



2G - Using the Public Health Framework to Build a Single System of Support for ALL, Part 1 of 2

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- Topic: Mental Health/Social-Emotional-Behavioral Well-Being
- Keywords: Climate, Social Relationships, Alignment



When Working with your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Session Description

Discover how the public health framework can unify educational and mental health supports into a single, cohesive system. This session will explore strategies, data-informed decision-making, and cross-sector collaboration to promote student well-being, disproportionality, and academic success. Practical approaches to integrating services for a more responsive, prevention-focused support system will be shared.



Learning Objectives

1. Understand how the public health framework is used to develop a system of care
2. Identify strategies for integrating educational and mental health supports into a unified system
3. Explore how partners collaborate to make data-driven decisions
4. Learn how to apply practical approaches to integration



To Foster Connection

We are kind	We acknowledge and appreciate one another We hold ourselves accountable to one another
We are responsible and engaged	We take time to build relationships with ourself & others We welcome, appreciate, & affirm our collective cultural differences We believe others when they share their experiences & feelings
We are Respectful & Affirming	We listen to understand We notice and practice staying out of judgment We stay focused and minimize distractions (e.g. phone/email) We stay curious
We are Physically & Emotionally Safe	We ask for clarity to understand and contribute We invite & make it safe to ask questions & make mistakes

Community Builder- Take notes for later

Community Builder: I see you...

Attribution: Adapted from Brown, B. (2020, March 23). Unlocking Us Podcast Series.

What song do you play when you need a lift? What song do you play when you need to ground or center?

What would be different in your school/district if there was one aligned, single system of support? Who would need to partner to make this happen and why?

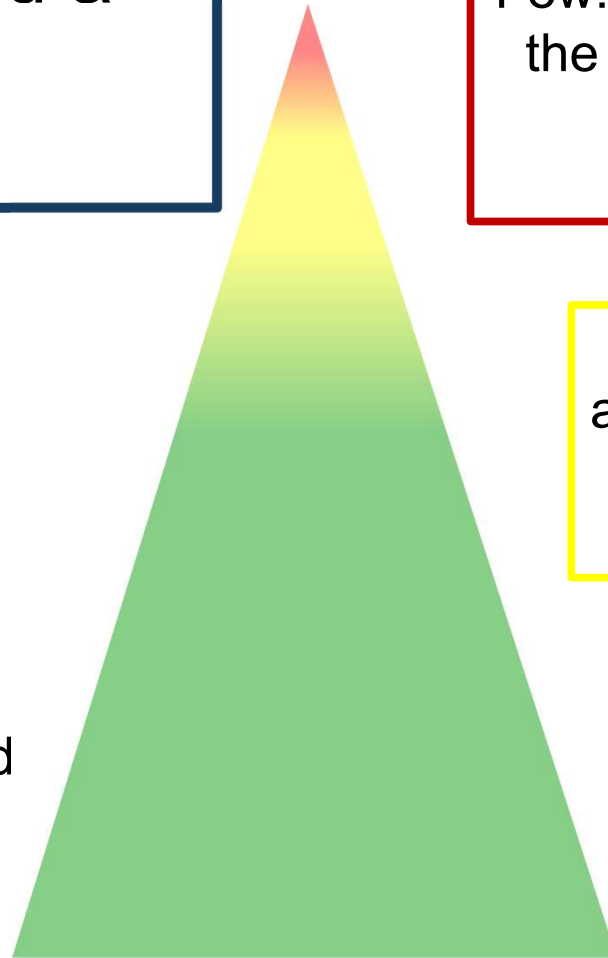
What do you think is the biggest challenge with building an aligned, single system of support? What is the impact if change does not happen?

What was the last thing you spoke gratitude to (e.g., said if to yourself- I am so grateful for____)?

Understand how the public health framework is used to develop a system of care

Using the Public Health Framework to Build a Single System of Support

- Prevention
- Focus on Specific Behaviors across population
- Ensure widespread adoption
- Layered and connected
- Ensure vast majority are healthy- data system and modify as needed

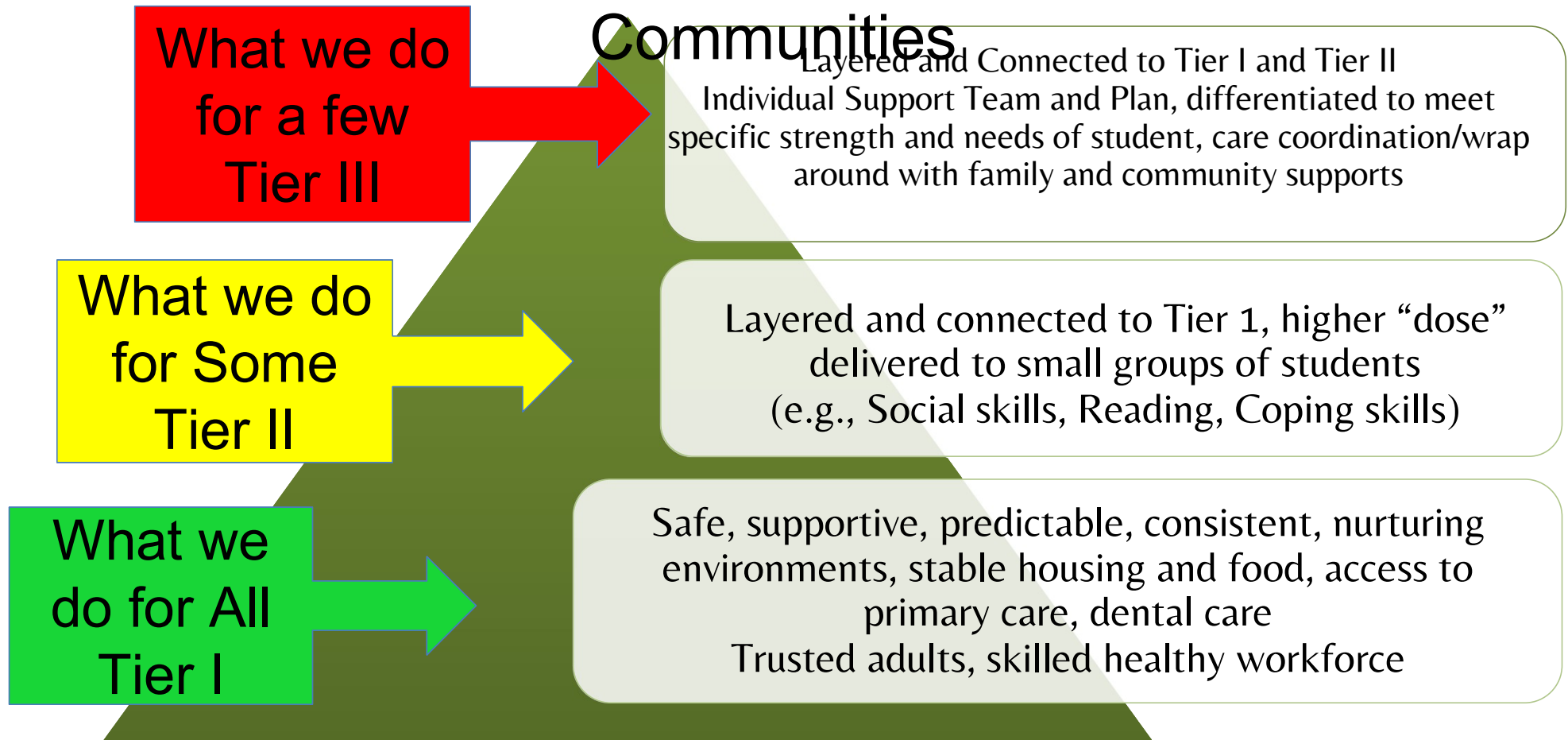


Few: Supports for about 1-5% of the population, most intensive resources

Some: Increased supports and layered/connected to Tier 1 supports for about 10-15% of population

ALL: Population Health (prevention)

Public Health Tiered Logic Model in School Communities



Walker et al (1996) Integrated approaches to preventing

Response to Intervention

- Uncovering strengths and needs in academic skills
- Use of evidence-based curricula
- Explicit instruction
- Increase intensity of supports (i.e. dose & frequency) based on need
- Teams make decisions about what and how to implement to support need (e.g. grade-level)

Academics

Positive Behavior Intervention & Supports

- Uncovering strengths and needs in **social emotional behavioral** skills
- Use of evidence-based curricula
- Explicit instruction **as prevention**
- Increase intensity of supports (i.e. dose & frequency) based on **strength** and need
- Teams make decisions about what and how to implement to support need

Social, Emotional, Behavioral

School Mental Health

- Uncovering strengths and needs in **mental health** skills
- Use of evidence-based **mental health** curricula
- Explicit instruction--**Wellness is a skill too!**
- Increase intensity of supports (i.e. dose & frequency) based on strength and need
- **Expanded team includes youth, family and clinicians making decisions** about what how to implement to support need across all tiers

Mental Health

Single System of Supports



Interconnected Systems Framework (ISF)



- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions (e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.)
- Aligning all SEB related initiatives through one system at the state/regional, district and school level in which education and mental health systems are integrated across tiers of support.
- Moving from co-location to integration of community mental health providers
- A clear plan is developed at the district for integrating mental health and other SEB supports at all buildings based on school AND community data.
- Active participation of Family and Youth is a central feature of ISF.

Identify strategies for integrating educational and mental health supports into a unified system

Community Builder- Let's share

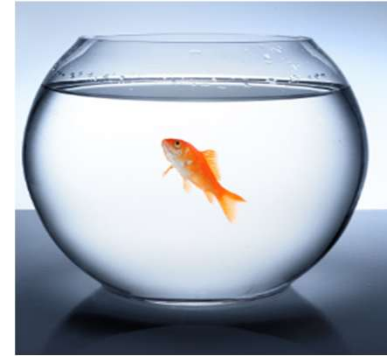
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What do you think is the biggest challenge with building an aligned, single system of support? What is the impact if change does not happen?	

Health is Shaped by Our Environment

How are we using SDOH to develop an integration strategy?



Social Determinants of Health (SDOH) are the non-medical conditions in which children live, learn, and grow, including housing stability, food security, neighborhood safety, transportation, access to health care, parental employment, and social connectedness.

Social Determinants of Health (SDOH): Community and Family Systems

Social and structural factors play a critical role in driving disparate health outcomes. One study estimated that, on average, clinical care impacts only 20 percent of county-level variation in health outcomes, while ***Social Determinants Of Health (SDOH) affect as much as 50 percent of health outcomes.***

Hood CM, Gennuso KP, Swain GR, et al. County Health Rankings: Relationships Between Determinant Factors and Health Outcomes. American Journal of Preventive Medicine. February 2016; 50(2):129-135.
doi:10.1016/j.amepre.2015.08.024

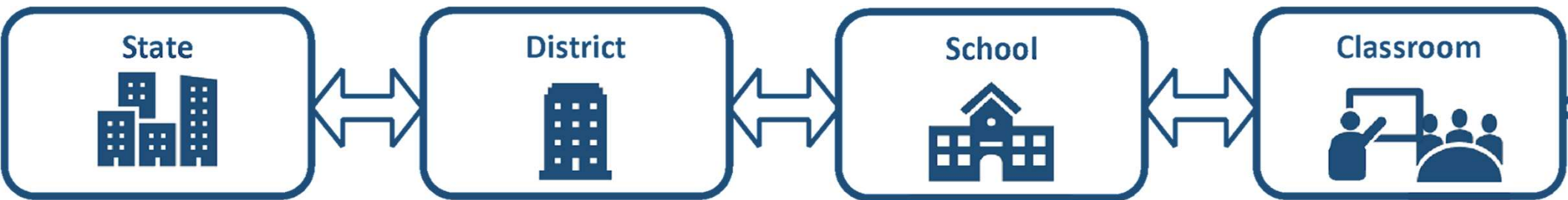
Interconnected Systems Framework (ISF) is a VERB

Interconnected Thinking invites us to “deal with complex problems in a systematic, integrated, and collaborative fashion; working together to deal with issues holistically, rather than simplistically focusing on isolated features.”
(Nguyen& Bosch, 2014)

Synonyms: coordinated, unified, integrated, formed into a whole

The action or intent to work together in a different way...

Strategies for Integration Across the Implementation Cascade



Strategies for Integration Across Youth Serving Agencies *WITH* Families and Youth



ISF Installation Guide: The How of the Work

ISF District Leadership Installation Guide

Purpose: This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

Step 1: Establish a District/Community Executive Leadership Team			
Tasks	Installation Activities	Action Needed:	By Who? By When?
Representative DCLT team identified. • Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports. • Present concerning data and needs to those with authority and propose a way of working.	• Assess current teaming structures. Identify need for new team or expansion of existing team		
	• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.		
	• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)		
Guiding Questions: • Which voices with social-emotional-behavioral health expertise within school system could benefit this team? • Which voices of mental health, juvenile justice, core service agency partners could benefit this team? • In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?			



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https://drive.google.com/file/d/11bnlZ_lvj5NuviGAJmrQWdo66QgJ5Ryx/view

District/Community Installation Guide

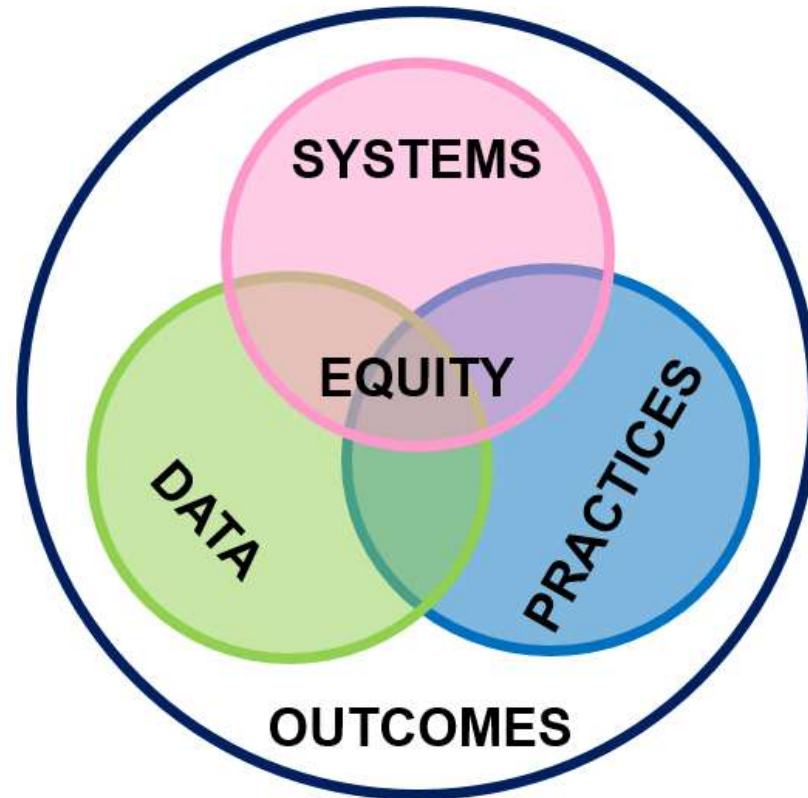
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Step 2: Assess the Current Status of Mental Health and PBIS Systems in the District	
Tasks	Installation Activities
2a: Assessing current system structures using the PBIS Implementation Blueprint Identifies need and establishes priority for organizational structures needed to support an ISF (e.g. policy, funding, professional development).	- Complete the PBIS District Systems Fidelity Inventory (DSFI) - Or State Teams - PBIS State Systems Fidelity Inventory (SSFI) - Identify system structure changes required to shift towards an integrated approach.
2b: Conduct a review of current initiatives Identifying and assessing fidelity and outcomes of initiatives with focus on alignment and to ensure efficient utilization of resources	- Use the ISF Initiative Inventory to identify all social-emotional-behavioral related initiatives or programs - Organize, align, and eliminate initiatives based upon overlap, effectiveness, relevance, and fidelity - Develop a schedule for ongoing review of related initiatives (e.g., quarterly, twice annually)

What are some tools to support unifying or interconnecting systems?

- Resource Map- what are we doing? Too much? Right match? Any gaps in support? Alignment and integration of initiatives?
- Teaming Structures- how are we organized? Too many? Duplicates?
- Role Clarity for staff, support personnel, community resources
- Communication Plan- Who does what? Who needs what information when?

**Our most under-
utilized tool to
guide alignment...**



Resource Map for Tier 1

What practices/programs/initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes & fidelity evaluated?	How do students enter & exit?
Every Student is Known	All students	All staff matched w/ Ss	Google Student roster doc to progress monitor	N/A
SW Expectations defined, taught, pre-correction, feedback to acknowledge & correct/respond provided	All students	All staff	TFI (2x/yr); Informal surveys, Observations	N/A
Morning Meetings	All students	Classroom Teachers	Checklist submitted weekly	N/A
Second Step	All students	Collab-Ts and Counselor; Embedded in lesson plans	Lesson Plans reviewed in PLCs; Student behavior	N/A
Positive Door Greetings (PDG) to support Belonging	All students	All staff; PBIS team facilitates	Attendance; Progress Monitor by students	N/A
6 Key Positive Behavior Classroom Practices for positive, predictable, preventative climates	All students	All classroom teachers	T1 Data, Learning Walks	N/A

Resource Map for Tier 2				
What practices/programs/initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes & fidelity evaluated?	How do students enter & exit?
Check-In Check Out (CICO)	Students with low level behaviors, attendance issues, perceived internalizing behaviors	School Counselor Coordinator; CICO Facilitators; Staff	Student behavior data, DPR to progress monitor, CICO FIM-fidelity, Social Validity	Entry: 2 ODRs, 4 BOFs, 3 unexcused absences, staff/family/student nomination Exit: avg 80% points earned over 4 weeks
Check-In Check Out - Modified	Students needing support in addition to CICO	School Counselor Coordinator; CICO Facilitators; Staff	Student behavior data, DPR to progress monitor, TFI and CICO FIM-fidelity, Social Validity	Entry: Lack of progress with CICO w/in 2 weeks Exit: Avg 80% points earned over 4 weeks
Social Emotional Behavioral Groups (social skills)	Students needing addtl support with SEB (Second Step Curriculum, Matrix)	School Counselors; Peer Mentors; School Psychs (CBT groups); Staff	DPR to progress monitor, Social Validity, Originator of Request	Originator of Request for Assistance (S,T,F); Exit: Avg 80% points earned over 4 weeks

Resource Map for Tier 3

What practices/ programs/ initiatives are in place?	Who receives support?	Who are the providers?	How is progress monitored? How are outcomes & fidelity evaluated?	How do students enter & exit?
Informal & Comprehensive FBA/BIP	Students we are not responding to with T1 and T2 supports; Students with need for individualized support	School Counselor Coordinator; Student Centered Teams; Staff	Student behavior data, DPR to progress monitor, Social Validity	Entry: 6+ ODRs, 4 BOFs, 3 unexcused absences, staff/family/student nomination Exit: avg 80% points earned over 4 weeks
Wrap around	Students we are not responding to with T1 and T2 or FBA/BIP alone; Students with need for individualized support	School Counselor Coordinator; Student Centered Team most likely including Community Supports; Staff	Student behavior data, DPR to progress monitor, Daily Check-in, Social Validity	Entry: 6+ ODRs, 4 BOFs, 3 unexcused absences, staff/family/student nomination Exit: avg 80% points earned over 4 weeks

**Invest in a District
Community Leadership
Team
Unit of Transformation**

Strategy in Teaming and Data Informed Implementation

- Deliberate with team member selection
- Developed a shared understanding of purpose, professional roles and common language, common approach
- Expertise representation - utilizing expertise among roles
- Admin participation to move work forward and to show local commitment
- Data central to effort (inform and celebrate)

Example: Explicitly connecting to the Strategic Plan at District and School

Well-Being

Students learn best when compassion, empathy and respect are central to relationships. Everyone faces barriers and struggles. What's important is how students use adversity to find themselves, become well-rounded and support each other. Schools must nurture welcoming environments, provide opportunities for students to build relationships and offer resources that support student mental health.

Students learn best when surrounded by supportive and supported staff. Guiding youth through a transformative part of their life is a rewarding and challenging role. Providing staff the tools and the support they need to be there for students is critical.



Focus Areas

■ Mental Health Supports

- Addition of mental health support staff at schools
- Implementation of universal tele-therapy services for students
- Continued offering of parent support opportunities

■ Nurturing Resource Networks

- Leveraging of student support partners

■ Extracurricular Activities & Athletics

- Expand opportunities for student participation in activities and athletics to promote belonging
- Identify additional student activities that meet the needs of students

■ Staff Supports

- Enhancement and promotion of staff support and mental health resources
- Implementation of staff training focused on supporting social-emotional learning and addressing adverse student experiences

Progress Benchmarks

- ✓ Percentage of staff feeling supported and satisfied as an employee.
- ✓ Percentage of students that report a sense of belonging.
- ✓ Percentage of students avoiding chronic absenteeism.
- ✓ Percentage of students engaged in at least one extracurricular activity or sport.

➔ Coming Spring 2023:
RSD's Data Dashboard

Progress Benchmarks

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➔ Coming Spring 2023:
RSD's Data Dashboard

Current Teams
Doing Great work,
but....

Mental
Health

District
Equity
Team

SEL Team

District
PBIS
Leadershi

Superintend
ent and
Admin

Climate
and
Culture
Workgrou

UDL

Teaching
and
Learning

Midtown
Community
Partners

Restorativ
e
Practices

District
Whole
Child

District
MTSS
Leadershi
p Team

Suicide
Prevention
Planning
To

Threat
Assessment

Safety
Committee

District
Discipline
Team

Attendanc
e Team

Inclusion
Committe
e

Cabinet

Superintendent, Assistant Superintendents, Executive Directors



Executive Functions

District Community Leadership Team

Assistant Superintendents, Executive Directors, Community Partners (Agency, Families, Students, First Responders)

Directors, Wellness Coordinators

WELLBEING-ACADEMIC SUCCESS-SAFETY-COMMUNITY
ENGAGEMENT-ACCOUNTABILITY

Elementary
Implementation Team

Secondary
Implementation Team

- Workgroup 1: SEL Adoption (Wellbeing)
- Workgroup 2: Data Dashboard (Accountability)
- Workgroup 3: Threat Assessment (Safety)
- Workgroup 4: ESA roles and functions (Wellbeing)

Midtown School District Goal 1: Creating a Culture of Wellness

Indicators of Success	Measure	Considerations
20% annual increase in number of building level staff who report feeling supported by school and district leaders. (Goal of 100% by 2025)	Climate Survey	
20 % annual increase in number of staff who report positive job satisfaction (Goal 100% by 2025)	Professional Quality of Life	
20% annual increase in number of staff who report they have skills and competencies to manage student SEBA needs by March 2024. (70% by March 2023)		
Increase Staff Retention Rate by 20% by March 2023		
20% annual increase in number of of students who report feeling a sense of belonging by April 2023.	Climate Survey	
20% of students can identify trusted adult at school by December 2022.	Climate Survey, TFI walk through	How do we build capacity to do walk throughs?
80% of students are connected to social club/activity by March 2023, 100% by March 2024.	Club Roster	How do we add more clubs, how much will it cost?
10% decrease in students in elevated and highly elevated risk range between Fall and Spring SY 2022-23.	BIMAS	How much does it cost to install a screener responsibility? Cost of instrument, staff to respond
All schools report 70% fidelity of PBIS implementation indicating a consistent, positive, predictable SW environment by March 2024. (current rate is 50% of schools with 70%)	Tiered Fidelity Inventory/SET	How do we scale PBIS? What is the cost of training and coaching?
Decrease use in exclusionary discipline by 30% by March 2025, 50% by March 2026.	SWIS	
Risk Ratio= 1 across all race and ability subgroups by March 2026.	SWIS	
Attendance rates increase across all subgroups by 2% by March 2023 (comparison to	Attendance Rates	

Multisolver
**when a solution that can address or
solve multiple problems or challenges
across various domains or contexts.**

What is the smallest change that will
lead to the biggest impact?

Slide Title



Improved Student Outcomes

academic achievement

(Angus & Nelson, 2021; Horner et al., 2009; Lassen et al., 2006; Nelson et al., 2002)

prosocial behavior

(Metzler et al., 2001; Nelson et al., 2002)

attendance

(Flannery et al., 2020; Freeman et al., 2015*)*

emotional regulation

(Bradshaw, Waasdorp, & Leaf, 2012)

reduced bullying behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of drug/alcohol use

(Bastable et al., 2015; Bradshaw et al., 2012)*

social & academic outcomes for SWDs

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)



Reduced Exclusionary Discipline

office discipline referrals

(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Bradshaw et al., 2021
Elrod et al., 2022*; Flannery et al., 2014*; Freeman et al., 2015*; Horner et al., 2005;
Horner et al., 2009; Metzler et al., 2001; Nelson et al., 2002; Solomon et al., 2012)*

suspensions

(Bradshaw, Mitchell, & Leaf, 2010; Freeman et al., 2015; *Gage et al., 2018; Gage et al., 2019; Nelson, 1996; Nelson et al., 2002; Solomon et al., 2012)*

restraint and seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

racial inequities

*(Fox et al., 2021; Gion et al., 2022; McIntosh et al., 2018; McIntosh et al., 2021a;
McIntosh et al., 2021b; Muldrew & Miller, 2021; Payno-Simmons, 2021; Swain-Bradway et al., 2019)*



Improved Teacher Outcomes

teacher efficacy & well-being

(Kelm & McIntosh, 2012; Ross & Horner, 2006; Ross, Romer, & Horner, 2012)

teacher-student relationships

(Condliffe et al., 2022)

student engagement & instructional time

(Algozzine & Algozzine, 2007; Condliffe et al., 2022; Flannery et al., 2020)*

school culture & organizational health

(Bradshaw et al., 2008; Bradshaw et al., 2009; McIntosh et al., 2021; Meng et al., 2016)

climate & safety

(Elrod et al., 2022; Horner et al., 2009; McIntosh et al., 2021)*

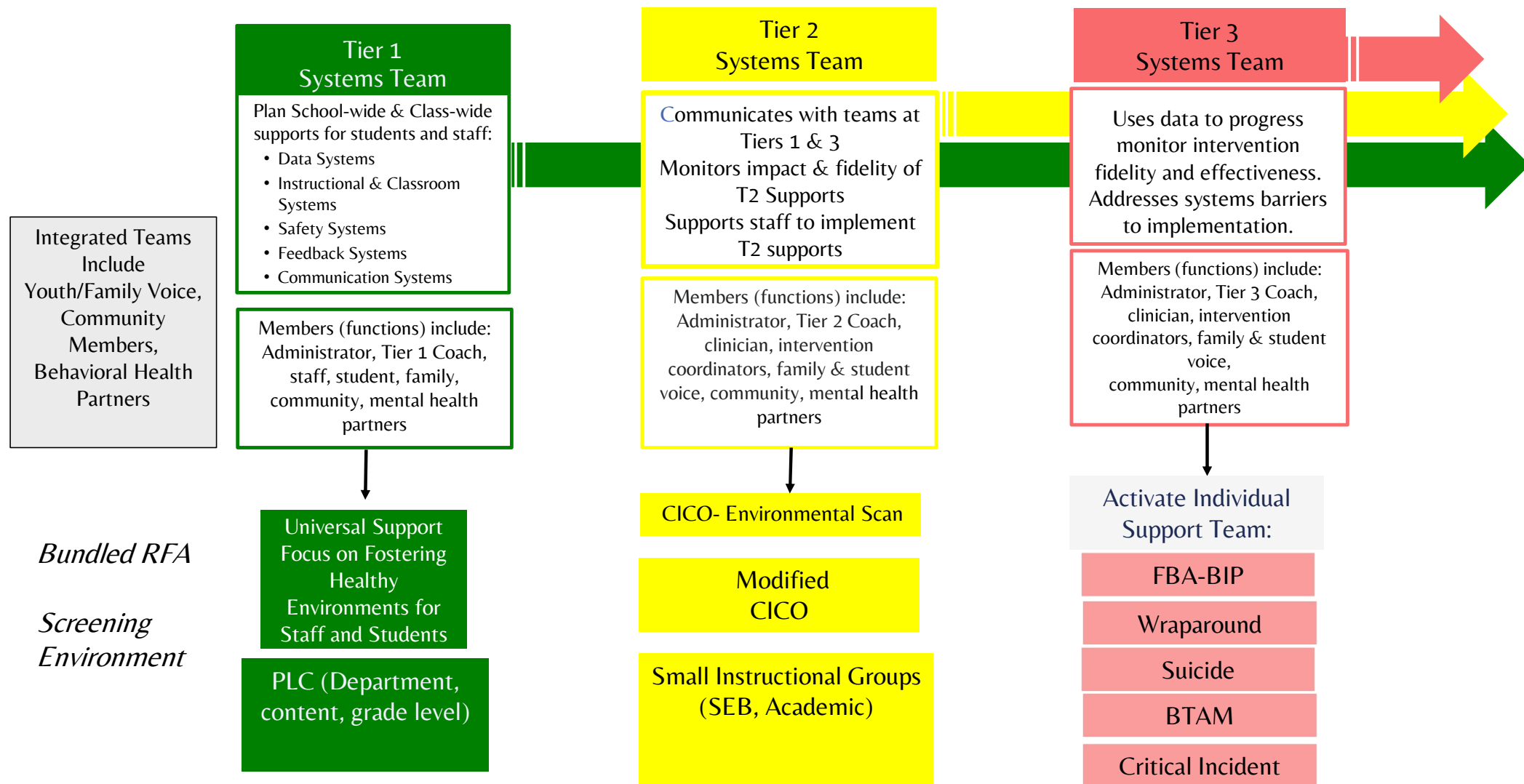
When Implementing Positive Behavior Interventions and Supports (PBIS) with Fidelity

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Replicate at the school level

Organizing Single Set of Teams, NOT creating another silo



How does your Communication Plan currently serve your organization?

What would be different if you worked to enhance your current communication plan?



Communication Plan Template

The purpose of the Communication Plan is to identify and authentically engage with an organization's diverse stakeholders. A carefully crafted plan allows for sharing of information with staff, families, students, and relevant community entities. It seeks to celebrate successes, inform, prevent misunderstandings to reduce barriers, and build the collective commitment of the organization's diverse stakeholders. It facilitates gathering of valuable input and expertise for continuous quality improvement. A carefully designed and used Communication Plan validates how stakeholders are included in the development of the organizations implementation capacity for systemic change "so everyone can see they have a role to play."

[illegible]

Integrating at the Classroom Level

Alignment and integration happen above the level of implementation

District

Changing Role of “Clinicians”:
Support educators to teach
social emotional behavioral
skills

MOUs with other youth serving
agencies to allow for indirect
services in addition to direct
services

School

Leadership teams that progress
monitor health of systems across
tiers

Teacher teams that support
collaboration

- Lesson plans that include instruction and support for academic and social emotional behavioral (SEB) skills
- Lesson plans supporting habit building and generalization of skills for students

Explore how partners collaborate to make data-driven decisions & Learn how to apply practical approaches to integration

**How do we get there?
Teaming...**

A Strong Foundation for Data Driven Routines

Team Initiated Problem Solving (TIPS)

**A structure to build healthy, productive
teams**

A Way of Work (WoW)

Outcomes associated with use of TIPS

- Greater growth with problem solving, decision-making practices, meeting outcomes (Horner, Newton, Todd, Algozzine, Algozzine, Cusumano, & Preston, 2018)
- Greater implementation fidelity with team problem solving process (Newton, Horner, Algozzine, Todd, & Algozzine, 2012)

Team-Initiated Problem-Solving Process (TIPS)

<https://www.pbis.org/topics/data-based-decision-making>

Tier 1

[INSERT LOGO HERE]

TIPS Meeting Minutes Guide

School:

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)							

Today's Agenda Items:				Agenda Items for Next Meeting			
1.				4.			
2.				5.			
3.				6.			

Systems Overview

Overall Status Tier/Content Area	Measure Used	Data Collection Schedule	Current Level/Rate

Problem Solving Process

Date of Initial Meeting:				Date(s) of Review Meetings		
Brief Problem Description (e.g., student name, group identifier, brief item description):						
Precise Problem Statement <i>What? When? Where? Who? Why? How Often?</i>	Goal and Timeline <i>What? By When?</i>	Solution Actions <i>By Who? By When?</i>	Identify Fidelity and Outcome Data <i>What? When? Who?</i>	IMPLEMENTATION STATUS	Did it work? <i>(Review current levels and compare to goal)</i>	
					Fidelity Data: Level of Implementation ☐ Not started ☐ Partial implementation ☐ Implemented with fidelity ☐ Stopped Notes:	Outcome Data (Current Levels): Comparison to Goal ☐ Worse ☐ No Change ☐ Improved but not to goal ☐ Goal met Notes:
Current Levels:					Next Steps ☐ Continue current plan ☐ Modify plan ☐ Discontinue plan ☐ Other Notes:	

Notes:

Team Initiated
Problem Solving
(TIPS)
Resources
(Tiers 2 & 3)

Tier 2 (CICO) Coordination Team Meeting Minutes

School:

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

[illegible]

Today's Agenda Items (Place "X" to left of item after completed):

1.	Review Agenda and Suggested Times (? min.)	5.	CICO System Problem Solving & Action Planning (? min.)	Agenda Items for Next Meeting 1. _____ 2. _____ 3. _____
2.	Celebrations	6.	Evaluation of Team Meeting (? min.)	
3.	CICO Intervention Summary (? min.)	7.		
4.	Decision Rules and Sources for New referrals to CICO team (? min.)	8.		

CICO Intervention Summary (Completed by CICO Coordinator/Data Analyst)

Tier 2 Implementation Fidelity Check - Tiered Fidelity Inventory (TFI) – Tier 2 section

Date of last assessment: _____ Tier 2 Implementation _____ % Next Check: _____ Tier 2 Date _____

Population Data:

Total School Population as of Oct 1: _____ #
Total # students currently receiving Tier 2 CICO supports _____ # Percentage of students currently receiving Tier 2 CICO supports: _____ %

CICO Progress Monitoring:

Data-Based Decision Rule for
“responding” to CICO:

Number/Percent of students by status since last review:

Students Meeting Goal	#	%	Students Not Meeting Goal	#	%	Students Fading to self-management	#	%
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Decision Rules and Source for New Referrals to CICO (Completed by CICO Coordinator)

Possible sources: *SWIS data (minor and major), Request for Assistance form. Other (family or student nomination)*

Standard procedure: Referral, assessment, determination within 48-72 hours (insert your timeframe), parent/student notification, parent/student introduction, begin CICO

Where are referrals being generated (how many from SWIS Data, RFA, Other-Family/Student Nomination)?

Referral Source	Decision Rule (2 ODRs within a 2 month period; 6 classroom-managed incidents _{.....})
SWIS Data	
Request for Assistance	
Other:	

Team Initiated Problem Solving (TIPS) Resources (Tiers 2 & 3)

Tiers 2 & 3 (Intervention Team) TIPS Meeting Minutes

School: **Sample ELEMENTARY SCHOOL**

Meetings	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Tier 2 (CICO) Data Analyst	Tier 3 (ISIS-SWIS) Data Analyst
Today's Meeting	3-19-2025	2:30-3:15	FLES	Kim	Joe	Maggie	Kim - Joe
Next Meeting	4-21-2025	2:30-3:15	FLES	Joe	Leanne	Maggie	Kim - Joe

X	Joe	X	Kim	Crystal	X	Dawn	X	Maggie
X	Leanne	X	Lauren					

Today's Agenda Items (Place "X" to left of item after completed):

1	X	Review Agenda (5 min.)	6.	X	ISIS-SWIS Data Analyst Report (5 min.)	Agenda Items for Next Meeting	
2	X	CICO Data Analyst Report (5 min.)	7.	X	Tier 3 Problem Solv. & Act. Planning (10 min.)		
3	X	Tier 2 Problem Solving & Action Planning (10 min.) ** TFI for Tier 2	8.		Tier 3 Fading and Exit (5 min.)	1.	Review CICO student data
4		Tier 2 Fading and Exit (5 min.)	9.	X	Tier 3 New Referrals (5 min.)	2.	Review TFI for Tier 3
5	X	Tier 2 New Referrals (5 min.)	10.		Sys. Updates & Gen. Info/Issues (5 min.)	3.	
						4.	

Tier 2/3 School-Wide Summary

Tier 2 & Tier 3 Implementation Fidelity Check - Tiered Fidelity Inventory (TFI) – Tier 2 and Tier 3 sections

Current Status: Tier 2 Implementation 100 % Tier 3 Implementation Initiate d/develo ping %

Next Check: Tier 2 Date Today! Tier 3 Date March 21, 25

Total students receiving Tier 2 behavioral supports 35

Percentage of students receiving Tier 2 behavioral supports 15 %

Number of students by status:

Starting 35	Meeting Goal	All progressing	Not Meeting Goal	Fading to self-management	N/A 5x prior to fading small
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Team Initiated Problem Solving (TIPS) Resources (Tiers 2 & 3)

Item 3. Tier 2 (CICO) Problem Solving & Action Planning

Possible problems: fidelity, intervention/function mismatch, intervention needs to be modified

Possible decisions: meet with teacher, change intervention, conduct FBA

Student	Grade	IEP Y/N	Identified Problems & Supporting Data <i>Based on Student Support Team decision rules</i>	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Fidelity of Implementatio n	Outcomes/Updates
K.	5	Y	CICO (disrespecting peers, threatening language)	CICO Pride Card daily goals	IEP case manager	ongoing	Continue despite meeting goal due to inconsistencies	Daily PRIDE CARDS CICO	Continue CICO person to Deede C.; Very motivated to collect points
J.	K	Y	IEP now, mild physical aggression	CICO Pride Card daily Qualified for IEP	Classroom teacher	ongoing	80% behaviors 4/21/2024	Daily PRIDE Cards CICO	80+% consistently, continue at teacher request for continuity
K.	1	N	Follow teacher instructions Complete work on time Listening to teachers.	CICO Pride Card daily	Classroom teacher, School Counselor	4-21-25	72% by 4/21/25	Daily PRIDE Cards CICO	Goal met 50%; continue
M.	2	N	Complete work Use kind words Be respectful (quiet in class) blurting out	CICO Pride Card daily goals	Classroom teacher, School Counselor, Principal	4-21-25	26/36=72%	Daily PRIDE Cards CICO	Started IDEA eval; at 56%; continue
Z	5	Y	Prepared with materials, start on time, submit/complete work	Add mid-day check-in	Admin, Counselor	4-15-25 (5 th Field Trip)	83%	Daily PRIDE Cards CICO	0% due to him hiding/losing his folder and leaving at home

Item 4. Tier 2 (CICO) Fading & Exit/Graduation

 Exit may occur if intervention is a mismatch or when self-management goals have been met for 4+ weeks.

Student	Grade	IEP Y/N	Supporting Data <i>Based on Student Support Team decision rules</i>	Fade/Exit	Response Actions & Next Steps	Who?	By When?
R	3		CICO DPR; Discipline Data, Interview with S and Family	Fade	Fade routine- communicate with student, family, staff plan and expectations	CICO Coord	End of Week for next week start date

Team Initiated Problem Solving (TIPS) Resources (Tiers 2 & 3)

Item 6. Tier 3 (Individualized) Problem Solving & Action Planning

All decisions should align with the individual Student Support Team's decision rules and recommendations.

Student	Grade	IEP Y/N	Identified Problems & Supporting Data <i>Based on Student Support Team decision rules</i>	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Fidelity of Implementation	Outcomes/ Updates
King S.	K	Y	Continue to monitor efficacy of token board implementation by SPED	Monitor	K. Smith; J Scott	1x per month	See IEP	SPED docs that include BSP from FBA	Some improvement; SPED added Social Skills

Item 7. Tier 3 (Individualized) Fading & Exit/Graduation

All decisions should align with the individual Student Support Team's decision rules and recommendations.

Student	Grade	IEP Y/N	Supporting Data <i>Based on Student Support Team decision rules</i>	Fade/Exit	Response Actions & Next Steps	Who?	By When?
N/A							

Item 8. Tier 3 (Individual) New Referrals

Possible sources: SWIS data, teacher nomination, Request for Assistance form

Standard procedure: Referral, family contact, functional assessment determination, Student Support Team defined, support plan developed, implementation

Student	Grade	Teacher	IEP Y/N	Referral Date	Referral Source & Relevant Information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Fidelity of Implementation	Outcomes/ Updates
Maddy O	2	*	Full Eval under IDEA	Continue support plan	Becky Clark, Joe Scott, Kim Smith	65 days	Continue CICO with see data above	Align T3 with SPED docs	TBD	Maddy O	2

Item 6. Tier 3 (Individualized) Problem Solving & Action Planning

All decisions should align with the individual Student Support Team's decision rules and recommendations.

Student	Grade	IEP Y/N	Identified Problems & Supporting Data <i>Based on Student Support Team decision rules</i>	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Fidelity of Implementation	Outcomes/ Updates
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All decisions should align with the individual Student Support Team's decision rules and recommendations.

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N/A							

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Student	Grade	Teacher	IEP Y/N	Referral Date	Referral Source & Relevant Information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Fidelity of Implementation	Outcomes/ Updates
Maddy O	2	*	Full Eval under IDEA	Continue support plan	Becky Clark, Joe Scott, Kim Smith	65 days	Continue CICO with see data above	Align T3 with SPED docs	TBD	Maddy O	2

Tiers 2 & 3 (TIPS) Coordination Team Meeting Minutes Form adapted from TIPS II Meeting Minutes Form, Todd, et al. (2014)

Item 10. Systems Updates and General Information/Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Upcoming Review 3/21/2025	Gather materials (FBA/BIP)	Kim	3-21-25

Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of teaching whether we are completing the tasks we agreed upon at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed upon at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?

If none of our ratings are "Yes, So-So" or "No," what can we do to improve things?

	Our Rating	
Yes	So-So	No
X		
X		
X		
X		

What questions do you
have?

sbbarrett1114@gmail.com

kimberlyyanek@gmail.com

Please Complete this Session's Evaluation

10/22

2G – Using the Public Health Framework to Build a Single System of Support for ALL

Four options, pick one!

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