
A written plan of care that:
- Indicates “Big Needs”
- Needs selected for action
- Interventions/actions including who will do what when & what strengths are built on
- A written safety response plan detailing anticipated event & response as well as a notification plan
  - Family-Caregiver Satisfaction Tool
  - Youth Satisfaction Tool
  - Wraparound Integrity Tool
  - All previously introduced Tools

Details
- Distribution of Plan of Care to all team members
- A schedule for ongoing meetings

Benefits & Enhancements
- Gathers child & family input from a variety of sources
- Rates your practice across operational values
- Ties to results rather than just process
- What are yours?

Challenges & Questions
- Timing, timing, timing
- Balancing parent/caregiver & youth satisfaction is tricky
- Summarizing relevant data for this team, how do you choose?
- Introducing a structured decision making process in passionate circumstances
- What are yours?
Third Phase of Wraparound: Plan Implementation & Refinement

Facilitator

- Sponsors & holds regular team meetings
- Solicits team feedback on accomplishments & documents
- Leads team members in assessing & analyzing the plan
  - For Follow Through
  - For Impact
- Creates an opportunity for modification
  - Adjust services or interventions currently provided
  - Stop services or interventions currently provided
  - Maintains services or interventions currently provided
- Solicits volunteers to make changes in current plan array
- Documents & distributes team meeting minutes

Completed Products

- Ongoing meeting minutes that detail changes in the Plan of Care
- Quarterly reports that detail progress toward meeting needs/achieving outcomes (the graphs)
- Ongoing record of team member participation detailing who has attended & who has not
  - All Tools

Details

- Method for communication for team members
- Process for orienting new team members as circumstances change

Benefits & Enhancements

- Gets the facts in front of the team
- Allows for reasoned modification, takes the personal out of it
- What are yours?

Challenges & Questions

- Integrating data summaries with other inputs
- Strategically choosing best summaries
- Following a disciplined decision making process
- Relating the data to the intervention rather than just the location
- What are yours?
Fourth Phase of Wraparound: Plan Completion & Transition

Facilitator
- Holds meetings
  - Solicits all team members sense of progress
  - Charts sense of met need
  - Has team discuss what life would like after Wraparound
- Reviews underlying context/conditions that brought family to the system in the first place to determine if situation has changed
- Identifies who else can be involved
- Facilitates approach of “post-system” wraparound resource people
- Creates or assigns rehearsals or drills with a “what if” approach
- Formalizes structured follow-up if needed
- Creates a commencement ritual appropriate to family & team

Completed Products
- Written Transition Plan that details how to access ongoing services/supports if necessary
- Written crisis plan that details who & how to contact individuals
- Follow up phone numbers for team members
- Formal Discharge Plan detailing strengths & interventions that were successful & those that weren’t
  - All Tools

Details
- Written letters of introduction for anticipated next formal service access
AT THE INITIAL TEAM MEETING:

1. Clarify Roles/Goals of Team Members
2. Determine Logistics for Meetings
3. Agree on Rule of Interaction
4. Summarize Strengths, Issues, Perspectives
5. Set Mission
6. Identify Needs
7. Prioritize Needs
8. Action Planning
9. Commitment
10. Follow-up
TIPS FOR RUNNING
A SCHOOL-BASED PLANNING MEETING

➢ Check for opportunities to build alliances and communication between the parent and teacher. Often if communication can occur between these two players the student's performance will naturally improve.

➢ Cover academic as well as behavioral concerns. This allows the teacher to be seen as an expert who can bring knowledge and resources to the table.

➢ Draw outcome statements and goals from the concerns of school and family stakeholders.

➢ Avoid allowing the facilitator to become the primary provider. The key to successful plans involves having those people already involved with the students being supported to try simple interventions.

➢ Consider concerns of the building administrator in developing a plan. Administrator concerns may be most helpful in setting reasonable outcomes for the student.

➢ Keep the meeting positive and action oriented. If significant administrative or treatment concerns do come up, refer them to another setting.

➢ Avoid over-programming in any area. Often the simplest solutions are most effective.
STRATEGIES FOR IDENTIFYING KEY PLAYERS IN THE SCHOOL FOR A STUDENT IN NEED OF SUPPORT

- Link to the 4 - 8 people who know the student best
- Ask the student in need of support who is most important to them in their school day
- Check with the parent to find out who the student speaks about at school
- Share ways that key players emerge in your own life to help set the direction
- Incorporate the obvious people within the school that the student may overlook due to proximity
- Explore extracurricular activities as a potential source of support
- Use patience in exploring these issues; people will tell you as they trust you
- Invest time in this process as it is a key to the success of your plan
- Spend time with the teacher in various settings to explore hidden opportunities
- Explore key players through others (administrators, secretaries) with permission
- Recognize that key players may change over time as needs change
- Include key players from various academic areas
- Do not overlook key players who are unpleasant to deal with
- Consider identifying key players tied to each class or activity
- Emphasizing naturally occurring key players builds overall school support of a plan
GUIDING QUESTIONS TO ASSIST WITH INITIAL CONVERSATIONS

1) What is your role with this child/family?

2) What is your goal within your role?

3) What effort have you or others put forth to meet your goal?

4) What has worked? What challenges have you encountered?

5) What is your hope, dream, vision?
GOALS & OUTCOMES OF INITIAL CONVERSATIONS

GOALS:

- Identify core team members' perception of their role and their goal
- Identify their perception of current efforts around goal
- Identify barrier that may prevent them from reaching their goal

OUTCOMES:

1. Establish rapport
2. Solicit involvement in the team process
3. Evaluate logistical concerns
4. Obtain information for plan
   - Strengths/what's Working
   - Resources Available
   - Dream/vision: Goals
   - Normalized Needs
   - Needs/issues
   - Resources Needed
   - Potential Team Members
STRENGTHS ASSESSMENT

PURPOSE: To learn the good news about students; to get a truly balanced picture of people; to identify the assets already available in the school which can be deployed on behalf of the student; to discover what might appeal to teachers and families in need of support; to explore the student's dreams for the future.

RATIONALE: It is student and family strengths that pull them through life's crisis moments, not their pathology and diagnoses. New types of supports for students within their schools are apt to be most successful if they build on existing strengths of the student, family, teacher and individual building.

PROCESS: Family and student strengths should be gathered in a conversational manner with the student and/or family. In school based wraparound plans, teachers and other key school stakeholders should be given an opportunity to identify strengths at the first possible contact. Generating a strength list can take several meetings, in a variety of locations with both family and school stakeholders. The task is to give people an opportunity to know the whole student, not to attribute etiology or get a service history. If an intervention history is needed, it can be gathered at another time. Typically, when people begin the wraparound process, lots of information is already available and documented, although there is usually not much about the strengths of the student.

METHOD: In terms of working with the family and use a conversational style. Begin a dialogue sharing common sorts of information back and forth. Feel free to model information sharing by telling them about some of your own traits or preferences. If the person has been inadvertently "trained" to respond to members of the professional community with a social history, bring the conversations back to strengths by asking questions. In working with schools, try to patiently generate a list of strength traits through contact with teachers over time. Both teachers and parent are often too frustrated with the student to identify strengths so the facilitator must use patience and listen for hidden strengths.

DOCUMENTATION: The documentation from a strength assessment involves a list of traits which will be used to start the first meeting. In developing this list, it is important to make sure that both parents and teachers know what is on the list before the first meeting. Parents and teachers who see this strength approach in a meeting, may often feel that their concerns were not heard if they have not had a chance to get used to this list of strengths.

NECESSARY SKILLS: As the process of building a-strength based assessment occurs, the person completing the assessment must have special skills. The first of these includes reframing or viewing the student's individual strengths, talents and capacities rather than labels which have previously been applied. Secondly, a great deal of patience is required as many of the people who are contacted for this process may have a very long history of system involvement. This often results in mistrust. Finally, the ability to begin to build alliances between the teacher and parent is necessary to support.
SAMPLE QUESTIONS FOR FAMILY STRENGTH ASSESSMENT

What do you like to watch on television?

What are your favorite movies, books? Which celebrities do you like and why?

What are the best things about each of your children? Your parents?

What do you do for fun?

Who are your close friends and why are they special to you?

What kind of future do you hope to see for your children? Yourself?

What makes you mad?

What do you do to “blow off steam”?

How did you meet your spouse/significant other?

What is your neighborhood like? How long have you lived there?

What were you like as a kid? What you think you’ll be like as an adult?

What one thing do you do every week that you enjoy?

What was the best vacation you ever took? What made it the best?

How do you picture your life five years from now?

What makes you smile about your family at least once a day?

If you could have one goal met within the next year what would it be?
SAMPLE QUESTIONS FOR SCHOOL STRENGTH ASSESSMENT TO BE ASKED OF TEACHERS ABOUT THEIR SCHOOLS

What are the best aspects of this school for the entire student body?

What are the ways you and other teachers have partnered with parents in the past? What did you find most successful?

What are the best things about your classroom?

What do you do for fun in your classroom?

What are the three most important behavioral expectations you have for students who enter your class?

What are the three most important academic expectations for students who enter your class?

What types of students with special needs do you feel this school is most successful with?

Which students do you consider yourself most successful with?

What one thing do you do with your class every week that you enjoy?

How do you picture this school five years from now?

If you could have one academic need met for your classroom this year, what would it be?
SAMPLE QUESTIONS FOR SCHOOL-BASED STRENGTH ASSESSMENT
QUESTIONS TO ASK TEACHERS ABOUT STUDENTS

What is this student’s favorite class?

Who does the student admire most in the school? Peers? Staff?

What type of activities does this student do for fun?

What was the best day you can remember this student having in the past week? month? longer?

What kind of future do see for this student if (s)he gets the right kind of supports?

What if you could create any type of support for this student?

What types of things would make him/her most successful academically?

How do you remember this student on the first day of school?

What is your classroom like? How does it compare with your previous classes?

What one thing do you do with this student every week or two that you enjoy?

What types of help would you find most useful in improving outcomes for this student.

If you could have one goal met for this student within the next year what would it be?
STRENGTHS ASSESSMENT EXERCISE

Think about a school you plan to work with using the wraparound approach. Identify key stakeholders within that school. Generate several strengths about each of the key stakeholders within that school using the table below.

<table>
<thead>
<tr>
<th>Support System Member</th>
<th>Strengths</th>
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Needs and Wraparound

Assumptions & Values

- Difficult behaviors result from unmet needs
- Difficult behaviors tell us important things about a person’s life
- Common “misses” for families
  - Meaningful relationships
  - Sense of safety & well being
  - Power & Control
  - Joy
  - Relevant skills & knowledge
  - A sense of value & self worth
- Needs are not services
- Allow family to voice their needs rather than assessing needs for them
- Needs extend beyond “service” boundaries

Best Practice Targets

- Needs are documented in a plan of care
- Needs range across life domain areas
- Needs are “spoken” & approved by the family
- Needs are prioritized to no more than five
- Team measures family experience of “met need” rather than service provided
- Interventions to meet needs are documented rather than slots for referral

Practice Patterns: How it Happens in Wraparound

- Named facilitator looks for needs as they complete the strengths “chats”
- Needs statements brought together as a team
- Family confirms accuracy or not
- Prioritized as most important together
- Focus on the “why” of a need not the “how” of it
- Needs to be able to support kids rather than needs a car to get to work
- Needs are not services
  - Not “she needs treatment” but “she needs to know she can still have fun while sober”
- Needs are not goals
  - Not “she needs to attend school” but “she needs to be convinced she can learn in school”

P. Miles, 2004
Differentiating Between Needs, Services and Goals

Services are Not Needs

A Service:

- Defines why do the action
- Unifying concept that cuts across all three levels of service
- Changes infrequently until reports indicate “met need”

A Need:

- Defines the action
- Three levels:
  - Existing service
  - Intervention
  - Support
- Frequent changes based on new information

Goals are Not Needs

A Goal:

- Is something I can imagine for someone else
  - “You need to get into treatment”
- May address system or adult mandates
  - “You need to do this”
- Addresses needing “to”
  - More of a command

A Need:

- Is something I can imagine the person saying if they could
  - “I need help getting a life to be sober for”
- Will address compelling reason for the person
  - “I need to do this so I can get that”
- Addresses needing “from”
  - More of a compelling purpose
Needs Talk at Team Meetings

When a team member disguises a service as a need, i.e.
✓ He needs a special education placement or
✓ The family needs counseling

Ask the team member
✓ What do you hope will be accomplished through this?
✓ Why do you think this is important to the person?
✓ How will you know when it’s been effective?

➢ Focus on the “why” of a need not the “how” of it
  ✓ Needs to be feel competent with reading” rather than “Needs to complete assignments”.

➢ Use descriptive terms
  ✓ To learn, To know, To experience, To feel, To see, To have, To be

➢ Deal with the “big” stuff
  ✓ Families deserve to know their teams are dealing with their larger challenges
ELEMENTS OF EFFECTIVE TEAMS

1. Engaged participants

2. Clearly defined:
   - goals
   - roles
   - principles of interaction

3. Information gathering and synthesis

4. Plan design and development

5. Implement, monitor, revise

6. Evaluation of outcomes

7. Transitioning
COMPOSITION AND FUNCTION OF EFFECTIVE TEAMS

1. Daily contact people actively engaged.

2. Roles clearly defined and understood.

3. Actions systematic and coordinated.


5. Differences resolved in clearly defined manner.

6. Members understand and work with each other’s system abilities and constraints.

7. Team can articulate its goals.

8. Team evaluates and negotiates logistics.

9. Team adapts and responds to change when presented with the unexpected.
KEY ELEMENTS OF PLAN DESIGN

1) Modify Context

2) Support Skill Development
   - Academic
   - Social Skills
   - Behavior (positive behavior supports)

3) Process for Building on Strengths

4) Ways for Accessing Resources

5) Means for Processing Information

6) Anticipates and Addresses Specific Safety Needs
Examples of Differences & Similarities in Perceptions

Example 1

A school nurse perceived the mother of a youth with a serious physical condition to be lacking good judgment and genuine empathy for her son.

While the Wraparound facilitator perceived the mother to be a single parent who was trying to meet the needs of her son and herself simultaneously.

Example 2

A school social worker perceived a mother of four children to be avoidant and unwilling to deal with the behavioral problems her children were experiencing.

While the parent advocate perceived the mother to be a single parent who was coping the best she could with significant and multiple stressors including; homelessness, working full-time, and attending school.

Example 3

A general education kindergarten teacher perceived the behavior of a boy in her classroom as bossy and aggressive toward peers.

The behavioral specialist perceived that the boy, who was accustomed to receiving praise at home from his mother for helping to "parent" siblings, was interacting with peers at school in a similar way to obtain attention and praise from adults at school.

Example 4

Administrators at a large high school perceived that the discipline policy of issuing a detention for tardy behavior, followed by a one-day suspension for failing to serve the detention, had to be applied uniformly across all students.

The guidance counselor at the high school, who was working with a male senior that was chronically late in arriving to school, perceived that the application of the tardy policy for this particular student was ineffective and was contributing to placing the student at-risk for dropping out of school.

Similar to the guidance counselor, the father of the youth perceived that the detentions and suspensions his son was receiving for arriving to school late was making the situation worse and was contributing to his son’s desire to drop out of school.
FEATURE OF EFFECTIVE CRISIS PLANNING

- Effective crisis plans anticipate crises based on past knowledge. The best predictor of future behavior is past behavior.
- Great crisis plans assume the "worst case" scenario and plan accordingly.
- As you build a crisis plan always research past crises for antecedent, precipitant, and consequent behaviors.
- Effective plans incorporate child and family outcomes as benchmarks or measures of when the crisis is over.
- Good crisis plans acknowledge and build on the fact that crisis is a process with a beginning, a middle, and an end rather than just a simple event.
- Crisis plans change over time based on what is known to be effective.
- Clearly negotiated crisis plans, with clear behavioral benchmarks, help teams function in difficult times.
- Behavioral benchmarks, (# runs, # stitches in a cut, etc.) need to change over time to reflect progress and changing capacities and expectations of the youth and family.
TIPS FOR BUILDING EFFECTIVE CRISIS PLANNING

- Always build that "triage" for differing levels of intensity and severity of crisis events. (Small crises do not require the same response as big crises).
- Build crisis plans early in life of the team so they are in place when crisis occurs.
- Be sure to ask the child and family what can go wrong with the whole plan as the first step in building the crisis plan. They know best what can go wrong.
- Build crisis for 24-hour response. Crisis seldom occurs when it is convenient.
- Clearly define roles for team members, Plan them up front and it will help the team keep to the mission of the overall plan during a crisis.
- Build roles for family members and natural support people as they are likely to be most responsive during a crisis.
- Create time for the team to assess their management of a crisis within two weeks of the crisis.
- Establish a rule that no major decisions can be made until at least 72 hours after the crisis has passed. This can keep a team from overreacting to an event.
Illinois PBIS Network  
Tier 3/Tertiary Student Action Plan & Progress Update - Page 1

Date: _______________

Student: ____________________ School: __________________________ School Contact: _______________________

Grade: ____________________ Age: _________ SIMEO ID#: ______________________________

Student Intervention History

Check interventions that the student has received. Include start date and end date (if applicable):

<table>
<thead>
<tr>
<th>Simple Secondary Interventions (CICO)</th>
<th>Small Group Interventions</th>
<th>Simple Secondary Interventions with Individual Features(CnC)</th>
<th>Brief Function-Based Behavior Plan</th>
<th>Complex/Multiple-Life - Domain FBA/BIP</th>
<th>Wraparound Support</th>
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<tbody>
<tr>
<td>Start Date</td>
<td>End Date</td>
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<td>End Date</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<th>Data</th>
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<tbody>
<tr>
<td>Percentage of Points Earned</td>
<td>Percentage of Points Earned</td>
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</table>

Need for referral to secondary interventions listed above:

SECONDARY INTERVENTIONS OVERVIEW: Briefly describe secondary individual features of secondary interventions. Describe FBA/BIP (if applicable)

________________________________________________________________________

________________________________________________________________________

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SECTION 1: Team Development

Meeting Date: __________ Youth/Student: _______________ Parent Guardian: _________________ Facilitators: _______________ School Contact: _________________

CONFIDENTIALITY AND ATTENDANCE: I agree to honor the rights and privacy of any persons discussed in this meeting. I agree not to divulge any information regarding any family, person, or agency, which may be referred to in the course of this meeting.

<table>
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<tr>
<th>Name</th>
<th>Relationship/Role</th>
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SECTION 2: Mission Statement


SECTION 3: Safety Plan


### Illinois PBIS Network Wraparound Action Plan – Page 3

#### SECTION 4: Strengths
*(List specific strengths using SIMEO data combined with information provided by team members.)*

<table>
<thead>
<tr>
<th>Home</th>
<th>School</th>
<th>Community</th>
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#### SECTION 5: Big Needs
*(Prioritize the Big Needs using SIMEO data combined with information provided by team members.)*

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</table>

**Life Domain Areas to Consider:**

- family support
- living situation
- safety
- educational/vocational
- cultural/spiritual
- legal
- health/medical
- basic needs
- social/recreational
- emotional/behavioral
SECTION 6: Child & Family Team Action Plan

(Team members review and update Action Plan at each meeting based on data/progress monitoring.)

<table>
<thead>
<tr>
<th>Domain</th>
<th>NEED</th>
<th>OUTCOME</th>
<th>STRENGTHS</th>
<th>STRATEGIES (What, By Whom, By When)</th>
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<th>NEED</th>
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</table>
SECTION 7: Behavior Support Plan-Competing Behavior Pathway

Student Name: ________________

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Behavior Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
</table>

(Make problem behavior irrelevant)  (Make problem behavior inefficient)  (Make problem behavior ineffective)
### Illinois PBIS Network Wraparound Action Plan – Page 6

**SECTION 8: Individual Student Data for Progress Monitoring**

<table>
<thead>
<tr>
<th>(Please indicate time period)</th>
<th>Baseline</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
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<tbody>
<tr>
<td><strong>GRADES</strong></td>
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<td>ODRs</td>
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<td>ISS (In-School Suspensions)</td>
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<td>OSS (Out of School Suspensions)</td>
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<tr>
<td>Attendance: Absences/tardies</td>
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<td><strong>OTHER DATA</strong></td>
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Other data that describes success (perception of team members, family, etc.)

________________________________________________________________________

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Include SIMEO graphs.
# SCHOOL BASED UNIFIED ACTION PLAN

**Directions:**
1. Use one action plan document to collect and organize all of the building’s planning needs.
2. Only complete boxes necessary to create each action step.
3. Sources of action steps come from trainings, as well as tools such as BoQ, PoI, SAS, SSS, School Profile, etc.

<table>
<thead>
<tr>
<th>Tier/Topic</th>
<th>Evidence/Data</th>
<th>Roadblocks</th>
<th>Strategies and Resources</th>
<th>Next Steps</th>
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<tbody>
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<td>Action</td>
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_School Name:_

Illinois PBIS Network, 2008-2009
### Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

**School Name:**

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Simple Tier 2 Interventions with Indiv. Features (e.g. CnC)</th>
<th>Brief Function-based Interventions</th>
<th>Complex/Multiple-life - domain FBA/BIP</th>
<th>Wraparound Support</th>
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<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
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**Definition of response** (Please list below how your school defines ‘response’ at each of the six levels of intervention):

- Responding to Check-in Check-out (CICO):
- Responding to Social/Academic Instructional Groups:
- Responding to Simple Tier 2/Secondary Interventions with Individual Features (Check-and-Connect, etc.):
- Responding to Brief Function-based Interventions:
- Responding to a Complex/Multiple-life -domain FBA/BIP:
- Responding to Wraparound Support:
Related Readings

Prepared by:
Lucille Eber, Ed.D., Statewide Director

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La Grange Park, IL 60526
e-mail: lewrapil@aol.com


