School Counselors Involved with Wraparound Supports and RENEW

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Objectives

• Understand the principles of Wraparound and RENEW

• Understand the importance of a student-driven, individualized intervention for transition-age youth in high school

• Describe the critical role various stakeholders play in supporting this intervention
Mental Health Needs of Youth:

- One in 5 youth have a MH “condition”
- About 70% of those get no treatment
- School is “defacto” MH provider
- JJ system is next level of system default
- 1-2% identified by schools as EBD
- Those identified have poor outcomes
- Suicide is 4th leading cause of death among young adults
Some of What We Know...

• History of poor outcomes for children/youth with emotional/behavioral disturbance and their families
• Schools are spending significant resources to address the needs of the top tier students often with limited positive outcomes
• Special education identifications are up in many districts
• Suspension rates are too high
• Restrictive placements are too high
• Fragmentation of services exists across agencies – Education, Mental Health, Juvenile Justice, Child Welfare, etc.
• Intervention...
  • Needs to happen sooner for many youth/families
  • Gets tougher with each system failure
• When the systems are in place to support Wraparound...it saves $ • (Kate Salvati, SLC)
What is Wraparound?

- Wraparound is a facilitated planning process.
- Wraparound is based on a set of clear values and principles.
- Wraparound teams have dynamic rather than static membership.
- Wraparound is a process that begins with the strengths of individual youth and families.
- Wraparound is a good tertiary level planning intervention.
Quick Reflection: Similarities/Differences with your past experiences/knowledge of wraparound?

Wraparound is:
An ongoing planning process used by:
• A team of people who come together around family strengths/needs to create a unique plan of interventions & supports
• Based upon a process of unconditional care – no blame, no shame

Wraparound is Not:
• A set of services
• A standing inter-agency team
• A one or two time meeting
• A special education evaluation
• An individual counselor who links with the family or student
• Only for families and students we judge as “workable”
• The presence of flexible funds
• A typical team meeting with extra people
• Any meeting held without family or youth
Scenario:

- You struggled in school and dropped out in 10th grade so you could work and help your family
- You have a family history of mental illness
- You have been out of work for 8 months
- Your car needs brakes and isn’t inspected
- Your assistance check was unexpectedly $500 less this month
- You can’t pay rent and you are at risk of being evicted
- Your son was just suspended for the 8th time and the school wants you to come to a meeting...

How are you feeling now??

(Kate Salvati, Strafford Learning Center)
Scenario (continued):

• You manage to get a ride to the meeting from a neighbor
• You arrive on time but everyone else is already at the table talking
• You are still thinking about the food shortfall you will have this month
• The room is full of professionals:
  - Teacher, principal, guidance counselor, school psychologist, special ed. teacher, behavior specialist, truancy officer, Special Ed. Director and 2 others that you didn’t catch
• They are having a “Manifestation Determination” meeting – it sounds serious but you don’t know what it means

How are you feeling now??
Wraparound in Simplest Terms

• Work until it works.
• When barriers arise --- People haven’t failed- the plan has failed.
• Strengths plus Needs = Actions
• Voice and choice.
• If it doesn’t feel like help, it probably isn’t.
• No shame, no blame
Children’s Mental Health in
A Public Mental Health Triangle Model:
Where RENEW/Wrap Fit

**Universal:**
- Mental Health Promotion and Prevention, Anti-Stigma and Awareness, Primary Care.

**Tier 2:**
- Home, School or Community Based Group or Individual Supports

**Tier 3/Tertiary:**
- Hospital Level Care, Placements out of School, Home, Community,
- Intensive Family to Family or Peer Support. RENEW/Wrap

2-5% of population: complex challenges, require highly individualized support

15% of population: Less complex individual and/or group supports, therapies

80% of population: “universal” health promotion and prevention interventions, broad based assessment activities

Mental Health Promotion and Prevention, Anti-Stigma and Awareness, Primary Care.
Who is Tier 3-Wraparound for?

- Youth with *multiple needs* across home, school, community
- Youth at-risk for *change of placement* (youth not responding to current systems/practices)
- The adults in youth’s life are *not* effectively *engaged* in comprehensive planning (i.e. adults not getting along very well)
Wraparound is a PROCESS for supporting youth and families with complex needs.

- Defined by 10 Principles
- Implemented in 4 Phases
- Build self efficacy

The wraparound process is a key component on the continuum of a school wide system of PBIS.
10 Guiding Principles

- Strength Based
- Family Voice
- Team Based
- Natural Supports
- Collaboration

- Community Based
- Culturally Competent
- Individualized
- Persistent/Unconditional
- Outcome Based
Four Phases of Wraparound

I. Engagement and Team Development
   - Get people ready to be a team
   - Complete strengths/needs profile

II. Initial Plan Development
   - Hold initial planning meetings
   - Develop a team “culture”

III. Plan Implementation & Refinement
   - Hold team meetings to review plans
   - Modify, adapt & adjust team plan

IV. Plan Completion & Transition
   - Define good enough
   - “Unwrap”
Phase 1 – Engagement and Team Preparation

- The family meets with the facilitator for an “initial conversation” and orientation to the process
- Together they explore the family’s strengths, needs, and culture
- They talk about what has worked in the past and what to expect from the wraparound process
- The facilitator engages other team members identified by the family to gain their perspectives
- The facilitator prepares for the first meeting at a time and place that is comfortable for the family
Phase 2 – Develop Initial Plan

• Team members learn about the family’s strengths, needs, and vision for the future
• Team develops a shared vision/mission
• Team determines needs/goals and prioritizes
• Team determines indicators of success
• Strategies are developed to meet the needs the family has identified
• Action plans are developed and tasks assigned to meet the needs
• A safety plan is developed if needed
### Wraparound Action Plan

**Family Name:**

**Team members:**

**Family Vision:**

**Strengths:**

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>OUTCOME</th>
<th>NEED</th>
<th>STRENGTH BASED STRATEGIES</th>
<th>BY WHO</th>
<th>BY WHEN</th>
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<tr>
<td>V</td>
<td>What do we want it to look like</td>
<td>What needs must be met to get there</td>
<td>What we will do to meet the needs</td>
<td>Who will do it</td>
<td>When will it be done</td>
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**Meeting Date:**

**Meeting Place:**
Phase 3 – Plan Implementation

• Family and team members meet regularly
• Team reviews strengths at each meeting
• Team reviews accomplishments and progress toward goals
• Action plan progress is tracked
• Team adjusts plan as needed
• Continue to assess commitment and “buy-in”
• Family and team members continue to work together to implement plan
Phase 4 - Transition

• As goals are reached the team prepares to transition from formal wraparound to a mix of formal and natural supports in the community
• Accomplishments are reviewed and celebrated
• A plan is developed with family for how to re-engage the process if needed
Implementing Wraparound:  
*Key Elements Needed for Success*

- Engaging students, families & teachers
- Team development & team ownership
- Ensuring student/family/teacher voice
  - Getting to real (big) needs
- Effective interventions
  - Serious use of strengths
  - Natural supports
  - Focus on needs vs. services
- Monitoring progress & sustaining
- System support buy-in
Wraparound teams can use data-based decision-making to prioritize needs, design strategies, & monitor progress of the child/family team

✓ more efficient teams, meetings, and plans
✓ less reactive (emotion-based) actions
✓ more strategic actions
✓ more effective outcomes
✓ longer-term commitment to maintain success
Example: SIMEO data has been used by facilitators to:

- Focus the conversation with the family on strengths and needs
- Group strengths and needs into broad categories and then move to specific areas of need for planning.
- Orient new team members when joining a wrap team.
- Show a family and team progress made (although sometimes small) when they may be feeling “stuck”.
1. Knows how to ask for help
2. Handles disagreements
3. Seeks attention in appropriate ways
4. Participates in activities
Use Data to Build on Strengths
Use Data to Engage Team Members
By Highlighting Progress
• Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with “SED”

• Focus is on community-based, self-determined services and supports

• Promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998)
RENEW Overview

RENEW (Rehabilitation, Empowerment, Natural Supports, Education and Work) is an application of wraparound

- Reflects key principles: person-centered, community and strengths-based, natural supports
- Focused on student, versus parent engagement (e.g., student-centered teams, student-developed interests)
- RENEW includes multiple strategies, one of which is person-centered planning via graphic facilitation.
- RENEW has 4 goals: high school completion, employment, post-secondary education and community inclusion.
RENEW Phases

Phase 1: Engagement & Team Development
Phase 2: Team Formed Plan Developed
Phase 3: Implementation and Monitoring of Plan
Phase 4: Transition
Youth referred for Tertiary Level Services and Supports
Similarities

- Strength-based
- Individual/family in charge of process
- Team based
- Focus on Natural Supports
- Persistence
- Similarity in tools
- Focus on Multiple Domains

- Community Based
- Cultural Competence
- Outcome Based
- Data Driven
- Individualized Supports
- Uses a Trained Facilitator
### Differences

**Wraparound**

- Any family or youth needs
- Works with all ages
- Teams can be dynamic, focusing on specific needs that the family identifies
- Facilitator can have any background as long as trained in Wraparound process and has knowledge of community resources

**RENEW**

- School transition focused
- Focuses on transition age
- Teams focus on high school supports, employment, and transition
- Facilitator must be familiar with credit completion, recovery, alternative credit pathways, special education and other school and work-based related resources.
“Renew gave me more structure and helped me focus on goals I could not do myself otherwise. I did not have to think for myself. I just could think about surviving”
My life before RENEW

• Home
  – Dad?
  – Family?
  – Mom?
  – Basic Needs: food, shelter, health

• School
  – Attended school regularly but could not concentrate
  – Behind in Credits –failed Fresh Experience, Wellness, lacked math credit
  – Skipping Class- why I failed most of classes
  – Attitude- disruptive in halls and classes –did not care about school
  – Suspended- ISS and OSS for fighting , disruption
  – Drugs
  – Had a few close friends that had a similar bad situation ...
My Life Today

- Stormy and unsettled household – dark cloud over our family
- Uncertainty of food & shelter daily
- Mother and Boyfriend-lazy, drinking a lot
- Stressed all the time
- Life is hectic but remain hopeful
- Over crowded household
- Living out of storage bins
- Personals stuff getting lost/stolen
- Brother facing jail time
- Missing deceased father
My Strengths:

Helped me realize how I can use my strengths to be successful in everyday life

- **Strengths:**
  - Reading books
  - Research interesting facts
  - Easygoing
  - Smart
  - Does not argue back
  - Friends

- **Accomplishments:**
  - Passing Classes
  - Honor roll
  - Maturing
  - Can live on very little
  - Appreciate what I have
  - Employed
My Resources: The People in My Life

People: Help me establish a support system

- **Inner:** People whom I could trust and where readily available
- **Middle:** Important people in and out of school I could count on for advice
- **Outer circle:** Professionals & other resources
Anthony’s Futures Plan

**Dreams:** Helped me put my aspirations on paper so they are more believable and visual

- SHS Diploma
- A car
- College
- EMT
- Shelter
- A Pug
My Preferences

**What Works:**
- Positive Connection with Teachers
- Having time to study during the school day
- Learning interesting facts & seeing the evidence
- Daily reminders
- Having directions explained in a non demanding way

**What doesn’t work:**
- Unreasonable teachers
- Homework
- The requirement of school
My Fears & Challenges

**Obstacles:** Helped me realize what is getting in the way of succeeding:

- Time
- Tardies
- Unmeet Basic Needs
- Sleep Deprived
- Unemployed
- Depressed
- Unsure of living situation
My Goals and Next Steps

Find a way to stay in my community
• Help Mom find housing
• Take care of my dog
• Find a home and get pet supplies

Get Good Grades
• Learn time management skills
• Get help
• Get to school on time

Work
• Earn money
• Help with basic needs

License
• Get social security number
• Get birth certificate
• Proof of residency
• Study Manual
• Find someone to practice driving

Expand education
• Apply for college
• Complete FASA/scholarships
• Get certified as an EMT
**Anthony’s Action Plan for Transition:**
*Goal: To explore college admission process, & obtain driver’s license*

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>PURPOSE or NEED</th>
<th>WHO?</th>
<th>WHEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain Social Security Card</td>
<td>To be independent and open a bank account and get a job</td>
<td>Anthony and Mom</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Obtain non driver’s license identification</td>
<td>To get a job</td>
<td>Anthony</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Meet with military recruiter</td>
<td>To explore military options</td>
<td>Anthony &amp; RENEW team</td>
<td>Spring 2011</td>
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<tr>
<td>Meet with financial aid person at GBCC</td>
<td>To develop a plan to pay for college</td>
<td>Anthony &amp; School Counselor</td>
<td>Aug 2102</td>
</tr>
<tr>
<td>Take Accuplacer Test</td>
<td>To plan course work for major</td>
<td>Anthony &amp; School Counselor</td>
<td>Aug 2012</td>
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<tr>
<td>Complete FAFSA</td>
<td>Find out about college costs</td>
<td>Anthony, School Counselor , GBCC</td>
<td>FAFSA Fridays</td>
</tr>
<tr>
<td>Obtain Driver’s license</td>
<td>To be independent</td>
<td>Antony &amp; Driving Instructor</td>
<td>Ongoing</td>
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<tr>
<td>• Practice driving</td>
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<tr>
<td>• Review manual</td>
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Anthony’s Team

Standing (Core) Team:

- Anthony
- Mom
- School Counselor(s)
- **Mr. Storms, Welding Teacher & RENEW Facilitator**
- Administrator(s)
- Mrs. Francoeur, NH RESPONDS facilitator
- Mr. Quigley, mentor

Rotating Members:

- Teachers
- Administrators
- Food Pantry
- Friends
- Recruiters
- Driving Teacher
Results from Anthony’s Work

- Flawless attendance
- Staying in class and stayed focused
- Motivated to finish school
- Gained employment and became self-sufficient
- Being more social
- Forward thinking: Planning for college, military
- Developed self-confidence
- Good work ethic
Grade Point Average

Before RENEW

RENEW implemented

2008-2009

2009-2010
How Renew Impacts My Life Today

• My team stays in touch with me
• Learned skills to develop self action plans
• Check-ins to see if there is anything my facilitators can help me add to the plan
• I am my own advocate
• Understand myself better
• Think about problems in a more realistic and doable way
• Use the resources around me effectively
• Developed good job skills and work ethic
Current Goal & Dream

• To do something with my writing

• Found religion as a strong motivation in my life that will always sustain me

• Become a Sergeant in the Marine Corps
Final Thoughts…

Sometimes it’s said that people never change; I’m an example that the above listed statement is false; that change is not only possible, it’s inevitable; sooner or later you will be RENEWed
The Role of a School Counselor

- Resource Development
- Extra Support
- Mentoring
- May be a facilitator
- Data Collection
- Knowledgeable in systems
- Behavior Expertise
- School - based expertise
- Critical to Transition Planning
Figuring Out Who To Ask...Let’s talk about possible resources

- Social Resources
- Human Resources
- Financial Resources
- Systems and agency resources
- Community Based Resources
Extra support person....

someone the student identifies as having a positive relationship with him/her and may be a:

- School Counselor
- Case Manager
- Therapist
- Coach
- Paraprofessional
- Family members
Tertiary Oversight Team

- Team coordinates decision rules/referrals for this level of service and progress monitors
- Team to assesses implementation of Tier 3 behavior support system, data, and practices
- To keep track of data collection
- Identify fidelity of implementation
Similarities and Differences

List the ways Wraparound & RENEW is similar and different from typical service delivery in your school district or agency

✓ How is the youth/family initially engaged?
✓ Do the perspectives of the youth/family drive the process?
✓ Who participates?
✓ Are natural supports included?
✓ Is the focus on strengths and needs vs. deficits or problems?
Research:

• As of 2010, there have been nine controlled studies of wraparound that have been published in peer reviewed publications.

• Though many of these studies have significant methodological weaknesses, the “weight of the evidence” of these studies indicates superior outcomes for youth who receive wraparound compared to similar youth who receive some alternative service.

A Growing Evidence Base

See Bruns and Suter, (2010) largest analysis of wrap research. Key points include:

• Investment in wraparound is backed by controlled research. In 2003, there were 3 controlled studies published, in 2010, there are 12 scientifically controlled and over 36 overall outcomes studies, more being published monthly.

• Research is showing an association between system, organizational, team fidelity to good outcomes with families.

• The wraparound-based RENEW process showing significant outcomes for older, transition-aged youth with or at-risk of EBD.
Summary..

- Schools can’t do it alone...partnerships with families and communities are needed to ensure success.
- It is possible for teachers and all school personnel to feel *competent* and *confident* on how to prevent and redirect and respond to behaviors of all youth
Thank you

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