



Southern Oregon
Education Service District
The Regional Advantage



Resources & Strategies

For Student Self-Regulation and Resilience

November 2018



www.southernoregonsuccess.org

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EXECUTIVE SUMMARY

Significant changes in family dynamics, physical activity and technology over the past two decades are impacting the development of our children. We need to understand what is happening and how to address it. We're facing a crisis in self-regulation.

The National Institute for Mental Health now projects that one out of every two children growing up in the United States will develop a mood or behavioral disorder or substance addiction by the age of 18.¹

One out of every two.

A Vanderbilt University study found that the number of kids admitted to U.S. children's hospitals owing to suicidal thoughts or self-harm has doubled in the last decade. During that time, the Center for Disease Control and Prevention reports that the teen suicide rate rose 28% and the "tween" (10 to 14 years old) suicide rate rose 52%.²

Teachers everywhere are reporting that behavior issues that interfere with teaching and learning have notably worsened. A survey included in *Primary Sources: America's Teachers on the Teaching Profession* shows that an astonishing 62% of teachers who have been teaching in the same school for five or more years are seeing significant increases in disruptive behavior in their classrooms.

These outcomes correlate with the experience of trauma, significant increase in technology use, significant decrease in physical activity, and the resulting lack of self-regulation, being able to manage impulses, moods, thoughts and behavior.

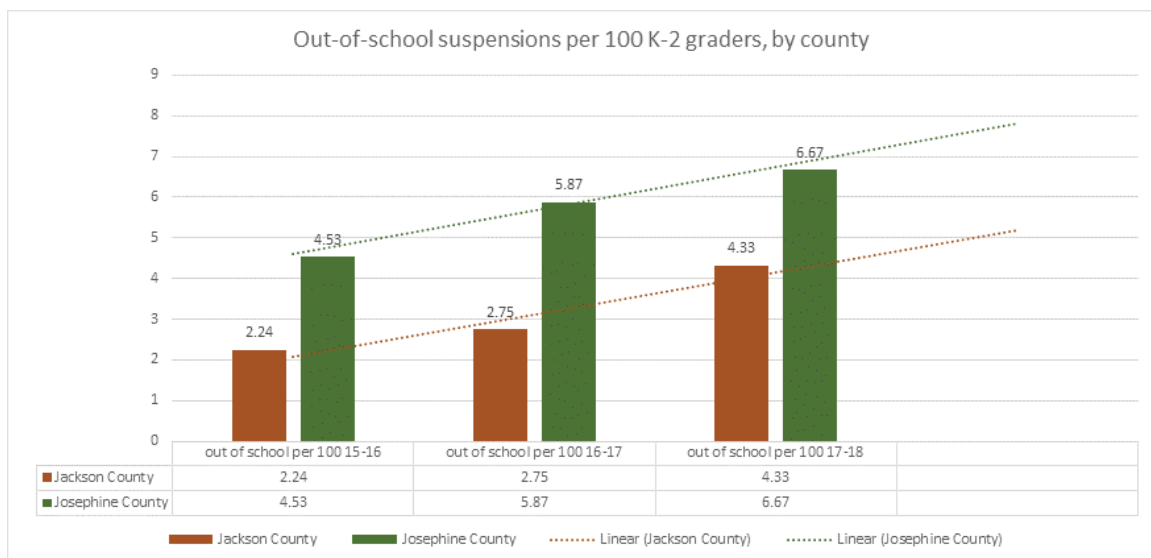
Self-regulation is foundational to educational, health and social success.

Just as with Chronic Absenteeism strategies and Measure 98 graduation strategies, we need strategies to enhance student resilience and self-regulation in our schools. No one size fits all. Our goal is to make sure districts know of available regional programs and inexpensive curriculums that address resilience, positive relations, and self-regulation and are able to access and implement them as desired.

Southern Oregon Success' goals for 2018-19 are: to increase the number of children meeting the self-regulation level on the Kindergarten Readiness Assessment by 2%, decrease suspensions in Kindergarten, 1st and 2nd grades by 5%, and decrease teen suicide rates by 5%.

For more information or assistance with any of the resources in this report, contact Peter Buckley, Program Manager for Southern Oregon Success, at peter_buckley@southernoregonsuccess.org.

LOCAL DATA



Robert Balfanz of John Hopkins University reports that 49% of students who enter high school with three or more suspensions on their record eventually drop out.

To give an example of what our schools are facing, below is a chart showing the sharp increase in the number of students in the Grants Pass School District who are cited for behavioral incidents over the past five years:

School Year	10 to 15 Incidents	Over 16 Incidents	Total Students with Over 10 Referrals
2013-14	26	22	48
2014-15	33	31	64
2015-16	31	64	95
2016-17	51	84	135
2017-18	46	99	145

FACTORS FOR SELF-REGULATION

In addition to what we now know of the impact of toxic stress due to Adverse Childhood Experiences, it has become clear that no generation before our current generation of kids has experienced such a significant shift to decreased physical activity and increased individual connections to technology (with the accompanying decrease in interactions and connections with peers and supportive adults).

- On any given day, 29% of babies under the age of 1 are watching TV and videos for an average of about 90 minutes. Twenty-three percent have a television in their bedroom.³
- Time with screens increases rapidly in the early years. Between their first and second birthday, on any given day, 64% of babies and toddlers are watching TV and videos, averaging slightly over 2 hours. Thirty-six percent have a television in their bedroom.⁴
- Data vary on the amount of time preschool children spend with screen media, but even the most conservative findings show that children between the ages of two and five average 2.2 hours per day.⁵ Other studies show that preschoolers spend as much as 4.16 and 4.6 hours⁷ per day using screen media.

- Screen time can be habit-forming: the more time children engage with screens, the harder time they have turning them off as they become older children.⁸
- Including when they're multitasking, 8 to 18 year-olds consume an average of 7 hours and 11 minutes of screen media per day—an increase of 2.5 hours in just 10 years.⁹ For older children and adolescents, excessive screen time is linked to increased psychological difficulties that include hyperactivity, emotional and conduct problems, difficulties with peers¹⁰ and poor school performance.¹¹

Dr. Dennis Embry, the developer of the PAX Good Behavior Game, calls what our kids are experiencing “an evolutionary sidetrack.” We are wired to move and wired to connect to other people. The impacts of poverty, Adverse Childhood Experiences (ACEs), and other social factors, on top of the sharp changes in technology use and physical activity, have left many of our students with severely lagging skills in self-regulation.

There is no going backwards. So, the question is how do we adjust? What are the best strategies, programs, curriculums and partnerships available to teach self-regulation skills?



EARLY EDUCATION PARTNERSHIPS & PROGRAMS

Southern Oregon Early Learning Services (SOELS): Preschool

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Kaleidoscope Play and Learn Groups	Kaleidoscope Play & Learn groups are facilitated play groups for young children and their family, caregivers and parents. Groups are run by community organizations, in a variety of neighborhood locations, including libraries, community centers, and apartment rec rooms. Groups meet weekly for 1 ½ -2 hours. All groups have a trained facilitator, who sets up a variety of activities and provides information and guidance to participants. Participating parents and caregivers' capacity and knowledge about healthy child development improves, and more young children will enter school ready to succeed.	FREE
Summer Jump Start Programs	Summer Jump Start Programs are hosted by elementary schools and consist of short-term summer programs for incoming kindergarten children who have not had formal early learning experiences. Children get to experience being in school before the school year begins, learn the flow of the school day, and build relationships with their teacher, creating a smooth and supportive transition to kindergarten.	FREE
Ready! for Kindergarten	Created in 2002 as a joint project between the Kennewick School District and The Children's Reading Foundation, a program designed to assist parents in getting their children ready for kindergarten entry. Research had shown that students who entered kindergarten behind their peers were generally unable to catch up to their peers in the subsequent grades. Ready for Kindergarten consists of three parent trainings on the topics of literacy, math, and social/ emotional development. Parents are given a high quality box of materials to continue working with their children at home. Using this program to get involved in their child's kindergarten readiness increased the percentage of children entering kindergarten meeting the reading readiness standard from 55% to 79%. Students had similar success with math readiness, and their parents and caregivers were better equipped to help their young children develop strong brain connections and enter school excited to learn. Students in the program experience the social-emotional benefits of entering school at the same level as their peers, giving them confidence to carry on to higher grades.	FREE
Strengthening Families: Protective Factors Framework	This evidence-informed professional development training series, created by the Center for the Study of Social Policy, is a great next step after an individual or family-serving organization has taken the ACE's training. Strengthening Families is an approach to shifting program and worker practice, in order to help families build protective factors. The five protective factors are: Parental Resilience, Social Connections, Concrete Supports, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. These five protective factors at the foundation of Strengthening Families are characteristics that have been shown to make positive outcomes more likely for young children and their families, and to reduce the likelihood of child abuse and neglect. The curriculum consists of seven courses, each designed to be about two hours in length: the introductory course, the five Protective Factors and wrap-up. Courses can be tailored to meet the need of the requesting organization. Organizational self-assessments are also available for community based organizations, home visiting programs and family and center-based child care. Assessments are designed for organizations that want to transform the experience of families in their programs.	FREE

Southern Oregon Head Start

PROGRAM OR CURRICULUM	DESCRIPTION	COST
The Family Connection	Variety of evidence-based parent education trainings for all ages of children and family needs, including families in recovery from substance use and trainings offered in Spanish. A full calendar of training options can be found at www.thefamilyconnect.org	Low Cost or Free
Early Head Start	Serves children birth to age 3, as well as pregnant mothers and their families. A year round program promoting nurturing parent/child relationships and a healthy start in life.	Free for eligible children
Listo	A family literacy program, which provides: a supportive pre-school environment in Spanish for 3, 4, and 5 year-olds; a multi-age literacy based classroom for school-age siblings; childcare for infants and toddlers in a culturally and developmentally appropriate environment; English as a Second Language (ESL) and basic literacy classes in Spanish for parents. LISTO promotes literacy for the entire family under one roof, supporting all family members with their educational needs and goals. LISTO partners with; SOCFC-Head Start, INEA, Mexican Consulate, Phoenix Talent School District, and Medford School District.	Free for eligible children
Head Start	Head Start has 54 preschool classes throughout communities in Jackson and Josephine County that meet from mid-September through early June. Most classes are half day classes, mornings or afternoons, on Monday through Thursdays. Thirteen classes are designated for primarily three year olds and have 17 children per class. Other classes have primarily four year olds or have both three and four year old children and have 17-20 children per class. Four classes meet for 6-7 hours, Monday through Thursdays. These classes are at Ashland, Hillside Elementary in Eagle Point, Sams Valley, and Rogue River.	Free for eligible children



AVAILABLE PROGRAMS AND CURRICULUMS FOR ALL GRADE LEVELS

Kindergarten & Early Elementary

PROGRAM OR CURRICULUM	DESCRIPTION	COST
PAX Good Behavior Game	An Evidence-based Practice recommended by the Substance Abuse and Mental Health Service Administration (SAMHSA), the Washington State Institute for Public Policy, and the Institute of Medicine. Has been introduced to all regional school districts and is proven most effective when there are strong PAX leaders at schools. Reduced classroom disruptions in the Phoenix/Talent School District 1st grade classrooms by an average of 66% in less than four months in 2015-16.	Training & Supplies costs TBD
The Dot Exercise	A practice in place in some schools where the photos of all the students are put up in the faculty room. Teachers and staff members then put a dot next to the photos of students they believe they have a good connection with. Students with few or no dots next to their photos are assigned to specific adults on campus for regular check-ins with the goal of making sure every child at school has at least one strong connection with an adult on campus.	FREE
H.U.G.S. (Hello, Update, Goodbye)	Similar to the Dot Exercise. Faculty and staff review student body and identify students in need of stronger adult support. Specific adults are assigned to each student to make sure they say Hello in the morning, do an Update check-in during the day, and say Goodbye at the end of the day.	FREE
"Full Visibility & Engagement Policy"	Inspired by Jackson Elementary School in Medford. School-wide policy for every adult on campus to be visible to children as often as possible throughout the day and to look students in the eye and greet them as they encounter them. If they know the students' name, they are asked to use the name in their greeting. Being known increases both a student's accountability and sense of safety.	FREE

Kindergarten & Early Elementary Continued

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Stepping Stones	After school classroom for 7 very challenging students working with a teacher, a teacher's aide, a skills coach and an assigned therapist. Options is working with Grants Pass School District on the pilot for this effort, with the goal of scaling up if possible. Very labor intensive but showing early signs of helping young students learn to self-regulate to a level where they can be in their regular classrooms.	Approximately \$3300 per month personnel costs.
Mind Up Curriculum	A 15-lesson program for pre-K to 8th grade, science-centric and evidenced based. Grounded in Neuroscience, Positive Psychology, Mindful Awareness and Social-Emotional Learning. 10 years of data to back the program, and a current three-year study by OHSU is underway.	\$25 per classroom
Red Light, Purple Light	On-line, self-paced course for educational professionals, teachers and those working with children who want to implement self-regulation activities into their teaching. Developed at Oregon State University.	\$250 to enroll
Mindfulness for Early Educators	Professional development workshop taught by local instructor.	\$525 for 3 hour group training



Elementary, Middle & High Schools

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Restorative Justice	Restorative Justice in schools is a set of principles and practices that supports teachers, students and families in building relationships, strengthening community and repairing relationships and community after harm. Our local organization, Resolve, offers these programs: Restorative Justice in Schools Implementation is a whole school approach for integrating restorative justice principles and practices into school culture and discipline. Resolve can provide schools with training, consultation, and support from an onsite Restorative Justice Specialist. Results can include improved school climate; significantly lower referrals, suspensions, and expulsions; and higher attendance and graduation rates. ChoicePoint Bullying Intervention and Bystander Empowerment Program is an interactive classroom workshop where students explore effective strategies to use when faced with bullying, aggression and cyberbullying. Student Peer Mediation is a program that engages students with conflict resolution skills to help their peers work together to resolve everyday disputes. Some results to note: at North Medford High School, there have been 63% fewer referrals for disrespect, and 78% fewer referrals for weapons on campus since the program began. Rogue River Junior/Senior High School has seen an increase in graduation rates of 13%, an increase in attendance of 8% and 612 fewer disciplinary referrals. At Phoenix High School, there have been 66% fewer disciplinary referrals, 47% fewer suspensions and an attendance increase of 13%. Resolve's other Restorative Justice school partners include Talent Middle School, Roosevelt Elementary School, Ruch Community School, Jefferson Elementary School, Central Medford High, Lone Pine Elementary, Jackson Elementary, Abraham Lincoln Elementary, Howard Elementary and John Muir Magnet School.	Resolve is open to beginning work with their Restorative Justice In Schools program with additional schools in our region in 2019-20. It is recommended that districts begin discussions as soon as possible to add programs next fall. Resolve provides conflict resolution education (peer mediation) and ChoicePoint on demand and still have availability this school year, 2018-19.

Elementary, Middle & High Schools Cont.

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Neurosequential Model in Education (NME)	The goals of NME are to educate faculty and students in basic concepts of neurosequential development and then teach them how to apply this knowledge to the teaching and learning process. NME is not a specific “intervention”; it is a way to educate school staff about brain development and developmental trauma and then to further teach them how to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences. Led by Dr. Bruce Perry, the “Introduction to the NME Training Series” is a self-paced online program and uses everyday classroom challenges with real children to introduce emerging concepts related to brain functioning, brain development and traumatology in everyday educational settings.	\$2250 for 8 participants.
Collaborative Problem Solving (CPS)	For more than a decade, the CPS model has demonstrated effectiveness with children and adolescents with a wide range of social, emotional, and behavioral challenges. CPS provides a common philosophy and language and a structured, relational process for understanding and helping challenging kids. CPS is a strengths-based, neurobiologically-grounded approach that provides concrete guideposts so as to operationalize trauma-informed care and empower youth and family voice.	Costs TBD
The CLEAR Model	Developed by Dr. Chris Blodgett from Washington State University’s Child and Family Research Center, the CLEAR model incorporates consistent, ongoing training and coaching of teachers and all staff in implementing trauma-informed practices based on self-regulation.	\$20,000 to \$25,000 per school.

Elementary, Middle & High Schools Continued

PROGRAM OR CURRICULUM	DESCRIPTION	COST
YoMind	Yoga and mindfulness practices for students. Currently at all levels of education in Ashland, from K12 to SOU. Able to expand to interested districts in 2018-19.	Depends on number of class sessions and size of classes.
Cooperative Learning	Program developed at University of Oregon and piloted at Scenic Middle School in Central Point (brad.eaton@district6.org) and Lorna Byrne Middle School in Cave Junction (james.nelson@threerivers.k12.or.us). Used as part of regular curriculum. <i>"I firmly believe, based on evidence and hard data, that Cooperative Learning helps break down deviant peer groups, create safer classroom climates for students, promote positive social connections and mental health, and lead to better learning outcomes."</i> - Brad Eaton, Principal, Scenic Middle School	It is likely that grant funding will be available to allow additional middle and high schools to join in the project at no cost. If interested, please email markv@ori.org
Embrace Civility	Engage Students to Embrace Civility is a book and two professional development videos that provide guidance for school leaders on how to create engage all members of the school community in establishing a positive school climate that embraces kindness, inclusion, and civility. This approach integrates the principles of Trauma Informed Care, Positive Psychology, Collaborative Problem Solving, Positive Social Norms, Student Voice, and Restorative Practices. Engage Students to Embrace Civility also seeks to increase the effectiveness of both staff and principals in investigating and intervening hurtful situations in a manner that is restorative, supports the increased resilience of the involved students, and avoids an exclusionary disciplinary response. Embrace Civility is a student leadership program for students in grades 4 through high school that teaches the values and skills to foster positive relations. Embrace Civility seeks to reduce student hurtful behavior and increase helpful behavior by reinforcing positive social norms that the majority of students do not admire those who are hurtful and admire those who are kind and compassionate and step in to help and to increase the ability of students to independently resolve hurtful incidents when using social media or face-to-face by ensuring they gain the skills to effectively respond as a witness, the one targeted, or the one being hurtful.	These resources are available for individual schools. However, the developer of the program, Nancy Willard, would like to implement a pilot approach to implementing this program on a regional basis with a number of districts through the ESD focusing on the formation of a collaborative Professional and Student Learning Community. Website: http://embracecivility.org.

COMMUNITY COLLABORATION & SUPPORT

SOUTHERN OREGON SUCCESS:

For 2018-19, our goals are to increase the number of children meeting the self-regulation benchmark of the Kindergarten Readiness Assessment by 2%, to decrease suspensions in Kindergarten, 1st and 2nd grades by 5% and decrease teen suicide attempts by 5% in our region.

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Southern Oregon ACEs Training Team: Ongoing ACEs training sessions featuring the NEAR curriculum (Neurobiology, Epigenetics, ACEs and Resilience)	Presented at least every other month in Jackson and Josephine counties for all interested (including new staff who have not had the trainings), plus trainings by request for all groups in the region, including all K12 schools and parent groups.	FREE
Southern Oregon ACEs Training Team: new training sessions in Self-Regulation & Resilience	Starting in 2019, training sessions will be offered to all groups, including all K12 schools and parent groups, who have had the NEAR curriculum trainings. This new training will go deeper into what develops and strengthens self-regulation at all ages and can help organizations on next steps for implementing effective practices.	FREE
Southern Oregon ACEs Training Team: Curriculum in Brain Science & Resilience for Teens	Workshop curriculum for high schools, coming in 2019.	FREE
Student Surveys & Regional Data Displays	For interested districts, SOESD and Southern Oregon Success are willing to help coordinate student surveys (Student Wellness, YouthTruth, Gallup) for consistent regional data analysis. County-wide data on education and resilience outcomes is included on our website.	Some surveys, such as YouthTruth, have nominal costs. YouthTruth is working with SOESD to provide possible regional discount rates.
Systems of Care	Referral system for students in crisis or just in need of additional support on two different tracks. For students who are Oregon Health Plan members and have a mental health assessment, the Wraparound process works with students and families to develop a comprehensive care plan. For students not eligible for OHP or who do not have a mental health assessment, we are developing Community Support Teams to process the referral, coordinate services and track outcomes.	FREE

PROGRAM OR CURRICULUM	DESCRIPTION	COST
Youth Development Work Group	Southern Oregon Success serves as the required backbone organization for regional groups to receive funding from the state Youth Development Council, coordinating services, shared trainings and administrative logistics. For 2017-19, this has resulted in over \$800,000 of YDC funding to the Maslow Project, Kids Unlimited, Youth for Christ, Jackson County Juvenile Justice, College Dreams and Resolve. Many of our Youth Development Work Group partner organizations will be active in the Community Support Teams mentioned above in Systems of Care.	FREE
"Reaching Teens" Work Group	One hour workshops on the first Friday of each month at SOESD for educators and partner organizations working with adolescents. Curriculum developed by the American Academy of Pediatrics.	FREE

REFERENCES

¹ Lewis, K.R. (2018) *The Good News About Bad Behavior*, Public Affairs Books, New York.

² Ibid

³ Rideout, V. (2011). *Zero to eight: Children's media use in America*. San Francisco, CA: Commonsense Media. Further analysis of original data published by Commonsense Media was conducted on October 4, 2012 by Melissa Saphir and Vicky Rideout at the request of this publication.

⁴ Ibid.

⁵ Rideout, V. (2011), 18.

⁶ Tandon, P. S., Zhou, C., Lozano, P., & Christakis, D. A. (2011). Preschoolers' total daily screen time at home and by type of child care. *Journal of Pediatrics*, 158, 297-300.

⁷ The Nielsen Company (2009). TV viewing among kids at an eight-year high. (retrieved July 19, 2010).

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¹⁰ Page, A. S., Cooper, A. R., Griew, P., & Jago, R. (2010). Children's screen viewing is related to psychological difficulties irrespective of physical activity. *Pediatrics*, 126(5), 1011-1017.

¹¹ Johnson, J., Brook, J., Cohen, P., & Kasen, S. (2007). Extensive television viewing and the development of attention and learning difficulties during adolescence. *Archives of Pediatric and Adolescent Medicine*, 161(5), 480-486.

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