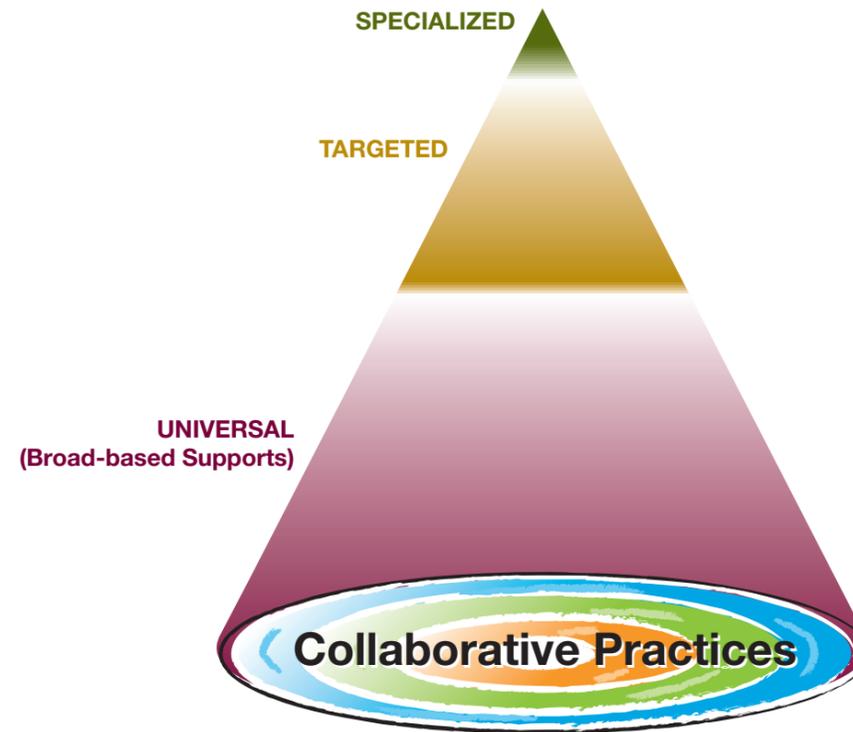




SUPPORTS AND STRATEGIES



WRAPAROUND PRINCIPLES

Collaboration is a process for setting common priorities, and incorporating differing perspectives. This is reflected in the way people commit to working together to meet their shared goals. It allows for the blending of perspectives, expertise, resources and shared accountability and responsibility with the ultimate goal of improving success for children, youth and their families.

Shared leadership is evident in schools where administrators model the value of collective wisdom. Where school staff, focus on developing meaningful relationships within the school and community, partnerships and collaboration naturally emerge. We see the collective benefits for our children, youth and their families by capitalizing on the strengths and experiences of all involved.

Team based involves a group of people, including the family members, who work collaboratively toward the success of the child or youth and their family, through informal or formal supports and services. Team based ensures the supports and services are consistently and effectively implemented, managed and measured.

School-community linked means working collaboratively to promote and strengthen partnerships by eliminating barriers between the school and community. These strategies take place in the most inclusive, most responsive and most accessible settings to enhance the child or youth and family's school, home and community life.

Persistent means not giving up on, blaming or rejecting children, youth or their families. When faced with challenges or setbacks, everyone continues working toward meeting the needs of the youth and their family, and achieving the goals identified until it is determined that formal coordination of the supports and services are no longer necessary.

Family voice and choice ensures child or youth and family perspectives are intentionally elicited, prioritized and actioned as part of a collaborative practice. Planning is grounded in family members' perspectives, and the individuals involved in the process strive to provide options and choices that reflect the family context, values and preferences.

Culturally responsive practices respect and build upon the values, preferences, beliefs, cultural context, and identity of the child or youth, family and community. The team recognizes these unique attributes as sources of great strength.

Natural supports are individuals drawn from family members' network of personal and community relationships. These individuals are intentionally sought out and encouraged to become active participants in supporting the child or youth and their family.

Individualized means a customized set of strategies, supports and services are developed to support the goals identified for the child or youth and their family.

Strength based practices build on a child or youth's capabilities, knowledge, skills, and assets, to help them develop the resiliency needed to overcome challenges.

Data informed goals and strategies are used to support the child or youth and their family. They are observable, measurable and can be used as indicators of success, to monitor progress and revise supports and services accordingly.

Collaborative Practices based on wraparound principles

Alberta Education prioritized the need for promotion, prevention and intervention strategies that demonstrate effectiveness in providing coordinated and integrated supports and services for children, youth and their families.

Information from an extensive wraparound approach literature review, a comprehensive provincial research project, along with input from teachers, administrators, parents, youth and other education stakeholders contributed to development of 11 principles that are foundational to understanding Alberta's Approach to Collaborative Practices. The 11 principles have been grouped into themes:

- Collaboration
- Shared leadership
- Family voice and choice
- Individualized

Proactive: Promotion, prevention and intervention strategies become part of the school and community culture when school and community leaders, staffs and families:

- honour the strengths, experiences and expertise of all involved,
- focus on the individual child, youth and their family, and
- develop meaningful relationships between the child, youth, family, school and community.