

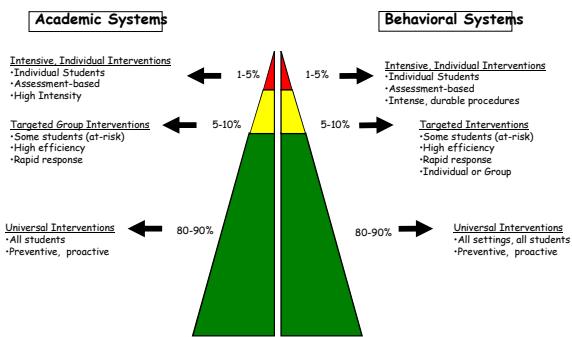
Wraparound & School-wide PBS: Integrating Data-based Decision-making into Individual Student/Family Wraparound Teams

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Acknowledgements:

- Patricia Miles- Portland, Oregon
- Diane McDonald -Wraparound/PBIS Coach
- Todd Jackson- Wraparound Data Coordinator
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- School Personnel who participated
- Rob Horner- UO National PBIS Center
- George Sugai- UO National PBIS Center

Designing School-Wide Systems for Student Success



School-wide PBIS Practices at the

Intensive Level for 1-5% students:

- Facilitate individual student/family teams that plan/implement/monitor comprehensive supports by building partnerships among families, teachers, community resources (wraparound process)
- Develop/implement/monitor highly individualized support plans that include a) academic and behavioral support plans b) interventions for needs in multiple life domains (basic needs, safety, medical, emotional/social, cultural/spiritual, etc)
- Include strategies for accessing a full range of school and community supports both formal & informal for student, caregivers, teachers

Intensive Level: Individualized Comprehensive Teams/Plans

Who?

- Youth with multiple needs across home, school, community
- Youth with multiple life domain needs
- The adults in youth's life are not effectively engaged in comprehensive planning (i.e. adults not getting along very well)

What?

The development of a very unique, individualized, strength-based team & plan with the youth and family that is designed to improve quality of life as defined by the youth/family .

Intensive Level: Individualized, Comprehensive Teams/Plans

What Do Intensive Plans include?

Supports and interventions across multiple life domains and settings (i.e. behavior support plans, academic interventions, basic living supports, multi-agency strategies, family supports, community supports, etc.)

What's Different?

Natural supports and unique strengths are emphasized in team and plan development. Youth/family access, voice, ownership are critical features. Plans include supports for adults/family as well as youth.

Tertiary-level Interventions focus on:

- ▶ Improved quality of life
- ▶ Social and academic success
- ▶ Student/family voice and choice
- ▶ Use of function-based support plans (needs-driven)
- ▶ Improved family partnering & family support
- ▶ Community networking to ensure full range of supports across multiple life domains
- ▶ Empowering Youth/family teams via data-based decision-making

Teams at the Intensive Level

Are unique to the individual child & family

- Blend the family's supports with the school representatives who know the child best

Meeting Process

- Meet frequently
- Regularly develop & review interventions

Facilitator Role

- Role of bringing team together
- Role of blending perspectives
- **Guide Data-based Decision-making**

Big Question ?

Can individual child/family teams use data-based decision-making to prioritize needs, design strategies, & monitor progress of the child/family team?

- ✓ more efficient teams, meetings, and plans?
- ✓ less reactive (emotion-based) actions?
- ✓ more strategic actions?
- ✓ more effective outcomes?
- ✓ longer-term commitment to maintain success?

Four Phases of Wraparound Implementation

Team Preparation

- Get people ready to be a team
- Complete strengths/needs chats

Initial Plan Development

- Hold initial planning meetings
- Develop a team "culture"

Plan Implementation & Refinement

- Hold team meetings to review plans
- Modify, adapt & adjust team plan

Plan Completion & Transition

- Define good enough
- "Unwrap"

First Phase of Wraparound: Team Development

Facilitator

- Meets with family & stakeholders
- Gathers perspectives on strengths & needs
- Assess for safety & rest
- 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

First Phase of Wraparound: Team Development

Completed Products

- A strength summary detailing the family's story
- A strength inventory listing of family strengths
- List of potential team members
- Initial needs list
- *Student referral form*
- *Educational Information Form*
- *Youth & Family Checklist*

Second Phase of Wraparound: Plan Development

Facilitator:

- Holds an initial (or 2) wraparound plan development meeting
- Introduces process & team members
- Presents strengths & distributes strength summary
- Solicits additional strength information from gathered group
- Leads team in creating a mission
- Introduces needs statements & solicits additional perspectives on needs from team
- Creates a way for team to prioritize needs
- Leads the team in generating brainstormed methods to meet needs
- Solicits or assigns volunteers
- Documents & distributes the plan to team members

Second Phase of Wraparound: Initial Plan Development

Completed Products

- A written plan of care that
 - Details the Mission Statement
 - Needs selected for action
 - Interventions/actions including who will do what when & what strengths are being built on
- A written crisis response plan detailing anticipated event & response as well as a notification plan
- *Parent/Primary Caregiver Satisfaction Form*
- *Youth Satisfaction Form*

Third Phase of Wraparound: Plan Implementation & Refinement

Facilitator

- Sponsors & holds regular team meetings
- Solicits team feedback on accomplishments & documents
- Leads team members in assessing & analyzing the plan
 - For follow through
 - For Impact
- Creates an opportunity for modification
 - Adjust services or interventions currently provided
 - Stop services or interventions currently provided
 - Maintains services or interventions currently provided
- Solicits volunteers to make changes in current plan array
- Documents & distributes team meeting minutes

Third Phase of Wraparound: Plan Implementation & Refinement

Completed Products

- Ongoing meeting minutes that detail changes in the Plan of Care
- Quarterly reports that detail progress toward meeting needs/achieving outcomes (the graphs)
- Ongoing record of team member participation detailing who has attended & who has not
- *Parent/Primary Caregiver Satisfaction Form*
- *Youth Satisfaction Form*
- *Dispositional Form*

Fourth Phase of Wraparound: Plan Completion & Transition

Facilitator

- Holds meetings
 - Solicits all team members sense of progress
 - Charts sense of met need
 - Has team discuss what life would like after Wraparound
- Reviews underlying context/conditions that brought family to the system in the first place to determine if situation has changed
- Identifies who else can be involved
- Facilitates approach of "post-system" wraparound resource people
- Creates or assigns rehearsals or drills with a "what if" approach
- Formalizes structured follow-up if needed
- Creates a commencement ritual appropriate to family & team

Fourth Phase of Wraparound: Plan Completion & Transition

Completed Products

- Written Transition Plan that details how to access ongoing services/supports if necessary
- Written crisis plan that details who & how to contact individuals
- Follow up phone numbers for team members
- Formal Discharge Plan detailing strengths & interventions that were successful & those that weren't
- *Disposition form*

IL FULL EVALUATION OF WRAPAROUND (FEW) 2-Year PILOT (FY03 AND FY04)

Purpose:

1. Structure for integrating data-based decision-making into the wraparound process
2. Evaluate progress/outcomes of students with intensive-level needs (1-5%) in IL schools

FY03 >> 12 kids with 2 or more data points all in PBIS schools, data not used by teams; data used in training facilitators

Fy04 >> Virtual system, 28 kids entered, 11 with 2 or more data points; data used with some teams; training of facilitators continues

FY 2003 IL AGGREGATE WRAP EVALUATION

- Student Referral Form
- Education Information Form
- Youth and Family Checklist (strengths/needs checklist)
- Parent Satisfaction
- Youth Satisfaction

FY 2003 IL AGGREGATE WRAP EVALUATION

- 11 students with data
- 11 students with baseline and time 2
- 9 students with time 2 and time 3
- 7 students with time 3 and time 4

FY 2003 EBD AGGREGATE WRAP EVALUATION

Typical Student

- Caucasian male
- 10 years of age
- 5th grade, Special Education Student
- Primary Diagnoses of "Multiple Disabilities"
- Referred for Social Skills, Academics, Behavior, Emotions
- Home Placement Not "At-Risk"; Not in DCFS Care
- School Placement at Risk of Failure

FY 2003 IL AGGREGATE WRAP EVALUATION

EDUCATION FORM

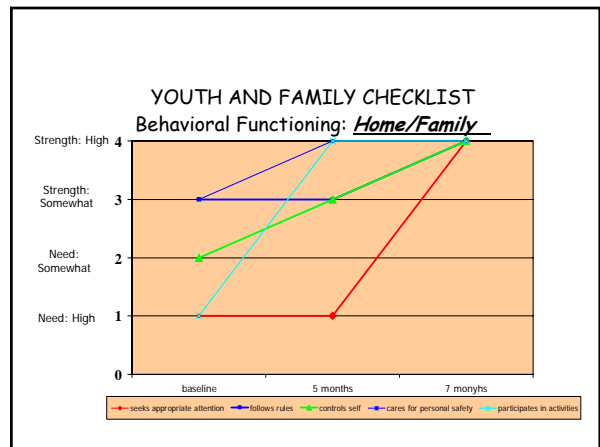
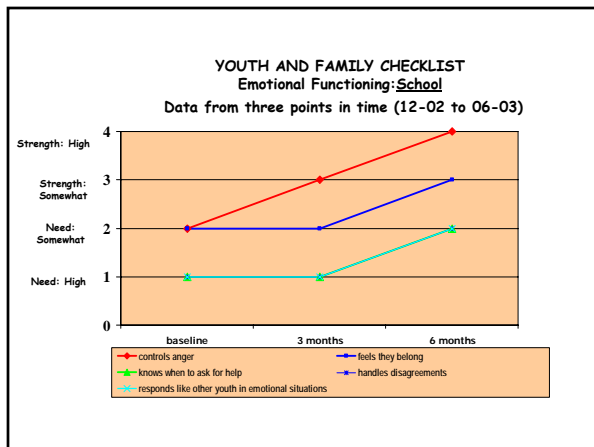
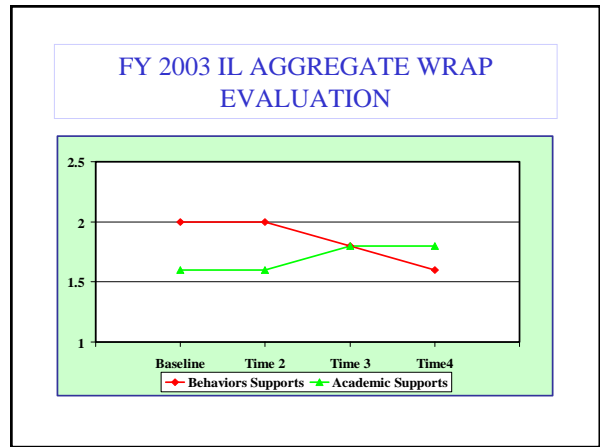
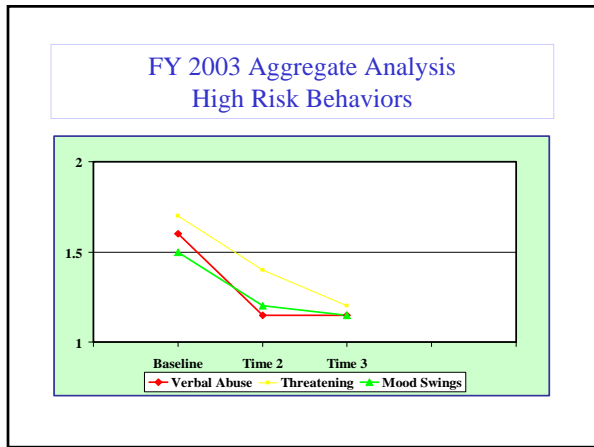
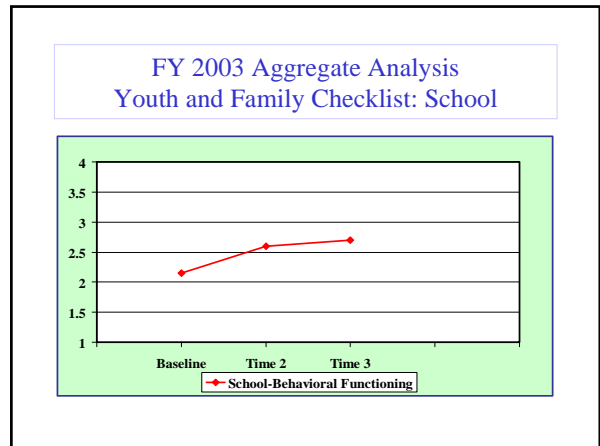
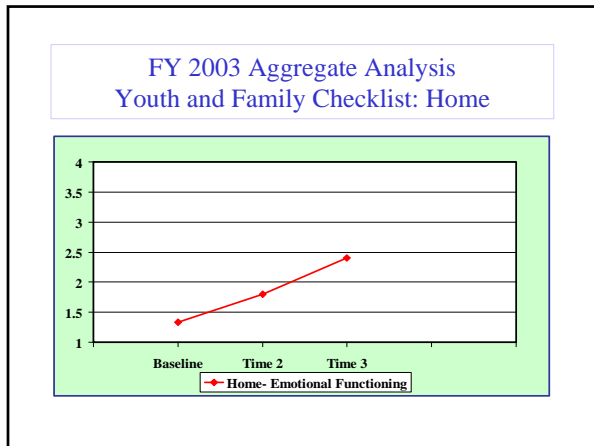
Improved findings: Baseline to 3 Months

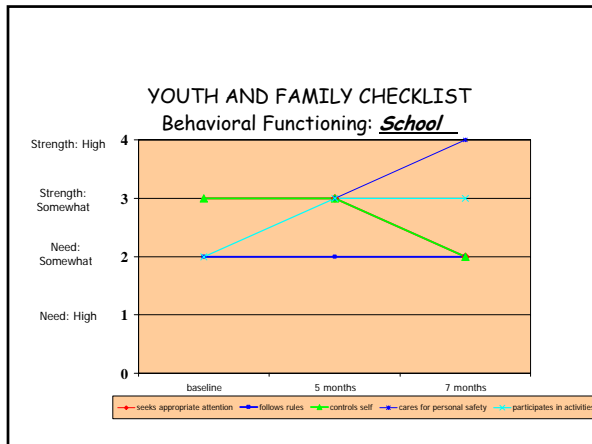
- Appropriate behavior with peers
- Appropriate behavior with adults
- Participates in extracurricular activities
- Academic performance
- Performance commensurate with abilities

FY 2003 IL AGGREGATE WRAP EVALUATION

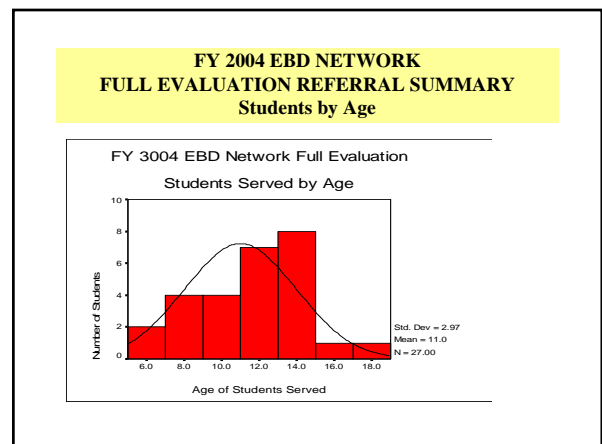
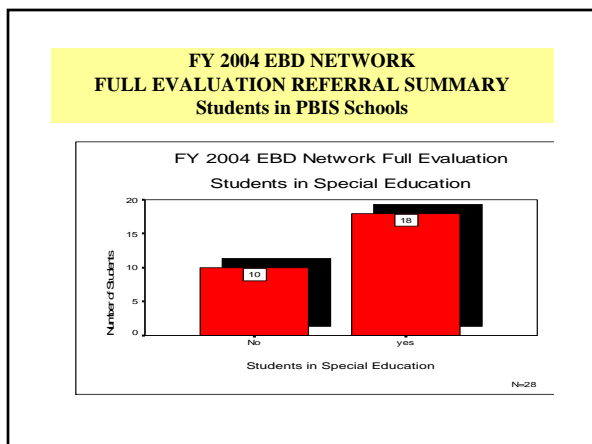
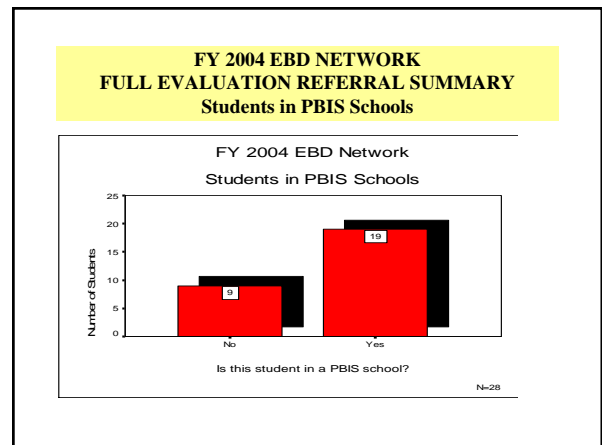
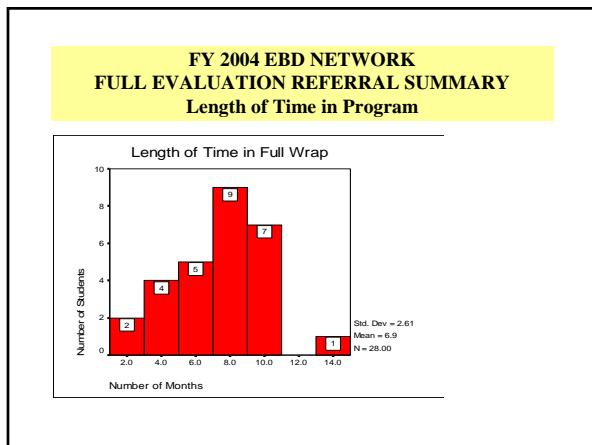
No change or slight decrease: Baseline to 3 Months

- Pays attention in class
- Works independently
- Attends school
- Completes homework
- Participates in classroom discussions

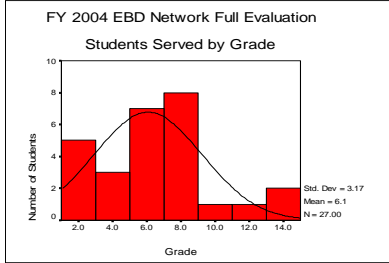




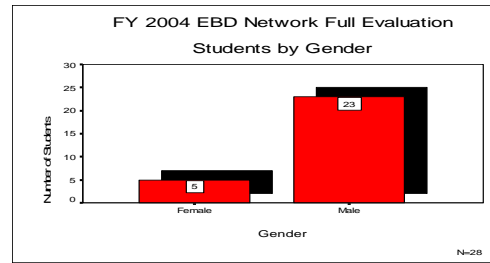
- ### FY 2004 IL AGGREGATE WRAP EVALUATION
- Student Referral Form
 - Education Information Form
 - Youth and Family Checklist
 - Parent Satisfaction
 - Youth Satisfaction
 - Student Disposition Form



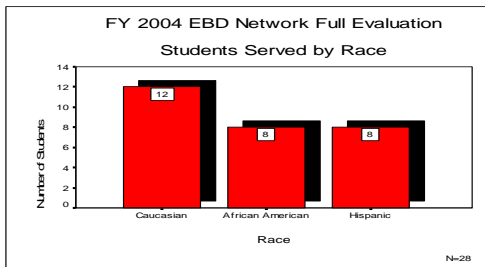
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Grade**



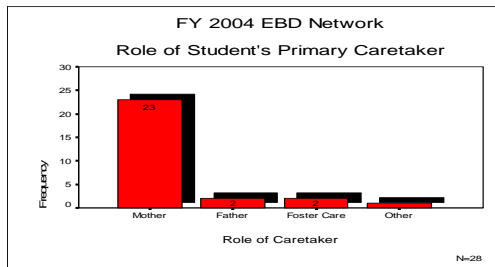
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Gender**



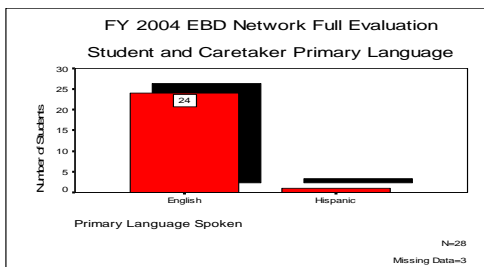
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Race**



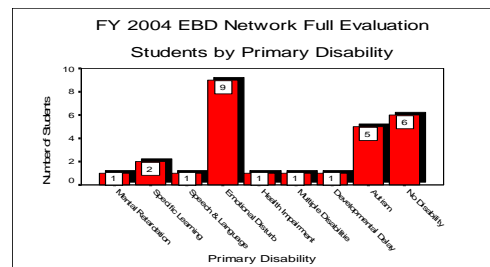
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Primary Caretaker**



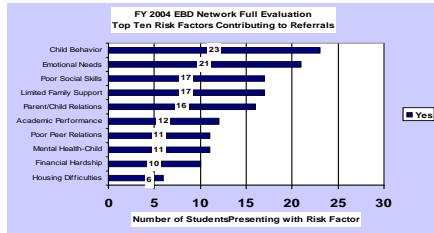
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Primary Language**



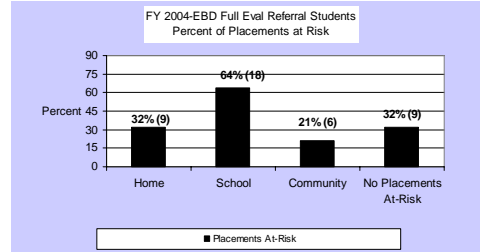
**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Primary Disability**



**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Top Reasons for Referral**



**FY 2004 EBD NETWORK
FULL EVALUATION REFERRAL SUMMARY
Students by Environments at Risk**



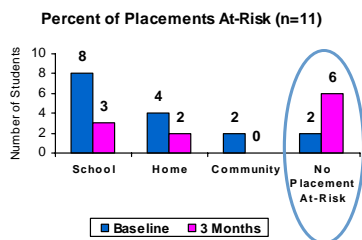
A Preliminary Look at FY04 Student Outcome

> Eleven (11) students with 2 data points during FY04

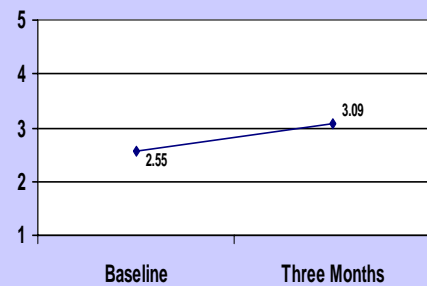
**EBD FULL WRAP
EVALUATION SUMMARY
STUDENT DEMOGRAPHICS (N=11)**

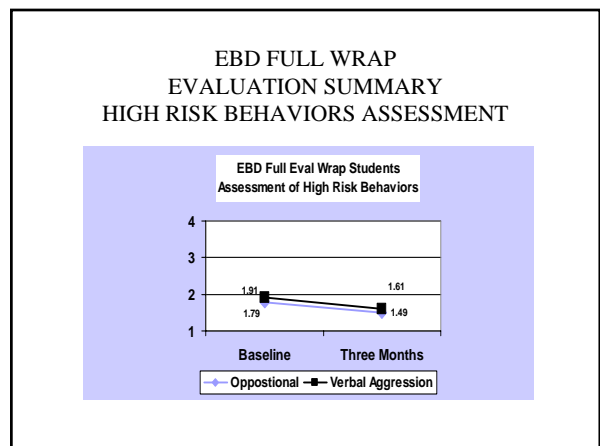
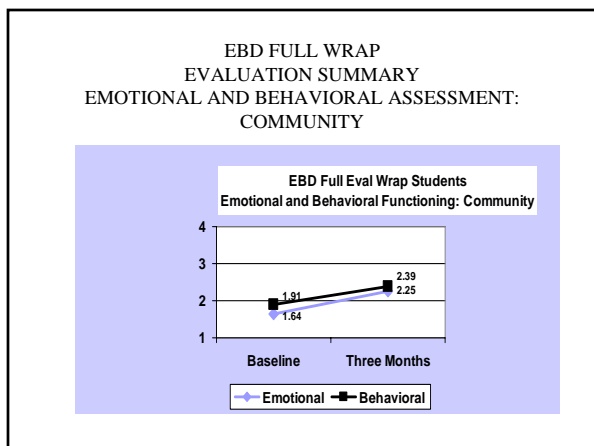
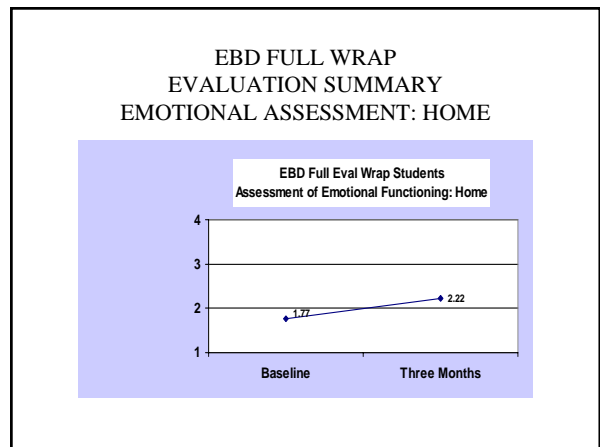
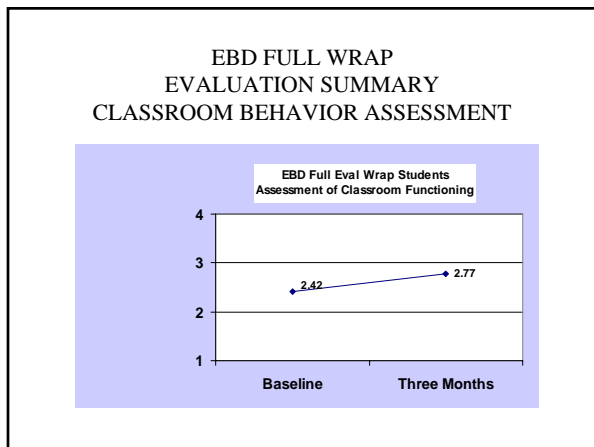
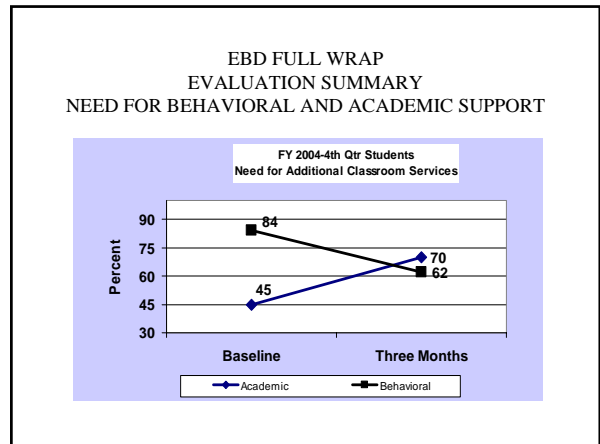
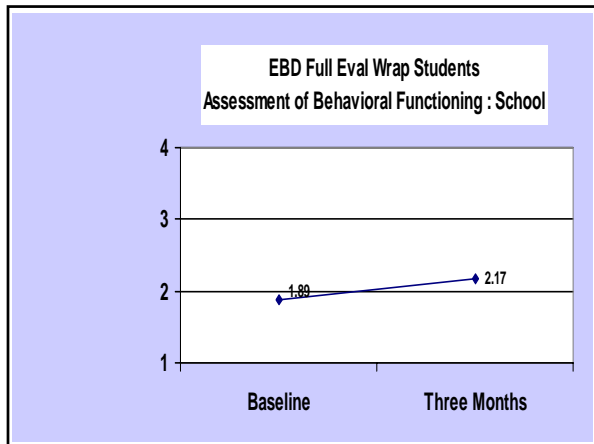
- 11 YOUTH TOTAL (8 in PBIS schools)
- 10 MALE
- 1 FEMALE
- 9 North
- 5 CAUCASIAN
- 1 Chicago
- 3 AFRICAN-AMERICAN
- 1 Central
- 3 HISPANIC/LATINO
- 5 YOUTH under 10 yrs
- 54% (6) in SP. Ed.
- 6 YOUTH over 10 yrs
- 36% (4) diagnosed ED
- 10 live w/ mother (only)

FY04 IL FEW Study

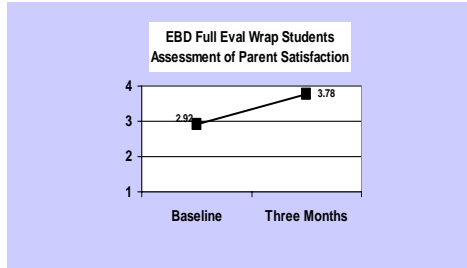


**EBD Full Eval Wrap Students
Assessment of Academic Performance**

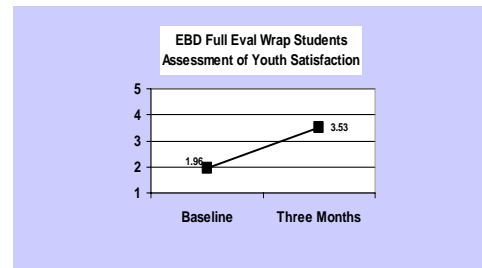




**EBD FULL WRAP
EVALUATION SUMMARY
PARENT SATISFACTION**



**EBD FULL WRAP
EVALUATION SUMMARY
YOUTH SATISFACTION**



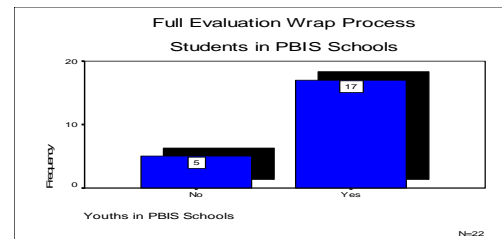
**Full Evaluation Wrap Process
Evaluation Overview**

FY 2003 and FY 2004

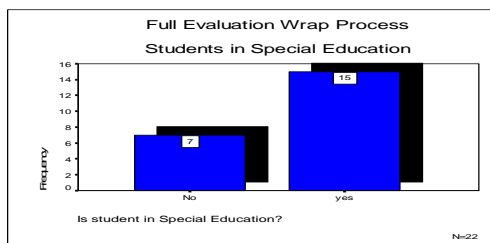
combined analysis

22 students with two or more data points

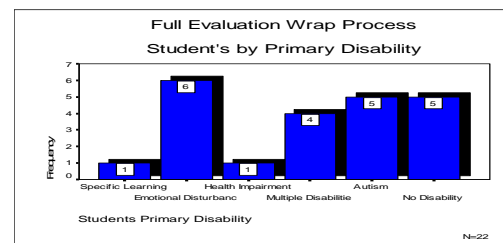
**Full Evaluation Wrap Process
Student Demographics: PBIS School
Enrollment of Students**



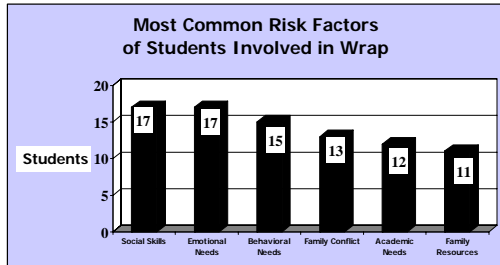
**Full Evaluation Wrap Process
Student Demographics: Special Education
Enrollment of Students**



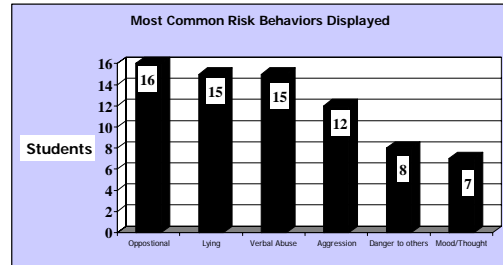
**Full Evaluation Wrap Process
Student Demographics: Special Education Students
by Primary Disability**



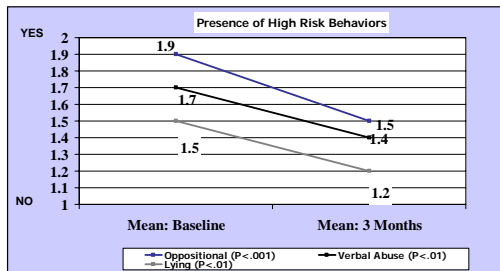
Full Evaluation Wrap Process
Student Demographics: Most Commonly Identified
Risk Factors Related to Referral



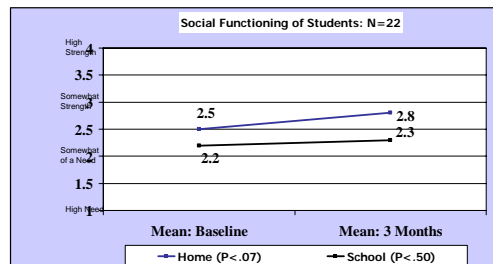
Full Evaluation Wrap Process
Student Demographics: Most Commonly Identified
High Risk Behaviors



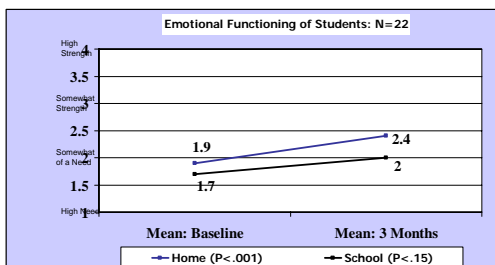
Full Evaluation Wrap Process 03-04 combined (n=22)
Outcome Data Analysis:
Reduction in High Risk Behaviors



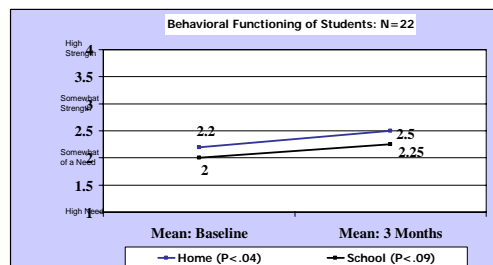
Full Evaluation Wrap Process
03-04 combined
(n=22) Outcome Data Analysis:
Increase in Social Functioning of Students



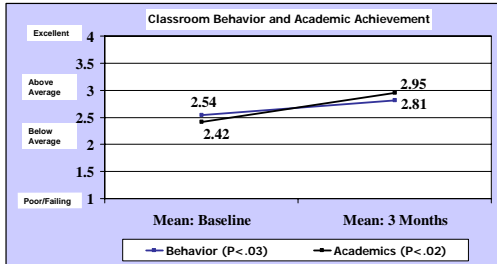
Full Evaluation Wrap Process
03-04 combined (n=22) Outcome Data Analysis:
Increase in Emotional Functioning of Students



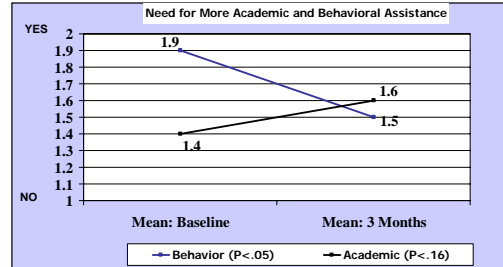
Full Evaluation Wrap Process
03-04 combined (n=22) Outcome Data Analysis:
Increase in Behavioral Functioning of Students



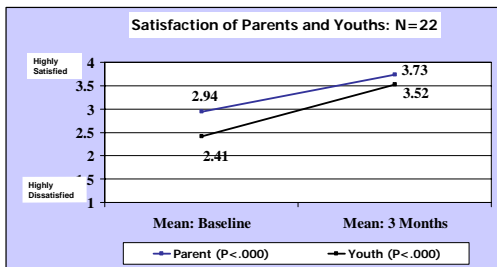
Full Evaluation Wrap Process
03-04 (n=22) Outcome Data Analysis:
Classroom Behavior and Academic Achievement



Full Evaluation Wrap Process
03-04 combined (n=22) Outcome Data Analysis:
Need for More Behavioral and Academic Assistance



Full Evaluation Wrap Process
03-04 combined (n=22) Outcome Data Analysis:
Parent and Youth Satisfaction



Full Evaluation Wrap Process
03-04 combined (n=22) Correlational Associations/Relationships
Between Variables

- | | |
|---|---|
| <p>Longer Length of Time in Program Significantly Associated with:</p> <ul style="list-style-type: none"> • Students attending PBIS Schools (.475) • Increase in Positive Classroom Behavior (.431) • Decrease in High Risk School Behaviors (-.783) • Increase in Positive Social Functioning in School (.545) • Increases in Positive Behavioral Functioning at Home (.492) | <p>Students Attending PBIS Schools Significantly Associated with:</p> <ul style="list-style-type: none"> • Decrease in High Risk School Behaviors (-.478) • Increase in Positive Classroom Behavior (.545) • Increases in Positive Health/Safety Functioning in Home (.424) |
|---|---|

Big Question?

Can individual child/family teams use data-based decision-making to prioritize needs, design strategies, & monitor progress of the child/family team?

- ✓ more efficient teams, meetings, and plans?
- ✓ less reactive (emotion-based) actions?
- ✓ more strategic actions?
- ✓ more effective outcomes?
- ✓ longer-term commitment to maintain success?

Wraparound Case Study
"Carlos"

Reason for Referral for Comprehensive Wraparound Plan (Nov. 03)

- Behavior difficulties
- Academic difficulties
- Emotional needs
- Social skills needs

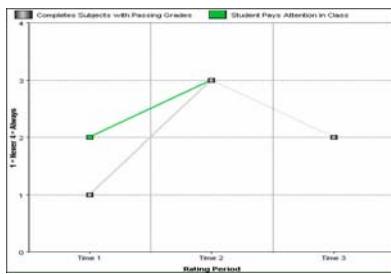
Wraparound Case Study "Carlos" cont.
Reason for Referral cont.

- Impaired family relationships
- Impaired peer relationships
- Family support needs
- Mental health needs (depression)

Wraparound Case Study "Carlos" cont.
Student Baseline Information

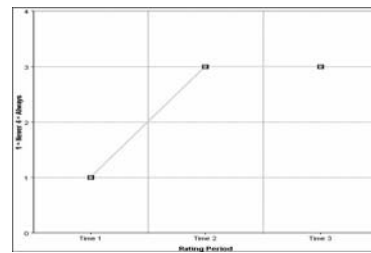
- Repeated seventh grade
- General ed classroom 100% of day
- Failing academics (GPA 0 – 59%)
- 6 or more detentions
- 2 – 5 in-school suspensions

Wraparound Case Study "Carlos" cont.
Classroom Functioning
From three points in time
(11/03 – 06/04)

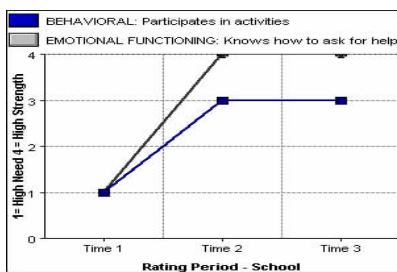


Wraparound Case Study "Carlos" cont.
Classroom Functioning
From three points in time
(11/03 – 06/04)

Question: Student Completes Assignments

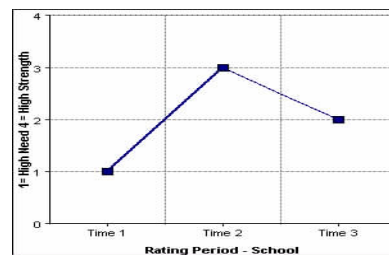


Wraparound Case Study "Carlos" cont.
Strengths Sustained at Six Months
(11/03 – 06/04)



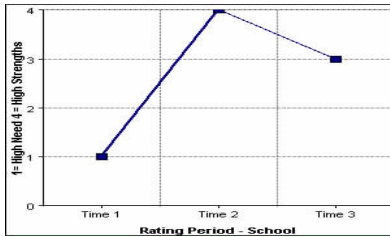
Wraparound Case Study "Carlos" cont.
(11/03 – 06/04)

Question: BEHAVIORAL: Pays attention to directions



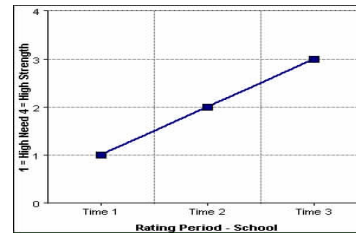
Wraparound Case Study "Carlos" cont.
Strength Sustained at Six Months
 (11/03 – 06/04)

Works independently

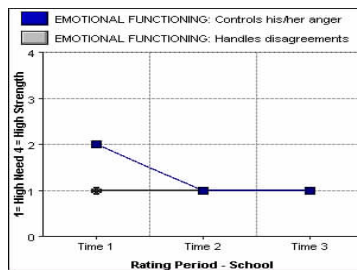


Wraparound Case Study "Carlos" cont.
Need Becomes Strength at Six Months
 (11/03 – 06/04)

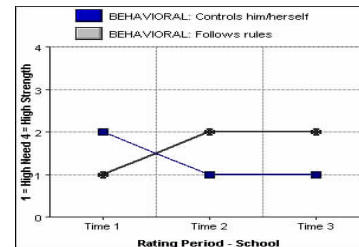
Has enough to do (age-appropriate activities)



Wraparound Case Study "Carlos" cont.
Ongoing Needs/Six Months
 (11/03 – 06/04)



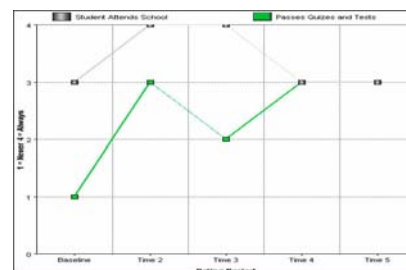
Wraparound Case Study "Carlos" cont.
Ongoing Needs/Six Months
 (11/03 – 06/04)



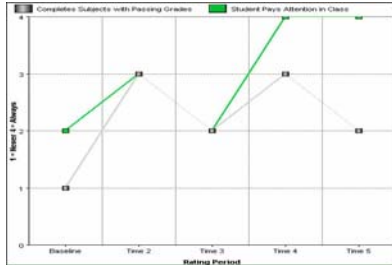
Wraparound Case Study "Carlos" cont.
Academic Performance

- Carlos experienced considerable academic improvement one year from first data point.
- What trend is seen in academic performance from baseline to 5th data point?
- At fourteen months, Carlos has had no detentions, suspensions or expulsions.

Wraparound Case Study "Carlos" cont.
Classroom Functioning
From five points in time
 (11/03 – 2/05)

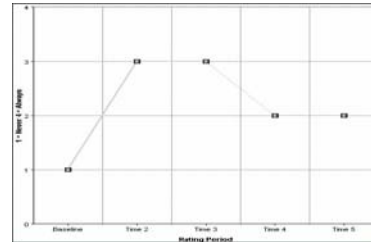


Wraparound Case Study "Carlos" cont.
Classroom Functioning
 From five points in time
 (11/03 – 02/05)



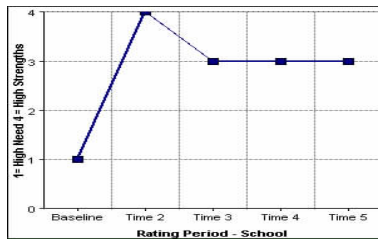
Wraparound Case Study "Carlos" cont.
Classroom Functioning
 From five points in time
 (11/03 – 02/05)

Question: Student Completes Assignments

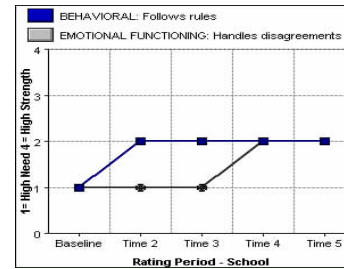


Wraparound Case Study "Carlos" cont.
Strength Sustained 2nd Year
 (11/03 – 02/05)

Question: BEHAVIORAL: Works independently

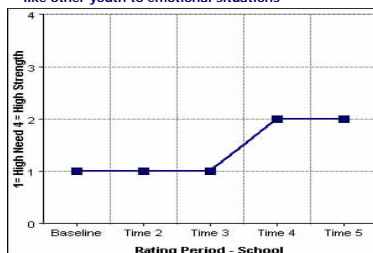


Wraparound Case Study "Carlos" cont.
Ongoing Needs 2nd Year
 (11/03 – 02/05)



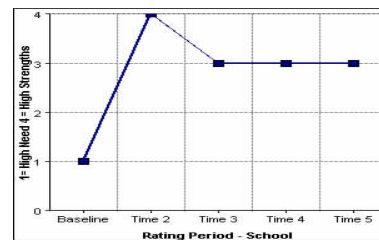
Wraparound Case Study "Carlos" cont.
Ongoing Needs 2nd Year
 (11/03 – 02/05)

Question: EMOTIONAL FUNCTIONING: Responds like other youth to emotional situations

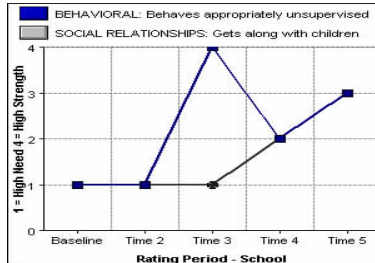


Wraparound Case Study "Carlos" cont.
Strength Sustained 2nd Year
 (11/03 – 02/05)

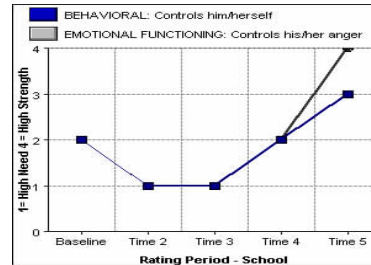
Question: BEHAVIORAL: Works independently



Wraparound Case Study "Carlos" cont.
Strengths Gained 2nd Year
 (11/03 – 02/05)

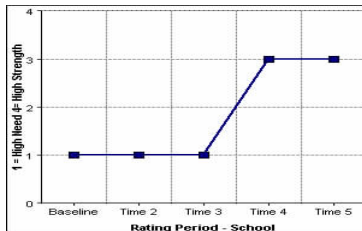


Wraparound Case Study "Carlos" cont.
Strengths Gained 2nd Year
 (11/03 – 02/05)



Wraparound Case Study "Carlos" cont.
Need Becomes Strength 2nd Year
 (11/03 – 02/05)

Question: SOCIAL RELATIONSHIPS: Is accepted by other children



Challenges and Next Steps:

- Wider access
- Technology Refinement
- Fidelity Measurements (used by teams)
- Facilitator Practice Patterns
- Training refinement (data-based decision-making)

For a complete report on the 2-year Full Evaluation of Wraparound (FEW) pilot, see Appendix K (pages 127-152) of *FY04 Progress Report of the Illinois PBIS Project*

at

www.ebdnetwork-il.org

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Three Months

- Managing anger is a significant issue for Carlos. He has been working with Youth in Crisis to develop effective coping skills.

Six Months

- Youth in Crisis was an existing school program and not tailored specific enough to Carlos. The team will examine interventions better suited to meet his individual needs. (What data offers ideas for tailoring interventions to achieve this outcome with Carlos?)

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Three Months

- Carlos' therapist is locating summer programs with fun physical activities to help Carlos control his weight and spend less time exposed to domestic problems at home. (Change in use of MH personnel)

Six Months

- The team has recommended an outdoor summer job program organized by the community police department.

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Three Months

- Natural supports are being explored through the family's church.

Six Months

- Carlos has re-established a relationship with his paternal grand-father and will visit his grandparents in Mexico. Mom supports grandfather in becoming a positive male role model, staying connected by letters and phone.

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Three Months

- Mom is concerned with Carlos' aggressive outbursts at home, especially toward his sister

Six Months

- The team assisted mom with developing a safety plan for the family at home.

Wraparound Case Study "Carlos" cont.
Supports and Interventions

Three Months

- Carlos performs better in school with fewer teachers. Carlos was moved to a classroom that offered one teacher for all subjects and improved his academics.

Six Months

- Ratings in academics were slightly lower by the 3rd data? It was reported he was receiving less one to one support from his teacher.

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Three Months

- Relationships have a strong impact on Carlos. (What data indicates this as a strength?)
- Carlos is attending a social skills group to improve his relationships with peers.(Is it effective?)

Six months

- Carlos can demonstrate positive interactions with peers when he feels respected by the adult providing supervision. (How can this data be used?)

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Fourteen Months

- Safe Schools social worker began making home visits (Why is this important?)
- Mom has noticed Carlos has improved relationship with sister. (What does this change suggest for Carlos?)
- Carlos respite worker who has gotten him focused on better eating habits and exercise (How does this help Carlos?)

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Fourteen Months

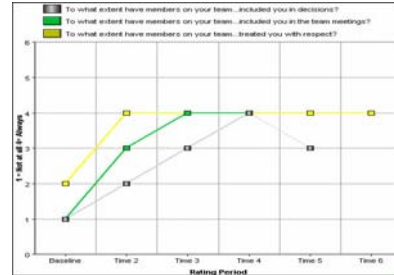
- The team realized home-based services were essential. (How does this support Best Practice ?)
- Carlos is failing some classes this quarter for not completing homework. However, he refuses to participate in the homework club. (How can the team assist Carlos with improving school performance?)

Wraparound Case Study "Carlos" cont.
Supports and Interventions cont.

Fourteen Months

- Carlos continues having difficulty controlling his anger but can identify his role in reacting to situations (How did the team address medication issues?)

Wraparound Case Study "Carlos" cont.
Youth Satisfaction Measures (11/03 – 02/05)



Wraparound Case Study "Carlos" cont.
Student Disposition at 5th Data Point

Issues attained to satisfaction of team:

- Attendance
- Domestic Violence
- Exhausted Resources
- Medical Needs

Wraparound Case Study "Carlos" cont.
Student Disposition at 5th Data Point

Issues partially attained or resolved:

- Child's Mental Health
- Parent's Mental Health
- Financial Hardship
- Academic Performance
- Isolation
- Parent Child Relationship

Wraparound Case Study "Carlos" cont.
Student Disposition at 5th Data Point

Issues partially attained or resolved:

- Emotional Needs
- Peer Relationships
- Social Skills
- Multiple Agencies
- Family Supports

Wraparound Case Study "Carlos" cont.
Ongoing Supports/2nd Year

- Youth Mentor
- Family Counseling
- Parent Counseling
- Parent Supports
- Social Skills Assistance

See www.ebdnetwork-il.org

For FY04 IL PBIS End of Year Progress Report
and
February 2005 ISBE EBD/PBIS
Update Newsletter for complete reports