

The Role of Wraparound Services in Pennsylvania Schools

Study Guide

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GLOSSARY

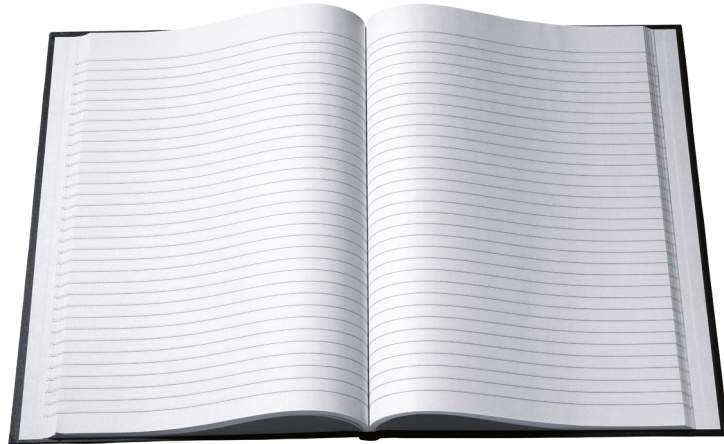
System of Care: a community based approach to providing comprehensive and integrated services through multiple professionals and agencies to children with severe emotional and behavioral disorders.

Behavior Specialist Consultant: a professional who has obtained a Masters degree or has PhD level training in a relevant field for behavior and mental health whose primary role is to act as a consultant between the wraparound agency and the child who is receiving the supports.

Mobile Therapist: a professional who has graduated from a recognized clinical program whose primary role is to conduct interventions and work directly with the child and family.

Therapeutic Support Staff: a professional who has obtained a Bachelors degree in a social services field who follows the treatment plan designed by the BSC and works directly with the child and family.

Individualized Education Plan (IEP): a federally mandated plan that each student that is identified as having a disability must have.



CASE STUDY

Wayne is a 13-year-old boy in the 8th grade. He is diagnosed with a Behavior Disorder and due to his frequent outbursts in class he has a TSS, Dave, accompany him throughout the school day to provide support and implement the behavior plan that was agreed upon by the team. Wayne's teacher, Mrs. Greene, has not seen any improvement in Wayne's behavior and has become angry with Dave because he cannot seem to control Wayne's behavior. Dave is following the treatment plan that was written by the BSC, but they are not seeing the results that they expected. Mrs. Greene is becoming frustrated and is losing patience; she does not see the benefit of the treatment and wants to talk to the school administrator about her concerns.

- ∞ Suggestions for how to respond to Mrs. Greene
 - ∞ Team meeting to talk about what is and isn't working for Wayne, allow Mrs. Greene to state her concerns to the team
 - ∞ Presentation and review of data to analyze what interventions are or aren't working
 - ∞ Revise the treatment plan if necessary and keep an open line of communication

DISCUSSION QUESTIONS

1. Why is it important that the school and wraparound agency are on the same page and don't have conflicting philosophies?
2. What is the importance of data collection on behavioral interventions?
3. Why should everyone on the treatment team have to attend meetings and communicate with each other?
4. How would you resolve a conflict between the TSS and the teacher? (Refer to case study for examples)



FAQs

1. Is this information only relevant to those in Pennsylvania?

☞ No, the information and concepts are relevant to all states. It is labeled as information for those in Pennsylvania because different states have different names for what we have called Wraparound Services and those who provide Wraparound

2. Is a TSS for academics? Is it a tutor?

☞ No, a TSS is not solely for academics and they are not a tutor. The TSS provides proactive child management strategies and emotional support for the children in the program.

3. Can the TSS assist other children in the classroom?

☞ No, the TSS is only there to assist the child that they have a treatment plan with. The TSS has been informed of the treatment plan of their child only and would not have any information on any of the other children in the classroom.

ANNOTATED BIBLIOGRAPHY

Bugaj, S. J., & Manning, R. L. (2002). Suggestions for improving the delivery of therapeutic staff support in the public schools. *Journal of Mental Health Counseling, 24*(1), 88-93.

At the time the article was written, Dr. Stephen J. Bugaj was the superintendent of Schools at Cameron County School District in Emporium, PA. This article is from the school district's perspective and provides basic information on how schools function, as well as suggestions on how to improve communication between the school and mental health personnel. Some suggestions that the school district provide to improve communication include: a meeting between the school district personnel and mental health personnel prior to the start of services, informing teachers of what the TSS *can* do instead of what they *can't*, determining differences in philosophies, and conducting periodic meetings between the principal and mental health personnel to determine the effectiveness of the program. I feel that this article shows that there is a lack of communication between the TSS and the school district and that some of the concerns raised in this article could be concerns of other school administrators.

Cautilli, J. D., Rosenwasser, B., & Clarke, K. (2000). Best practices for the administration of behavioral health rehabilitation services (wrap around) in Pennsylvania: Six basic problems and their solutions. *The Behavior Analyst Today, 1*(2), 42-56.

Dr. Cautilli and Dr. Rosenwasser were both Lead Co-Editors of the Behavior Analyst today. They both obtained their PhD from the University of Temple and each have many years of experience in behavioral work. The purpose of the article was to make the reader aware of the current problems associated with wrap around services in the state of Pennsylvania. For example, they feel that there is a lack of consumer knowledge of the programs, a lack of institutional support and poor training and supervision of staff. The authors mention problems in both the area of the wraparound programs and the school district, so I feel that it would be beneficial for all to read the article, as the solutions that they present can help both parties involved.

Eber, L., Hyde, K., & Suter, J. C. (2011). Integrating wraparound into a schoolwide system of positive behavior supports. *Journal of Child and Family Studies, 20*, 782-790.

Dr. Lucille Eber is the State Director of the Illinois Positive Behavioral Interventions and Supports (PBIS) Network. The Network coordinates assistance and evaluation related to school-wide PBIS in over 1,300 Illinois schools and includes the implementation wraparound and interagency services for students with emotional and behavioral challenges. The article describes how the wraparound process is implemented within a system of school wide positive behavior supports. Dr. Eber includes examples of system implementation and review student data that was seen in other systems. This article would be beneficial

for school administrators that would want to better implement the wraparound services into their system of school wide positive behavior support.

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.

Dr. Lucille Eber is the State Director of the Illinois Positive Behavioral Interventions and Supports (PBIS) Network. The Network coordinates assistance and evaluation related to school-wide PBIS in over 1,300 Illinois schools and includes the implementation wraparound and interagency services for students with emotional and behavioral challenges. This article is similar to the previous Dr. Eber's previous article that I reviewed, but I feel that it is necessary to include because it explains the wraparound process in depth and how it functions within schools. There is a piece on how the wraparound process works in conjunction with the school wide positive behavior supports, but this article gives more of a general overview of the role of wraparound services in all schools, not just those who have a system of school wide positive behavior supports. This article would be beneficial to school administrators who want to gain a better understanding of how the wraparound process should be implemented into their school, even if there isn't a system of school wide positive behavior supports in place.

Fiorello, C. A. (2001). Inclusion: Information for school administrators. *The Behavior Analyst Today, 2*(1), 40-42.

Dr. Catherine Fiorello is an Associate Professor and Coordinator of School Psychology at the University of Temple. This article explains what inclusion is and how it is defined in the Individuals with Disabilities Education Act. There is also information on the effectiveness of inclusion and what services are available to support an inclusion program. This article would be beneficial to school administrators who are unaware of what is meant by the term inclusion, as it gives the reader background information on inclusion and what services are available to students with disabilities.