



ICBT Decision Matrix

Initial Concern

A Student's Behavior is Disruptive to Their Learning and/or to the Learning of Others

Classroom-Level Supports (All/Some)

5 Dimensions of Teaching & Learning

7 Components of Inclusive & Equitable Learning Communities

Clear Expectations	Teaching Social-Emotional Skills	Physical Spaces/Seating
Engagement Strategies	Accessible Academic Tasks	Relationships
Peer Supports	Rituals, Routines, Recognition	Visual Supports

Building-Level Interventions (Some/Few)

Check-In/Check-Out	Peer Supports/Groups/Activities	Data Gathering/Observation
Schedule Changes	Mental Health Referral	FBA/BSP
Partnership w/Parents	IEP Team (if SPED)	Child Study/SPED Eval
Leadership Opportunities	Preferred Activities	Sensory Supports
Teaching Executive Function Skills	Restorative Practices	Connection with Preferred Adults

Student Behavior is at a Crisis Level

Typical processes and interventions have not been sufficient to support the team in stabilizing the student's behavioral needs
Behavior is having a significant impact on students and staff

Consultation with Building/District Specialists

Principal and Teachers consult with Counselor, School Psych, SPED IC, OT/PT
Review Classroom-level and Building-level supports

Student Behavior is still at a Crisis Level

Behavior continues to have a significant impact on students and staff

Principal Contacts Student Services Administrator

Questions to Consider:

- What are the **student's strengths**? How will these strengths help us move forward?
- What is the **problem behavior** that the student is presenting?
- What is the **frequency** and **duration** of the problem behavior?
- In what **contexts** do we see the problem behavior?
- What **triggers** or **antecedents** have we identified?
- What **intervention strategies** are in place?
- What **accommodations/modifications** are in place?
- What has the **teaming process** looked like and how has that process involved all team members (gen ed, office staff, student, family)?
- What **capacity** do we want to build?



ICBT Guiding Principles

- **School teams have the capacity** and the desire to meet the unique and diverse needs of all learners – sometimes school teams need temporary support to help extend their capacity in response to new or complex student needs
- **Capacity building is an investment** in the effectiveness and future sustainability of a school team
- **Relationships are powerful** – school teams know their students well, and ongoing support for social-emotional learning happens best in a context with familiar adults
- As part of our professional learning, we all benefit from **additional perspectives** – Growth Mindset
- **Adult staff have their own emotional responses** when we are working with students who present with complex behaviors
- Complex student behaviors affect other students and staff in the classroom and the school – **we are all committed to a safe learning community** for all students & staff

ICBT Services/Roles

- Observation & Data-Gathering – Identifying Lagging Skills
- Collaborative facilitation of team processes for data analysis, instruction and behavior support (FBA, etc.)
- Modeling/Training for specific interventions/structures (CPI, Collaborative Problem Solving, Trauma-Informed Practices, Restorative Circles)
- Support for school leadership team (communication w/staff & parents)
- Creating documents, visual supports, observation/data-gathering tools
- Roving substitute to release staff to plan for behavior support
- Check-in/Social-Emotional Support for Staff

ICBT Logistics

- 2-4 Specialists (Psych, SPED IC, Student Support & Outreach Specialist, etc.)
- 2-4 Days
- Team Leader identified as primary contact for principal
- Full Staff meeting on first morning to introduce process
- Follow-up communication (or mtg) to develop action plan with school team
- Team Leader returns after 1-2 weeks to review data with school team

Possible Outcomes of ICBT

- Student develops skills to regulate behavior and engage in classroom community
- School team develops capacity to support students with challenging behavior
- Increased collaboration within school team (collective efficacy)
- Additional staff training (CPI, Collaborative Problem Solving, Restorative Practices)
- School team has new tools for supporting student (data gathering, visual supports)
- Increased student voice
- Increased collaboration with parents