

Moving from "What If" to "We Can!": School Facilitated Wraparound As A Support For Students And Families

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Materials:

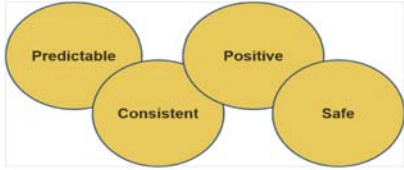
- PDF of this PowerPoint Presentation
- Wraparound Readiness & Commitment Forms (School Site & School District)
- PBIS Tier III Readiness Flowchart

Session Objectives:

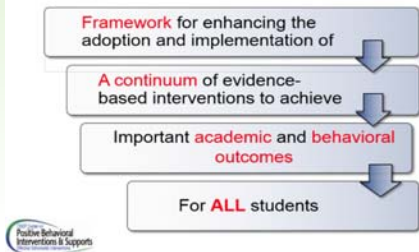
- Review **PBIS key features**
- Understand the **core features and principles** of school-based wraparound
- Discover what makes wraparound a **unique process** for meeting the needs of youth and families
- Learn **which students** would be a good fit for wraparound, and **who should lead the facilitation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

What is the purpose of PBIS?

...to make schools more **effective** and **equitable** learning environments for **ALL** students.



PBIS is...



PBIS: Multi-Tiered System of Supports



Wraparound: A Brief History

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

http://www.nwfox.edu/nw-book/chapters/vandenberg_1.3_history_of_wraparound.pdf

Family Symbol

What is the symbol that makes your family special/unique?

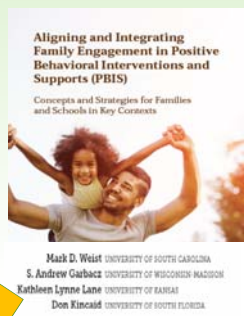


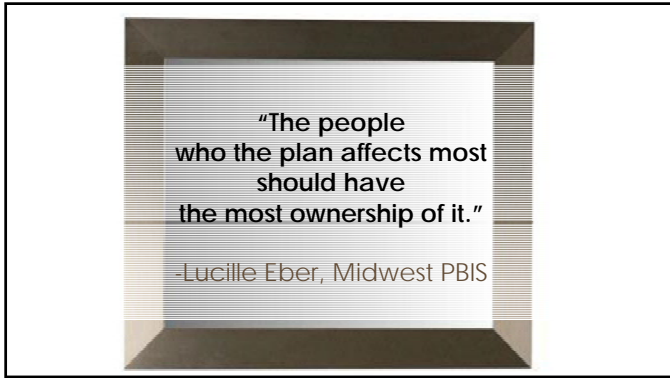
Chapter One, First Paragraph...

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

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

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





Wraparound

Wraparound is a **PROCESS** for supporting youth and families with complex needs.

- Defined by **10 Principles**
- Implemented in **4 Phases**
- Builds self efficacy/self-determination

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

HTTP://WWW.MIDWESTPBIS.ORG/MAIN/PAGES/WRAPAROUND

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

A 'Wraparound' System of Care for Schools

wraparound: to return children to their homes and communities in high-end, generously funded.

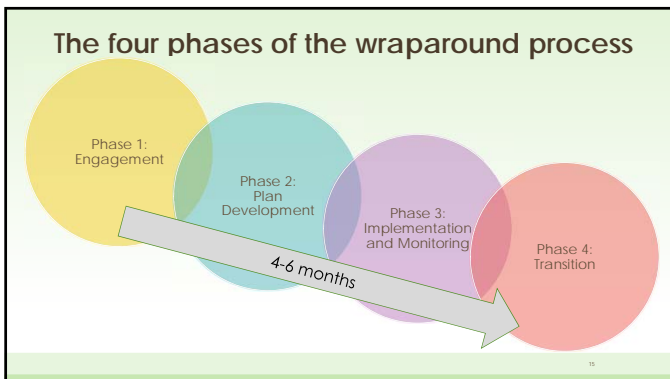
Community Schools: Much More than Wrap Around Services

<p>WRAPAROUND IS</p> <p>An ongoing family/person-centered planning process used by:</p> <ul style="list-style-type: none"> • A team of people • Who come together • Around family strengths/needs • To create a unique plan of interventions & supports • Based on a team (NOT ABOUT ME WITHOUT ME) that values unconditional care (NO BLAME NO SHAME) <p><small>• (Brene Brown: Research on Shame)</small></p> <p><small>HTTP://WWW.MHPROFESSIONAL.COM/WRAPAROUND</small></p>	<p>WRAPAROUND IS NOT</p> <ul style="list-style-type: none"> • A set of services; mentoring, therapy, tutoring • An IEP meeting • A one or two time meeting made up of professionals who decide what a student/family needs • Any one individual who connects with the family or student • Only for families and students we judge as "workable" or "likeable" • The presence of flexible funds
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Ten Principles of Wraparound

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

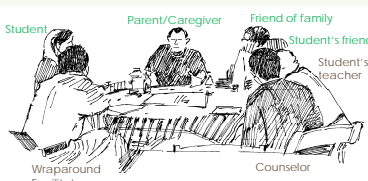
[HTTP://WWW.PEK.EDU/WW-BOOK/CHAPTERS/WRING-2-1-\(10-PRINCIPLES-OF-WRAP\).PDF](http://www.pek.edu/ww-book/chapters/WRING-2-1-(10-PRINCIPLES-OF-WRAP).PDF)



Phases 2 & 3: Plan Development, Implementation & Monitoring

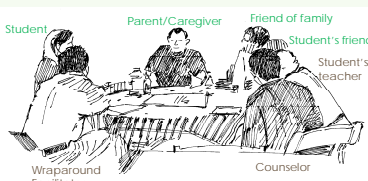
- Team develops Team Goal statement
 - Endorsed by all team members
 - Addresses concerns that brought student/family to wraparound
 - Is measurable
 - Is achievable in 4-6 months
 - Is the predetermined "end point" of the formal wrap process

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



Phases 2 & 3: Plan Development, Implementation & Monitoring

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



Phases 2 & 3: Plan Development, Implementation & Monitoring

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

DATA

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

How close are we to achieving the Team Goal?

1 2 3 4 5 6 7 8 9 10

Just getting started.

Seeing progress but more work to do.

Close...I can almost see it.

Ready to plan for transition.

Let's celebrate our success!

Readiness and Commitment

School District/LEA

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

School Site

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

See example readiness & commitment forms at conference session materials link

Wraparound Training



FOR MORE INFORMATION, CONTACT THE PLACES COUNTY OFFICE OF EDUCATION: KERRILLTON kerrillton@places.k12.ga.us OR LAURE ANDERSON laureanderson@places.k12.ga.us

Prevalence and Effectiveness

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

RESOURCE GUIDE TO WRAPAROUND: [HTTP://NWI.PDX.EDU/NWI-BOOK/PGCHAPTER3.PHP](http://nwi.pdx.edu/NWI-book/pgChapter3.php)

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

Placer County California Pilot, 2010

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

Rocklin Elementary School

Mark Alfaro, MAEd

- Teacher, English Language Development
- Wraparound Facilitator

Lisa Phillips

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



Rocklin Elementary School
ROCKLIN, CALIFORNIA



Home of the Bulldogs!

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



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

Why did our site choose wraparound?

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

How do we choose our students for wraparound?

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

The first student...how did we choose?

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



How do you find Wraparound facilitators at your school?

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



Our first family's story...

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

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

BEFORE WRAPAROUND

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

AFTER WRAPAROUND

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

Other supports implemented/continued for our Wraparound families

- Student was still on Check In/Check Out
- All of our students who receive Tier II and Tier III supports are clearly identified with all staff members (both Certificated and Classified) –pictures are shared at staff meetings
- Students can work towards extra time with adults on campus (not necessarily their own classroom teachers to build more adult connections at school)
- Enrolled in after school clubs (able to get him a scholarship to participate)

Challenges and Adventures along the way...


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

Acknowledgements:

- National Wraparound Initiative www.nwi.pdx.edu
- Resource Guide to Wraparound
 - <https://nwi.pdx.edu/NWI-book/>

Laura Burger-Lucas, Ohana Coaching
 Lucille Eber, Ed. D, Midwest PBIS Network





**Questions?
Thoughts?**

Materials &
business cards
available up front.

Thank you!

Muir Woods, California
