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ABSTRACT

Wraparound is a family-centered, strength-based philosophy of care used to guide service planning for students with Emotional and Behavioral Disabilities (EBD) and their families. Positive Behavior Interventions and Supports (PBIS) is a systems approach for establishing effective behavior supports for all students in schools. The wraparound process focuses on improving options and outcomes for students with or at-risk of emotional and behavioral problems by building collaborative teams around students, their families, and teachers. This strength-based process blends natural supports with creative application of interventions and services from multiple service providers. Experiences suggest that systematic application of wraparound process can increase the likelihood that appropriate supports and interventions, including research-based behavioral and instructional interventions are effectively implemented. Wraparound fits in the context of positive behavioral supports for all students and is being implemented as part of school-wide positive discipline systems in schools across the country. This paper describes the wraparound process and its application directly in schools, and connections between wraparound and a school-wide systems approach to supporting prosocial behavior in all students. (Author/JDM)

School-based Wraparound and it's Connection to Positive Behavior Interventions and Supports:

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A Paper Presentation
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Washington DC

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Abstract (200 word optional abstract for paper submitted to ERIC)

Wraparound is a family-centered, strength-based philosophy of care used to guide service planning for students with Emotional and Behavioral Disabilities (EBD) and their families. Positive Behavior Interventions and Supports (PBIS) is systems approach for establishing effective behavior supports for all students in schools, including those with or at-risk of EBD. The wraparound process focuses on improving options and outcomes for students with or at-risk of emotional/behavioral problems by building collaborative teams around students, their families, and teachers. This strength-based process blends natural supports with creative application of interventions and services from multiple service providers. Experiences suggest that systematic application of the wraparound process can increase the likelihood that appropriate supports and interventions, including research-based behavioral and instructional interventions are effectively implemented. Wraparound fits in the context of positive behavioral supports for all students and is being implemented as part of school-wide positive discipline systems in schools across the country. This paper describes the 1) the wraparound process and it's application directly in schools, and 2) connections between wraparound and a school-wide systems approach to supporting pro-social behavior in all students.

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What is Wraparound?

The wraparound process is a tool for building constructive relationships and support networks among youth with emotional/behavioral challenges, their families, teachers, and other caregivers. This process, which is based on a family-centered, strength-based philosophy of care, is used to guide service planning for students with or at-risk of Emotional and Behavioral Disabilities (EBD) and their families. Wraparound is not a service or a set of services but a defined process for developing teams, and comprehensive plans that include outcome-based supports, services, and interventions (Eber, Sugai, Smith & Scott, manuscript in review). The wraparound philosophy and process is being integrated into existing program structures in school, mental health, child welfare, juvenile justice and other human service agencies (Burns & Goldman, 1999).

Wraparound teams include families, natural support providers, and professionals from schools and other agencies such as mental health, child welfare, and juvenile justice. These teams develop comprehensive plans that blend perspectives of families, school personnel, and other service providers. Supports, services and interventions address agreed upon needs of the youth and primary care givers (i.e. families, teachers) across home, school, and community. Combining natural supports (i.e. childcare, transportation, mentors, parent-to-parent support) with traditional interventions (i.e. positive behavior interventions, teaching social skills, reading instruction, therapy) can lead to more effective outcomes. Experiences suggest that careful implementation of the wraparound process creates a context for effective implementation of research-based behavioral, social, instructional and clinical interventions (Eber, 1999; Eber, Sugai, Smith, & Scott, manuscript in review). Decreasing out-of-home placements and use of restrictive school settings while improving behavioral, academic, social, and post-school adjustment indicators for students with EBD have been reported (Eber, Rolf & Schrieber, 1996; Eber & Nelson, 1997; Malloy, et al, 1998).

What are the essential elements of the wraparound process?

Wraparound brings teachers, families, and community representatives together to unconditionally commit to support the student as well as the family, teacher, and other caregivers. Once commitment and consensus about roles, strengths and needs, are established, team members can design interventions which are directly linked to clearly stated outcomes. Wraparound plans include a balance of formal services and informal and community resources (VanDenBerg & Grealish, 1996). Examples of supports and services in wraparound plans include respite, mentors, peer supports, parent partners, and assistance for families in need of basic supports such as housing, transportation, job assistance, child-care, and health and safety supports. School components of wraparound plans include strength-based academic, behavioral, and social skills instructional strategies as well as consultation and supports for teachers. Identifying and arranging the

supports the adults (i.e. teachers, families) need to effectively implement interventions for the youth is an important component as well (Eber & Nelson, 1997).

A skilled facilitator guides the team through a defined planning process (Eber, Nelson, Miles, 1997) to develop, implement and monitor a uniquely designed individual plan for a child and family. The plan includes a set of outcomes that reflect family/youth voice and choice. The youth, family and their team of natural support and professional providers define the needs and collectively shape and create the supports, services, and interventions linked to agreed upon outcomes. Services and supports must be individualized, built on strengths, and meet the needs of children and families across life domains to promote success, safety and permanence in home, school, and community. The process must be culturally competent, building on unique values, preferences, and strengths of children, families, schools, and communities.

Consensus among team members about roles/goals and needs creates a context for implementation of effective interventions. Family/student voice and interagency collaboration ensures that supports for families, teachers, and other caregivers are an essential part of these plans. Careful analysis of unique needs in life domains such as safety, medical, social, psychological, basic needs, and living environment drive the planning process. Effective behavioral and academic interventions are an important part of comprehensive wraparound plans for these students.

When should wraparound be considered?

Wraparound and Targeted Interventions for the 5-15%. Wraparound planning can be integrated into school-based planning for students with special needs, regardless of special education label or multi-agency involvement (Eber & Nelson, 1996). Bringing families, friends, and other natural support persons together with teachers, behavior specialists and other professionals involved with the student and family can be done for students at first indication of need. Per the PBIS model, these would include students who's needs aren't meet through universal interventions. This includes those at-risk of developing emotional/behavioral problems (the 5-15%) as well as those students who have already developed significant emotional and behavioral problems (the 1-7%). The strength-based, needs-driven wraparound approach, along with positive behavior support plans and effective academic interventions are integrated through early intervention teams for these students.. These students can be targeted for interventions through analysis of school wide data (i.e. frequent office referrals, tardies, absences, incident reports) or through referral by a teacher, parent or other caregiver to an early screening team at a school or local agency. By using a wraparound approach at the targeted intervention level, teams can ensure that family, student, and teacher voices guide the interventions. As family/teacher needs and areas of concern are strategically linked to strengths in the student,

themselves and others around them, effective behavior, social, and instructional interventions are more likely to be implemented. Informal supports or access to community-based services may be part of early intervention plans as well.

Wraparound and Intensive Interventions for the 1-7%. The team-based, family-centered wraparound process is recommended for all students with chronic and intensive emotional/behavior problems. This includes students that warrant a comprehensive, coordinated plan that crosses home, school, and community. A wraparound approach can ensure that the efforts of families, teachers, other caregivers and service providers are linked through one consistently implemented carefully monitored service plan.

The wraparound process helps ensure the development of a cohesive team of family members, natural support providers, and professionals. Interventions designed and applied within the context of those closest to the student allows for ownership around success to students, families, teachers, and others involved in the day-to-day life of young people (Clark & Eno-Heineman, 1999). Therefore, the likelihood of interventions being applied effectively, monitored, and revised as needed to ensure sustainable of outcomes across home, school, and community is increased greatly.

How does wraparound relate to PBIS?

Both PBIS and wraparound focus on system change, capacity building, outcome driven strategies and strength-based approaches. Wraparound offers a process for developing effective individualized plans for students and their families by coordinating interagency supports and services with effective behavior, academic, and social interventions. Positive behavior strategies are an important component of wraparound plans and a functional assessment process is often needed to guide the team in designing interventions.

Consistent with the PBIS model, wraparound has a defined planning process which results in the development of a team and a plan (Eber, Nelson, Miles, 1997). The first step, initial conversations, is where families and teachers have an opportunity to share their perspectives about their role with the student, strengths of team members (including the student) and needs they want the team to address. This first step is also where gathering of information that will be used in strength-based intervention planning begins (Eber, Sugai, Smith & Scott, manuscript in review). During these conversations, the team facilitator listens to individually to each core team member's (i.e. the family, students, and teacher) story about their strengths, efforts, struggles, needs, and goals. While beginning to build trust and a context for positive change, the facilitator is also able to learn about potential target behaviors, setting events, antecedents, reinforcers, and other information that will be used in Step 5 Action Planning. The wraparound process is a tool that helps create the ownership and clarity about behavior change that is needed to improve outcomes for these students, and their families and teachers.

Similar to other aspects of PBIS, application of wraparound through schools has clarified the need for skilled behavior specialists on planning teams for students with EBD. Skilled interventionists can assist teams of family members, teachers, and professionals from other agencies to develop comprehensive plans that support the student and the adults but also includes data-based interventions which are likely to achieve behavioral and academic outcomes.

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