

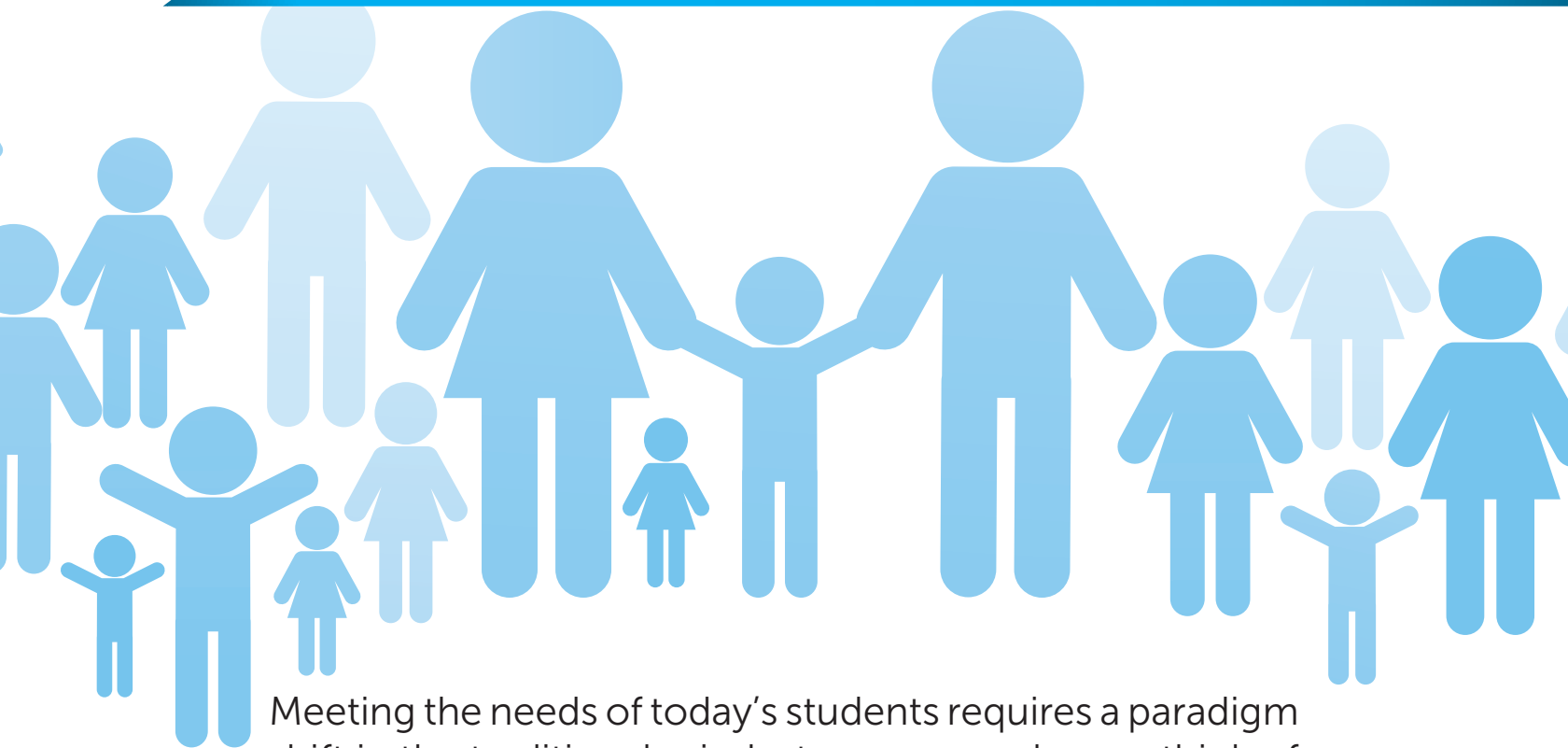
Principal magazine presents

# LEADING LESSONS

USE THIS GUIDE WITH YOUR STAFF

## Wraparound Services

*Build connections, foster partnerships, educate the whole child.*



Meeting the needs of today's students requires a paradigm shift in the traditional mindset; we can no longer think of schools as serving a singular purpose. In order to support our students' social, emotional, and academic needs, schools must build partnerships with multiple stakeholders to ensure that students come to school ready to learn.

# 10 Principles of the Wraparound Process

- 1. Family voice and choice.** Family and youth/child perspectives are intentionally prioritized during all phases of the wraparound process. Planning is grounded in family members' perspectives, and the team strives to provide options that reflect family values and preferences.
- 2. Team-based.** The wraparound team is chosen by the family and is committed to them through informal, formal, and community support and service relationships.
- 3. Natural supports.** The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships.
- 4. Collaboration.** Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating a single wraparound plan that blends team members' perspectives, mandates, and resources. The plan guides each team member as they work toward meeting the team goals.
- 5. Community-based.** The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible—and that safely promote child and family integration into home and community life.
- 6. Culturally competent.** The wraparound process respects and builds on the values, preferences, beliefs, culture, and identity of the child/youth and family and their community.
- 7. Individualized.** To achieve the goals laid out in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.
- 8. Strengths-based.** The wraparound process and plan identify, build on, and enhance the capabilities, knowledge, skills, and assets of the child and family, the community, and other team members.
- 9. Persistence.** Despite challenges, the team keeps working toward the goals included in the wraparound plan until they collectively agree that a formal wraparound process is no longer required.
- 10. Outcome-based.** The team ties the goals and strategies to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.



## Reflection Questions

**Which principles have we already embraced?**

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**Which principles do we have to learn more about?**

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*This list was adapted from "The Wraparound Process User's Guide: A Handbook for Families." National Wraparound Initiative, 2019.*

# A Focus on Trauma

Regardless of your school’s demographics, trauma can affect students’ learning in three primary areas:

- A. Academics.** Learning to read, write, engage in discussion, and solve math problems requires an ability to trust, organize, comprehend, remember, and produce work. Also important is the ability to self-regulate attention, emotions, and behavior. Trauma resulting from overwhelming experiences can negatively affect students’ learning development, like language acquisition, attention, memory, and understanding of cause and effect.
- B. Behavior.** Many traumatized children develop behavioral coping mechanisms that can frustrate educators—reactions that both strengthen the child’s expectations of confrontation and danger and reinforce their negative self-image. Many effects of trauma on classroom behavior originate from the inability to self-regulate emotions, distorted perceptions of the behaviors and feelings of others, and the inability to process social cues and convey feelings in an appropriate manner.
- C. Relationships.** Children’s struggles with traumatic stress and their insecure relationships with adults in and out of school can adversely affect their relationships with school personnel and peers. Students might distrust adults or fellow students and be generally unsure of the security of the school setting. These students might suffer delays in developing the healthy interpersonal relationships with teachers and peers that they desperately need.

*Adapted from “A Safe Haven,” by Susan Cole. Principal, March/April 2020.*



## Reflection Questions

Before developing an action plan, staff can prepare by reviewing the following attributes of a trauma-sensitive school and deciding together whether they can make these attributes a regular part of the way the school is run.

**Safety:** Do our students feel safe—in the classroom, as well as in the hallways and getting to and from school? How do we know? What can we improve?

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**Connections:** Do students feel that they belong and are able to participate in everything that the school has to offer? Are they encouraged to contribute in their areas of strength?

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**Shared Responsibility:** Does our school have a strong, supportive community of staff that shares responsibility for each child? Do they work as a team to address the impact of trauma on learning?

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**Anticipate Disruption:** How do we prepare for the unpredictable changes in our students’ lives?

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# NOTES & NEXT STEPS

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## Additional Resources

- ◆ **The National Center for Innovation and Excellence** is committed to transforming sustainable systems of care to produce measurable results and positive outcomes for children and families. [ncfie.org](https://www.ncfie.org)
- ◆ **The Trauma Informed Care Project** works to educate and train practitioners in evidence-based trauma informed services to ensure students and families who need these services can find the right ones for them when they need them. [traumainformedcareproject.org](https://traumainformedcareproject.org)
- ◆ **Coalition for Community Schools** promotes community schools as an equity-driven, research-based strategy and fights to get young people access to resources they need to find success. [communityschools.org](https://communityschools.org)

