Case Study - Wraparound

Case Study

Suzana is an eighth grade student in junior high who has received Tier 1 or Tier 2 PBIS/MTSS interventions and supports but has not responded well. The school has seen a continual decline in behavior - similar to when she was in middle school or seventh grade. It is now the second semester and Suzana continues her pattern of absences and has once again been found under the influence of alcohol at school. Additional problem behaviors have been: disruptions in the classroom - especially in male lead classrooms, decreasing grades, and multiple visits to the nurse's office for stomach aches and headaches.

The school PBIS/MTSS team has had initial training on Functional Behavior Assessments (FBA's) and Behavior Intervention Plans (BIP's) and was recently made aware of a Wraparound support process for students with multiple areas of need. The dean of students, social worker and nurse (wraparound team) attempted to hold a meeting with Suzana's family to start the wraparound process, but found out that her father is not currently in the picture and her mother was incarcerated for parole violation.

When Suzana's mother went to jail, Suzana went to live with her maternal grandmother. Suzana and her grandmother get along well and they enjoyed going to church together. Suzana found a strong connection with the teen youth group at the church. Recently however, Suzana's grandmother was hospitalized for heart problems. She is no longer able to care for Suzana or drive her to activities.

The school wraparound team recently learned that Suzana is now living with Jessie, a friend of the family, that lives in another part of town. Jessie works 12 hour shifts. Jessie is a young adult who uses public transportation to get to and from her work from 4 AM to 4 PM daily – and can be away from the home for over 13 hours at a time. After talking with Jessie and Suzana, the team found out that Suzana also has to rely on the city bus for transportation to and from school. The ride is one hour each way, including multiple transfers. Suzana often misses a transfer and when she does, she just "hangs out" rather than getting to school late. The team also learned that Suzana is a good basketball player, played on a community team, and had a good relationship with her coach until her recent homelessness. Suzana was connected to the basketball team through her involvement with the community Boy's & Girl's Club, but she is no longer able to participate at the club or on the team due to moving to Jessie's home. In the discussion, it was revealed that Suzana is drinking Jessie's alcohol as a way to stop feeling so bad about all the losses she has experienced recently. Jessie was unaware of the school absences and the alcohol use, as she is not Suzana's official guardian. Jessie is willing to remove all alcohol from the home.

Suzana would like to become a teacher some day. She really liked her sixth grade teacher who involved Suzana in a peer tutoring program where she helped second graders with their reading.

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Ecomap Activity

Use the Ecomap Template to diagram Suzana's family structure, community connections, support systems and the relationship between each of these.

Part A:

1. Inside the large circle, draw a family group that represents Suzana's nuclear family.
2. Label the smaller circles to represent the people, organizations, systems and entities in Suzana's life.
3. Using the legend, draw lines that represent the type of connection Suzana has to her family and to each of the organization, systems and entities in her life.

Part B:

1. Create a list of the positives/strengths about Suzana and the systems and people in her life that the team could include in the wraparound process. These may be added to a Geomap Matrix.

   It might help to imagine that you are talking with Suzana directly and asking her to better identify those relationships that are strong and resilient that she feels help to move her forward in life and those that she may feel represent stressors, risks or adversity that she feels holds her back.
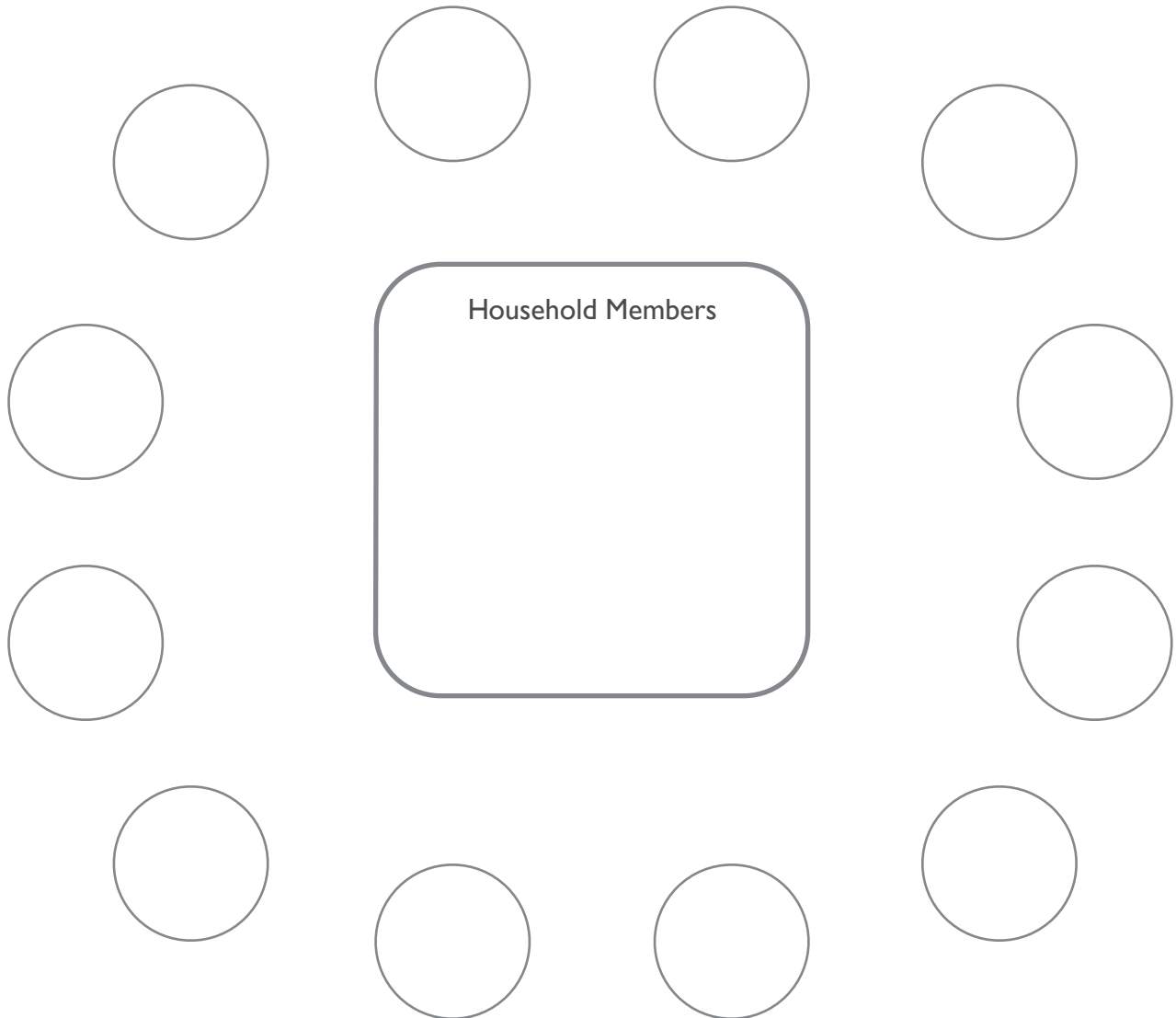
Part C:

1. Create a list of the needs/supports for Suzana's life where the team and other support people in her life could begin to 'wraparound' her and help to relieve some of her stress, provide her with the resources/skills she needs and help her to feel more confident and capable. These may be added to a Geomap Matrix.

Ecomap

Name	
Date	
Completed By	

Household Members

Examples of Extended Networks: Extended Family, Friends, School, Training, Work, Health Care, Transportation, Immigration, Refugee, Church/Synagogue/Mosque, Recreation Activity/Club, Courts, Jail, Detention, Probation Officer, Social Welfare, etc.

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Geomap Matrix Activity

Use the Geomap Matrix to list all the resources that could begin to 'wraparound' Suzana. Some of these resources could come from her Ecomap, others will be new resources that are needed to support Suzana to meet her life goals.

WHO is the service provider/ agency	List the <u>names</u> of agencies, entities or service providers that could help Suzana or her family. For example, is there a better way for Suzana to get to school than the public transportation system, or a better route to use. Would she qualify as a homeless student and would she be entitled to transportation services? If so, list that person or entity in your community that would coordinate those services. If not, list the public transportation system as the first entry in the first column.
WHAT services do they provide	Write a <u>description</u> of the services that the agency, entity, service provider provides. Provide as much detail as possible.
WHERE are they located & URL	Write the <u>street address and phone number or the website</u> where more information can be obtained. Always list a <u>contact person</u> if available.
ENTRY CRITERIA for starting services	List the <u>criteria</u> for entry or use of the service. For example, is there an on-line application, age requirement, income requirement, or other minimum or maximum standard.
COST or funding source	List the <u>cost</u> for the service or a funding source that could assist or pay for the service.

Example

WHO	City Bus
WHAT	Public transportation provides shared ride transportation to/from school or work for a low cost. Suzana needs to know the location of the nearest bus stop to home/school, the bus route and number, how to transfer between busses to get to her destination, and have cash or a bus pass in order to use the service.
WHERE	www.CityBus.com/routes Look up bus routes and times.
ENTRY CRITERIA	Be at the bus stop on time and have payment ready. Read bus routes/numbers. Read street signs or identify landmarks in order to get off the bus at the correct stop.
COST	$1.50 one-way or $50/month for a student bus pass. Purchase at drug store.

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GeoMap Matrix

WHO is the service provider/agency?	WHAT services do they provide?	WHERE are they located & URL?	ENTRY Criteria for starting services	COST or Funding Source

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