

Do the Pieces Actually Work Together?

System Around the Child Map

A strong student-support system isn't defined by how many programs it has — but by whether a student can move from need to support without getting lost.

START WITH ONE STUDENT JOURNEY

What first signaled a possible need? Choose one (de-identified) student who moved — or should have moved — through your system. Trace what actually happens, not what policy says.

	IDENTIFY	PREVENT / SUPPORT*	RESPOND	CONNECT	MONITOR / IMPROVE
PEOPLE	Who notices or receives the concern? _____ _____	Which adults already support this student? _____ _____	Who reviews and helps decide next steps? _____ _____	Who helps the family understand the referral? _____ _____	Who reconvenes to review progress? _____ _____
PROCESS	How does a concern enter the pathway? _____ _____	What universal routines should this student experience? _____ _____	How is targeted support selected and reviewed? _____ _____	Is there a clear referral pathway? _____ _____	When is progress reviewed? _____ _____
SUPPORTS	What happens immediately in the student's environment? _____ _____	What Tier 1 conditions and skills are available? _____ _____	What targeted supports are available? _____ _____	Is the external resource a realistic fit? _____ _____	Continue, adjust, step down, intensify, or reconnect? _____ _____
DATA / INFO	What information helps us understand the concern? _____ _____	How do we know students experience these supports? _____ _____	What goal/progress data tells us it's helping? _____ _____	Do we know current eligibility and access? _____ _____	What tells us the student is improving? _____ _____
STUDENT / FAMILY / PARTNERS	Is student/family perspective incorporated? _____ _____	How does student/family experience inform this? _____ _____	How is the student/family appropriately involved? _____ _____	Are community relationships current and usable? _____ _____	What feedback informs the next decision? _____ _____
OWNERSHIP	Who ensures the concern gets reviewed? _____ _____	Who monitors whether supports are implemented? _____ _____	Who owns the next action? _____ _____	Who owns school-side follow-through? _____ _____	Who ensures the next decision happens? _____ _____

EQUIP — CROSS CUTTING, NOT A STAGE:

Role clarity Practical capacity Escalation pathway Consultation Organizational support

Are we asking an individual adult to compensate for something the system hasn't built?

⚠ POTENTIAL IMMEDIATE SAFETY CONCERN? Follow established district crisis/safety procedures immediately. Do not wait for the ordinary process.

CIRCLE THE FIRST PLACE THE PATHWAY BREAKS.

Not every weakness — the first point where this student's journey became unviable.

☐ NO CLEAR PERSON ☐ NO CLEAR PROCESS ☐ SUPPORT UNAVAILABLE ☐ INFORMATION UNUSABLE ☐ CONNECTION FAILED ☐ NO ONE OWNED IT

☐ OTHER: _____

ONE CONNECTION WE WILL STRENGTHEN

The break we identified: _____ One change we will make: _____

What should connect more reliably? _____ → _____

WHO OWNS IT? _____

BY WHEN? _____

HOW WILL WE KNOW THE CONNECTION IS STRONGER? _____

THE CHILD SHOULD NOT HAVE TO HOLD THE SYSTEM TOGETHER.

The adults, processes, supports, information, and partnerships around them should.

MAKE IT VISIBLE → FIND THE BREAK → STRENGTHEN THE CONNECTION → TEST AGAIN

Don't redesign the entire system today. Strengthen the first broken connection. Then test the pathway again.

GROUNDING IN: NCSMH Foundations of Comprehensive School Mental Health Systems • NCSMH Quality Guides (Teaming, Resource Mapping) • SAMHSA Project AWARE • Illinois RSSI

** Prevent/Support (Tier 1) continues across every stage — it doesn't end once a student needs more. This is a practical synthesis tool, not an official ISBE model. Most cells are discussed aloud; only the break and the one connection to strengthen require writing.*