

# Schools & Wraparound

## What is Wraparound & Who is it For?

Who For? Children, youth, & families with/at risk of emotional & behavioral challenges, complex mental health needs & involved in numerous systems (E.g. Schools, JJ etc)

A planning process

Builds on action, strengths & resources of a committed team of family, friends, community, professional, & cross-system supports

Team meets to implement plan, monitor effectiveness & adjust



### Wraparound 4 Key Elements

1. Grounded in a strengths perspective
2. Driven by underlying needs
3. Supported by an effective team process
4. Determined by families

## What does it mean to be involved in Wraparound?



Attendance of Child & Family Team Meetings 1 x month

Give perspective, understanding, celebrate success, track progress & give creative ideas

Follow through with assigned tasks/strategies decided upon within the team (E.g Therapy, crisis plan role)

## Benefits in being involved in wraparound?

Access to families, providers & supports

Better outcomes for families

Bridge to community & other MH resources/supports (especially important for rural areas)

Makes your job easier at schools- utilizing a TEAM approach to moving families forward



## Positive School Outcomes

Improved outcomes for students with EBD; behavioral, academic, social & post school adjustment indicators

Increased rate of graduation, average daily attendance, career focus, & job performance. Stabilized living situations

Decrease number of restrictive school placements & hospital days



## Need More Information?

Wraparound Resources:

[www.txsystemofcare.org/wraparound](http://www.txsystemofcare.org/wraparound)  
<http://sites.utexas.edu/tiemh/yes>  
[www.nwic.org](http://www.nwic.org)

Contact Information:

Bonnie Evans

[bonnie.evans@austin.utexas.edu](mailto:bonnie.evans@austin.utexas.edu)

## REFERENCES

### School Involvement in Wraparound Teams

- Eber, L. (2008). Wraparound: A key component of school-wide systems of positive behavior supports. In E. J. Bruns & J. S. Walker (Eds.), *The resource guide to wraparound*. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children's Mental Health.
- Eber, L., Sugai, G., Smith, C. R., & Scott, T. M. (2002). Wraparound and positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders, 10*(3), 171-180.
- Eber, L., Osuch, T., & Redditt, C. A. (1996). School-based applications of the wraparound process: Early results on service provision and student outcomes. *Journal of Child and Family Studies, 5*(1), 83-99.
- Goldenson, J. (2011). When there is no blueprint: The provision of mental health services in alternative school programs for suspended and expelled youth. *Child & Youth Services, 32*(2), 108-123.
- James, J. M. (2011). A Case Study of the Effects of a School-Based Wraparound Approach on Students with Behavioral Difficulties.
- Scott, T. M., & Eber, L. (2003). Functional Assessment and Wraparound as Systemic School Processes Primary, Secondary, and Tertiary Systems Examples. *Journal of Positive Behavior Interventions, 5*(3), 131-143.

### Wraparound Facilitated by Schools

- Eber, L., Hyde, K., & Suter, J. C. (2010). Integrating wraparound into a schoolwide system of positive behavior supports. *Journal of Child and Family Studies, 20*(6), 782-790.
- Eber, L., & Nelson, C. M. (1997). School-based wraparound planning: Integrating services for students with emotional and behavioral needs. *American journal of Orthopsychiatry, 67*(3), 385.
- Malloy, J. M., Sundar, V., Hagner, D., Pierias, L., & Viet, T. (2010). The Efficacy of the RENEW Model: Individualized School-to-Career Services for Youth At Risk of School Dropout. *Journal of At-Risk Issues, 15*(2), 19-26.

### Other

- Nordness, P. D. (2005). A comparison of school-based and community-based adherence to wraparound during family planning meetings. *Education and Treatment of Children, 28*(3), 308-320.