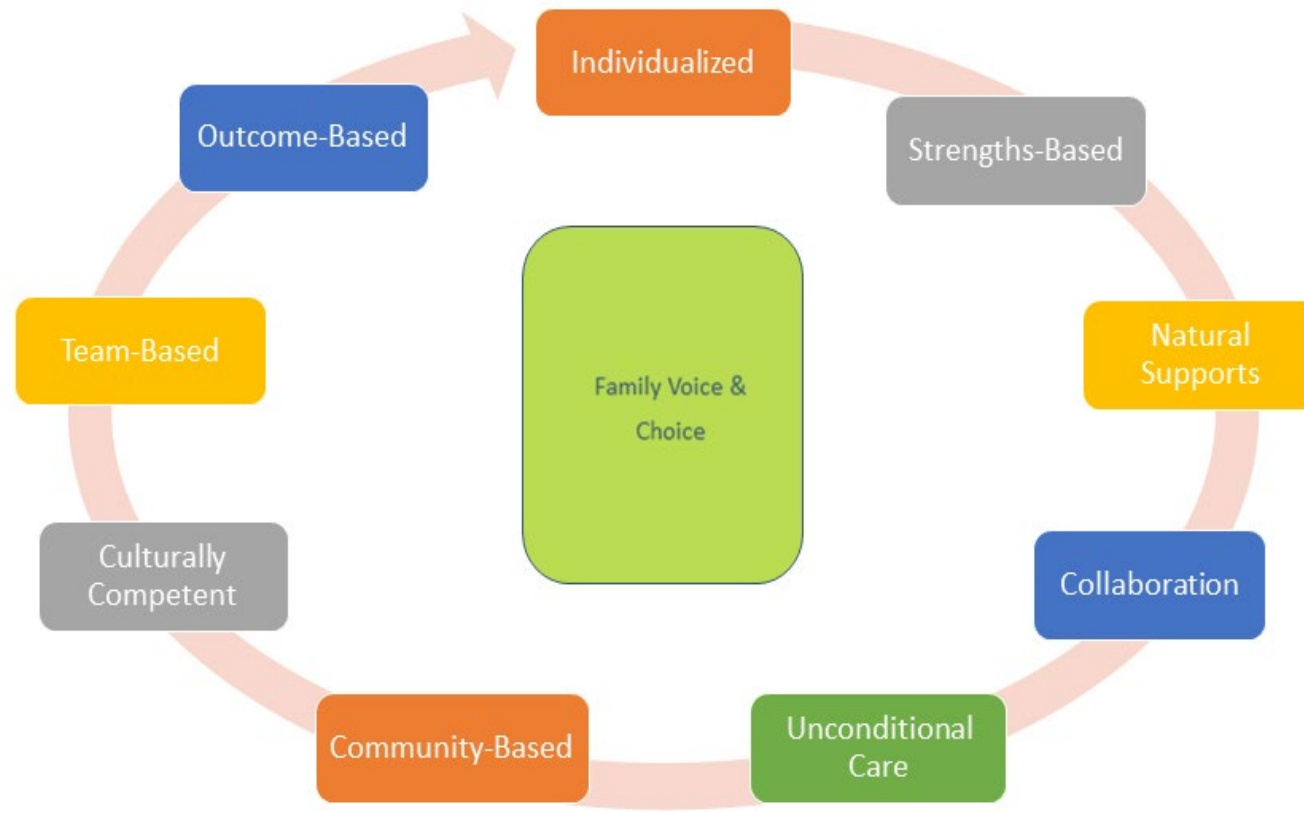


PBIS Tier 3 Series: School-Based Wraparound



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2022-2023

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Brief History: Systems of Care – Lucille Eber

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:

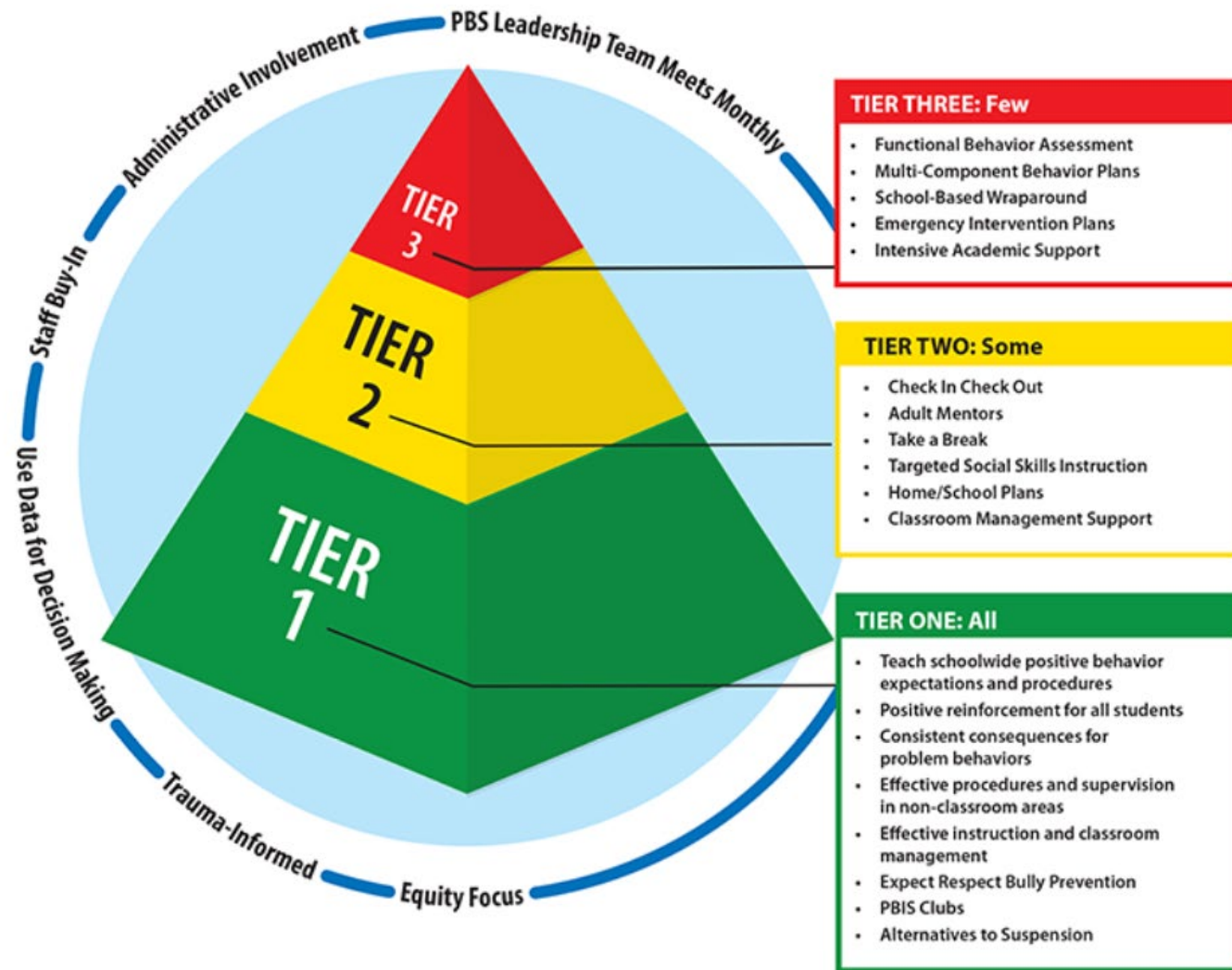
- (a) a dearth of mental health and other services for students;
- (b) the fragmentation of services across mental health, education, child welfare and juvenile justice services; and
- (c) the history of poor outcomes for students with emotional disturbance and their families.

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.

Different Models of Wraparound - L. Eber

- 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 behavioral interventions and supports (PBIS) 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.

Three-Tiered Model of Support



www.resa.net/teaching-learning/pbis

Wraparound within a PBIS System

The wraparound approach is a critical part of the SW-PBIS system as it offers a means for a school to succeed with the 1-2% of students whose needs have become so complex that an FBA/BIP process is not enough.

<https://www.pbis.org/resource/description-of-wraparound-and-case-example-with-suggested-readings>

Tier 3 Wraparound Intensive Positive Behavior Support

“The team-based wraparound process is recommended for students with intensive and comprehensive needs to ensure that the efforts of families, teachers, other caregivers and service providers are linked through **one consistently implemented and carefully monitored plan.**”

Lucille Eber

The Art and Science of Wraparound, 2003

Criteria for Tier 3 Wrap-around

- **Complex, dangerous, or highly disruptive behavior.**
- **Behavior threatens student's placement.**
- **Students at the highest risk for exclusion, suspension, or expulsion.**
- **Wraparound is recommended for all students on a shortened day due to behavior.**

Examples from the Field:

Who Meets Criteria for School-Based Wraparound?

- High-functioning student with ASD demonstrating severe behaviors. Doesn't "fit" into an existing special education program.
- Student with an Emotional Impairment who is not responding to interventions within a Day Treatment program. Family involved with mental health and juvenile justice system. Attorney involved.
- Student in general education who exhibits self-harming behaviors, suicidal ideation, and does not regularly attend classes. Multiple hospitalizations and a high amount of supervision required.
- Student with ASD in a center-based program with multiple systems involved including law enforcement, foster care, medical personnel, and mental health.
- Student with an Emotional Impairment placed in general education. Frequent suspensions, parent in crisis, grandparent in need of support with parenting.

What is Tier 3 Wrap-around?

- **Intensive On-going Process**
- **Informed by Functional Behavior Assessment**
- **Tier 3 Behavior Support Plan**
- **Expanded Team-based Collaboration**
 - Parents, educators, agency representatives, therapists, friends, courts, etc.
 - Participants understand the wraparound process
- **Regularly scheduled planning and review meetings – monthly to bi-monthly**

Tier 3 Wraparound: Where to Begin

Team determines that student meets criteria for school-based wraparound

Invite parent to first wraparound meeting

Identify facilitator and create agenda

Explain the wraparound process:

- Monthly meetings- no more than an hour in length
- **Data-driven, strengths-based, solution-focused**
- School staff, parent, agency staff and others who are significant to the student's life will be invited to participate
- All changes to the student's behavior plan will be discussed and occur only through the wraparound team/process.

Allow the family time to "tell their story"

Focus on building trust, establishing an understanding of the process

Tier 3 Wraparound Mechanics

Every meeting must have:

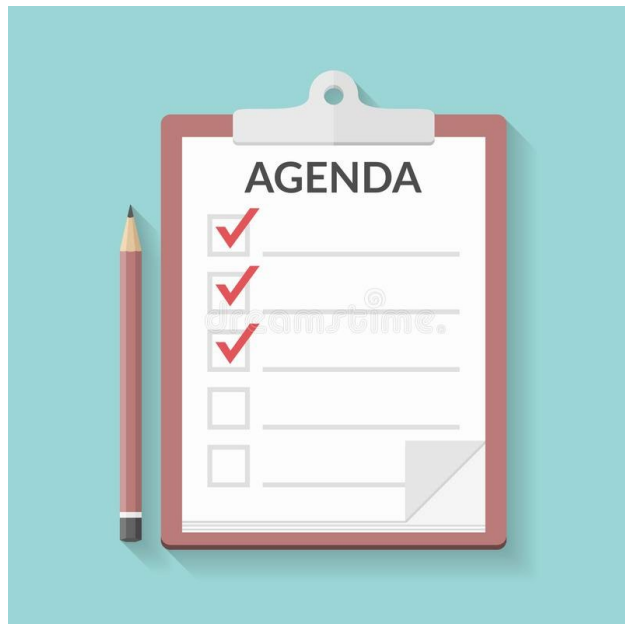
- An identified team member familiar with school-based wraparound to guide the process
- Meeting norms
- An agenda
- A note-taker who will distribute notes to the team after the meeting
- Behavior data review to start the meeting

Every meeting must be:

- Focused and time-limited
- A chance for all participants to share out on the student's progress
- Driven by data, student strengths and solutions
- Regularly scheduled- schedule the next meeting at the end of the current meeting

Examples from the Field: Agendas & Notes

- Redford Union
- Crestwood- See example agenda and notes



- Wrap-Around Meeting Agenda
- 01/06/2022 2:15 p.m.
-
- 1. Introductions
- 2. Behavior data: Check-in check out points/charts
- 3. Academic data
- 4. Attendance issues
- 5. Health concerns
- 6. Staff observations/feedback
- 7. Parent/Agency feedback
- 8. Review shortened day schedule
- 9. Schedule next meeting.
- 10. Include student at end of meeting

Wraparound Team

Lucille Eber

The wraparound team creates a context where effective behavioral and other interventions are more likely to have the desired results. This happens by building a motivated team of people who are close to the student and work together through a solution-focused approach.

Wraparound Team



Preparation for meetings is important.



Review data beforehand.

CICO, Individual Data Summaries
Academic data
Attendance



Be proactive. Come to the table with ideas.

Strength-building Activities

Lucille Eber

- **Use strategies designed to enhance strengths, talents, interests, or positive relationships.**
- **Families and schools naturally create strength-building activities for “typical” kids.**
 - **When students have significant behavioral challenges families and schools are often stressed and *their focus is often on surviving each other's reactions to problems.* Therefore, typical strength-building activities don't usually occur.**
- **Wraparound teams focus on creating strength-based opportunities as a means to **build resilience** and to protect from further failure.**

What's Different?

- **Opportunity exists for creating consistency across environments**
- **More heads at the table**
 - **More knowledge of the child**
 - **More ideas**
- **More frequent review of data and active problem-solving**
- **Wider range of interventions**
- **More support/guidance provided to the family**

Use of Data in Wraparound

- CICO Daily and Weekly Summaries**
- Individual Data Summaries**
- Grades**
- Attendance**
- Office Discipline Reports**

- Tier 2/3 Data Resources: www.resa.net/teaching-learning/pbis**

Data Discussion

- **Look at overall trends**
- **Don't get "stuck" on discussing isolated incidents**
- **Notice positives, problem-solve issues**
- **Ensure all participants, including parents, understand the data presentation**
 - **Interval or exact frequency scatterplot data**
 - **CICO data**
- **Facilitator should bring the conversation back to the data and agenda**
- **Data examples**

Data Example: CICO

Daily Check In Check Out Data Summary

Student's Name

Sophie

Mo/Year May/June 22

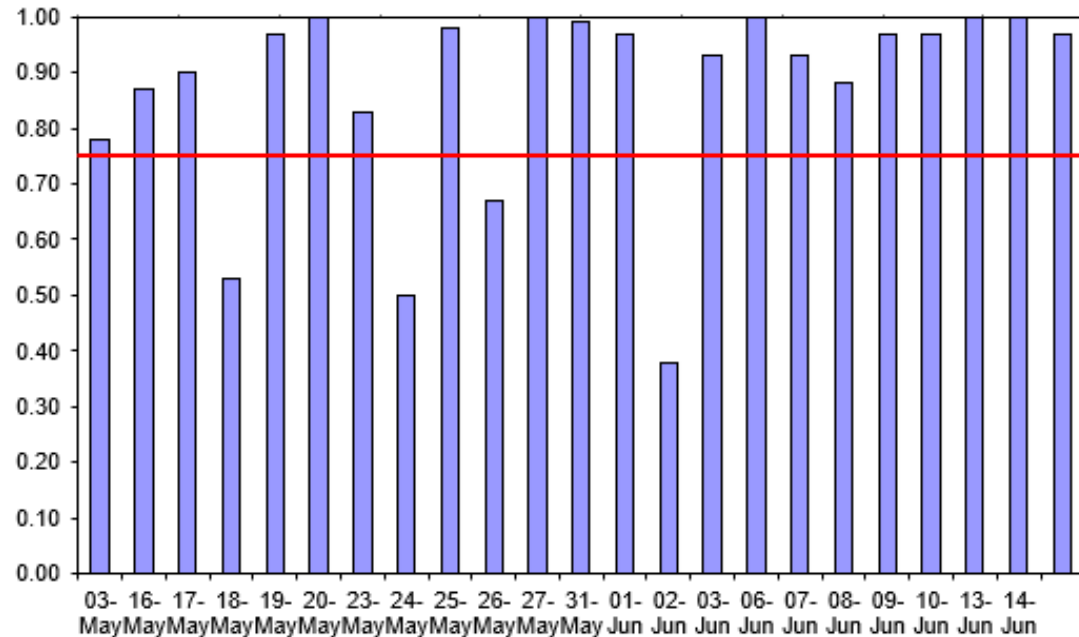
Comments

5/3 ppu, 5/4-5/13 quarantine, 5/17 chart marked and cico done-exhibited verbal and physical aggression on way to bus and not reflected, 5/18 chart sent home but did not make it home. 5/26-dad took her to regroup/returned 20 minutes later. 6/2 send home after lunch

Standard 75%

Data Entry Section		Points Earned	Daily %
Date	Possible Points		
		14	0.78
5/3/2022	18	28	0.87
5/16/2022	30	27	0.90
5/17/2022	30	16	0.53
5/18/2022	30	29	0.97
5/19/2022	30	30	1.00
5/20/2022	30	35	0.83
5/23/2022	42	21	0.50
5/24/2022	42	41	0.98
5/25/2022	42	28	0.67
5/26/2022	42	42	1.00
5/27/2022	42	71	0.99
5/31/2022	72	70	0.97
6/1/2022	72	27	0.38
6/2/2022	72	67	0.93
6/3/2022	72	72	1.00
6/6/2022	72	67	0.93
6/7/2022	72	63	0.88
6/8/2022	72	70	0.97
6/9/2022	72	70	0.97
6/10/2022	72	72	1.00
6/13/2022	72	72	1.00
6/14/2022	36	35	0.97

Daily Percentage of Points Earned



Data Example: Individual Data Summary

Enter data in white boxes only.

**POSITIVE BEHAVIORAL SUPPORT
BEHAVIOR FREQUENCY AND DAILY AVERAGE**

Student Name: Year:

Behavior 1: Select Behavior->

Behavior 2:

Intervention 1: Select Intervention->

Intervention 2:

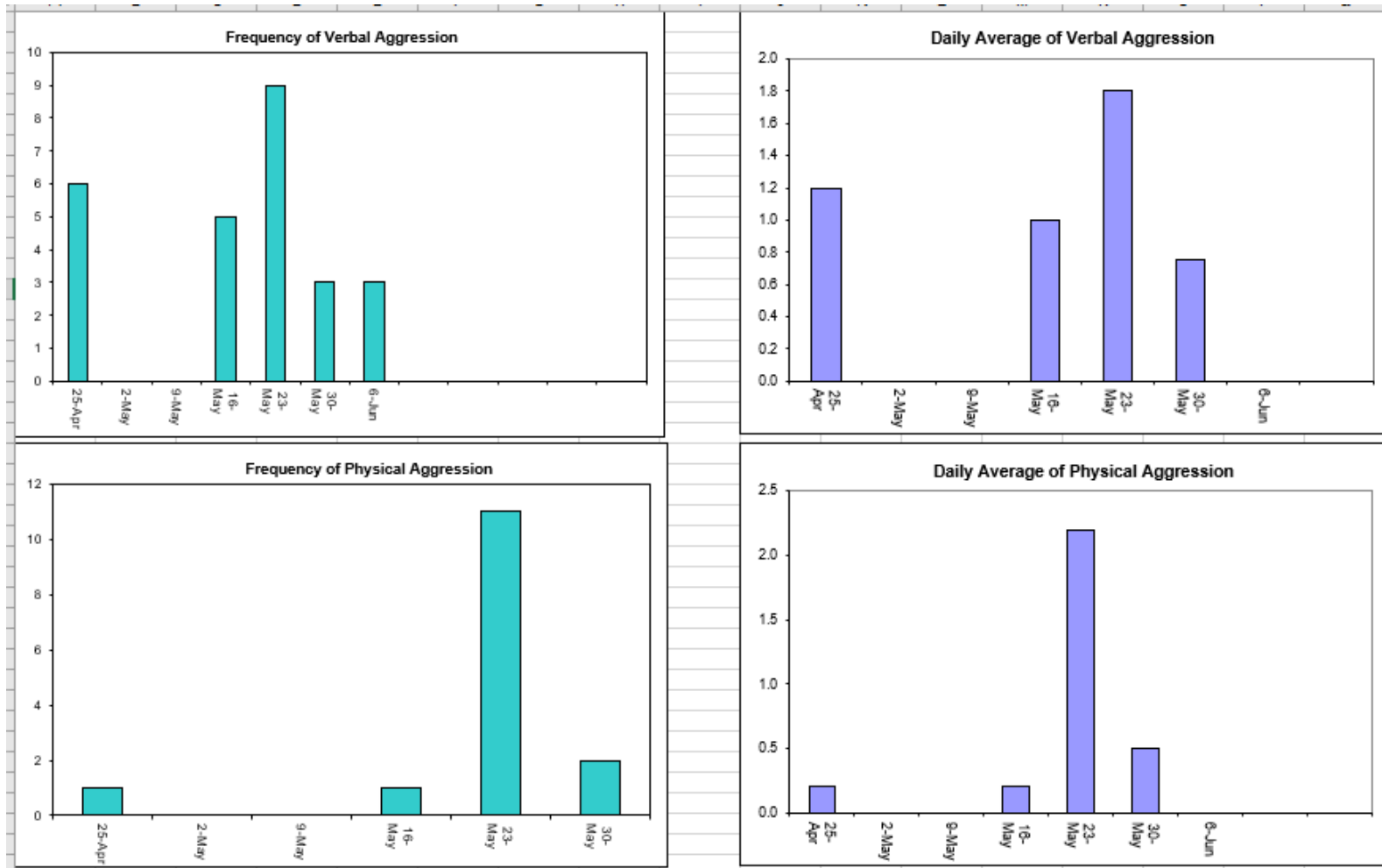
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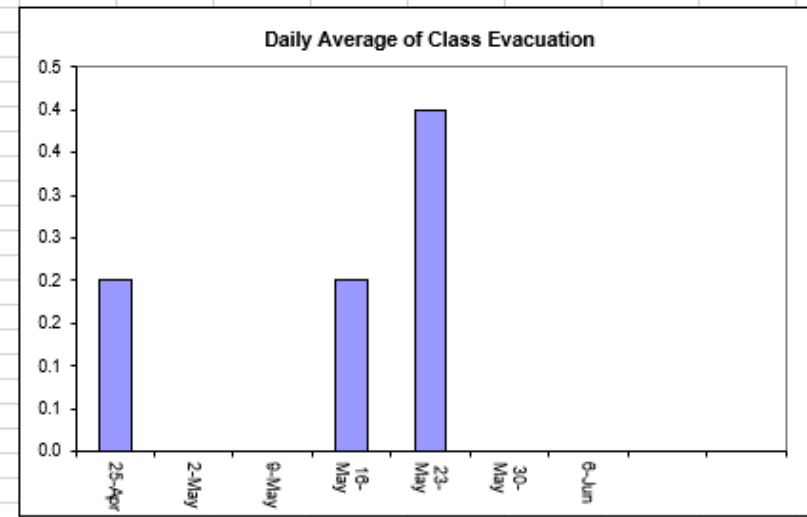
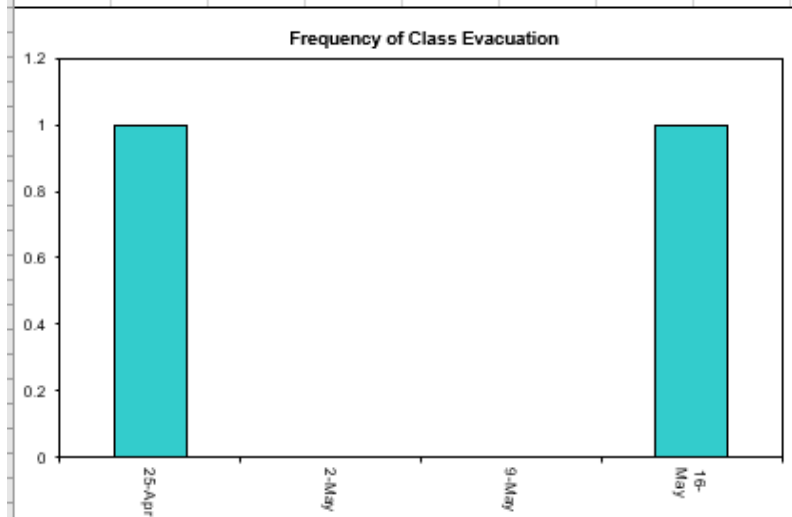
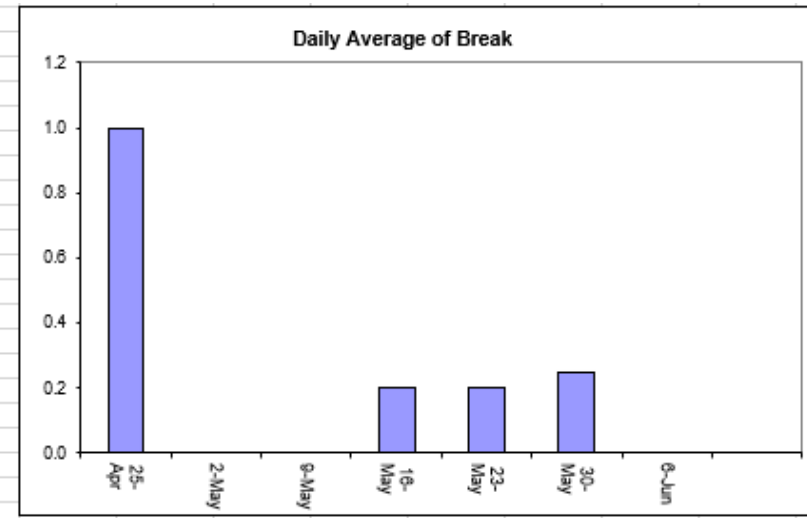
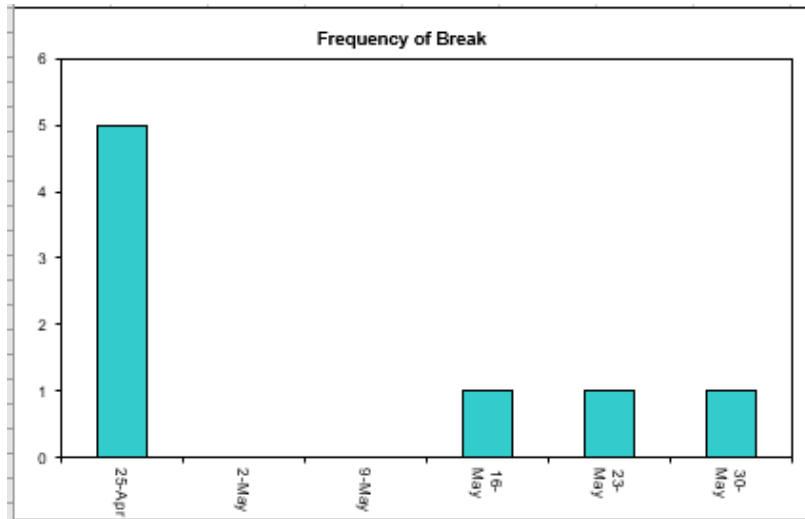
		Incidents				Daily Average			
Week	Days	Verbal Aggr	Physical Ag	Break	Class Evacu	Verbal Aggr	Physical Ag	Break	Class Evacuation
25-Apr	5	6	1	5	1	1.2	0.2	1.0	0.2
2-May	1					0.0	0.0	0.0	0.0
9-May									
16-May	5	5	1	1	1	1.0	0.2	0.2	0.2
23-May	5	9	11	1	2	1.8	2.2	0.2	0.4
30-May	4	3	2	1		0.8	0.5	0.3	
6-Jun	5	3	0	1					

Date	Frequency
25-Apr	6
2-May	0
9-May	0
16-May	5
23-May	9
30-May	3
6-Jun	3

Data Example: Sophie's Data Charts



Data Example: Sophie's Data Charts



Wraparound Priorities



Stabilize	Maintain	Increase	Support
<p>Stabilize behavior.</p>	<p>Maintain stability for a period of time.</p>	<p>Increase opportunities for student to engage in more activities.</p>	<p>Support the family in parenting practices, outside activities, & community resources.</p>

Wraparound: Summary of Lessons Learned

- **Ask questions and listen closely to parents, teachers, and those that spend the most time with the child/young adult. Build trust.**
- **Bring new ideas to the table. Prepare for the wraparound meeting. Be organized. Be efficient with everyone's time.**
- **Try to get on the same page, home and school, to the extent possible. Send a consistent message.**
- **Older students should participate in their wraparound meetings.**
- **If necessary, stabilize the situation first. Reduce variables that may be impacting the student's behavior.**
- **Engineer success, and then build on that gradually. Reverse the pattern of failure. Change the student's mind-set about school. Use PBIS tiered interventions.**

Wraparound: Summary of Lessons Learned

- **What does the family need that the wraparound team can help with?**
- **Explore strength-based and high interest activities at school, home, and in the community. Be willing to change the student's program.**
- **Create short-term goals, things that can be accomplished in a month. But have a long-term vision in mind. Use that as a guide.**
- **Use the wraparound process for big transitions.**
- **Approach every meeting with a problem-solving mind-set. But don't worry if you don't solve every problem. Come back to it.**
- **If you're stuck, get help. Look for more resources.**
- **Think outside the box!**
- **Celebrate success! Give each other positive strokes!**

Case Study:

Elementary High-Functioning Student with ASD

- **Student placed in a center program classroom within general education building.**
 - **Severe presenting behaviors happening over a long period of time.**
 - **Placement was not a “fit”.**
 - **Strong parent involvement, motivated team and administrator, special education and general education supports.**
 - **PBIS school**
- **Wraparound facilitated by special education supervisor.**
- **Stabilized the student and engineered success by making significant changes to program.**
- **Use of tiered interventions: CICO, time-out, token system**
- **Short-term and long-term goals.**
 - **Long-term goal: To increase time within general education classroom**
- **Results: Student’s day gradually increased, general education time added, successful transition to middle school**

Case Study:

Middle School Student with Significant Trauma

- **Student attended Day Treatment program that implements PBIS.**
- **History of trauma: substance abuse in family of origin, witnessed domestic violence, suspected physical abuse, abandonment**
- **Ongoing family issues and conflict**
- **Highly aggressive student**
- **Court involvement, probation, educational advocate, home-based therapist**
- **Use of tiered interventions: CICO, take-a-break, adult mentor, structured reset/time-out process**
- **Monthly wraparound meetings involving all systems**
- **School team collaborated with mental health provider and court system to provide a coordinated plan, including home interventions**
- **Results: Improved behavior, decreased aggression, improved relationships**

Case Study:

High School Students with Emotional Impairments

- **Urban setting, students with severe emotional impairments in a general education high school**
- **Use of CICO and wraparound as systemic components of a center program**
- **Systemic wraparound kept staff and families involved with students in a consistent and cohesive manner**
- **Monthly review of grades, attendance, and CICO data**
- **Problems addressed early, before they became too big**
- **Individualized academic supports provided**
- **Strengths-based: Involving students in sports, connecting to recreational activities, leadership opportunities, post high-school goals**
- **Results: All students remained in general education, graduations, college scholarships**

Case Study:

Upper Elementary Student with Threatening Behaviors

- Referred by principal to RESA for behavior consultation
- PBIS school
- Student lived with grandmother, mother was in and out of rehab for substance abuse
- Highly disruptive, defiant, threatening behaviors; some court involvement; medication issues
- Beacon Day Treatment considered, para-professional support provided
- Issued a long-term suspension during the wraparound process
- Wraparound team re-grouped after suspension to support student's return to school
- CICO, including a home-based reward, consistently implemented
- Results: Team and home implemented CICO with fidelity and student experienced steady improvement. Conversations at the wraparound meetings became more focused on academics than behavior. Team was available to help with transition to middle school.

Case Study:

High-Functioning Student with ASD

- **High functioning student with explosive, aggressive behaviors. Mental health concerns. Seclusion and restraint utilized. Many strengths and creative interests. Explosive behaviors present in the home as well.**
- **History of contentious relationship with the family.**
- **Initiated formal wraparound with intensive staffing and highly individualized program in an elementary school setting. Student made progress, began to integrate into the school.**
- **Wraparound process has occurred over a 3-4 year period. Parents highly engaged. Principal, special education administrators, teachers, support staff, district behavior specialist as well.**
- **Behavior specialist assisted parents in adopting home-based CICO. He's now on CICO 24 hours a day. Highly effective.**
- **Has transitioned to middle school ASD program, but spends significant time in general education. Minimal problem behaviors.**

Case Study:

Elementary Student with Multiple Diagnoses

- Long history of behavior problems
- Special education eligibility contested and unclear. EI classroom placement.
- Other family members had special needs; parenting support needed
- **Multiple behavior plans within the school**, home-based therapist also working with family
- No one was on the same page. Relationship between home and school was completely broken down, lacked trust. State complaints.
- Wraparound process explained to school team and family.
- Family, therapist, school team and administrators engaged in the process.
- Use of tiered interventions: CICO with home-based reward, breaks
- Long-term goal: More general education inclusion.
- Results: Family regularly attended wraparound meetings and felt their voice was heard. Trust was established and interventions were coordinated between home and school. Aggressive behavior greatly reduced and parenting practices improved. Student was able to spend more time in general education.

Wraparound Implementation Checklist

- School has a list of various community-based supports and contacts readily available.
- School has administrative and district level support for wraparound implementation.
- Regular times have been scheduled for wraparound meetings.
- Criteria has been established for nominating students for wraparound intervention.
- A wraparound facilitator has been identified.
- Meeting mechanics have been developed.

Making School-Based Wraparound Systemic

- Wraparound is for the 1-2% of students whose needs cannot be met by an FBA/BIP process alone.
- Center-based programs should include wraparound as part of their PBIS systems approach to behavior.
- Considerations for systemic school-based wraparound:
 - Scheduling
 - Coverage for teachers
 - Administrative support/District level support
 - Student criteria
 - Who should attend

Systemic School-Based Wraparound in Wayne County

- Wyandotte Lincoln Center
- Garden City Burger Transition Center
 - Garden City Burger-Baylor
 - Northville Cooke School
- Detroit Day Treatment satellite program
 - Lincoln Park ASD

District Level Systemic Wraparound Considerations

- Focus on the individual student strengths and needs. Create the team around the student.
- Team should include: Staff with behavioral expertise, staff familiar with the wraparound process, special education and general education staff, building administrator, mental health, juvenile justice, and advocates as appropriate.
- Training needs for district staff. Who provides training on wraparound within the district?
- District level support for wraparound
- District Exemplar: Dearborn Public Schools Special Education

Future of School-based Wraparound

“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.”

Lucille Eber



Considerations for School Social Worker Role in Wraparound

- Trainer and facilitator of Tier 3 school-based wraparound.
- Broadens the work and role of the school social worker.
- Connects the school social worker to PBIS systems work.
 - ***Interventions delivered systematically through a school-wide, tiered approach are effective in addressing student behavior. (Bradshaw, 2012, Flannery, 2014)***
- In a 2015 study, 90% of the SSWs surveyed stated that there were advantages to the MTSS system in providing school-wide behavioral supports and problem-solving interventions. *(Avante & Lindsey, 2015)*
- Providing consultative services and leadership for systems that support school-wide tiered interventions is an effective way to provide school social work support.

Wraparound Discussion



What needs to happen in your school or district for school-based wraparound to become part of your PBIS system?



Who would be the wraparound facilitator?



What would the profile of the student be who could benefit from wraparound?



How would you keep the focus on strength and solutions?



What barriers do you foresee?

Wraparound References

- **The Art and Science of Wraparound: completing the continuum of schoolwide behavioral support. (2003) by Lucille Eber. The Forum on Education, Indiana University**
- **Eber, L., Hyde, K., Suter, J. C. (2011). Integrating wraparound into a schoolwide system of positive behavior supports. *Journal of Child and Family Studies*, 20.6, 782.**
- **Scott, T. M., & Eber, L. (2003). Functional assessment and wraparound as systemic school processes: primary, secondary, and tertiary systems examples. *Journal of Positive Behavior Interventions*, 5.3, 131.**