

Tigard Tualatin Program Inventory

TTSD Program Inventory provides you with a definition and brief description about how the following practices are implemented in our district. As an Advisory Committee, we will want to build on our strengths and align any new practices with our current systems, promising programs, and strategic plans. This document is divided into two parts: 1) programs that are adopted by the district, and 2) promising programs/practices that are beginning to emerge. At the end of each section is a contact name of someone on our Advisory Committee if you are interested in learning more about the topic.

As you read through this program inventory, think about what strengths can we build off of?

- 1. Positive Behavior Intervention Supports (PBIS):** The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. PBIS initiatives help to improve school culture and climate by teaching and reinforcing positive behaviors. The majority of students in any given school will not need supports beyond Tier 1. However, for the roughly 10-15% of students who need behavior intervention support beyond the supports of Tier 1 PBIS implementation, there is Tier 2. The Check-In/Check-Out behavior intervention is a commonly used option for behavior supports within Tier 2. For students who are not able to make behavioral gains in Tier 2 interventions, an FBA is completed and an individualized support plan is made; this is known as Tier 3.

Tigard-Tualatin School District has a long history of implementing PBIS systems in our schools. TTSD has PBIS teams in all K-8 schools. High schools are in the process of renewing their PBIS systems.

Tier 2- There are many Tier 2 interventions. The most common one used in our schools is Check In/Check-Out (CICO). As a Tier 2 intervention in PBIS, Check-In/Check-Out (CICO) can give students a boost and allow them to meet behavioral goals that can lead them back to Tier 1. Check-In/Check-Out intervention forms can be customized to reflect behaviors that need additional focus. Teachers provide feedback to the student on these behaviors throughout the day. Example: [Edutopia Video- CICO](#)

TTSD K-8 schools have a standard monthly meeting where they review school wide data, identify students in need of intervention, and monitor the progress of students in interventions.

Tier 3- Students are identified for Tier 3 supports when they do not make progress in Tier II interventions or when their behavior is so high intensity it indicates the need for individualized behavior programs. Individualized behavior programming starts with a Functional Assessment. Functional

assessment is a continuous collaborative process that combines observing, asking meaningful questions, listening to family stories, and analyzing individual child skills and behaviors within naturally occurring everyday routines and activities across multiple situations and settings. After a functional assessment is completed, a multidisciplinary team creates a behavior plan.

All TTSD schools K-12 have a system in place for identifying students in need of Tier 3 behavioral interventions. Like Tier 2, there is a standard protocol where teams meet monthly to identify, intervene and monitor progress of the individualized plans.

Contact: Lindsey Pratt, PBIS Coordinator
Dylan Tanner, Tier III Specialist

- 2. Second Steps:** Second Steps is a social-emotional learning (SEL) program that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Steps' holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children. The program is designed to teach a SEL skill explicitly one time per week and then the skill is practiced and reinforces throughout the week in all school environments.

Second Steps is TTSD's adopted SEL core curriculum at the elementary level. Schedules indicate it should be taught once per week for 20-30 minutes and reinforced throughout the week. Implementation varies by teacher, teacher team, and school, with the exception of Templeton and Mary Woodward where 100% of teachers are fully implementing Second Steps. See chart below. In TTSD Second Steps has not been fully implemented on the larger community level to include families with tools.

Second Steps is used for targeted student populations at the middle school level.

	None	Partial	Full
School A	5%	59%	36%
School B	19%	62%	19%
School C	0%	40%	60%
School D	0%	58%	42%
School E	13%	70%	17%
School F	0	21%	79%
School G	13%	70%	17%

School H	0	0	100%
School I	16%	63%	21%
School J	0	0	100%

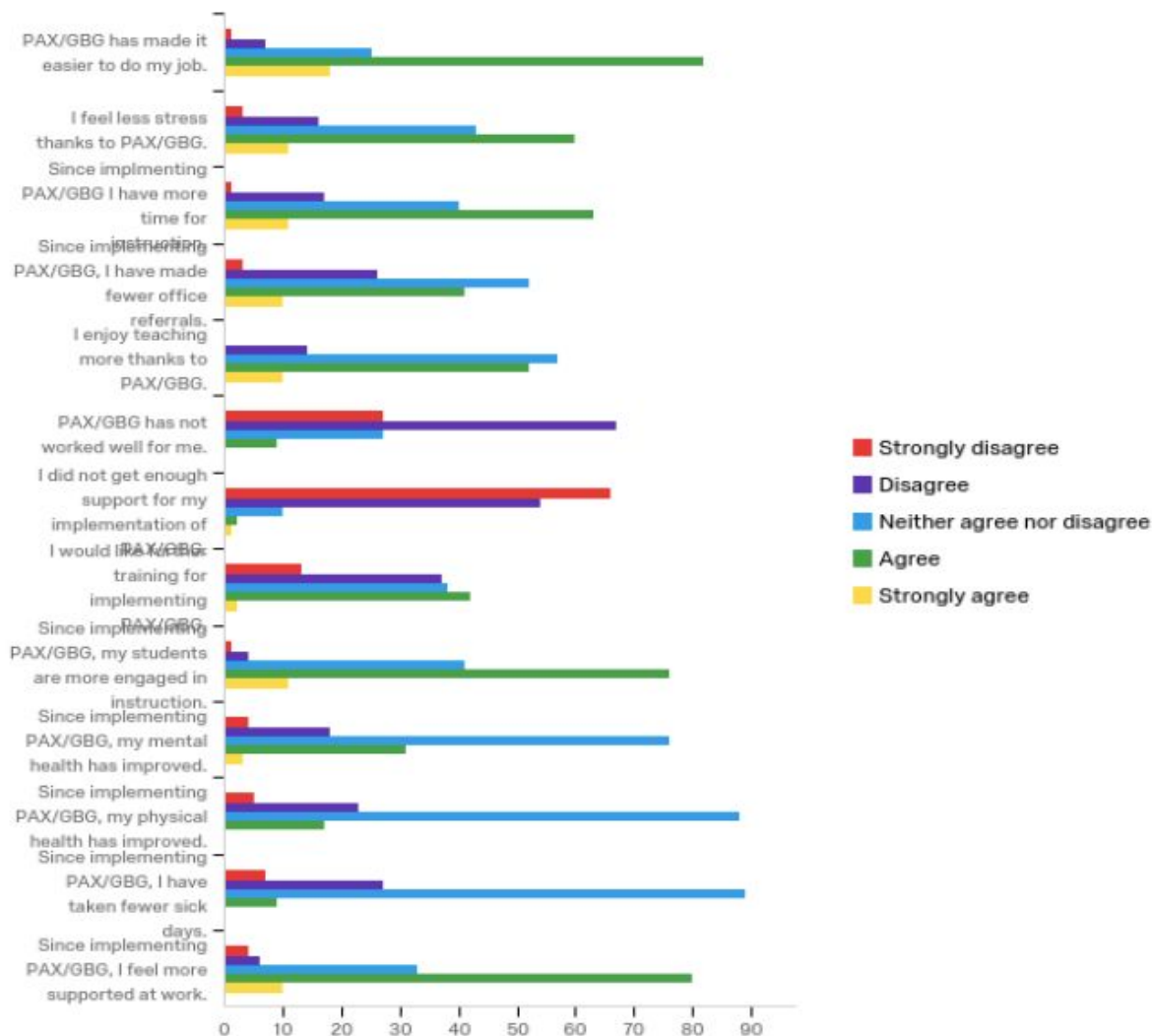
Contact: Lindsey Pratt, PBIS Coordinator
 Laura Batchelor, Associate Director of Student Services

3. **The PAX Good Behavior Game®** is a powerful evidence-based practice, consisting of proven instructional and behavioral health strategies used daily by teachers and students in the classroom. This universal preventive approach not only improves classroom behavior and academics, but also provides a lifetime of benefits for every child by improving self-regulation and co-regulation with peers.

In TTSD, PAX was adopted three years ago and implemented at K-3rd grades (and K-5 at Tualatin Elementary School). In 2019-20 all K-5 teachers will be trained and expected to implement the PAX Good Behavior Game. TTSD gathers perception data (see chart below) as the primary way to assess implementation. Also each year we gather “Spleem” (off-task behavior) data to evaluate the effectiveness of PAX. We know from the research that when the PAX Good Behavior Game is implemented, Spleem counts go down.

Below is a chart of teacher perception data about PAX from spring 2019:

44 - We are also interested in your perceptions of the value and impact of PAX/GBG on your wellbeing at work. The following information is voluntary and will not be shared on an individual level (only as a group). Please rate the following, based on your experience with PAX/GBG even if you are not currently implementing.



This chart shows the reduction (or increase) in Spleem counts (off task behavior) from September to May 2017-18. This year's post "Spleem" data will be gathered in late May 2019.

2017-18 "Spleem" (off task behavior) rates per student per hour (from September to May):

School	K	1st	2nd	School Total
School A	-75%	-65%	-67%	-69%
School B	-69%	-84%	-77%	-76%
School C	-73%	-75%	-51%	-66%
School D	-52%	-58%	-63%	-57%
School E	-81%	-58%	-61%	-67%

School F	-75%	-75%	-54%	-68%
School G	-63%	-62%	-79%	-68%
School H	+2.6%	+18%	-10% (missing some fall data)	+3.5%
School I	-73%	-64%	-65%	-67%
School J	-73%	-72%	-84%	-76%
District Total	-63%	-60%	-61%	

This data shows that with the implementation of PAX, there was a reduction in off task behavior, for example a 63% reduction in Kinder, between September and May. School H was not implementing PAX consistently during this school year.

Contact: Colleen Thompson, Tier I Coach
 Laura Batchelor, Associate Director of Student Services

4. Counseling Program: Each school has a counseling program. Elementary counselors support and often co-lead each tier of the PBIS system. They run Check In Check Out (CICO) in all of our schools. 80% of the elementary counselors are also .25 school psychologists. They play a critical role in leading the functional assessment and behavior planning process. At times, they work with students in groups and individually; these services vary between schools. They also connect families to outside resources. Elementary counselors often respond to students who are not regulated (disruptive in class), provide planned breaks and calming activities. Although not as frequent at the elementary level, they also conduct all the safety assessments.

The counselor role looks different at the secondary level. Like elementary, secondary counselors report that their role is often respond to students in crisis. However, students in crisis at the secondary level have different needs. Counselors meet with a student individually, conduct suicide screenings, participate in threat assessments, create safety plans, and connect families to outside resources. They often play a role in mediating relationships between students, families and teachers. Secondary counselors have other responsibilities as well, such as career counseling, post secondary planning, testing coordinating, and scheduling. Counselors participate on PBIS teams. At the secondary level, there are other staff that participate and/or lead the PBIS processes and initiate and run interventions (i.e. CICO), including the Associate Principals, Deans, Re-Engagement Specialists, Learning Specialist, and On Track Coaches.

Counselor to Student Ratio

	Elementary	Middle School	High School
Ratio	1:660	1:500	1:330

Contact: Gwen Stover, High School Counselor
Destiny Cowen, Elementary Counselor
Lindsey Pratt, PBIS TOSA, Elementary Counselor Support
Laura Batchelor, Associate Director
Alyssa Anderson, School Psychologist on Special Assignment
(Secondary)

5. Health Curriculum: Mental health is embedded in the Oregon Health Standards. Students get exposure. Health classes are also where we teach Signs of Suicide: The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to: 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment. This curriculum is several days, with an overview of several mental health topics, but does not go into great depth with skill-building. Other mental health topics within the health standards include stress management, social health, and emotional wellbeing, for which content is mostly created by teachers individually at each school and is again more of an overview.

Contact: McKaley Brewer, Twality Health Teacher

6. CARE Coordination: In partnership with Lifeworks, TTSD provides CARE Coordinators. CARE Coordinators work with school teams to connect families to mental health providers.

Contact: Susan Salkield, Project Manager

The following practices are not officially adopted by the district, but are in practice in some schools and classrooms.

7. Zones of Regulation: *The Zones of Regulation* is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones," with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Individuals explore calming techniques, cognitive strategies, and sensory supports so that they will have a toolbox of methods to use to move between zones. This framework is currently a practice based on evidence, but does not meet the criteria for CASEL's evidence based SEL curriculum.

Zones of Regulation is used inconsistently throughout TTSD's elementary

schools. Implementation varies by teacher, teacher team, and school. [Video made by Tier I Coach for Teachers:](#)

Contact: Colleen Thompson, Tier I Coach

8. **Morning Meetings:** Morning meetings is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. Many elementary school classrooms have morning meetings embedding in their schedules. Teachers and principals report that they value the concept, but there is no standard structure for that time. Example: [Edutopia Video](#)

	None	Partial	Full
School A	64%	0	36%
School B	29%	33%	38%
School C	0	40%	60%
School D	47%	53%	0
School E	0	30%	70%
School F	16%	58%	37%
School G	46%	29%	21%
School H	0	0	100%
School I	0	0	100%
School J	0	33%	67%

9. **Restorative Practices:** Restorative Practices represent a highly effective philosophy and approach to creating and maintaining community wellbeing through relationships of care, trust, and connection. With this culture and practice in place, we use social accountability to respond effectively when someone's behavior does not align with the values of the community and when harm is caused. In working through challenges, we first see to the needs of those harmed, explore the full impact to understand how that action was harmful, and create an opportunity for them to make things right and repair damaged relationships so that all of us remain connected and valued.

TTSD recognizes the importance of using effective practices to support and teach students who make behavioral mistakes. Restorative practices are used by some teachers, counselors and administrators at the secondary level (mainly high school) in TTSD. Durham Center is the closest to systematically implementing a restorative model school wide. Teachers sometimes report that there is not a clear understanding of what is a behaviors should be referred and the consequences are.

Contact: Russ Ramos, Alternative Education Director

10. **Affinity Groups:** An affinity group is a designated “safe space,” where everyone in that group shares a particular identity. This identity can be based on race, gender, sexual orientation, language, nationality, physical/mental ability, socio-economic class, family structure, religion, etc. Affinity groups can be a place for underrepresented people in a community to come together to feel less isolated and more connected. During affinity groups participants might share and talk about their experiences or focus on working towards a particular mission or goal. Affinity and alliance groups also offer a space for advocacy and a platform to share with our district what is or isn’t working for them as students. Affinity groups enhance their social capital, knowledge about one another, and advocacy for inclusion. Our stance is asset based, students are powerful, strong, and creative. We want to support their voices as an important stakeholder in the way we see, value, and serve students in our TTSD Community.

All secondary schools have at least one affinity group. The number or types of groups depends on the school. A few elementary schools offer Affinity Groups. Some examples of affinity groups offered in our district are: Asian, Pacific Islander Pride, Black Student Union, M.E.Ch.A., Gender & Sexuality, & Trauma Informed Equity Group.

Contact: Zinnia Un, Equity and Inclusion Coordinator

11. **Calming Corners:** Common in special education environments, calming corners are becoming more popular in elementary classrooms. They are not consistent across schools and classrooms.

a. **Example Video:** [Calming Spaces](#)

b. **Hillsboro Video:** [Calming Room](#)

Contact: Colleen Thompson, Tier I Coach

12. **Trauma Informed Approaches:** A trauma informed approach is not a specific therapeutic technique or intervention. It is defined as an organizational framework that realizes the widespread impact of trauma; recognizes the signs and symptoms of trauma in students, families, and staff; responds by integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization. [Guidance on Trauma Informed Approach](#)

A trauma informed approach would be experienced by all involved as a profound cultural shift in which students and their circumstances, settings, and behavior are viewed differently, staff respond differently and the day-to-day delivery of services is conducted differently (Jennings, 2004). [Oregon Trauma Informed](#)

Trauma Informed Practices: A trauma informed practice emphasizes the core principles of understanding trauma and its impact; belief that healing for students happens in safe, supportive, positive relationships between staff, students, and families; ensuring physical and emotional safety; supporting

choice, control, and empowerment for students, staff, and families; striving for cultural competence; viewing students holistically; and using a collaborative approach. (Adapted from Guarino & Willis-Darpoh, 2016; Cole et al., 2005).

Through a grant, Tigard High School has had the opportunity to create a implement this approach school wide. There are a wide variety of trauma informed practices. Several trauma informed practices currently in place at Tigard High School include the development of a Trauma Informed Leadership committee which includes community partners, school professionals, and students. Additionally there are regularly scheduled staff trainings based on the neurosequential model of developmental trauma, which has led to the creation of common language regarding understanding student behavior and context related to trauma; the development of the Stress Continuum Scale (posted in all classrooms); student led activities such as videos on how to support each other; regularly scheduled “coffee chat” time with the coordinator of the Trauma Informed Grant, which includes teaching brain based strategies for self regulation and calming within the classroom; and a book club open to the entire tigard high school community.

The following “[6 Guiding Practices for a Healthy Learning Community](#)” is a trauma informed/equity based guide which matches well with SEL concepts.

Contact: Alfonso Ramirez, Trauma Informed Counselor Tigard High School
Alyssa Anderson, School Psychologist on Special Assignment

13. Culturally Responsive Teaching: Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). Some of the characteristics of culturally responsive teaching are: *1) Positive perspectives on parents and families, 2) Communication of high expectations, 3) Learning within the context of culture, 4) Student-centered instruction, 5) Culturally mediated instruction, 6) Reshaping the curriculum and 7) Teacher as facilitator.*

During the 2018-19 school year, many schools and teachers started to learn an implement culturally responsive practices. Mini courses have been offered through equity trainings. There has not been a district wide, systematic implementation of CRT yet.

- Culturally Responsive Teaching and The Brain by Zaretta Hammond Book Club
 - 11 out of 16 schools have engaged in the Book Study Facilitated by Building Equity Coordinators & Teacher Leaders
 - TOSAs at Teaching and Learning engaged in the Book Study Facilitated by Sue Scott, Associate Director of Teaching and Learning
 - TOSAs at Student Services engaged in the Book Study Facilitated by Erin Kelly, Special Education Facilitator
- Community Dialogue and Unpacking of Culturally Responsive Teaching Series facilitated by Zinnia Un, District Equity Coordinator.
Example: [Unpacking CRT Building Community through Reflection](#)
- Culturally Responsive Teaching Dinner Series: Inquiry, Practice, and

Reflection facilitated by Zinnia Un, District Equity Coordinator.

Example: [Dinner Series Session #1](#)

- K-3 Warm Demander: Building Critical Consciousness: [Slide Deck](#),
Facilitated by Zinnia Un, District Equity Coordinator
- Tigard and Tualatin High School Exploring Tenets of Culturally Responsive Teaching
 - TuHS - Warm Demander
 - THS - Community and Relationship

Contact: Zinnia Un, Equity and Inclusion Coordinator