

## CASE ILLUSTRATION

Readiness for Wraparound. "Lamar," a third grader, was identified as having lying and stealing behaviors by the targeted intervention team at his school. Disrespectful behavior toward adults and peers, disruptive classroom behavior, and a decrease in grades and academic performance were also identified as problematic. These school personnel had received school-wide PBIS training and were currently implementing school-wide and targeted group PBIS interventions. They had some initial training on behavior support plans and function of behavior and were aware of the wraparound process for students with significant needs but had not yet received specific training in the process. In October, the principal, social worker, and resource teacher had a meeting with Lamar's mother (at school) and discussed the increased problem behavior they were experiencing at school. They hoped to engage Lamar's mother in addressing these problem behaviors but became frustrated, as they experienced her as not responsive. They said she sat passively and offered little information. In completing a strengths and needs checklist (provided by the school's PBIS coach), Lamar's mother indicated that Lamar did not participate in activities in the community (she did not fill out that portion of the checklist). She did share that she worried about him in the apartment building and going out to play with other kids. The school social worker gave Lamar's mother a list of resources she could pursue for community-based supports. The school personnel reported to the PBIS coach that they did not want to pursue the development of a wraparound team because they felt the mother was not open to a wraparound process. They decided to include Lamar in the group behavioral intervention available in the school, where identified students received increased monitoring and reinforcement for the three schoolwide expectations. The PBIS coach encouraged the school personnel to participate in an upcoming wraparound training for PBIS schools, as the coach suspected the school team was uncertain about how to engage this parent in a collaborative process.

Lamar's problem behaviors continued to be a concern for the school's targeted intervention team. In February, the team agreed to revisit the option of wraparound, with more direct support from the PBIS coach in engaging the mother. At the same time, the team began a case study evaluation (CSE) for special education. In addition, an EBD classification and placement were discussed as a possibility.

Starting the Wraparound Process by Hearing the Family's Story. The social worker and the PBIS coach met with Lamar's mother at her home with the purpose of engaging her in the wraparound process while obtaining information for the social history component of the CSE. Much of this meeting focused on the complex needs of the family. Lamar's mother was losing her eyesight and had lost much of her independence; there was very little support in place for the family, which consisted of the mother, Lamar, and his younger brother, age 5 years. Lamar's mother shared her concern that Lamar seemed isolated at home and that she was fearful about letting the boys out to play, as she might not be able to find them due to her visual impairment. The PBIS team later noted that meeting with the mother in her apartment (this was offered as an option that she chose) and focusing on what she perceived to be the needs of the family (instead of just focusing on problem behavior at school) helped establish a different context for moving forward with a collaborative plan between home and school. The school was now able to see the unique needs and strengths from the family perspective, and Lamar's mother was beginning to see the school as a potential partner that could help her to problem solve some of her concerns as a parent.

Identifying Strengths and Needs Together as a Team. Following this initial conversation, a wraparound planning meeting occurred at school with Lamar and his mother. Strengths identified for Lamar included being helpful at home, enjoying playing piano and guitar, a sense of humor with peers, being very good at art, volunteering and contributing to class discussions, being good with hands-on activities, and liking things that are laminated. The mother's strengths included keeping her sons safe, enjoying reading with

the boys, being insightful about Lamar's behavior, and wanting to attend college.

The team identified that Lamar had no peer contact outside of school. This was a great concern to his mother. His decreasing academic performance was a concern to everyone. It was also discovered that Lamar failed his eye screening and needed an eye examination. The team recognized that the mother also needed community supports regarding her disability. At this meeting, the team began to examine the lying and stealing behavior, which was of concern to the teacher. Analyzing the problem behavior as a team, they clarified that the lying consisted primarily of exaggerated stories about his life, and the stealing involved things such as pencils, Post-It notes, and other school supplies. Lamar's mother shared that she felt Lamar's behavior was due to his sense of being helpless about his life circumstances.

Designing Interventions to Meet Identified Needs and Build on Strengths. To help increase Lamar's sense of belonging and confidence, the team identified several after-school options for Lamar, one of which was an after-school open gym program at school that Lamar had expressed a desire to attend. However, the family did not have transportation. The principal offered to contact another family that could provide transportation for Lamar so that he would be able to get home from open gym. The school team arranged for the eye examination, and the principal and the social worker offered to provide transportation. The resource teacher agreed to begin doing some curriculum adaptations to ensure academic success in the classroom. The social worker agreed to assist Lamar's mother in investigating the local community-based network for more resources for the family, specifically regarding the mother's visual impairment.

The teacher agreed to provide increased prompts and instruction about "good manners" and respectful voice and words. Lamar would be able to laminate his artwork as an incentive when he met school-wide expectations per his "Check and Connect" card.

Outcomes. In April, the team determined that the curriculum adaptations were successful. His teacher reported that although Lamar knew the work was different from that of his peers, he saw his grades get better and began to feel and act more confident. He then received his glasses, which further increased his academic success, confidence, and behavior. School personnel described him as "a new person." Lamar and his mother reported satisfaction with Lamar's participation in open gym now that the transportation problem was solved. The team reported positive changes, including that he appeared to be happier, had become popular among peers, and interacted with them appropriately. They reported that his use of "respectful tone and words" with adults and peers had increased with prompts and reinforcers. In May, the teacher reported to the team that the disrespectful behavior was increasing again, and the team decided to increase the prompts and reminders about the end-of-year activities available as incentives through the school-wide PBIS system. After the team meeting, the mother shared with the social worker that a few weeks earlier, Lamar had overheard her crying on the phone about her increasing blindness. She shared with the wrap coach and the social worker that she had not discussed her deteriorating condition with him, as she herself was confused and fearful. She believed that his recent behavior at school was related to this incident at home.

Ongoing Monitoring and Revision of the Plan. The CSE determined that Lamar had a learning disability, which was already addressed with the curriculum adaptations. A functional behavior assessment completed by the district behavior specialist as part of the CSE indicated that Lamar seemed to be avoiding academic work by acting out in class. As the school year ended, the team planned for Lamar's transition to fourth grade in a new building. Because they were concerned that he had difficulty in the past making friends and adjusting to transitions, a visit to the fourth-fifth grade center was planned to engage the center in the wrap process and establish relationships with adults who could provide the positive prompts and reinforcement Lamar needed at school. The strategies that were needed to maintain academic and behavior success would be shared through a wraparound team meeting, and the behavior specialist would remain involved with the team at the new school. Lamar's mother connected with an agency that specialized in assisting those with visual handicaps to become more independent in the community. Further connections for her with a broader network of community supports would be pursued with support from this agency. Community supports for Lamar's mother would be added to the wrap team as she is assisted in developing relationships with persons in the community.

-- Lucille Eber

See also: Contextual Fit (Vol. III), Person-Centered Planning (Vol. I), Positive Behavior Support (Vol. III),  
Systems of Care (Vol. III)