

DE-MTSS Cadre Meeting

January 11, 2024

The Delaware MTSS Technical Assistance Center



Today's Topics

- Cadre Purpose & Membership
- MTSS Integration & DE-MTSS TA Center
- DE-MTSS Overview & Resources
- Professional Learning Opportunities
- Equity Committee Updates
- Data Updates

AGENDA



Cadre Purpose



- Support District MTSS Coaches
- Serve as conduit between state to district to schools
- Promote networking among districts
- Create opportunity for feedback on project activities & resources
- Share project and national resources
- Connect, align and integrate related activities for greater impact

Big News!



Delaware Positive Behavior Support

The Delaware Department of Education PBS/MTSS Technical Assistance Center

+



Delaware Access Project

Adapting Curriculum & Classroom Environments For Student Success

The Delaware MTSS Technical Assistance Center

DE-MTSS Technical Assistance Center

The Delaware Multi-Tiered System of Support TA Center proudly serves as a technical assistance provider for the Delaware Department of Education.

Our TA Center provides professional learning and coaching to support the academic and nonacademic development of all children.



The DE-MTSS TA Center Team



Deborah Boyer



Valerie Brown



Brigid Dux



Brynn Fallah



Dana Farris



Kristi Fry



Sarah Hearn



Niki Kendall



Kim McGinley



Megan Pell



Mackenzie Shane



Angelia Wilt

**The DE-MTSS Team
Is:**

Operationally defined expectations...

Purposeful & Motivated

- Assume positive intent
- Clear and transparent communication and expectations
- Work from a growth mindset perspective
- Be fully present, while still caring for yourself biologically, mentally, and emotionally

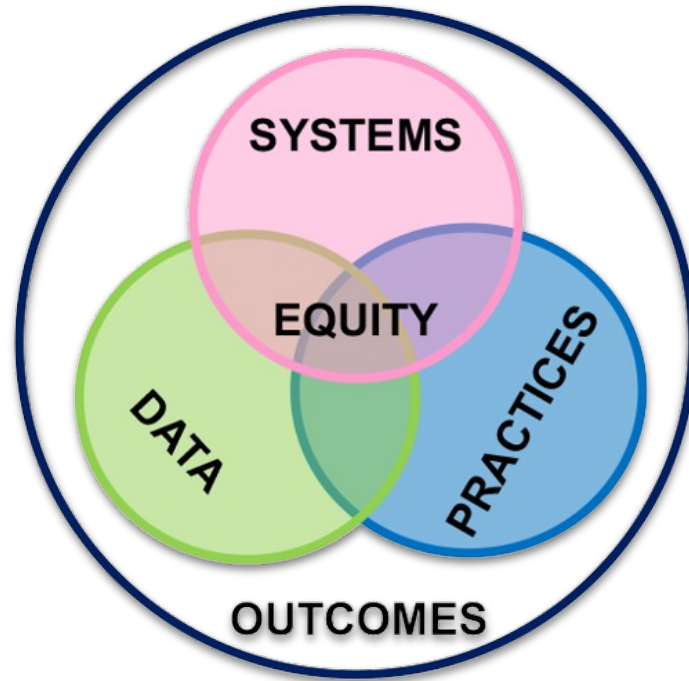
Resourceful & Knowledgeable

- We are not here to be right, we are here to get it right
- Seek, offer, and encourage ongoing feedback, reflection, and learning/growth opportunities for all
- Listen to understand
- Ask for and offer support and clarification when needed
- Build on one another's strengths and areas of expertise

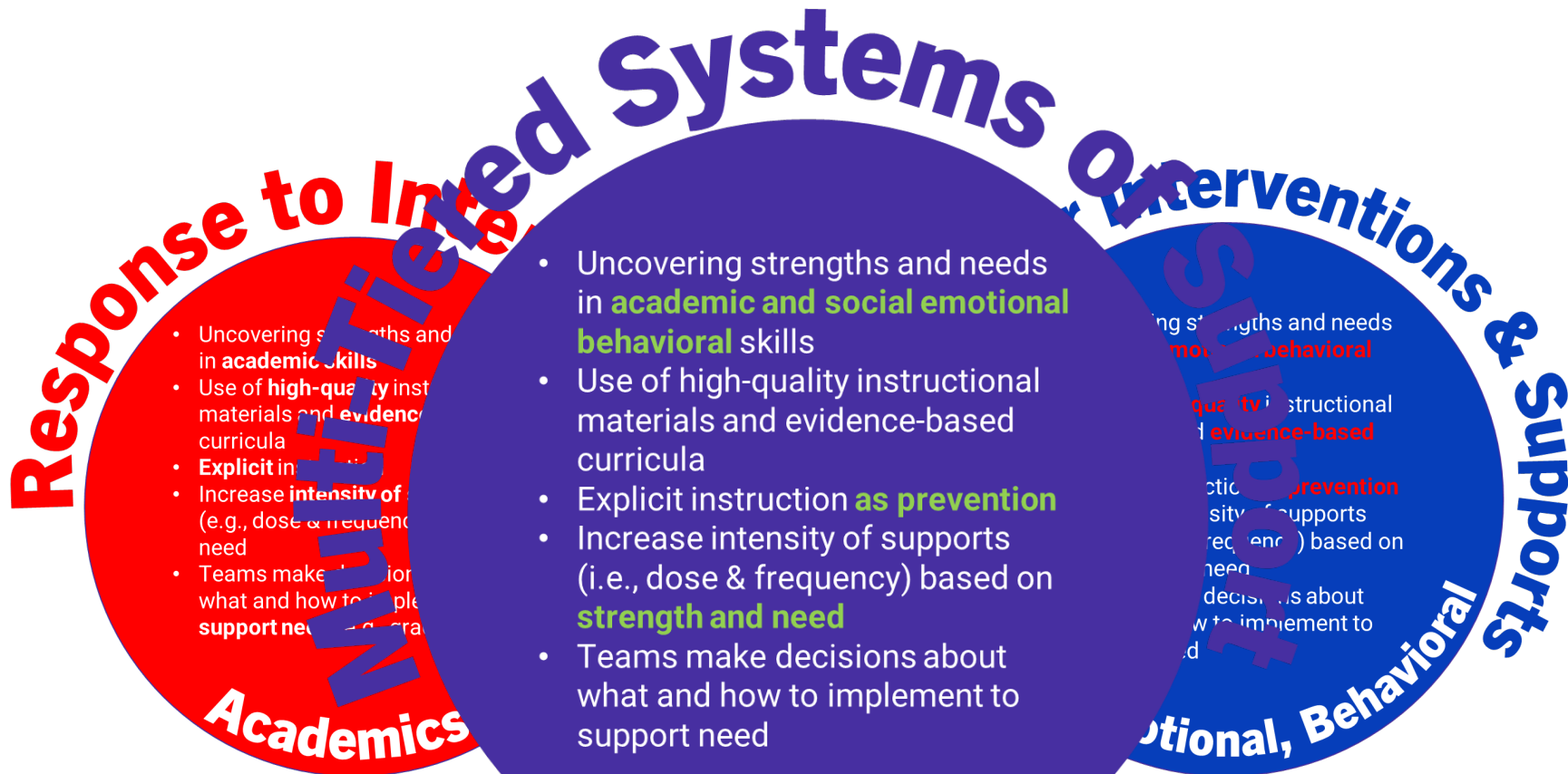
Strategic & Goal-Oriented

- Be solution focused
- Keep students and families at the center of all work

Guiding Principles for Integrated MTSS



S. Barrett, J. Freeman, B. Simonsen, & S. Goodman, (2022) Council for Exceptional Children- Integrating Academic, Social, Emotional, Behavioral, and Mental Health Supports for Student Need



Academics & Behavior

Defining MTSS in Delaware

DE-MTSS is a framework designed to meet the needs of the whole child through an ***integrated, multilevel prevention system*** that optimizes ***team-based leadership*** and ***data-driven decision making*** to meet the academic and nonacademic needs of all students. High quality core academic instruction and non-academic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring and additional formative assessments.



DE-MTSS Essential Components



Tiered System of Support



Data-based Decision Making



Team-based Leadership



Comprehensive Assessment System



Evaluation and Selection of Resources, Supports and Interventions



DE-MTSS

SPEACS

Communication Supports

Positive Behavior Support

DE-PBS

School
Climate

DE-IEP

SEBW Plan

Universal Design for Learning

UDL

Alternate
Assessment



- New name but the work continues
- Maximize our impact by integrating our work
- Avoid confusion

MTSS is...

a **framework** that provides the data and infrastructure necessary to implement effective practices to improve student outcomes

a system composed of high-quality, standards aligned instructional materials and evidence-based interventions that is designed to meet the needs of all students

an approach that ensures equitable access to high-quality, core instruction for all students

a system that allows for the early identification of enrichment and intervention needs of students

MTSS is...

a responsive framework that ensures diverse resources are allocated and match student needs

a continuum of supports across all tier levels

an approach that considers the development of the whole child (academic and non-academic factors)

MTSS is NOT...

a curriculum or intervention

a set amount of instructional time designed to meet student needs

only applicable with students who are most vulnerable and display the greatest amount of academic and/or behavioral needs

focused primarily on addressing academic OR behavioral OR SEL needs

implemented only for students who require more support at tier 2 and 3 levels

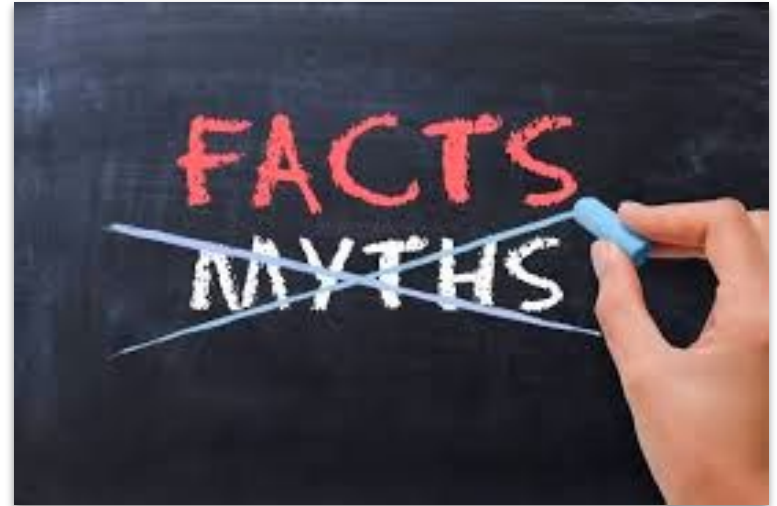
focused on addressing student deficits

Exploring MTSS Myths

Small Group Breakout Discussion:

- What MTSS myths are you hearing/seeing in your LEA/School?
- What strategies have you tried to address myths?
- What would be helpful to you in your role?

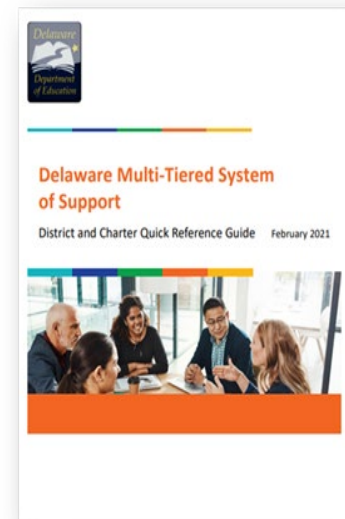
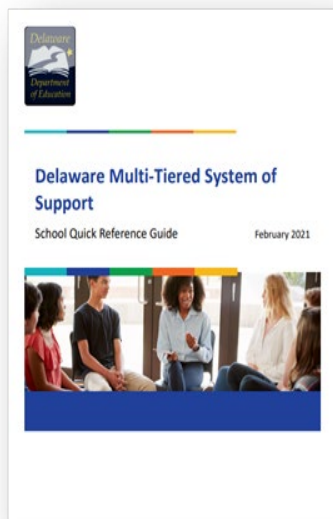
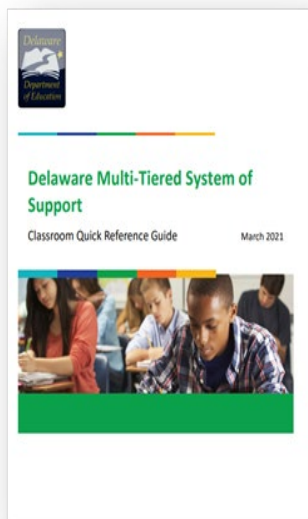
Select 1 person per room to share out key discussion points to the room.



Exploring Current DE-MTSS Materials

Current DE-MTSS Guide Resources

- [MTSS Implementation Guide](#)
- [3 Quick Reference Guides](#) – District, Building/School, Classroom



Delaware Multi-Tiered System of Support - Implementation Guide



Delaware Multi-Tiered System of Support

Implementation Guide

JANUARY 2021



Contents of this resource:

1. Overview of the DE-MTSS Framework
 - a. A Whole System Approach to Support the Whole Child
 - b. Tiers of Support in DE-MTSS
 - c. Family Engagement in MTSS
 - d. Universal Screening Process
 - e. Progress Monitoring
 - f. Fidelity of Implementation
2. DE-MTSS Essential Components
3. Implementing DE-MTSS
 - a. Implementing Teams
 - b. Problem Solving Process
 - c. Implementation Stages
 - d. Professional Learning

DE-MTSS Schoology Modules - PDMS Course 30130

This course has five self-paced modules that provide key information about MTSS and how to implement it in your site.

| Module Topic | Guiding Questions |
|-------------------------------------|---|
| Overview of MTSS | <ol style="list-style-type: none">1. What is MTSS and what are the essential components of MTSS?2. Which components of MTSS are already in place in my district, charter, or school? |
| Building an Effective Tier 1 System | <ol style="list-style-type: none">1. Why is Tier 1 critical to successful MTSS implementation?2. What are evidence-based practices, high-leverage practices, and high-quality instructional materials? |
| Universal Screening Process | <ol style="list-style-type: none">1. How are screening data used to make decisions within MTSS?2. What is the difference between a screening tool and the screening process? |
| Tier 2 and Tier 3 | <ol style="list-style-type: none">1. What is an evidence-based or validated intervention?2. What are the characteristics of effective Tier 2 and Tier 3 systems?3. What is data-based individualization (DBI)? |
| Effective Progress Monitoring | <ol style="list-style-type: none">1. What is progress monitoring and what are the purposes of progress monitoring within MTSS?2. What are the two types of progress monitoring tools and what distinguishes them?3. How do we set progress monitoring goals and make decisions based on progress monitoring data? |

Engagement, Utility & Needs: DE-MTSS Resources

Join at menti.com | use code 1152 9513

Have you viewed the DE-MTSS Implementation Guide and/or the Quick Reference Guides yourself?



Delaware Multi-Tiered System of Support

Implementation Guide

JANUARY 2021



- Yes
- No
- Not Yet



Engagement, Utility & Needs: DE-MTSS Resources



- How have these DE-MTSS resources helped enhance MTSS understanding or support implementation of MTSS in your district/school?
- How have you utilized these resources in your MTSS coaching? Ideas to share.
- Any specific ideas, needs, requests when it comes to MTSS implementation resources?

Upcoming Professional Learning Opportunities



DE-MTSS TA Center Professional Learning Opportunities

The Delaware Multi-Tiered System of Support TA Center proudly serves as a technical assistance provider for the Delaware Department of Education.

Our TA Center provides professional learning and coaching to support the academic and nonacademic development of all children.

| Date & Location | Event | Audience | Description |
|---|---|-----------------------------------|---|
| 12/14/2023 4:30 - 6:30 pm Virtual | DTGSS/UDL PDMS # 32245 | LEA & Building Administrators | Explore how to align the Delaware Teacher Growth and Support System (DTGSS) with Universal Design for Learning (UDL). Learn about UDL, which is an effective framework for tiered instructional strategies within MTSS, and how to use a crosswalk tool to provide educator feedback. |
| 12/15/2023 9:30 -10:30 am Virtual | MTSS 101 for Administrators PDMS # 32243 | LEA & Building Administrators | LEA & Building Administrators are invited to join the DE-MTSS Technical Assistance Center for an upcoming virtual session, MTSS 101 for Administrators. This session will review the essential components of MTSS, and the critical role administrators play in implementation. |
| 1/11/2024 10 am - 12 pm Virtual | DE-MTSS Cadre | District MTSS leaders and coaches | District MTSS Coaches are invited to attend to gain support from state DE-MTSS TA Center, to network among districts, and engage with info on state and national activities/resources. |
| 1/11/2024 6- 7 pm | PIC Presentation: Augmentative and | Families/Caregivers | Participants will learn the basics of augmentative and alternative communication (AAC) and its connection with literacy, as well as |

SCAN ME!



Universal Design for Learning

Helpful Resources

Websites to learn about UDL:

- [CAST Website](#)
- [UDL Guidelines](#)
- [Novak Education](#)

Books to start UDL implementation:

- [Universal Design for Learning: Theory and Practice](#)
- [UDL NOW!](#)
- [Antiracism and UDL](#)
- [Equity By Design](#)
- [UDL: Moving from Exploration to Integration](#)
- [Go here](#) for more resources!!

Introduction to UDL Padlet



MTSS 101 for Administrators held on 12/15/23

- Developed collaboratively
- Well attended & well received
 - 49 Attendees from 16 districts and 29 schools
 - “I didn't realize how many great resources were available for us to use. Having the team share the resources and where to find them was an instant win for me.”

Future Administrator sessions being planned

Tier 3 - Upcoming Opportunities

Individualized and intensive interventions which may include increased intensity through smaller group sizes, more instructional time, and increased use of explicit instruction (DE-MTSS Implementation Guide)

Prevent-Teach-Reinforce Events

- **PTR for Administrators**
 - 1/18/24 (9:00-10:30)
 - Virtual
- **PTR for Facilitators**
 - 2/29/24 (9:00-3:30)
 - Hilton Garden Inn- Dover
- **PTR Coaching**

[Link to register](#)

Tier 3 Networking Event

- **Using Functional Support in the Classroom**
 - 1/31/24 (10:00-12:00)

Contact [Niki Kendall](#) for more Tier 3 info.

[Link to register](#)

Tier 2 Networking Opportunities

Session #1: 1/23/24 @ 3-4:30pm (virtual)

*Tier 2 teaming and communication strategies,
including asset mapping*

Registration Now Open (until 1/18) at:

Session #2: 5/7/24 @ 3-4:30 (virtual)

Tier 2 Interventions and Data Tracking

Registration Opening Spring 2024



High School Forum

2/22/24 @ 8:30-3:00

Early College High School (Dover)



Contextual influences

- Size
- Culture
- Developmental Level

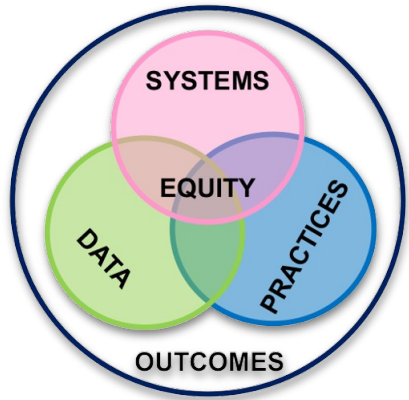
Key Foundational Systems

- Data
- Leadership
- Communication
- Partnerships
- Integration
- Sustainability

Equity Committee



What is Equity?



Ensuring that every learner has access (& opportunity) to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, religion, language, disability, sexual orientation, gender identity, family background and/or family income.

Source: www.ccsso.org & www.aspeninstitute.org/education

DE-MTSS Equity Committee: Sustained Commitment, Expanded Charge

Committee Activities

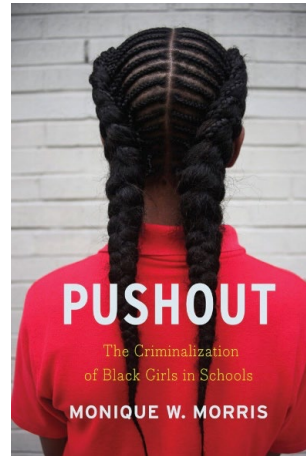
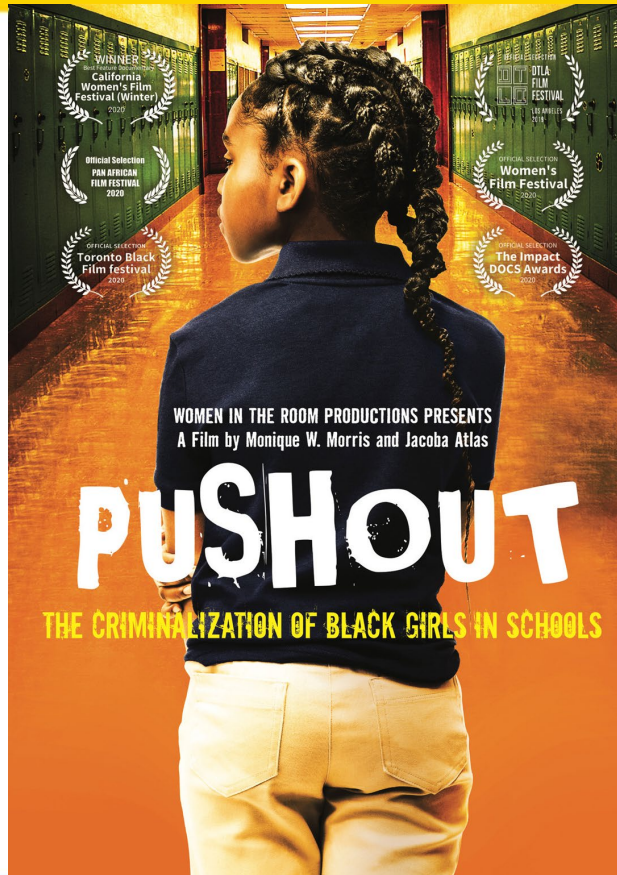
- Ensure that LEA equity-related glows, grows, and questions are authentically represented at cadre
- Help prioritize and shape the development of DE-MTSS TA Center TA, PL, and resources
 - E.g., materials found at <https://www.delawarepbs.org/what-educators-can-do/>

Open committee membership

- 3-4 Mtgs. per year
- 90 minute mtgs.
- Contact Megan Pell mpell@udel.edu



Pushout: The Criminalization of Black Girls in Schools



DE Film Impact
Campaign for Change
video project



SEB Related Supports & Collaborations



2023-2024 SEB DDOE Collaborations

- Social, Emotional, Behavioral Wellbeing Plan (SEBW)
 - DDOE Partner: Sandi Syglowski
- School Climate and Discipline (SCAG)
 - DDOE Partner: Rosalie Morales
- Whole Child Community of Practice
 - DDOE Partner: Teri Lawler



2024

WHOLE CHILD LEARNING NETWORK

Register for PDMS #30944

Differentiated learning opportunity for ALL school staff and partners to explore the universal strategies to reduce and ultimately eliminate the nonacademic barriers to learning and to strengthen multi-tiered systems of support.

Theme: ABCs of School Support: Attachment, Belonging, and Connection

KICKOFF

Dr. Nikole Hollins-Sims launches this year's network in a virtual session exploring the power of school culture and climate in setting the stage for meaningful learning. Tools and resources will be shared to support your curiosity and problem solving.

December 7th

1:30 - 3 pm

FOLLOW UP SESSIONS

February 8th

3:30 - 5 pm

March 12th

1:30 - 3 pm

May 14th

3:30 - 5 pm

SESSION WATCH PARTIES

****Can't make the scheduled learning session? All who register will be invited to join the WATCH PARTY with Q&A discussion. Come to process concepts and leave prepared to transform your work! WATCH PARTY dates are:**

February 13th, 1:30 - 3 pm

March 14th, 3:30 - 5 pm

May 21st, 1:30 - 3 pm



Questions? Contact: teri.lawler@doe.k12.de.us

YOUTH MENTAL HEALTH FIRST AID

Youth Mental Health First Aid (YMHFA) teaches you how to identify, understand and respond to signs of mental health and substance use challenges among children and adolescents ages 12-18.

WHAT MENTAL HEALTH FIRST AID COVERS

- Common signs and symptoms of mental health challenges in this age group, including anxiety, depression, eating disorders and attention deficit hyperactive disorder (ADHD).
- Common signs and symptoms of substance use challenges.
- How to interact with a child or adolescent in crisis.
- How to connect the youth with help.
- Expanded content on trauma, substance use, self-care and the impact of social media and bullying.
- The course is essential for adults who interact with youth to build their own mental health literacy
- DDOE is offering **free** virtual YMHFA courses in 2024 through SEBW Plan funding with limited capacity

COURSES OFFERED

DDOE is offering FREE virtual YMHFA training courses. Register via PDMS (course #32298), pre-work is required. All sessions are scheduled from 8:30 AM to 3:30 PM.

- **Feb. 12, 2024** PDMS # 75105
- **March 13, 2024** PDMS # 75106
- **April 10, 2024** PDMS # 75107
- **May 16, 2024** PDMS # 75108
- **June 12, 2024** PDMS # 75109
- **July 9, 2024** PDMS # 75110
- **Aug. 14, 2024** PDMS # 75111

For any questions or if you do not have access to PDMS for registration, please reach out to Brynn Fallah at bfallah@udel.edu.



WHO SHOULD KNOW MENTAL HEALTH FIRST AID?

- Teachers
- School Staff
- Coaches
- Camp Counselors
- Youth Group Leaders
- Parents
- Adults who Work with Youth



YMHFA

DDOE is offering FREE virtual YMHFA training courses. Register via PDMS (course #32298), pre-work is required. All sessions are scheduled from 8:30 AM to 3:30 PM.

Feb. 12, 2024 PDMS # 75105

March 13, 2024 PDMS # 75106

April 10, 2024 PDMS # 75107

May 16, 2024 PDMS # 75108

June 12, 2024 PDMS # 75109

July 9, 2024 PDMS # 75110

Aug. 14, 2024 PDMS # 75111



Project GROW:

Growing Resilience, Opportunity, and Wellness in Delaware Schools

January 11, 2024
DE-MTSS Cadre Meeting

Cecilia Till (cetill@udel.edu) | Program Coordinator





What is Project GROW?

A partnership between Delaware schools, university training programs and centers, and state and community agencies **to advance training and practice** in evidence-based, equity-centered school mental health service delivery **within a multi-tiered systems of support (MTSS) framework**





Project GROW's Approach

Growing: Project GROW focuses on *capacity-building*.

Resilience: Project GROW seeks to support the *resilience* of individuals, organizations, and communities.

Opportunities: Project GROW creates *new opportunities*: for schools to receive technical assistance for MTSS, for PK–12 students to receive inclusive and affirming mental health services, and for individuals from a range of backgrounds to access and complete graduate education in a school mental health field.

Wellness: Project GROW centers on *promoting the wellbeing* of PK–12 students in schools, of school-based professionals, and of graduate student trainees.



Why?

The prevalence of
youth mental health
needs

The shortage of
school-based
mental health
professionals





Project GROW Training

University Training Program Partnership:

- UD school psychology students
- DSU masters social work students with interest in school-based specialization

Benefits

- Full tuition grant
- 10-hour/week traineeship
- Support for workshop and conference attendance
- Access to Student Support Fund & Early Career Support Fund

Service Commitment: 1 year in high-need DE schools for every year of project support





GROW with Us as a District/Charter

Host Coursework Aligned
Field Placements for
School Psychologists &
Social Workers

(Practicum and/or Internships)

Partner with GROW to
Support Enhanced
University-Based Training
Experiences

(Traineeship Rotations)



Project GROW Drives High Impact Enhanced Training Rotations

Professional
Outreach &
Advocacy

Mental Health
Service Delivery
& Coordination

Systems
Consultation &
Leadership

Applied
Research &
Program
Evaluation



Project GROW Drives High Impact Enhanced Training Rotations

Professional Outreach & Advocacy

Example Activities for Graduate Students

- Promoting SBMH professions to high school and undergraduate students
- Writing policy, research, & practice briefs
- Developing skills to be advocates for inclusive & affirming mental health services



Project GROW Drives High Impact Enhanced Training Rotations

Professional
Outreach &
Advocacy

Possible Partnerships for LEAs/Charters

- Host a career chat session in high school & AP psychology courses
- Invite GROW trainees to your community wellness events and career days



Project GROW Drives High Impact Enhanced Training Rotations

Example Activities for Trainees

- Planning and co-facilitate evidence-based mental health interventions with a current educator. Example interventions include:
 - PATHS SEL Program
 - PEERS Social Skills Training
 - Resilience Education Program (REP)

Mental Health
Service Delivery
& Coordination



Project GROW Drives High Impact Enhanced Training Rotations

Possible Partnerships for LEAs/Charters

- Provide opportunities for GROW graduate students to plan, evaluate, & co-facilitate evidence-based mental health interventions with a current educator/school-based mental health professional

Mental Health
Service Delivery
& Coordination





Ready to GROW

We are now seeking district/charter partners for spring 24 and the 24-25 school years!

To connect with Project GROW, contact Cecilia Till, Project GROW Coordinator, at cetill@udel.edu .



Data





Indicator 4 Methodology

Exceptional Children Resources Update



Delaware
Department of Education



Indicator 4 Current Rate Ratios

- Indicator 4A
 - Currently rate ratio of 2.0 over a 3 year period with a cell size of 15
 - Or 5.0 in one year with a cell size of 5
- Indicator 4B
 - Currently rate ratio of 2.0 over a 3 year period with a cell size of 10
 - Or 5.0 in one year with a cell size of 5



Beginning FFY23

- Starting in March 2024 based on SY data 2022-2023, the rate ratio threshold will change based on OSEP requirements
- Indicator 4A will be a rate ratio of 3.0 with no minimum cell/n size
- Indicator 4B will be a rate ratio of 3.0 with a cell size of 3
- OSEP is looking for SEAs to review at least 10% of LEAs policies, practices and procedures on a regular basis



What can I do?

- Review your policy, procedures and practices and ensure they are best practice and aligned to regulations.
- Request a meeting with Susan Veenema at DDOE to talk about requirements and how to prepare team
- Implement your MTSS with fidelity
- Ensure positive behaviors, interventions and supports are occurring in your LEA

Questions? Comments?



Discipline Data Reporting Tool (DDRT)

- 2023-24 Templates available on website & were shared via email
- Submissions are 2x per year to district coach and project.
January 12th and June 14th
- Reminder - Coaches received the DDRT 2022-23 data summary in the fall for review

2023-24 DDRT Template – 2 year

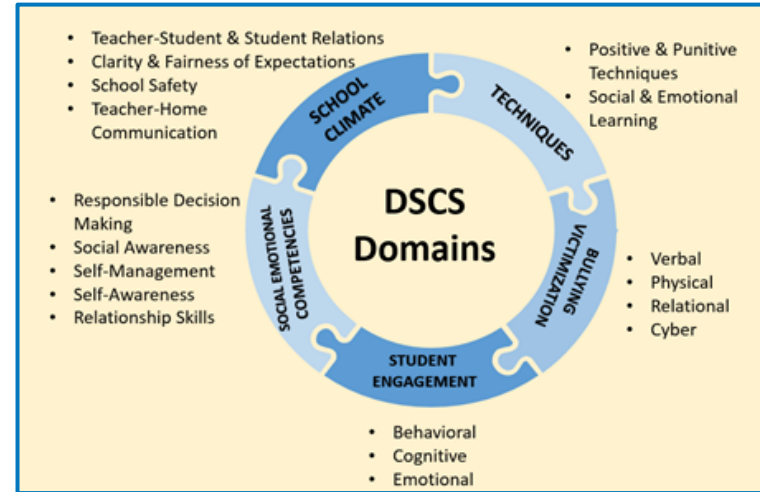
- [Excel Template](#)
- [Google Sheets Template](#)

2023-24 DDRT Template – 4 year

- [Excel Template](#)
- [Google Sheets Template](#)

DE School Climate Survey (DSCS) Data Updates

- 2022-23 DSCS Reports (school-based) distributed to building survey contacts & district contacts in August
- Data review resources:
 - Presentation: DSCS: Understand-Interpret-Use
 - Interpretation Worksheets per population
- DSCS Module Series Reminder
- 2023-24 DSCS Enrollment this month
 - Survey window February - March
 - Survey administration will be fully supported by project staff at the University of Delaware's Center for Disabilities Studies



Next Meeting

Thursday March 7, 2024

9 am to 12 pm

IN-PERSON!!!

Dover, DE

(exact location TBD)



Evaluation

Please take a few minutes to complete this evaluation survey.

Your feedback is greatly appreciated.



Thank you!