



Education Edition  
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# Oregon Children's Wraparound Initiative

Helping children and families realize their hopes and dreams.

Wraparound and school-wide systems approach to positive behavioral intervention and supports (PBIS) work together to create more effective school environments and improved outcomes for students with or at risk of behavioral challenges (Journal of Emotional and Behavioral Disorders, Fall 2002).

## The Initiative

The Statewide Children's Wraparound Initiative, launched in March 2007 by a Governor's Executive Order, is building a community-based, coordinated system of services and supports for children with complex behavioral health needs and their families. Multiple systems, including education, child welfare, juvenile justice, mental health and the Oregon Youth Authority, are working together to provide an improved response to Oregon's families in need. Efforts will:

- Provide services as early as possible so children can be successful at home, in school and in their communities.
- Make services available based on individual strengths and needs of the child and family.
- Maximize resources available to serve children across systems. ❖

*"It's this incredible collaboration creating the dynamic that says together we are stronger than our individual parts." Ron Hitchcock, Superintendent, Multnomah Education Service District*

PBIS is producing sound results for many students and schools. School districts across the country are bringing a wrap-around process into schools along with PBS for greatly improved outcomes. This "marriage" allows mental health therapists, child welfare workers and family partners to work together. A child demonstrating behavior problems in the classroom can be referred to the mental health therapist right away. School personnel and students in foster care can have access to their case workers. For children in the top 1-3 % in terms of mental health needs, a wraparound team can work with the family and other community partners. Providers can be housed in school buildings and provide support for the teachers and families. ❖

## What systems are doing differently

There is a heightened awareness of top-level decision makers that business must be conducted differently, especially for the highest need, most costly population of children and youth. In wraparound communities, child-serving systems are working together, sharing resources and expertise. Families are driving the decision-making process at the policy, practice and team levels. Youth are participating in the development of their plans of care.

With wraparound, there is one plan of care, one psychological evaluation, one facilitator and one juvenile court judge. Funds are blended, shared and maximized to benefit a child's individual needs. Systems better understand each other's mandates and constraints. All systems take responsibility for the child's outcome along with the family.

The wraparound team is accountable for the execution of the plan of care. Wraparound is a holistic approach driven by strengths and needs, not a response based on children's deficits. ❖



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Below is the organization chart for the Tigard/Tualatin School District's Alliance for Successful Kids Initiative. This Initiative incorporates wraparound in the overall response to students with behavioral health challenges.

**Tigard Tualatin Alliance for Successful Kids  
Organization Chart March 7, 2008**

