# PBIS Tier 3 Series:
# School-Based Wraparound
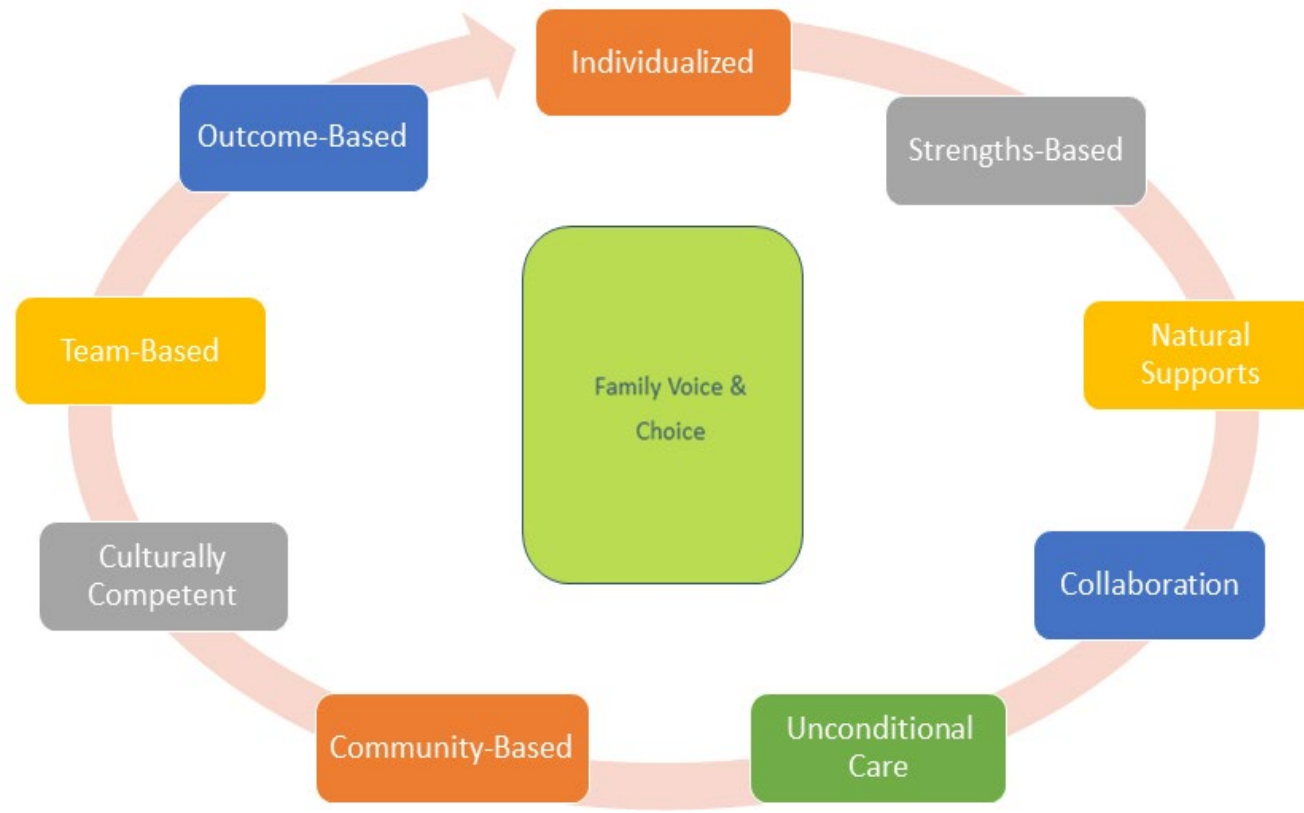
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# Brief History: Systems of Care – Lucille Eber

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
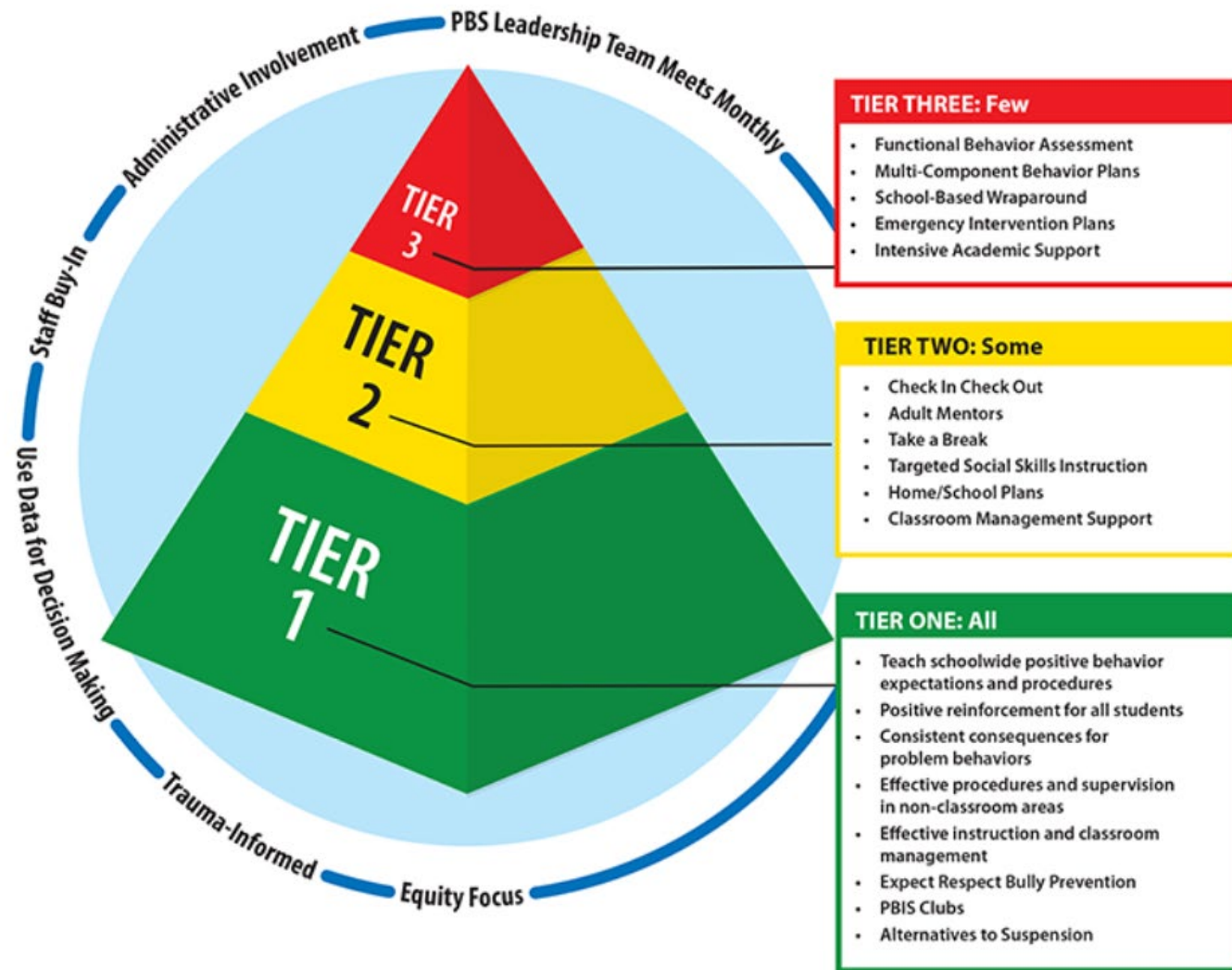


www.resa.net/teaching-learning/pbis

# 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 and a medical diagnosis of ASD. Family dynamics are complex and a history of the use of restrictive interventions and exclusionary practices has caused a breakdown in trust between home and school.

- 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 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
- Use Behavior Review Summary Form for notes
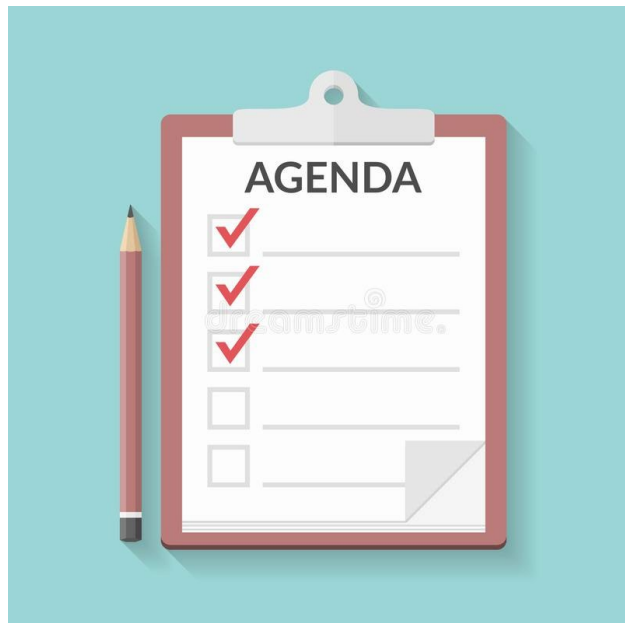


- Wrap-Around Meeting Agenda
- 01/06/2022   2:15 p.m.
- 

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](http://www.resa.net/teaching-learning/pbis)**

# Data Presentation & 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**
  - **CICO data graphs**
  - **Interval or exact frequency scatterplot data**
  - **Graph using Individual Data Summary**
- **Facilitator should bring the conversation back to the data and agenda**
- **Data examples**

# Wraparound Data: CICO & Incidents Summary

**Check In Check Out**

**Target Behaviors/ Restrictive Procedures**
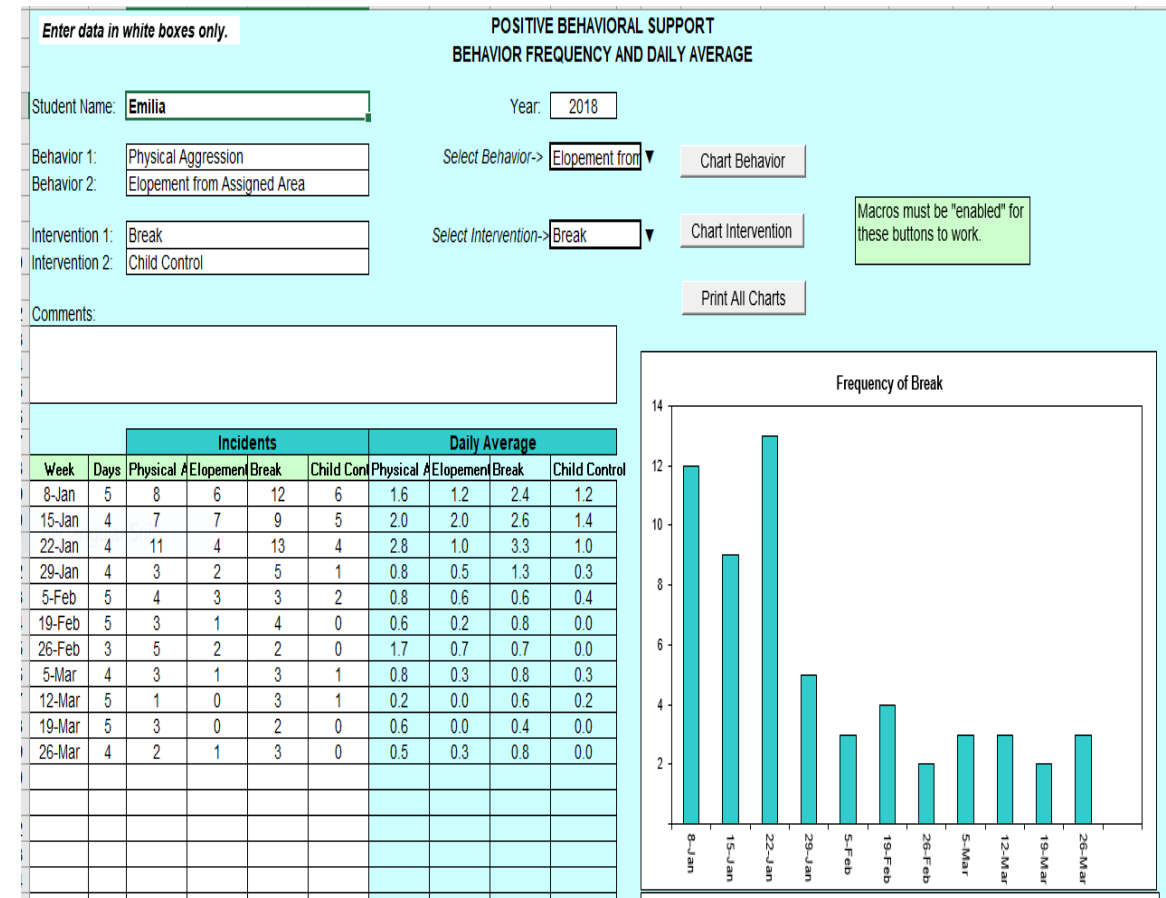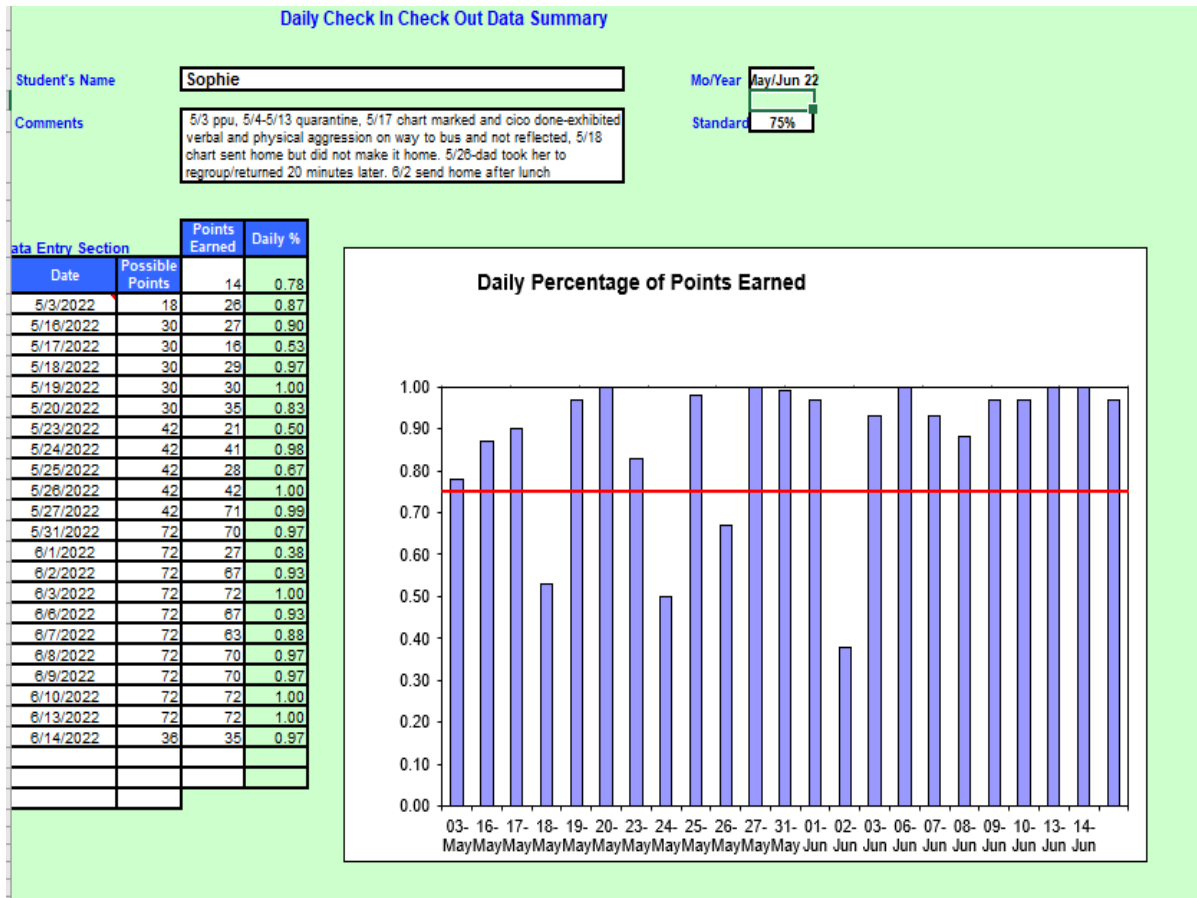
# Wraparound Priorities



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

# Wraparound: Summary of Lessons Learned

- **If necessary, stabilize the situation first. Reduce variables that may be impacting the student's behavior.**

- **Listen closely to parents and teachers. Build trust.**

- **Prepare for the wraparound meeting. Bring ideas. Be organized. Be efficient with everyone's time. Problem-solve.**

- **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.**

- **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

- **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.**

- **Don't worry if you don't solve every problem. Come back to it next meeting.**

- **Use the wraparound process for big transitions.**

# Case Studies:
## High-Functioning Students with ASD and Emotional Impairment

- **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. Multiple behavior plans over the years.**

- **History of contentious relationship with the family. Home-based therapist involved.**

- **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 with therapist's support. 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:
## 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.**

# 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.
  - Wayne County center programs have demonstrated reduced use of emergency interventions with the increased use of wraparound.
- 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: Wyandotte Lincoln Center

# Wyandotte Lincoln Center



Lincoln Center Year-to-Year Seclusion and Restraint
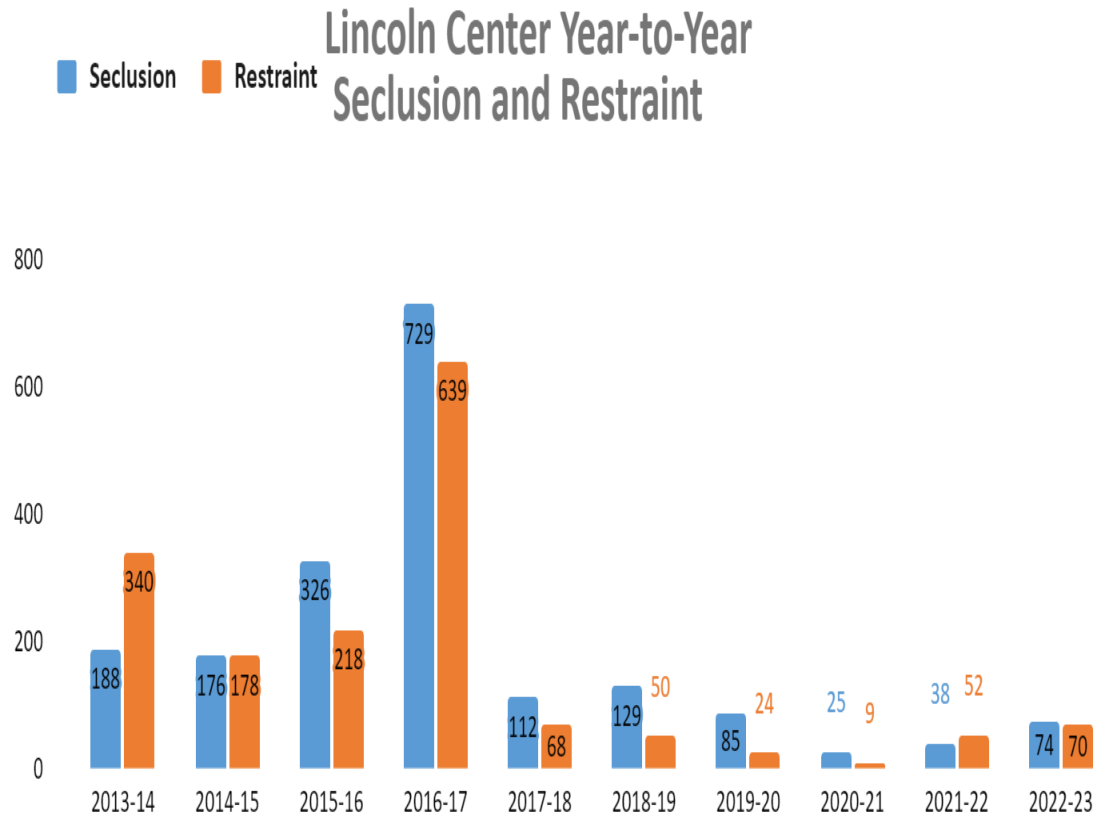
- Elementary and Secondary Students with Dual Diagnosis and Students with Autism

- Enrollment: 168

- Since 2013-14
  - 59% reduction in seclusion
  - 73% reduction total in S&R

# Wyandotte Lincoln Center Monthly [Data](#) Report



Wrap Around Meetings by Month 2022-23
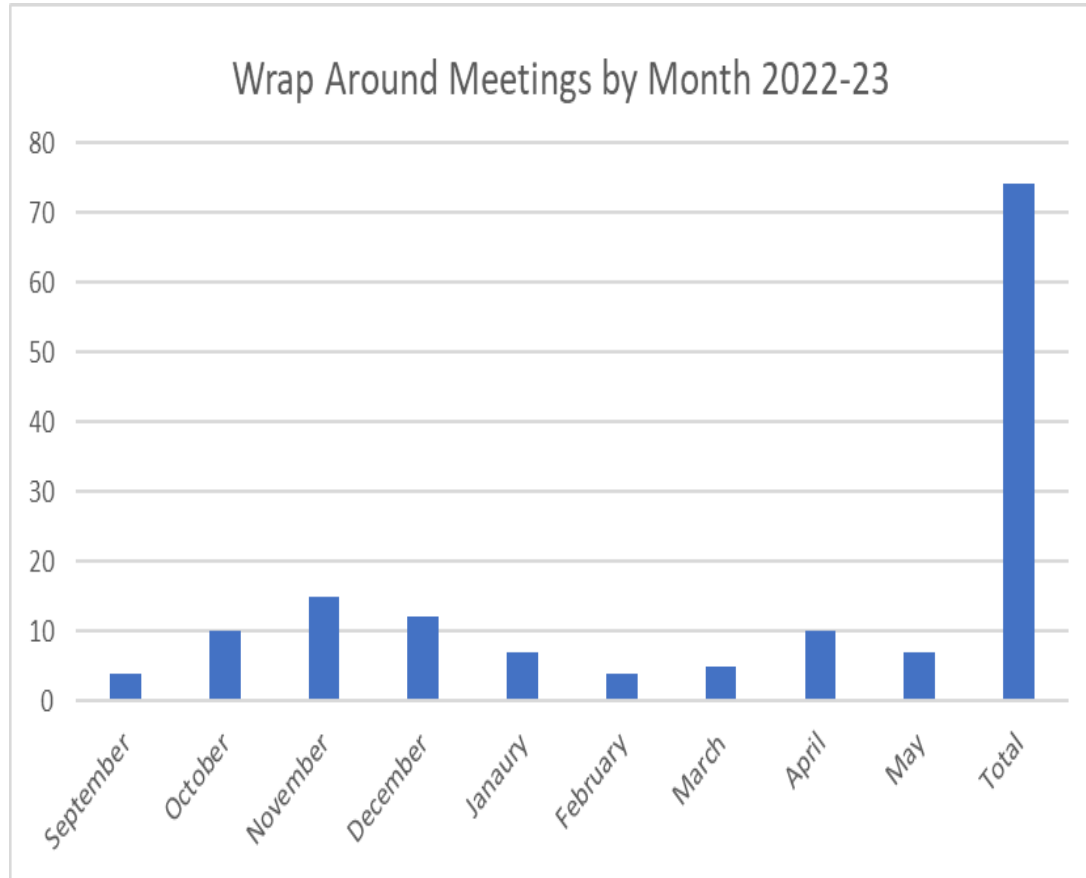
"The question, where would we be without these 74 meetings???"
- LaThomas Willis

# 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 Considerations

What data would your school use to determine who would benefit from a wraparound in your school?

Who could facilitate a wraparound process?

What training is needed at the school-level to implement wraparound?

Do you forsee any barriers to a successful wraparound process? What could your team do to reduce the barriers?

# Wraparound References

➢ <u>**The Art and Science of Wraparound: completing the continuum of schoolwide behavioral support**</u>. **(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.**

# Wayne RESA PBIS Professional Development 2023-24