



The Wraparound Process

A Tier 3 Component of School-wide PBIS

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<http://education.washington.edu/smart>

Annual Northwest PBIS Conference
Portland, OR

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Acknowledgments

- Lori Lynass, Washington PBIS Network
- Lucille Eber, Illinois PBIS Network
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- Sheri Luecking, ISTAC



Agenda for today

- Session 1 (11:15-12:30)
 - **What is “Tier 3” Wraparound?**
 - How does it fit into the PBIS framework?
 - What are the Principles and Practice Elements?
- Session 2 (1:45 – 3pm)
 - **What structures are needed in schools and communities to implement T3W?**
 - Teams
 - Roles
 - Collaboration



SMART

School Mental Health Assessment
Research & Training Center

<http://education.washington.edu/smart>



SMART Center Mission

- To promote quality improvement of school-based mental/behavioral health services by facilitating the transfer of evidence-based practices to educational settings.
- Overarching SMART Center Goals:
 1. Prevent and address mental health problems that interfere with academic success.
 2. Promote the well-being of youth across school, home, and community contexts.
 3. Make effective use of evidence-based intervention programs across all three tiers of support.

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national
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initiative

www.nwi.pdx.edu



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Search

"The NWI works to promote understanding about the components and benefits of wraparound, and to provide the field with resources to facilitate high quality and consistent wraparound implementation."

the national wraparound initiative

In 2004, stakeholders—including families, youth, providers, researchers, trainers, administrators and others—came together in a collaborative effort to better specify the wraparound practice model, compile specific strategies and tools, and disseminate information about how to implement wraparound in a way that can achieve positive outcomes for youth and families. The NWI now supports youth, families, and communities through work that emphasizes four primary **functions**:



- **Supporting community-level planning and implementation**
- **Promoting professional development of wraparound staff**
- **Ensuring accountability**
- **Sustaining a vibrant and interactive national community of practice**

The NWI is membership supported. You can [join the NWI](#) to help continue this important work!!

wraparound resources

The always-useful **Resource Guide to Wraparound**

NEW! NWI webinar slides and recordings

NEW! Summary of evidence for wraparound

upcoming trainings & events

NWI presents at California Wraparound Institute - **June 7, 2010**

Webinar: Accountability and Quality Assurance in Wraparound - **June 15, 2010**

top news & new research

KBCS radio featured a **story** on Washington State and the National Wraparound Initiative as the second feature of a two part series "Cruel Choices."

Wraparound Milwaukee in 2009 Visionaries **video**

members & affiliates section

NWI members and affiliates can log in [here](#) to access job postings, bulletin boards, the NWI blog, members and providers directories, "beta" versions of new resources, archived materials, and more...



PBIS for Families



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- 6



PBIS Newsletter
 Influence of Socioeconomic Status and Racial Diversity
[read more](#)



What's New?
 Updates on the site: Newly added sections, items, and more
[view details](#)



Presentation Resources
 Slides from Training & Conference Presentations
[view details](#)

School

- SWPBIS for Beginners ▶
- Primary Level ▶
- Secondary Level ▶
- Tertiary Level ▶
 - FAQs
 - Case Examples
 - Wraparound
 - PBS for Job Coaches
 - PBS for Paraprofessionals
- District Level
- High School PBIS
- PBIS and the Law ▶
- Bully Prevention

School > Tertiary Level > Wraparound Service

TOPIC RELATED MATERIALS

Wraparound Service and Positive Behavior Support

What is Wraparound?

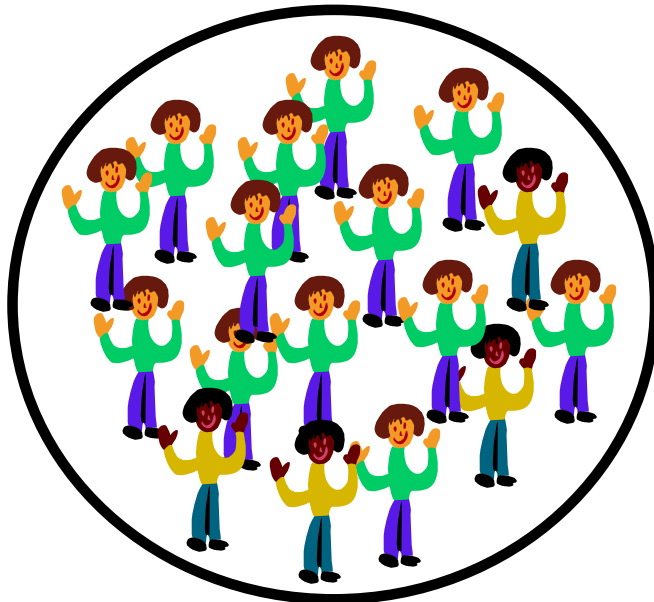
Wraparound is a philosophy of care with defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities (EBD) and their families. It is community based, culturally relevant, individualized, strength based, and family centered. Wraparound plans are comprehensive and address multiple life domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another defining feature of wraparound is that it is unconditional; if interventions are not achieving the outcomes desired by the team, the team regroup to rethink the configuration of supports, services, and interventions to ensure success in natural home, school, and community settings. In other words, students do not fail, but plans can fail. Rather than forcing a student to fit into existing program structures, wraparound is based on the belief

The Traditional “Refer” – “Test” – “Place” model is not effective

Special Education

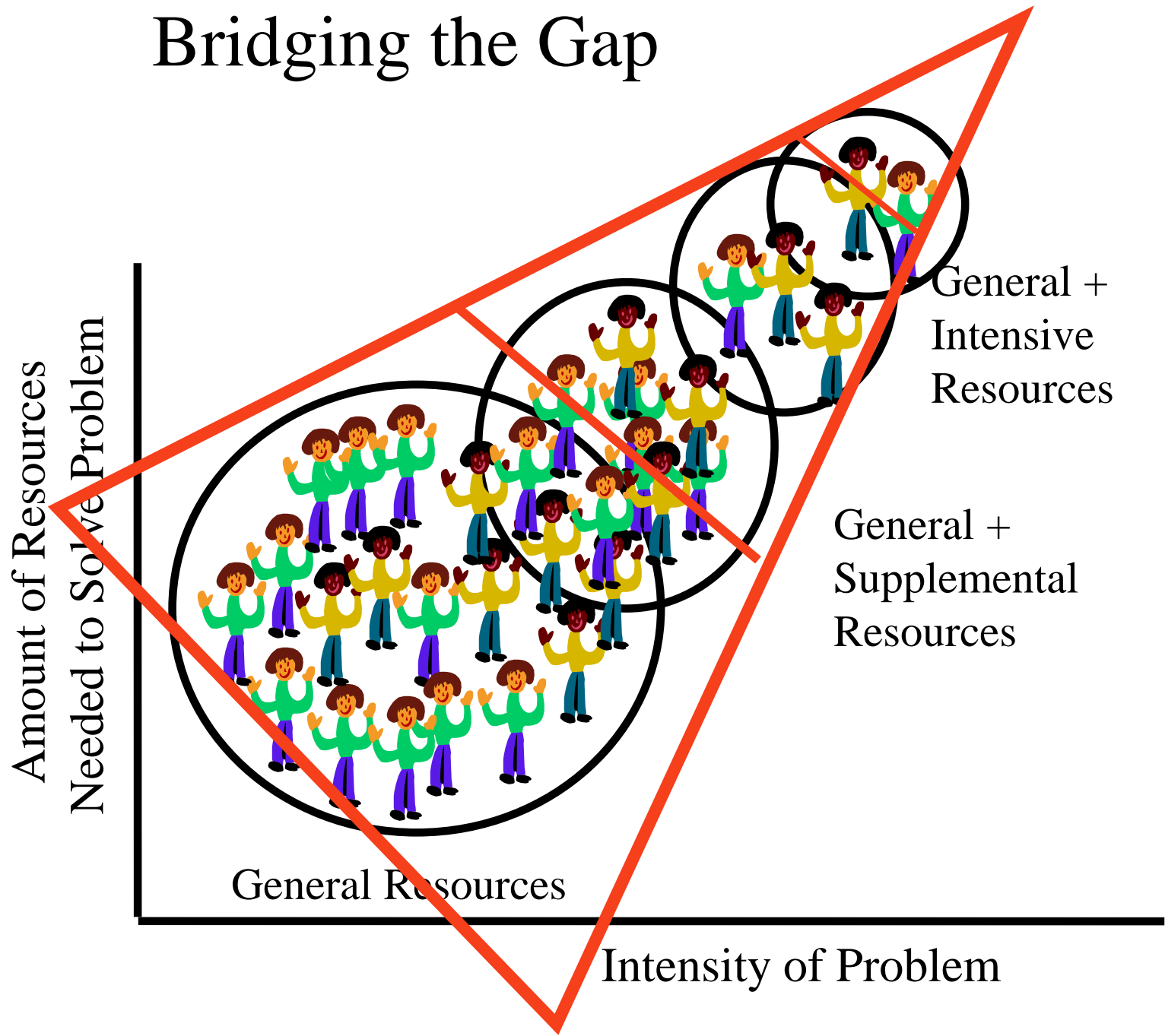


Sea of Ineligibility



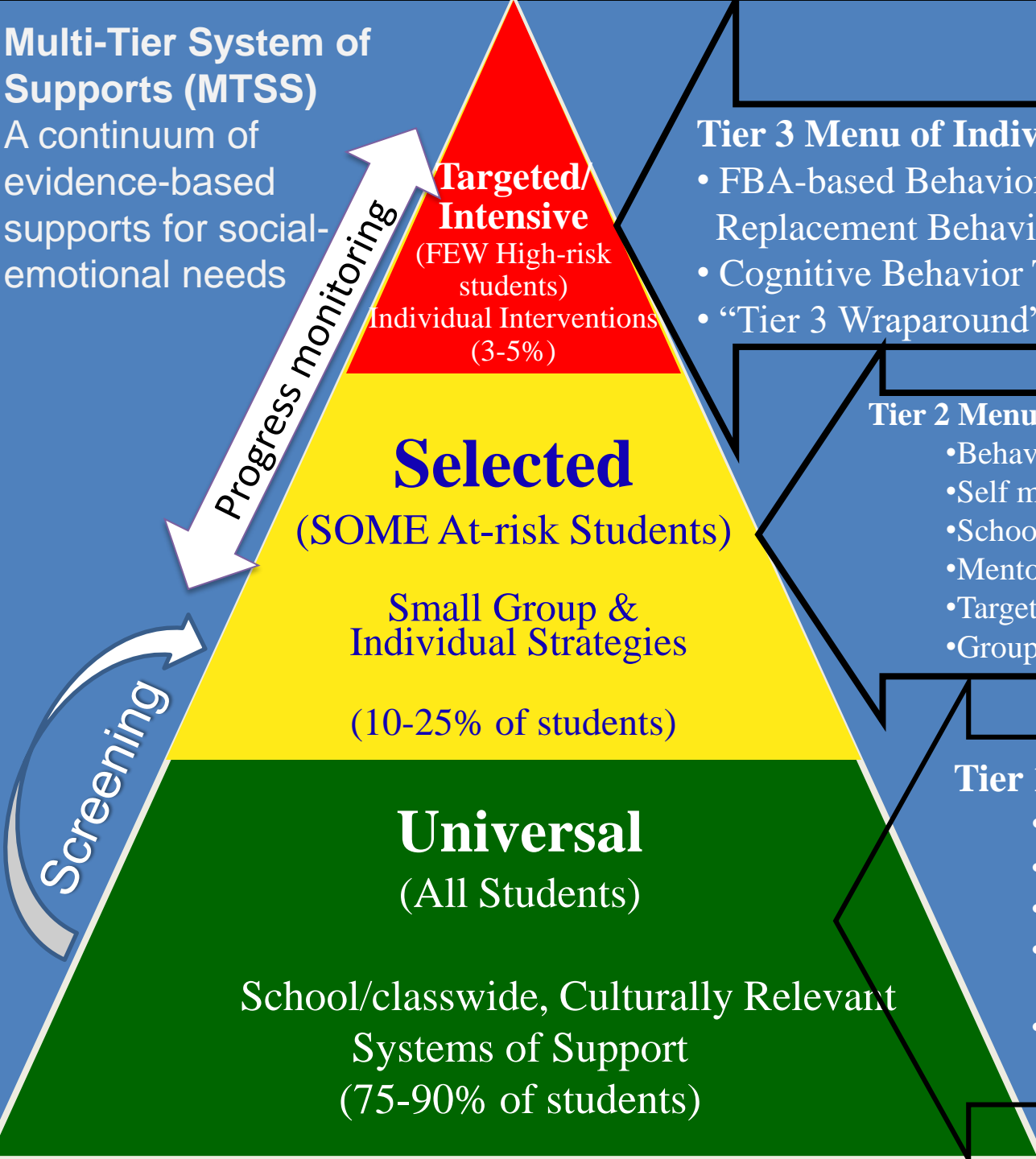
General Education

Bridging the Gap



Multi-Tier System of Supports (MTSS)

A continuum of evidence-based supports for social-emotional needs



**Targeted/
Intensive**
(FEW High-risk students)
Individual Interventions
(3-5%)

Tier 3 Menu of Individual Supports for a FEW:

- FBA-based Behavior Intervention Plan & Replacement Behavior Training
- Cognitive Behavior Therapy
- “Tier 3 Wraparound” teaming

Selected
(SOME At-risk Students)

Small Group &
Individual Strategies
(10-25% of students)

Tier 2 Menu of Default Supports for SOME:

- Behavioral contracting
- Self monitoring
- School-home note / “Class pass”
- Mentor-based programs
- Targeted individual MH treatment
- Group social-emotional skills training

Universal
(All Students)

School/classwide, Culturally Relevant
Systems of Support
(75-90% of students)

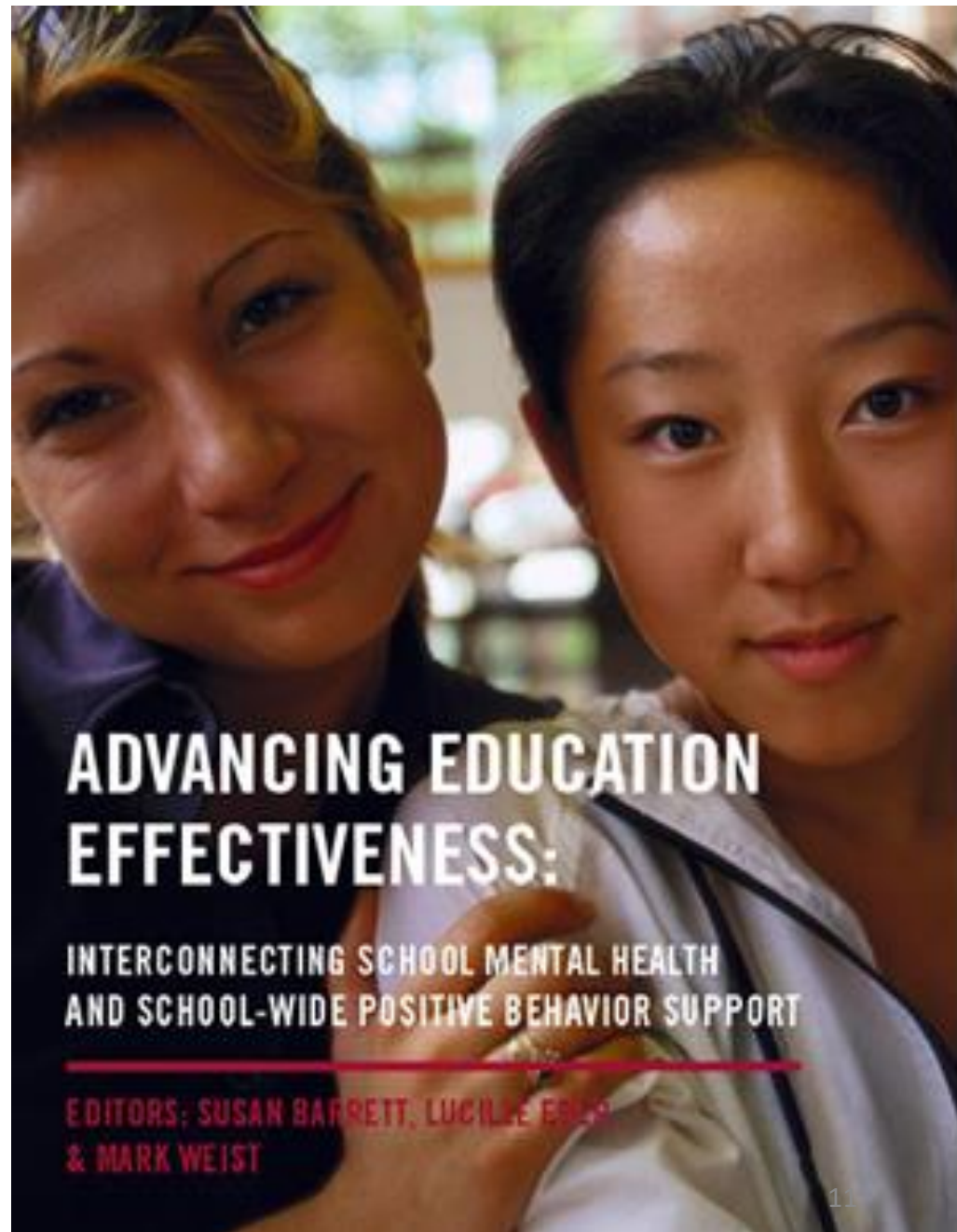
Tier 1 Menu of Supports for ALL:

- Schoolwide PBIS
- Positive relations with all students
- Social-emotional learning (SEL)
- Evidence based prevention
 E.g., Good behavior Game
- Proactive classroom management

Interconnected Systems Framework:

Integrating PBIS and School MH

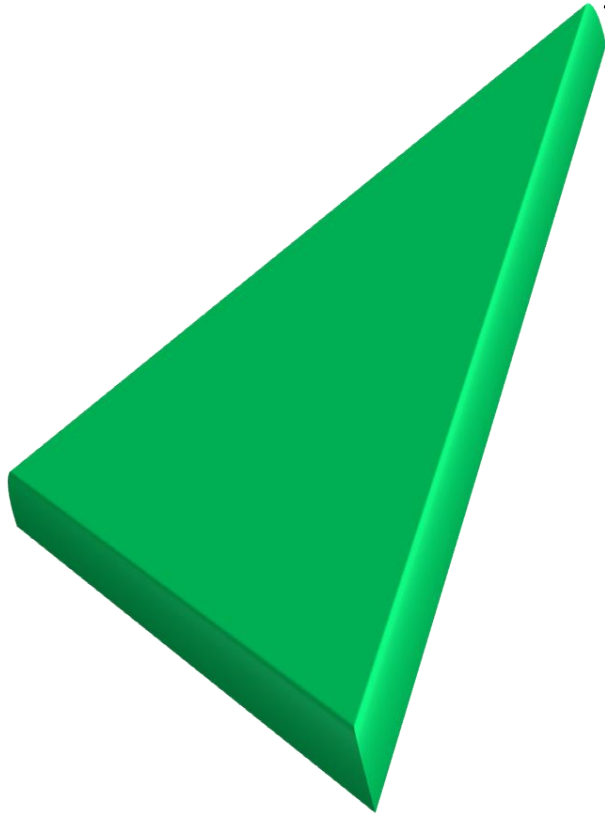
<https://www.pbis.org/school/school-mental-health/interconnected-systems>



Interconnected Systems Framework

Tier I: Universal/Prevention for All

Coordinated Systems, Data, Practices for Promoting Healthy Social and Emotional Development for ALL Students

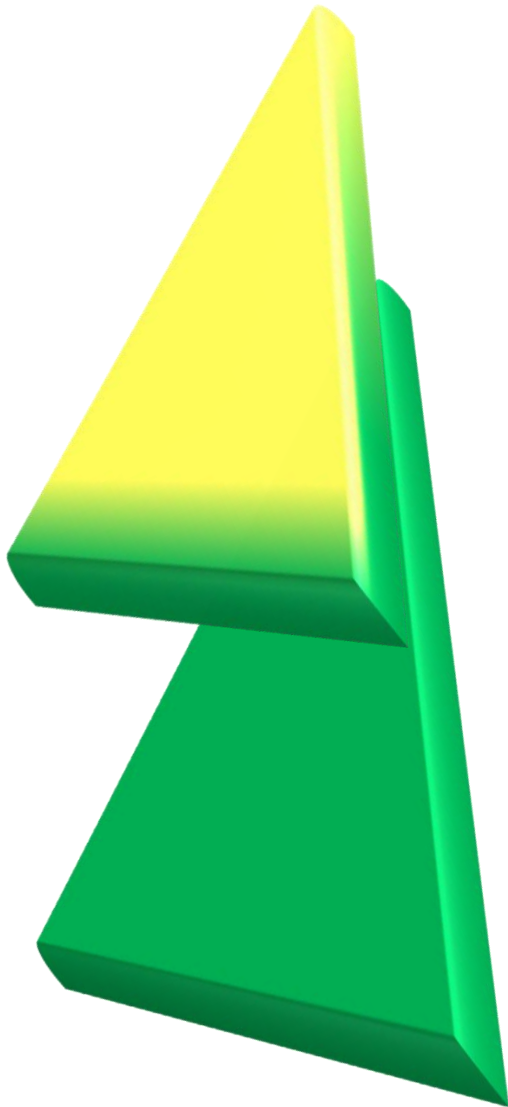
- 
- **School Improvement team** gives priority to social and emotional health
 - **Mental Health skill development** for students, staff, families and communities
 - **Social Emotional Learning** curricula for all
 - **Safe & caring** learning environments
 - **Partnerships:** school, home & community
 - **Decision making framework** guides use of and best practices that consider unique strengths and challenges of each school community

Interconnected Systems Framework

Tier 2: Early Intervention for Some

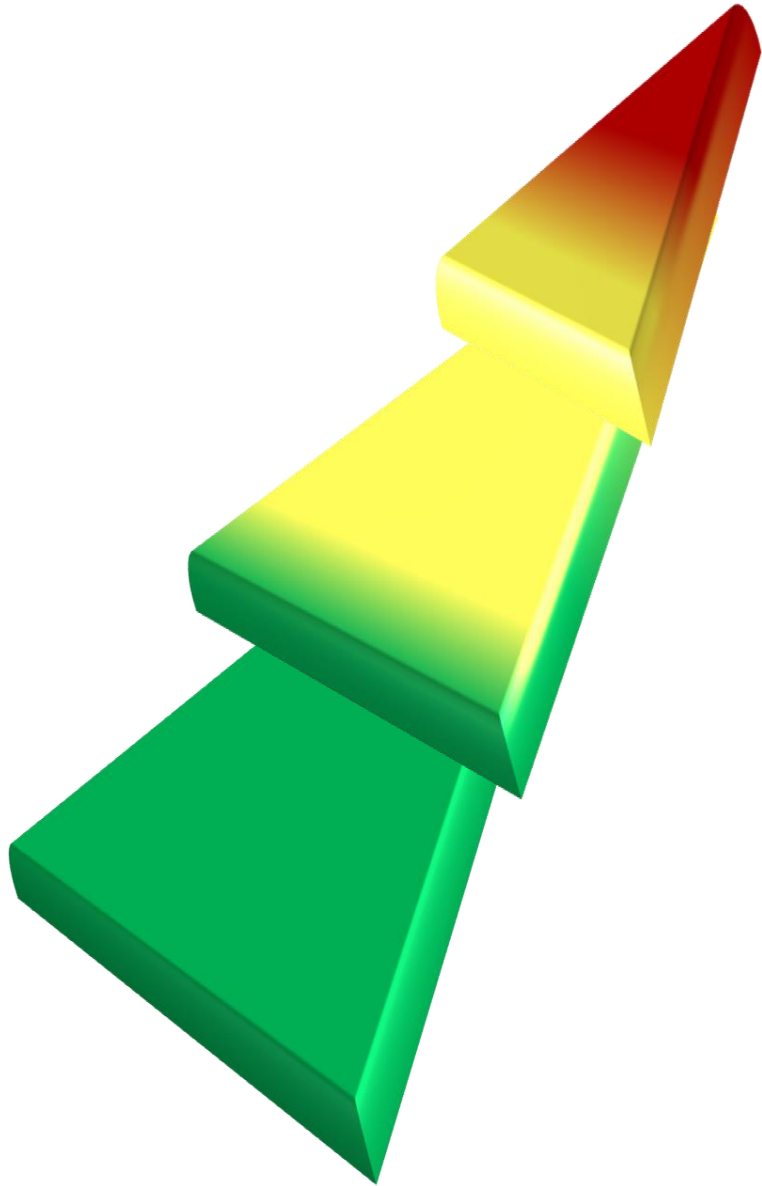
Coordinated Systems for Early Detection, Identification, and Response to Mental Health Concerns

- **Systems Planning Team** coordinates referral process, decision rules and progress monitors
 - **Array of services** available
 - **Communication system:** staff, families and community
 - **Early identification** of students at risk for mental health concerns due to specific risk factors
 - **Skill-building** at the individual and groups level as well as support groups
- **Staff and Family training** to support skill development across settings



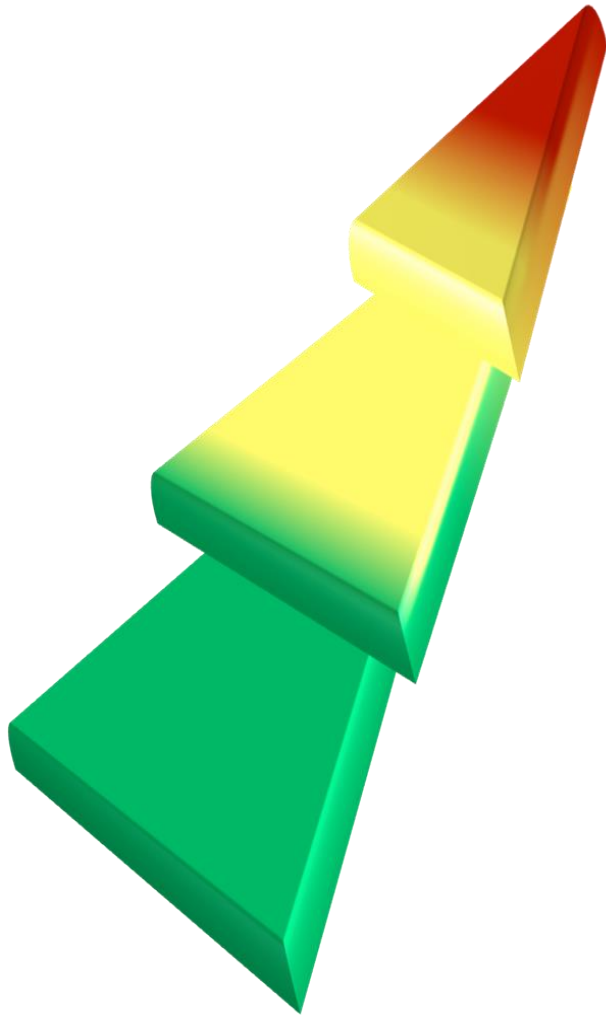
Interconnected Systems Framework

Tier 3: Intensive Interventions for Few Individual Student and Family Supports



- **Systems Planning team** coordinates decision rules/referrals and progress monitors
- **Individual team** developed to support each student
- **Individual plans** have array of interventions/services
 - Plans can range from one to multiple life domains
- System in place for each team to **monitor student progress**

An Expanded Tier Three



- Mental health professional(s) part of tertiary systems team
- FBA/BIP and/or person-Centered Wraparound plans completed together with school staff and mental health provider for one concise plan, rather than each completing paperwork to be filed
- Access to community-based supports for students and families

Getting to “Tier 3”

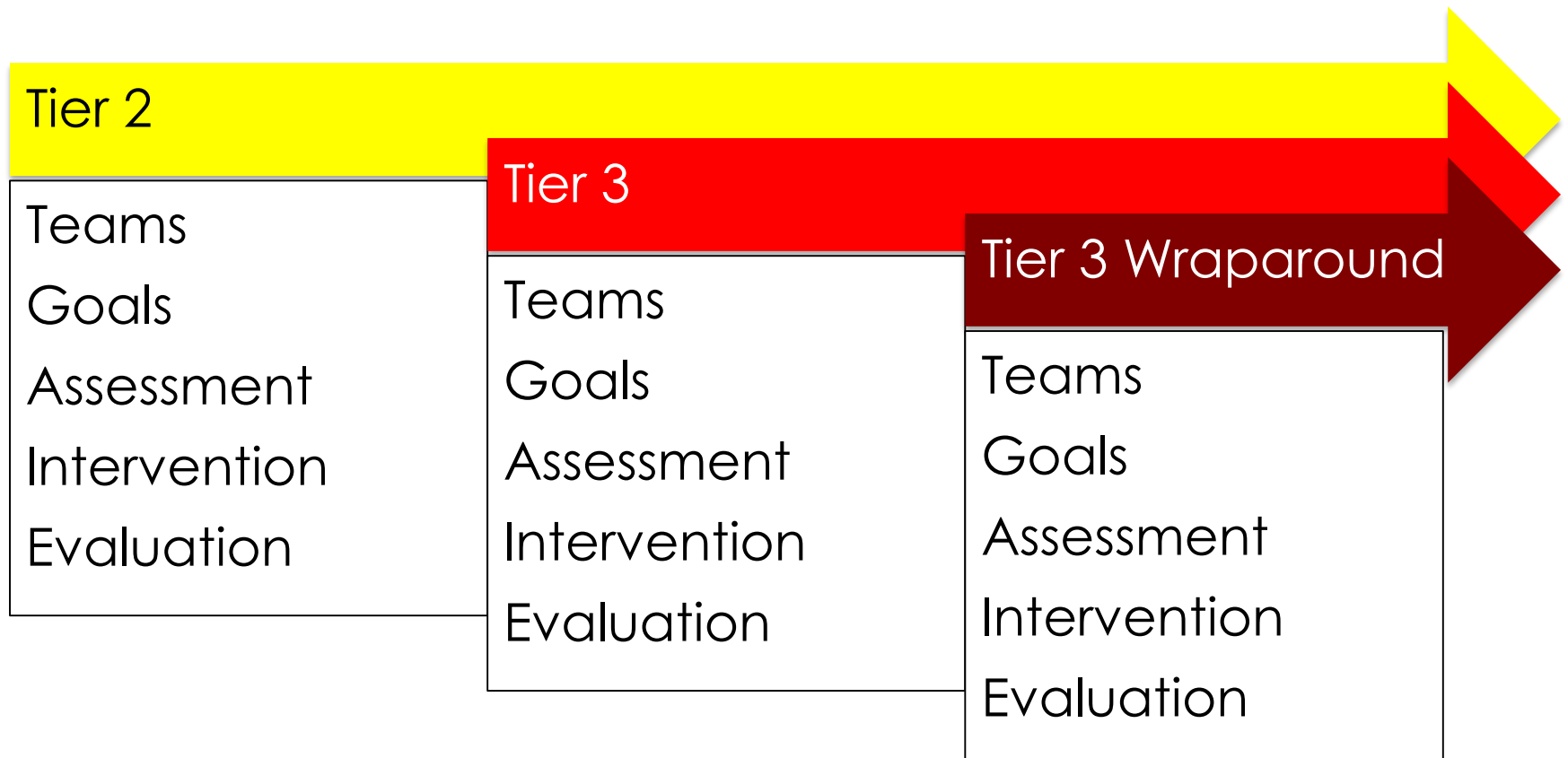


“Here comes the really hard part!”

What is Tier 3 intensive?

- For students with serious and challenging behaviors that require individualized interventions
- Collection of data to determine function of behavior (FBA) and positive behavior plan to address function (BSP)
- For youth who require it – Coordination of home, school, community interventions
 - Potentially using the wraparound process

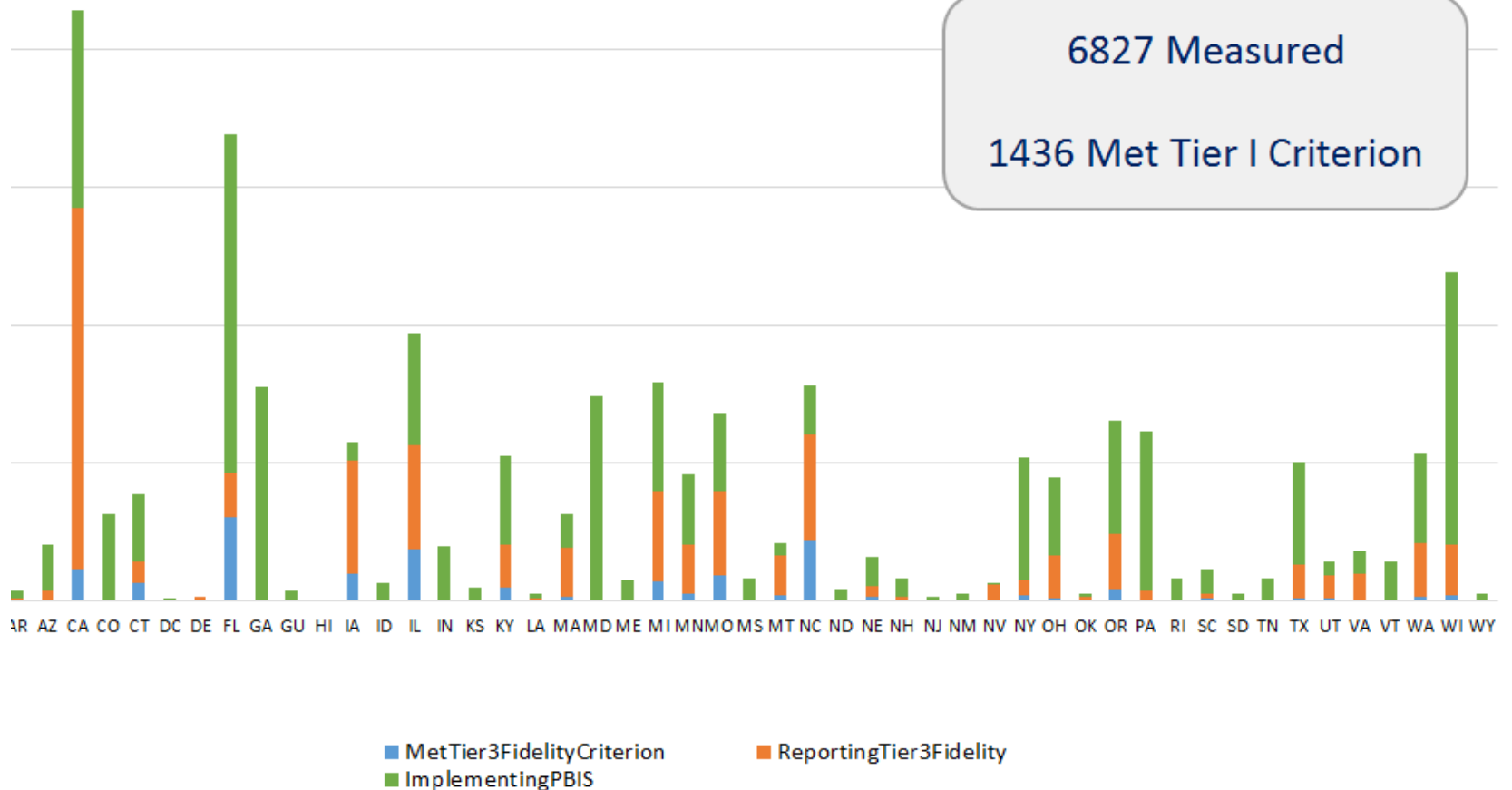
Tier 2/3 Process Builds Across Tiers



Very few PBIS schools meet “Tier 3” fidelity criteria

Schools Implementing SWPBIS by State in 2015-16 (Tier 3)

6827 Measured
1436 Met Tier I Criterion





Brief interactive exercise

**HOW WOULD YOU DESCRIBE
THE STRATEGIES YOU USE
AT “TIER 3” IN YOUR
SCHOOL?**



NWIC

National Wraparound
Implementation Center

Advancing Systems  *Enhancing the Workforce*  *Improving Outcomes*

The rationale for Wraparound

- From a family perspective
- From a systems perspective



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The Evans Family

With thanks to
Jim Rast and
John VanDenBerg



- Crystal, 34
- Tyler, 36
- David, 14
- Kyle, 12
- Kaia, 12

Major Challenges :

- Crystal has depression and suicide ideation
- Tyler is in recovery from alcoholism and can not keep a job
- David has been arrested multiple times for theft, vandalism, drug and alcohol use and assault
- David is in juvenile detention
- David is two years behind in school
- Tyler was seen using inappropriate discipline and the twins are now in foster case
- The twins are often very aggressive and have been diagnosed with bipolar disorders
- The twins are very disruptive at school and are 2-3 years below grade level



The Evans Family

With thanks to
Jim Rast and
John VanDenBerg

- Crystal, 34
- Tyler, 36
- David, 14
- Kyle, 12
- Kaia, 12

Major Strengths:

- Tyler and Crystal are determined to reunite their family
- The family has been connected to the same church for over 30 years
- Tyler is committed to his recovery from alcoholism
- Tyler has been attending AA meetings regularly
- Crystal has been employed at the same restaurant for 8 years
- Crystal's boss is a support for the family and allows her a flexible schedule to meet needs of her family
- David is a charming and funny youth who connects easily to adults
- David can recite all the ways he could get his GED instead of attend school
- Kyle is athletic and can focus well and make friends when doing sports
- Kaia uses art and music to soothe herself when upset



26 Helpers and 13 Plans

Helpers:

- School (5)
- Technical School (2)
- Bailey Center (2)
- Child Welfare (1)
- Specialized Foster Care (2)
- Juvenile Justice (1)
- Children's Mental Health (6)
- Adult Mental Health (3)
- Employment Services (2)
- Alcoholics Anonymous (1)
- Housing Department (1)

Plans:

- 2 IEPs (Kyle and Kaia)
- Tech Center Plan
- Bailey Center Plan
- Permanency Plan
- Specialized Foster Care Plan
- Probation Plan
- 3 Children's MH Tx Plans
- 2 Adult MH Tx Plans
- Employment Services
- **35 Treatment Goals or Objectives**



Monthly Appointments for the Evans Family

Child Welfare Worker	1
Probation Officer	2
Crystal's Psychologist	2
Crystal's Psychiatrist	1
Dave's therapist	4
Dave's restitution services	4
Appointments with Probation and School	2
Family Based	4
Twins' Therapists	4
Group Rehabilitation	8
Tyler's anger management	4
Children's Psychiatrist	1
Other misc. meetings:, Housing, Medical	5
TOTAL	42

Also: 16 AA meetings each month, + 20 or more calls from the schools and other providers each month.



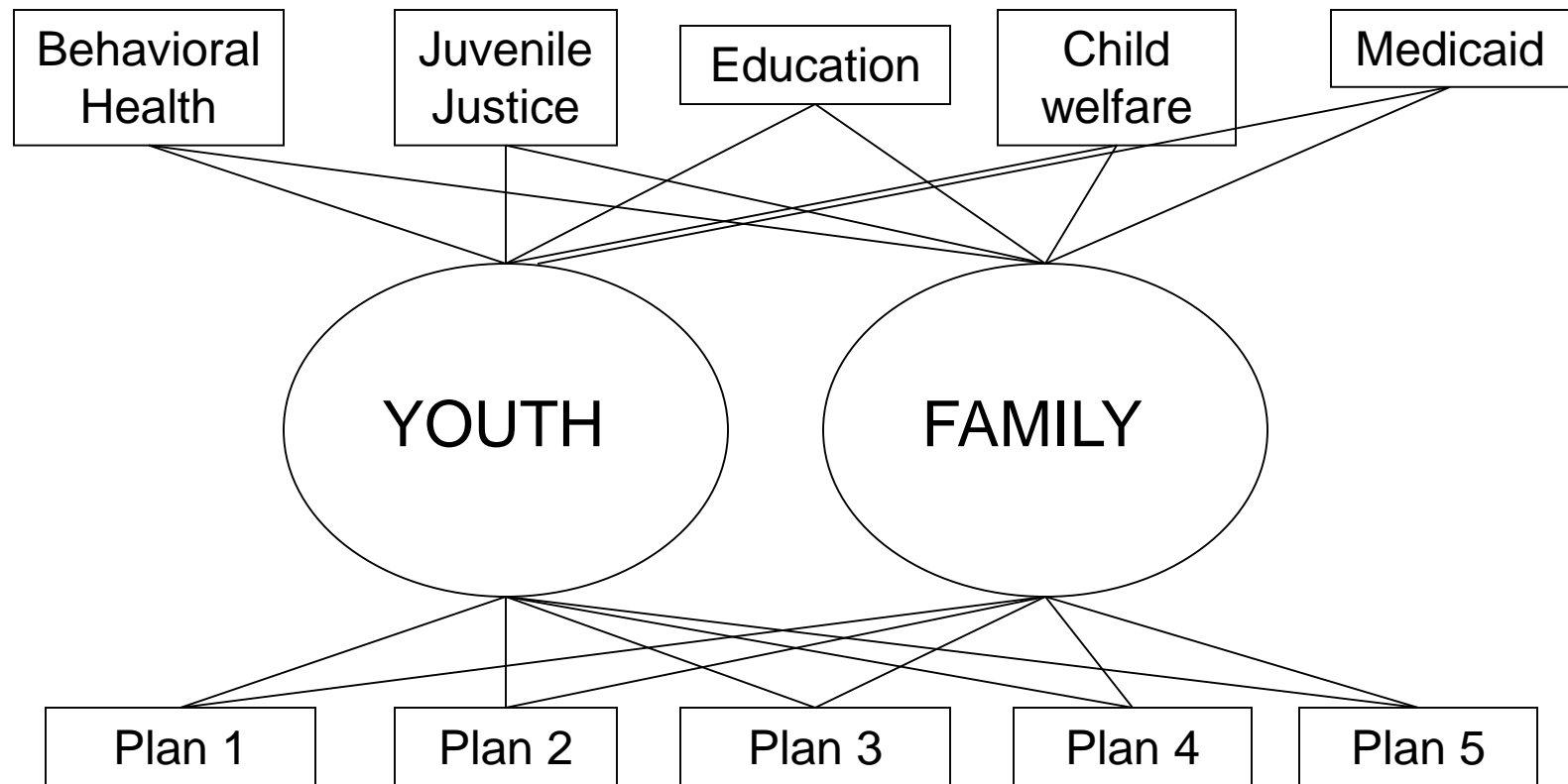
Comments from the Files

- ❑ Parents don't respond to school's calls
- ❑ Family is dysfunctional
- ❑ Parents are resistant to treatment
- ❑ Home is chaotic
- ❑ David does not respect authority
- ❑ Twins are at risk due to parental attitude
- ❑ Mother is non-compliant with her psychiatrist
- ❑ She does not take her meds
- ❑ Father is unemployable due to attitude
- ❑ Numerous missed therapy sessions
- ❑ Attendance at family therapy not consistent
- ❑ Recommend court ordered group therapy for parents

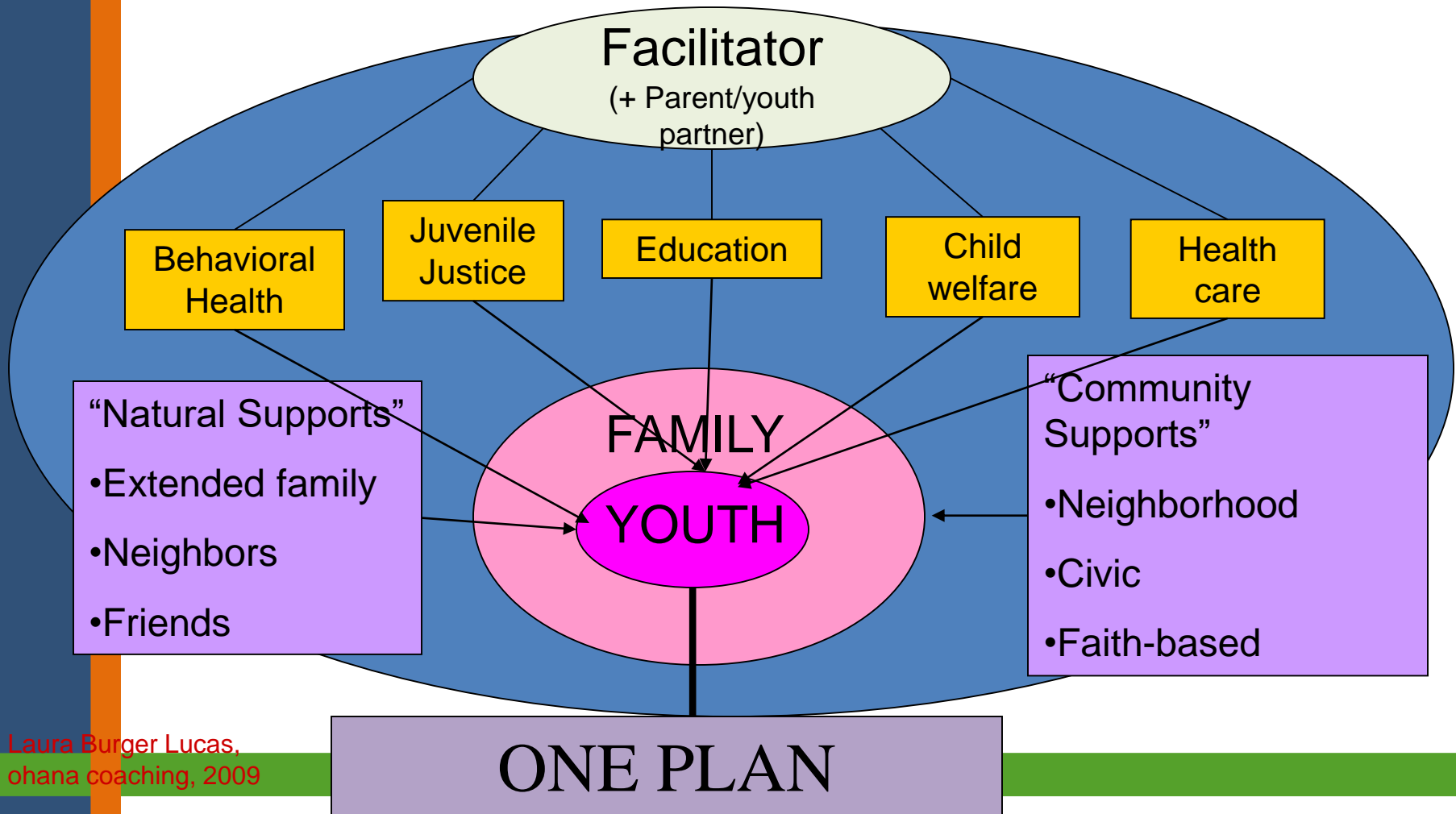
Brief interactive exercise

**IF YOU COULD DO EVERYTHING
YOU COULD TO SABOTAGE
EFFECTIVE PRACTICE WITH A
HIGH-NEEDS STUDENT AND
FAMILY, WHAT WOULD YOU DO?**

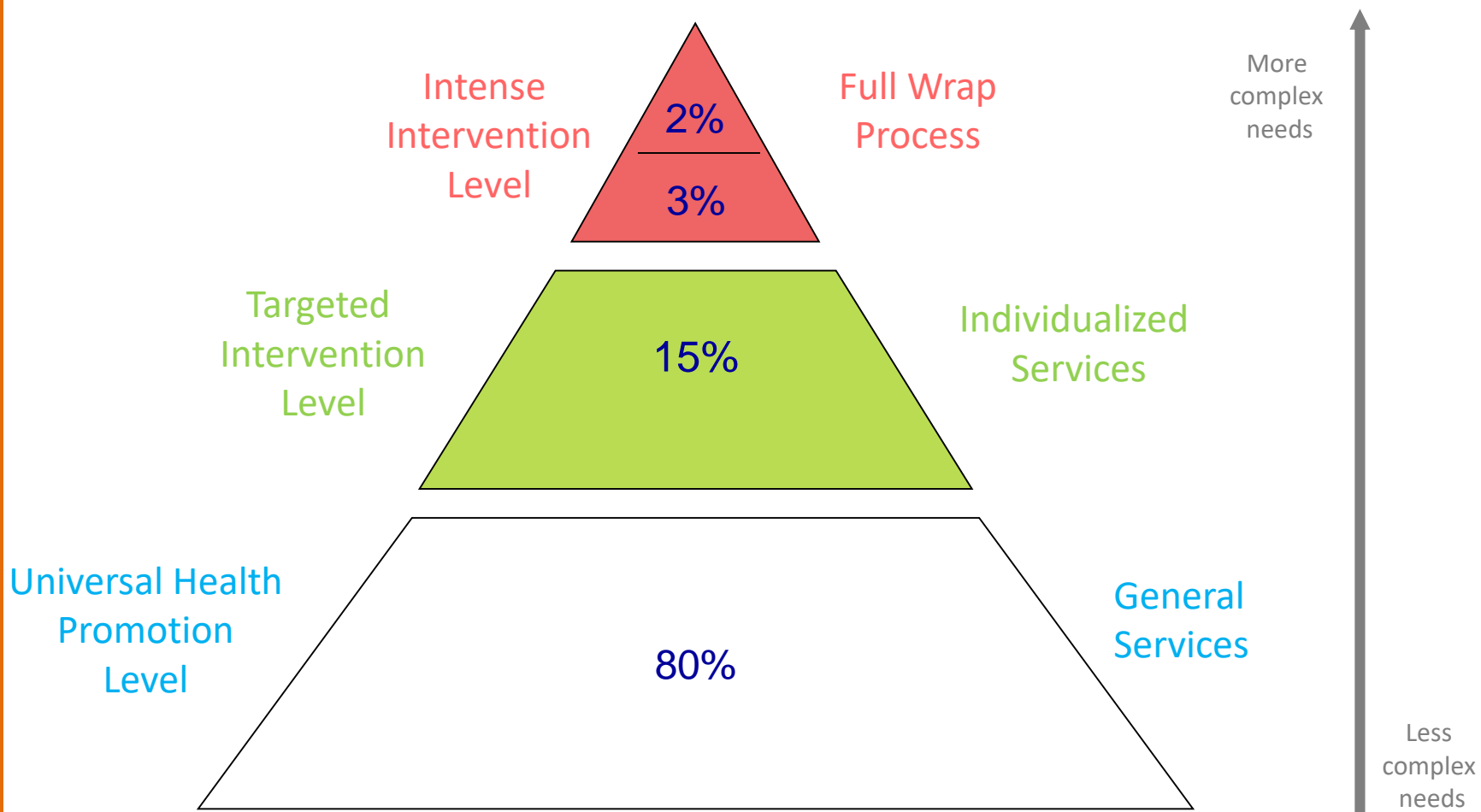
The silo issue: Traditional services rely on professionals and result in multiple plans



In wraparound, a facilitator coordinates the work of system partners and other natural helpers so there is one coordinated plan



Wraparound at the top of the population served in a systems of care



For which children and youth is wraparound intended?





- Youth with multiple needs across home, school, community
- Youth at-risk for change of placement (youth not responding to current systems/practices)
- Youth who have adults not engaged or getting along
- **Many adults are involved and they need to work together well for the youth to succeed**
- ***Wraparound facilitation + flexible funds may cost \$1000 - \$3000/mo., so typical use is to divert from high cost alternatives***
 - Psychiatric hospitalization (\$5000-6000/day)
 - RTC (\$700-\$1500/day)
 - Detention (\$3000-8000/mo.)



NWIC

National Wraparound
Implementation Center

Advancing Systems  *Enhancing the Workforce*  *Improving Outcomes*

Wraparound Practice

The Principles

Key Elements

The Phases and Activities



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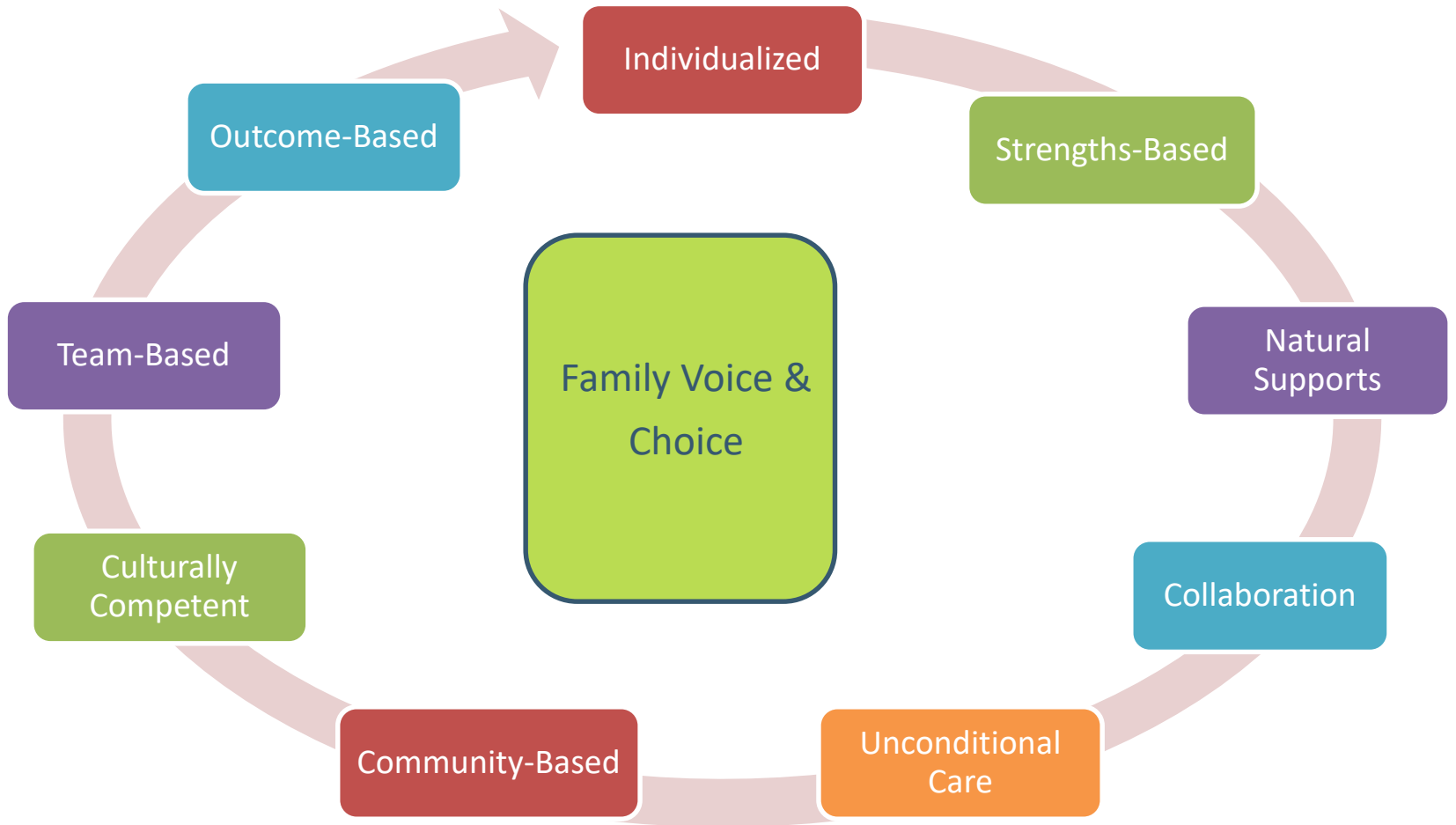
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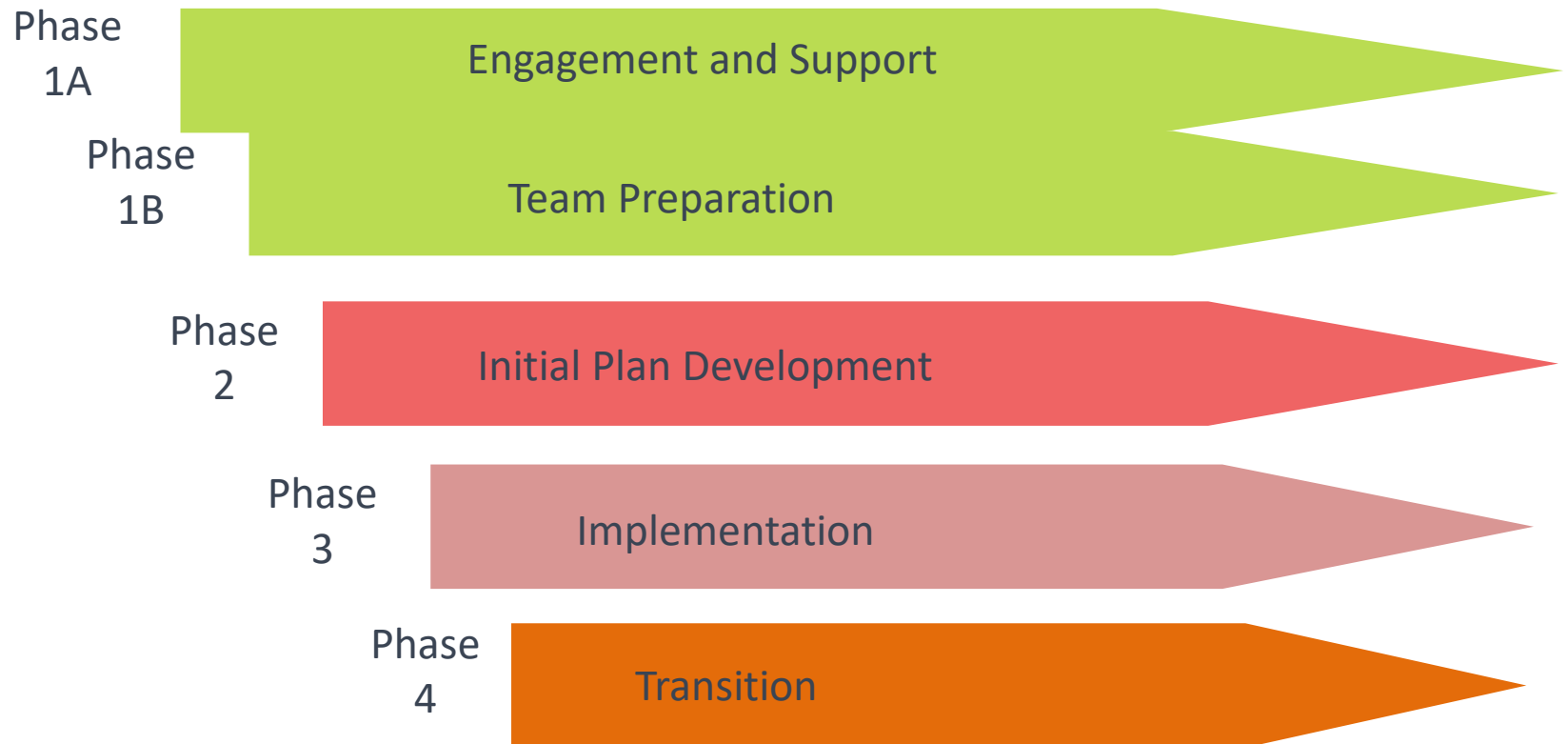
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Principles of Wraparound

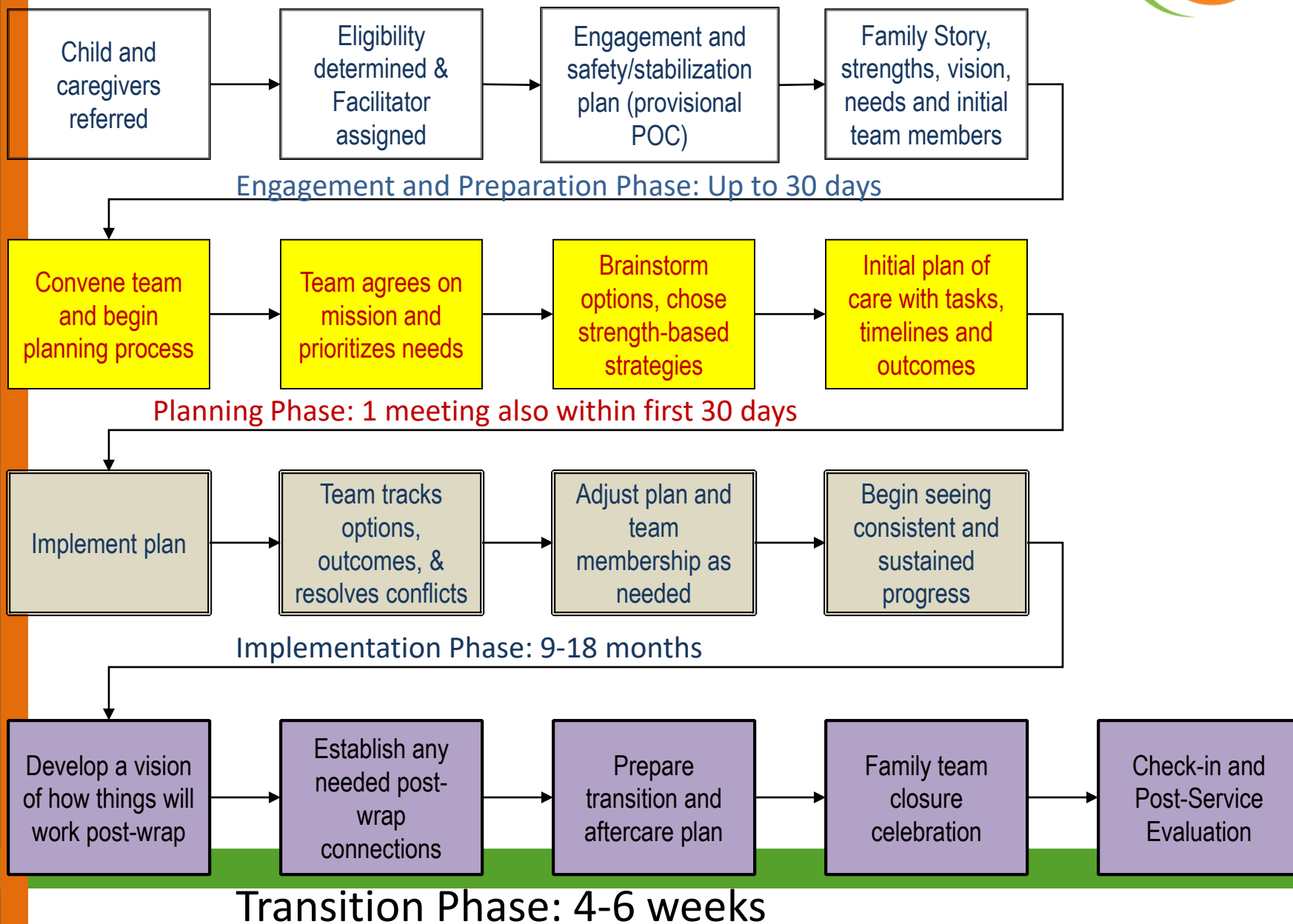


The Phases of Wraparound





An Overview of the Wraparound Process

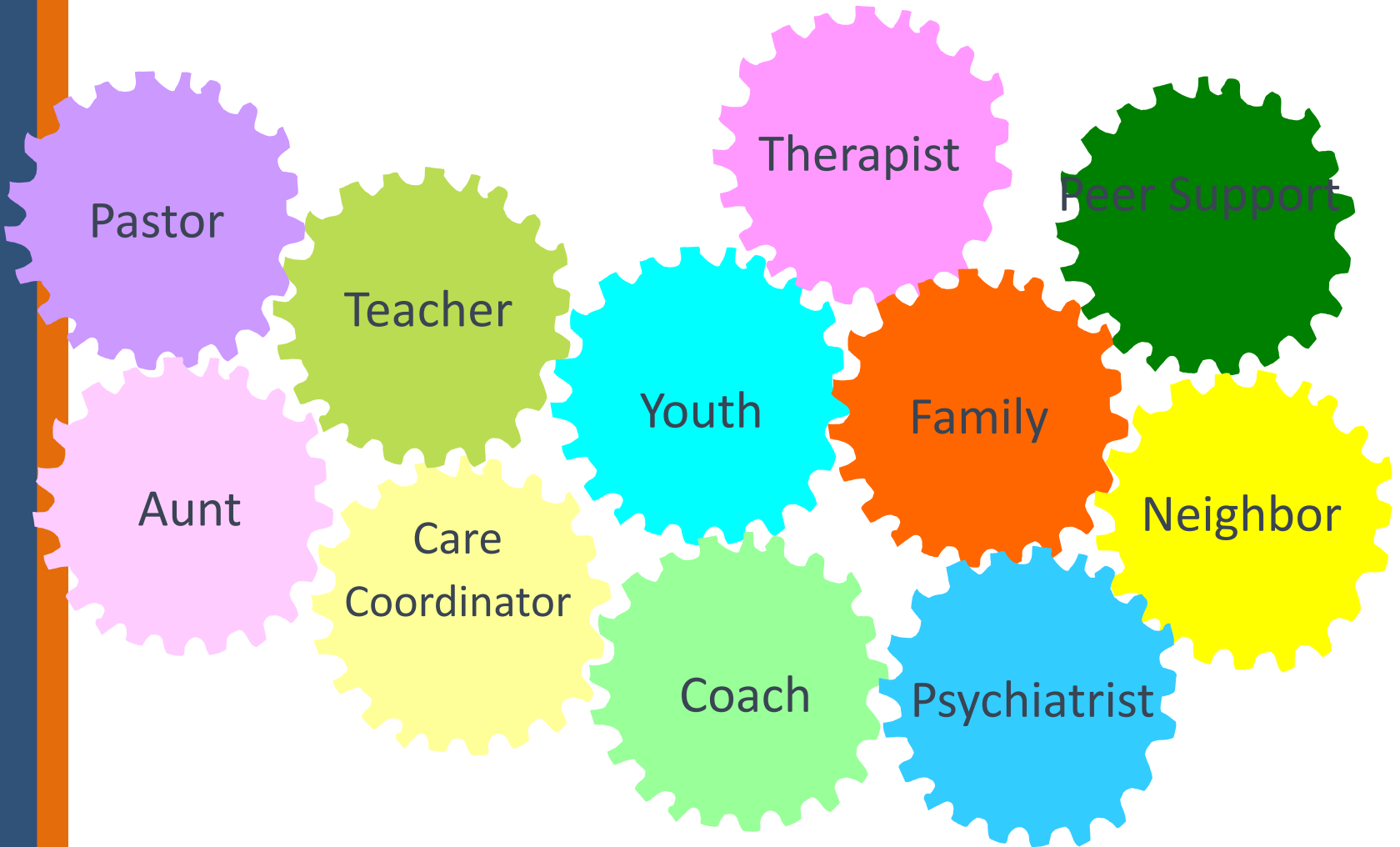


Phase 1: Engagement & Team Preparation



2-3 face to face meetings
with the family

Possible Child & Family Team Members



Engagement starts with a conversation, not forms!



- Try open ended questions like
 - *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 child?*
 - *What is it like when things are going well? What is different then?*

Engagement starts with a conversation, not forms!



- Active listening because...
 - it builds rapport, understanding and trust
- Validation because...
 - it communicates that you accept the person
 - feeling accepted is calming
 - lets them know that what they're thinking/feeling is understanding
 - that builds trust
 - knowing they are heard and understood can be powerful
 - that can relieve urgency / soothe emotional upset / regulate
 - helps them persevere / replenish willpower

Assume a new stance: From expert to ally



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

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

First Phase of Wraparound: Engagement & Team Development



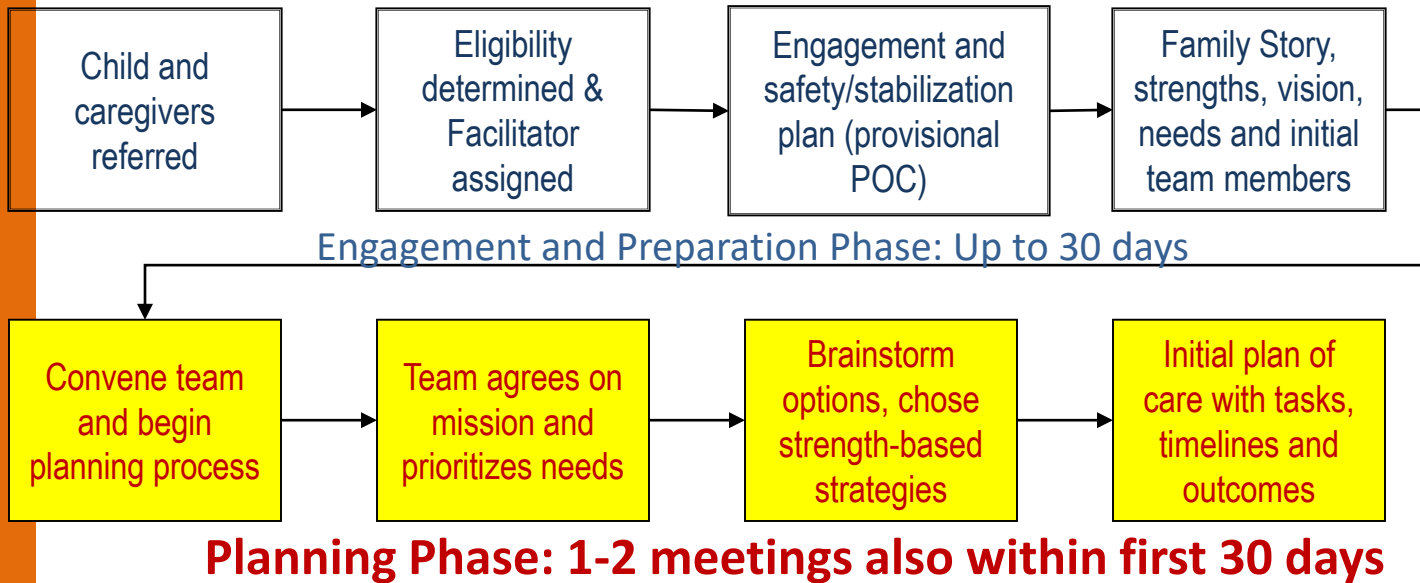
- A full understanding of the family story and the family's culture
- An inventory of family strengths
- List of potential team members
- Initial needs list based on the family's story

Introduce wraparound as a new or different way of working



Voice & Choice	Strengths-Based
<ul style="list-style-type: none">• What they want to happen & who they want to be involved will be honored	<ul style="list-style-type: none">• Look for & acknowledge strengths, then build upon them• Ease into conversation by asking them to identify child's strengths

An Overview of the Wraparound Process



Phase 2: Initial Plan Development



1-2 team meetings no more
than a week apart

Second Phase of Wraparound: Initial Plan Development



- Completed Products
 - A written plan of care:
 - Family Vision of the future
 - Team Mission Statement
 - The strengths of all team members
 - Priority needs selected for action
 - Strategies and services: Who will do what
 - A written crisis response plan detailing anticipated events & responses

Strengths

The things that keep us going



Three kind of strengths

- Descriptive
 - Engages people and starts a story
 - ‘Good sense of humor’
- Contextual
 - Story telling as a learning form
 - ‘she made her dad crack up after surgery’
- Functional
 - Skills which can be applied in a more organized way which are targeted to needs and make sense in the context in which the family is operating
 - ‘she can use jokes to keep friends around’

Phase 2: From listing strengths to identifying and leveraging functional strengths



- “David likes football”
- “David likes to watch the Seahawks with his uncle”
- “David enjoys being with his uncle; David does well in social situations in which he feels like he can contribute to the conversations; Watching the Seahawks is one activity in which David doesn’t feel anxious or worry.”

Needs in Wraparound

The set of conditions that cause a behavior or situation to occur or not occur and explain the underlying reasons why behaviors or situations happen.

Examples:

- *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.*

Needs in 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).

Digging deeper: from listing service needs to identifying underlying needs



- “Miguel needs anger management classes.”
- “Miguel needs to learn how to control his anger.”
- “Miguel needs to know that to become the man he wants to be he can be strong and peaceful at the same time.”
 - Gets at the root of the “problem”
 - Opens up many more creative action steps
 - Is in the family’s words
 - Ideally uses the words “know”, “feel” or “understand”



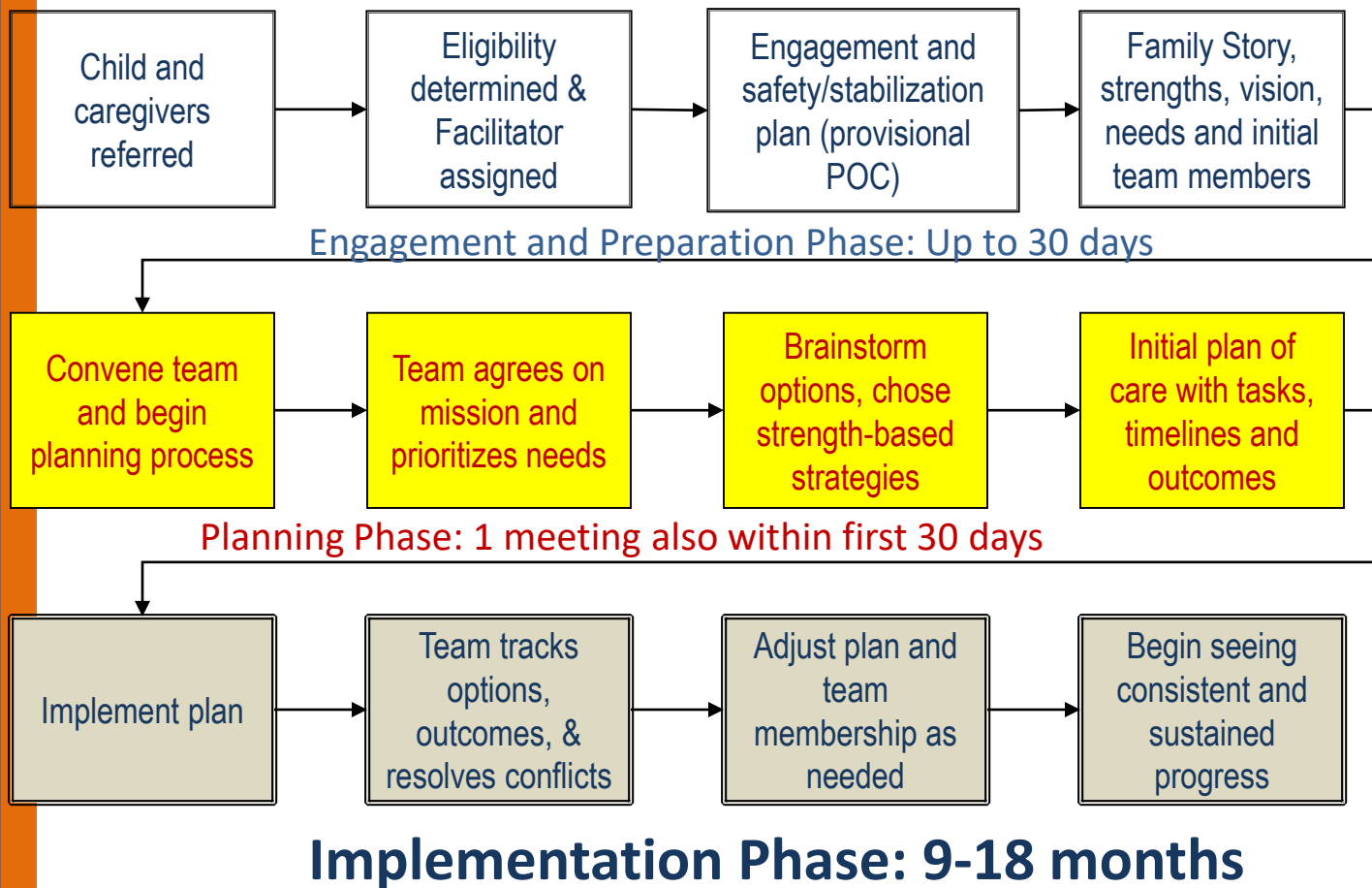
Phase 3: Plan Implementation

Child & Family Team meetings occurring at minimum
every 30 days





An Overview of the Wraparound Process



A structured agenda to stay on track



1. Family's rating of progress toward achieving their vision
2. Celebrate new accomplishments and successes
3. Monitor progress toward meeting needs and achieving goals
4. Adjust care plan, as needed
5. Review game plan for between now and the next meeting
6. If a crisis has occurred since last team meeting, review and modify the crisis/safety plan
7. Note any important upcoming dates or events
8. Schedule next meeting

Underlying Need
Matthew needs to know people can be permanent parts of his life

Global Rating of Progress toward Meeting need
0-4

Outcome
Increase in positive days at home

Outcome
Decrease in office referrals at school

Strategy
John will take Matthew back to his old neighborhood and share stories of how he grew up

Task
John will check his work schedule and find a Saturday within the next 3 weeks for the trip

Task
Mona will check in when they get back to see how it went

Strategy
Adam (therapist) will work with family to explain depression and trauma and how these are related to the aggressive behaviors

Task
Adam to provide psychoeducation around depression, trauma, and disruptive behaviors and how these could be related to the behaviors the family is experiencing

Strategy
Matthew will be Coach Smith's assistant and help out with other sports between football activities

Task
Coach Smith will provide the team with a schedule of coaching events including games, practices, etc.

Task
Mona and John will work out a transportation schedule

Strategy
The family will create an "I liked it when..." box that all family members will put notes in daily about something they liked that another family member did

Task
Michelle (Mona's friend) will give a raffle box to Mona to use

Task
Matthew will find a place for the box and will cut paper strips for family members to write on

Strengths
Matthew is a leader on the football field, is able to build relationships with adults he trusts, etc. Mona asks for help when needed, etc., John believes doing things as a family keeps the family strong...

Questions for monitoring:

Is meeting the need getting us closer to the family's vision for the future?

Is implementing the action steps getting us closer to meeting the underlying need?

Were the tasks completed fully and in a timely manner (i.e., are the action steps being implemented as planned)?

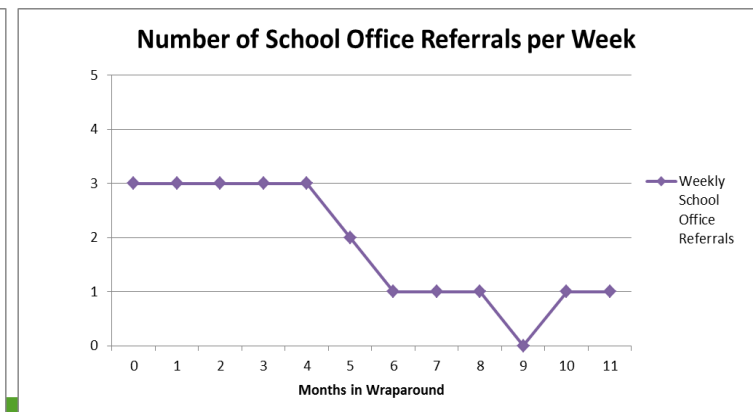
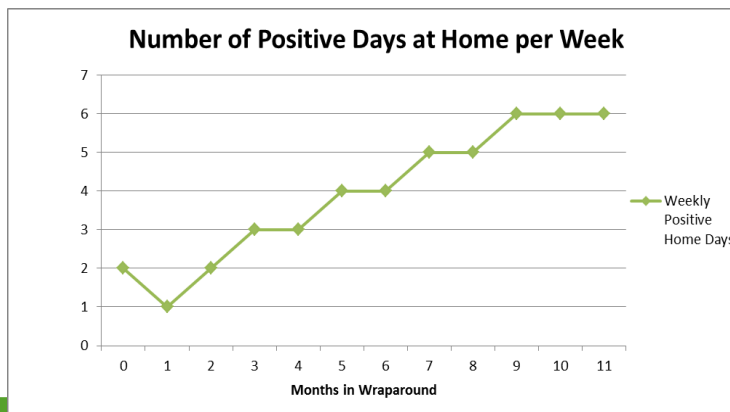
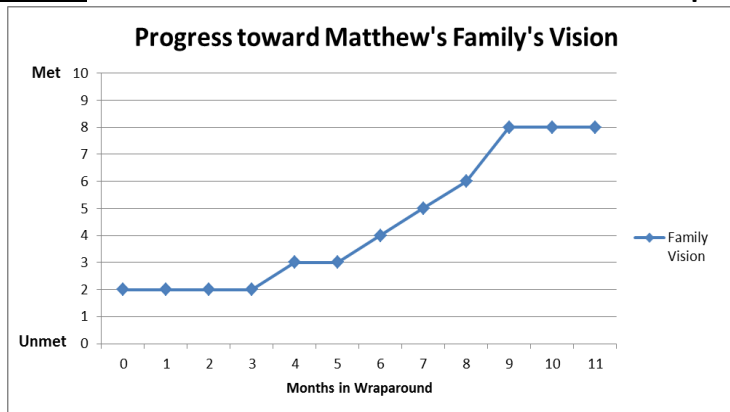


Monitoring Progress

Example of a graph for each item being tracked

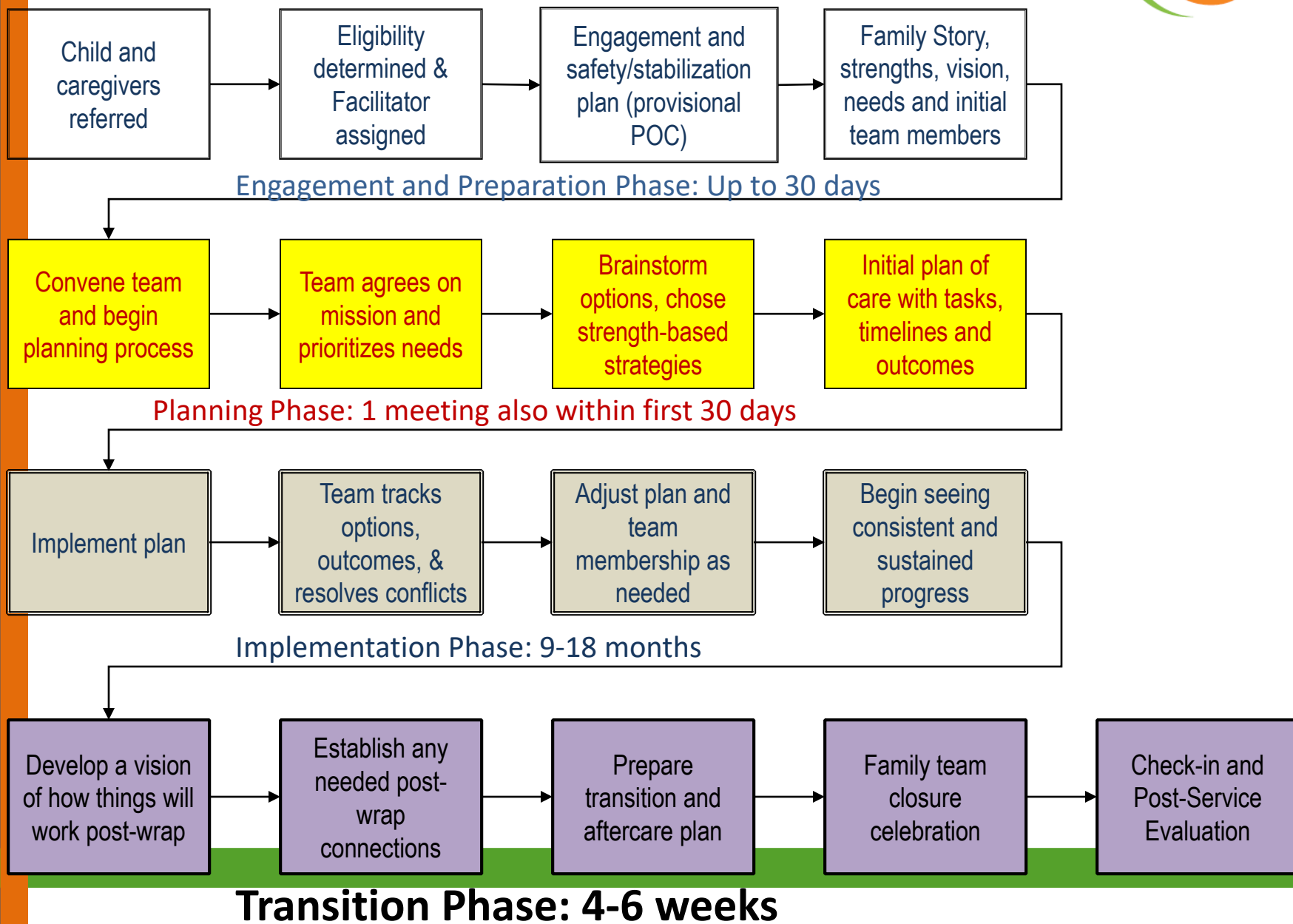
Family vision: To love unconditionally and work hard on the important things.

Need 1: Matthew needs to know that people can be permanent parts of his life.





An Overview of the Wraparound Process

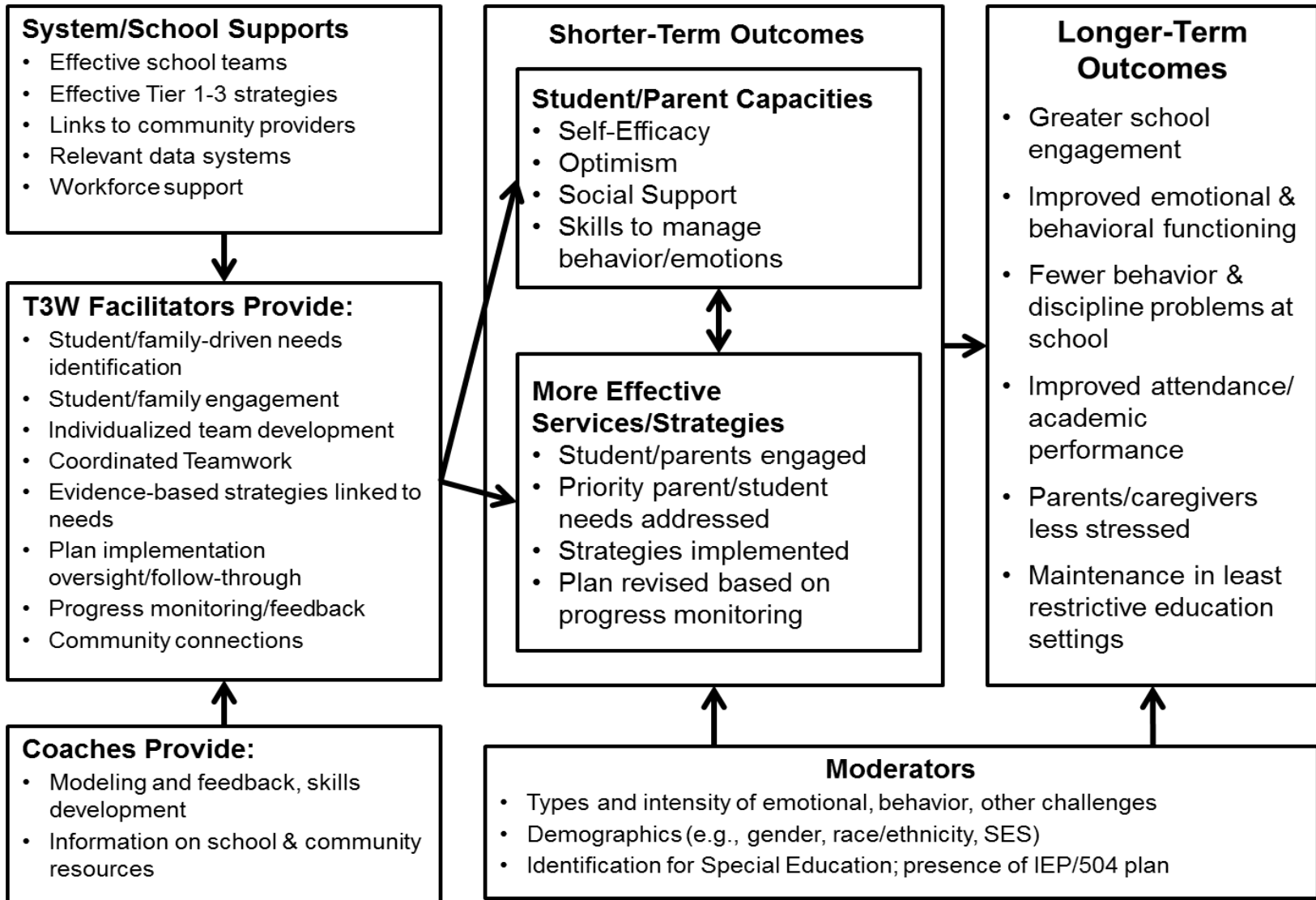


Research-based components of the wraparound process



- Integration of care
 - Multiple systems working together -> one coordinated plan
- High-quality teamwork
 - Clear goals, shared mission, blended perspectives, creative brainstorming
- Family / youth engagement
 - Engagement phase with active listening, family story telling
 - Youth/family set priorities
 - Examining and addressing potential barriers
 - Appointment and task reminders/check-ins
- Broad service array to meet needs, including EBP
- Attention to social support (via peers or natural supports)
- Measurement and feedback of progress

A theory of change for T3 Wraparound





Coming up in Part 2...

THE WRAPAROUND PRACTICE MODEL ...HOW CAN WE APPLY IT TO SCHOOLS?



Part 2 of: The Wraparound Process ***A Tier 3 Component of School-wide PBIS***

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 - **What structures are needed in schools and communities to implement T3W?**
 - Teams
 - Roles
 - Collaboration

Wraparound and Schools

- Wraparound can be integrated into school-based planning for students with special needs, regardless of special education label or agency involvement.
- The wraparound approach is a critical part of the SW-PBS system as it offers a means for schools to succeed with the 1–2% of students whose needs have become so complex that starting with an FBA/BIP process for one selected problem behavior is not enough

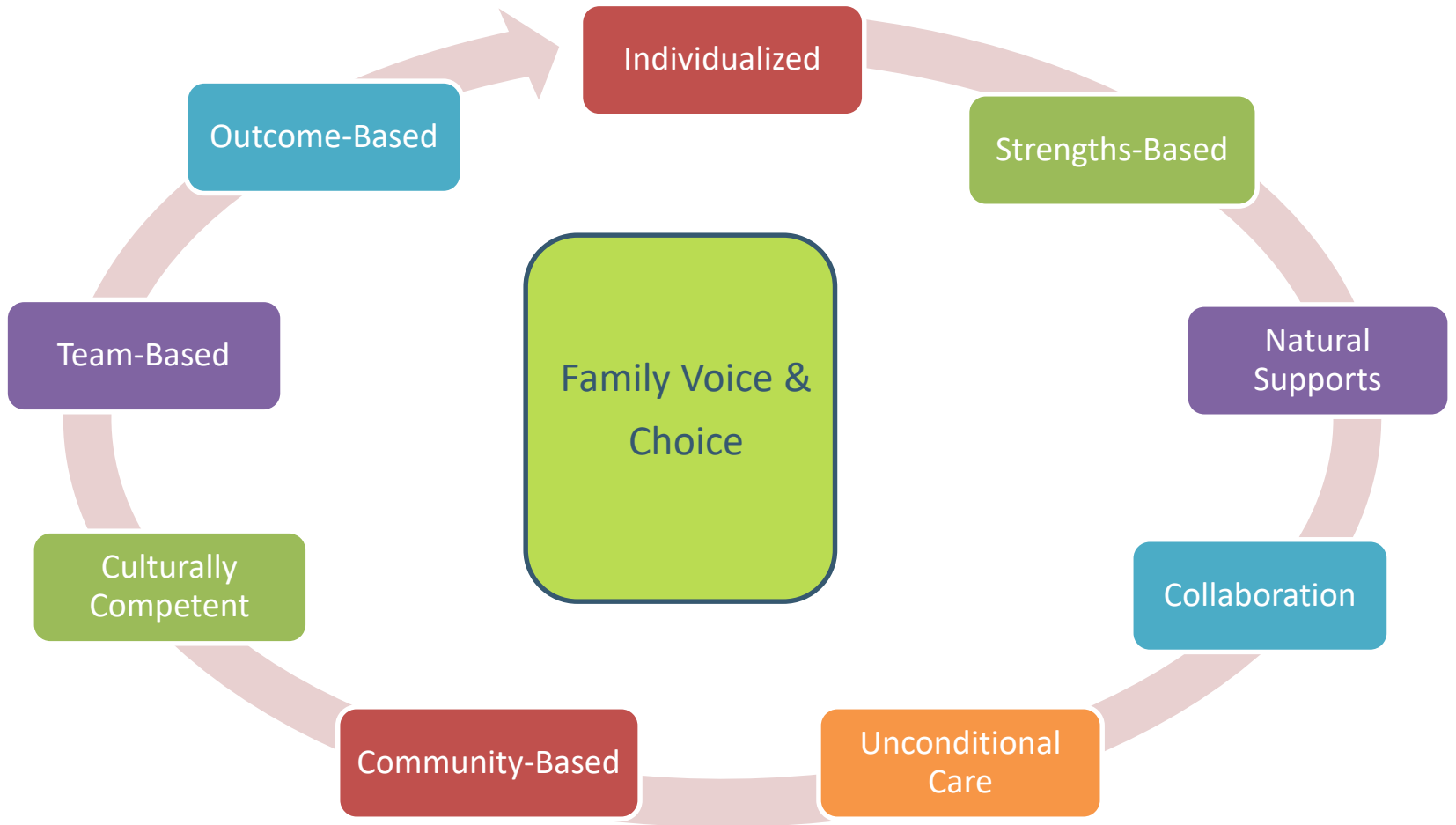
Wraparound and Schools

- Wraparound can be seen as similar to special education or mental health treatment planning
- However, it dedicates more effort to building constructive relationships and support networks among the youth and his or her family
- This is accomplished by establishing a unique team with each student and the student's family that
 - Is invested in achieving agreed-on quality-of-life indicators.
 - Follows a response to intervention (RTI) model
 - Uses more intensive techniques for engagement and team development
 - Ensures that a cohesive wraparound team and plan are formed.

Wraparound was designed for

- Youth with multiple needs across home, school, community
- Youth at-risk for change of placement (youth not responding to current systems/practices)
- Youth who have adults and not engaged or getting along

Principles of Wraparound

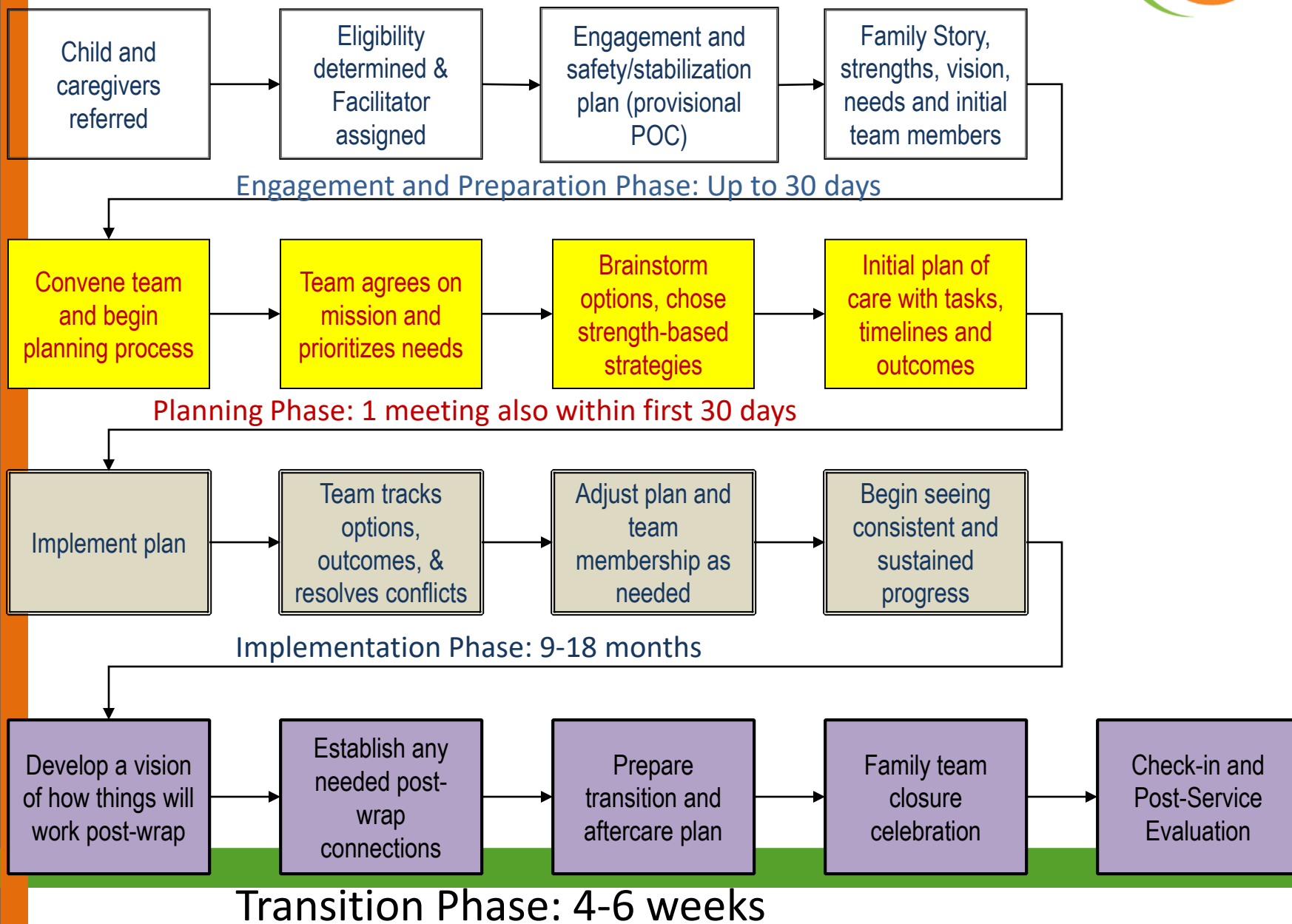


The Phases of Wraparound





An Overview of the Wraparound Process



Rationale for a unique “T3W” practice model

Educational Challenge	Strategic Response Needed	T3W Model Elements

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Response to problem behavior is crisis driven and punitive	Proactive ID of students Positive, pro-active response Strengths-based planning process	Tier 3 Team uses data to ID students Response is success- and future-oriented Students and caregiver drive the process

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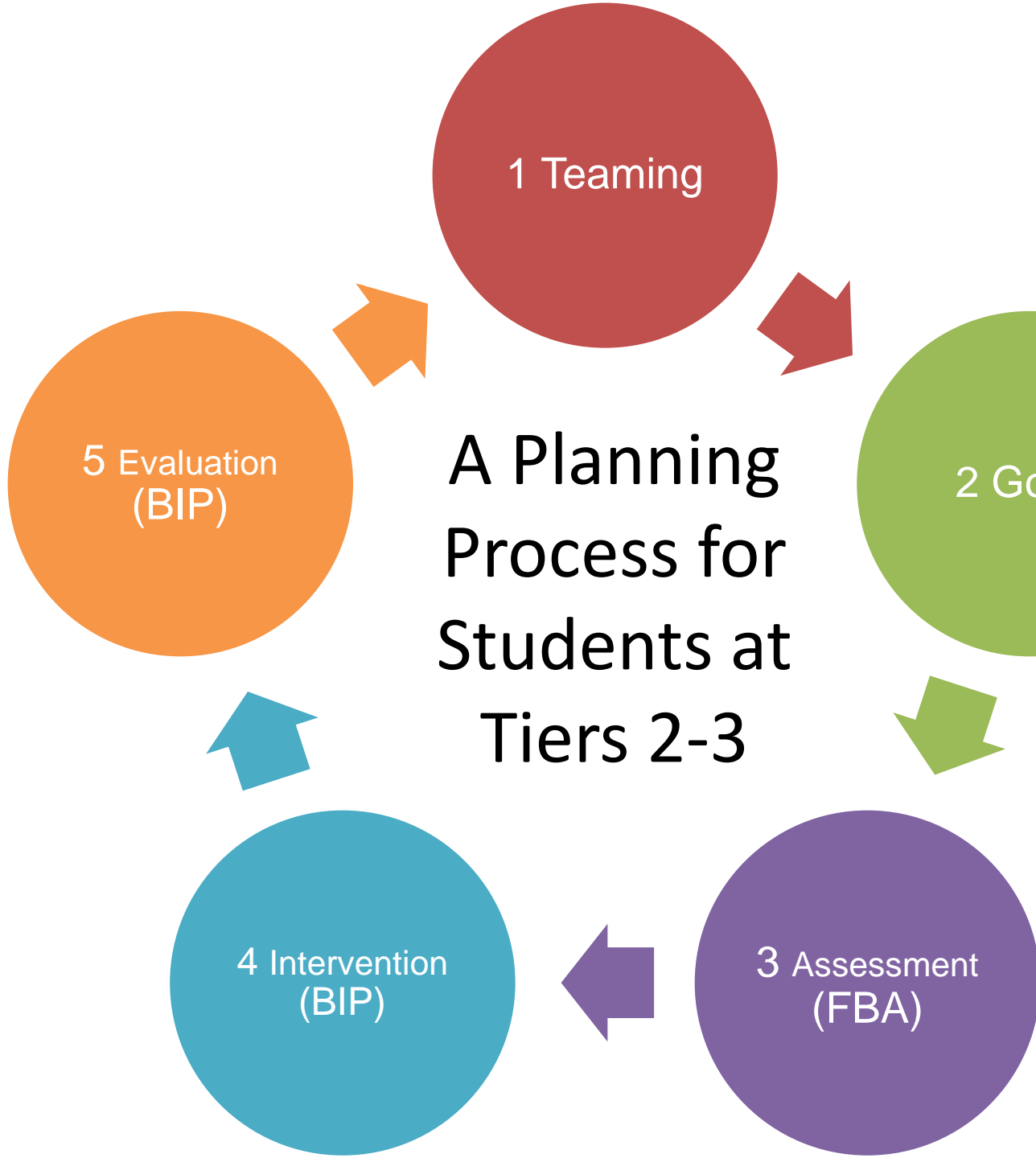
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Lack of connection to effective strategies	Plan that includes effective strategies linked to needs	Connection to Tier 1, 2, 3 supports Connection to community based EBPs
School and teams work in isolation	T3W team brings resources to the table, coordinates effort	Schools are locus of care coordination Schools connect to community resources T3W Facilitator links resources to needs

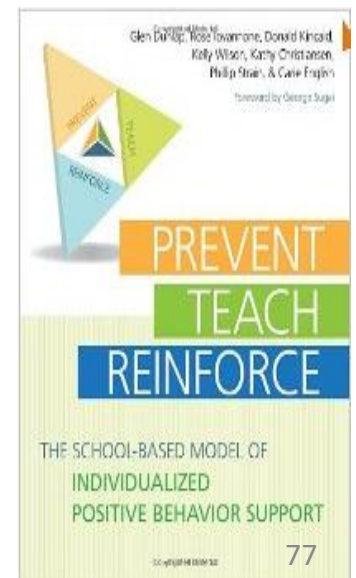
Tier 3 Wraparound

HOW IT FITS WITHIN THE BROADER PBIS/MTSS FRAMEWORK



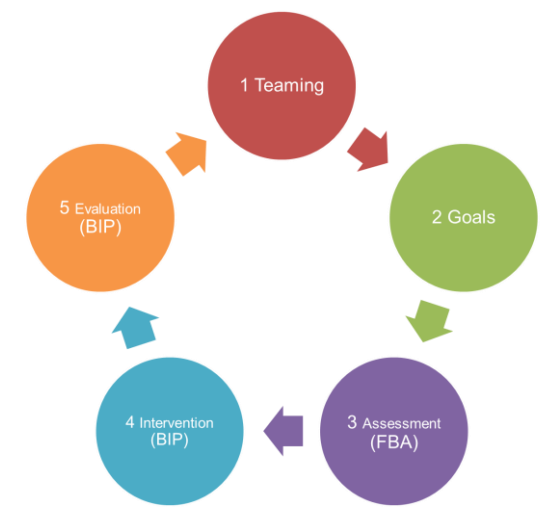
A Planning Process for Students at Tiers 2-3

Adapted from: Dunlap et al. (2010). *Prevent, Teach, Reinforce*



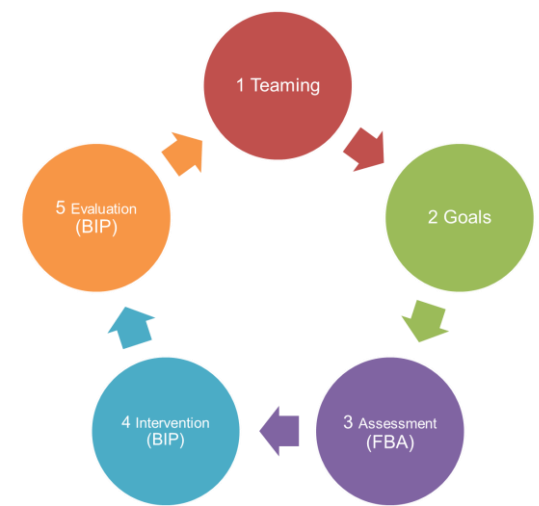
Comparison Tiers 2, 3, & Wrap

Student Teams



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

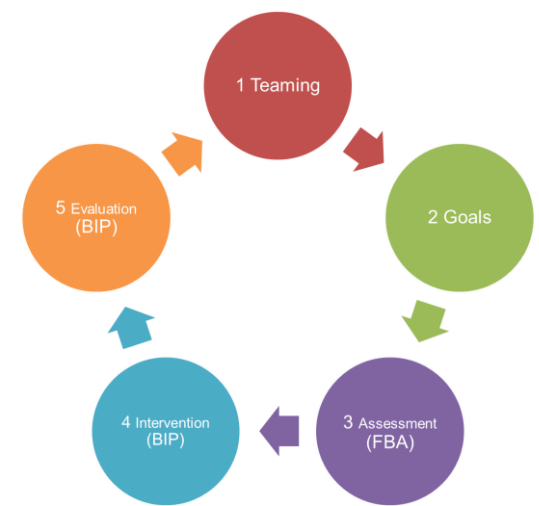
Comparison Tiers 2, 3, & Wrap



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

Comparison Tiers 2, 3, & Wrap

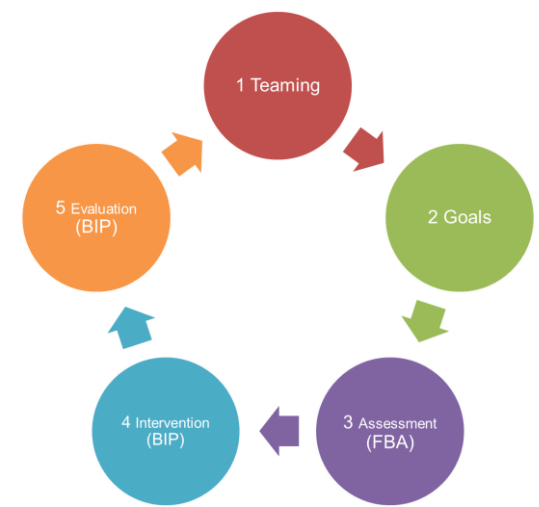
Assessment



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

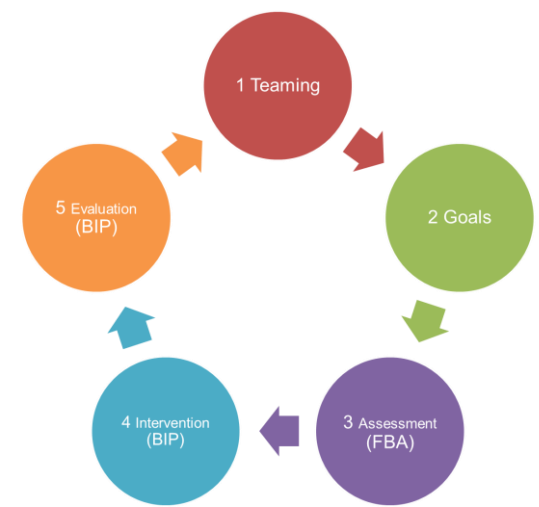
Interventions



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 Support Plan (BSP) including Safety Plan	Same as Tiers 1, 2 and 3; Crisis/safety plan; Community services, as needed

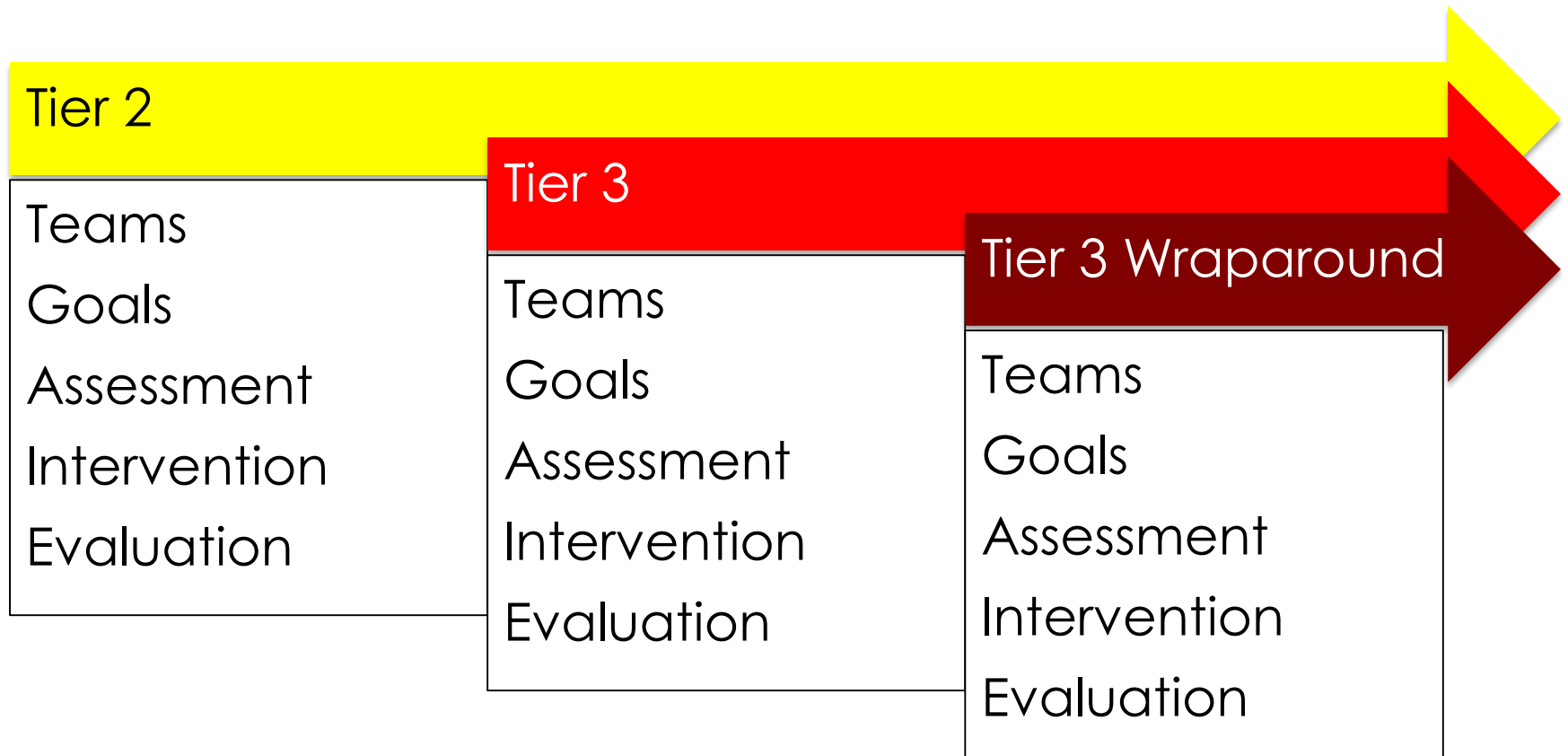
Comparison Tiers 2, 3, & Wrap

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 information systems (e.g., SWIS Student Support Information System (ISIS))	Same as Tier 3, and other data tools

Tier 2/3 Process Builds Across Tiers



FBA and Tier 3 Wraparound

- The purpose of wraparound plans and FBA is to inform intervention and support plan for the child and family.
 - Collectively they provide a comprehensive basis for designing effective supports.
- *Key Points About FBA*
 - It is the 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 identifies the events that reliably predict and maintain problem behavior.

When to use FBA vs Wraparound

FBA/BIP

- No wraparound criteria present
- Focus on 1-2 behaviors
- Brief FBA/BIP not successful

Wraparound

- Adults are not engaged
- Risk of placement change
- Multiple needs across home, school, community

FBA Team Process Steps

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

Systematic FBA and BIP

Setting Events	Antecedent Events	Challenging Behavior	Maintaining Consequences

Systematic FBA and BIP

		Desired Behavior	Maintaining Consequences
Setting Events	Antecedent Events	Challenging Behavior	Maintaining Consequences

Systematic FBA and BIP

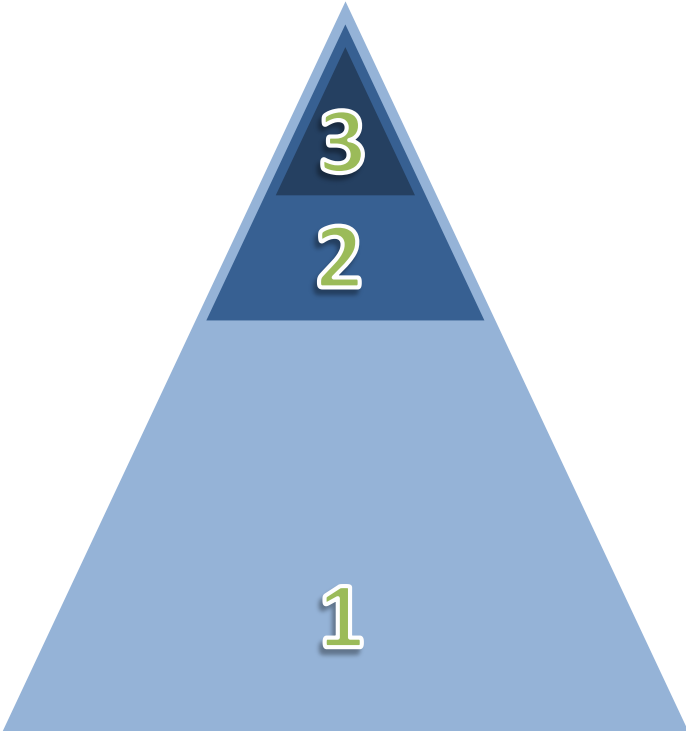
		Desired Behavior	Maintaining Consequences
Setting Events	Antecedent Events	Challenging Behavior	Maintaining Consequences
		Replacement Behavior	

Tier 3 Wraparound

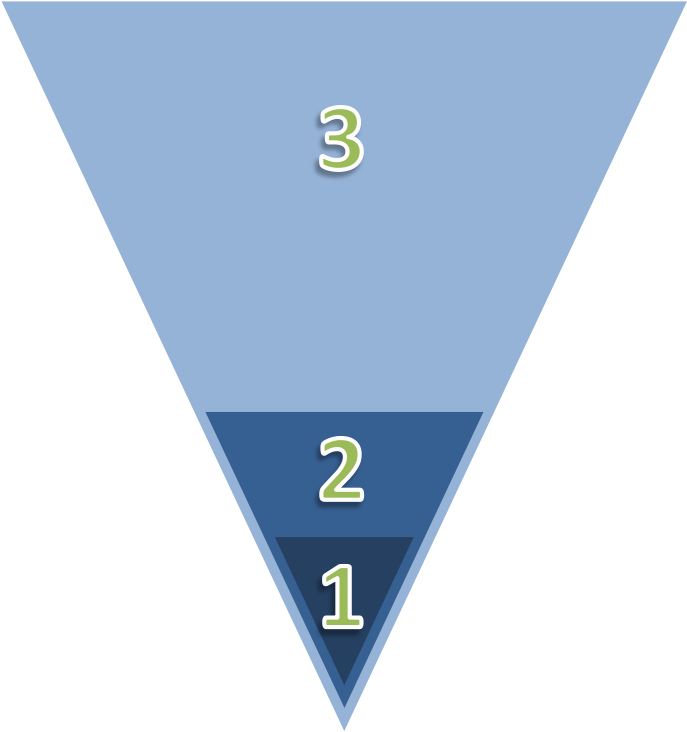
NECESSARY SCHOOL-COMMUNITY SYSTEM STRUCTURES

Collaboration is needed to meet the mental health needs of all students

SCHOOL PROVIDERS



COMMUNITY PROVIDERS



Building T3W Readiness

- **Tier III Building-level Readiness**
- **Tier III PBIS District Readiness Checklist**
- **Tier III Facilitators' Recommended Qualities, Attributes, & Role**

Tier III Facilitators

Position in school/district allows:

- Time to facilitate individualized meetings and do all preparation
- Flexibility to meet at unusual times (when needed) and to meet outside of school (when needed)
- Collaboration and meetings with community agencies/resources

Tier III Facilitators

Professional beliefs:

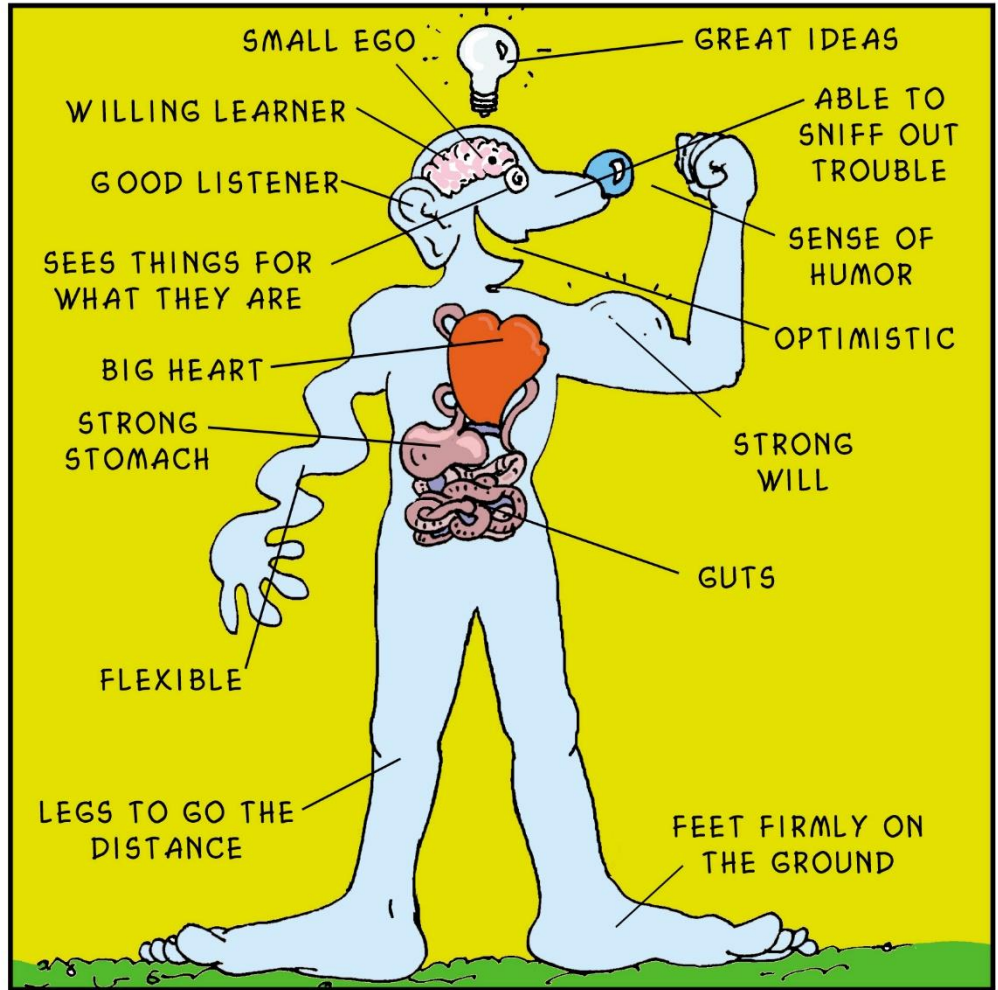
- Families and youth need to be supported
- Family and youth outcomes can improve with the right support
- Families and youth need voice, choice and access to make improvements in quality of life
- When families' lives improve, their children do better in school

Tier III Facilitators

Professional is skilled at:

- Interacting positively with school staff, community service providers, students and families
- Effective team facilitation
- Time management
- Staying solution-focused
- Supporting all members to give input
- Maintaining a “safe” environment (no blaming, no shaming)
- Self-initiating activities (and is highly motivated)
- Knowing community agencies/resources

Anatomy of a Tier 3 Wrap Facilitator



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Tier III Facilitators

Role description:

- Assist Systems Planning Team in identifying youth in need of support
- Begin conversations with families and youth
- Assist in building individualized teams
- Begin gathering baseline data
- Schedule first team meetings
- Keep all team meetings focused on strengths, needs and action planning
- Input and track data regularly (before/after each individualized meeting)
- Assure that team meetings continue to happen at least every 2 weeks in the beginning, phasing to monthly as improvements are noted
- Use data to progress-monitor students weekly to assess response to intervention/support

Allocating staff to T3W



District-level	St D (i)
<p>Facilitators with allocated time identified to implement continuum of interventions. Time allocated must match the district / building needs:</p> <ul style="list-style-type: none"> a) For every 500 students = 12.5 individuals will require T3 individualized supports <ul style="list-style-type: none"> a. 2-3% of total school population b) For every 500 students = about 4 facilitators (with 3 students each) <ul style="list-style-type: none"> a. 3 students per T3 facilitator c) Each facilitator (special educator, school psych, social worker, etc.) can be anticipated to need the equivalent of 1 day per week <ul style="list-style-type: none"> a. Dedicated to T3 Intervention planning, monitoring, and problem solving. 	
<p>Arrangements made for 'whole student' support; including before/after school, summer, vacation/breaks, transitions between grades/schools.</p>	

Example from
Illinois PBIS

The alternative - more out of district special education placements - \$25,000 - \$40,000 per year

Support for student during non-school days / hours *

- Staff receive compensation for certain functions that take place outside of the school day positions. Per collective bargaining agreement:
 - Tier 1 team members - \$390 (15 hours)
 - Tier 2 team members - \$260 (10 hours)
 - Wrap Around Facilitation - \$260 per case (10 hours) + time cards for summer contact with wrap around families.

The alternative - more out of district special education placements - \$25,000 - \$40,000 per year

T3W Issues to be addressed

Level	Issues to be attended to
Provider	<p>Roles: Which types of staff would ideally serve as a T3W facilitator in schools? Is there a minimum amount of time individuals can serve as facilitators and succeed? Can community-based providers be co-located in schools and serve adequately?</p> <p>Needed competencies and skills: Are the competencies and skills for <u>community based wraparound</u> the same that are needed for <u>school-based</u> T3W staff?</p> <p>Workforce development: How might staff with specific T3W roles as well as other school staff who may play a role be trained and coached? What should expectations for skill attainment be for T3W How best to assess such competencies?</p>

T3W Issues to be addressed

Level	Issues to be attended to
School	<p>Service array: Are there targeted Tier 2 and Tier 3 services that should be consistently available in the school? How might FBA-BIP and other common strategies best be coordinated with T3W facilitators and in T3W teamwork?</p> <p>Leadership and school support: Principal and other forms of school leadership are particularly relevant to school-based interventions. What role will principals and other types of leadership play prior to and during implementation play for T3W?</p>

T3W Issues to be addressed

Level	Issues to be attended to
District and System	<p>Other school- and district-level support: What must district and school teams do to support implementation of T3W for students with SEBC?</p> <p>Connection to resources in the community: What are ideal mechanisms for encouraging connection to and/or alignment with community-based service arrays?</p> <p>Data supports: For youth with complex needs, simple IT systems can streamline data collection and provide meaningful, real-time feedback.</p> <p>Functions of such systems may include tracking academic outcomes, other (idiographic) outcomes, implementation fidelity and quality, follow-through on tasks and strategies included in plan, application and success of FBA-BIP and other interventions, and other functions.</p>

For more information

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- <http://www.pbis.org>
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- <http://www.pbisillinois.org>
- trlawsuit@dr-wa.org