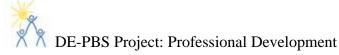# 2018-2019 DE-PBS Professional Development Activities

Links to Creating a Trauma-Informed School:

Tier 1 teams, which include administrators, are trained on how to make collaborative data-based decisions around policies and procedures that will impact our students, teachers and families. These multi-disciplinary teams can determine the implementation of universal precautions related to behavior and trauma, including the infusion of trauma-related content (e.g., ACES) into school-wide professional development for staff. Teams are exposed to research-based content that relates to social emotional learning, relationship building, classroom management and school climate; teams can help determine the best way to use and/or integrate and/or align that content within their school to match the trauma-related needs of students, staff and families. ACES data explains why schools should be trauma-informed, the PBS multi-tiered system of behavior support provides the structure through which to address trauma-related needs of students, staff and families.

School-wide PBS Framework Overview 10/17/2018	This workshop is open to new team members joining existing PBS school teams. The content presented provides and in-depth overview of the School-wide PBS framework to get new team members up to speed regarding SWPBS.
Secondary Forum 2/14/2019	This is a collaborative meeting of secondary schools implementing DE-PBS at various levels. Members of secondary school PBS teams meet together to share resources and ideas to support implementation in middle and high school settings.
DE School Climate Survey Workshop May 13, 2019	Participants of this workshop will receive an overview of the Delaware School Climate Survey and its importance, a summary of statewide survey results, and time to review and interpret their own school climate reports for use in action planning.
SEL & SWPBIS Integration On-Line Module	This module focuses on integrating the Social and Emotional Learning (SEL) approach and the School-wide Positive Behavioral Interventions and Supports (SWPBIS) approach. It reviews the SEL and SWPBIS approaches, provides a rationale for integrating and aligning the approaches, and provides practical strategies to support integration in schools.
Teacher-Student and Student-Student Relationships On-Line Module	These modules focus on supporting positive relationships. It provides an overview of what these relationships are, why they are important, what factors contribute to both positive and negative relations, and recommended strategies to improve these relationships.
Positive Classroom Behavior Support On-Line Train-the-Trainer Resources	These materials provide materials for state-, district-, and/or school-level professionals to provide a team-based workshop that helps schools building tier 1 classroom structures to promote active student engagement in the class. Content includes 8 evidence-based classroom management strategies and implementation strategies.
Teacher Self-Care On-Line Train-the-Trainer Resources	These materials provide materials for state-, district-, and/or school-level professionals to provide a workshop that helps educators to develop self-care so they may better model self-regulation for and with their students.

Links to Creating a Trauma-Informed School:

Tier 2 and Tier 3 teams, which include administrators, are trained on how to make data-based decisions around policies and procedures that will impact identified students, teachers and families. These teams can determine the implementation of targeted interventions related to behavior and trauma, including the infusion of trauma-specific interventions (e.g., Bounce Back) and screeners. Teams are exposed to research-based content that relates to data tracking and analysis, social emotional learning, relationship building and teaching behavior replacement skills; teams can help determine the best way to use and/or integrate and/or align that content within their school to match the trauma-related needs of students, staff and families.

Tier 2: Targeted PBS New Team Training 9/25/2018	This workshop is for problem-solving team members to extend current tier 2 programming for students by establishing a sound system. Content includes an in-depth overview of the recommended features for effective tier 2 behavior teams, programming, and interventions. Information regarding how to identify and secure appropriate tier 2 interventions that match demonstrated student needs will also be shared.
Tier 2: Team Networking 3/26/2019	For members of tier 2 targeted teams, this session focuses on the following topics and activities: • Review tier 2 concepts • Networking and problem-solving with other schools • Opportunities to share successes, challenges, and questions • Planning time with your targeted team.
Tier 3: FBA/BIP Workshop 9/6/2018 2/2019	For new educators or those who want to learn more about the process of using a function based approach to develop behavioral intervention plans. Participants will: • Understand the ABCs of behavior • Recognize the role of function based thinking across all tiers of support • Identify the steps for conducting an FBA • Understand the critical components of function based BIPs • Identify who needs an FBA/BIP and the role of the problem solving team in the process
Tier 3: Prevent-Teach-Reinforce (PTR) Training 10/30/2018	For those who facilitate tier 3 interventions with school-based teams (e.g. school psychologists, behavior interventionists) or those looking to gain a better understanding of the PTR process (PBS leadership, administrators). Prevent-Teach-Reinforce (PTR) is a tier 3 team based (FBA/BIP) process for developing individualized positive behavior intervention plans. Participants will learn the 4 steps of the process and how to facilitate with teams in their school.
Tier 3: Coaching Practices Workshop 11/15/2018	This workshop is designed for those coordinating intensive, tier 3 interventions (e.g. school psychologist, behavioral specialist) in their school or district. Topics include: • Types of coaching (systems vs. content) • Evaluating support plans using the Technical Adequacy Tool (TATE) • Coaching others to facilitate the problem solving process • Strategies for coaching/training the teacher/implementer in the behavior plans.