

## Technical Assistance (TA) Services



**Purpose:** Technical assistance is an opportunity to extend knowledge acquisition and support skill application for individuals implementing the DECA Program and/or other social emotional strategies.

**Timeframe:** Technical assistance can range from four to 20 hours, but can be customized to meet the needs of the person or program. Some long time DECA users may choose TA as a strategy to enhance or boost their existing implementation. New DECA users may wish to schedule TA within one to six months after a formal (live or web-based) training experience to keep the momentum of that training going, while supporting skill development. The DCRC Professional Development Team will work collaboratively with program leadership to determine an effective timeframe for TA services.

**Audience:** TA sessions are designed for a leadership team of up to six people. Leaders will have an opportunity in TA to reflect, process and identify strengths, goals and strategies to support their staff in creating the best possible social emotional environment for children. The focus on leadership is intended to increase the organization's capacity to implement the DECA Program and/or social emotional strategies in the faces of staff turnover and other stressors common to the people and programs in our field. Should you have an interest in technical assistance for professionals who provide direct services (i.e. teachers, home visitors, etc.), please contact Debi Mahler, *Director of Professional Development* at (610) 574-6141 or [dmahler@devereux.org](mailto:dmahler@devereux.org).

**Modalities:** Most Technical Assistance will be offered at a distance, via conference calls or web-based meetings. In rare instances where a trainer is local to the program, technical assistance can be offered face-to-face.

**Technology:** TA sessions will be hosted using technology coordinated by DCRC. Go To Meeting and phone conferencing lines will be utilized. Your program will need:

- Access to the internet
- A phone with a quality speaker phone option (for small group conversation)
- A large screen or option to project a computer screen (for small group experience)

### ***Instructions for Developing a Technical Assistance Plan:***

- Review all TA topic options
- Discuss and prioritize needs with your leadership team
- Select a topic or topics by checking the corresponding box(es)
- Assign the number of hours your team would like to spend on each topic (min 1.5 hrs., max 20 hrs.)
  - *Note: Time allotments per topic can be adjusted throughout the TA process to meet the needs of a changing program*
- Share your TA topic selection(s) and timeframe with your coordinator at DCRC
- Establish a TA calendar with your DCRC Technical Assistance provider

# Technical Assistance Topics

<p><b>DECA Implementation (GENERAL)</b>  <i>Technical assistance from this category will provide an opportunity for leaders to plan more globally for their year that includes DECA Program Implementation. Thoughtful planning and consideration will reduce staff stress and support success.</i></p>	<p>Select ✓</p>	<p>Hours (min 1.5)</p>
<p>a. How to develop a DECA and/or strategy implementation calendars</p> <p><i>DECA Program implementation involves an ongoing five-step process that often complements existing procedures and practices. Developing a calendar that breaks down each of the steps and helps leaderships to explore the protocols associated with these steps is critical to successful DECA Program implementation.</i></p>		
<p>b. How to streamline DECA Program implementation steps with other curricula, assessments, or tools being used in the program (to reduce duplication, frustration and/or stress)</p> <p><i>Programs implementing multiple approaches, curricula, assessments, etc. can run into challenges related to duplication of procedures, excessive paperwork, and increased staff frustration. Explore these pitfalls in advance and create streamlined protocols.</i></p>		
<p>c. How to use the DECA assessment and program resources in a home visitation program</p> <p><i>The DECA Program resources are well suited for a home visitation model, but some adaptations and considerations can be explored to set up a comprehensive approach for implementation in a home setting.</i></p>		
<p>d. How to introduce staff to the implementation plan while cultivating enthusiasm and positivity</p> <p><i>Staff may look at the DECA Program as “one more thing” if they do not fully understand its value. Work to create a plan that encourages staff input, keeps them informed, and fosters their enthusiasm and dedication to resilience.</i></p>		
<p>e. How to review progress, adjust as needed, and produce outcomes reports</p> <p><i>Get support on how to track progress, tackle the data, and adjust as needed. This topic may be helpful for those programs needing to produce reports for grants or research projects.</i></p>		
<p><b>NOTES:</b></p>	<p><b>TOTAL HOURS</b></p>	

<b>DECA Implementation (UNIVERSAL)</b> <i>Technical assistance from this category will provide an opportunity for leaders to plan for DECA Program implementation at the universal level. Universal implementation encourages best practices that foster resilience and social emotional health in all children.</i>	Select ✓	Hours (min 1.5)
a. How to support observation of children prior to completing the Devereux Early Childhood Assessment (DECA)  <i>The DECA Program recommends that in Step #1, staff get to know children and families and complete observations for four weeks prior to completing a DECA on children. Develop a plan to support staff in building observation skills and building observation into their daily routines.</i>		
b. How to support the reflection checklist and action planning process  <i>The DECA Program recommends that in Step #1, staff take time to reflect on their caregiving/teaching practices (environment) before, during and after the DECA is completed. Quality caregiving/teaching practices that focus on social and emotional development are essential to building resilience in children. Develop a plan to support staff in reflecting on their practices by utilizing the DECA Program Reflective Checklist tools and support them in improving their practices by establishing an action planning process.</i>		
c. How to complete and score the DECA  <i>In Step #2 of the DECA Program, staff (and parents/guardians) complete a DECA on each child. Develop a plan to support staff in completion of the DECA as well as establishing a plan for completion of scoring, reviewing and sharing results.</i>		
d. How to include and encourage parent partnership in the DECA process (for center-based or home visitation models)  <i>Parents should be included in every step of the DECA Program process. Make a plan to establish communication with parents about social emotional development and resilience. Consider methods for introducing the DECA Program to families, encouraging parents to complete a DECA, and sharing results of the DECA.</i>		
e. How to support social and emotional lesson planning (wearing social emotional lenses during all aspects of the daily routine)  <i>In Step #4 of the DECA Program, staff will begin to use information they have collected (including the DECA individual and classroom/group profile) to influence their planning. Develop a plan for supporting staff in incorporating social and emotional learning into their daily routine and/or lesson plans.</i>		
<b>NOTES:</b>	<b>TOTAL HOURS</b>	

<b>DECA Implementation (TARGETED)</b> <i>Technical assistance from this category will provide an opportunity for leaders to plan for DECA Program implementation at the targeted level. Targeted practices focus on children with low protective factors and/or high behavioral concerns.</i>	Select ✓	Hours (min 1.5)
a. How to develop a targeted plan for a child with needs  <i>In Step #4 of the DECA Program, staff can develop targeted plans for children exhibiting low protective factors and/or high behavioral concerns. The process of developing these plans includes looking at children's strengths, goals and strategies. Develop a plan to create a targeted planning system that supports staff and families.</i>		
b. How to facilitate a targeted planning meeting with a team (including parents)  <i>Facilitating a targeted planning meeting with a team, including parents, can be a productive and fruitful process, but can sometimes be sensitive and challenging. Explore techniques for successfully facilitating a targeted planning meeting and developing a targeted plan with input from all the important adults in a child's life.</i>		
c. How to find and develop appropriate targeted strategies  <i>Once a goal has been identified for a child with targeted needs, there are a variety of places to find appropriate strategies. Explore the DCRC resources available for targeted strategies as well as additional resources that may be helpful for children with specific needs.</i>		
d. How to provide ongoing support for a targeted plan  <i>Supporting staff and families once a targeted plan has been developed is critical to the plan's success. Simply writing a plan is seldom enough. Explore methods of providing support to staff and families on an ongoing basis to encourage, review and adjust the plan as needed.</i>		
<b>NOTES:</b>	<b>TOTAL HOURS</b>	

<p><b>The FLIP IT!® Strategy</b>  <i>Technical assistance from this category will provide an opportunity for leaders to increase their expertise on all four of the FLIP IT! steps, be able to troubleshoot common flops, and support staff in implementing this strategy with consistency and fidelity.</i></p>	<p>Select ✓</p>	<p>Hours (min 1.5)</p>
<p>a. How to implement the <i>FLIP IT!</i> strategy step-by-step</p> <p><i>FLIP IT! includes four supportive steps to help children identify their feelings, gain self-control and reduce challenging behavior. Implementing these steps takes practice and support. Learn to break down the steps for teachers so they can tackle challenging behavior with a sense of calm and confidence.</i></p>		
<p><b>NOTES:</b></p>	<p><b>TOTAL HOURS</b></p>	

<p><b>Your Journey Together (YJT) Implementation</b>  <i>Technical assistance from this category will provide an opportunity for leaders to plan for YJT implementation. YJT can be implemented as a companion to the DECA Program or as a stand-alone parenting curriculum. It can be implemented in group workshops or in individual sessions as part of a home visitation program.</i></p>	<p>Select ✓</p>	<p>Hours (min 1.5)</p>
<p>a. Selecting your implementation approach and design.</p> <p><i>YJT can be implemented in group workshops, individually with parents in home visits, or in a combination of both. The four modules can be delivered in any order that meets the needs of the parents and the program. Develop a delivery plan that meets the specific logistical and programmatic needs of your agency.</i></p>		
<p>b. Using the DECA as part of <i>Your Journey Together</i></p> <p><i>If Module #3 of YJT, use of the DECA is recommended but not required. Get to know more about the benefits of using the DECAs as part of the curriculum and develop a plan for supporting and training staff in use of the DECAs.</i></p>		
<p>c. Using the CAREgiving Checklist with parents</p> <p><i>In Module #2 of YJT, the tool designed for parents to reflect on their caregiving (parenting practices) is available and can be used in several different ways. Plan how to support staff in use of the CAREgiving Checklist that meets the individual needs of each family.</i></p>		
<p>d. Implementing YJT in a group setting with parents</p> <p><i>The YJT Coach Guide is written as a program to deliver individually with parents. However, the material can be adapted for delivery in group sessions. Develop a plan for delivering the material in a meaningful and interesting way with groups of parents.</i></p>		
<p>e. Collaborating with teachers</p> <p><i>Best practice indicates that children make the most progress when teachers and parents work together as a team. Develop a plan for ensuring that teachers are aware of assessments results and strategies that parents have selected to practice at home.</i></p>		
<p><b>NOTES:</b></p>	<p><b>TOTAL HOURS</b></p>	

<b>Leadership Support and Reflective Practice</b> <i>Technical assistance from this category will provide an opportunity for leaders to process, expand their leadership skills, problem-solve and empower staff.</i>	Select <input checked="" type="checkbox"/>	Hours (min 1.5)
a. Question and answer troubleshooting session  <i>Leadership can bring questions and challenges related to programming, staff, challenging behavior, DECA Program implementation, etc. to process troubleshoot and plan. This TA model is open-ended and the leadership team will be required to establish the agenda for each TA session based on their emerging needs and questions.</i>		
b. Support to establish and provide reflective supervision to staff  <i>Providing reflective supervision to staff is an important part of building a relationship that will foster their ability to process the often intense thoughts, feelings, challenges and joys of working with young children and families. Learn how to forge critical relationships with staff by creating a consistent and caring process time with them.</i>		
c. How to foster resilience in staff / building their bounce  <i>Promoting resilient staff is key to supporting them in building resilience in children. Create a staff resilience-building plan which may include staff development events, team building exercises, use of the Devereux Adult Resilience Survey (DARS) and Building Your Bounce strategies.</i>		
d. Reflective supervision from DCRC to discuss and grow from YOUR experiences as a leader  <i>Reflective supervision is an opportunity to step back from the immediate, intense experience of hands-on work and taking the time to explore what the experience really means. Through reflection, we can examine thoughts and feelings in order to regroup and continue feeling more centered and calm.</i>		
<b>NOTES:</b>	<b>TOTAL HOURS</b>	

## Questions?

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 at (610) 574-6141 or [dmahler@devereux.org](mailto:dmahler@devereux.org)