Wraparound:
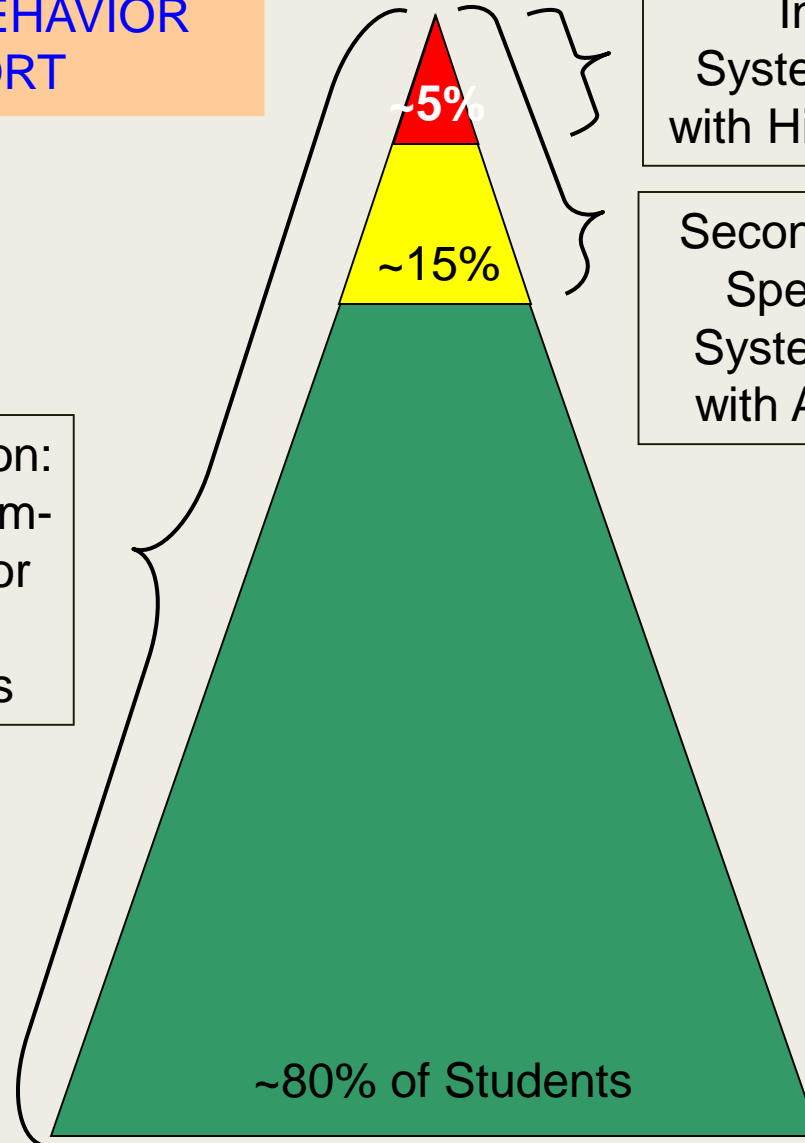
Strengths-Based Individualized Planning

Sharon Bearden

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~5%

~15%

~80% of Students

Systems for Youth Success

Community Mental Health

Tier 3/Tertiary Interventions   **1-5%**
- Wraparound
- Hospitalization
- High intensity Home-based Services (SASS, CCBYS)

Tier 2/Secondary Interventions   **5-15%**
- Home-based Intervention
- Psychotropic Medication
- Out Patient counseling
- Support/Therapy Groups

Tier 1/Universal Interventions   **80-90%**
- Screening in Primary Care
- Public Health Education about Mental Health wellness

School

1-5%   **Tier 3/Tertiary Interventions**
- Wraparound/Renew
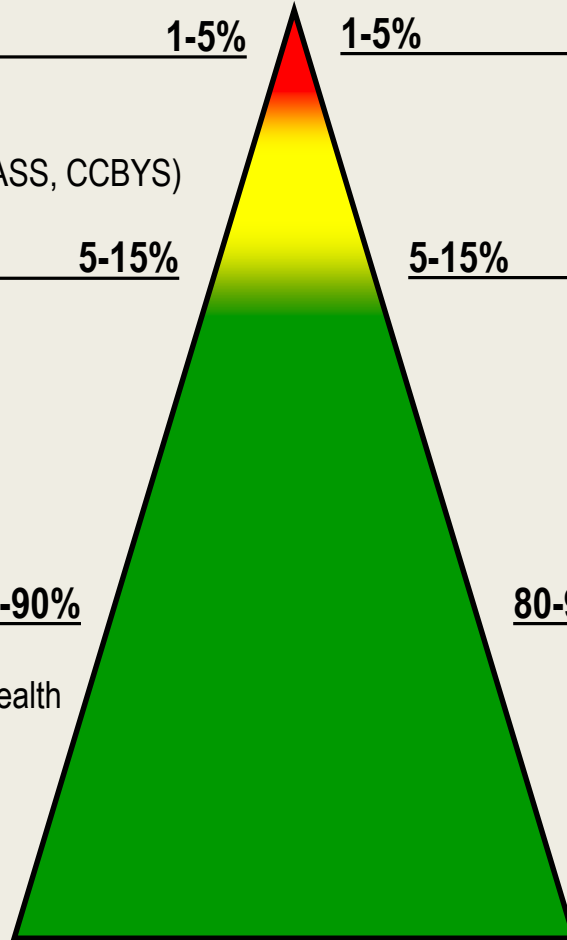- Complex Functional Behavior Assessment/ Behavior Intervention Plan

5-15%   **Tier 2/Secondary Interventions**
- Brief Functional Behavior Assessment/ Behavior Intervention Plan
- SPARCs
- Social Academic Intervention Group
- Check In Check Out

80-90%   **Tier 1/Universal Interventions**
- Screening
- Second Step
- 7 Habits
- School-wide Expectations

Layering Supports

➢ As youth start with tier 2 interventions and may not be successful, layering additional interventions is important

➢ A youth could be in tier 2 interventions and also be involved in wraparound.

➢ OR, youths could start with wrap, then the team/school/community would make sure the youth had access to lower level interventions as a part of the wraparound plan

➢ Tier 3 wraparound youth action plan builds on lower level interventions as a part of the comprehensive wraparound plan

Why Wraparound?

➢ School Perspective:

➢ Community Mental Health Perspective:

Wraparound

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

  ➢ *Defined by 10 Principles*

  ➢ *Implemented in 4 Phases*

  ➢ *Build self efficacy*

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

P.Miles, 2004

Individualized Wraparound Teams

- Are unique to the individual child & family
  - *Blend the family's supports with the school/community providers who know the child best*

- Meeting Process
  - *Meet frequently*
  - *Regularly develop & review interventions*

- Facilitator Role
  - *Role of bringing team together*
  - *Facilitating team meetings*
  - *Promoting team cohesion/managing conflict*
  - *Role of keeping team working toward mission*

How do you know who gets Tier 3 Supports?

➢ Lower level supports have not been effective

➢ Use data

  ➢ *Discipline/Behavior*

  ➢ *Multiple crisis intervention/hospitalizations*

➢ Youth at risk of a more restrictive placement

➢ Needs across multiple life domains

10 Principles of Wraparound

1. Family Voice and Choice

2. Team-Based

3. Natural Supports

4. Collaboration

5. Community-Based

6. Culturally-Competent

7. Individualized

8. Strengths-Based

9. Unconditional Care

10. Outcome-Based

- NWI standardized the 10 principles in 2004 2008—Revised persistent to unconditional

Principles

1. **Family Voice and Choice:** Family and youth/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. All planning includes family members' perspectives, and the team strives to provide options and choices to ensure the plan reflects family values and preferences. Family involvement comes with accountability and responsibility.

2.   **Team-Based:** The wraparound team consists of individuals, agreed upon by the family or through mandates, who are committed to them through either informal or formal community support and service relationships.

Principles

3. Natural Supports: The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. The wraparound plan reflects activities and interventions that draw on sources of natural support.

4. Collaborative: Team members work cooperatively and share responsibility for developing, implementing, monitoring and evaluating a single wraparound plan. The plan reflects a blending of team members' perspectives, mandates, and available resources. The plan guides and coordinates each team member's contribution towards meeting the team's (and family's) goals.

Principles

5. Community Based: The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible, and that safely promote child and family integration into home and community life.

6. Culturally Competent: The wraparound process demonstrates respect for and builds upon the values, preferences, beliefs, culture and identity of the child/youth and family and their community.

Principles

7. Individualized: To achieve goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports and services unique to the youth and family's identified needs.

8. Strengths-Based: The wraparound process and the wraparound plan identify, build upon and enhance the capabilities, knowledge, skills and assets of the child and family, their community, and their team members.

Principles

9. Unconditional Care: Despite challenges, the team persists in working toward the goals included in the wraparound plan until the team reaches agreement that a formal wraparound process is no longer required.

10. Outcome-Based: The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators or outcomes, and revises the plan accordingly.

4 Phases of Wraparound

Youth referred for Tertiary Level Services and Supports

Phase 1:

1. Engagement &
2. Team Preparation

Phase 2:

Initial Plan Development

Phase 3:

Implementation and Monitoring of Plan

Phase 4:

Transition
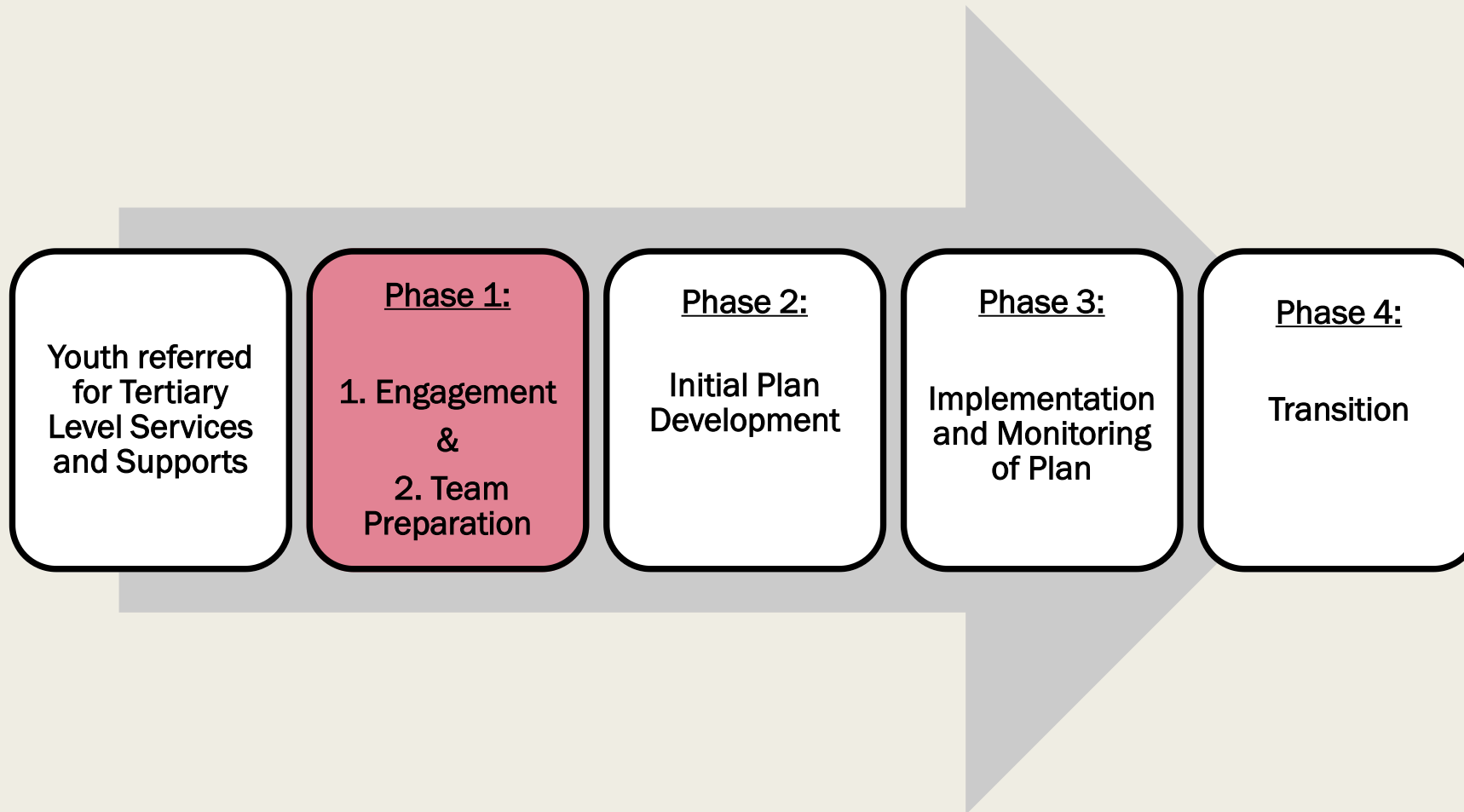
Wraparound Phases & Activities

Engagement & Team Prep

➢Orient family to Wrap

➢Stabilize crises

➢Develop Strengths Profile

➢Complete base-line data tools

➢Engage team members

➢Make meeting arrangements

Initial Plan Development

➢Develop an action plan

➢Develop a FBA/BIP and Safety Plan

Implementation

➢Implement the plan

➢Revisit and update the plan

➢Maintain team cohesiveness and trust

➢Update data tools

➢Manage meeting/team logistics

Transition

➢Plan for cessation of wrap

➢Conduct commencement ceremonies

➢Follow-up with the family after graduation

Student Action Plan

Purpose:
This document is a working record of the team structure and plan of support for each individual student receiving tier-3 support. This document should be shared and updated at every individual student team meeting to ensure that: a) changes and progress are recorded, b) interventions are agreed upon by all team members and c) teams are accountable for ongoing progress monitoring. If information is stated clearly, the plan can also be shared with others who may be supporting this student in the future. Team facilitators are encouraged to document all components clearly. Clarity of actions and decisions (rather than length) makes the written plan useful to the student and his/her team currently as well as in the future.

Student: _____ **School:** _____ **School Contact:** _____

Grade: _____ **Age:** _____ **SIMEO ID#:** _____

Checklist for Phase 1 - Wraparound Planning

- ✓ Meet with family for "Get to Know You"
- ✓ -Develop Strengths/Needs profile with the family
- ✓ -Identify team members and schedule meeting
- ✓ -Gather baseline data with family and team members

Phase 2 - Sample Meeting Agenda

-Introductions
    Overview of Meeting & Wraparound Process
– Ground Rules
– Celebrate Success
– Family Mission
– Family Strengths
– Needs / Prioritized Needs
– Action Plan
    Crisis Plan

Document Checklist – *Gathered before Initial Team Meeting*

__ Strengths/Need Profile (SNP)
__ FBA/BIP
__ Safety Plan

DATA - SIMEO Tools- *(Gathered before initial team meeting and updated at least every 3 months)*
    __Student Disposition Tool
    __Home, School, Community Tool
    __Education Information Tool

Additional SIMEO Tools Collected
_Youth Satisfaction, _Family Satisfaction, _Family Stressor

__Grades, ODRs, OSS, ISS

Student Intervention History

Student Name: _____

Check interventions that the student has received. Include start date and end date; if not applicable indicate N/A OR data not available-only if intervention has just begun:

Simple Secondary Interventions (CICO)		Social/Academic Instructional Groups		Simple Secondary Interventions with Individual Features(CnC)		Brief Function-Based Behavior Plan		Complex/Multiple-Life - Domain FBA/BIP		Wraparound Support	
Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date
Pre Data	Post Data	Pre Data	Post Data	Pre Data	Post data	Pre Data	Post Data	Pre Data	Post Data	Pre Data	Pre Data

SECONDARY INTERVENTIONS OVERVIEW: Briefly describe individual features of secondary interventions.

Strengths Needs Profile

➢ Completion of a SNP is the end result of the "get to know you" conversations

➢ One of, if not the most important activity in wrap

➢ NON NEGOTIABLE

➢ Begin to understand the family in terms of strengths, needs, culture and long range vision

➢ Explore needs and concerns across life domains

➢ Identify natural supports and service providers

Strengths Needs Profile Worksheet (SNP) – *Gathered during family "Get to Know You"*

Facilitator: **Date of interview(s):**

Student: **Parent/Guardian:**

Person(s) providing information:

Strengths	Needs / Concerns	Potential Team Members

LIFE DOMAIN AREAS TO CONSIDER IN WRAPAROUND PLANNING

Residence: *Medical:*   *Educational/Vocational:*   *Legal:*
Safety: *Family:*   *Spiritual:*   *Social:*
Financial: *Emotional/Psychological:*   *Employment:*

Home-School-Community tool (HSC-t)

Needs/Strengths	HOME				SCHOOL				COMMUNITY			
	Need		Strength		Need		Strength		Need		Strength	
	high 1	some-what 2	some-what 3	high 4	high 1	some-what 2	some-what 3	high 4	high 1	some-what 2	some-what 3	high 4
Social Relationships												
12) Has friends												
13) Is accepted by other children												
14) Gets along with children												
15) Gets along with adults												
16) Respects adults in authority												
Emotional Functioning												
17) Controls his/her anger												
18) Feels that he/she belongs												
19) Knows **when** to ask for help												
20) Knows **how** to ask for help												
21) Handles disagreements												
22) Responds like other youth to emotional situations												
Behavioral Functioning												
23) Seeks attention in appropriate ways												
24) Follows rules												
25) Controls him/herself												
26) Cares for own personal safety												
27) Participates in activities												
28) Is usually on time												
29) Accomplishes chores/assignments/ jobs/tasks on time												
30) Accomplishes chores/assignments successfully												
31) Pays attention to directions												
32) Works independently												
33) Behaves appropriately in unsupervised settings												
34) Likes to get better at the things he/she												