

Let's Put Families First: The Power of Wraparound



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Learning Objectives

Participants will be able to:

- Understand the NH Wraparound Model
- Discover how Wraparound fits within MTSS and aligns with the elements of the TFI.
- Observe how the Family- and Youth-Driven Wraparound differs from what is typically available

In CHAT...

- Name one of the interventions or supports you use at Tier III to support children, youth, and families
- What assessment tool do you use to measure fidelity at Tier III?

What is Wraparound?

- Based on a clear set of values and principles
- Highly structured planning process
- Family and youth driven
- Capitalizes on family strengths, culture, and values
- Solution focused
- Dynamic teams and supports (public, private, and natural)
- Includes family/youth peer support
- Led by a ***trained*** facilitator

Wraparound is not:

- A **specific set** of services offered
- A **typical** team meeting
- Any meeting held without family or youth
- An immediate or **quick** solution
- A **crisis** intervention or response
- A **standing** interagency team

How Wraparound Works

SHORT TERM OUTCOMES

- Identification of underlying needs
- Improved engagement in shared work
- Improved service coordination
- Services and supports are based on strengths

INTERMEDIATE OUTCOMES

- More Effective Services
- Greater satisfaction with services
- Improved family, youth and team member self-efficacy
- Increased capacity for coping and problem-solving
- Team goals are being achieved

LONG-TERM OUTCOMES

- Improved emotional and behavioral functioning (youth and caregiver)
- Improved functioning in home, school, and community
- Achievement of Team mission
- Improved resiliency and quality of life

- High-quality facilitation that is individualized and:
- Family- and youth-driven
- Culturally and linguistically competent
- Community-based
- Strengths-based
- Focused on outcomes
- Family and youth peer support

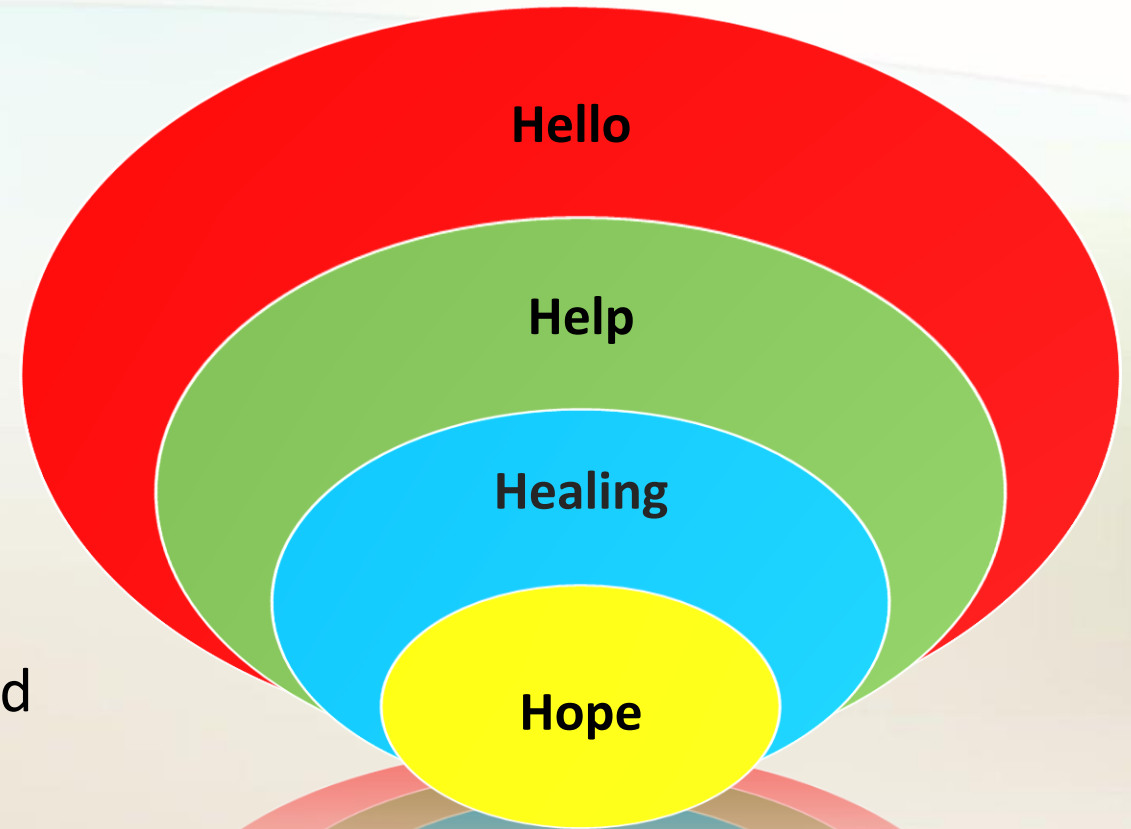
Values and Principles: NH's Wraparound Model



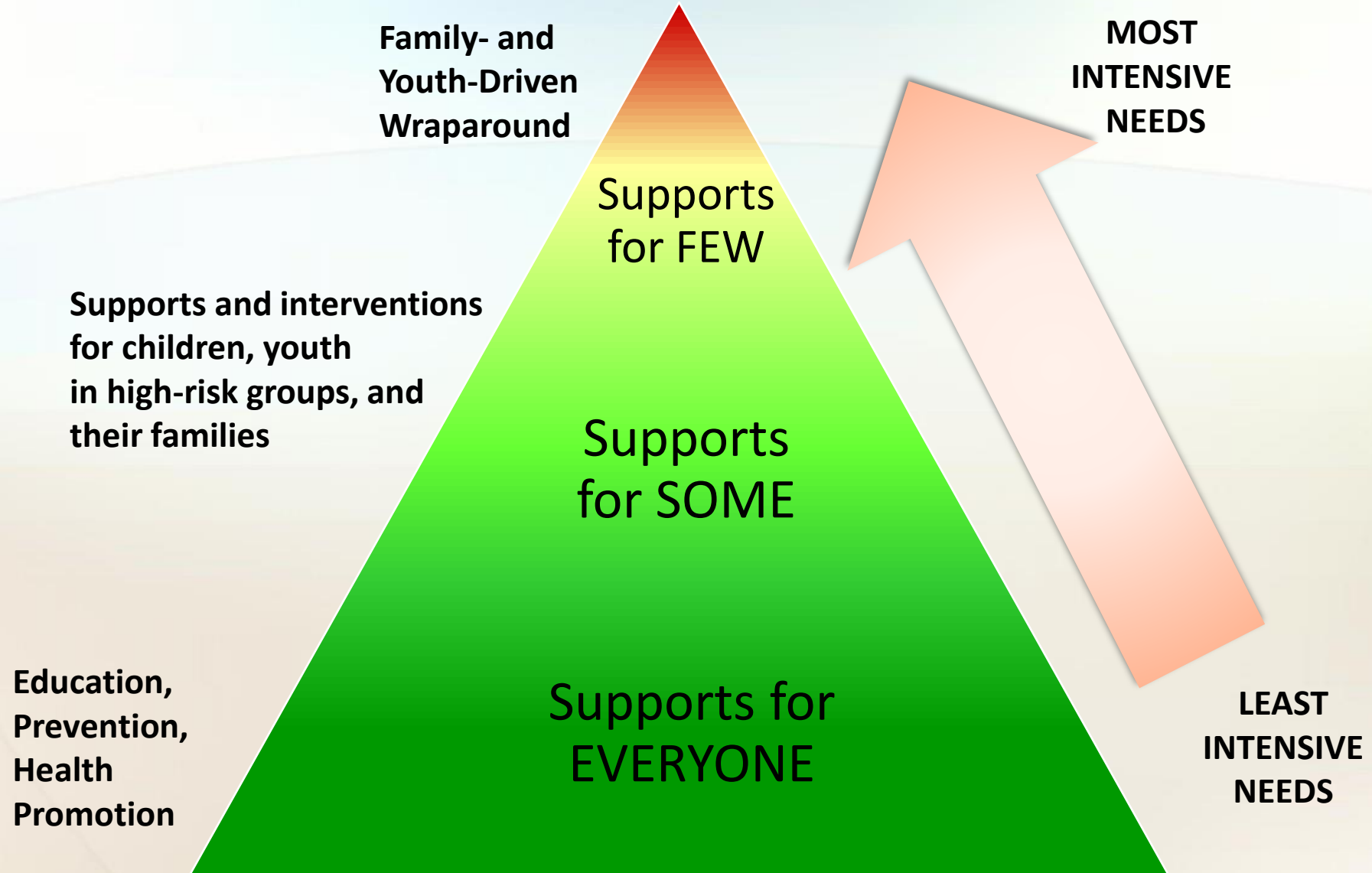
NH Wraparound Framework

- **Hello:** Initial contact; engagement of family; getting to know family and building rapport
- **Help:** Agreeing on, providing, and delivering a range of interventions, services, and supports
- **Healing:** Modifying initial helping activities to produce family report of healing
- **Hope:** Future oriented activities designed to sustain family's experience of hope

Framework



Wraparound within the MTSS Framework



Alignment with the TFI at Tier 3: Teams

Wraparound

Purpose: To build support by bringing together the people the family most rely on.

- To create a unique plan to move the family vision forward
- Family selects their support team
- Learn more about the strengths and supports within the family network
- Develop & implement strategies to address unmet needs

TFI

3.4 Student Support Team

3.4 Student Support Team

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
3.4 Student Support Team: For each individual student support plan , a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	Three randomly selected Tier III student support plans developed in the past 12 months (see TFI Tier III Support Plan Worksheet)	0 = Individual student support teams do not exist for all students who need them 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and / or team membership has partial connection to strengths and needs 2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data
Main Idea: Each student receiving Tier III supports benefits from having an individualized team comprised of relevant stakeholders.		V.2.1

Alignment with the TFI at Tier 3: Support Plans

Wraparound

- Family Timeline
- Strength Discovery
- Family Vision
- Needs Statements
- Crisis Safety Plan
- Plan of Care

TFI

- 3.8 Quality of Life Indicators**
- 3.9 Academic, Social, and Physical Indicators**
- 3.10 Hypothesis Statement**
- 3.11 Comprehensive Support**

3.11 Comprehensive Support

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	Three randomly selected Tier III behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features
Main Idea: Individualized interventions need specific components in order to be most effective.		

Alignment with the TFI at Tier 3: Support Plans Developed with Family

Wraparound

- Wraparound Coordinator
- Family Members
- Family Peer Support Partner
- Youth Peer Support Specialists
- Family selects their support team

Plan of Care

TFI

3.12 Formal and Natural Supports

Family Vision: "To Begin a New Journey"

Plan of Care Information

Team Meeting/Plan of Care Date:	Location of Wrap Team Meeting:	
Name of Youth:	Date of Birth:	Name of Primary Caregiver:
FAST Forward ID:	Enrollment Date:	Care Coordinator:

Team Meeting Rating Scale

Team Meeting	Youth	Caregiver
WTM 1	10	10
WTM 2	2.5	4.4
WTM 3	3.5	1.8
WTM 4	4.5	2.8

Our Team Members and Team Member Strengths (Enter Team Member Name and Best Contact)

Team Member Strengths

Attendees: _____

1

Alignment with the TFI at Tier 3: Evaluation

Wraparound

Plan of Care and Benchmarks

Crisis Safety Plan

Child Assessment of Needs and Strengths (CANS)

Outcome Rating Scale

Team Meeting Rating Scale

Facilitator Review Form

Plan of Care Review Form

Document Review Measure

TFI

3.14 Data System

3.15 Data-based Decision Making

3.17 Annual Evaluation

3.15 Data-based Decision Making		Scoring Criteria
Feature	Data Sources	0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<p>3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.</p>	<ul style="list-style-type: none"> Three randomly selected Tier III behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 	<p>0 = Student individual support teams do not review plans or use data</p> <p>1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans</p> <p>2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcome data for decision making</p>
<p>Main Idea: Teams need to regularly review fidelity/outcome data to identify how Tier III supports should be altered.</p>		

The School ...

RESPECT OTHERS

Be polite, courteous and cooperative.
Use good language.
No one is allowed to injure or bully anyone.

ACT IN A SAFE AND HEALTHY WAY

Keep hands, feet and objects to yourself.
Walk quietly everywhere in the building and to the bus.
Ask permission to leave the classroom, playground or cafeteria.

RESPECT PROPERTY

Take care of books, school furniture, school bathrooms, equipment and the personal property of others.
Always ask permission to borrow something.
Help keep BGS clean.

BE A RESPONSIBLE LEARNER

Work hard and do your best.
Be where you should be, be prepared and be on time.
Listen and follow directions.

- Strong implementation of PBIS in the school and across district
- Community Expectations posted, regularly taught, and acknowledged
- Tier 1 Classroom SEL Curriculum: Responsive Classroom
- Staff trained in Mental Health First Aid & Trauma Informed Care
- School is part of a district-wide SEL Taskforce
- Tier2 Supports: Check In/Check Out

Case Example: The Power of Wraparound

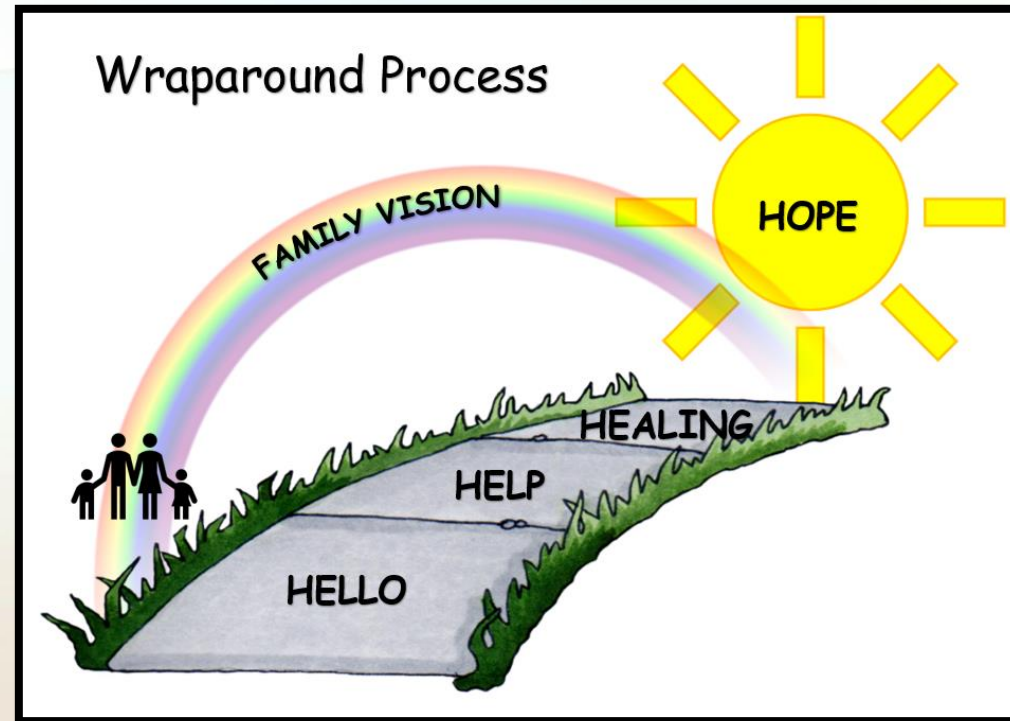
Nanette Desrochers

The Family Background



Nathan and Pam

Family Orientation: Inviting the Family to Wraparound



Crisis Safety Planning

Risk Assessment Matrix

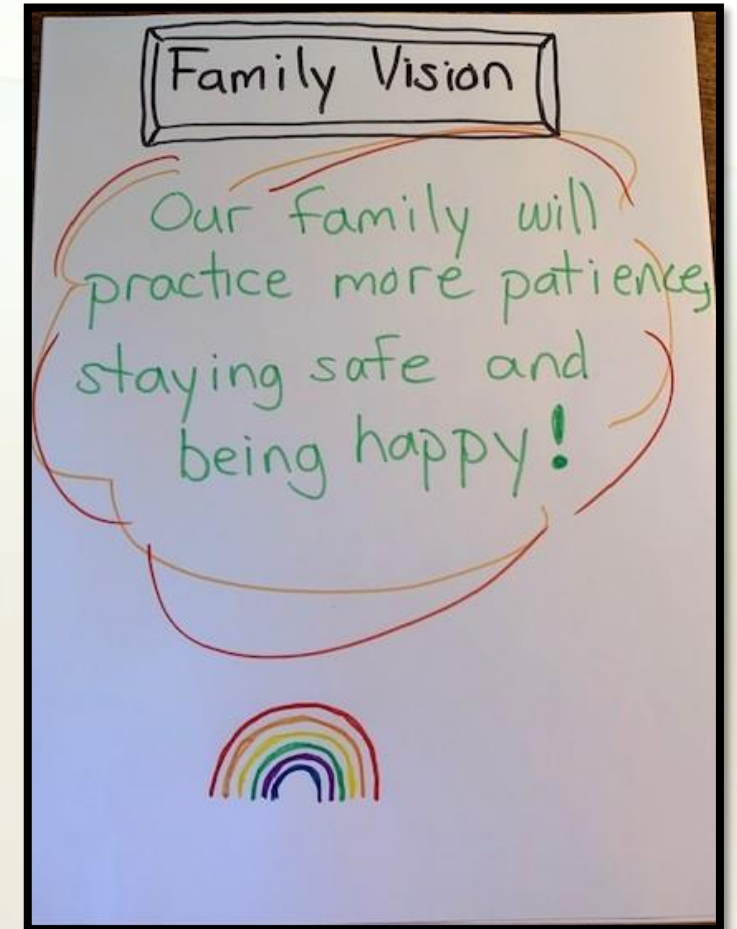
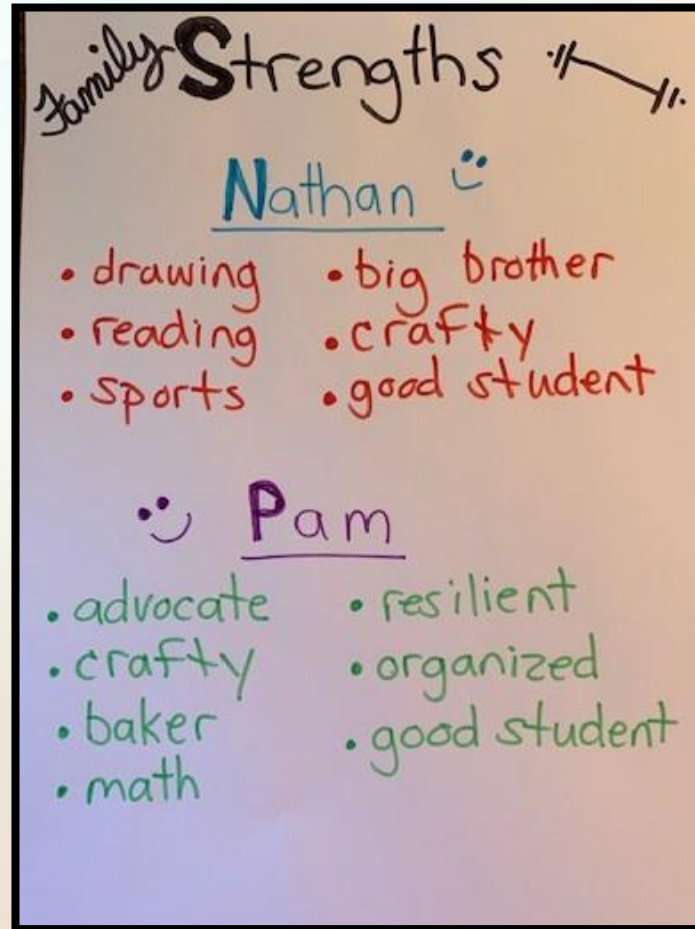
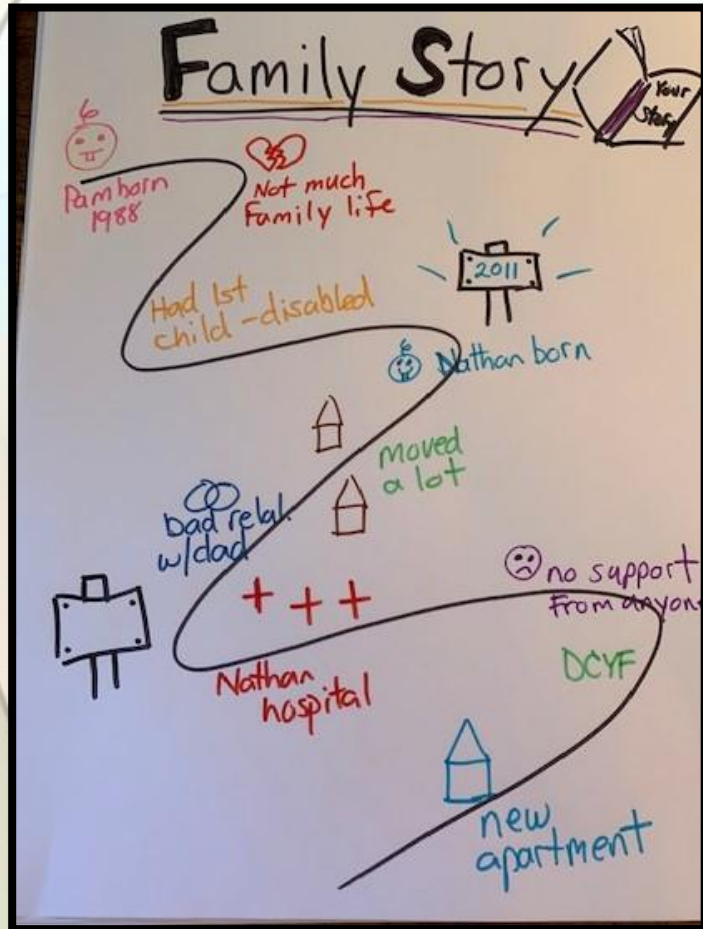
Purpose: Helps the family stabilize to get to a point where they can engage with the Wraparound process. When the Risk assessment is completed, it will effectively address immediate safety concerns.

Define event in specific behavioral terms:				
Likelihood of Occurrence:	Impact/Severity:			
	Catastrophic (wide impact that is likely to affect many people within the family as well as others for a long period of time, and be felt deeply)	Critical (may have a long lasting and deeply felt impact on less individuals)	Marginal (Can impact but be recovered fairly quickly)	Minimal (Be easily and quickly managed and recovered from)
Predictable: (Highly likely to occur again)				
Probable (I wouldn't be surprised if it happened again)				
Possible (could or could not happen)				
Remote (not likely to occur)				
Improbable				

Crisis/Safety Plan

Identify and describe: The BEHAVIOR or SITUATION of Concern AND the CONTEXT in which it occurs: Who? What? Where? When? (Be Specific)	Proactive plan: What has worked? What hasn't worked? What preventative measures can be put into place to address the CONTEXT (Who, What, Where When) in which Behavior/situation occur	Plan A: When the Behavior/Situation starts to occur, and begins to escalate, who/supports should do what? (Be specific) Include early warning signs.	Desired Result: Describe what you expect when supports follow plan. (Describe timeframes)	Plan B: If the result is not achieved what is the next step. (Be specific about timeframes)	Plan C: If plan B does not work, what's the next step? (Be specific about timeframes)
When he is asked or told to stop doing things that are against house rules; like jumping on the couch or he is asked to go to his room to take some space Nathan begins screaming, banging on the wall and throwing things. Pam is concerned that he will hurt himself or his younger brother. Pam in turn becomes frustrated, not knowing what else to do and they both can escalate. Pam is concerned for everyone's safety.	Nathan can use the items in his tool box to decompress or use his emotions book to identify what he is feeling and share with Pam for a safe and open conversation. North Globe Family Services is providing psychoeducation for Pam regarding developmentally appropriate parenting skill sets and emotion regulation and skill building support and strategies for Nathan using mindful meditation and deep breathing games.	When things begin to escalate and Nathan and Pam can use grounding exercises for 10-15 mins. to help reduce anxiety: ABC's around the room, 5,4,3,2,1 senses or sights and reorientation or others from the list. If Nathan refuses Pam can model these for Nathan. Pam can ask her father Kirk to come be with the kids so she have some me time.	Nathan will reduce anxiety and be able to regulate how is he feeling and safely communicate this with Pam. Pam will learn some new techniques to communicate with Nathan and reduce her own stress when things become escalated.	Nathan and Pam can take a break, find a quiet place like their own bedroom or bathroom and practice deep breathing techniques or meditation.	Use a family member or a friend to get a longer break and get some respite. Respite is a break for both the child and the care giver. Andrew Johnson North Globe Family Services. 603-000-3129 Waypoint Family Support Warm Line 1-800-640-6486

Hello Activities



Understanding Unmet Needs

Pam Needs

I need to feel happy
I need to be more in control
I need to feel supported
I need to feel like a good Mom
I need to experience calmness in my life
I need to know that my children will be ok
I need to connect with other parents
I need to feel successful
I need to not feel judged
I need to feel accomplished
I need to be accepted
I need to know I'm doing my best
I need to feel like I am making good choices
I need to be respected

Nathan Needs

I need to feel safe
I need to know I am loved
I need to have some control
I need to feel part of something
I need to make friends
I need to feel accepted at school
I need to feel I can trust others
I need to feel good about myself
I need to learn about making safe choices.
I need to feel trusted
I need to know my family is safe
I need to know my home is stable
I need to feel understood

Nathan's Need:
"I need to learn about
making safe choices"

Pam's Need:
"I need to feel like a
good Mom."

Moving to Help ...Forming the Team

Agenda

- ★ Welcome
- ★ Review agreements
- ★ Family Vision + Strength
- ★ Celebrations
- ★ Needs Benchmarks and Strategies
- ★ Plan review
- ★ Schedule next meeting

Team Meeting Agreements

- ▲ Keep it positive
- ▲ Be present/participate
- ▲ Be a good listener
- ▲ There are no bad ideas
- ▲ Assume good intentions
- ▲ Be respectful of process
- ▲ One at a time please

Family Vision

Our family will practice more patience staying safe and being happy!



Developing the Plan of Care

Strategies:

When he is feeling frustrated and needs personal space Nathan can go to his room and use the resources in his tool box that help to identify his feelings and communicate how he is feeling to his mother. It will also contain some stress and fidget toys.

Nathan will use "90 seconds of calm" as he has been instructed by Andrew. Taking deep cleansing breaths and giving 90 seconds to allow the brain to regroup and change. Pam can use her phone as a timer.

Intensive In Home Support with Andrew Johnson of North Globe Family Services to work on new communication techniques and parenting skills reduced to 1x weekly.

Nathan's Need

I need to learn about making safe choices.

Benchmark

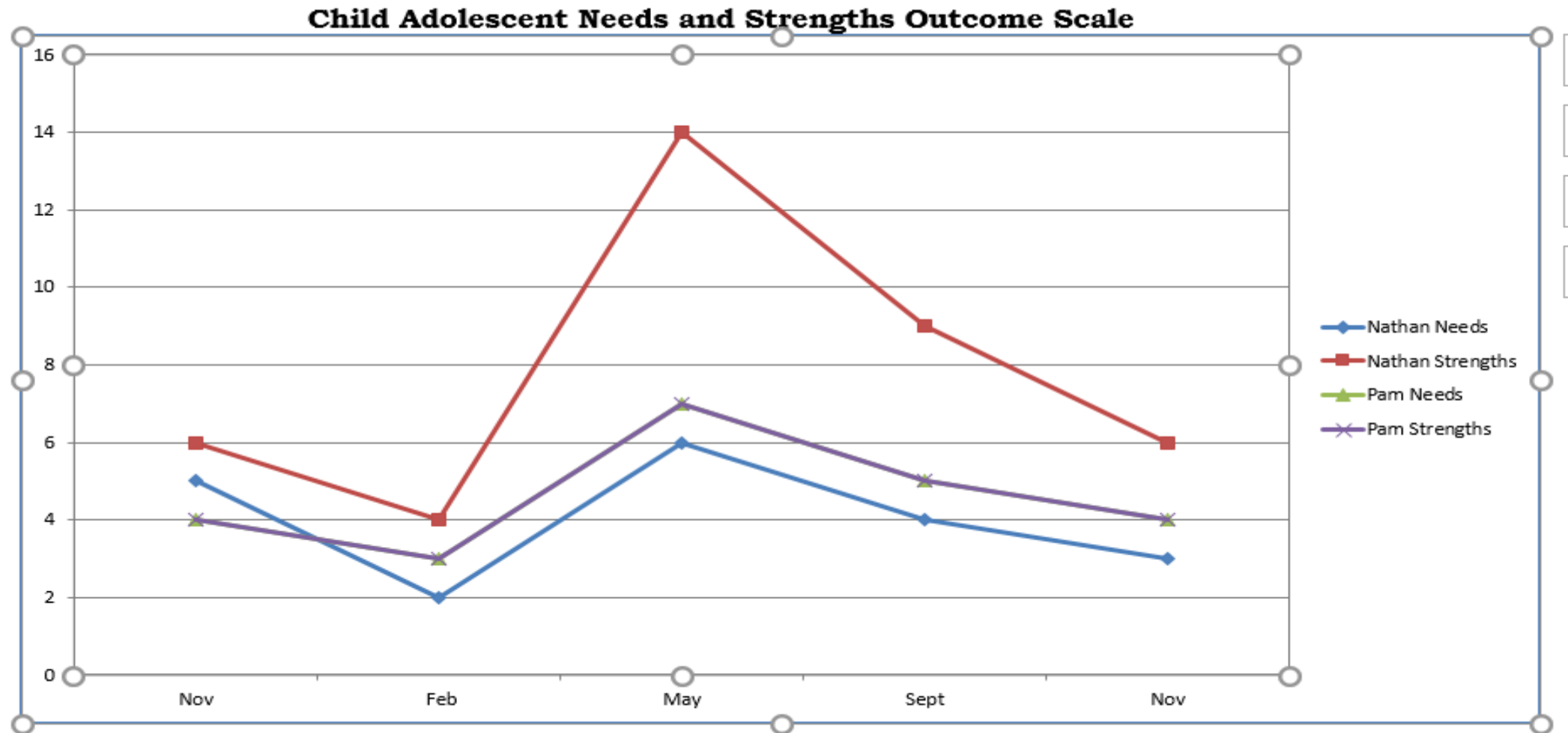
Nathan will be spending more 1:1 time with his mother

Rate your need:

1. not met ☹️
2. occasionally met 😞
3. partially met 😐
4. almost met 😊
5. completely met 😄



Evaluation: Measuring Progress



Hope: Transition Planning

Nathan and Pam's Transition Plan

Hopes for the future:

Family Vision developed Oct 16th 2019, "Our family will practice staying safe, having more patience and being happy."

Pam: Nov 2nd 2020, "We are a lot happier than we have been in a long time."



Nathan's Strengths:



Nathan is very intelligent and does great at school. He is a very thoughtful and kind person. Nathan is also very determined and has a never give up attitude. Nathan is wise beyond his years and is reflective. He has learned much from his time with Andrew Juettner and speaks with kindness. Nathan understands that it is important to process what he is feeling and stay safe. He likes to share that with his little brother by reading to him from his emotions book.

Pam's Strengths:

Pam is extremely intelligent and well organized. A single mom and full time college student that pulled of a 4.0 GPA. She is also working fulltime at Circle K. Pam wants things to be better for her children than it was for her. She has done the hard work that was needed and has learned so much by being open to new ways to communicate and understand that things needed to change. Pam is a strong role model for both of her sons.



Team Strengths:

Teams don't have to be big to be helpful. This team has transitioned as needed over the last year. Pam has had some friends be part of the team at times and even had her own mini team for a while. Andrew Juettner has been an immeasurable and valuable team member and has shared his knowledge of communication and has been a huge therapeutic support for both Nathan and Pam. Nathan has great supporters at school. He has really connected with his new hybrid teacher Ms. G Mrs. R and Mrs. P have known Nathan for quite some time and have been very supportive and active team members. Nathan's grandfather Kevin has become a super support to the family also. He has taken the boys for more visits which gives Pam a bit of respite. He is also watching the boys so Pam can work at her new job a couple nights per week.



Strategies that have worked:

The family has learned that it is important to give space to one another and take space as needed.
Use 90 seconds of calm to reset and change your frame of mind.
Its ok to process things later and take a mental health day.

Speaking with kindness is something that both Nathan and Pam have learned to do with each other and Pam models this well for her sons.

Nathan's tool box has been a great resource for him and Pam has updated with new things on occasion.

Focusing on self and what you can do in the moment is another important skill that has worked.

Call a friend or family member and remember to take time for yourself.

Having a schedule in the summer and things to look forward too are important.



Planning for Success:

Community



Afterschool activities like Boys and Girls Club and 21C give Nathan opportunities to do fun things on his own. Keep in mind that Concord Parks and Rec will have more going on once Covid is over. It's great that Nathan is safe in the community already but a bike rider's safety course might be helpful in addition and give him another activity. It's important to remember that you each need to have your own thing to do like going to work.

School

Nathan excels at school and often completes his work early. He is independent logging in and coming back from a break when remote learning. During these Covid times it's important to monitor for boredom and have extra fun workbooks on hand. Routines around school can help things feel predictable and safe. Stay in contact with school supporters.



Recreation and Self Care

Bike riding and going to the park to play with friends are great ways for the kids to get out some energy and have fun as a family. Continue to enjoy doing traditional seasonal activities like picking apples and carving pumpkins. These are great family bonding opportunities. Remember self care and don't forget about the things you love, spirituality, dancing, visiting with friends and family.



Other important things:

Planning activities that you can all do together as a family as well as activities for mom and son.
Schedule special 1:1 time with each other is important to relationship building.
Community family counseling (CPP) and individual therapy.
One stop shopping for therapy and medication management.
Working and being self-sufficient has become more important.



Celebrations along the way:

Graduating from check in checkout
Fun spot trip
Montshire museum
IEP program
Accounting internship
GPA

Apple picking
Pumpkin carving
April vacation break
Seasonal cleaning and organizing
Your Fired
Showing kindness
Paintball party

Dental personal care

Supports and Resources:

Waypoint Family Support 1-800-640-6486
NAMI info@naminh.org
NH Family Voices- www.NHFV.org
Mrs. R- cr@sau.org
Mrs. P- rp@sau.org
Center State Wellness - 603-556-7101

Final Reflections from the Family

Hopes For the Future:

“Our family will practice staying safe, having more patience, and being happy.” - October 16th, 2019

Mother's Reflection as of November 2nd, 2020:

“We are a lot happier than we have been in a long time”.



Questions & Answers



- What do you provide in your setting that is Family Driven and Youth Guided?
- What is differences between Wraparound and other interventions your school or agency offers for children and youth needing comprehensive supports?
- How can you bridge your PBIS School-wide expectations to the home setting?
- How can Wraparound enhance your Tier 3 system?

Thank You!

For further information please contact us at:

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