PBiS Vermont INTENSIVE LEVEL WRAPAROUND

Day 4

BEST Expectations

B Be present

e Engage with others

S Support each other

T Team solutions

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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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

Phase II Wraparound: *Action Plan Development*

Facilitator:

- Holds 1-2 wraparound plan development meetings

- Introduces process & team members

- Presents family strengths

- Solicits additional strength info from gathered group

- Leads team in creating a mission statement

- Leads team in generating strategies to meet needs

- Identifies person/s responsible for follow-through

- Documents & distributes the plan to everyone

Phase III of Wraparound:
Plan Implementation & Refinement

Facilitator

- Sponsors & holds regular team meetings
- Facilitates team feedback on accomplishments
- Leads team members in progress-monitoring
- Creates an opportunity for modification
  - Maintain,
  - modify or
  - transition interventions
- Documents & distributes team meeting minutes

Phase IV of Wraparound: *Transition*

- Purposeful transition out of 'formal' wraparound process with goal of maintaining positive outcomes

- Strategies become more based on natural supports (ex. friendship, sports…)

- Focus on transition is continual (starts in phase I)

- Transition students from more intensive to less intensive supports
  - Universal & Secondary strategies

- "Unwrap"

WRAPAROUND INTEGRITY TOOL (WIT)

The checklist for what needs to be accomplished in every stage

ACTIVITY #14-B

1. Think about about teacher (or another adult) who is frustrated with your student's behavior

2. What could you say or ask to solicit strengths.

3. Document on Tier 3/Student Action Plan strength profile for the student/family you are using as a learning example.

Needs & Wraparound

- Focus on the "why" of a need not the "how"
  - "Needs to feel competent with academic tasks" rather than "Needs to complete his assignments"
- Use descriptive terms
  - To learn, To know, To experience, To feel, To see, To have, To be
- Deal with the "big" stuff
  - *Families/youth need to know* their teams are dealing with their larger challenges
- More than one way to meet it
  - Unlike a goal (John will come to school every day)
- Improves quality of life (as defined by family, youth)
  - Will student/family want to be on the team if the team is going to focus on _____ (stated need).

Adapted from P.Miles, 2004

"Needs" Talk in Team Meetings

When a team member disguises a service as a need:

- "He needs a special education placement"
- "The family needs counseling"

Ask the team member:

- What do you hope *will be accomplished* through this?
- Why do you think *this is important* to the person?
- How will you know *when it's been effective*?

Examples of Needs Statements:

The student needs to feel adults and peers respect him.

The student needs to feel happy about being at school.

The parent needs to know her son is getting a fair shake at school.

The student needs to be reassured that he can complete the work.

ACTIVITY 15-B

1. Use Student Disposition Tool (SD-T) and the Home School Community Tool (HSC-T) to hypothesize and list 1-3 Big Need statements.

2. List new Big Need statements on Tier 3/Student Action Plan & Progress Update Page 5.

A Quick Test: *Review Your Needs Statements*

- Are needs statements clearly articulated? (*Clarity*)

- Can you tell *who* has *what* need? (*Individualized*)

- Is the need stated in such a way that it will take time to work on it? (*Enduring*)

- Is there more than one way to meet the need? (*Needs vs. Service*)

- If met, will quality of life be enhanced?

P.Miles, 2004

Sample Meeting Norms

- We will listen actively to all ideas
- Everyone is expected to share his or her ideas
- Let each person finish (No interrupting)
- Confidentiality
- Respect differences
- Supportive rather than judgmental
- Keep discussion "strengths based".
- Time Limit (30 mins = ideal, 60 mins = max.)

ACTIVITY #16

1. Review the data on the HSC-T and SD-T.

2. Review the strength/needs information on the wraparound action plan.

3. Using the strengths and needs identified, start to create a DRAFT mission statement

Mission Statement is the biggest or most important of the big needs

It's All Connected

Strengths Profile,

Big Needs, Mission Statement

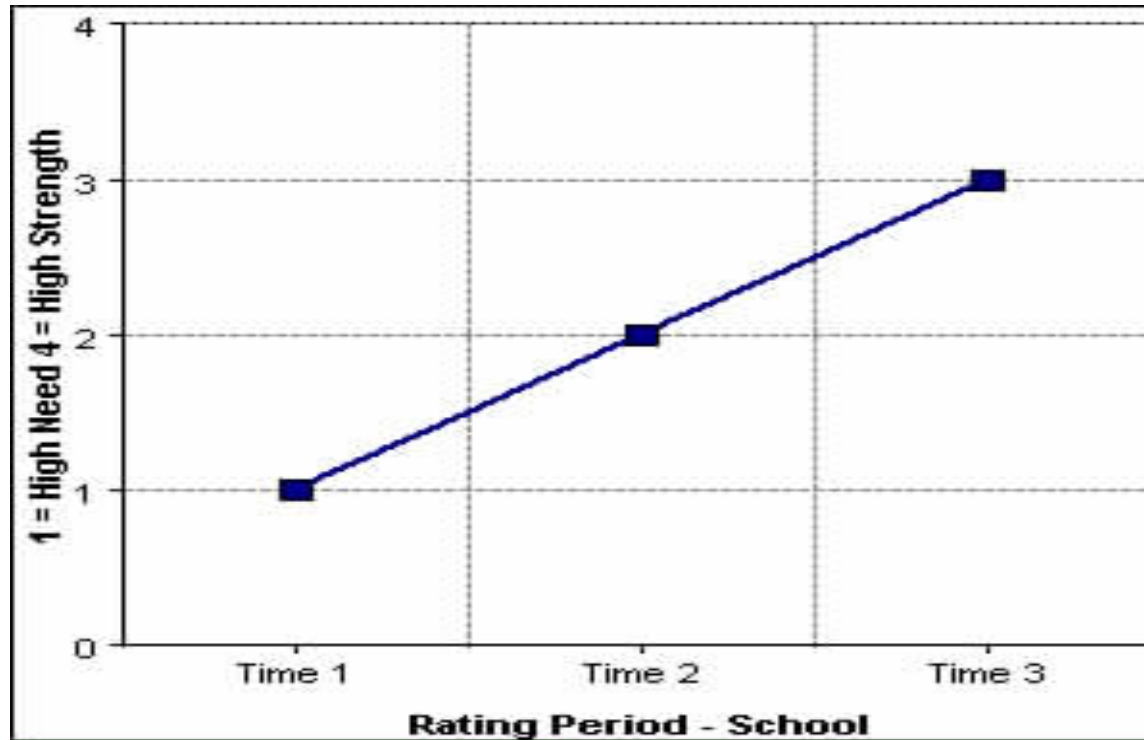| Needs	Strengths	Outcomes	Strategies

Plus Vermont

BEST

ACTIVITY #17-B

1. List possible outcomes and strategies to respond to the Big Needs you've identified

2. Document strategies on Tier 3/Student Action Plan & Progress Update Page 6.

Need Becomes Strength at Six Months
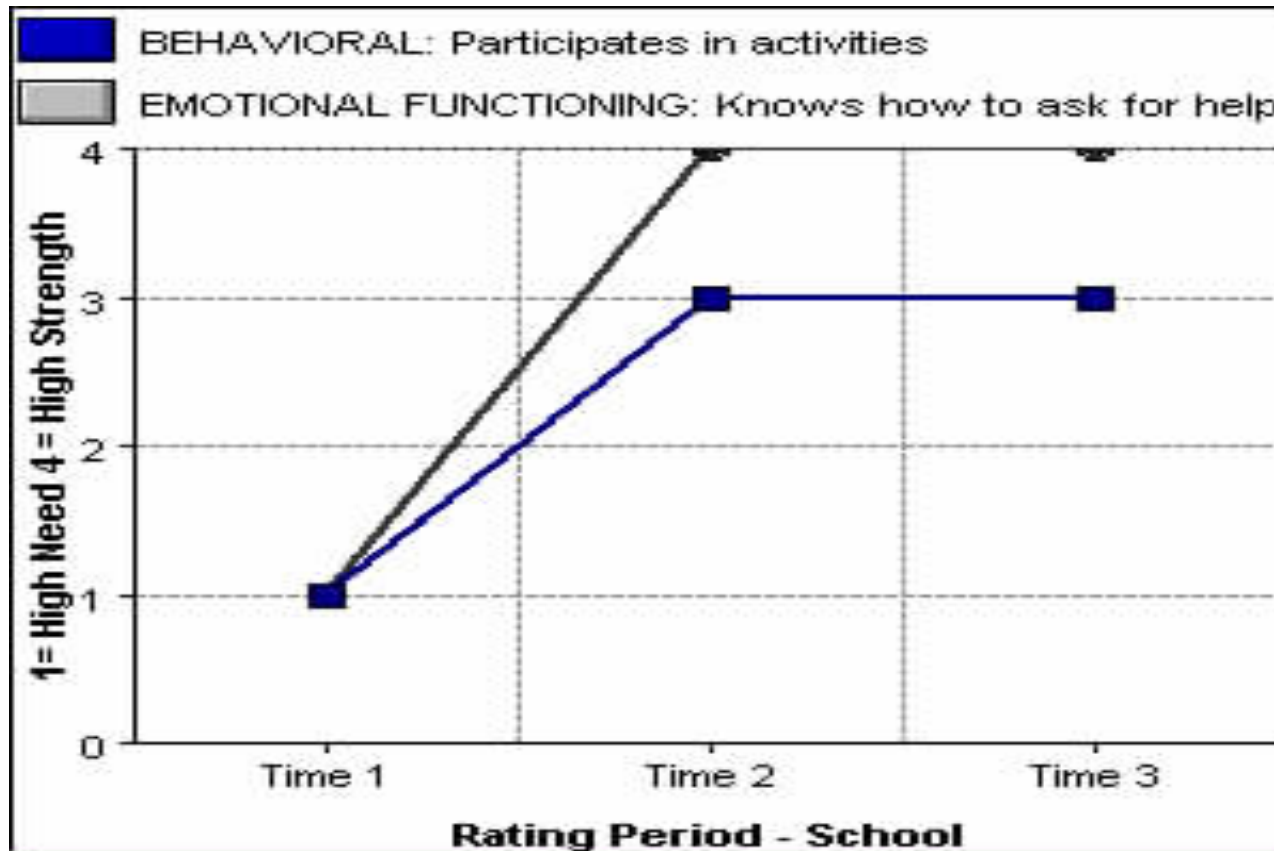# (11/03 – 06/04)

Has enough to do (age-appropriate activities)
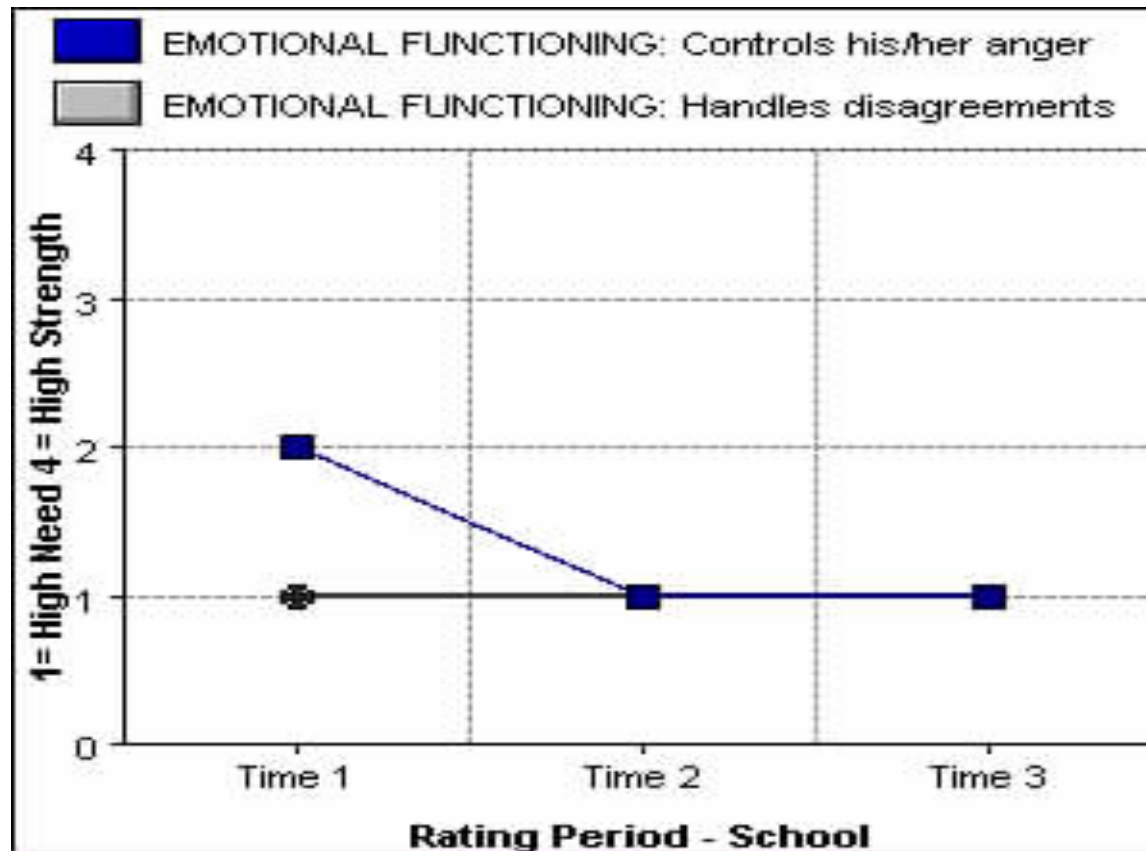
Strengths Sustained at Six Months
(11/03 – 06/04)

Ongoing Needs/Six Months
(11/03 – 06/04)

Setting Event Challenges

- Setting events that seem outside of the "control" of the school may frustrate intervention efforts.

- School teams often become immobilized by setting events beyond their control; this often leads to 'blaming'

- Schools may need to only use setting events at school if family is not wanting to address non-school setting events

Effective Interventions:
Getting to the Setting Event

If you are doing wraparound and effectively engage the family, you are more likely to (eventually) get to strategies that address the setting event.

WHAT'S NEXT?

Possible Next Steps

- Planning to improve universal & secondary
- Develop identification process
- Develop FBA / BIP skills & capacity
- Relationships with mental health
- Relationships with family advocacy organizations
- Relationships with other schools at Tier 3
- Educate possible team members on wraparound
- Initiating Phase I (Who? How? When?)

VTPBiS Next Steps

- Follow up coaching & TA

- Materials on VTPBiS website

- Developing information on screening

- Training on SIMEO data management system

- FBA Training

- LSCI Training

What are your resources?

- Vermont PBIS www.pbisvermont.org
- Jesse Suter 802-656-1130; jesse.suter@uvm.edu
- Vermont Family Network www.vermontfamilynetwork.org
- Vermont Federation of Families for Children's Mental Health www.vffcmh.org
- Illinois PBIS www.pbisillinois.org
- New Hampshire PBIS www.nhcebis.seresc.net/pbis_nh
- National Wraparound Initiative www.nwi.pdx.edu/
- Life Space Crisis Intervention www.lsci.org