Delaware Strategy for Social, Emotional and Behavioral Wellbeing

The Delaware Department of Education (DDOE) Mission Statement

The mission of the Delaware Department of Education (DDOE) is to empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services. Our instructional vision is that every student in Delaware will leave school ready for college, career, and life. Our students must be physically and emotionally present and ready to learn.

Key Strategies

The ESSER II funds under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act provide an opportunity to support our districts and schools to coordinate strategic systems that meet the social, emotional, and behavioral (SEB) needs of their students. Thus, this plan is built on the logic that SEB practices require multi-tiered systems to support implementation. It is recognized that each district/school is in a different place in its implementation and understanding of Multi-Tiered Systems of Support (MTSS). We also recognize that awareness about the supportive services/opportunities that are available varies. Additionally, this plan explicitly braids multiple funding sources and initiatives for effectiveness and sustainability. This is a dynamic plan and will be updated in response to implementation and as additional supports are identified. To that end, DDOE's plan provides 2 key strategies:

1. A differentiated array of available SEB resources and supports with multiple entry points for each district/school to access opportunities as they build their Multi-Tiered Systems of Support.
2. Strategies based on implementation science to guide districts/schools to identify their strengths and needs and install evidence based practices.

Key Components

The ESSER II funds will be used strategically to deliver an array of foundational SEB resources and supports to guide districts/schools through exploration, installation and implementation stages. In turn, districts/schools will work to:

- Install and sustain effective multi-tiered systems that support the social, emotional and behavioral wellbeing of all students
- Align related social, emotional and behavioral initiatives and resources for greater impact
- Implement high-quality social, emotional and behavioral (SEB) instructional materials at each tier of support
- Use multiple sources of data (e.g., universal screening data, progress monitoring data, implementation data) to identify and respond to SEB needs across the tiers of support
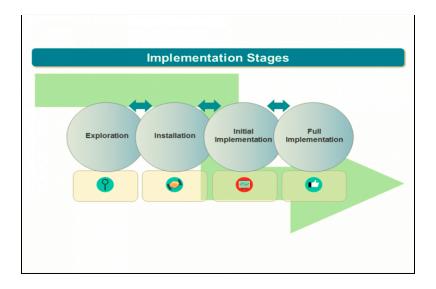- Ensure equitable access for each student

Expected Student Outcomes

Despite the pandemic's disruption to students' experiences in school this year, teachers, school leaders, and school support staff continue to provide students with opportunities to learn while also caring for students' physical, social, and emotional needs. The key components outlined within this plan are designed to support these efforts and build district capacity to identify and respond to student SEB needs. Enhancing district and school capacity to support the social, emotional and behavioral wellbeing of all students and to identify and respond to student SEB needs will lead to the following expected student outcomes:

- Improved student wellbeing and quality of life
- Improved attendance, self regulation/behavior, and academic outcomes; and
- Decreased symptoms of serious behavioral health challenges (e.g., self-harm, suicide and substance use) that impede participation in school

Selection of Social, Emotional and Behavioral Supports

To support districts/schools to access the SEB resources that best match their priorities, the plan provides a differentiated array of supports using the stages of implementation from the National Implementation Research Network. Understanding that implementation is a process rather than an event can lead to sustainable and effective change producing better outcomes for students. A graphic representation of the implementation stages is represented below and additional information is accessible from the National Implementation Research Network.

There are strategic steps and practices during each of the stages that can guide a systematic and intentional approach to systems change and implementation of evidence-based practices. The table below reflects resources and professional learning opportunities aligned to the first three stages. For a complete description of the Stages of Implementation see Appendix D.

Reader Note: When reviewing this Social, Emotional & Behavioral Health (SEBH) Plan, hyperlinks have been included to support navigation of information within the document as well as explore external resources.

Level 1 Supports for LEAs and Schools in the Exploration Stage

To establish and enhance an MTSS framework, Level 1 includes resources to identify needs, explore innovations that may provide solutions, develop a team to support the work, as well as assess and create readiness for change. Resources are also provided for individual educators and teams to access directly to enhance current practices in their district, school or classroom.

General topics/resources included here. See **Appendix A** to access specific resources.

- Online Multi-tiered System of Support (MTSS) and Social-Emotional Learning (SEL) professional learning modules to support implementation. Topics include:
    - Building MTSS understanding
    - Exploring/Developing School-wide/Tier 1 system, data, practices
    - Supporting student and staff wellbeing & behavioral health
    - Online universal screening overview module
- Overview of Interconnected Systems Framework (ISF) - *a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems.*
- Communities of Practice for ongoing learning & support
- Opportunities to engage with: Reduce the Stigma campaign resources, NAMI resources, and student voice information & mental health literacy for teens
- Orientation to Needs Assessment, Asset Map, and Action Plan Tools

Level 2 Supports for LEAs and Schools in the Installation Stage

To establish or enhance an MTSS framework based on exploration and readiness, Level 2 supports include resources for LEA and school teams to install a new approach or practice as intended, create feedback loops between the practice and leadership level in order to streamline communication, and gather feedback on how new practices are being implemented.

General topics/resources included here. See **Appendix B** to access specific resources.

- Coaching to Leadership Teams to use systems tools for establishing and/or enhancing MTSS for SEB across schools in their district (e.g.,facilitated needs assessment, asset mapping, action planning)
- Ongoing support to LEA Coaches (*district-level technical assistance staff*) to build capacity and readiness for systems change (e.g., support to facilitate use of systems tools with school based teams)
- Targeted professional learning based on LEA/schools' fidelity of MTSS-SEB/PBIS. Potential PL opportunities for teams include:

- ○ Foundational team based trainings (e.g., Tier 1 Schoolwide PBIS; Tier 2 Targeted training)
- ○ System enhancements (e.g., ISF)
- ○ Data enhancements (e.g., establishing a universal screening process)
- ○ Practice enhancements (e.g., positive classroom practices, social skills groups, Check-in Check-out (CICO), PTR, C-BITS)

Level 3 Supports for LEAs in the Implementation Stage

To enhance LEA capacity to scale up implementation of MTSS frameworks with fidelity, Level 3 resources and coaching support the implementation of new skills and practices, gather data to assess fidelity and impact, and develop improvement strategies based on the data. Ongoing coaching opportunities are connected to identified needs and progress/ outcome data to determine if the coaching is leading to the improved use of skills and practices.

General topics/resources included here. See **Appendix C** to access specific resources.

- An established LEA District/Charter partnership agreement for coaching to increase capacity to scale up implementation of MTSS.
- Ongoing coaching/technical assistance to <u>LEA</u> District/Charter Leadership Team based on Level 2 systems tools (e.g., needs assessment, asset map, action plan)
- Professional Learning for Level 3 activities to selected <u>LEA teams</u> and behavioral health personnel. Potential activities include (but not limited to):
    - ○ System Enhancements (e.g., Tier 3 System Redesign; ISF) ,
    - ○ Data Enhancements (e.g, selecting and installing a universal screener)
    - ○ Project Thrive Multidisciplinary Training Institute

Appendix A
Level 1 Supports for LEAs and Schools

Level 1 supports **are designed to reach a broad audience** from individual educators to building or district teams interested in exploring resources to identify and address the needs in their district, school or classroom. To maximize effectiveness of the range of materials available at Level 1, it is recommended that district/schools begin with a needs assessment or data identified need.

While selecting evidence-based practices and interventions is a critical part of achieving desired student outcomes, schools and districts also need to invest in systems that support accurate, sustainable implementation of practices. In addition, it is important for educators and teams to use data to identify areas of need, monitor progress and evaluate outcomes. It is the combination of practices, systems, and data that maximize student outcomes. If you are an individual educator, the practices section includes resources to enhance your own practices. Keep in mind practices implemented as part of a whole school commitment and embedded within MTSS have greater impact and sustainability.

These resources provide overview information to establish and enhance an MTSS Framework:
- DDOE MTSS web page - [MTSS / Delaware MTSS Overview](#)
- DE-PBS Project web page - [www.delawarepbs.org](#)
- DDOE Digital Delaware - [https://education.delaware.gov/digital-de/](#)
- [DEDOE's Reentry Toolkit](#) provides guidance for supporting student & staff social, emotional and behavioral health when reopening schools. It is designed to assist districts and charters in assessing, planning and implementing strategies to support student and staff wellbeing and mental health when reopening schools. This toolkit can be used for action planning and resource exploration and is designed around the core features of MTSS.

Level 1 Support Selections: Individuals or teams identify which supports to explore based on current needs. The systems section below includes resources on how to identify and prioritize needs if this has not already been done. *Please note, this list is not exhaustive and additional opportunities will be listed on Schoology/PDMS as they become available.*
Resources organized by:
- [Systems](#): Establishing MTSS
- [System Enhancements](#): Ensuring equity and integration of mental health supports within MTSS
- [Data](#): Building MTSS data practices
- [Practices](#): Building educator knowledge and skills

SYSTEMS: Establishing MTSS

- **DDOE MTSS web page** - [MTSS / Delaware MTSS Overview](#)
  - [Implementation Tools for DE-MTSS](#) - This page offers tools and resources to assist district, charter, and school personnel with implementing DE-MTSS.
  - *Additional resources in development*
- **DE-PBS Project web page** - [www.delawarepbs.org/getting-started](#)
- **Center on PBIS**: Getting Started - [https://www.pbis.org/pbis/getting-started](#)
- **DE-PBS MTSS Overview**: Introductory resource for educators implementing a multi-tiered system of behavior support. (Course: 29066, Section: 54198)
- **DE-PBS SEL & SWPBIS Integration:** The SEL & SWPBIS Integration Module focuses on integrating the Social and Emotional Learning (SEL) approach and the School-wide Positive Behavioral Interventions and Supports (SWPBIS) approach. This module reviews the two approaches, provides a rationale for integrating and aligning the two approaches, and provides practical strategies to support integration in schools. The purpose of this module is to help school professionals deepen their understanding of these approaches, how they are complementary to one another, and how they can be integrated effectively to enhance student learning and development. (Course: 29050, Section: 54146)
- **System Tools**: Building understanding around processes to conduct needs assessment, asset mapping, action planning and using the [Hexagon Tool](#) (*in development*)
  - In determining which PL opportunities are a fit, it may be helpful for those prioritizing PL opportunities to utilize the guiding questions from the National Implementation Network's [Hexagon Tool](#). The document guides users to consider the quality, usability and relevance of the PL to their staff needs.
  - Knowing virtual PD opportunities abound, it can be hard to choose. The DE-PBS Project has developed a practical tool, *[Identifying Virtual Professional Development for Staff](#),* for administrators, district MTSS/PBS coaches, and others planning PL activities for their staff.
  - Data from the Tier 1 [Tiered Fidelity Inventory](#) (a self-assessment tool that provides an efficient measure of the extent to which school personnel are applying the core features of schoolwide Tier 1 PBIS/MTSS) provides teams with information about their current implementation and areas of need. In doing so, teams can be strategic in exploring level 1 supports that align with their needs.
- **Whole Child Community of Practice:** Statewide facilitated learning network focused on whole child development and reducing the nonacademic barriers to learning. The professional learning community will support role-diverse district teams in exploring topics such as creating a culture of care through relationship building and belonging; equity-based social-emotional learning; trauma-informed, culturally-responsive, and restorative practices; and fostering physically and emotionally safe and supportive environments for all. Please submit your interest in this opportunity to [Delaware.SEL@doe.k12.de.us](#).

SYSTEM ENHANCEMENTS: Ensuring equity and integration of Mental Health supports within MTSS

- **MTSS for Equity (Culturally Responsive PBIS):** McIntosh and colleagues (2019) have created a [presentation](#) on how to build commitment in enhancing educational equity and provided [resources](#) for enhancing PBIS with cultural responsiveness methods. The associated [five-point guide](#) and [culturally responsive behavior framework](#) ([Livebinder version](#)) can be used to develop policies that promote disciplinary equity. The following resources will be arranged according to this five-point guide and accessible from the [Delaware PBS Project's website](#).
- **Embedding [Trauma Informed Practices within MTSS](#):** As educators have become increasingly aware of the impact of trauma on the school success of children and youth, they have been investing in professional development about how to address childhood trauma in schools. This Guide describes how to integrate trauma-informed approaches into the PBIS framework to ensure efforts are linked to student outcomes. Strategies and tools to ensure effectiveness are included.
- **MTSS for Mental Health ([Overview of Interconnected Systems Framework](#))** A structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems. Additional information will be distributed via the DE-PBS Project.

DATA: Building MTSS data practices

- "**[Top Ten Questions Answered: Universal Screening](#)**" webinar provided by the Delaware PBS Project. This 32 minute webinar is designed for all educators (e.g., administrators, teachers, clinicians) to answer ten frequently asked questions about universal screening. Register for PDMS course # 29663 or access materials on the [DE-PBS Universal Screening Page](#). (Contact Niki Kendall at robertsn@udel.edu)
- **Universal Screening Overview For Educators and Families:** will include information about topics that support the early identification of student needs such as recognizing both internalizing/externalizing behavior; purposes/rationale for universal screening and how the data is used at the school, classroom and individual level. *(in development)*
- **Tier 1 [Tiered Fidelity Inventory](#)**: TFI is a team-based self assessment tool/process that provides an efficient measure of the extent to which school personnel are applying the core features of schoolwide Tier 1 PBIS/MTSS. The TFI provides teams with information about their current implementation and areas of need to support action planning.
- **Youth Summit (***future event***):** DOE with partnering agencies to organize a youth summit to hear from our youth and their concerns and needs. This qualitative data source can be utilized by LEA/school teams to inform plans.
- **[School Climate Data](#):** The DE School Climate Survey provides schools with a free, brief, valid and reliable measure of school climate assessing how students, teachers/staff, and parents perceive the school environment. Survey domains include: School Climate, Social & Emotional Competencies, Engagement, Bullying and Classroom Management Techniques. (Contact Sarah Hearn at skhearn@udel.edu)

PRACTICES: Building educator knowledge and skills

- Professional learning to build capacity for identified school personnel. These practice modules are accessible to all educators, although a team based approach to installation is recommended.
    - **NeuroLogic Classrooms Self-Paced Course**
        - 4 hour self-paced course including book
        - *(Note: DDOE to provide access to course for 2 years for 1500 participants per year)* (PDMS #29145 -- available June 28-August 27)
    - **Trauma Responsive Educator Practices** (TREP)
        - Self-paced course offering 81 lessons on pathway to trauma responsiveness
        - *(Note: DDOE to provide access to course for one year)* (PDMS course #29955 - available June 28-December 28)
    - **Support for Students Exposed to Trauma** (SSET)
        - School based group interventions designed for teachers and school counselors. Delivered in easy to use lesson plan format. Accessible through the Whole Child Community of Practice.
    - **Positive Classroom Behavior Supports**: Supports classroom teachers through building habits of effective classroom practice; focus on three highly effective practices to start in your face-to-face, hybrid, or virtual classroom right away. (PDMS Course # 29421)
    - **FBA to BIP for Educators**: Content is on the process of using a function based approach to develop behavioral intervention plans. Participants will review principles of behavior and the role of function based thinking across all tiers of support. The steps for conducting an FBA will be reviewed along with the critical components of function based BIPs. Participants will explore how to identify students that need an FBA/BIP, and the role of the problem solving team in the process. (PDMS Course: #29473, Section 1: 55568, Section 2: 55569)
    - **ABCs of IEPs:** The ABCs of IEPs is an informational module designed to increase educators' knowledge and implementation of addressing behavior and social skills needs on the IEP. This module is intended for all educators responsible for writing or contributing to the development of IEPs that address behavioral or social-emotional needs. It will be especially helpful for special education teachers, educational diagnosticians, special education administrators, school psychologists and counselors. (PDMS Course: #29044)
    - **Teacher-Student Relationships**: With a focus on supporting positive Teacher-Student Relationships, content includes an overview of what these relationships entail, why they are important, what factors contribute to both positive and negative teacher-student relations, and recommended strategies to improve these relationships. (Course: #27187, Section: 51860)
    - **Student-Student Relationships**: Content includes an overview of what student-student relationships are, why they are important, what factors contribute to both positive and negative student relations, and recommended strategies to improve these relationships. (Course: #27186, Section: 51859)
    - **Student Engagement**: Content focuses on promoting and improving student engagement in school through an overview of what student engagement is, its

importance, factors contributing to student engagement, and recommended strategies and interventions for increasing student engagement. (Course: #27185, Section: 51857)
- **School Safety:** This module provides an overview of what defines school safety, the primary factors that contribute to school safety, and recommended strategies and interventions to improve school safety. (Course: #28837, Section: 53469)
- **Bullying Prevention**: Content focuses on preventing and decreasing bullying victimization through an overview of what bullying victimization is, the effects of bullying, factors contributing to bullying, prevention curricula and programs, and recommended strategies and interventions for decreasing bullying. (Course: #27188, Section: 51861)

- **Mental Health Literacy for Adults and Youth:**
    - **National Alliance of Mental Illness (NAMI) End the Silence:** NAMI Ending the Silence is an engaging presentation that helps audience members learn about the warning signs of mental health conditions and what steps to take if you or a loved one are showing symptoms of a mental health condition.
    - **Delaware Mental Health Resources and Information:** End the Stigma Campaign resources developed in partnership with Project DelAWARE
    - **Youth Mental Health First Aid (YMHFA) for Adults:** YMHFA is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. For more information see the About MHFA Page.
        - YMHFA "Instructor" training - each instructor is required to offer the program 3 times per year to keep current - recommended to have at least one trainer per LEA for sustainability (PDMS course to come)
        - YMHFA "Participant" training - for educators and community members *(Note: State to offer participant training at no cost for first year.)* (PDMS #29435)
    - **Teen Mental Health First Aid (tMHFA):** (About tMHFA)
        - tMHFA teaches high school students how to identify, understand and respond to signs of mental illnesses and substance use disorders among their friends and peers. The training gives students the skills to have supportive conversations with their friends and get a responsible and trusted adult to take over as necessary. It is designed to be delivered in schools or community sites in three interactive classroom sessions of 90 minutes each or six sessions of 45 minutes each.
        - Schools and organizations offering the training are required to train at least 10 percent of adult staff in YMHFA and to train the entire grade level. A critical step in the tMHFA action plan is connecting with a trusted adult. Apply to become a pilot high school site. Instructor training and students manual costs to be covered by DOE. (Orientation PDMS)

Appendix B
Level 2 Supports for LEAs and School

Level 2 supports are designed to support teams through focused professional learning (PL) and technical assistance (e.g., coaching) as they work to put a new approach, initiative or practice in place. These supports are appropriate for LEAs and/or schools with a dedicated leadership team who demonstrate a readiness for change through completion of Level 1 exploration tools or have been implementing MTSS and measuring the fidelity of their Tier 1 MTSS Core Features.

Resources for prioritization of Level 2 supports: All Level 2 supports are provided based on the team's level of fidelity implementing the core features of MTSS. For example, a new team will likely register to attend a foundational MTSS professional learning opportunity while a team with on-going fidelity and an interest in enhancing their system may choose to register for an MTSS & Mental Health (ISF) professional learning opportunity.
Resources organized by:
- [District-Level MTSS for SEB Coaching](#) (Level 2 LEA PL & coaching)
- Level 2 Professional Learning (PL) Opportunities
    - [Foundational MTSS](#)
    - [System Enhancement](#)
    - [Data Enhancement](#)
    - [Tier 1-2-3 Practice Enhancements](#)

District-Level MTSS for SEB Coaching Resources:
- **LEA professional learning** opportunities to utilize Level 1 support prioritization tools (e.g., Hexagon Tool, TFI) and associated processes (e.g. conducting a needs assessment, asset mapping, developing an action plan). *(in development)*
- **LEA coaching** to utilize and respond to systems tools (e.g., TFI) and processes (e.g., conducting a needs assessment, asset mapping and developing an action plan) to prioritize Level 2 supports based on need.
- **[Delaware PBS Cadre](#):** The DE-PBS Cadre is a team of educators that represent districts active in implementing Positive Behavior Support (PBS) in their schools. In order to support these schools in their implementation of School-wide PBS, the project utilizes a coaching model where support is provided to DE-PBS Cadre through training, technical assistance, and on-going collaboration. Not only do the Cadre members reinforce skills taught to educators during professional development, but they also serve to build capacity and foster the sustainability of DE-PBS at the local level. The district PBS Cadre members are a critical part of the success of PBS in Delaware.

Level 2 Professional Learning (PL) Opportunities: Teams identify which supports to install based on prioritization activities (more can be added per school needs). *Please note, this list is not exhaustive and additional opportunities will be listed on PDMS/Schoology as they become available.*

- **Foundational MTSS PL:** These opportunities are provided to leadership teams who are currently working to build their fidelity with the core features of MTSS to support the SEB needs of their students.
  - **DE-PBS Project PL**: For a list of previously offered team sessions, please see the 2019-2020 DE-PBS PL Calendar. (*current schedule in development*)
  - **School team professional learning** to utilize Level 1 support prioritization tools (e.g., Hexagon Tool, TFI) and associated processes (e.g. conducting a needs assessment, asset mapping, developing an action plan). *(in development)*
  - **DE-PBS SEL & SWPBIS Integration**: The SEL & SWPBIS Integration Module focuses on integrating the Social and Emotional Learning (SEL) approach and the School-wide Positive Behavioral Interventions and Supports (SWPBIS) approach. This module reviews the two approaches, provides a rationale for integrating and aligning the two approaches, and provides practical strategies to support integration in schools. The purpose of this module is to help school professionals deepen their understanding of these approaches, how they are complementary to one another, and how they can be integrated effectively to enhance student learning and development. (Course: #29050, Section: 54146)

- **System Enhancement PL:** These opportunities are provided to leadership teams who are focused on utilizing their strong MTSS to integrate additional initiatives/practices to meet needs of their LEA and/or school.
  - **MTSS for Mental Health Level 2 support (ISF Installation)**: The Interconnected Systems Framework (ISF) is a structure and process to integrate Positive Behavioral Interventions and Supports and School Mental Health within school systems. The goal is to blend resources, training, systems, data, and practices in order to improve outcomes for all children and youth. There is an emphasis on prevention, early identification, and intervention of the social, emotional, and behavior needs of students. Family and community partner involvement is critical to this framework.

- **Data Enhancement PL:** Capacity building for identified school teams to select and utilize multiple data sources to identify and respond to student needs at the systems and individual levels.
  - **Data based decision making:** this session is intended to improve the data literacy skills of school based teams to use school wide data to universally identify and respond to student needs at the school, classroom and individual level. (*in development*)

  - **Adopting a Universal SEB screener:** These sessions and tools will use the Student Risk Screening Scale Internalizing/Externalizing (SRSS-IE) as a sample gate 1 universal SEB screening tool based on resources from the MiMTSS Technical Assistance Center. Sessions will focus on developing systems for collecting, analyzing and responding to the data using the SRSS-IE, a free standardized universal screening tool, as a model. (*in development*)

- **Tier 1-2-3 Practice Enhancements**:
- **Tier 1 Practice Enhancements:** Technical assistance to Tier 1 leadership teams to select, assess and deliver school-wide and classroom supports based on exploration of Level 1 Practice Supports (e.g., Positive Classroom Supports; Support for Students Exposed to Trauma; Student/Teacher Relationship Modules).

- **Tier 2 Practice Enhancements:** Capacity building for identified school personnel to be trained on selecting, assessing, and delivering targeted/group supports (when applicable)**.** Teams identify targeted group supports to be installed by in-school and outside providers based on level 2 prioritization activities (more can be added per school and student needs). Overview of Tier 2 practices. (*in development*)
  Tier 2 supports/strategies:
  - Program for the Education and Enrichment of Relational Skills (PEERS®) - focus on friendship development
  - Facing Your Fears (anxiety)
  - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Bounce Back
  - Overcoming Obstacles (social skills)
  - Botvin Life Skills (social skills)
  - Positive Action (coping skills)
  - CICO (Check-in Check-Out)
  - Classroom 180 Bootcamp Course for teachers

- **Tier 3 Practice Enhancements:** Capacity building for identified school personnel to be trained on selecting, assessing, and delivering individualized supports and interventions (when applicable)**.** Teams identify individualized supports to be installed by in-school and outside providers based on Level 2 prioritization activities (more can be added per school and student needs):

  - Prevent-Teach -Reinforce (PTR) - Individual Behavior Support training and coaching to facilitators and school-based teams - *overview available on the DE-PBS website (link currently being updated)*
  - Trauma-specific interventions provided by Project THRIVE - Orientation PDMS
  - Trauma Focused Cognitive Behavior Therapy (TF-CBT) - Orientation PDMS
  - Therapeutic Case Management & Functional Family Therapy (TCM-FFT) - Orientation PDMS

General local resources related to Level 2 supports:

- DOE MTSS web page - [MTSS / Delaware MTSS Overview](#)
- DE-PBS Project web page - [www.delawarepbs.org](#)
- DDOE Digital Delaware - [https://education.delaware.gov/digital-de/](#)

Appendix C
Level 3 Supports for LEAs

Level 3 support focuses on continuous improvement of new skills and practices, they are **designed to support district/charter teams as they work to scale up the implementation**. Level 3 resources directly link teams to coaching support and professional learning (PL) based on their identified needs that result from the on-going implementation of an approach, initiative or practice. These supports are primarily appropriate for LEAs who have invested time in building fidelity with the core features of MTSS and have an established action plan. In addition, 30 minute orientation modules have been or will be created to explain how specific interventions fit within your MTSS framework.

Resources for prioritization of Level 3 supports: All Level 3 supports are provided based on the team's fidelity implementing the core features of MTSS. They must have an established MTSS Action Plan which outlines the team's priorities and progress with level 2 supports.

Level 3 Support Selections: Teams identify which supports to explore based on prioritization activities (more can be added per school needs). *Please note, this list is not exhaustive and additional opportunities will be listed on Schoology as they become available.*
- **District Level Coaching:**
    - Based on the LEA partnership agreement, ongoing coaching and technical assistance will be provided to the LEA Leadership Teams based on Level 2 systems tools and processes (e.g., needs assessment, asset mapping and action planning).
    - LEA coaching will include guided facilitation of the [District Systems Fidelity Inventory](#) (DSFI): DSFI assessment completed by district leadership team with support in facilitation and action planning.

- **Level 3 Professional Learning (PL) Opportunities:** Teams identify which supports to implement based on prioritization activities (more can be added per school needs). *Please note, this list is not exhaustive and additional opportunities will be listed on PDMS/Schoology as they become available.*
    - **Data based decision making:** these supports will be provided to district level MTSS teams to increase their usage of schoolwide data (e.g., discipline, attendance) as part of their system planning processes.
    - **Universal SEB screening Level 3 support:** These supports will be provided to district level MTSS teams ready to install a universal screener tool. Leadership teams will prioritize a screener based on their identified needs and receive support to install the tool via a [universal screener action plan](#).
    - **Tier 3 Systems Redesign:** PL and TA to help build capacity to systematically and successfully implement Tier 3 supports. PL focuses on five guidelines for developing a Tier 3 Behavior Results-Driven System and highlights Tier 3 behavior myths. TA focuses on district leadership teams engaged in developing a strategic action plan for building a Tier 3 Behavior System.

General local resources related to Level 3 supports:
- DOE MTSS web page - [MTSS / Delaware MTSS Overview](#)
- DE-PBS Project web page - [www.delawarepbs.org](#)
- DDOE Digital Delaware - [https://education.delaware.gov/digital-de/](#)

Appendix D
Stages of Implementation Science

Exploration: Identifying the need for change, learning about possible innovations that may provide solutions, learning about what it takes to implement the innovation effectively, developing a team to support the work as it progresses through the stages, growing stakeholders and champions, assessing and creating readiness for change, developing communication processes to support the work, and deciding to proceed (or not).

Installation: Securing and developing the support needed to put a new approach or practice into place as intended, developing feedback loops between the practice and leadership level in order to streamline communication, and gathering feedback on how new practices are being implemented.

Initial Implementation: Trying out new skills and practices and getting better in implementation. In this stage, we are gathering data to check in on how implementation is going, and developing improvement strategies based on the data. Implementation supports are refined based on data. For example, we might find that a new skill educators are using as part of social and emotional development could be further strengthened by additional coaching from an expert; so we would think about how to embed these strategies into ongoing coaching opportunities, and how we would gather data on if the coaching is leading to the improved use of this skills.

Full Implementation: The skillful use of an innovation that is well-integrated into the repertoire of practitioners and routinely and effectively supported by successive program and local administrations.