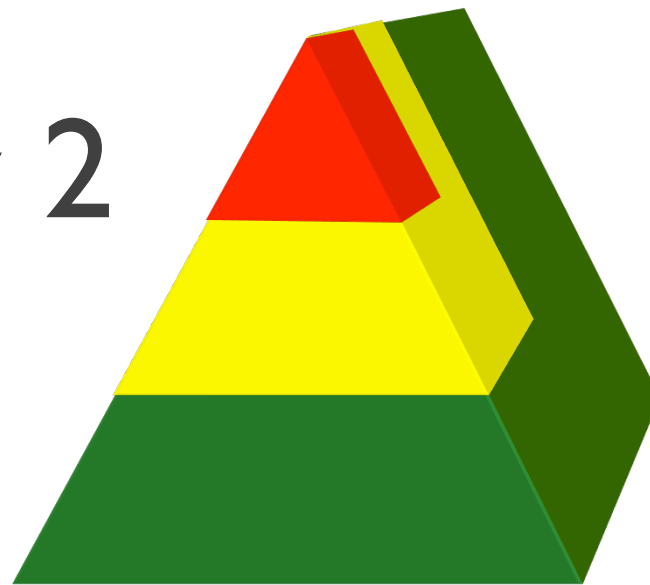




INTENSIVE LEVEL WRAPAROUND

Day 2



BEST Expectations



B

Be present



e

Engage with others



S

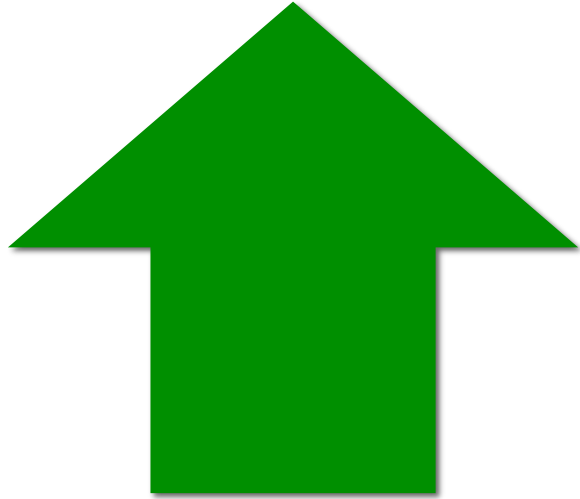
Support each other



T

Team solutions

We heard you:



More
coaching



Fewer
slides

Ideas / Resources you shared

- Offer supports to multiple family members



- PBIS webinar
- PBIS / Rtl guides
- Support for involving parents in education



Questions

Connection to
Act 264 and
CSPs?

Connection to
IEPs?

What if
family doesn't
want
facilitator?

Start with
one
student

*We need a
brave school
team...*

Today's Agenda:

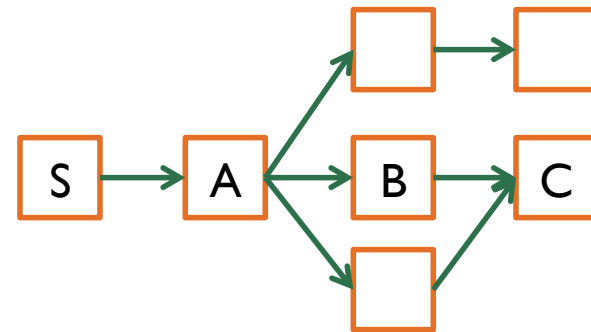
Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)

Identifying students for wraparound

Guests

Phase I: Engagement

FBA / BIP



Functional Behavioral Assessment / Behavior Intervention Program (FBA/BIP)

- Foundation of all intensive level interventions
- Behavior support is the *redesign of environments*, not the redesign of individuals.
- Positive behavior support plans define changes in the behavior of those who will implement the plan. A behavior support plan describes what *we* will do differently.

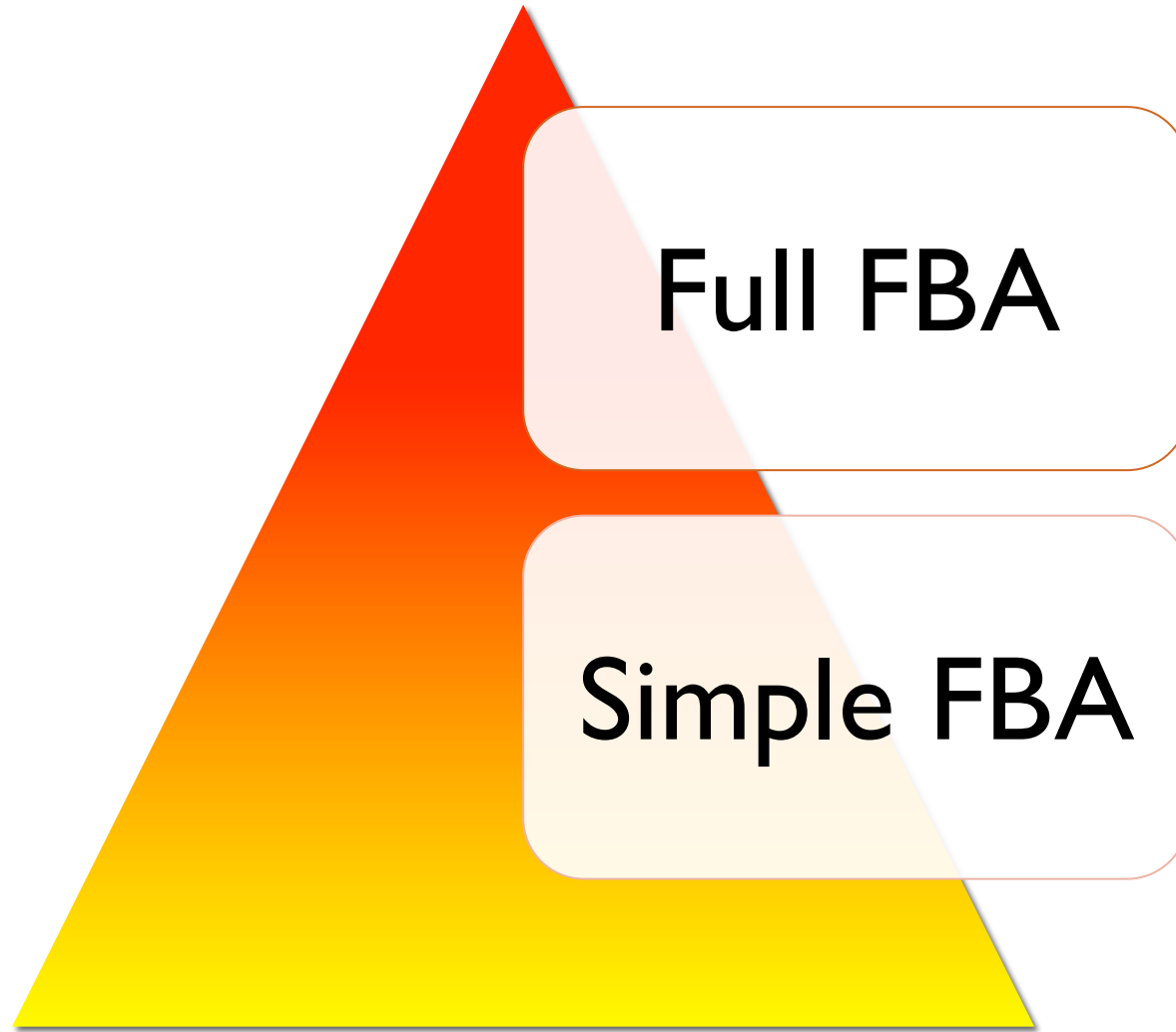
FBA Team Process Steps

1. Collect **information**
 - a. What does the problem look like?
 - b. What series of events predicts behavior?
 - c. What is the maintaining consequence of the observable behavior?
 - d. Hypothesis statement?
2. Develop “**competing pathways**” and replacement behaviors
3. Develop **BIP**.
4. Develop strategies for **monitoring & evaluating** implementation of BIP.

FBA/BIP

- Best conducted by teams of educators who are skilled in the process
- The persons who implement the strategy need to be actively involved in designing it or it probably won't work!

Levels of FBA (Crone & Horner, 2003)



ACTIVITY #6

1. Get into school groups
2. Prepare brief presentation on student from your school (Next slide)
3. Group problem-solving
4. *Alternative Activity*

Consultation Time with Colleagues

Discuss the student and the FBA you prepared

- Identify type of FBA you completed: Brief → Full FBA protocol?
- Recreate the Competing Behavior Pathway on chart paper
- List interventions the team developed
- Describe the Behavior Intervention Plan
- Describe your plan for evaluating ongoing progress with plan
- List your building's "Go TO" FBA person
- *List questions you have for the group*

Review these questions and chart paper with larger group

ACTIVITY #7

Benchmarks for Advanced Tiers (BAT)

Tier 3: Assessment & Plan Development



BAT: 46. BIPs are developed by a team of individuals with knowledge in school context, student, and behavioral theory.

A Fully in Place
All BIPs developed by such teams

B Partially in Place
Some BIPs developed by such teams or some areas

C Not Yet Started
BIPs developed by teams expertise in 1 area or less



BAT: 48. BIPs include problem statement with definition of problem behavior, antecedents, and consequences.

A Fully in Place
BIPs include all 3

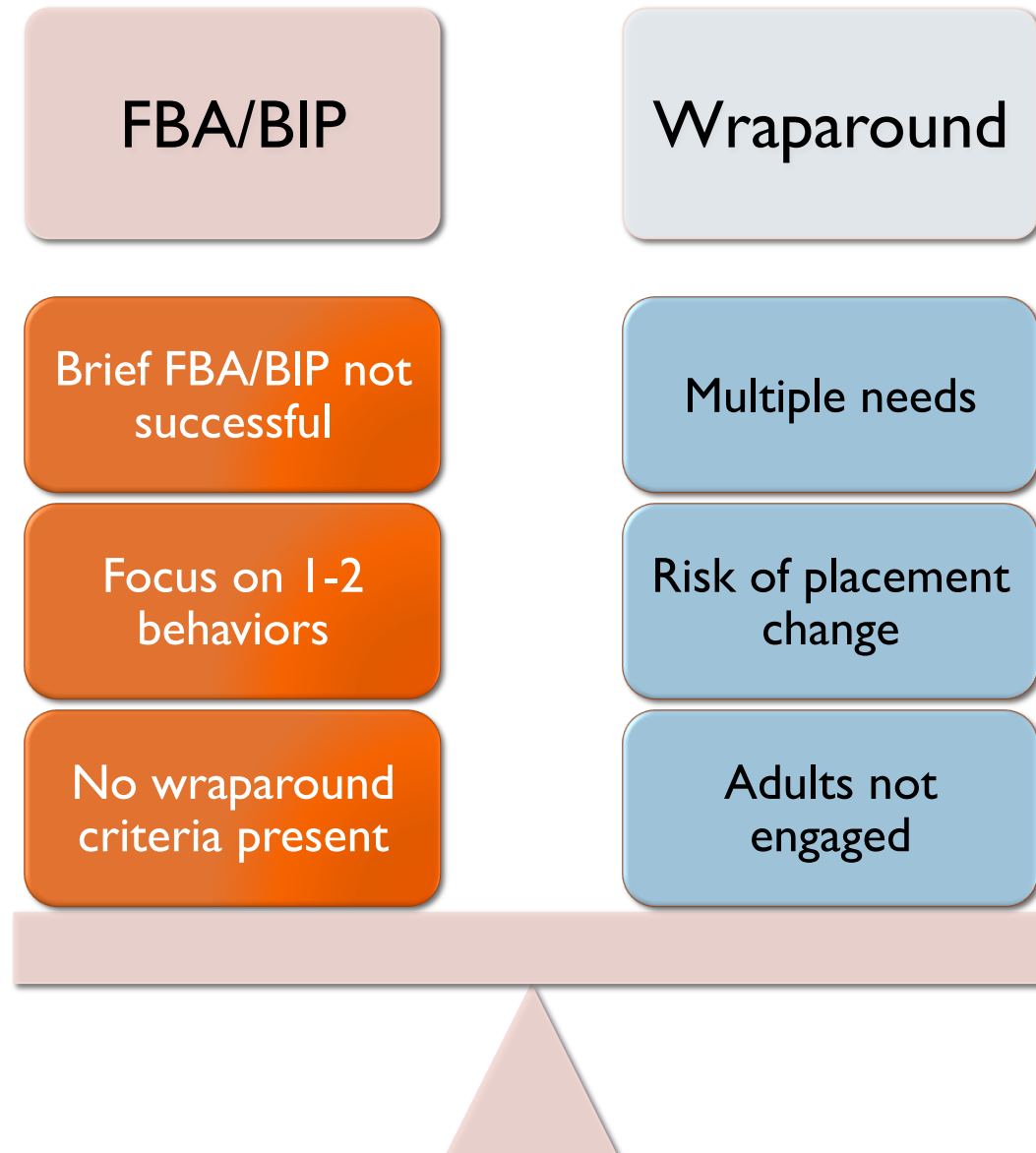
B Partially in Place
BIPs include 2, or
components inconsistent

C Not Yet Started
Problem statements not
developed

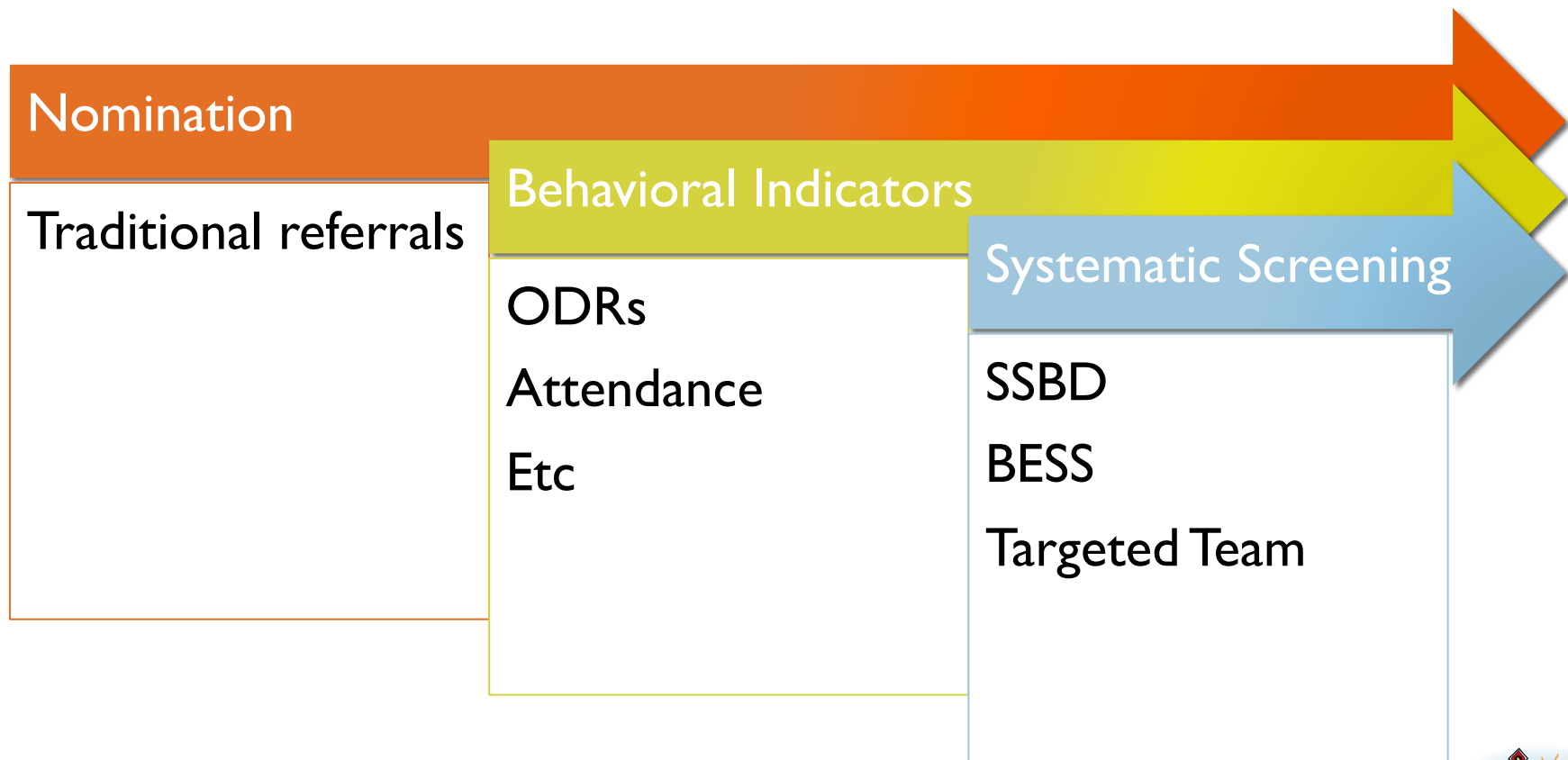
Identifying youth for wraparound



Who is wraparound for?



Three Strategies



REMINDER: TIER 2 & 3 STUDENT IDENTIFICATION

BAT Questions 7-12

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 (intensive, intensive behavior support systems) within their school. The BAT is based on factors derived from the Individual Student System Evaluation Tool (ISSET), 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 item 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 in charge with Tiers 2 and 3 behavior support, and reflect 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 convenes 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 forward on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement to support on Tiers 2 and Tier 3.

Each item is rated "2" fully in place, a "1" partially in place, or a "0" not yet started.

After completion of the BAT, use the Action Plan template to develop a timeline for moving forward on targeted and intensive interventions.

Benchmarks for Advanced Tiers, February 2019
Anderson Fields, Kimball Haines, George Todd, Sampson & Spaulding
Educational and Community Supports, University of Oregon & University of South Florida

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 family*



VERGENNES UNION HIGH SCHOOL



BEST Summer Institute Theme

The Third R:

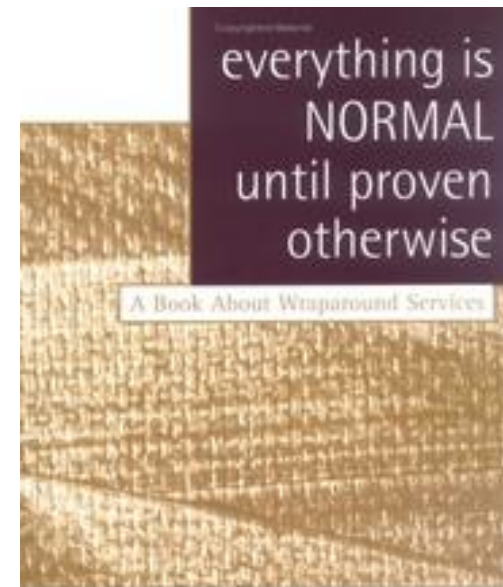
*A Focus on Relationships
to Help Engage Students
in a Rigorous and*

Relevant Education.



Believe that all parents want to...

- Be proud of their children
- Have good relationships with their children
- Have a positive influence on their children
- Hear good news about their children and about what they do well
- Believe they are good parents



(Dennis & Laurie, 2006)

Believe that all children want to...

- Have their parents be proud of them
- Be accepted as a part of a social group
- Be active and involved in activities with others
- Learn new things
- Voice their opinions and choices



(Dennis & Laurie, 2006)

Phase I: Engagement & Team Development

- Prepare for wraparound meetings through *individual conversations with core team members*. This is a critical first step.
- The first contact/s with the family should *feel different* than being invited to a meeting.
- Gather information for a *rich strength profile* (this will be a valuable tool for action planning).

Phase I: Engagement & Team Development

Wraparound Facilitator:

- Meets with family & stakeholders
- Gathers perspectives on strengths & needs
- Assesses for safety & risk
- Provides or arranges stabilization response if safety is compromised
- Explains the wraparound process
- Identifies, invites & orients Child & Family Team members
- Completes strengths summaries & inventories
- Arranges initial wraparound planning meeting

Much Hinges on the Facilitator

- Has experience
- Able to engage families
- Collaborates with natural supports & professionals
- Follows wraparound process & principles
- Understands conflict cycle & de-escalation
- Uses data



ACTIVITY #8

1. Find a partner
2. Decide who will be parent and who will be the wraparound facilitator
3. Facilitator: introduce wraparound, answer questions, listen for their *story*, and *strengths*
4. Switch roles

Opening Questions to Assist in Initial Conversations

“Please tell me about your child...”

“What will it *look like* when life is better?”

“What is your *hope, dream, vision* of success with your/this child/family?”

Points to Remember About Engaging Families

- Apply Rtl to Family Engagement: *don't keep doing what hasn't worked so far*
- If engagement didn't happen, how would you *change your approach* to effectively engage?
- Professionals *don't get to choose or judge* how families raise their kids.
- Always *start with a conversation* (not a meeting or a form) with the family, getting their trust and permission before talking with others.

Establish Family Voice & Ownership

Communicate differently...

- No blaming, no shaming
- *Start* with strengths
- Family's needs are priority
- Listen to their *story* before the meeting
- *Validate* their perspective
- Reframe into strengths
- Normalizing experiences & responses

Voice to Engagement

- WE have to ask the youth/family how they will know if things are getting better...
- Family has to define 'success' for the team
- If they define progress/success, as well as strengths and needs, then they are likely to be engaged in the interventions.

ACTIVITY #9

1. Review NH Family Engagement Checklist
2. Which areas are strengths of your school that you can build on for engaging families in wraparound?
3. Which areas are priorities for improvement?
4. **Finish during Team Time**

Team Time – Day 2

- What are your goals and action steps for...
 - Identifying students for wraparound?
 - Improving FBA/BIP process?
 - Improving family engagement?
- Activity #9 School-wide Family Engagement
- Review the Wraparound Integrity Tool (WIT) Phase I
- Check-in with trainers