

# Delaware Positive Behavior Support Project

## 2017-2018 Annual Report

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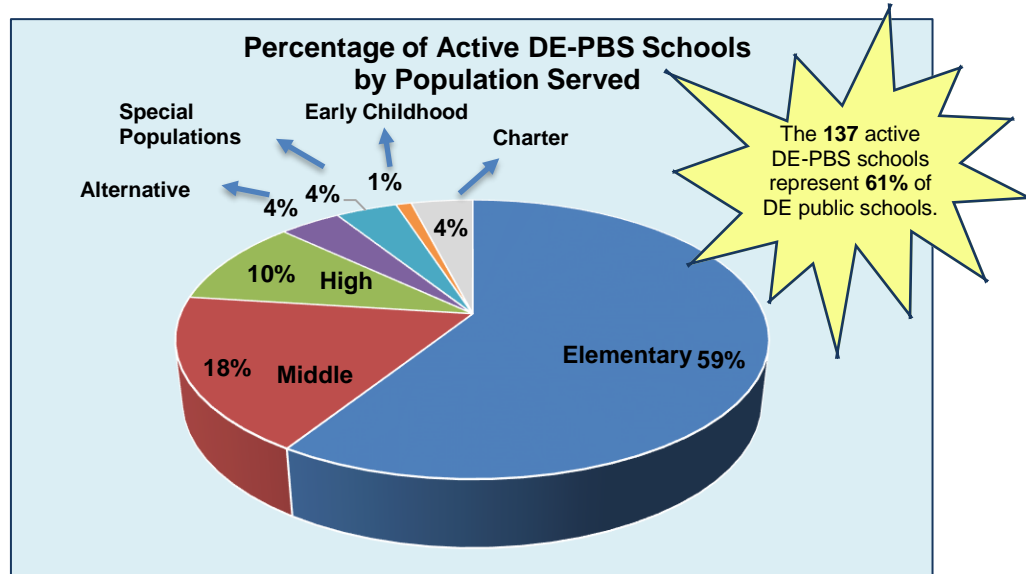
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### Grant Supports

- State Personnel Development Grant (SPDG)
- School Climate Transformation Grant: School Climate and Student Success (SCSS)

### Introduction

The Delaware Positive Behavior Support (DE-PBS) Project proudly serves as a technical assistance (TA) center for the Delaware Department of Education to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children. The statewide initiative provides professional development, TA and coaching to Delaware educators to implement Positive Behavior Support (PBS) as a multi-tiered system of support (MTSS). The PBS framework builds schools' capacity to implement evidence-based practices to achieve desired outcomes. The first tier, School-wide PBS, uses universal strategies implemented throughout the school to support the prosocial behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For a small percentage of students who do not respond to universal and targeted strategies, individualized supports are developed at the third tier. At each tier, the focus is on systems to support practices and data to guide and monitor implementation.



### What We Do

- Provide training and technical assistance to schools at tiers 1, 2 and 3 in order to support implementation of comprehensive MTSS
- Build MTSS capacity through supporting district level DE-PBS coaches
- Monitor and evaluate MTSS in Delaware schools
- Provide high quality surveys and evaluation tools to assess fidelity, monitor progress, and determine the impact on student outcomes



# School Climate Transformation Grant: School Climate and Student Success

## **Fast facts about the SCTG**

- DDOE received the SCTG in October 2014
- Delaware received one of only 13 State Education Agency's School Climate Transformation Grants
- DE-PBS and DDOE together partner with three districts with a focus on establishing district systems of support and creating nine demonstration site schools

## **DE-PBS Acronyms**

- **DDOE:** Delaware Department of Education
- **DDRT:** Discipline Data Reporting Tool
- **DSCS:** Delaware School Climate Survey
- **IEP:** Individualized Education Program
- **KFE:** Key Feature Evaluation
- **MTSS:** Multi-Tiered System of Supports
- **NA:** Needs Assessment
- **ODR:** Office Discipline Referral
- **PEERS:** Program for the Educational Enrichment of Relational Skills
- **PTR:** Prevent-Teach-Reinforce
- **SCSS:** School Climate and Student Success
- **SCTG:** School Climate Transformation Grant
- **SPDG:** State Personnel Development Grant
- **SWPBS:** School-wide Positive Behavior Support
- **TA:** Technical Assistance
- **TFI:** Tiered Fidelity Inventory

## **SCTG-SCSS Goals**

1. To increase the state's capacity to provide training and technical assistance, which includes enhancing the capacity of districts to support schools' implementation of multi-tiered system of supports
2. To improve school climate and behavioral outcomes for all students through MTSS

## **2017-2018 Update**

### **Yearly Milestones:**

- The state advisory committee, including representatives from DDOE, University of Delaware, Local Education Agencies (LEAs) and additional state agencies, developed an asset map of related initiatives currently known to be implemented in the state, organized them by tiers and identified which have data used to monitor fidelity. The group will continue to discuss and action plan to integrate initiatives with overlapping goals, as well as to incorporate fidelity and outcome measures for all initiatives.
- The Project has been in a partnership with the Mosaic company to develop an online application (app) to be used for administration of the DE School Climate Survey. A key benefit to having an app will be the ability to receive survey results in real time with instantaneous data reports. The app is currently being field tested by school and district partners.
- A tool was created with guiding questions for LEAs to consider readiness to implement MTSS for behavior. This tool supports LEA staff to review and reflect on current practices and identify where to begin planning for implementation. To build LEA staff knowledge or common understanding, the document includes embedded links to definitions and examples of key concepts such as MTSS leadership teams, LEA stakeholders, and coaches.

### **Grant Partner Highlights:**

- Capital School District facilitated district-wide Tier 1 team leader meetings throughout the school year, and in alignment with district goals, held a summer PD series to support the whole child across Tiers 1, 2 and 3 of a MTSS.
- Baltz Elementary in Red Clay Consolidated School District presented a poster at the 2018 Northeast PBIS conference on their Check-in/Check-out intervention, which supports students at Tier 2.
- TA focused on Tier 3 implementation was provided to four schools as SCSS staff coached facilitators in the Prevent-Teach-Reinforce (PTR) model of conducting FBAs and developing BIPs. In Brandywine School District, Carrcroft Elementary's school psychologist excelled in this process resulting in improved student outcomes. *See more on pg.11*



# School Climate Transformation Grant: School Climate and Student Success

## Enhancing DE-PBS Training Content & Access

Knowing school climate relates to a wide range of desired outcomes, such as reduction in discipline referrals and increased academic achievement, schools not only need valid measures of climate, but also research-based strategies for improvement.

An ongoing focus of Delaware's School Climate Transformation Grant: School Climate and Student Success Project has been to develop training materials that provide research-based strategies that can lead to improvements in school climate and behavioral outcomes.



The school climate module series focuses on defining the specific component of school climate, its importance, contributing factors and, most importantly, research-based strategies for improvement.

Training modules currently available focus on the following topics:

- Student-Student Relationships
- Teacher-Student Relationships
- Bullying Prevention
- Student Engagement

Modules in development include the topics of school safety, family-school collaboration, and clarity of expectations/fairness of rules.

These materials are available to educators statewide through Schoology and can be utilized with whole staff professional learning, in PLCs, in leadership teams, or with individual educators.

Since May, over 50 Delaware educators are members of the Schoology: *School Climate Professional Development* group and over 100 educators have participated in the available courses.

### Training participants have shared the following...

*"The resources provided are great and can be used to help students who have the most difficulty in student-student relationships."*

*"With the knowledge gained from this training, I hope to be able to guide staff in effective strategies to empower themselves and help manage their classrooms more effectively."*

*"I plan to concentrate on building rapport with students early in the year and be attuned to the needs of every student."*



**Schoology Access Code**  
2P5NM-F56JT



# Tier 1

## Summary of Tier 1 School-wide PBS Trainings

The DE-PBS Project offers several trainings to help teams establish a strong School-wide PBS system. Tier 1 schoolwide practices affect ALL staff, ALL students and ALL families. Universal practices are used to promote positive climate and prevent problem behavior throughout the whole school, every day, and with the entire school community. The Tier 1 professional development series focuses on foundational elements of the SWPBS framework and supports school leadership teams to create systems that promote the use of these practices in their buildings. Data tools are provided to guide practices and monitor progress.

### 2017-18 trainings and content included:

- **SWPBS: Establishing Systems of Positive Classroom Behavioral Supports (PCBS)**
  - Aims to support tier 1 teams to expand their understanding of evidence-based positive classroom behavioral support practices and to learn effective and strategic ways for implementing these practices school-wide
  - Dr. Kimberly Yanek from the Mid-Atlantic PBIS Network delivered this training
- **DE-PBS Secondary Forum**
  - Benefits secondary school personnel as they explore barriers and successful strategies to implementing SWPBS in their school settings, and includes presentations from featured school teams
- **Delaware School Climate Survey (DSCS) Data Workshop**
  - Provides an overview of the Delaware School Climate Survey and its importance, a summary of state-wide survey results, technical assistance and time for school teams to review and interpret their school climate data reports for use in action planning

The average satisfaction score for Tier 1 PD sessions was **3.61** (out of 4), indicating that participants were satisfied overall.

*"PBS TA provided support when tackling barriers, an outlet for concerns, an impartial voice of research, specific resources/PD, concrete suggestions and doable strategies."*

-Tier 1 TA Recipient

### Phase Recognition

The DE-PBS Project offers annual recognition to schools that exemplify specific components of DE-PBS implementation. This multi-phase system provides an opportunity to recognize schools that continue to grow and expand their systems to support students across all three tiers. This year a new online application process was successfully utilized.

Phase	Domain
Phase 1	School-wide PBS
Phase 2	Advanced School-wide PBS

#### Phase 1

Schools at Phase 1 have a strong foundation with key components in place.

#### Phase 2

Schools at Phase 2 have the foundation components in place, as well as systems to sustain their program and strategies to promote social-emotional learning and develop self-discipline.

#### 2017-18 Recognitions

9 schools at Phase 1  
2 schools at Phase 2

### Fun Fact!

**508** TA events were provided to Delaware school districts and schools this year!

### By the Numbers

**125** people from **35** schools and **9** districts attended **SWPBS: Establishing Systems of PCBS**

**47** people from **17** schools and **9** districts attended **Secondary Forum**

**199** people from **75** schools and **12** districts attended the **DSCS Workshop**



# Tier 1

## DE-PBS Tier 1 Data Sources

The DE-PBS Project supports the use of multiple data sources at each tier. At Tier 1, the following data sources guide decision-making, action planning, and progress monitoring:

- Discipline Data Reporting Tool (DDRT)
- Delaware School Climate Survey (DSCS)
- Key Feature Evaluation (KFE)
- Delaware Assessment of Strengths and Needs (DASNPBS)

## ODR: Discipline Data Reporting Tool (DDRT)

The Project supports the collection of office discipline referral (ODR) data through the use of the Discipline Data Reporting Tool at the school level. These data allow the Project to view a snapshot of behavior for participating schools. Additional ways to view data and make comparisons are included in the DDRT template for schools to utilize.

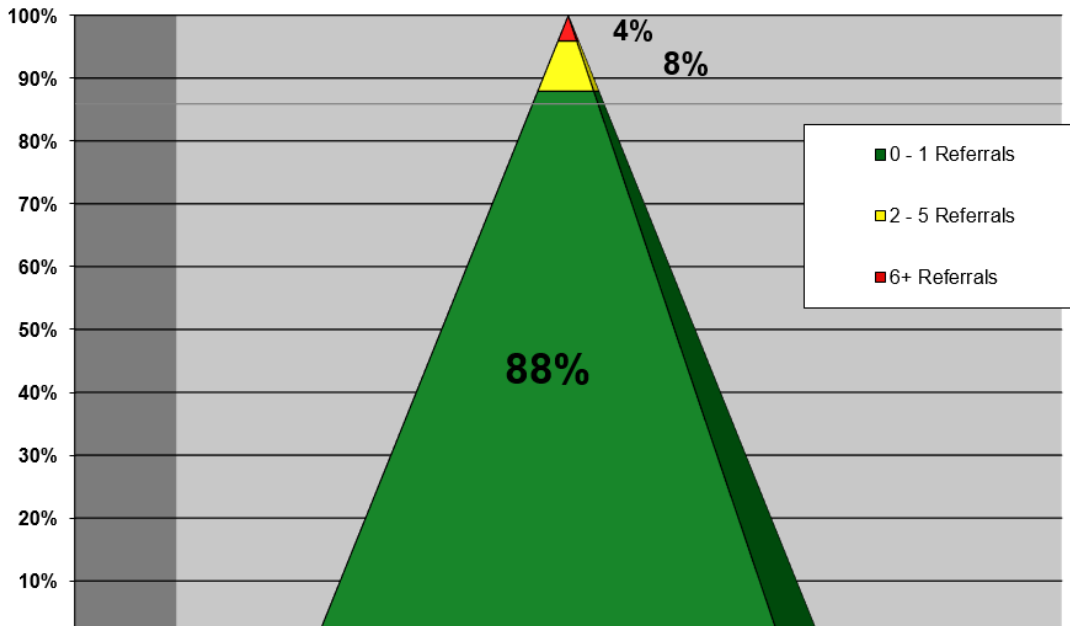
### DE-PBS Schools' Average Yearly Referral Rate

Grade Level	Average Yearly Referral Rate
Elementary	1.90
Middle	6.70
High	8.12
Alternative	1.76
Special	0.38
Early Childhood	0.79

73 schools completed the DDRT this year!

ODR rates decreased from 16-17 to 17-18 in elementary, middle, high, and alternative schools

### 2017-2018 Statewide Referrals by Student



The statewide average ODR rate per day per month per 100 students was **0.65**.



# Tier 1

## DSCS Fast Facts

- Used in DE Schools since 2004
- In the 17-18 SY, over **38,500 students**, **6,500 teachers/staff**, and **14,500 families** participated in the DSCS.
- **151 schools** participated in the survey in the 17-18 SY, which represents **65%** of the schools in the state.
- All grade levels reported an average total school climate rating **above 2.7** on a 4.0 scale. The state average for elementary schools was **3.18**, **2.84** for middle schools, and **2.72** for high schools.
- On the Student Social and Emotional Competencies Scale (based on the Collaborative for Academic, Social, and Emotional Learning [CASEL] model), total scale average ratings for all grade levels were **above 3.2** on a scale of 4.0.

## 2017-2018 DSCS Scales and Subscales

- **School Climate:** Teacher-Student Relations; Student-Student Relations; Clarity of Expectations; Fairness of Rules; School Safety; Student Engagement School-wide; Bullying School-wide; Teacher-Home Communications; Staff Relations; Satisfaction with School
- **Techniques:** Positive Behavior Techniques; Punitive Disciplinary Techniques; Social Emotional Learning Techniques
- **Student Engagement:** Behavioral; Emotional; Cognitive
- **Bullying Victimization:** Physical; Verbal; Social/Relational; Cyberbullying
- **Student Social and Emotional Competencies:** Responsible Decision-Making/Responsibility; Understanding How Others Think and Feel/Social Awareness; Self-Management of Emotions and Behavior; Relationship Skills

## Delaware School Climate Survey (DSCS)

The Delaware School Climate Survey (DSCS) is supported by the DDOE and administered through the DE-PBS Project under the leadership of Dr. George Bear (University of Delaware School of Education). The DSCS provides schools with a free, brief, useful measure of school climate by assessing how students, teachers/staff, and parents perceive the school environment. Each of the subscales included on the survey is grounded in research and theory as to its importance in academic achievement and social-emotional development. The DSCS consists of subscales measuring important dimensions of school climate and related areas.

Student Scales	Teacher/Staff Scales	Home Scales
<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Techniques</li> <li>• Bullying Victimization</li> <li>• Student Engagement</li> <li>• Student Social and Emotional Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Bullying Victimization</li> <li>• Student Engagement</li> </ul>

Participating schools receive comprehensive data reports that highlight areas of strengths and needs along with data interpretation guides to help facilitate action planning. The surveys are offered to schools statewide, regardless of whether or not they are active with the DE-PBS Project. Visit the DE-PBS website under "School Climate" to learn more and access the surveys with related interpretation materials.

Data from an end of year satisfaction survey showed **93%** of respondents are satisfied with the DSCS process and **89%** feel confident interpreting DSCS data.

*"The data that is collected with this survey is irreplaceable. It is what we base all of our next year initiatives towards and what we stop doing that is not working."*

-DSCS Participant

*"The workshop provides time to look at our data, dig in and reflect on areas of strength & weakness and how we can improve."*

-DSCS Participant

## New & Improved!

Based on user feedback, multiple facets of the survey process were enhanced this year.

- Upon enrollment, previous school-specific implementation information provided for easy reference in selecting current year survey methods.
- A resource document aimed to increase survey participation by parents/guardians was developed and distributed to participating schools.
- Guidelines were provided to determine significant difference among scores as part of the data interpretation materials.
- An overview of the survey scales and subscales along with their reliability and validity was developed to provide data users with easy access to foundational survey information.



# Tier 1

## Framework Components

### School-wide PBS Tier 1—Program Development and Evaluation:

Includes use of data, problem-solving teams, and professional development resources

### Prevention: Implementing School-Wide and Classroom Systems:

Examines positive relations, school-wide behavioral expectations, teaching of expectations, an acknowledgement system, and safety

### Correcting Problem Behavior:

Looks at discipline procedures and problem-solving practices

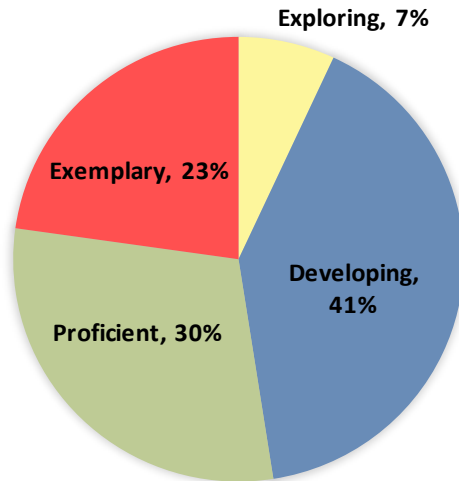
### Developing Self-Discipline:

Examines systematic teaching and support of social and emotional competencies

## Key Feature Evaluation (KFE) of SWPBS Framework

The DE-PBS Key Feature Evaluation (KFE) is a tool used to provide feedback to schools based on their Tier 1: School-wide PBS (SWPBS) program and implementation in four framework components.

Based on evaluation performance, schools earn a level of implementation ranging from “exploring” to “exemplary” for their overall program and each of the four areas.

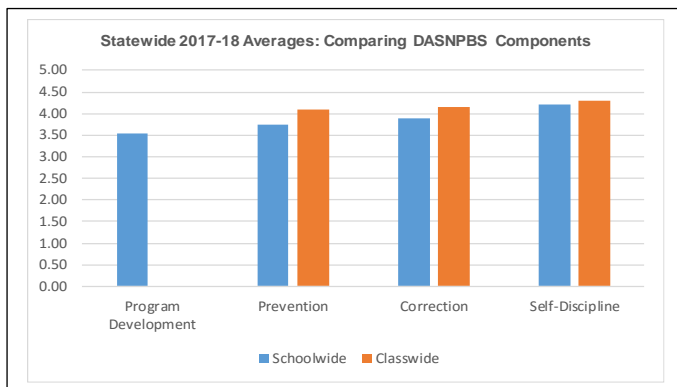


From 2011-2018, 156 KFEs (36 re-evaluations) have been conducted.

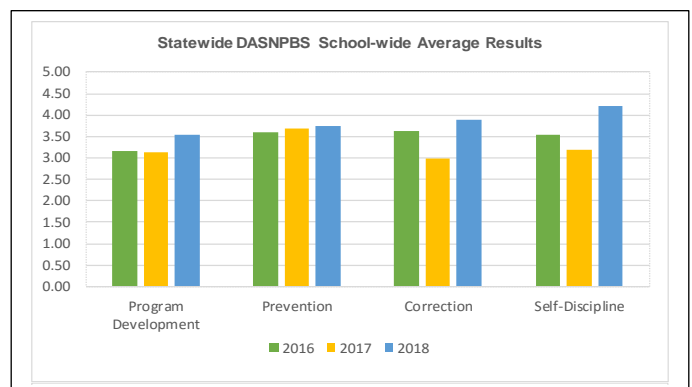
53% of schools evaluated received a Proficient or Exemplary level of Tier 1 PBS implementation!

## Delaware Assessment of Strengths and Needs (DASNPBS)

The DASNPBS is aligned to Delaware’s Key Features of Positive Behavior Support. This staff survey is designed to help schools assess their strengths and needs in the four major components of the school-wide behavior support framework. Thirteen schools utilized the DASNPBS tool in the 2017-18 school year. Each school selected 1-2 sections, with 10 items each rated on a 1-5 scale. Upon completion, the DE-PBS Project sends a summary report to the team along with guiding questions to support data analysis and action planning.



Statewide, schools generally rated the classroom indicators slightly higher than the school-wide indicators across Tier 1 components, with all average ratings at 3.5 or above.



Statewide school-wide response trends across three years indicate an overall increase in results across the four components from 2016 to 2018.



# Tier 2

## Summary of Tier 2 Targeted PBS Trainings

Whereas Tier 1 practices are designed for all students, Tier 2 practices are intended for a targeted group of students who are not responding to Tier 1 and need additional supports. In DE-PBS schools, the Tier 2 team identifies targeted students' needs, selects and supports implementation of relevant interventions, and evaluates use and effectiveness of interventions. The DE-PBS project offers several trainings focused on the Tier 2 framework.

### 2017-2018 trainings and content included:

- **Tier 2 Targeted Team**
  - Guides teams to create effective and efficient Tier 2 systems to support the implementation of evidence-based interventions
  - Develops procedures to structure Tier 2 discussions, match students to interventions, and evaluate intervention effectiveness
- **Tier 2 Networking**
  - Provides opportunity to engage with other schools implementing Tier 2 programming
  - Examines Tier 2 evaluation methods
  - Guides action planning on areas for improvement and expansion in current Tier 2 systems
- **PEERS: Program for the Education and Enrichment of Relational Skills**
  - Delivers instruction and practice for implementing an evidence-based social skills curriculum focused on teaching students how to make and keep friends

### By the numbers

52 people from 14 schools and 8 districts attended **Targeted Team Training**

26 people from 11 schools and 6 districts attended **Tier 2 Networking**

32 people from 14 schools and 6 districts attended **PEERS PD**

### Tier 2 Teams have...

#### System Conversations

Uses process data; evaluates overall effectiveness; does not involve discussion of individual students

#### Problem-Solving Conversations

Matches students to interventions and monitors progress, making adjustments as needed

### Phase Recognition

Phase	Domain
Phase 3	Establishing Tier 2 Problem-Solving Team
Phase 4	Tier 2- Targeted Team (Systems Conversations)

#### Phase 3

Phase 3 focuses on the establishment of group-based interventions for supporting at-risk students, and utilizes a problem-solving team.

#### Phase 4

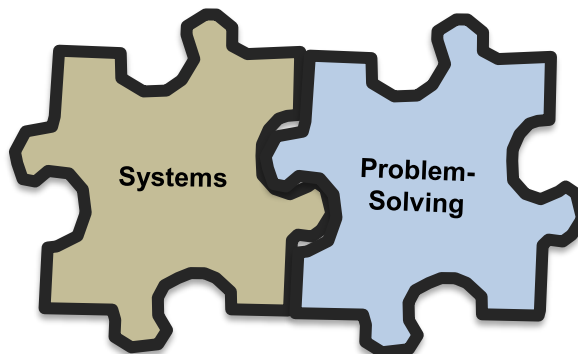
Phase 4 focuses on Tier 2 systems for managing interventions as well as collecting ongoing data to monitor overall effectiveness.

#### 2017-18 Recognitions:

3 schools at Phase 3  
7 schools at Phase 4

### Satisfaction

The average satisfaction score for Tier 2 PD sessions was **3.78**, indicating that participants were very satisfied overall.





# Tier 2

## DE-PBS Tier 2 Data Sources

At Tier 2, in addition to ODR information, the Tiered Fidelity Inventory (TFI) guides decision-making, action planning, and progress monitoring.

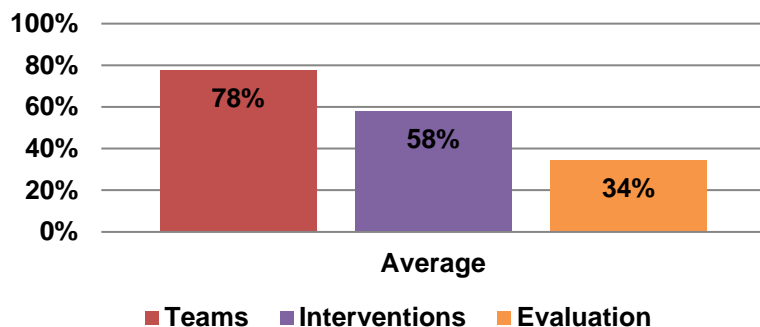
### Tiered Fidelity Inventory (TFI)

The purpose of completing a TFI is to see the extent to which PBS core features are in place within a school. The TFI tool provides feedback in the areas of teaming, interventions, and evaluation, which guides technical assistance and action planning. Currently, the DE-PBS Project uses TFI reporting at the Tier 2 (Targeted) Level. Schools typically complete this inventory on a yearly basis with an external coach to ensure scoring accuracy. Schools can utilize TFI reporting in multiple ways: as a formative assessment, for progress monitoring, and/ or as a self-assessment. The TFI provides a “by item” report that can serve as the basis of action planning efforts. Teams can identify which items will be the focus of implementation efforts, what the specific actions will be, who will lead in completing the action in a given timeframe. The DE-PBS project continues to provide ongoing support and guidance to districts and schools that aim to become more independent with this process.

#### The Tier 2 TFI explores...

- Team composition & operating procedures
- Access to Tier 1 supports
- Professional development
- Screening
- Request for assistance
- A sufficient array of Tier 2 interventions
- Tier 2 critical features
- Level of use
- Practices matched to student needs
- Student performance data
- Fidelity data
- Evaluation

#### Average Statewide TFI Implementation for Tier 2



TFI performance trends of participating Delaware schools indicate Tier 2 teaming efforts have the strongest implementation. Knowing that systems of evaluation are an area of weakness for the schools, the Project will refine training materials and prioritize technical assistance to support implementation in this key area. TA to support selection and implementation of research-based interventions will continue to be an area of focus as well.

*“It was helpful to receive feedback on how we were doing in meetings, with implementing actual interventions, and starting our new interventions.”*

-Tier 2 TA Recipient



# Tier 3

## Summary of Tier 3 Individual PBS Trainings

At the Tier 3 level, students who demonstrate more serious or chronic behavior problems are provided intensive and individualized supports, such as simple to complex function-based behavior interventions, individualized education plans, and person centered plans. The DE-PBS Project offers several trainings focused on the Tier 3 system and supporting individual students.

### 2017-2018 trainings and content included:

- **Tier 3 District System Redesign**
  - Dr. Rose Iovannone from the University of South Florida supported two school districts to help build capacity to systematically and successfully implement Tier 3 supports.
  - The training described the five guidelines for developing a Tier 3 Behavior Results-Driven System and highlighted Tier 3 behavior myths.
  - District teams engaged in developing a strategic action plan for building a Tier 3 Behavior System.
- **Advanced Prevent-Teach-Reinforce (PTR) to Address Internalizing Behavior**
  - Dr. Rose Iovannone presented this new professional learning content focused on supporting students with internalizing behavior concerns, such as anxiety school refusal.
  - Participants were guided through the process of determining the function, or what is driving, the behavior, and how this information is used to develop effective interventions that address the student's unique needs.
- **FBA and BIP for Educators**
  - This training, aimed at educators (particularly new educators), helps participants understand the antecedents, behaviors, and consequences (ABCs) of behavior and identify the steps for conducting a Functional Behavior Assessment (FBA).
  - The critical components of function-based Behavior Intervention Plans (BIPs) are reviewed and participants are taught how to identify students who need an FBA/BIP.
- **ABCs of IEPs Workshops**
  - Supports educators to identify and address a student's specific behavior and social skill needs throughout IEP development process
  - Teaches participants how to use and identify replacement skills for negative behaviors in order to write appropriate skill development goals
  - Ties the Functional Behavioral Assessment and Behavior Support Plan and IEP goals together
  - Provides data collection methods/tools to enhance ability to make data-based decisions for students

### By the numbers

13 people from 9 schools and 6 district-level staff from 2 districts attended **Tier 3 Redesign**

101 people from 53 schools and 14 districts attended the **PTR for Internalizing Behavior Training**

23 people from 12 schools and 8 districts attended the **FBA and BIP for Educators trainings**

397 people from over 8 districts attended the various **IEP Workshops**

### Satisfaction

The average satisfaction score for Tier 3 PD sessions was **3.59**, indicating that participants were very satisfied overall.

*"I loved the District reports for Tier 3 Redesign, especially the FBA/BIP Technical Adequacy data! The info helps me be a better facilitator and coach."*

- PD Participant



# Tier 3

## DE-PBS Tier 3 Data Sources

At Tier 3, the following data sources guide decision-making, action planning, and progress monitoring:  
Data collected from various individualized interventions, such as PTR, FBAs, BIPs, IEPs, and Person-Centered Plans

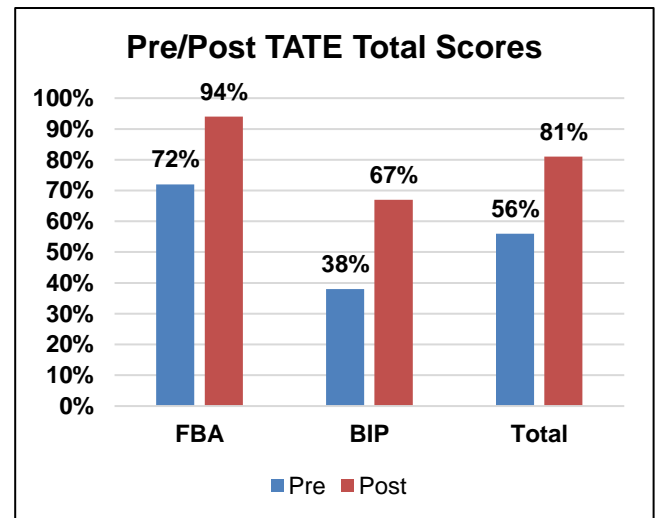
### Coaching at Tier 3

The project continued to provide coaching at the Tier 3 level to establish and strengthen intensive supports for students needing the most individualized behavior support. Supports for teachers, administrators, and related services personnel included training and TA in assessment, support plan design, and implementation and adaptation of individualized behavior support. Individual support was provided to FBA/BIP facilitators using the Prevent-Teach-Reinforce (PTR) framework. A master facilitator model continued to be used where strong PTR practitioners are identified across districts to receive additional training on how to then support other implementers through the process. Technical assistance was facilitated by Dr. Rose Iovannone, a co-author of the Prevent-Teach-Reinforce model and Niki Roberts, a DE-PBS Project Coach.

In addition to the ABCs of IEPs professional development workshops, onsite coaching was provided to schools and districts on this model. 45 TA events occurred totaling over 130 hours of coaching! Recipients of coaching reported that the support had a moderate impact on their ability to address behavioral issues on IEPs (avg. of 2.93 out of 5) and on their capacity to write and implement IEPs (3.21). The areas of *Writing Measurable Goals and Developing Behavioral Impact Statements* were reported to be impacted the most by ABCs of IEPs coaching.

### Prevent-Teach-Reinforce (PTR) – A Case Study

As part of a year-long coaching process, this PTR facilitator was efficiently able to lead the support team through the PTR steps and develop interventions that were evidence-based and linked to data from the FBA. Even more importantly, the staff reported that they felt positively about the intervention plans, understood the steps to implementation, and were able to implement the plan with fidelity. This resulted in positive student outcomes. For example, one student began the process able to follow directions during an academic block (without multiple prompts) on average 43% of the time. After implementation, the student followed directions (with less prompts) during an academic block on average 89% of the time. The facilitator's final products also showed significant growth, receiving high scores on the FBA/BIP Technical Adequacy Tool for Evaluation (TATE), as shown on the right.



Focus on replacement skills/behavior

Following Tier 3 PD & TA, participants planned to...

Dig deeper into functions of student behavior

Apply material to improve IEPs

Use effective tools and data sheets to track specific behaviors



# Future Steps

**In addition to maintaining core professional development and coaching activities related to PBS/MTSS implementation, there are expansive activities planned for next year:**

- Increase efforts to support district leadership teams focused on systematic implementation and monitoring of multi-tiered systems of support for behavior and social-emotional learning.
- Maintain collaborative conversations and planning with multiple stakeholders engaged in integration and/or alignment of related behavior/SEL support initiatives, such as trauma-informed practices.
- Expand professional development materials available online to build the knowledge base of staff, in particular those on leadership teams, guiding MTSS implementation and focusing on improving school climate. Utilize Schoology as a platform for information and idea sharing.
- Build upon professional development for practitioners to offer a session focused on Tier 3 coaching practices to include information on adult behavior change theories, coaching others to facilitate the FBA/BIP process and coaching others to implement individualized behavior interventions.
- Continue to utilize feedback from training participants, along with project-based tools and coaching satisfaction survey data to guide the focus of DE-PBS initiatives.



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