



Wraparound



What is Wraparound?

Wraparound is a philosophy of care designed to build support networks among students with emotional and behavioral concerns. Wraparound is flexibly arranged to meet the unique needs of students and their families. It is family centered and strength based. Plans address multiple life domains including educational, cultural, living environment and basic needs. Although plans can fail, students can never fail within the wraparound process. In order to ensure success, the team always reconfigures services and supports. (Eber, 2003)

Guiding Principles

Wraparound has 10 guiding principles summarized by Burns and Goldman (1999).

1. Strength-based family leadership
2. Team based
3. Flexible funding/services
4. Individualized
5. Perseverance
6. Outcome Focused
7. Community based
8. Culturally competent
9. Natural supports
10. Collaborative

Positive Behavioral Interventions and Supports: Wraparound

Positive Behavioral Interventions and Supports: Wraparound is a learning opportunity provided to educators and community providers working with Positive Behavior Interventions and Supports (PBIS) schools in AEA 267.

Positive Behavioral Interventions and Support is a set of individualized and systematic strategies for achieving social and learning outcomes, while preventing problem behavior. This learning opportunity will provide instruction on the framework of wraparound, the use of the Competing Behavior Pathway to align the function of the student's behavior to the Behavior Intervention Plan, and development of a plan to address the big needs of the student. Evaluation tools to monitor student progress will be introduced, and student data will be examined and carefully analyzed. Participants will participate in practical activities to strengthen their involvement in supporting wraparound implementation. Technical assistance follow-up will support further discussion of student-specific examples. How to help schools sustain practices over time will be emphasized.

Who should attend?

This learning opportunity is designed for a subgroup of the PBIS leadership school teams who have been through all years of PBIS training at AEA 267. Schools considered for training need to be recommended by their respective AEA PBIS trainers and approved by the AEA 267 PBIS coordinator. PBIS universal supports are required to be firmly in place, and schools need to have implemented supplemental supports with fidelity. **Participation of the school administrator is required. Team participation with a guidance counselor, special education teacher knowledgeable of functional behavior assessment, and an AEA team representative is recommended. Team representation with community mental health providers who provide services to students is highly suggested.** This opportunity will be particularly beneficial for reinforcing sustainability of PBIS and for having school personnel and community providers speak a common language when developing behavior plans aligned with student needs.

When and Where?

Training will be offered through the Department of Education Learning Supports Conference beginning in October and will continue into the spring semester of the next school year. Required follow-up technical assistance calls will occur in-between meetings. **School administrator presence is required at training.**

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