

# **Trauma-Informed Practices and Social and Emotional Learning**

## **Strategic Plan**

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August 2019



Strategies for Whole Child Wellness:



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# Program Overview

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**"TRAUMA is not simply what happens to us...but what we hold inside in the absence of an EMPATHIC WITNESS."**

*- Peter Levine*

## Introduction

The CDC (2014) has deemed childhood trauma and adversity a national health crisis. The latest data from the National Survey of Children's Health (NSCH) for Delaware suggests that 51% of our children and youth have experienced at least 1 adverse childhood experience (ACE). Thirteen percent have experienced 3 or more. This suggests that in a typical classroom of 28 students, 6-7 children may be in need of intense supports to help them engage age-appropriately with peers and adults, cope with daily stresses, and achieve grade level expectations.

Given the prevalence of trauma in our society, this also suggests that many adults in our nation's schools arrive daily toting their own invisible bags of stress that can be complicated by the wear and tear of working hard and caring much. As a result, vicarious trauma, compassion fatigue and burnout threaten quality of life and workforce retention. Thus, both of these issues demand immediate attention.

Trauma and toxic stress demand a broad remediation framework that includes wellness promotion, universal supports and early intervention for coping skill development and to prevent re-traumatization. This will support physical, psychological, and emotional safety, as well as strategies to enhance regulation and self-care for all. To meet this end, it is increasingly clear that a paradigm shift is required. We must deepen our understanding of how experiences impact the brain. We must recognize that emotional development and attachment lay the foundation for attunement and co-regulation in the classroom. Moreover, we must operate from the premise that children do well if they can - and if not, something is getting in the way (Green, 2004). These lagging skills, beg us to shift our questions from "What is wrong with you?" to "What happened to you?", and ultimately to "What is right with you?" This way, we can mobilize our efforts to focus on assets and designing tools for hope and healing. We



focus on our common humanity, recognizing that when adversity touches one of us, it touches all of us and we must ALL own the solution. This is the healing-centered engagement that will support whole child wellness (Ginwright, 2015).

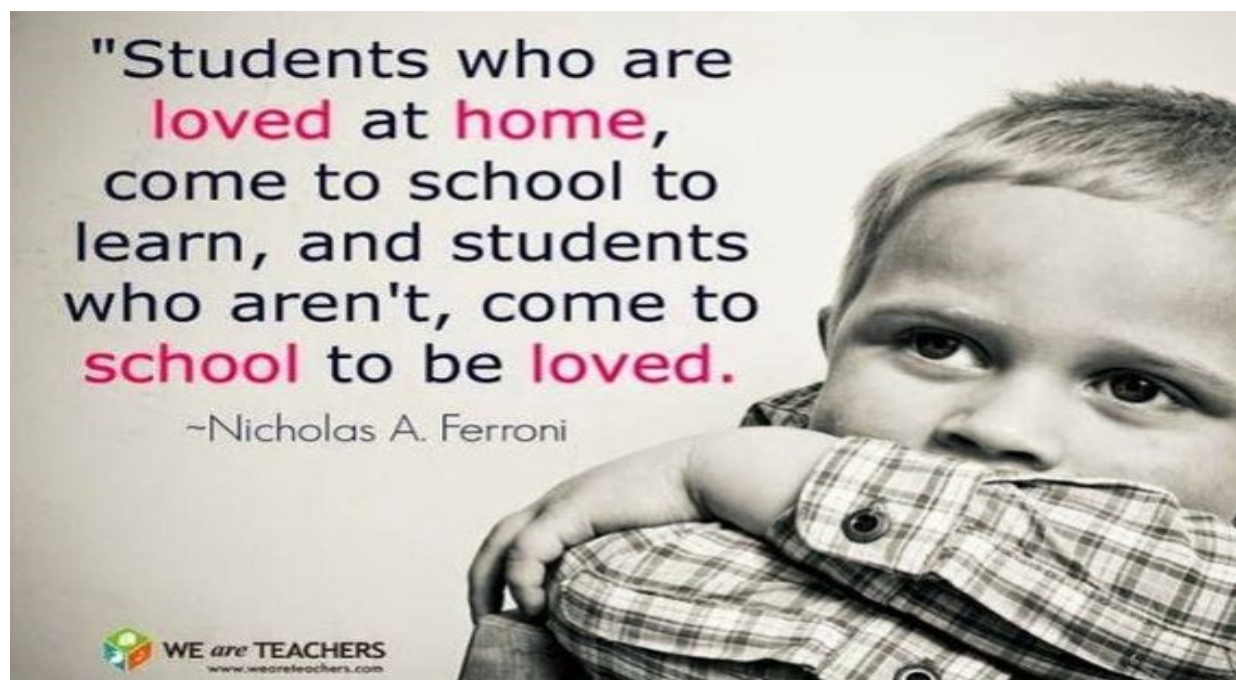
In early 2017, Governor Carney re-established the Family Services Cabinet Council (FSCC) with the intent of modifying how state services are provided to all Delaware citizens. Viewing citizens through a trauma-informed lens becomes critical to this endeavor. The Secretary of the Delaware Department of Education (DOE) is one of the members of the FSCC and is charged with ensuring that staff are trained in trauma-informed practices, which includes strategies for building resilience through emotion regulation and coping skills as well as adopting policies and practices.

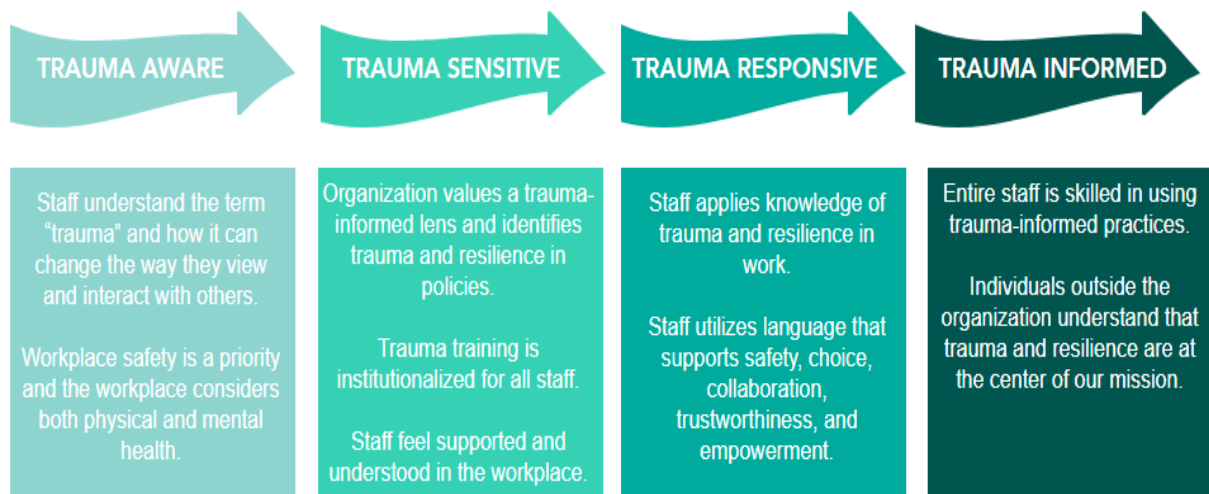
The FY18 Appropriations bill (HS 1 to HB 275) explicitly stated that the Department would become a more supportive agency. This Strategic Plan addresses the provision of "Supporting the promotion of trauma-informed practices, social emotional wellness and physical wellness throughout the public education system." The FY18 Appropriations bill also focused attention on providing supports to struggling schools in Wilmington through the newly established Office of Innovation and Improvement.

The FY19 Appropriations bill (SB235) provides \$6 million dollars to schools with enrollments of greater than or equal to 60% low socio-economic status (Low- SES) or greater than or equal to 20% English Learners (EL). The purpose of the funds is to provide integrated student support services, which may include creating safe and supportive environments through trauma-informed practices, benefitting their low-income students, or providing additional supportive services to low-income and/or English Learner students based on the needs of those students.

The Department was awarded the State Personnel Development Grant (SPDG) five-year funding in 2017 with a focus on implementation of Multi-tiered Systems of Support (MTSS). Trauma-informed practices must be integrated within MTSS and not treated as an "add-on program" to be successful and sustainable. Becoming a truly trauma-informed organization does not happen overnight or with one training. Professional learning must expand the mind while moving the heart to action, providing opportunities for application of concepts to real time problem-solving.

Delaware state agencies have adopted the Development Framework for Trauma-Informed Care and this framework has been applied to our education systems. Three needs are identified in order to meet the aims listed above.





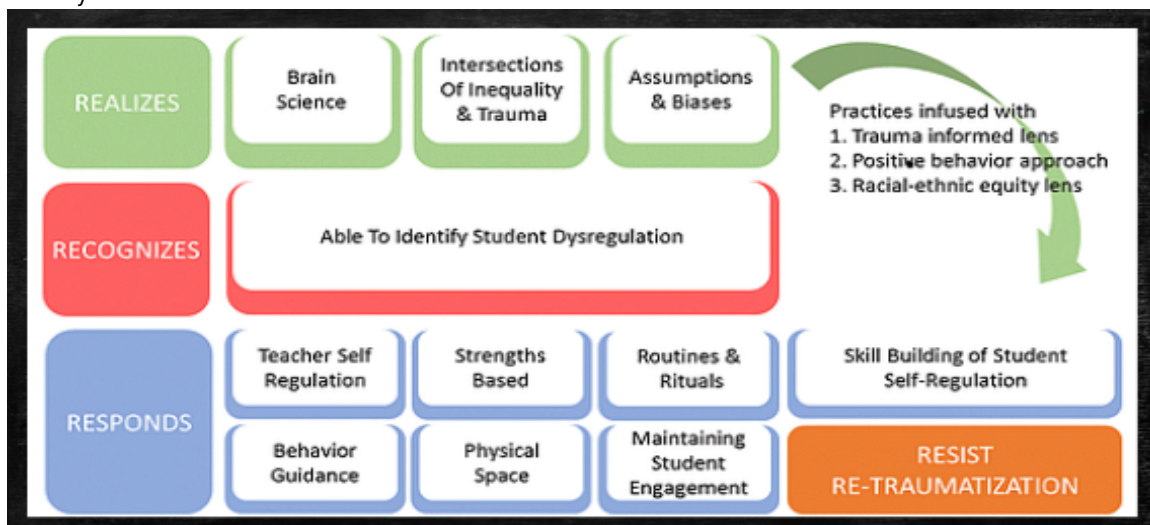
Change process framework adapted by the Philadelphia ACE Task Force from the Missouri Model: A Development Framework for Trauma Informed.

**Need 1:** The Department must receive professional learning on trauma-informed practices to influence the programming and policy supports provided to our specific clients/customers.

**Need 2:** School districts and their staffs and contractors must be provided differentiated professional learning opportunities on trauma-informed practices to influence their approach to work in the schools.

**Need 3:** The Department, districts, schools, and their staffs and contractors must be provided differentiated professional learning on the integration of trauma-informed practices within multi-tiered systems of support (MTSS).

The developmental framework encourages progression on the continuum with shift from trauma awareness to trauma sensitivity. As a result, there is a pivot to trauma responsive classroom practices that facilitate safety, connection, and regulation. At the highest levels, trauma-informed policies and practices provide a lens for all school policies to meet the needs of diverse learners. The developmental framework is consistent with SAMHSA's principles. The diagram below details the practices which are included throughout the continuum. Specific learning activities have been aligned with the framework to provide context. The Hand Model of the Brain and the Brain Architecture Game are used to provide context for recognizing dysregulation associated with trauma and toxic stress. Environmental supports as well as skill building for self-regulation are integrated into response strategies so students are quickly refocused, retooled, and returned to learning and productivity.



Layne, C. M., Strand, V., Popescu, M., Kaplow, J. B., Abramovitz, R., Stuber, M., et al. (2014).

One Band, One Sound - Prevention is the BEST Intervention: The Delaware Developmental Framework asserts that trauma-informed practices are the ultimate universal support to reduce barriers to learning. However, these school practices cannot do the work alone. To create truly supportive environments, we must concurrently strengthen social and emotional competencies to produce WHOLE CHILD WELLNESS. Social and Emotional Learning (SEL) is the educational process that leads to the development of emotional intelligence - that is, the process by which we become better at understanding and managing our emotions and learning how they impact the choices we make and the relationships we have. It involves setting goals, understanding emotions, perspective-taking and showing empathy for others, establishing positive relationships, and making responsible decisions. While trauma-informed practices provide the foundation for safe and supportive environments that foster resilience throughout the school community, we make that happen by embedding sound social and emotional learning into the workings of classroom practices to build strong relationships and coping skills as protective factors or buffers to mediate the trials of life.



Layne, C. M., Strand, V., Popescu, M., Kaplow, J. B., Abramovitz, R., Stuber, M., et al. (2014).

Social Emotional Learning (SEL) is a tool that can be used in closing the opportunity and achievement gaps. It is deeply ingrained in the way students and adults interact and helps provide students with equitable, supportive, and welcoming learning environments. Business leaders even cite empathy, critical thinking, decision-making, and teamwork as top skills that they are looking for in their employees. To be successful, the next generation will need strong social emotional skills to be productive employees, entrepreneurs, problem solvers and healthy, happy citizens. These skills aren't just important for the individual, they are necessary for a strong workforce that is ready to meet the challenges of a changing economy. These competencies develop throughout our lives and are essential to success in our schools, our workplaces, our homes and our communities. These are the skills that allow individuals to contribute meaningfully to society.

Mindfulness and Strategies for Building Trust-Based Relationships, Regulation, and Coping Skills:

Schools are integrating a number of strategies for building SEL competencies and developing age-appropriate coping skills to reduce barriers to learning. Districts and schools are eager for a guiding framework that identifies key features of evidence-based practices. Mindfulness has been introduced to support students in calming the brain to develop self-regulation skills to support sufficient alertness for information processing and learning. Mindfulness has also been introduced to staff as a self-care strategy to reduce burnout and promote co-regulation with students and their colleagues. Trainings encourage adults to be thermostats who proactively monitor and regulate the environment as a way of maintaining homeostasis in the classroom system. This builds trust between teachers and students, provides physical and emotional safety for all, and models age-appropriate ways to manage negative emotions and cope with daily life challenges - ALL skills that support adaptive functioning in school and in life. In addition to rewiring the brain and regulating emotions, these strategies building self-awareness and self-management, collaborative problem solving, and restorative practices which are being used to assure sufficient "alertness" for information processing, retention, and recall.

## Strategic Intent

To address the identified needs, this Strategic Plan includes three strategic intents with aligned key activities. Each strategic intent is considered a necessary driver to meet the ultimate goal of the Department of Education's and our public schools' becoming trauma-informed as that term is defined in the Delaware Developmental Framework for Trauma-Informed Care in Education (see page 5).

**Strategic Intent #1** – Provide professional learning on trauma-informed practices and strategies to build resilience to promote widespread organizational awareness.

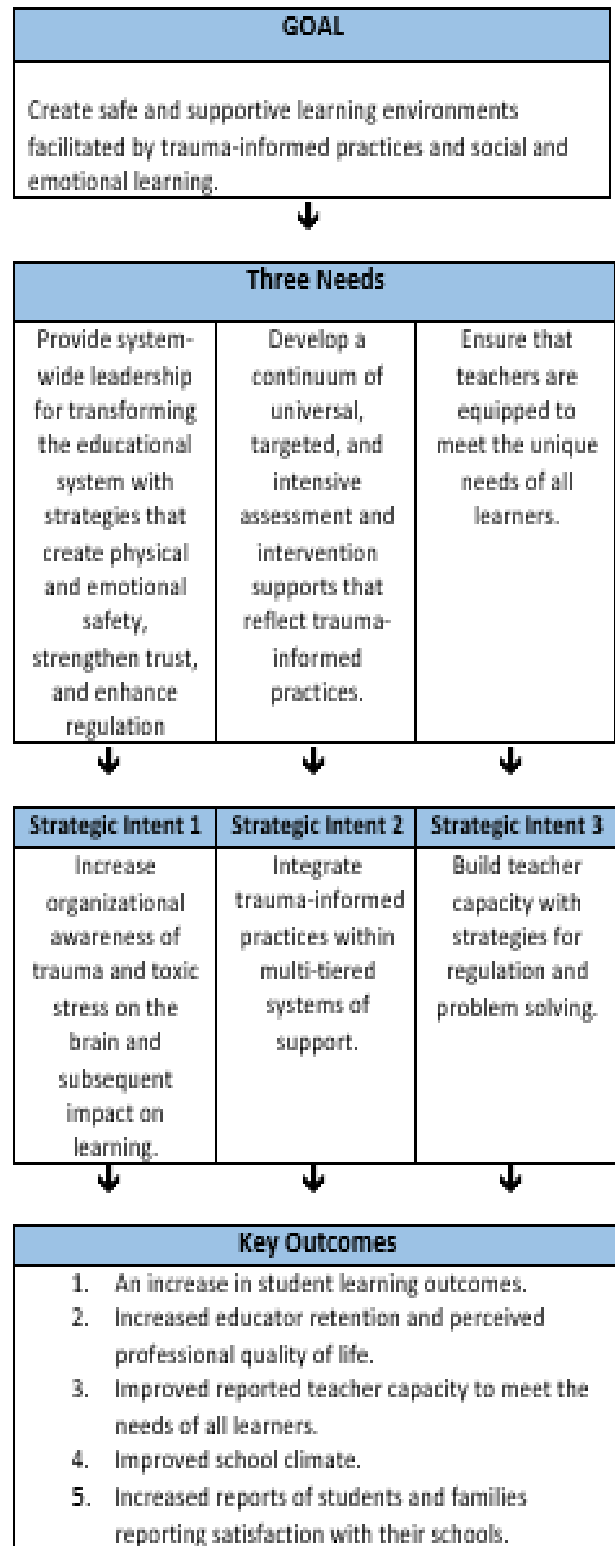
**Strategic Intent #2** – Offer professional learning on the integration of trauma-informed practices within multi-tiered systems of support to achieve trauma sensitivity.

**Strategic Intent #3** – Expand the repertoire of evidence-based strategies to move schools to responsive and informed practice, building positive and supportive relationships, regulating behavior, and facilitating age-appropriate problem solving, coping skills and self-care to facilitate resilience and social competence.

## Key Outcomes

As a result of an intentional focus on these three strategic intents, the following key outcomes are expected:

- 1) Improved student outcomes (e.g., better attendance, reduction of discipline referrals, increase in student learning).
- 2) Improved specific educator measures and perceptions (e.g., staff absences, staff turnover, staff retention rates, staff morale).
- 3) Improved school climate.
- 4) Improved student, family and community engagement.





# Strategic Intent #1

## Organizational Awareness through Professional Learning on Trauma-Informed Practices and Resilience

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### Introduction

Delaware's educators have the power to change the trajectory for student success in the classroom and in life through the integration of trauma-informed practices and social and emotional learning (SEL). Although generally thought of as separate, trauma-informed practices and SEL have conceptual and practical similarities that can work together to enhance learning and development. To see authentic organizational change, evidence of both must become so accepted and thoroughly embedded that they no longer depend on a few leaders, but become a part of the organizational culture – representing not only what they do, but who they are.

Trauma-informed practices and SEL have unique strengths that complement each other. Integrating these practices in a multi-tiered continuum offers a more powerful and comprehensive system of support and culture of care for student growth than can be achieved with either in isolation. Both help students develop the ability to reflect on their interactions and foster the regulation and coping skills to respond successfully to daily challenges. Both rely on strong relationships for attunement and co-regulation. Both offer a hierarchy of mechanisms to support reflection (assessment), as well as refocusing and retooling intervention strategies so students

can fluidly return to brain-ready states for learning. Most important, both promote wellness through strong universal strategies that create safety and support for all students and adults. As a result, specific needs of trauma-affected students can be best addressed within the context of social and emotional relationships. This is called healing-centered engagement.

To make that shift, this Strategic Plan takes into consideration that professional learning must consider where employees are in their career and even the roles they may undertake.

Priority Area #1 Importance of Leadership track – including DOE – movement across the continuum

Priority Area #2 Importance of new educators (e.g., Initial License) & new to Delaware track – including DOE new employees – movement across the continuum

Priority Area #3 Importance of seasoned educators (e.g., Continuing License) – movement across the continuum

Strategic Intent #1 Professional learning opportunities structured in a manner to address each of the priority areas above.



# Timeline

SI #1 – PROFESSIONAL LEARNING	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Key Activities	July 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020	Jan 2021	Apr 2021	July 2021	Oct 2021	Jan 2022	Apr 2022
<b>Department Planning Team</b>												
1. Monthly Meetings												
2. Communication plan including tracking of key metrics (i.e., training participation)												
3. Coordination with First Chance and FSCC												
<b>Department Staff Training (existing and process for new staff)</b>												
1. Directors Council												
2. New Employee Orientation (process established)												
3. Bi-Monthly Lunch and Learn Sessions (6 at Townsend and 6 at Collette)												
4. Differentiated Book Studies (by framework)												
5. Self-Guided Training opportunities (website, PDMS, Chief-Charterers memos)												
6. On Demand (as requested)												
<b>Leadership track</b>												
1. Statewide training												
2. New leader induction												
3. On Demand (as requested)												
<b>New Educator track</b>												
1. Statewide training												
2. New Teacher Academy												
3. Mentoring												
4. On Demand (as requested)												
<b>Current Educator /School Personnel Track</b>												
1. Statewide training												
2. Train the trainer for District teams												
3. Develop online learning modules												

SI #1 – PROFESSIONAL LEARNING	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Key Activities</b>	July 2019	Oct 2019	Jan 2020	Apr 2020	July 2020	Oct 2020	Jan 2021	Apr 2021	July 2021	Oct 2021	Jan 2022	Apr 2022	July 2021	Oct 2021	Jan 2022	Apr 2022
4.On Demand (as requested)																
<b>Office of Adult and Prison Education</b>																
1. Annual Staff Development Day																
2. Collaborate to create two professional development presentations on adversity and the impact on social and emotional competence.																
3. On Demand Support (as requested)																
<b>Office of Early Learning</b>																
1. Quarterly rotation of QA training series																
2. Add 1 new QA training annually																
3. Train the Trainer for UWDE Moving the Needle																
4. Support summer 1-day conference																
<b>Compassionate Connections (year 2 of grant)</b>																
1. CCP monthly meetings																
2. Scheduled trainings of 5 partner schools																
3. Schoology Group to facilitate sharing																
<b>Opportunity Grant School (FY19 funded)</b>																
1. Review of all 46 plans																
2. Identify those schools with trauma informed practices as focus																
3. Fiscal monitoring																
4. Programmatic monitoring																
5. Mid-Year Report Due																
6. Final Report																
<b>Family Services Cabinet Council</b>																
1. Trauma Awareness Month Celebration																
2. Documentary – Broken Places																
3. Stress Balls, Armbands, Pencils																
4. TI Classroom Magnets																
5. Developmental Framework Magnets																

## Key Activities

Department Planning- The Department Planning Team will meet at least once a month to provide input and guidance in the development of updates to this Strategic Plan. The Team represents a cross section of the Department of Education and other individuals may be added. This team will develop a communications plan that addresses how information will be provided to our customers/clients; tracking of trainings; and integration of this Plan into other initiatives including the Family Services Cabinet Council and First Lady Tracey Carney First Chance as well as other critical communication components.

Trainings within the organization will focus on operationalizing the the integration of trauma-informed practices and SEL so all team members can articulate their value at an awareness level. More specifically, the work will be stewarded by a planning team with cross-agency stakeholders, who will meet regularly and plan quarterly activities to promote staff wellness and professional quality of life through intentional self-care. "Lunch and Learn" activities will be hosted quarterly at Townsend and Collette to build capacity on what the organization can do to facilitate hope for healing those exposed to adversity.

Department Staff Training - Current and new staff to the Department will have a series of training opportunities to learn about the trauma-informed practices model with the goal of becoming a trauma-informed organization. Directors Council will be provided further professional learning regarding the trauma-informed practices model, information on current best practices occurring in the field or opportunities for additional training for their teams (current staff). The Directors Council will provide feedback to the Department Planning Team on needs/information they may be hearing from the field. New employees will be expected to participate in available training in trauma-informed practices within the first 3 months of employment.

Leadership Track- Current leaders (chiefs, charter heads of schools, school board members, principals, assistant principals, etc.) will have a series of training opportunities to learn about the

trauma-informed practices model with the goal of leading their organizations in becoming trauma-informed. The Statewide Trauma-Informed Practices and SEL professional learning will align with PRINCIPAL STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS, assuring effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Two learning opportunities will be hosted annually to include information on trauma and its impact on learning as well as strategies to support classroom resilience and collaborative problem solving.

Two induction programs will be running simultaneously - one program for assistant principals and one program for principals. Annually four cohorts will be formed - Northern Assistant Principals/Southern Assistant Principals/North Principals/South Principals. During their first year, each participant will engage in a monthly face-to-face professional learning session focused on collaborative problem solving through the lens of the Professional Standards for Educational Leaders (PSEL). Between face-to-face meetings, application of content will occur and evidence of completion will be compiled into an electronic portfolio.

New Educator Track- Educators new to the profession or new to Delaware will have a series of training opportunities to learn about the trauma-informed practices model with the goal of moving their practice and their contributions in becoming a trauma-informed organization. Through the New Teacher Academy and the Mentoring Academy, new educators will work with their schools/mentors in identifying professional learning in trauma-informed practices. The Educator Support Team will collaborate to assure the impenetation of research and evidence-based social emotional learning, trauma-informed care and restorative practices with fidelity to support a decrease in behavioral incidents and reduce discipline disproportionalities. The mentoring cadre for the New Teacher Academy will participate in a train-the-trainer program to build capacity for supporting new hires in understanding trauma and the impact on learning using the Hand Model of the Brain

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"It is easier to build strong children than to repair broken men."

- Frederick Douglass

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and Brain Architecture Game. The mentors will collaborate to provide this awareness level learning opportunities for the new teacher cadre each fall. The Educator Support Team will collaborate to support the cadre with an additional learning opportunity related to building strong relationships, educator self-care, and strategies for co-regulation in the classroom.

Current School Personnel- Current education personnel will have a series of training opportunities to move their practice and contribute to their organization becoming trauma-Informed. The statewide professional learning will include sessions designed specifically for leaders. Self-guided or other professional learning opportunities will be identified to provide deeper knowledge. There is an expectation that these staff will have varying depths of knowledge on trauma-informed practices.

A Summer Learning Institute will be hosted to train district teams as trauma awareness trainers using the Hand Model of the Brain and the Brain Architecture Game. Teams will be invited to participate in quarterly meetings of the Compassionate Schools Learning Collaborative (CSLS) to deepen their knowledge and facilitate innovation as they explore ways to expand district and school practices in the interest of responding appropriately to learner needs.

In addition, ten online learning modules will be created to support the cultivation of safe and supportive school climates that meet the needs of diverse learners, encouraging emotion awareness, perspective-taking for empathy, and collaborative problem solving for responsible decision making. Additional learning opportunities, including book studies, intervention-specific workshops, and strategic planning will be offered on demand throughout the year to districts and charters as well as partner organizations that serve educators, afterschool programs, and youth-serving organizations.

Office of Adult and Prison Education - This workgroup will collaborate to develop two new professional learning modules each year that will be delivered by the workgroup's training staff. The intent is to design learning opportunities that will inform policy and practice throughout the year. The workgroup will also host an awareness level training session at their annual staff development day each June.

Office of Early Learning - The OEL is eager to retain a highly qualified workforce. To meet this end, they will host a summer learning opportunity, offering the current quality assured training on the impact of trauma and toxic stress on the developmental trajectory. The workgroup will also collaborate to develop an additional training and have it quality assured to meet the certification needs of early learning educators and partner organizations (i.e., DEAEYC, DIEEC, Parents as Teachers, Child Development Watch, etc.). Quarterly trainings will be offered with the intent of expanding supports statewide. In addition, a coaching model will be developed to support training capacity building on the Moving the Needle collaboration with the United Way of Delaware's Read Delaware program.

Compassionate Connections -The Department is a partner in the Compassionate Connections Partnership initiative. This initiative is funded by a 3-year grant that the Delaware State Education Association (DSEA) received in the spring of 2017 to provide professional learning to five (5) schools in two (2) districts in the City of Wilmington (Red Clay Consolidated School District - Highlands Elementary K-5, Shortlidge Elementary K-2, and Warner Elementary 3-5; Christina School District - Bayard Middle 6-8 and Bancroft Elementary K-5). The Department through the Office of Innovation and Improvement will continue to play an active role in this initiative, particularly to support sustainability during the re-configuration of Christina School District Schools to include Stubbs Elementary during the 2019-2020 school year, which is the third year of the grant.



Opportunity Grant Schools - The FY20 Appropriations bill will provide over \$6 million dollars in competitive funds for schools. Thirteen (13) schools representing nine (9) applications were funded. Of these, 63% of schools targeted funds toward trauma-informed practices. The FY19 Appropriations bill provided \$6 million for schools that met certain criteria (see page 3). Forty – six (46) schools representing 11 districts and 7 charter schools met the criteria. Plans for the use of the funds will be monitored by the Department through the School Support Services workgroup. Monitoring will include both fiscal and programmatic reviews. Fiscal monitoring to occur bi-monthly and programmatic reviews will include a mid-year and final report. Additional monitoring will occur as needed/identified.

Family Services Cabinet Council Consultation - The FSCC is comprised of eight (8) of the Governor's Cabinet Secretaries. The Council is charged with coordinating public and private

services to reduce fragmentation and assure effective service delivery within and across sectors. The Council was tasked with implementing innovative tools and strategies for addressing a series of specific issues, including: breaking the school-to-prison pipeline; improving access to early childhood education; increasing the availability of affordable housing; improving access to substance abuse treatment; reducing recidivism in Delaware's correctional system; expanding job training opportunities; and reducing violence in Delaware's neighborhoods. The ultimate goal is to allow for a more collaborative and coordinated approach to address some of the most critical issues in our community, so that every Delawarean has access to fair and equitable opportunities for success. Current projects include evaluating the efforts of state agency capacity building, developing a state toolkit, sponsoring Trauma Awareness Month and Champion Awards. This Strategic Plan will be updated based on the direction from the FSCC.

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"Change will not come if we wait for some other person or...some other time. We are the ones we've been waiting for. We are the change that we seek."

- Presidential Candidate Barack Obama (February, 2008)

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# Strategic Intent #2

## Integration of Trauma-Informed Practices within Multi-Tiered Systems of Support

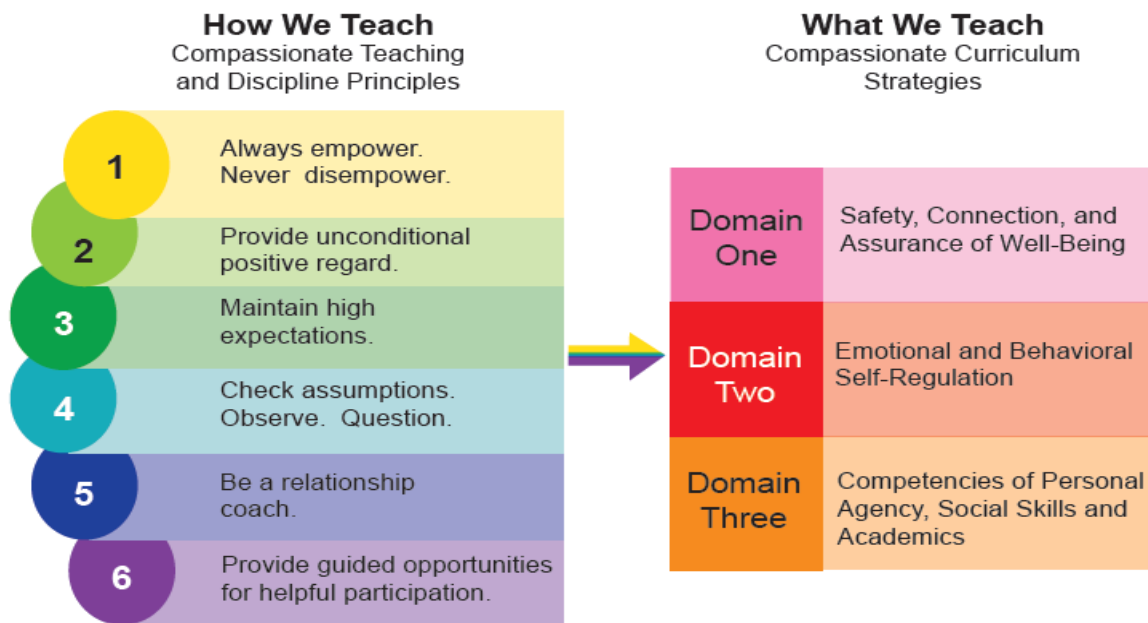
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### Introduction

Trauma-informed practices that attend to school climate and provide support for social and emotional learning are strong contributors to building resilience as they provide a context for children to develop and practice the social interaction skills that will carry them through school and life (Collaborative for Academic, Social, and Emotional Learning, 2017). More specifically, trauma-informed schools provide predictable and safe environments that are attentive to transitions and the sensory needs of students. They develop and implement discipline policies that balance accountability with an understanding of the impact of traumatic experiences and toxic stress. They maintain classroom expectations that are communicated in clear, concise and positive ways. They create opportunities to learn and practice the regulation of emotions, modulation of behaviors, and working to learn and practice the regulation of emotions effectively with others. Productivity

is valued and students are taught the importance of following through on assignments. Staff cultivate positive working relationships with each other, their students, and students' families. Moreover, the schools support students and families with intense needs by supporting them in accessing mental health supports (Hertel & Johnson, 2009).

Compassionate Schools Learning Collaborative - The depth of understanding to produce real application of concepts is best done in a professional learning community. To facilitate statewide accessibility, we will form a Schoology group for information and resource sharing. Quarterly, we will host the Compassionate Schools Learning Collaborative to engage with the school community as well as community partners and stakeholders.



Wolpaw, Johnson, Hertel, & Kincaid, 2011. The Heart of Teaching and Learning: Compassion, Resiliency, and Academic Success.

[Compassionate Schools Teacher Test Lab](#) (CSTL) is a coaching cohort opportunity designed to strengthen the teacher toolbox with hands-on experiences and interventions. The CSTL directly translates the research concepts from trainings to practice opportunities. TRANSFORMATION FOLLOWS APPLICATION! Thus, interventions and their rationales are provided to participants to support classroom tools to 1.) create safety, 2.) foster connections, and 3.) facilitate the achievement of self-regulation skills – all basic competencies that are critical to the development of curiosity for exploration and learning. The strategies are dependent upon three interconnected components – sensory processing, executive functioning, and emotional regulation – that must exist to some degree in order for children to interact age-appropriately in the learning environment.

[Afterschool Partners and Community Centers](#) will also implement strategies from trainings to create designated calming and energizing spaces to support children and youth in honing regulation, coping, and problem solving skills learned in school and generalizing them to their relationships and interactions outside of the learning environment.

[Take Care Delaware](#) is patterned after similar initiatives in neighboring states that sought to lessen the impact of traumatic home and community experiences on children's school performance and behavior. Founded in the state of West Virginia in response to former US Attorney General Eric Holder's Defending Childhood Initiative, it included the practice of notifying schools within 24 hours of a child's under the age of 17 being identified at the scene of a crime. The intent is to assure that students are supported in coping with the feelings associated with their experience. In addition, educators are supported in recognizing the signs of trauma and developing age-appropriate, universal strategies to support students in getting regulated and ultimately reducing barriers to learning.



# Timeline

SI #2 – MTSS INTEGRATION	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<u>Key Activities</u>	Jul-19	Oct-19	Jan-20	Apr-20	Jul-20	Oct-20	Jan-21	Apr-21	Jul-21	Oct-21	Jan-22	Apr-22
Compassionate Schools Learning Collaborative (CSLC)												
1. Professional Learning Community (Tier1 support)												
2. Family and Community Group Presentation												
3. Statewide Training Symposium												
4. Identify a Coaching Cohort of CSI Schools (Tier 3)												
5. Identify a Coaching Cohort of TSI 1 (Tier 2)												
6. Expand Teacher Test Lab by 20% annually												
7. Schoology group for resource sharing												
8. Take Care Delaware programmatic monitoring												





# Strategic Intent #3

## Build Teacher Capacity with Strategies for Regulation and Problem Solving

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"Kids do well if they can. If not, something is getting in the way. Search for lagging skills in need of development."

Ross Green, 2014

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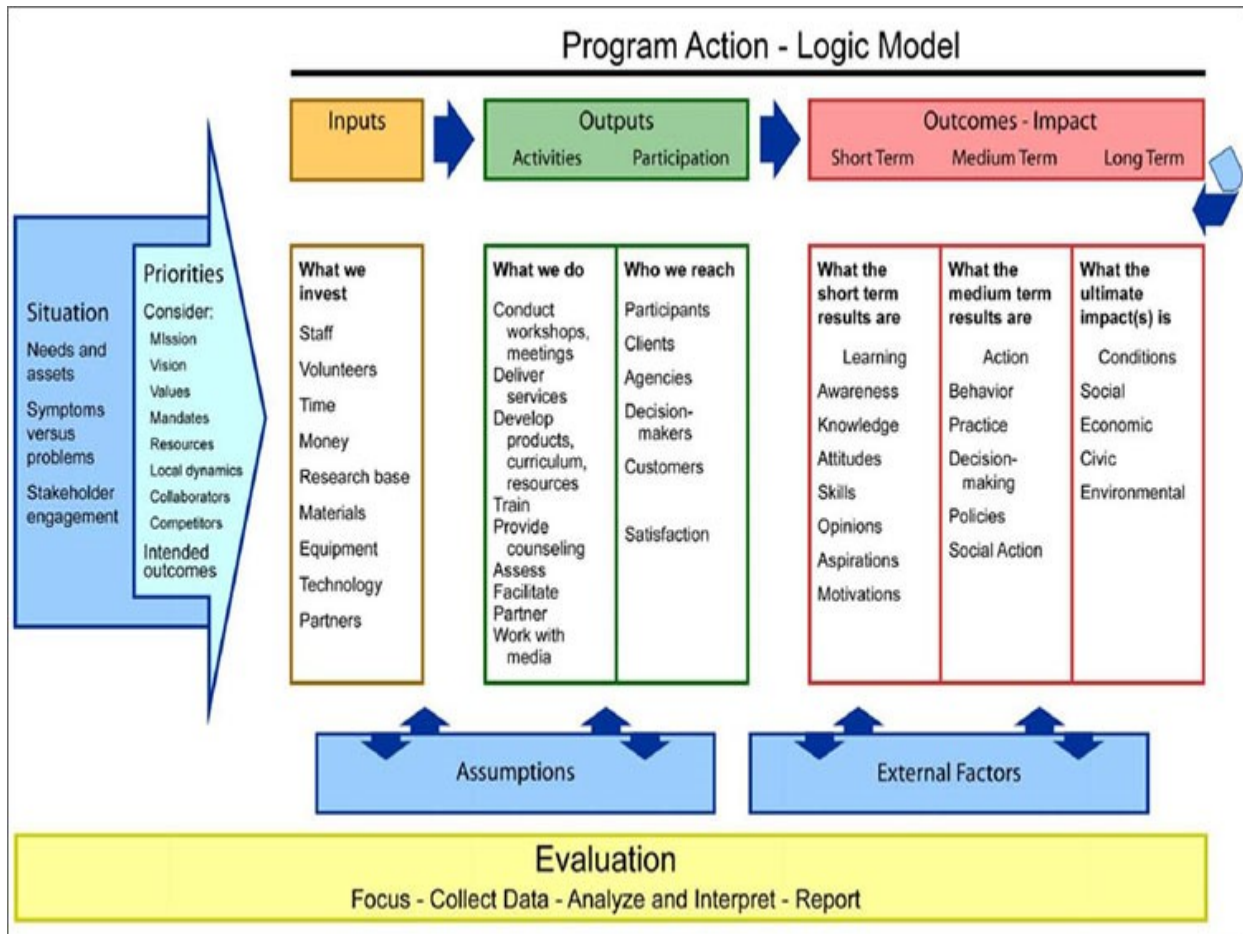


### Introduction

An interconnected framework is required to strengthen learning supports and reduce barriers to learning. Basic tenets focus on brain development, emotions, and behavior with a focus on enhancing age-appropriate, adaptive behavior and resilience. We teach students to identify and recognize emotions - their own and those of others. We teach them to communicate using feeling statements and to solve problems collaboratively. We focus on reasoning strategically to make good choices. Moreover, when things go wrong, we teach grace and how to restore relationships and community. By doing this, we keep whole child development at the core of what we do and recognize that child development is a process. In short, we believe that all of these concepts work together so our students are fully present and fully prepared for success in school and in life.

To meet this end, teachers have to be supported in pursuing intentional, positive relationships with their students and other adults. Since supportive relationships are the greatest mediator in reducing toxic stress and restoring homeostasis, adults are trained to become thermostats - powerful regulators who can monitor and as well as influence what happens in the classroom and school environment. To do this, they need differentiated professional learning that expands their knowledge of evidence-based practices while encouraging their innovation and creativity in applying what they learn to solve problems. When supported in thinking "outside of the box" and actually applying their learnings to student problem solving, team collaborations are enriched and there is a shift to personalized intervention systems.

Current education personnel will have a series of differentiated training opportunities to move their practices on the continuum from trauma awareness to trauma-informed with specific emphasis on ways to respond to trauma and strategies to build resilience. The statewide professional learning will include sessions designed specifically on the brain science of adversity and the patterned, repetitive calming and energizing experiences that will rewire the brain for learning. Professional development focused on self-guided or team-based learning opportunities will be identified to provide deeper knowledge and strategic planning to shift policies and practices throughout the learning environment. Individuals will be encouraged to create personal or school theory of change models (see below) that can be applied to their ongoing work to build multi-tiered systems of care to support their school communities.



# Timeline

SI #3 – EVIDENCE-BASED RESILIENCE STRATEGIES	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<u>Key Activities</u>	Jul-19	Oct-19	Jan-20	Apr-20	Jul-20	Oct-20	Jan-21	Apr-21	Jul-21	Oct-21	Jan-22	Apr
Expand the use of evidence-based strategies												
1. Create an online toolkit, resource guides												
2. Key Features of Universal Supports												
3. Key Features of Targeted Supports												
4. Key Features of Individualized Supports												
5. Collaborative Problem Solving Certification												
6. Expand TIP and resilience building strategies among afterschool, community centers, parents.												



# Conclusion

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## Final Words

The Office of Innovation and Improvement is committed to the expansion of professional learning that is informative and transformative. Strategic intents are designed to engage the heart and mind in the application of theory to best and promising practices for creating whole child wellness. Using trauma-informed practices and social and emotional learning, we are reducing barriers to academic and behavioral success while building systems where students are protected, connected, and respected. When you know better, you must do better. To meet that end, we strive to layer capacity-building efforts to wrap supports around students and educators in collaborative systems that include their schools and communities.

**"Schools cannot do it alone."**

**- Jamie R. Vollmer**

Multiple collaborations have been established to achieve collective impact and measure outcomes. Afterschool providers, community centers, and other youth-serving organizations have been invited to participate in the same professional learning opportunities alongside educators. Trauma awareness concepts have been presented to parents, caregivers, and community members to assure that students have access to meaningful relationships with supportive adults. The intent is to create common language and strengthen intersections for building community resilience. Moreover, we are empowering CHAMPIONS to advocate and innovate. TOGETHER, we are building a stronger Delaware...one school, district, and community at a time.





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"You can't go back and change the beginning, but you can start where you are and change the ending."

- C. S. Lewis

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