

# VTPBiS Intensive Level Wraparound Webinar

Presented by: Jesse Suter  
February 5, 2014



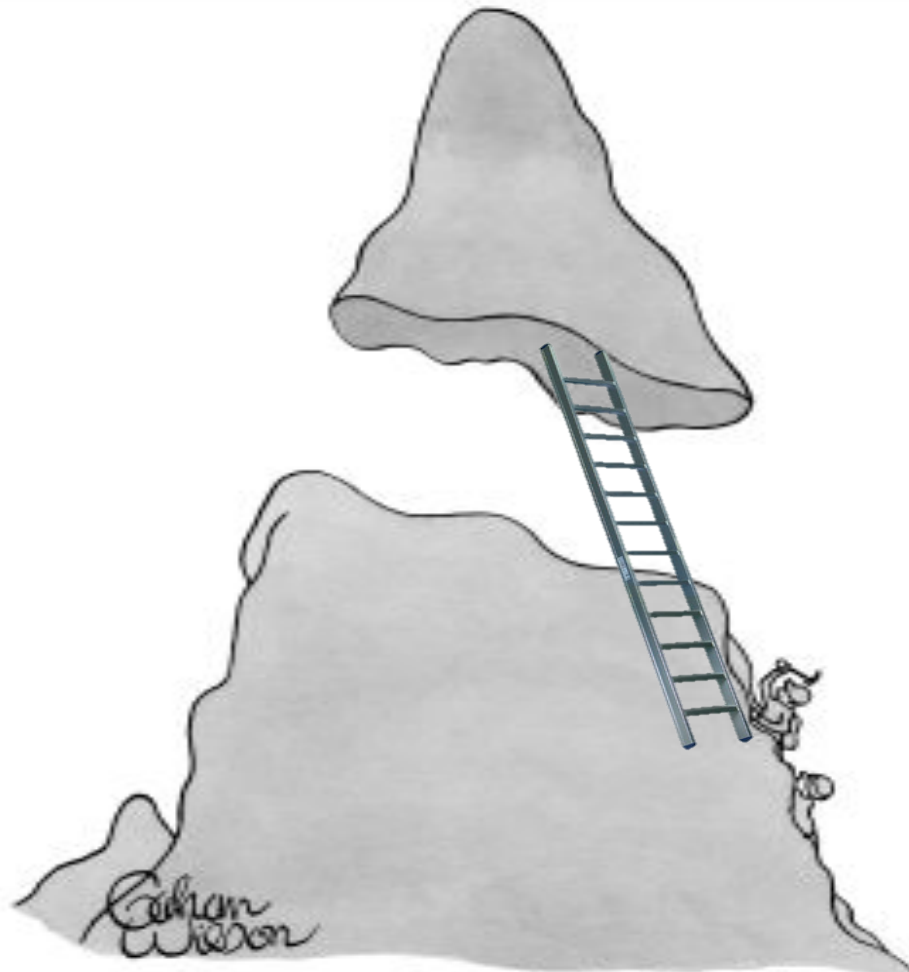
# Introductions

When we call your name please:

- Say "hello"
- Tell us your role and what school you are from.
- Indicate who is in the room with you, if anyone.

# Webinar Logistics

- Two ways to ask questions:
  - Raise your hand using the icon on your screen
  - Type a question into the text box for
- We will also be asking you questions
- This webinar will be recorded.
- Please note, your microphone will be muted unless otherwise indicated.



*“Here comes the really hard part!”*

# Two Questions

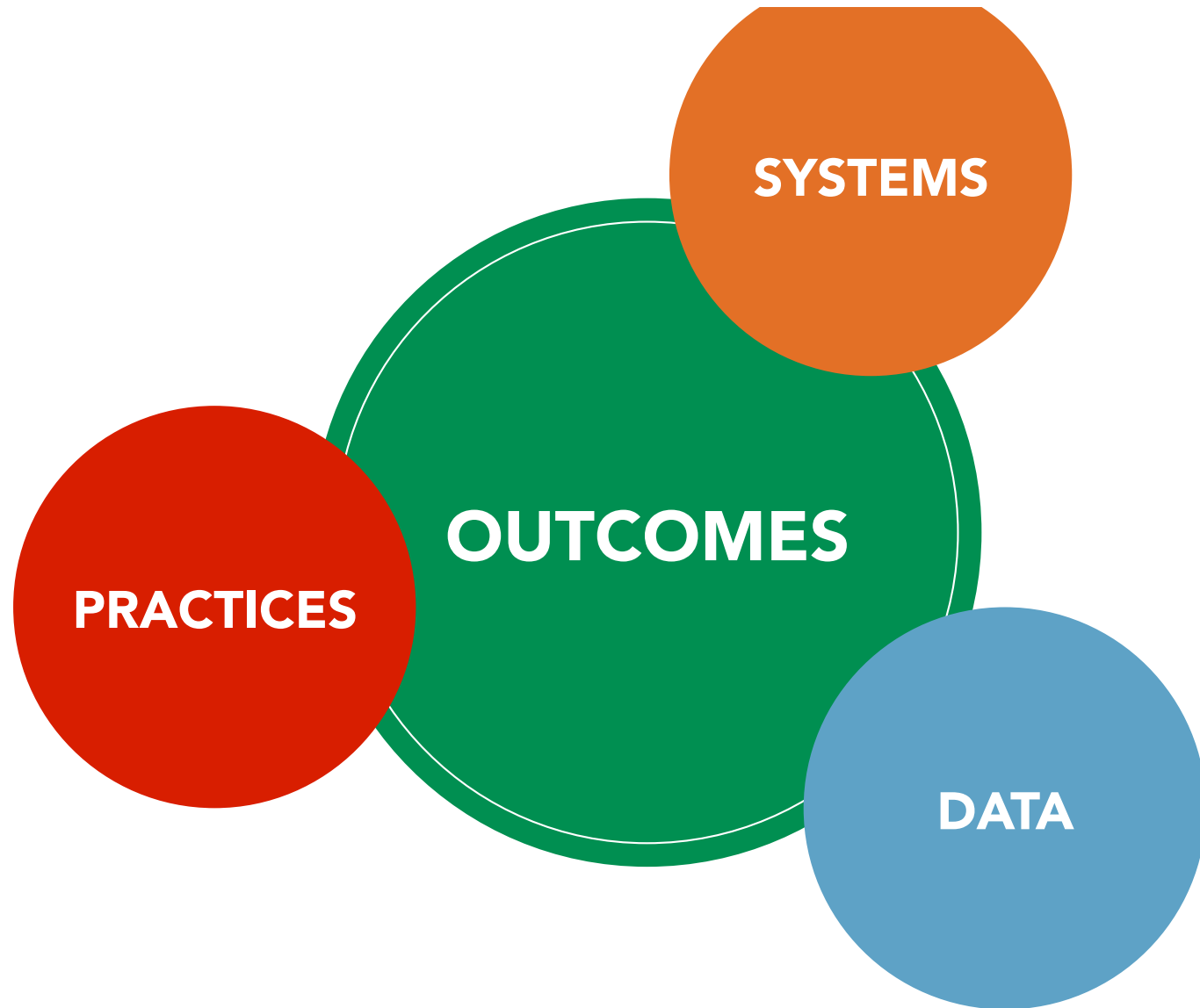
What is  
wraparound?

Is my school  
ready for the  
training?

# Question #1

What is your knowledge about or experience with wraparound?





# 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.

1-5%

5-15%

80-90%

School & Class-wide expectations & supports

WRAPAROUND  
Complex FBA/BIP  
Brief FBA/BIP  
Individualized CICO  
Social/Academic Instructional Groups  
Check-in/Check-out



# What is wraparound?

- Wraparound is a family-driven, team-based *process* for planning and implementing services and supports.
- Plans meet unique needs & strengths of students with complex needs and their families.
- Team members meet regularly to implement and monitor the plan to ensure success.

# Wraparound Principles

Voice &  
choice

Natural  
supports

Team-based

Collaboration

Strengths-  
based

Community-  
based

Culturally  
Competent

Individualized

Unconditional

Outcomes-  
based

# 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*

# Comparison Tiers 2, 3, & Wrap

## Student Teams

Tier 2	Tier 3	Tier 3 Wraparound
Small behavior planning team reviewing students who need more than Tier 1 interventions	Student-specific team members (student, parent, peer, administrator, teacher, behavioral staff member, etc.)	Student and family identify team members which may include peers and professionals outside of school

# Comparison Tiers 2, 3, & Wrap

## Goals

Tier 2	Tier 3	Tier 3 Wraparound
Similar goals for all students: in class, on task, responding successfully to Tier 1 supports	Individualized school-based goals to address 1-2 specific problem behaviors	Student and family choose goals focused on addressing BIG needs occurring in the home, school, community

# Comparison Tiers 2, 3, & Wrap

## Interventions

Tier 2	Tier 3	Tier 3 Wraparound
Tiers 1 and 2 interventions with individualized components to Tier 2 interventions if needed	Tiers 1 and 2 interventions and Behavior Intervention Plan (BIP) including Safety Plan	Same as Tiers 1, 2 and 3; Crisis/safety plan; Community services, as needed

# Wraparound isn't...

- A set of services
- A one or two time meeting
- A special education evaluation
- Individual counselor who meets 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





# Your Questions



# Question #2

How is wraparound similar and different from typical individualized service delivery in your school?



# Supports for All Students

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WRAPAROUND  
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# Readiness check

My school is currently  
implementing PBIS at the  
Universal & Targeted levels:

*Yes, No, Don't Know*



# Readiness check

Targeted: CICO is established within the school and does not need unique development for each student.

*Yes, No, Don't Know*



# Readiness check

Targeted / Intensive: Have school personnel who can complete simple FBA and access to people who can complete full FBA.

*Yes, No, Don't Know*



# Appropriate Intensive Practice

FBA/BIP

Wraparound

Brief FBA/BIP not  
successful

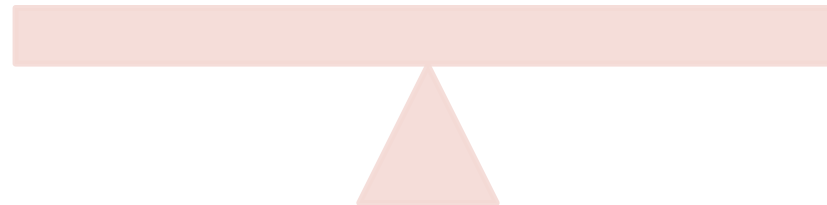
Multiple needs

Focus on 1-2  
behaviors

Risk of placement  
change

No wraparound  
criteria present

Adults not  
engaged



# All 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

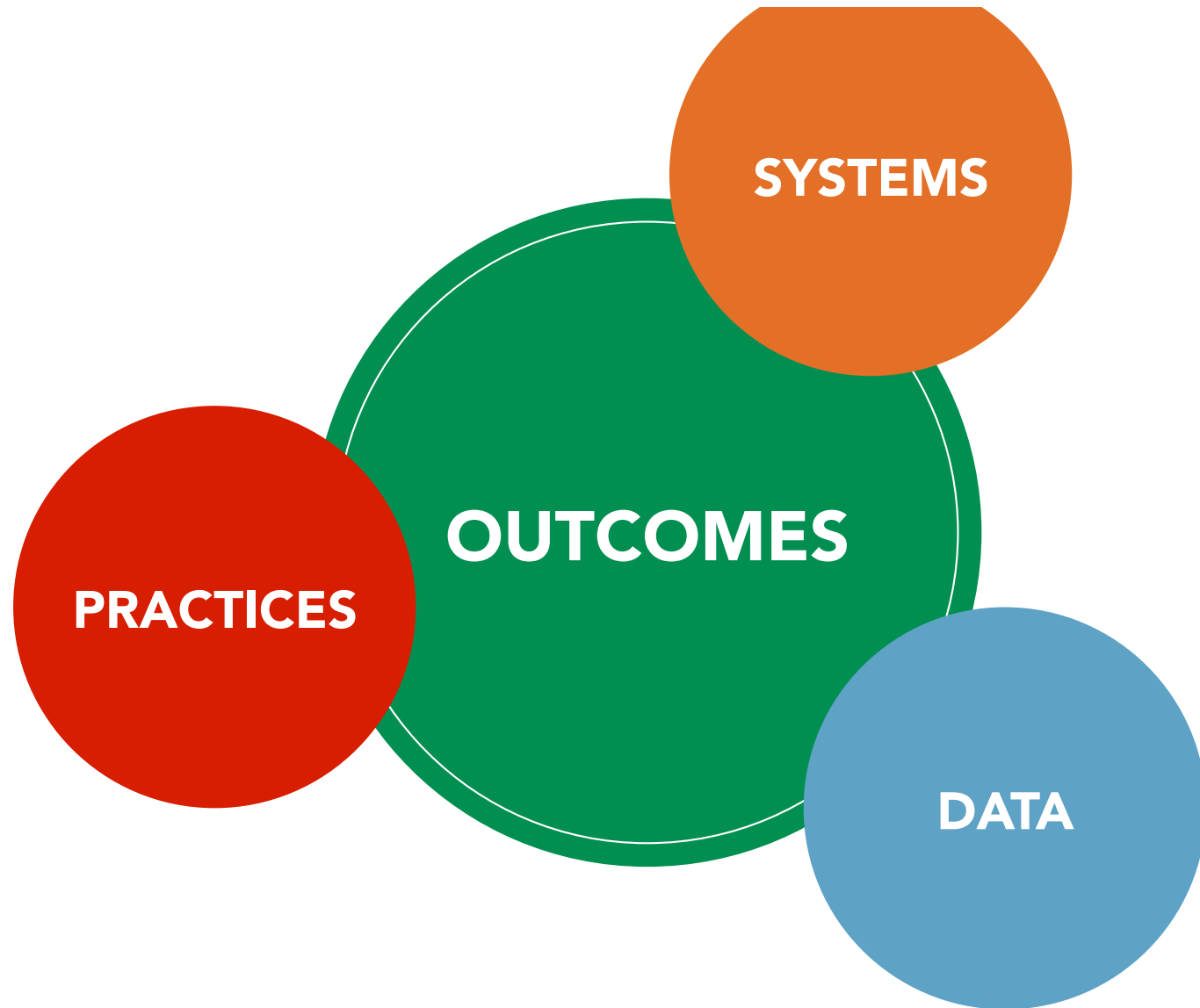




# Question #3

Who are candidates to become wraparound facilitators for your school?





**Support for PBIS is  
needed at every level!**

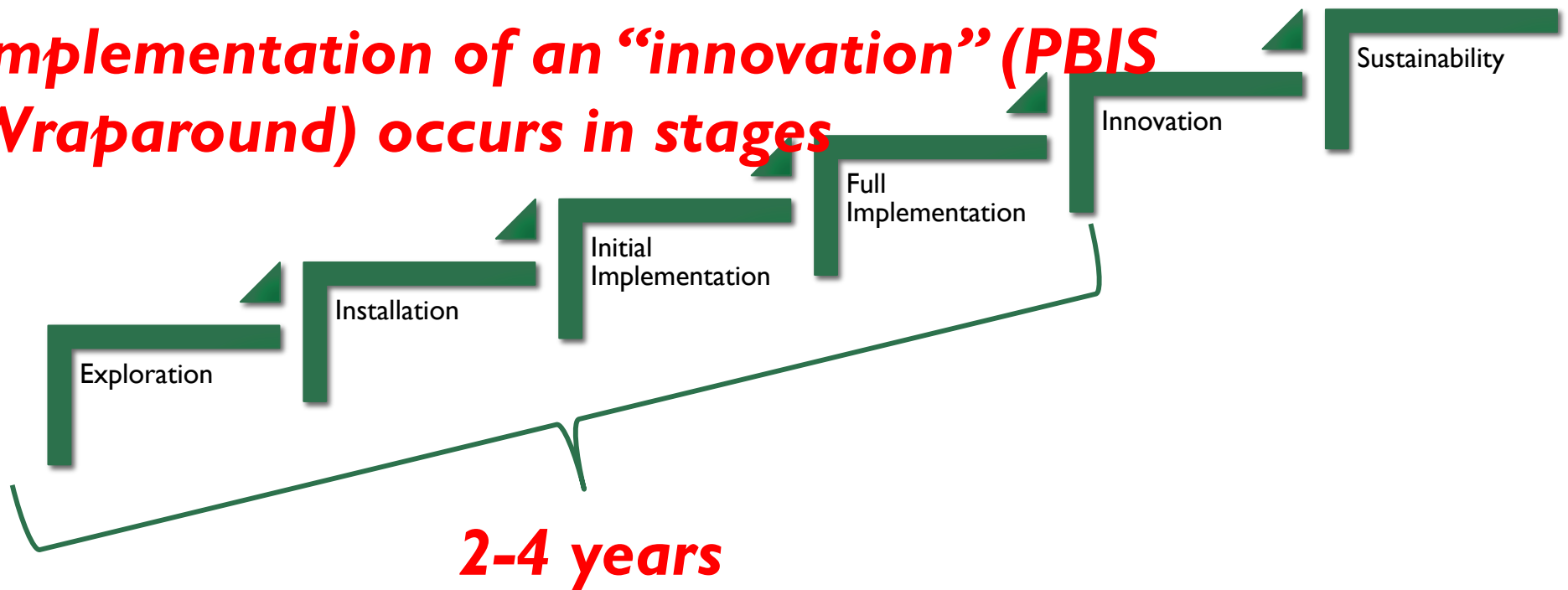


# Lessons Learned

- 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.*

# Stages of Implementation

*Implementation of an “innovation” (PBIS Wraparound) occurs in stages*



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

# Intensive Level System Components

## *Installation Stage (first year):*

1. **State level team** provides training and TA to SU/District/school teams.
2. **SU/District Planning Team** allocates resources to help schools address needs students with most complex issues.
3. **Building based intensive level (systems) planning team** monitors progress of intensive plans and addresses challenges at building level.
4. **Facilitators** are identified and “positioned” to facilitate **individual student teams** and plans for 1-5% of students.
5. Comprehensive **training and technical assistance** plan exists.
6. **Data system/tools** are integrated into practices.

# Focus of Supervisory Union/District

*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	<b>SU/District Team</b> <ul style="list-style-type: none"><li>•Coordinates implementation</li><li>•Ensures access to resources</li><li>•Reviews data across schools</li></ul>	<b>SU/District Team – Targeted/Intensive:</b> <ul style="list-style-type: none"><li>•Secures resources</li><li>•Focuses on student outcomes</li><li>•Focuses on fidelity of practices across the district/SU</li></ul>	
School	<b>School Leadership Team</b> <ul style="list-style-type: none"><li>•Plans and implements 6 school components of PBIS</li></ul>	<b>School Systems Level Team – Targeted/Intensive:</b> <ul style="list-style-type: none"><li>•Creates procedures for referral, screening &amp; evaluation</li><li>•Communicates with staff and families</li></ul>	
Student		<b>Student Level Team</b> <ul style="list-style-type: none"><li>•Matches students to interventions</li><li>•Evaluates &amp; monitors student progress</li></ul>	<b>Student Level Team</b> <ul style="list-style-type: none"><li>•Completes FBA/BIP</li><li>•Evaluate &amp; monitor student progress</li><li>Facilitates wraparound</li></ul>



# Your Questions



# Mental health partnerships

“Having mental health people who are involved with the student and family as members of the wrap team is critical to the needed supports for the family and student within the community so that a seamless approach across environments can happen. (Such as personnel involved with intensive family services, individual therapist, etc..)”

- Addison Northeast SU

## Old Approach

- Each school works out their own plan with Mental Health (MH) agency;
- A MH counselor is housed in a school building 1 day a week to “see” students;
- No data to decide on or monitor interventions;
- “Hoping” that interventions are working; but not sure.

## New Approach

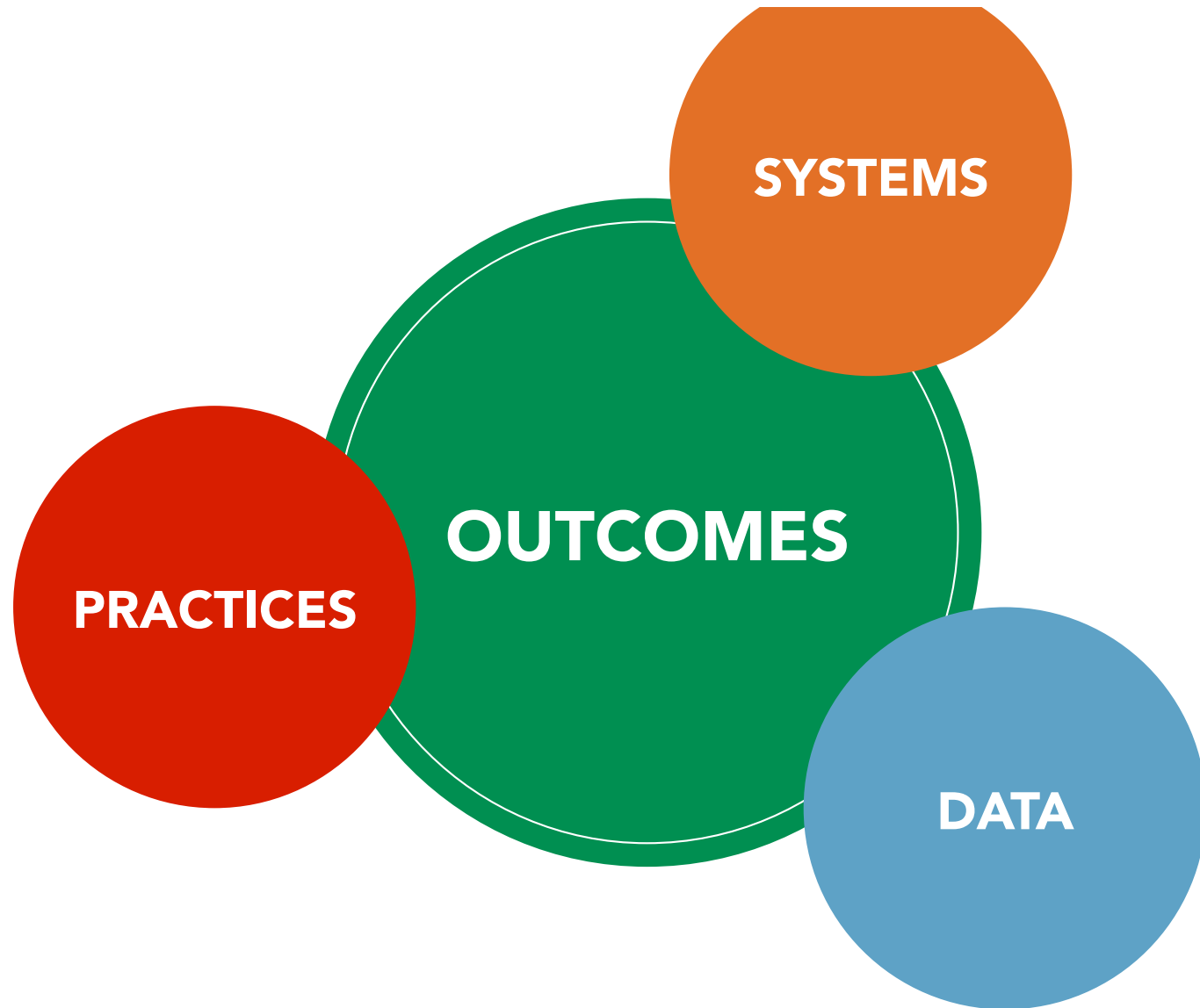
- District has a plan for integrating MH at all buildings;
- MH person participates in teams at all 3 levels;
- MH person leads small groups based on data;
- MH person co-facilitates FBA/BIP or wrap individual teams for students.

# Readiness check

Do you have a leadership team of SU/District and school personnel including:

SU admin, SU Intensive coordinator, family member, behavior specialist / clinician, mental health agency rep, regular education teacher

*All, most, few, none, don't know*



# Types of Data

- Individual students
  - Behavioral (ODRs, discipline, screening, assessment)
  - Academic (Grades, GPA, testing)
  - Strengths (connected to goals)
  - Needs (connected to goals)
  - Fidelity (specific to intervention strategies)
- Systems Level Data Tools
  - Readiness Checklists (*VTPBiS Steps to Readiness*)
  - Fidelity & Implementation (*Benchmarks of Advanced Tiers*)
  - Outcomes & Progress Monitoring

# Using ODRs for Decision Making

## IF

## FOCUS ON

- |  |                               |
|--|-------------------------------|
| <ul style="list-style-type: none"><li>• More than 5% of students receive 5 or more office referrals</li></ul>  | Targeted / classroom supports |
| <ul style="list-style-type: none"><li>• Less than 5% students with 10 or more office referrals</li><li>• Less than 5% students continue rate of referrals after receiving targeted group settings</li><li>• Small number of students destabilizing overall functioning of school</li></ul> | Intensive supports            |

# Screening for Decision Making

Stage 1

Universal  
Screen

Stage 2

*Elevated?*  
Screen #2

*Not elevated?*  
Done.

Stage 3

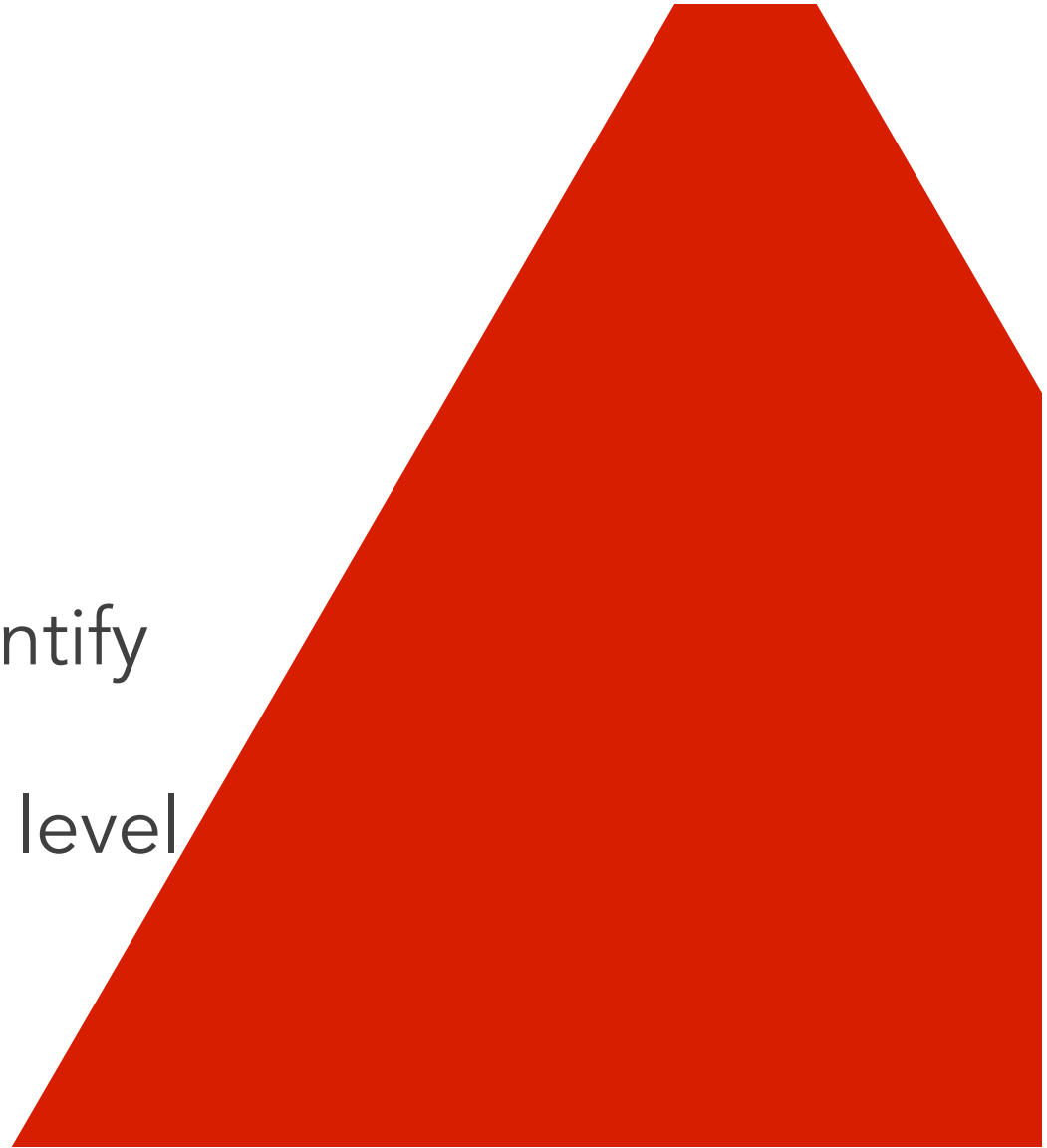
*Elevated?*  
Refer to  
team

*Not elevated?*  
Done.



# Question #4

How does your school identify students needing individualized or intensive level supports?



# Comparison Tiers 2, 3, & Wrap

## Assessment

Tier 2	Tier 3	Tier 3 Wraparound
Practical Functional Behavior Assessment (FBA) of problem behavior	FBA including observations and interviews	More comprehensive measures assessing strengths & needs in home, school and community

# Comparison Tiers 2, 3, & Wrap

## Evaluation

Tier 2	Tier 3	Tier 3 Wraparound
Office discipline referrals, Check-in/Check out data attendance, nurse visits, other	Same as Tier 2, and SWIS Student Support Information System (ISIS)	Same as Tier 3, and other data tools

# Wraparound Specific Data Tools

SD-T 2

- Student Disposition Tool 2.0

HSC-T 2

- Home/School/Community Tool 2.1

EI-T 2

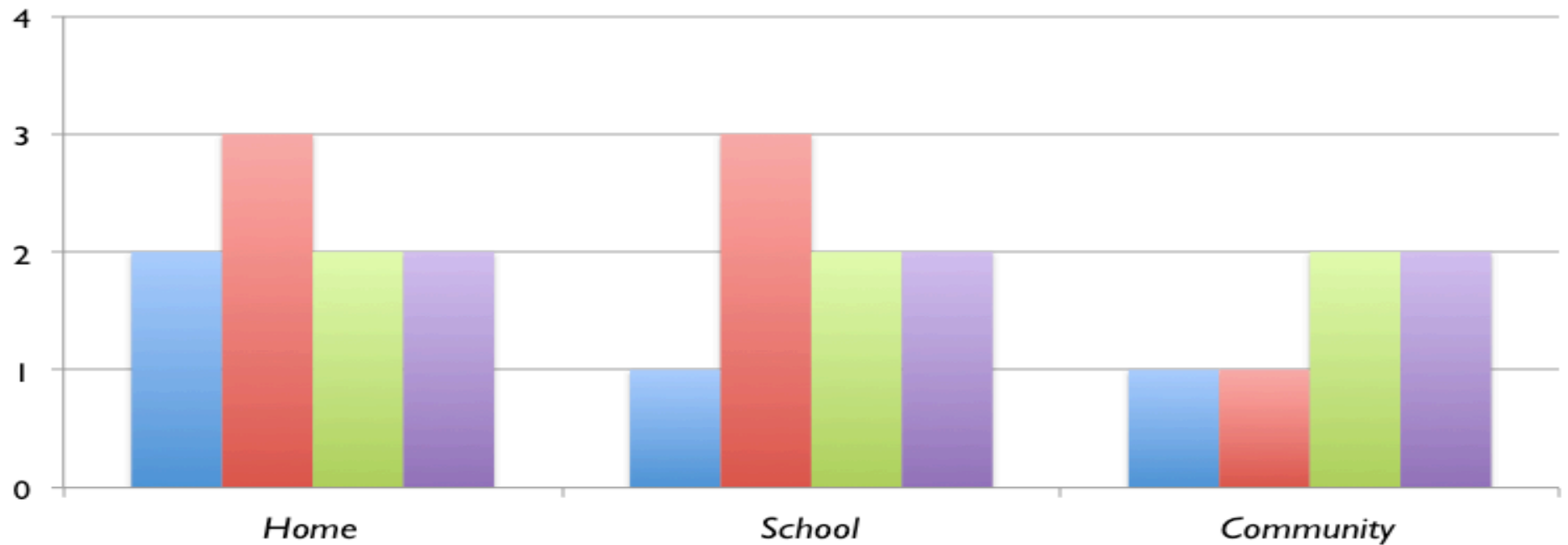
- Education Information Tool 2.0

<http://www.pbisillinois.org>

Evaluation -> SIMEO II Tools

## HSCT-2.1 Target Strengths & Needs

- Has enough to do (age-appropriate activities)
- Gets along with children
- Has friends
- Is accepted by other children



# Systematic Information Management of Education Outcomes (SIMEO II)

- On-line data collection system with graphing capability
- VTPBiS receiving training and system development

<http://www.pbisillinois.org/>

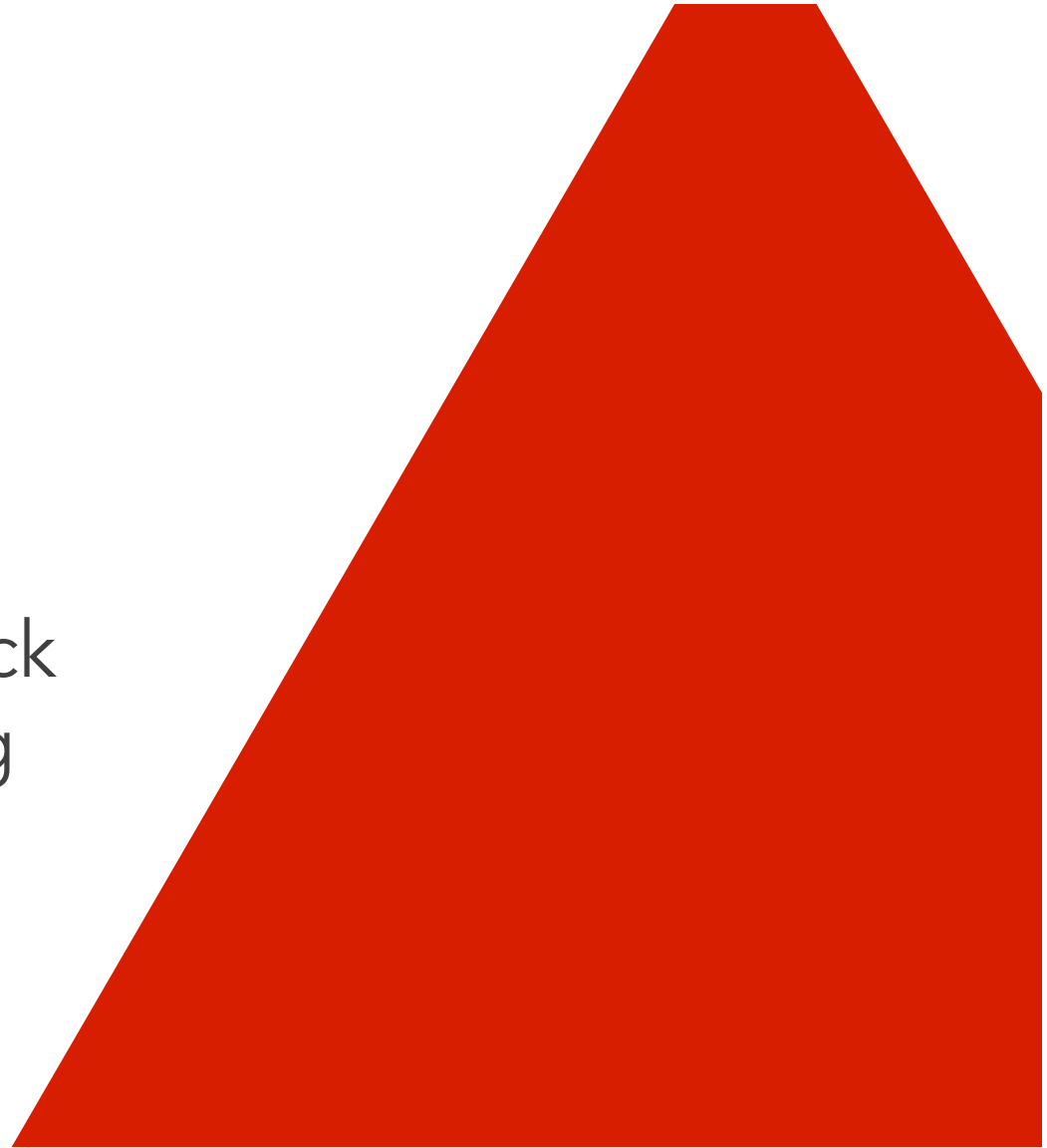
## Why we collect data

“Take time to remind each other of the progress and journey the team has been on with the student and family....tell the story.”

- Addison Northeast SU

# Question #5

How does your school track student progress receiving individualized supports?





# Benchmarks for Advanced Tiers (BAT)

<b>A Tier 1: Implementation of School-wide PBS</b>	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.	80%/80% on SET 70% on BoQ 80% on TIC or PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of staff.	2 1 0
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0
<b>Tier 2-3: Foundations</b>				
<b>B Commitment</b>	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is <b>aware</b> of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is <b>unaware</b> of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0

# Intensive Level PBIS

## 1. Systems

- Team based problem solving (District, Building @ 3 tiers)
- Data-based decision making system (e.g., SIMEO II)
- Sustainability focus (redefining roles, district data review, etc. )

## 2. Data

- Data used for engagement and action planning with team
- Data tools are strengths/needs based
- Multiple perspectives and settings captured in data
- Show small increments of change at team meetings

## 3. Practices

- Youth having access to all levels of SWPBS
- FBA/BIP is essential skill set for implementers
- Engagement and team development are critical elements
- Team facilitation is essential skill set (for complex FBA/BIP & wrap)
- Assess/monitor fidelity with families

**Planning for next  
steps**



# Adopting intensive level wraparound

1. Form SU/District & School Team
2. Review *VTPBiS Intensive Readiness Checklist*
3. Review *Benchmarks for Advanced Tiers*
4. Administrative Overview Days: April 1 or 3
5. Develop action plan
6. Identify facilitators
7. Prepare for training
8. Intensive Level Wraparound Training: June 23-26
9. Initial implementation in Fall

Steps, Resources, &  
Tools at:  
[www.pbisvermont.org](http://www.pbisvermont.org)

# VTPBiS Other Opportunities

- Adopting PBIS
- Targeted Leadership Team Training
- Targeted Training LSCI
- Class-wide PBIS
- Intensive Level

# Your Questions



# Resources

- Jesse Suter: 802-656-1130, [jesse.suter@uvm.edu](mailto:jesse.suter@uvm.edu)
- Vermont PBIS: [www.pbisvermont.org](http://www.pbisvermont.org)
- Illinois PBIS: [www.pbisillinois.org](http://www.pbisillinois.org)
- New Hampshire PBIS: [http://www.nhcebis.seresc.net/pbis\\_nh](http://www.nhcebis.seresc.net/pbis_nh)