

Wraparound Integrity Tool

Version 2.0

Illinois Statewide Technical Assistance Center (ISTAC)
Systematic Information Management for Educational Outcomes (SIMEO)

Time 1/Baseline Collected no later than 30 days from referral and before first meeting	Time 2 Collected at a maximum of once a month from the point of initial assessment to a minimum of once at three months after initial assessment, or before school year ends	Time 3 Collected at a maximum of once a month from the point of Time 2 assessment to a minimum of once at six months after initial assessment, or before school year ends	Time 4 Collected at a maximum of once a month from the point of Time 3 assessment to a minimum of once at nine months after initial assessment, or before school year ends
--	--	---	--

Student Name: _____ **Student ID:** _____

Please identify the period of assessment:

<input type="checkbox"/> Time 1/Baseline	<input type="checkbox"/> Time 2	<input type="checkbox"/> Time 3	<input type="checkbox"/> Time 4	<input type="checkbox"/> Time 5
<input type="checkbox"/> Time 6	<input type="checkbox"/> Time 7	<input type="checkbox"/> Time 8	<input type="checkbox"/> Time 9	<input type="checkbox"/> Time 10
<input type="checkbox"/> Time 11	<input type="checkbox"/> Time 12	<input type="checkbox"/> Time 13	<input type="checkbox"/> Time 14	<input type="checkbox"/> Time 15
<input type="checkbox"/> Time 16	<input type="checkbox"/> Time 17	<input type="checkbox"/> Time 18	<input type="checkbox"/> Time 19	<input type="checkbox"/> Discharge

- 1) Date Tool Completed: _____
- 2) Today's date: _____
- 3) Tool filled out by: Individual Team
- 4) Role(s) of team member(s) involved in rating the integrity of wraparound (choose all that apply):
 Family/Caregiver Team Facilitator Teacher/School Representative Youth Other

Ask this question with Family at Baseline:

- 5) Please indicate all previous school behavior intervention related meeting(s) attended that reflect the baseline rating:
 IEP Meeting Suspension Manifestation Determination Meeting
 Intervention Planning Meeting Parent/school conference Not baseline assessment
 Other: Please Define: _____

Definitions:

In Place = Perceived to be 81-100% in place	Minimally in Place = Perceived to be 21-40% in place
Mostly in Place = Perceived to be 61-80% in place	Not at all in Place = Perceived to be 0-20% in place
Somewhat in Place = Perceived to be 41-60% in place	N/A = Not Applicable

Current Status (Perceived status of the action step as of the day the rating takes place)						Phase I: Engagement & Team Preparation
In Place (5)	Mostly in Place (4)	Somewhat in Place (3)	Minimally in Place (2)	Not at all in Place (1)	N/A	
						6) Met with family to gather their perspective & position
						7) Met with key team members to gather various perspectives
						8) Generated a strengths list (multiple settings & perspectives)
						9) Generated a team member list with the family
						10) Team member list includes natural supports
						11) Scheduled an initial Child/Youth & Family Team meeting with the family

Current Status (Perceived status of the action step as of the day the rating takes place)						Phase II: Initial Plan Development
In Place (5)	Mostly in place (4)	Somewhat in Place (3)	Minimally in place (2)	Not in place (1)	N/A	
						12) Baseline data about strengths/needs documented and shared
						13) One or two Child/Youth & Family Team Meetings have taken place
						14) Data is collected from team members on an ongoing basis
						15) Data-based decision-making is integrated into the team process
						16) Strengths (home/school/community) were documented & reviewed at meetings
						17) Needs (home/school/community) were documented & reviewed at meetings
						18) Reviewed family concerns as well as school concerns
						19) Reviewed needs that reflect a consensus of team member concerns
						20) Chose a few needs for team to focus action planning on
						21) Assigned special priority to family concerns
						22) 100% of chosen methods matched to child & family strengths
						23) Methods chosen reflect voice/choice of those involved in implementing (i.e., family, teacher, etc.)
						24) Developed function-based positive behavior support plans to address problem behaviors related to priority needs
						25) Behavior plans include clear outcomes/behaviors to establish: teaching, practice, reinforcement strategies/timelines
						26) Community resources are being accessed as needed to meet needs identified by family

Current Status (Perceived status of the action step as of the day the rating takes place)						Phase III: Plan Implementation & Refinement
In Place (5)	Mostly in Place (4)	Somewhat in Place (3)	Minimally in Place (2)	Not at all in Place (1)	N/A	
						27) Accomplishments of student & team are being documented
						28) Team members are following through with activities, including function-based positive behavior support plans, at home, school, and community
						29) Assessment of the plan is occurring on an ongoing basis
						30) Team is meeting often enough to check follow through and assess progress
						31) Family is regularly asked if actions provided meet needs
						32) Behavioral and academic data is regularly reviewed to identify progress and determine next steps
						33) Adjustment of the plan is occurring based on family and team feedback including responsibilities for tasks
						34) Team members receive regular documentation including data and plan updates
						35) Plan includes interventions that occur in home, school, and community
						36) Crisis contingencies are negotiated and practiced in home, school, and community as needed
						37) Communication occurs among those providing interventions in home, school, and community
Current Status (Perceived status of the action step as of the day the rating takes place)						Phase IV: Transition
In Place (5)	Mostly in Place (4)	Somewhat in Place (3)	Minimally in Place (2)	Not at all in Place (1)	N/A	
						38) Transitioning out of Wraparound has been discussed with the whole team
						39) Concerns of all team members have been considered in transition planning
						40) Family is provided with a list of team member phone numbers who can be contacted if needed
						41) Methods for future access to services are communicated to all team members
						42) Family receives written documents highlighting their strengths & team accomplishments
						43) Methods of introducing student and family to future teachers or providers are negotiated
						44) Family has been given an opportunity to meet/interact with other families who have been through the process