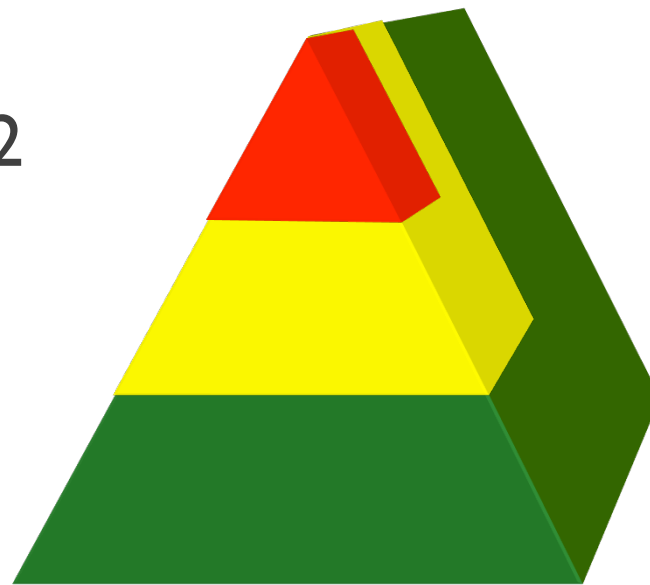# INTENSIVE LEVEL WRAPAROUND

BEST Summer Institute

June 25 to June 28, 2012
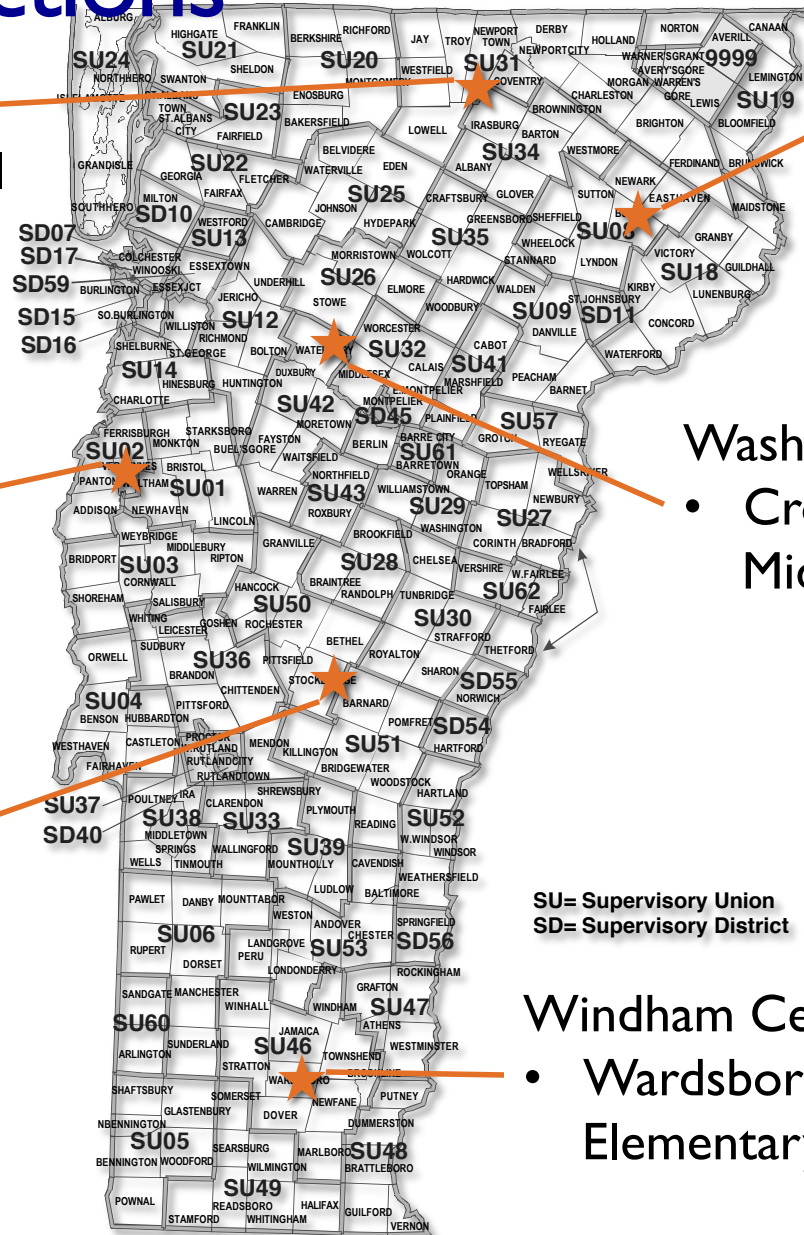
Day 1

Team Introductions

North Country SU

- Coventry Village School
- Lowell Graded School
- Newport Town School
- Troy School

Addison NW SU

- Vergennes Union High School

Windsor NW SU

- Stockbridge Central School

Caledonia North SU

- Burke Town School
- Miller's Run School
- Sutton School

Washington West SU

- Crossett Brook Middle School

Windham Central SU

- Wardsboro Elementary School

SU= Supervisory Union
SD= Supervisory District

PBiS Vermont

BEST

Training Materials:
USB & Website

USB Includes:
1. PowerPoint
2. Planning Tools

www.pbisvermont.org

Help Us Help You!

= We're all set. No help needed.

= We need help, but can continue with our work.

= HELP! We can't continue with our work.

BEST Expectations

B Be present

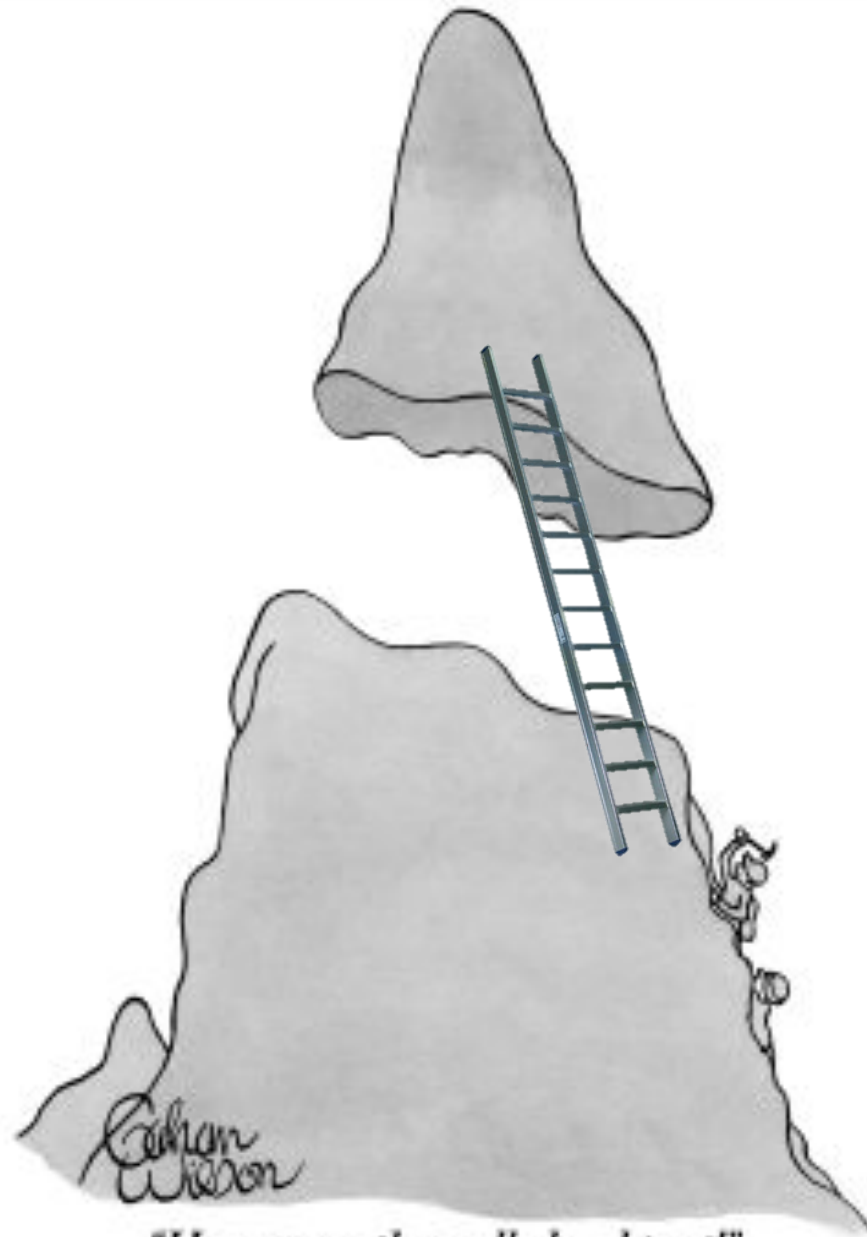**e** Engage with others

S Support each other

T Team solutions

Congratulations & Welcome to Tier 3!

Today is your day! Your mountain is waiting. So... get on your way!
- Dr. Seuss

Any road followed precisely to its end leads precisely nowhere. […] From the top of the mountain, you cannot see the mountain.
-Frank Herbert

"Here comes the really hard part!"

VTPBiS Intensive Level Training Agenda

	Monday	Tuesday	Wednesday	Thursday
Strand	1. Introductions 2. Need for intensive 3. System Readiness 4. Wraparound Intro	1. FBA/BIP 2. Identifying youth for wraparound 3. Engagement 4. Team Development	1. Using Wrap Tools 2. Strengths 3. Big Needs 4. Planning to Implementation	1. Evaluating progress 2. Transition 3. Next Steps
Team Time	Activity #2 BAT 32-56 Start Activity #6 Try out wiggio	School Action Plan Activity #9 Activity #11 Additions to wiggio	School Action Plan WIT Action Plan List of anticipated wrap challenges Additions to wiggio	School Action Plan Next steps Continue wiggio?

ACTIVITY # 1

1. Read Sam Scenario
2. Answer questions in school teams
3. Share responses with large group

SW-PBIS Supports for All Students

Intensive Supports – Individualized interventions provided to students with most complex emotional and behavioral needs.

Targeted Supports – Provided to students determined to be "at-risk" of emotional and behavioral challenges.

Universal Supports – Supports provided to all students. Expectations are taught, reinforced, and monitored in all settings.

Wraparound

Complex FBA/BIP

1-5%

Brief FBA/BIP

Individualized CICO

Social/Academic Instructional Groups

Check-in/Check-out

5-15%

80-90%

School & Class-wide expectations & supports

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Lessons Learned

- Intensive supports need to happen sooner for many

- Targeted Interventions need to be strong in order to build Intensive level supports

- PBIS Intensive level interventions require system of support at both the school and SU/District.

- New interventions (innovations) require changes in system structures.

- *Success at any level of the pyramid is dependent on fidelity of implementation at all levels of the pyramid.*

What intensive-level supports are available for students at your school?

The hope…

"I understand the Everest climb used to be quite a chore."

Meets the reality…

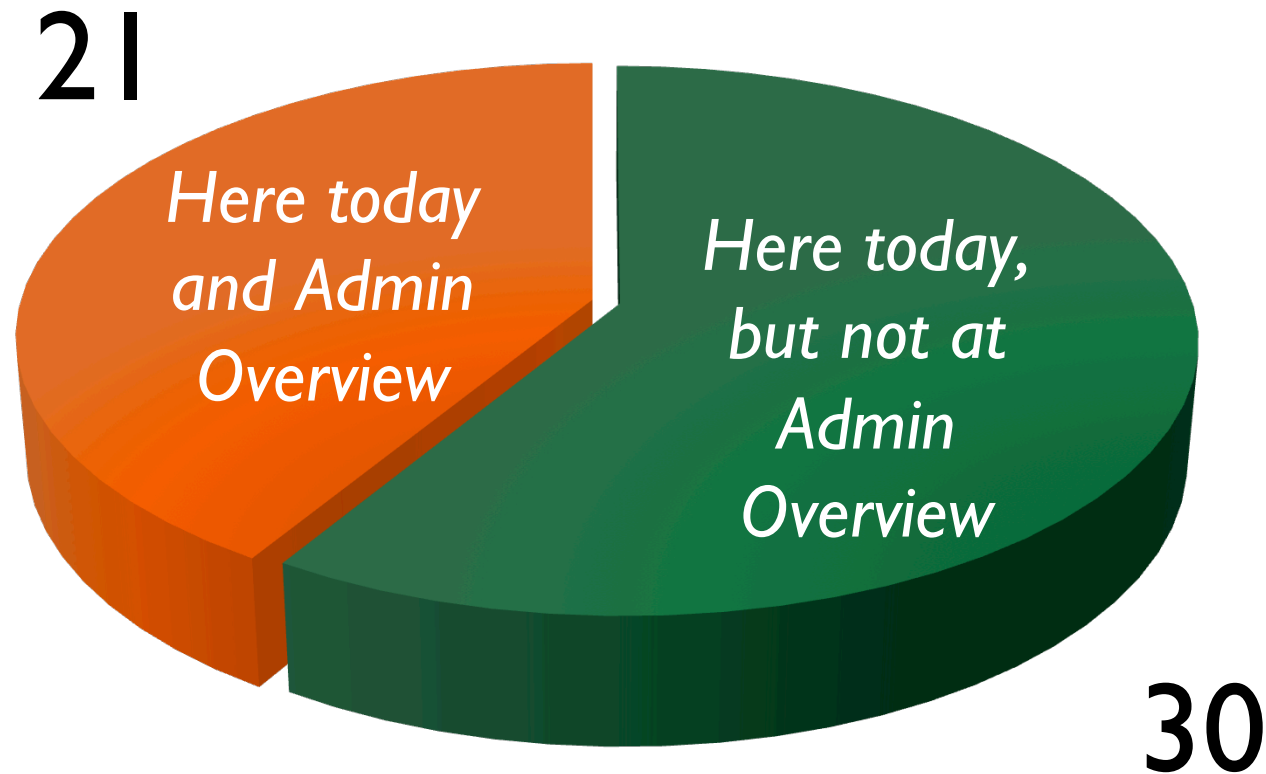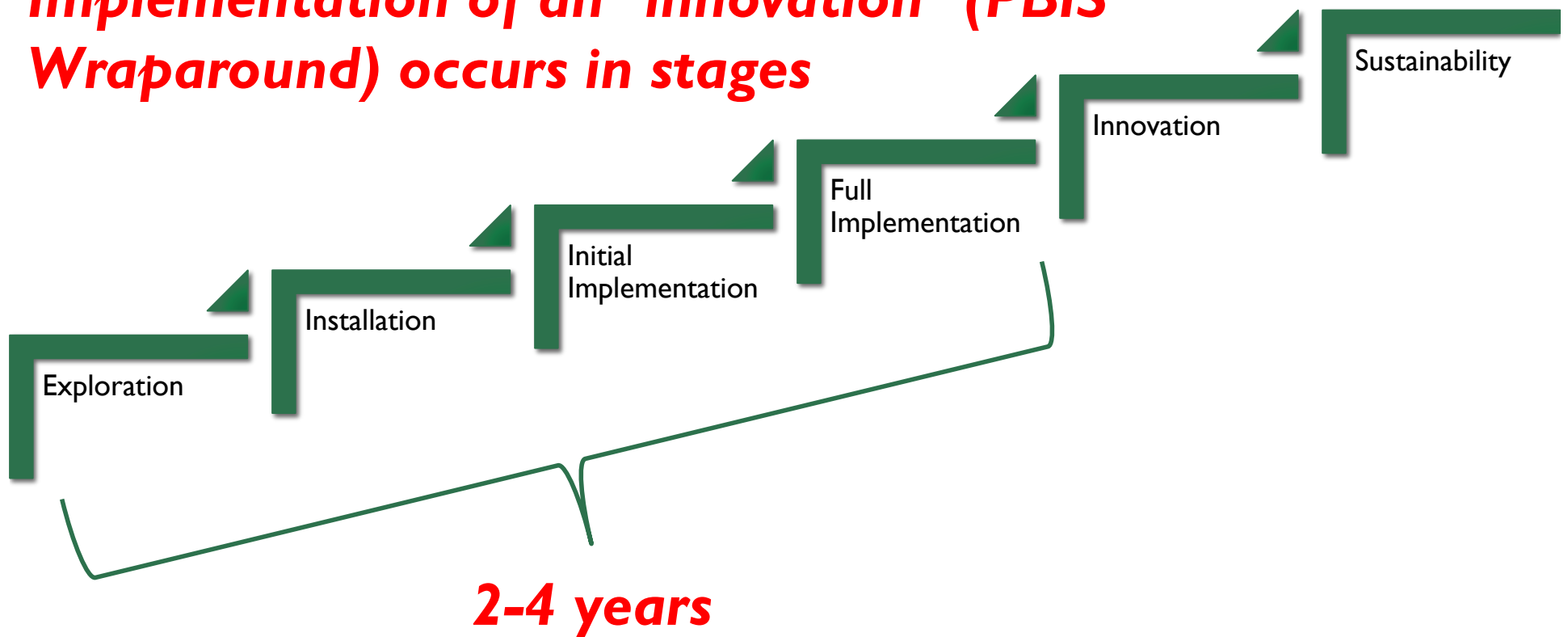"Do I look like a wise man to you?"

So how will we reach the top?

Who's here from our leadership team?

Stages of Implementation

Implementation of an "innovation" (PBIS Wraparound) occurs in stages

Sustainability

Innovation

Full Implementation

Initial Implementation

Installation

Exploration

2-4 years

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Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

B E S T

Focus of Supervisory Union/District:

Intensive Level System Components at Installation Stage (1st year)

1. **SU/District Planning Team** to assure efficient and effective allocation of resources to meet the needs of students with most complex needs.

2. **Building based intensive level (systems) planning team** to monitor progress of intensive plans and address challenges at building level.

3. **Coaching** from supervisory union and state level coaches.

4. **Facilitators** identified and "positioned" to facilitate teams and plans for 1-3% of students.

5. Comprehensive **training and technical assistance** plan.

6. **Data system/tools** to be integrated into practices.

Focus of Supervisory Union/District at
Sustainability Stage (in 3-5 years):

1. Representative SU/District Leadership Team with integrated Intensive level focus meets regularly

2. SU Coach at 1 FTE serves across all schools

3. All buildings have monthly Targeted Systems, Intensive Systems & Student Problem Solving Team mtgs.

4. All buildings serve 1-3 % of students in Wraparound

5. District/SU policies/procedures are modified

6. Specific strategies exist for blending related initiatives

Necessary Conversations (Teams)

Tier 1   Tier 2   Tier 3
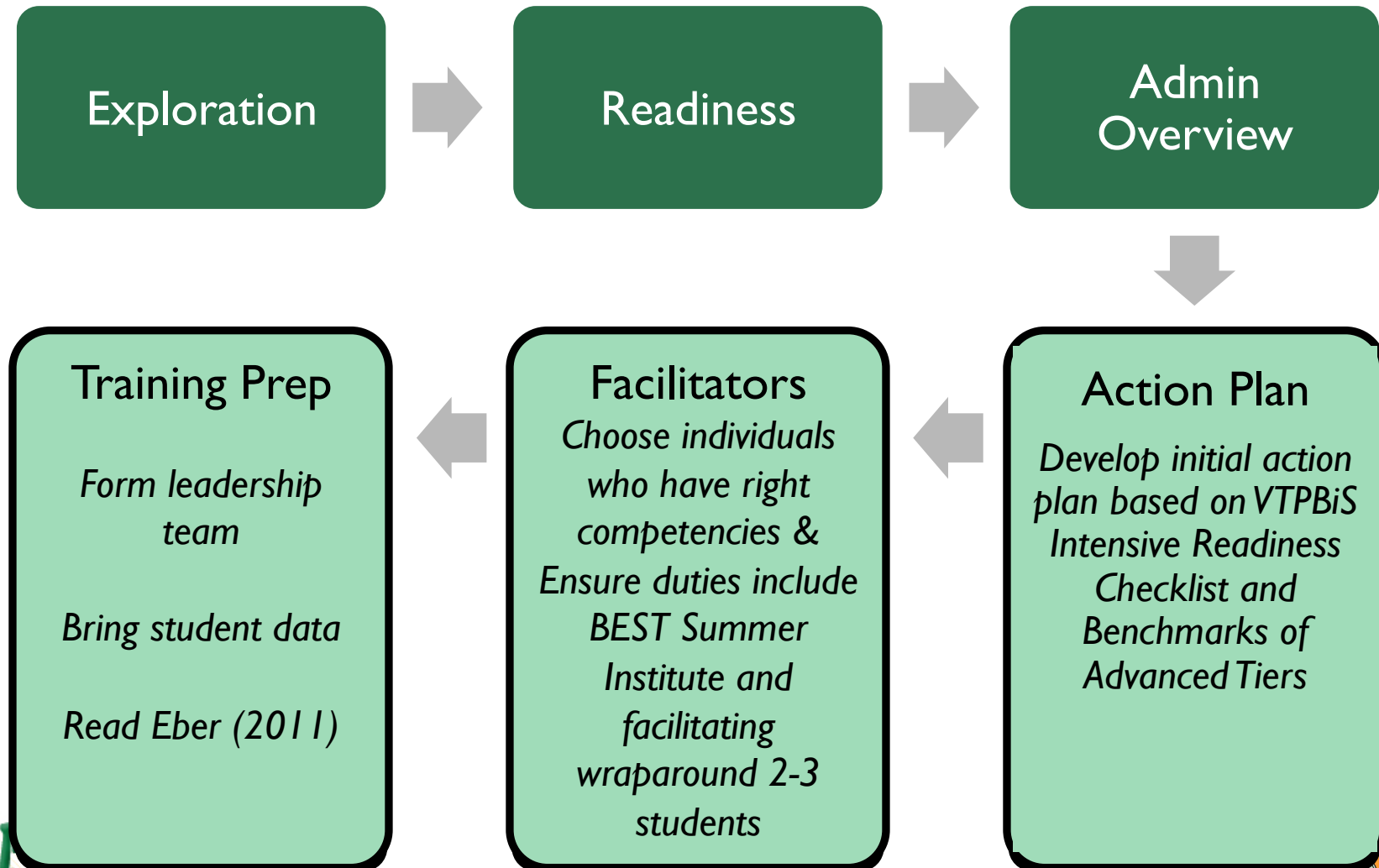
SU/District

SU/District Team – Universal:
•Coordinates implementation at schools
•Ensures access to resources
•Reviews data across schools for SU/District planning

SU/District Team – Targeted/Intensive:
•Secures resources
•Focuses on student outcomes
•Focuses on Fidelity of Implementation measures across the district/SU

School

School Leadership Team Universal
•Plans and implements 6 school components of PBIS

School Systems Level Team – Targeted/Intensive:
•Creates procedures for referral, screening and evaluation
•Communicates with staff and families

Student

Student Level Team – Targeted:
•Matches students to interventions
•Evaluates & Monitors Student Progress

Student Level Team – Intensive:
•Completes FBA/BIP
•Evaluate & Monitor Student Progress
Facilitates Wraparound

VTPBiS Steps for Adopting Intensive Level
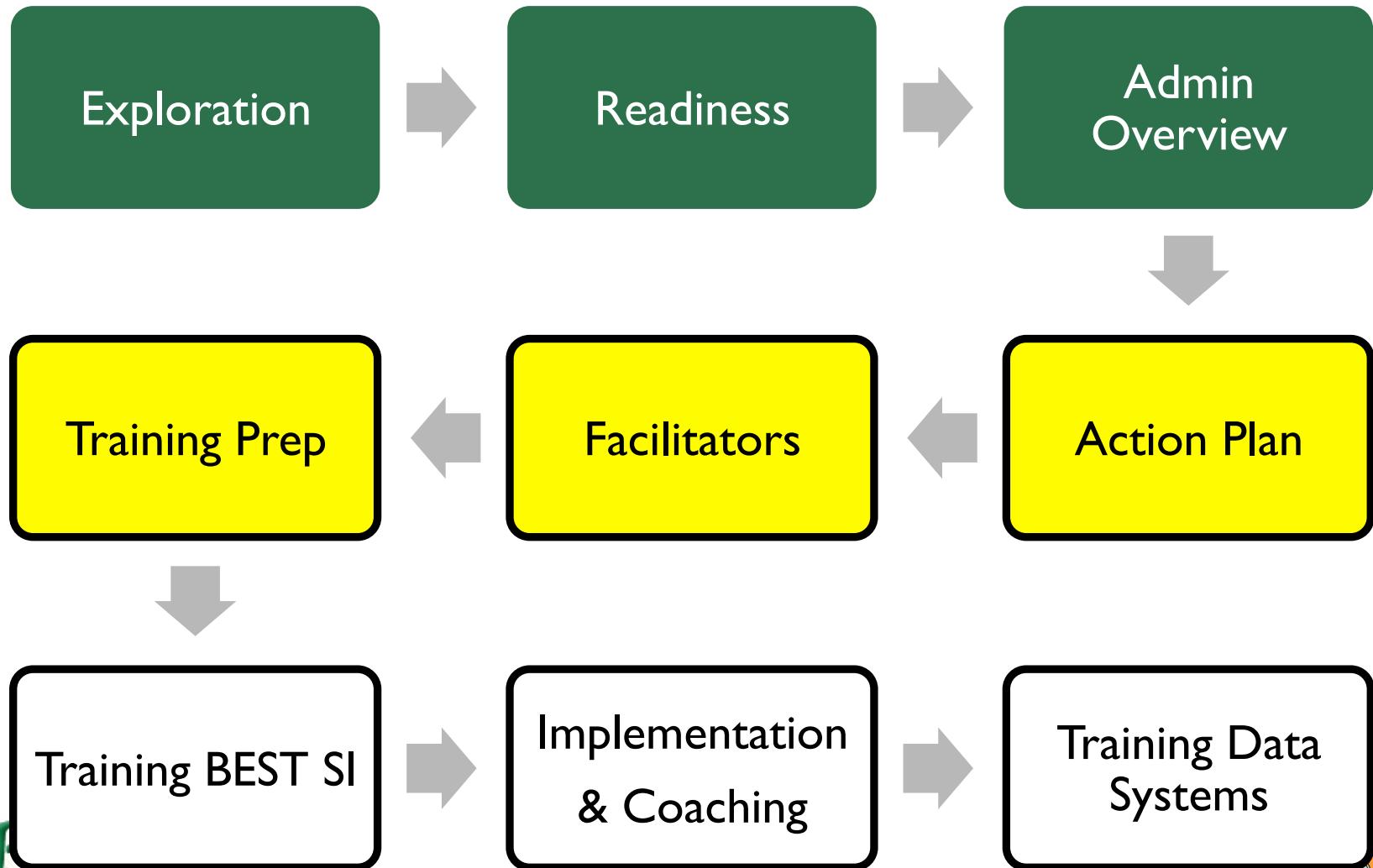
Exploration	→	Readiness	→	Admin Overview

↓

Training Prep	←	Facilitators	←	Action Plan

↓

Training BEST SI	→	Implementation & Coaching	→	Training Data Systems

VTPBiS Steps for Adopting Intensive Level

Exploration	→	Readiness	→	Admin Overview

↓

Training Prep	←	Facilitators	←	Action Plan

Training Prep

Form leadership team

Bring student data

Read Eber (2011)

Facilitators

Choose individuals who have right competencies & Ensure duties include BEST Summer Institute and facilitating wraparound 2-3 students

Action Plan

Develop initial action plan based on VTPBiS Intensive Readiness Checklist and Benchmarks of Advanced Tiers

Benchmarks for Advanced Tiers (BAT)

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?

    1. Is a Tier 2 support system in place?
    2. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

School: _____ District: _____ State: _____ Date of Completion: ____/____/____

Team Leader/Coordinator: _____

Team Members:

_____

INSTRUCTIONS: The BAT is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Team members should first be trained in use of the BAT by someone familiar with the measure. The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

ACTIVITY # 2

Review Admin Overview activities and your school's:

1. *Intensive Readiness Checklist*

2. Ratings on *BAT* (items 1 thru 31)

3. *VTPBiS Action Plan for Intensive Level* (A thru G)

Plan on finishing this during Team Time today.

ACTIVITY #3

Each school team should respond to the following readiness questions based on discussion in Activity #2.

BAT: 1-3 Our school's universal PBIS is:

A	Fully in Place
B	Partially in Place
C	Not Yet Started

BAT: 4-17 Our school's Tier 2-3 Foundations are:

A	Fully in Place
B	Partially in Place
C	Not Yet Started

BAT: 18-31 Our school's CICO system is:

A	Fully in Place
B	Partially in Place
C	Not Yet Started

Readiness Checklist: We have access to personnel who can complete full FBAs

A	All the time
B	Some of the time
C	Rarely or never

Readiness Checklist: Leadership team with:

- Administrator
- wrap facilitator
- regular educator
- special educator
- behavior specialist
- family member of student
- mental health provider

A	All
B	Some
C	Few or none

B E S T

Readiness Checklist: Identified wraparound facilitators

A	More than one
B	One
C	Not sure who it will be yet

Much Hinges on the Facilitator

- Has experience working with children with complex needs

- Able to engage families

- Collaborates with natural supports & professionals

- Follows wraparound process & principles

- Uses data

Targeted/Intensive Level Skill Sets

- Understands the conflict cycle and uses de-escalation strategies (Life Space Crisis Intervention)

- Develops FBAs and BIPs

- Uses effective *engagement* strategies with students, families and teams

- Develops interventions that are function-based.

- Familiar with academic modifications and accommodations

- Integrates data-based decision-making into comprehensive processes (home-school-community)

ACTIVITY # 4

1. For a student in need of intensive supports list all interventions that have been attempted

2. State whether successful or not

3. List data sources used to determine effectiveness

4. Complete pages 1 & 2 of *Tier 3/ Student Action Plan & Progress Update*

Tier 3 Student Action Plan

Illinois PBIS Network
Tier 3/ Student Action Plan & Progress Update

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#:** _____

Student Intervention History

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

What is your knowledge about or experience with wraparound?

What is wraparound?

- Wraparound is a family-driven, team-based *process* for planning and implementing services and supports.

- Teams create plans that are geared toward meeting the unique needs & strengths of children and youth with complex needs and their families.

- The wraparound team members meet regularly to implement and monitor the plan to ensure its success.

Four Phases of Wraparound

1. Engagement & Team Preparation

- *Orient family, stabilize crises, assess strengths & needs, form vision, identify team members*

2. Planning

- *Hold initial meeting(s), orient team, create plan focusing on "Big Needs", identify services & supports*

3. Implementation

- *Hold regular meeting, implement plan, review progress, revise plan*

4. Transition

- *Define when vision / goals have been met, "unwrap" celebration, follow up with familiy*

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Wraparound Principles

Voice & choice	Natural supports	Team-based	Collaboration
Strengths-based	Community-based	Culturally Competent	Individualized
Unconditional		Outcomes-based	

Wraparound is

Ongoing planning process used by

- A team of people

- Who come together

- Around family strengths/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

Who benefits from wraparound?

- Youth with needs in home, school, and community

- Youth with needs in multiple domains

- Families not engaged

- Staff through coordination

- Schools through climate change

ACTIVITY #5

How is wraparound similar and different from typical individualized service delivery in your school?
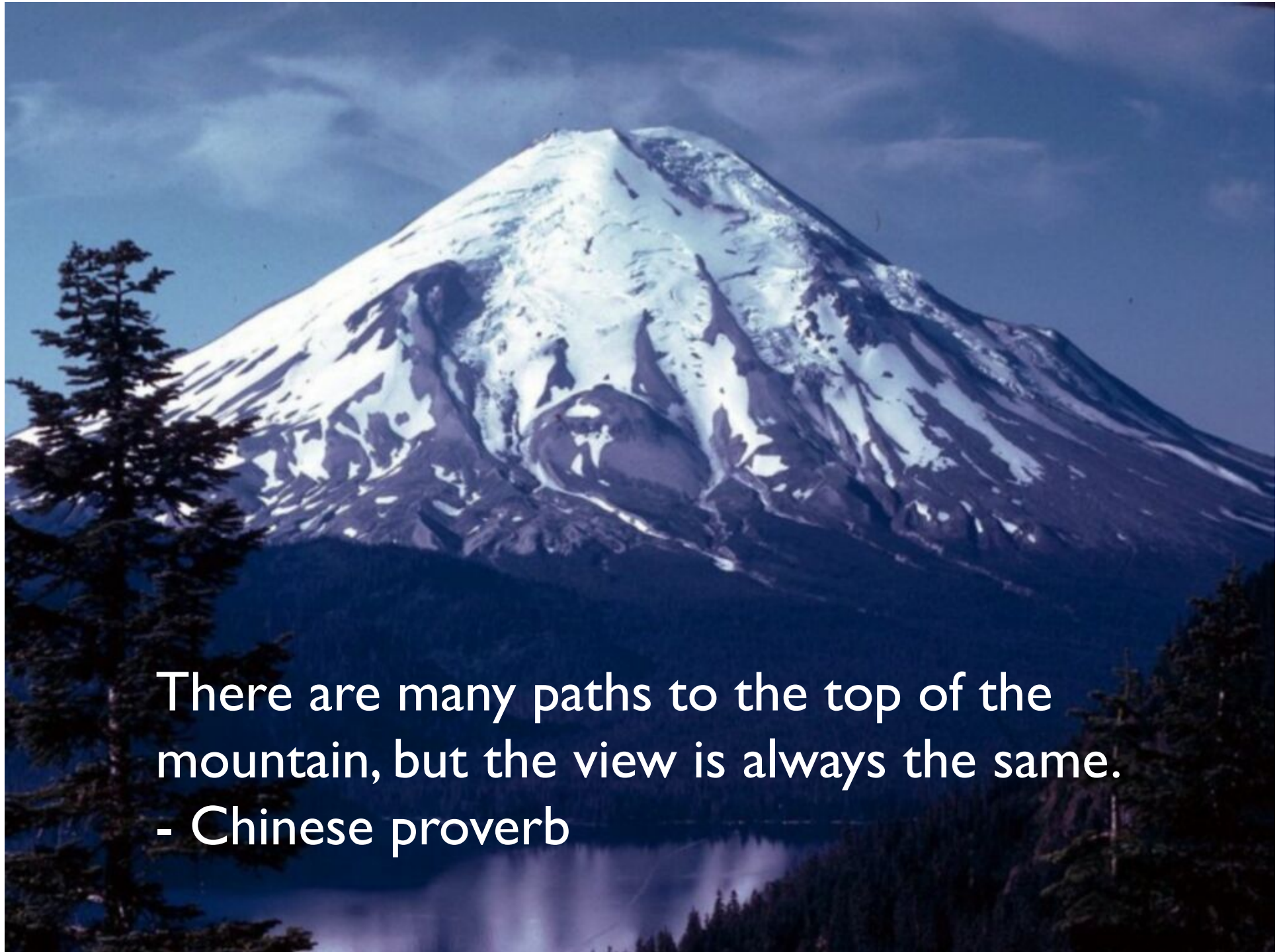
There are many paths to the top of the mountain, but the view is always the same.
- Chinese proverb

Resources

- Jesse Suter: 802-656-1130, jesse.suter@uvm.edu
- Your State TA or Implementation Coach
- Vermont PBIS: www.pbisvermont.org
- Illinois PBIS: www.pbisillinois.org
- New Hampshire PBIS: http://www.nhcebis.seresc.net/pbis_nh
- National Wraparound Initiative http://www.nwi.pdx.edu/

Opportunity for Sharing

http://vtpbisintensive.wiggio.com

Team Time – Day 1

- Finish Activity #2 (i.e., Readiness, BAT, Action Plan)
- *Start BAT* Tier 3 Support Systems (32-43)
- *Review rest of BAT* (44-56)
- Start Activity #6 for one of your students
  - Review & start answering questions
  - We'll start here tomorrow
- Sign in to wiggio and take poll about usefulness:
  http://vtpbisintensive.wiggio.com