School-based Wraparound
Involves a team of two persons organized in such a way as to implement the ideals of wraparound, but better able to overcome the partnership obstacles with schools, and housed in the schools.

**Family Facilitator** - Initial contact with family; Permission to exchange information; Strengths discovery; Develop team with family; Coordinate with other service providers

**School Facilitator** - Initial contact with school; Strengths discovery; Observation/Baseline; Consult/brainstorm related to behavior; Increase communication between school and family

School-Based Wraparound (SBW) Program Demographics (05/01/1999 - 02/10/2004)
There have been a total of 187 youths enrolled and participated in the SBW program.

**Mean Demographics**
- 11.7 or approx. 12 years old at time of intake (n=187)
- 420.1 days length of service for discharged youth (n=128)

**Family Demographics**
- $15,000 to $24,999 average household income (n=154)
- 4.35 or approx. 4 people in the family at the time of intake (n=178)
- Nearly 77% of caregivers have a High School Diploma/GED or some college (n=151)

Gender (n=187)
- Female 20.9%
- Male 79.1%

Race/Ethnic Backgrounds (n=187)
- White 77.5%
- Black or African American 3.3%
- Other 11.0%
- Asian 0.5%
- American Indian 2.4%
- Hispanic American 3.3%
DSM-IV-TR Diagnosis for Axis 1 Primary (n=172)

- Adjustment Disorders, 12.8%
- Depressive Disorder, 10.9%
- Attention-Deficit & Disruptive Behavior Disorders, 47.9%
- Other, 4.6%
- Impulse-Control Disorders NES, 3.8%
- Learning Disorders, 2.3%
- Relational Disorders, 6.6%
- Anxiety Disorders, 6.8%
- Bipolar Disorders, 9.4%
- Other, 4.6%

Presenting Problems (n=185)

- Non-Compliance: 43.2%
- Physical Aggression: 41.6%
- Academic Problems: 45.4%
- Hyperactive-Impulsive Attention Difficulties: 53.5%
- Poor Peer Interaction: 40.5%
- Anxiety: 38.9%
- Poor Self-Esteem: 38.9%
- Sad: 33.0%
- Extreme Verbal Abuse: 25.9%

Sutter-Eyberg Student Behavior Inventory

- Intake: 126.3, 13.5
- Discharge: 105.3, 9.2

Weekly Assessment Indicator Checklist

- Intake: 8.5, 15.3
- Discharge: 3.4, 18.9

*Statistical significance between means in a paired t-test, p = .000
**Statistical significance between means in a paired t-test, p < .01
***Statistical significance between means in a paired t-test, p < .05
Josh, A Case Example

Al Neuhaus
Grand Island Public Schools

"BI" like the number 2
"polar" like a bear
Into my life it came,
Bipolar I don’t think it’s fair

"A" for annoying, "D" for dysfunctional
"H" for hyper, "D" for dumb
No fair, no fair, why me?
ADHD

It’s not easy to live like I
Some kids laugh or make fun of me
I can’t help what I have
Bipolar and ADHD

By Josh Lewis - age 15
2003
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