**Wraparound Integrity Tool July 2017**

***Directions: Consider assessing progress with the wraparound team one time per quarter, and using a scale of:***

5) In Place Perceived to be 81-100% in place

4) Mostly In Place Perceived to be 61-80% in place

3) Somewhat In Place Perceived to be 41-60% in place

2) Minimally In Place Perceived to be 21-40% in place

1) Not at All In Place Perceived to be 0-20% in place

0) NA Not Applicable

|  |  |
| --- | --- |
| **STUDENT NAME OR ID:** |  |
| **FACILITATOR:** |  |
| **DATE:** |  | **QUARTER:** | **1** | **2** | **3** | **4** |  **BASELINE** |
|  **FIDELITY** |
| **PLEASE INDICATE ALL PREVIOUS SCHOOL BEHAVIOR INTERVENTION RELATED MEETING(S) ATTENDED THAT REFLECT THE BASELINE RATING:** |
|  IEP Meeting Suspension Manifestation Determination Meeting Intervention Planning Meeting Parent/school conference  Not baseline assessment Other: (Please define) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **PHASE I: ENGAGEMENT** |
| **ITEM** | **5** | **4** | **3** | **2** | **1** | **0** |
| ***In Place*** | ***Mostly In Place*** | ***Somewhat In Place*** | ***Minimally In Place*** | ***Not at All In Place*** | ***NA*** |
| 1. Met with family to gather their perspective and position
 |  |  |  |  |  |  |
| 1. Met with Key team members to gather various perspectives
 |  |  |  |  |  |  |
| 1. Generated a strengths list (multiple settings and perspectives)
 |  |  |  |  |  |  |
| 1. Generated at team member list with the family
 |  |  |  |  |  |  |
| 1. Team members list included natural supports
 |  |  |  |  |  |  |
| 1. Scheduled an initial Child/Family team meeting with the family
 |  |  |  |  |  |  |
| **PHASE I SUBTOTALS:****(COUNT # OF X’S IN THIS COLUMN, MULTIPLY TIMES VALUE OF COLUMN)** |  |  |  |  |  |  |

|  |
| --- |
| **PHASE II: INITIAL PLAN DEVELOPMENT** |
| **ITEM** | **5** | **4** | **3** | **2** | **1** | **0** |
| ***In Place*** | ***Mostly In Place*** | ***Somewhat In Place*** | ***Minimally In Place*** | ***Not at All In Place*** | ***NA*** |
| 1. Baseline data about strengths/needs documented and shared
 |  |  |  |  |  |  |
| 1. One or two child/family team meetings have taken place
 |  |  |  |  |  |  |
| 1. Data is collected from team members on an ongoing basis
 |  |  |  |  |  |  |
| 1. Data based decision making is integrated into the team process
 |  |  |  |  |  |  |
| 1. Strengths (Home/school/community) were documented and reviewed at meetings
 |  |  |  |  |  |  |
| 1. Needs (HSC) were documented and reviewed at meetings
 |  |  |  |  |  |  |
| 1. Reviewed family concerns as well as school concerns
 |  |  |  |  |  |  |
| 1. Reviewed needs that reflect a consensus of team member concerns
 |  |  |  |  |  |  |
| 1. Chose a few needs for team to focus action planning on
 |  |  |  |  |  |  |
| 1. Assigned special priority to family concerns
 |  |  |  |  |  |  |
| 1. 100% of chosen methods matched to child and family strengths
 |  |  |  |  |  |  |
| 1. Methods chosen reflect voice/choice of involved in implementing (family, teacher, child)
 |  |  |  |  |  |  |
| 1. Developed function based positive behavior support plans to address problem behaviors related to priority needs
 |  |  |  |  |  |  |
| 1. Behavior plans include clear outcomes/behaviors to establish teaching, practice, reinforcement strategies/timelines
 |  |  |  |  |  |  |
| 1. Community resources are being accessed as needed to meet needs identified by family
 |  |  |  |  |  |  |
| **PHASE II SUBTOTALS:****(COUNT # OF X’S IN THIS COLUMN, MULTIPLY TIMES VALUE OF COLUMN)** |  |  |  |  |  |  |

|  |
| --- |
| **PHASE III: PLAN IMPLEMENTATION AND REFINEMENT** |
| **ITEM** | **5** | **4** | **3** | **2** | **1** | **0** |
| ***In Place*** | ***Mostly In Place*** | ***Somewhat In Place*** | ***Minimally In Place*** | ***Not at All In Place*** | ***NA*** |
| 1. Accomplishments of student and team are being documented
 |  |  |  |  |  |  |
| 1. Team members are following through with activities, including function based positive behavior support plans at home, school, and community
 |  |  |  |  |  |  |
| 1. Assessment of the plan is occurring on an ongoing basis
 |  |  |  |  |  |  |
| 1. Team is meeting often enough to check follow through and assess progress
 |  |  |  |  |  |  |
| 1. Family if regularly asked if actions provided meet needs
 |  |  |  |  |  |  |
| 1. Behavior and academic date is regularly reviewed to identify progress and determine next steps
 |  |  |  |  |  |  |
| 1. Adjustment of the plan is occurring based on family and team feedback including responsibilities for tasks
 |  |  |  |  |  |  |
| 1. Team members receive regular documentation including data and plan updates
 |  |  |  |  |  |  |
| 1. Plan included interventions that occur in home, school, and community
 |  |  |  |  |  |  |
| 1. Crisis contingencies are negotiated and practiced in home, school, and community as needed
 |  |  |  |  |  |  |
| 1. Communication occurs among those providing intervention in the home, school, and community
 |  |  |  |  |  |  |
| **PHASE III SUBTOTALS:****(COUNT # OF X’S IN THIS COLUMN, MULTIPLY TIMES VALUE OF COLUMN)** |  |  |  |  |  |  |

|  |
| --- |
| **PHASE IV: TRANSITION** |
| **ITEM** | **5** | **4** | **3** | **2** | **1** | **0** |
| ***In Place*** | ***Mostly In Place*** | ***Somewhat In Place*** | ***Minimally In Place*** | ***Not at All In Place*** | ***NA*** |
| 1. Transitioning out of wraparound has been discussed with the whole team
 |  |  |  |  |  |  |
| 1. Concerns of all team members have been considered in transition planning
 |  |  |  |  |  |  |
| 1. Family is provided with a list of team member phone numbers who can be contacted is needed
 |  |  |  |  |  |  |
| 1. Methods for future access to services are communicated to all team members
 |  |  |  |  |  |  |
| 1. Family receives written documents highlighting their strengths and team accomplishments
 |  |  |  |  |  |  |
| 1. Methods of introducing student and family to future teachers or providers are negotiated
 |  |  |  |  |  |  |
| 1. Family has been given an opportunity to meet/interact with other families who have been through the process
 |  |  |  |  |  |  |
| **PHASE IV SUBTOTALS:****(COUNT # OF X’S IN THIS COLUMN, MULTIPLY TIMES VALUE OF COLUMN)** |  |  |  |  |  |  |

|  |
| --- |
|  |
| **PHASE TOTALS** |
|  | **5** | **4** | **3** | **2** | **1** | **0** |
| ***In Place*** | ***Mostly In Place*** | ***Somewhat In Place*** | ***Minimally In Place*** | ***Not at All In Place*** | ***NA*** |
| **PHASE I SUBTOTALS:** |  |  |  |  |  |  |
| **PHASE II SUBTOTALS:** |  |  |  |  |  |  |
| **PHASE III SUBTOTALS:** |  |  |  |  |  |  |
| **PHASE IV SUBTOTALS:** |  |  |  |  |  |  |
| **TOTALS:*****(ADD COLUMN SUBTOTALS)*** |  |  |  |  |  |  |
| **GRAND TOTAL:*****(ADD ALL TOTALS)*** |  |
|  |
| **GRAND TOTAL RANGE:** | **ASSESSMENT:** | **NOTES/AREAS OF IMPROVEMENT:** |
| 195 – 157 | In Place |  |
| 156 – 118 | Mostly In Place |  |
| 117 – 79 | Somewhat In Place |  |
| 78 – 40 | Minimally In Place |  |
| 39 - 0 | Not at All In Place |  |