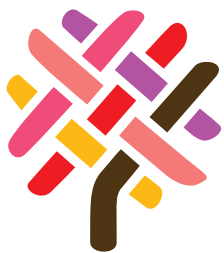




EVIDENCE-BASED PRACTICES **GUIDE**



**family
connections**
WHERE HOPE MEETS POSSIBILITY

**NJ4S
ESSEX**

ABOUT US

Family Connections is the Essex County **Hub** for New Jersey Statewide Student Support Services (NJ4S). NJ4S-Essex services are all about strengthening the social, emotional, and mental health of local students, their parents, and their educators.

Now more than ever, students deserve support. Social, emotional and mental health are key to student safety, wellness and success.

Our team of **50+ prevention and mental health professionals** are specially trained in the latest Evidence-Based Practices (EBPs) and have **lived experience** in Essex's diverse cultures, languages, and communities. We serve all Essex public school students, with a special focus on 6th-12th grade students in underserved, high-need communities.

WHAT ARE EBPS?

Evidence-Based Practices (EBP's) are practices or service models which have been independently evaluated and are proven to be effective at achieving their stated goals. The EBP's chosen by NJ4S-Essex have all been evaluated and proven effective with students and parents from the diverse racial and cultural identities in our high-need school districts.

All staff are trained in Cultural Awareness/Cultural Humility by the Center for Cultural Humility; Question, Persuade, Refer (QPR); Mindfulness and Stress Reduction by a Mindfulness-Based Stress Reduction master trainer; and Sexual Orientation, Gender Identity and Gender Expression (SOGIE) through All Children All Families (ACAF).

All groups can be delivered by staff who are fluent in English, Spanish, and Creole.

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ANTI-BULLYING/VIOLENCE PREVENTION GROUPS

Aggression Replacement Training (ART)

The Council for Boys and Young Men

S.S. GRIN A (Social Skills Group Intervention for Adolescents)

Wyman Teen Outreach Program (TOP)



Aggression Replacement Training



Target Audience: Students in Middle and High school

Duration: 30 Sessions

Goals:

- Reduce aggression and violence among adolescence
- Increase social skills
- Decrease angry impulsive behavior
- Increase moral reasoning and development through open-ended meetings
- Increase perspective taking
- Intervention for high-risk youth

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AGGRESSION REPLACEMENT TRAINING (ART)

Age Group: Students in Middle and High school

Duration: 30 Sessions

Goals:

- Reduce aggression and violence among adolescence
- Increase social skills
- Decrease angry impulsive behavior
- Increase moral reasoning and development through open-ended meetings
- Increase perspective taking
- Intervention for high-risk youth

Aggression Replacement Training (ART)

Social Skills Training

Week 1: Introducing ART and Social Skills Training/ Making a Complaint

- To explain the purpose and content of the ART program and “sell it” to the group
- To establish group rules for behavior
- To introduce the Social Skills Training component of ART and provide a rationale for skill learning
- To introduce the procedures for Social Skills Training sessions and teach the skill of Making a Complaint
- To explain the Skill Homework Report and give participants a chance to practice the skill outside the group

Week 2: Understanding the Feelings of Others

- To give group members a chance to process their experiences practicing Making a Complaint outside the group
- To help group members understand the importance of the skill of Understanding the Feelings of Others
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 3: Getting Ready for a Difficult Conversation

- To give group members a chance to process their experiences practicing Understanding the Feelings of Others outside the group
- To help group members understand the importance of the skill of Getting Ready for a Difficult Conversation
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 4: Dealing with Someone Else's Anger

- To give group members a chance to process their experiences practicing Getting Ready for a Difficult Conversation outside the group
- To help group members understand the importance of the skill Dealing with Someone Else's Anger
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 5: Helping Others

- To give group members a chance to process their experiences practicing Dealing with Someone Else's Anger outside the group
- To help group members understand the importance of the skill of Helping Others
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 6: Keeping Out of Fights

- To give group members a chance to process their experiences practicing Helping Others outside the group
- To help group members understand the importance of the skill Keeping Out of Fights
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 7: Dealing with an Accusation

- To give group members a chance to process their experiences practicing Keeping Out of Fights outside the group
- To help group members understand the importance of the skill Dealing with an Accusation
- To provide an opportunity for participants to learn and role-play the steps of the skill and to encourage skill use outside the group

Week 8: Dealing with Group Pressure

- To give group members a chance to process their experiences practicing Dealing with an Accusation outside the group
- To help group members understand the importance of the skill Dealing with Group Pressure
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 9: Expressing Affection

- To give group members a chance to process their experiences practicing Dealing with Group Pressure outside the group
- To help group members understand the importance of the skill Expressing Affection
- To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Week 10: Responding to Failure

To give group members a chance to process their experiences practicing Expressing Affection outside the group

To help group members understand the importance of the skill Responding to Failure

To provide an opportunity for participants to learn and role-play the steps of the skill and encourage skill use outside the group

Anger Control Training**Week 1: Introducing Anger Control Training/ ABCs of Anger**

- To explain the goals of the Anger Control Training component and provide a rationale for learning the anger control sequence
- To introduce the procedures for Anger Control Training sessions
- To help group members understand the ABCs of Anger (Antecedent-Behavior-Consequence)

Week 2: Hassle Log and Triggers

- To introduce the Hassle Log and explain its use
- To help group members understand internal and external triggers
- To provide an opportunity for group members to role-play their anger triggers

Week 3: Cues and Anger Reducers

- To help group members learn how to recognize the cues that indicate when they are angry
- To provide group members with response options to calm themselves down: deep breathing, counting backward, and pleasant imagery
- To provide an opportunity for group members to role-play the sequence triggers (external/internal) + cues + anger reducers (all)

Week 4: Reminders

- To introduce the concept of reminders
- To provide an opportunity for group members to role-play triggers (external/internal) + cues + anger reducers + reminders

Week 5: Thinking Ahead

- To introduce thinking ahead and teach group members the “If-then” formula
- To discuss different types of consequences (short-term/long-term, internal/external)
- To provide group members with a chance to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead

Week 6: Self-Evaluation

- To introduce self-evaluation (self-rewarding and self-coaching)
- To provide an opportunity for group members to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead + self-evaluation (self-rewarding and self-coaching)

Week 7: Angry Behavior Cycle

- To introduce the Angry Behavior Cycle
- To give group members an opportunity to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead + EXIT (do something different) + self-evaluation (self-reward/self-coaching)
- To help group members realize that their own behavior can serve as a trigger for others' anger and begin to change their own triggering behaviors by choosing to do something different

Week 8: Using a Social Skill and Rehearsal of Full Anger Control Chain

- To introduce using a social skill in place of aggression to exit the Angry Behavior Cycle
- To give group members an opportunity to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead + EXIT (social skill) + self-evaluation (self-reward/self-coaching)

Week 9: Rehearsal of Full Anger Control Chain

- To provide practice in using a social skill to exit the Angry Behavior Cycle
- To give group members an opportunity to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead + EXIT (social skill) + self-evaluation (self-reward/self-coaching)

Week 10: Overall Review and Rehearsal of Full Anger Control Chain

- To conduct a review of all the techniques in the Anger Control Chain
- To provide additional practice in using a social skill to exit the Angry Behavior Cycle
- To give group members an opportunity to role-play triggers (external/internal) + cues + anger reducers + reminders + thinking ahead + EXIT (social skill) + self-evaluation (self-reward/self-coaching)

Moral Reasoning

Week 1: Introduction Moral Reasoning/Jim's Problem Situation

- To introduce the Moral Reasoning component of ART and explain the procedures for the Moral Reasoning sessions
- To provide a rationale for achieving more mature thinking and facilitate group members' ability to take into account others' perspectives on specific problem situations
- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of friendship, honesty, and respect for property

Week 2: Jerry's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of relationship and loyalty to friends and to groups

Week 3: Mark's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of relationship and respect

Week 4: George's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of family, loyalty, quality of life, and life itself

Week 5: Sam's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of honesty and respect for property

Week 6: Leon's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of friendship, quality of life, and life itself

Week 7: Reggie's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of family loyalty, honesty, and fairness

Week 8: Alonzo's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of honesty and loyalty to friends

Week 9: Juan's Problem Situation

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of loyalty to friends and life itself

Week 10: Antonio's Problem Situation/Program Conclusion

- To promote perspective taking, mature moral reasoning, and responsible social decision making on a situation concerning the primary themes of honesty, fairness, and negative peer pressure
- To conclude and celebrate the ART group

The Council for Boys and Young Men

The Council for Boys and Young Men is a strengths-based group program designed to promote healthy masculinity development for boys and young men aged 9-18. The program focuses on leveraging boys' natural strengths while challenging stereotypes about being male. Through engaging activities, dialogue, and self-expression, boys broaden their understanding of masculinity, develop emotional, social, and cultural literacy, and foster valuable relationships with peers and adult facilitators. The program aims to provide a safe environment for boys to explore and redefine notions of masculinity.



Ages 9-18



Age Group: Boys and young men ages 9-18

Duration: Sessions may vary depending on the curriculum chosen

Goals:

- Promote healthy masculinity development
- Challenge stereotypes about being male
- Enhance emotional, social, and cultural literacy
- Foster valuable peer and adult relationships
- Provide new and diverse options for self-expression and identity development

SCAN TO VIEW VIDEO





OVERVIEW

THE COUNCIL FOR BOYS AND YOUNG MEN

The Council for Boys and Young Men is a strengths-based group program designed to promote healthy masculinity development for boys and young men aged 9-18. The program focuses on leveraging boys' natural strengths while challenging stereotypes about being male. Through engaging activities, dialogue, and self-expression, boys broaden their understanding of masculinity, develop emotional, social, and cultural literacy, and foster valuable relationships with peers and adult facilitators. The program aims to provide a safe environment for boys to explore and redefine notions of masculinity.

Age Group: Boys and young men ages 9-18

Duration: Sessions may vary depending on the curriculum chosen

Goals:

- Promote healthy masculinity development
- Challenge stereotypes about being male
- Enhance emotional, social, and cultural literacy
- Foster valuable peer and adult relationships
- Provide new and diverse options for self-expression and identity development

The Council for Boys and Young Men

Volume 1: Building Foundations

Session Breakdown:

1. Creating Our Council

Topics: Introduction, Building the Group

Activity: Group Juggle, Creating Council Agreements

2. Developing Our Council

Topics: Group Dynamics, Media Representation

Activity: Loop Progressions, Men in the Media

3. Examining Masculinity in the Media

Topics: Media Influence, Masculinity

Activity: Masculinity in the Media

4. Exploring Emotions (Part I)

Topics: Emotional Awareness, Cooperation

Activity: Circle of Cooperation, Emotions Identification and Group Discussion

5. Exploring Emotions (Part II)

Topics: Emotional Expression, Group Dynamics

Activity: Human vs. Man Box, Hat Chat

6. Becoming Nonviolent Leaders (Part I)

Topics: Nonviolence, Media Messages

Activity: Examining the "Man Up!" Message

7. Becoming Nonviolent Leaders (Part II)

Topics: Nonviolence, Identity

Activity: Discussing Nonviolence, Man of Honor Mask Journal Covers

8. Engaging in Education (Part I)

Topics: Education, Personal Development

Activity: Group Jump, Discussion on Young Men and Education

9. Engaging in Education (Part II)

Topics: Educational Challenges, Teamwork

Activity: Survival Game: Academy of Hazards

10. Going Forward as Men of Honor

Topics: Reflection, Recognition

Activity: Wind in the Willows Physical Activity, Recognition Ceremony

Volume 2: Expanding Horizons

Session Breakdown:

11. Renewing Our Council

CORE Session: Examining Masculinity in the Media (SKIP If Completed Set 1)

12. Respecting Women & Girls

Topics: Gender Representation, Media Influence

Activity: Gender Box Search

13. Respecting Intimate Partners

Topics: Gender Roles, Personal Stories

Activity: Gender Box Stories

14. Challenging Homophobia & Becoming Allies (Part I)

Topics: Homophobia, LGBTQ+ Awareness

Activity: Fact or Fiction, Two Athletes Who Made History

15. Challenging Homophobia & Becoming Allies (Part II)

Topics: LGBTQ+ Identity, Allyship

Activity: Genderbread Person Definitions, LGBTQ+ Youth Speak

16. Forming Healthy & Safer Sexual Practices (Part I)

Topics: Sexual Health, Communication

Activity: Card Game with Conversation

17. Forming Healthy & Safer Sexual Practices (Part II)

Topics: Sexual Health Education, Media Creation

Activity: PSAs from Men of Honor

18. Digging into Substances (Part I)

Topics: Substance Use, Education

Activity: Team Competition - Substances Jeopardy Game

19. Digging into Substances (Part II)

Topics: Substance Awareness, Personal Reflection

Activity: Song and Discussion, Charting My Journey

20. Men of Honor Ceremony & Celebration

Topics: Reflection, Recognition

Activity: Men of Honor Shields, Completion Ceremony

Living a Legacy: Standing Together - A Journey into Respect

Age Group: 9-14

Duration: 10 sessions

Session Breakdown:

21. Creating Our Council

Activity: Group Juggle, Creating Council Agreements

Targeted Outcomes: Social support, Positive ethnic identity

Materials: Flip chart and markers, talking piece, construction paper, ball

22. Connecting Our Council

Activity: Personal Timelines, The Maze

Targeted Outcomes: Pro-social behaviors, building relationships, respecting differences

Materials: Masking tape, flip chart or butcher/construction paper, markers

23. Strength Through Diversity

Activity: Culture Grams, Stand Up-Sit Down Discrimination Exercise

Targeted Outcomes: Cultural understanding, Respectful behavior

Materials: Butcher paper, markers, optional: poems

24. Mentors, Role Models, and Heroes

Activity: Web of Influence, Personal Web of Influence

Targeted Outcomes: Positive role models, Leadership development

Materials: Ball of yarn, flip chart or construction paper, markers

25. Unlocking the Code

Activity: Boys Boxed In

Targeted Outcomes: Healthy masculinity beliefs, Pro-social behaviors

Materials: Masking tape, flip chart paper, markers

26. Healthy Relationships

Activity: Hot Shots, Relationship Reflections

Targeted Outcomes: Communication skills, Respectful relationships

Materials: Paper, basketball hoop or similar, handouts

27. Who's the Man? Boys and the Media

Activity: Star of the Show, Real Men Collage

Targeted Outcomes: Media literacy, Positive self-expression

Materials: Paper copies, magazines, scissors, glue, poster boards

28. Conflict Resolution: Squash it Before it Starts

Activity: Joe's Story

Targeted Outcomes: Conflict resolution skills, Empathy

Materials: Role-play script, markers, flip chart paper

29. No One Walks Alone

Activity: Leadership Quote Reflection, Dear "Little Brother" Letter

Targeted Outcomes: Supportive relationships, Mentorship

Materials: Handouts, paper, pens

30. Living and Leaving a Legacy

Activity: The Council Unit Reflections, Personal Eulogy

Targeted Outcomes: Self-reflection, Personal growth

Materials: Markers, construction paper, certificates, optional: snacks

Sex in the Digital Age: A Guide to Talking with Teens About Pornography and Sexting

Age Group: 11-18

Duration: 6 weeks, 6 sessions

Session Breakdown:

31. Sex in the Digital Age

Activities: Review group agreements, Video: What kids are saying about online porn, Let's be Candid activity, Anonymous Question Box

Purpose: Define Technology Mediated Sexual Interaction (TMSI), Learn about youth knowledge on pornography and usage

Materials: Laptop for video, large sticky notes, index cards, Porn Literacy Checklist, softball

32. Whose Body is it Anyway?!

Activities: Video: "Teen Voices: Sexting, Relationships, and Risks", Group Discussion, Body Outline activity, Anonymous Question Box

Purpose: Understand sexting and laws, Discuss masculinity and femininity norms

Materials: Laptop for video, body outline sheets, markers, cutouts

33. Consent Must be Invited to the Party

Activities: Video: "Are You Ready to Have Sex?", Consent discussion, Anonymous Question Box

Purpose: Explore consent and communication in relationships

Materials: Laptop for video, topic cutouts, question box

34. Reel vs. Real

Activities: "Fact or Myth?" Activity, Values activity, Group Discussion, Anonymous Question Box

Purpose: Discuss pornography effects, Relationship values

Materials: Flip chart paper, markers, signs, beans, cards

35. Self-Advocacy is Safe & Sexy – Communicating About What We Want

Activities: Debate on pornography and addiction, Video: "The Science of Pornography and Addiction", Consent scenarios, Anonymous Question Box

Purpose: Discuss pornography addiction, Communication skills

Materials: Laptop for video, debate materials, scenarios

36. Sharing Your Super Sexy Brain

Activities: Creating a PSA, Anonymous Question Box

Purpose: Promote safer sex practices, Peer education

Materials: Phone for PSA, flip chart, envelopes

S.S. Grin-A (Social Skills Group Intervention for Adolescents)

S.S. Grin is an evidence-based practice that is intended to build participants social skills along with social-emotional competence to address challenges like bullying and victimization.



Ages 13-16

Target Audience: 6th-12th Grade Students

Duration: 12 Sessions

Goals:

- Learn and practice key social skills.
- Enhance self-esteem and promote positive interests.
- Develop positive character traits.
- Master adaptive coping strategies for dealing with social conflict.
- Build empathy and the ability to see others' viewpoints.
- Decrease conflict with others and improve social problem-solving skills.
- Develop positive social relationships.
- Decrease relations with antisocial peers.

SCAN TO VIEW VIDEO





OVERVIEW

S.S. GRIN A (SOCIAL SKILLS GROUP INTERVENTION FOR ADOLESCENTS)

S.S Grin is an evidence-based practice that is intended to build participants social skills along with social-emotional competence to address challenges like bullying and victimization.

Age Group: 6th-12th Grade Students

Duration: 12 Sessions

Goals:

- Learn and practice key social skills.
- Enhance self-esteem and promote positive interests.
- Develop positive character traits.
- Master adaptive coping strategies for dealing with social conflict.
- Build empathy and the ability to see others' viewpoints.
- Decrease conflict with others and improve social problem-solving skills.
- Develop positive social relationships.
- Decrease relations with antisocial peers

S.S. GRIN A (Social Skills Group Intervention for Adolescents)

Section 1: Understanding ourselves and others:

- S1- Introduction (The purpose of the group is presented, an overview of group process is given, and the policies of the group are outlined.)
- S2- Self-esteem and respect (Focuses on building self-esteem and enhancing respect for self and others.)
- S3- Personal responsibility (Personal responsibility and consequences are discussed and youth are introduced to an effective method of impulse control.)
- S4- Looking ahead/goals (Youth consider their values and the qualities they admire in others and begin establishing personal goals.)
- S5- Taking action (Youth teach parents the concepts and skills they have learned in the first four weeks.)

Section 2: Building and practicing social skills

- S6- Emotional awareness (Youth learn to recognize and label their emotions.)
- S7- Managing emotions (Provides youth with opportunities to practice self-awareness and emotional control.)
- S8- Communicating your thoughts and feelings (Youth learn the dangers of making assumptions.)
- S9- Understanding the thoughts and feelings of others (Youth attempt perspective talking.)
- S10- Relationship enhancement (Youth team teach parents the concepts and skills they have learned in previous sessions.)

Section 3: Maintenance and termination

- S11- Maintenance (Youth are presented with scenarios and role plays during which they problem solve using all appropriate skills.)
- S12- Termination (Youth process the group and determine strategies for maintaining their new skills and behavior patterns.)

Wyman Teen Outreach Program (TOP)

TOP is an evidence-based program implemented by Wyman Connect, designed to help youth in communities develop positive tactics related to a range of social-emotional skills. This program provides tools that empower teens to enhance and strengthen relationships in their homes and communities, as well as to avoid risky behaviors.



6th-12th Grade

Age Group: 6th-12th Grade Students

Duration: 25 Sessions

Goals:

- Building My Skills
- Learning About Myself
- Connecting with Others
- Healthy relationships (e.g., self-advocacy)
- Communication and assertiveness
- Critical thinking and understanding external influences
- Goal setting
- Decision-making and personal reflection
- Values clarification to explore personal values
- Health, wellness, and self-understanding
- Community service learning

SCAN TO VIEW VIDEO





OVERVIEW

WYMAN TEEN OUTREACH PROGRAM (TOP)

TOP is an evidence-based program implemented by Wyman Connect, designed to help youth in communities develop positive tactics related to a range of social-emotional skills. This program provides tools that empower teens to enhance and strengthen relationships in their homes and communities, as well as to avoid risky behaviors.

Age Group: 6th-12th Grade Students

Duration: 25 Sessions

Goals:

- Building My Skills
- Learning About Myself
- Connecting with Others
- Healthy relationships (e.g., self-advocacy)
- Communication and assertiveness
- Critical thinking and understanding external influences
- Goal setting
- Decision-making and personal reflection
- Values clarification to explore personal values
- Health, wellness, and self-understanding
- Community service learning

Wyman Teen Outreach Program (TOP)

Curriculum Guide

The curriculum is divided amongst three books. Each book has lessons across three developmental levels: Foundational (6-8th Grade approximately 12-14yrs) , Intermediate (8-10th approximately 14-16yr) and Advanced (8th-10 grade approximately 14-16yr)

Book 1: Building My Skills

Successful navigation of the transition to adulthood is strengthened when adolescents are able to manage their emotions, set goals, solve problems and make healthy decisions. Social and emotional and life skills are important for coping successfully with life's demands, responsibilities and interpersonal interactions. Growth in these skills during adolescence prepares the young person for carrying out adult relationships and roles, including building leadership capacity.

Building My skills lessons focus on:

1. Emotion Management

Engaging participants in becoming aware of and reflecting on their emotions, considering the causes and effects of emotions and learning and practicing strategies for coping with strong emotions.

2. Decision-Making

Developing skills to recognize choices and consequences and exploring strategies for making decisions, particularly in challenging situations.

3. Problem-Solving

Strengthening participants' ability to develop creative solutions to challenges, persist through setbacks and practice resilience.

4. Goal-Setting

Developing skills to set realistic short-and long-term goals, identify future goals and develop strategies to overcoming barriers to attaining goals.

Book 2: Learning About Myself

Successful navigation of the transition to adulthood is strengthened when adolescents have a clear, positive identity. A firmly established identity provides a sense of uniqueness as a person and is related to positive outcomes such as academic competence and greater overall well-being. Identity development is a dynamic process which involves youth actively engaging in the process of self-exploration and discovery. Healthy identity formation in adolescence is closely linked to the exploration and acquisition of a sense of purpose in life.

Learning about myself lessons focus on:

1. Self Understanding

Fostering exploration of personal traits and values to support teens' developing sense of self-awareness.

2. Social Identity

Supporting teens' exploration of aspects of their own identity as well as the impact of media messages and stereotyping

3. Health and Wellness

Promoting teens' developing understanding of their own physical and sexual development, including strategies that promote overall health and well-being.

Book 3: Connecting with Others

Successful navigation of the transition to adulthood is strengthened when adolescents have supportive relationships fostered by strong communication and empathy skills. Making connections with others involves developing supportive relationships with peers and significant adults as well as being engaged with one's school and community. Strong social connections are important, as they buffer stressors in teens' lives and play a critical role in promoting positive growth, including overall well-being, academic competence and avoidance of risky behavior. Relationships grounded in trust help teens develop the confidence they need to achieve their goals.

Connecting with others lessons focus on:

1. Relationships

Increasing understanding of the qualities of healthy relationships and strategies for developing and maintaining relationships.

2. Communication

Supporting participants in learning the qualities of clear, assertive communication and learning how to engage in effective communication with others.

3. Empathy

Fostering teens' ability to be sensitive to the emotions and experience of others and to respond in a caring, supportive way

4. Community

Enhancing teens' sense of connectedness to the communities to which they belong and their sense of responsibility toward these communities.



IMPACT OF GRIEF/TRAUMA ON STUDENTS

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

Good Grief

Support for Students Exposed to Trauma (SSET)



CBITS

Cognitive Behavioral Intervention for Trauma in Schools

CBITS stands for Cognitive Behavioral Intervention for Trauma in Schools. It is a proven program designed to help students in grades 6 to 12 cope with trauma and build resilience.



6th-12th Grade



Age Group: 6th - 12th grade students

Duration: 3 individual sessions & 10 group sessions

Goals:

- Enhanced Coping Skills
- Improved Academic Performance
- Increased Self-Awareness
- Stronger Peer Relationships
- Boosted Self-Confidence
- Professional Support
- Safe and Supportive Environment

SCAN TO VIEW VIDEO





CBITS: COGNITIVE BEHAVIORAL INTERVENTIONS FOR TRAUMA IN SCHOOLS

CBITS stands for *Cognitive Behavioral Intervention for Trauma in Schools* and includes the *Cognitive Behavioral Intervention for Trauma in Schools with Racial Trauma Model*. It is a proven program designed to help students in grades 6 to 12 cope with trauma and build resilience. CBITS is a tier 3 group that is run by clinicians.

Age Group: 6th - 12th grade students

Duration: 3 individual sessions & 10 group sessions

Goals:

- Enhanced Coping Skills
- Improved Academic Performance
- Increased Self-Awareness
- Stronger Peer Relationships
- Boosted Self-Confidence
- Professional Support
- Safe and Supportive Environment

CBITS: Cognitive Behavioral Interventions for Trauma in Schools

What Is CBITS?

CBITS is also known as the Cognitive Behavioral Intervention for Trauma in Schools. CBITS was created to address the traumatic experiences that school students have been exposed to in the home, in schools, and/or in the community. This intervention comprises 10 small group sessions, up to 3 individual sessions, two sessions for caregivers, and an optional information session for school personnel. CBITS is offered to students in the 6th to 12th grade who are not experiencing a current crisis, severe behavioral difficulties or severe cognitive limitations.

Group Session 1: Introductions

Session 1 consists of an introduction to the group, where a meeting schedule is established, confidentiality is discussed, and group rules are created. The intervention is explained to group members and group members are encouraged to briefly share their stories that have led them to this group setting. The session concludes with an activity worksheet that outlines each group member's personal goals for therapy.

Group Session 2: Education and Relaxation

Session 2 begins with a review of each group member's goals on the activity worksheet from session 1. Group members are given psychoeducation on the common reactions they may experience when exposed to traumatic situations. Group members are introduced to a feeling thermometer, where they are encouraged to measure their emotions (i.e., anxious, upset) on a scale from 0 to 10 for various situations. Group members are also introduced to relaxation methods to combat anxiety, including deep breathing and progressive muscle relaxation. The session concludes with another activity assignment that focuses on students discussing their concerns with caregivers and practicing a relaxation method.

Individual Sessions: Trauma Narrative: Processing the Trauma Memory

After session 2, there are up to three individual sessions that consist of students processing a trauma memory. Each student should have at least one individual session for 30-45 minutes. Additional sessions are scheduled if the student needs continued support.

Group Session 3: Introduction to Cognitive Therapy

Session 3 begins with a review of the activity assignment from session 2. Group members are introduced to cognitive therapy with a focus on the interrelation between thoughts and feelings. Group members are trained to combat negative thoughts by thinking of helpful other thoughts (HOT) during a group exercise known as the HOT seat. The session concludes with an assignment, where students are challenged to think of helpful other thoughts when they are presented with a dilemma.

Group Session 4: Combatting Unhelpful Negative Thoughts

Session 4 begins with a review of the activity assignment in session 3. Session 4 continues with cognitive therapy and Hot Seat activities with group members. The session concludes with an activities assignment to continue implementing Hot Seat thinking at home.

Group Session 5: Introduction to Real-Life Exposure

Session 5 begins with a review of the assignment from session 4. In session 4, group members are introduced to real-life exposure by utilizing their own examples of an anxiety-provoking event. The process of facing their fear begins with constructing a gradual hierarchy of a staircase, that leads to the steps that group members must take towards the anxiety-provoking event. Group members are introduced to alternative coping strategies, including thought stopping and positive imagery, when they develop anxious or nervous feelings surrounding the trauma they have experienced. Session 5 concludes with an activity assignment, where the group facilitator contacts the caregiver for support in the group member's real-life exposure.

Group Session 6: Exposure to Stress or Trauma Memory

During session 6, review the student's progress with real-life exposure to stress or trauma. Emphasize that with enough practice, anxiety, or distress decreases, and provide a few examples of this within the group. Identify any problems and discuss potential solutions. As you review the success of the assignment, update the "Steps to Facing Your Fears" worksheet with additional steps for each group member, ensuring the activity at the end of the session is easier.

Continue exposure to the memory of stress or trauma in a group setting. Based on the outcomes of individual encounters, the level of symptoms among group members, and the nature of their traumas, specific techniques will be chosen for use in this session and the next one.

To provide closure to the exercise, lead a discussion on what was helpful. The students will use the Assignment-Part 1 worksheet to assign both real-life exposures and stress or trauma memory work. If needed, additional copies can be used. Activities will be tailored and assigned individually to each group member. Additionally, the students will use the Assignment-Part 2 worksheet to practice the Hot Seat exercise.

Group Session 7: Exposure to Stress or Trauma Memory

Review the activities with the group members, asking them how they felt when they engaged in imaginal exercises, drawing, or writing about their stresses or traumas. Identify any challenges they encountered and address them as needed.

Based on the group members' work in the previous session and the activities, it may be necessary to adjust the exposure goals set during the individual session. Group members who were successful in previous exercises will be encouraged to tackle a more challenging part of their stress or trauma memory. If they were not successful, they may repeat an earlier exercise, potentially modified to be more effective.

Closure for the exercise will consist of the facilitator leading a discussion of what was helpful in the exercise. At the end of the session, two assignment worksheets will be given to the students. These worksheets will involve both real-life exposures and stress or trauma memory work. Activities will be assigned individually to each group member.

Group Session 8: Introduction to Problem-Solving

In session 8, the activities will be reviewed with the group members. The students will discuss how they felt when they completed the imaginal exercises, drawing, or writing about their stress or trauma. Any challenges encountered will be reviewed and addressed as needed.

Problem-solving will be introduced. The students will be asked to list conflicts or problems they have with friends, family members, or teachers. The facilitator will use these examples as much as possible. When choosing examples for the group, consider the types of symptoms they are expressing and how well they work together within the group.

During the session, ways in which thoughts influence behavior with friends and family members will be discussed. The point will be made that different thoughts lead to different actions, and that one way to change how we act with friends and family is to check our thinking about what happened.

The students will practice generating multiple solutions to real-life problems, ensuring that group members are not “locked in” to one type of response, which is often based on faulty thinking. This part of the session is especially important for those group members who tend to act impulsively, as it helps them slow down their thought process and consider more options for how to act. Group members will be encouraged to be creative but also to include appropriate behaviors as much as possible. Later in the session, the actions the students are considering will be evaluated. For younger groups, the terms “pluses and minuses” will be used, while for older groups, “pros and cons” will be more appropriate. The group will be divided into two teams and asked to generate reasons why their favorite action would be a good or bad thing to do. The students will be encouraged to come up with items for both columns, and the lists will be reviewed as a group. The activities that follow involve picking a current problem and using the worksheets to problem solve.

Group Session 9: Practice with Social Problem-Solving

The Problem-Solving assignment will be reviewed. Obstacles to problem-solving will be discussed, and the group will generate new ideas. Group members will be assisted in finding ways to feel better about their situations using Hot Seat exercises or relaxation techniques, if appropriate. Real-life exposure practice will be reviewed, and it will be determined if continued work is necessary.

The session will also devote time to practice and review. There will be a structured informal review of the key concepts the students have learned.

Group Session 10: Relapse Prevention and Graduation

The goal of this part of the session is to consolidate skills and anticipate future problems group members may face. The students will be encouraged to discuss potential future problems and how they plan to manage them.

The students will graduate from the program and be presented with certificates of completion. The main accomplishments for each group will be summarized, and individual strengths will be highlighted.

Caregiver Education Program

During the first part of the caregiver education program, caregivers are provided with an agenda of the caregiver sessions. Caregivers are educated on the common reactions to trauma, including avoidance behaviors and feelings of guilt, anger, and shame. The CBITS program is also explained to caregivers and teaches caregivers to support their youth in measuring their feelings with the feeling thermometer and assisting their children to relax.

During the second part of the program, caregivers are educated on cognitive therapy, real-life exposures, trauma-focused intervention, and teaching youth how to solve problems as they arise.

Teacher Education Program

The Education program consists of one session. The session begins with an introduction from the facilitator, explaining their role in the program. Logistics, such as identifying students for CBITS, handling scheduled groups, and addressing concerns about missed academic time, will be managed within the school. The purpose of the agenda will also be discussed.

The session will cover the general types of problems students experience when exposed to trauma and how thoughts and behaviors influence feelings. The elements of the CBITS program will be discussed in detail. Suggestions for dealing with students who have undergone trauma will be offered. Teachers will be treated as experts, and the facilitator will guide them in a discussion about ways to support these students. Finally, there will be time for teachers to ask questions.

Good Grief

Good Grief Groups program is an intervention-based program to support students after the death of an important person in their life.



➔ **Age Group:** 9–18-year-old students

Duration: 9 Sessions

Goals:

- Peer support
- Prevention
- Emotional Literacy
- Healthy Coping
- Support Systems
- Identity
- Self-Advocacy
- Continuing Bonds

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GOOD GRIEF

OVERVIEW

Good Grief Groups program is an intervention-based program to support students after the death of an important person in their life.

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- Prevention
- Emotional Literacy
- Healthy Coping
- Support Systems
- Identity
- Self-Advocacy
- Continuing Bonds

Good Grief Guidebook

Good Grief Groups program is an intervention-based program to support students after the death of an important person in their life.

Lesson One: Hello, My Name Is.....

Goals

- To promote connections between participants.
- Honor the diversity of experiences.

Objective

- Build trust within the group environment.
- Make connections with their peers and experience a sense of community.

Lesson Two: Telling My Story

Goals

- Normalize grief and reduce fear of judgment.
- Create meaning and build confidence by sharing their story of losing their person.

Objective

- Identify that their grief experience is unique.
- Tell their story to others and understand it is a part of who they are.

Lesson Three: My Many Feelings

Goals

- Build a vocabulary for the expression of grief.
- Communicate feelings and needs to others.

Objective

- Understand the complexity of emotions with grief.
- Identify underlying need and importance of telling others when they are struggling.

Lesson Four: Places & People in My World

Goals

- Identify needs in each environment and how to navigate.
- Identify helpful sources of support.

Objective

- Understand the ways people and places have been supportive.
- Recognize where and who to go to for support.

Lesson Five: Inside/Outside Feelings

Goals

- Express what they need, and feel empowered to communicate those needs to others.

Objective

- Understand that expressing emotions to others is helpful in order to get support.
- Know how to practically ask for support when needed.

Lesson Six: Taking Care of Me

Goals

- Practice self-care and healthy coping skills.
- Recognize how grief impacts the mind and body.

Objective

- Identify the many feelings of grief.
- Develop healthy coping skills to address their many feelings and needs.

Lesson Seven: Who I Am, Who I Was, Who I Hope to Be

Goals

- Explore the impact of death and ways the participant has changed.
- Prompt to reestablish hopes for the future.

Objective

- Validate the difficulty of major changes since the death.
- Explore who they are now and understand their new identity.

Lesson Eight: Building Resilience

Goals

- Identify personal strengths and explore how they can be used to navigate difficult situations or challenges.

Objectives

- Understand and identify unique strengths.
- Recognize that personal strengths will help with building resilience after loss.

Lesson Nine: Good Grief Summary

Goals

- Identify ways to support others facing grief.
- Recognize new friendships and explore ways to remain connected.

Objectives

- Understand that showing support to others allows us to feel good and form connections.
- Identify lesson learned and ways to use it in the future.

Support for Students Exposed to Trauma (SSET)

Support for Students Exposed to Trauma (SSET) is a structured program designed to help students cope and reduce the distress caused by traumatic experiences. The program is delivered through ten 1-hour sessions and focuses on building a variety of skills to address issues such as anxiety, nervousness, withdrawal, low mood, impulsive behavior, and difficulties in school.



Target Audience: Students in Middle School (ages 12–14), potentially useful for students in grades 6–9

Duration: 10 Sessions

Goals / Objective / Outcomes:

- To reduce distress resulting from exposure to violence
- To challenge and change maladaptive thoughts (e.g., challenging negative thinking, stopping automatic negative thoughts, distracting from negative patterns of thinking)
- To promote positive behaviors (e.g., improving social skills, increasing pleasant activities, decreasing avoidance of difficult situations or thoughts)
- To help students develop new skills and find ways to practice them effectively

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OVERVIEW

SUPPORT FOR STUDENTS EXPOSED TO TRAUMA: THE SSET PROGRAM

Support for Students Exposed to Trauma (SSET) is a structured program designed to help students cope and reduce the distress caused by traumatic experiences. The program is delivered through ten 1-hour sessions and focuses on building a variety of skills to address issues such as anxiety, nervousness, withdrawal, low mood, impulsive behavior, and difficulties in school.

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- To promote positive behaviors (e.g., improving social skills, increasing pleasant activities, decreasing avoidance of difficult situations or thoughts)
- To help students develop new skills and find ways to practice them effectively

Support for Students Exposed to Trauma: The SSET Program

Support for Students Exposed to Trauma (SSET) is a series of ten support groups that use a structured approach to reduce distress resulting from exposure to violence. It includes a wide variety of skill-building techniques. These techniques are geared toward changing maladaptive thoughts (i.e., toward challenging negative thinking, stopping automatic negative thoughts, distracting from negative patterns of thinking) and promoting positive behaviors (i.e., improving social skills, increasing pleasant activities, decreasing avoidance of difficult situations or thoughts).

Lesson One: Introduction

Build trust and group cohesion while giving students information about what to expect in the group. Provide students with an explanation on what is SSET.

Lesson Two: Common Reactions to Trauma and Strategies for Relaxation

Teach students about the normal or common problems that we have after a traumatic experience. Teach them one skill (relaxation) that they can use to calm anxiety.

Lesson Three: Thoughts and Feelings

Teach students a common language to describe their level of feelings and to teach them that their thoughts can fuel their feelings. Introduce a skill for challenging their unrealistic thoughts with helpful thoughts.

Lesson Four: Helpful Thinking

Teach students to challenge their negative thoughts and replace them with more helpful thoughts.

Lesson Five: Facing Your Fears

Help students recognize people, places, and/or situations that they may be avoiding in response to their traumatic event. Teach them skills to decrease their anxiety in these situations so that they are able to do everything they once did or want to do.

Lesson Six: Trauma Narrative, Part One

Help students begin to process their traumatic experience through writing about it and sharing their story with the rest of the group.

Lesson Seven: Trauma Narrative, Part Two

Help students begin to process their traumatic experience through writing about it and sharing their stories with the rest of the group.

Lesson Eight: Problem Solving

Teach students skills required to solve real-life problems.

Lesson Nine: Practice with Social Problems and the Hot Seat

Increase students' competence in challenging negative thoughts and handling real-life problems.

Lesson Ten: Planning for the Future and Graduation

Help students review and celebrate their progress and consolidate skills they have learned.



LGBTQIA+ SUPPORT

Unity Circle



Unity Circle

This circle program provides a safe and supportive environment for all youth with expansive gender identities and sexual orientations and their allies. It actively counters isolation, internalized self-rejection and other adverse health and mental health effects on LGBTQ+ youth due to marginalization.



Age Group: 9–18-year-old students

Duration: 10 Sessions

Goals:

- Form meaningful connections with peers and allies.
- Develop coping strategies to handle stress, rejection, or discrimination.
- Gain a deeper understanding of LGBTQ+ history and role models.
- Strengthen their ability to advocate for themselves and others in their community

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UNITY CIRCLE

Age Group: 9-18-year-old Students

Duration: 10 Sessions

Goals / Objective / Outcomes:

- Form meaningful connections with peers and allies.
- Develop coping strategies to handle stress, rejection, or discrimination.
- Gain a deeper understanding of LGBTQ+ history and role models.
- Strengthen their ability to advocate for themselves and others in their community

EBP Sessions:

A 10-Session Unity Circle guide for LGBTQ+ youth of all gender identities, sexual orientations and allies: transgender, cisgender, nonbinary, gender non-conforming, agender, gender fluid, gender questioning, two-spirit; gay, bisexual, lesbian, straight, and pansexual. For ages 9-18. This circle program provides a safe and supportive environment for all youth with expansive gender identities and sexual orientations and their allies. It actively counters isolation, internalized self-rejection and other adverse health and mental health effects on LGBTQ+ youth due to marginalization. With respect for individual safety, control and preference, and with no requirement for self-disclosure, the circle promotes belonging, inherent value, and community resilience.

Session	Theme	Activity/Description
1	Establishing Our Circle	Creating Community Agreements, Brief Discussion, Community Building
2	Identity – Born This Way & Role Models	Discussion about role models, Values Activity
3	Choices – Closets, Coming out, & Comfort Zones	Brief Video and Discussion, If You Could See Me – Individual Drawing
4	Culture/Ethnicity and Family	Concentric Circles Pair-Shares, Caterpillar-to-Butterfly
5	Struggle	Struggle Board, Compassion Creation
6	Self-Acceptance	Tapping Introduction and Videos, Tapping Together
7	Healthy Intimate Relationship Behaviors	Don't Lose Your Marbles: A Decision-Making Game, The 3C's Word Match
8	Rights, Equity, Resistance & Allyship	Rights Identification Knowledge Hunt and History of LGBTQ+ Community. Video: Youth Resilience in Philly and Strategy Brainstorms
9	Resilience	Resilience Discussion, Power Shields
10	Celebrating Our Journey	Celebrate Who We Are – Discussion, My Journey – Individual Writing and Drawing, Certificates



MENTAL HEALTH/WELLBEING/ SUICIDE PREVENTION

The Blues

The C.A.T. Project

Good Grief - *See Page 25*

Lifelines

PreVenture

Youth Mental Health First Aid



The Blues Program

The Blues Program is a 6-Session Cognitive-Behavioral Adolescent Depression Prevention Intervention group. The group explores a variety of coping strategies for true negative events and develops response plans for future life stressors. Group sessions are designed to build rapport and enhance trust. Between group sessions, the participants have home activities in which they apply these new skills to their daily life.



Ages 11-14

Target Audience: 6th-8th Students

Duration: 6-8 Sessions

Goals:

- Learn new ways of changing thoughts and actions to feel better.
- Increase the number of positive thoughts and decrease the number of negative ones.
- Reduce depression symptoms, with outcomes lasting up to two years.
- Decrease the likelihood of developing major depression disorders in teens.
- Reduce the number of teens participating in substance use.
- Participate in a 6-Session Cognitive-Behavioral Adolescent Depression Prevention Intervention group (The Blues Program).
- Explore a variety of coping strategies for true negative events.
- Develop response plans for future life stressors.
- Build rapport and enhance trust during group sessions.
- Apply new skills to daily life through home activities between group sessions.

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OVERVIEW

THE BLUES PROGRAM

The Blues Program is a 6-Session Cognitive-Behavioral Adolescent Depression Prevention Intervention group. The group explores a variety of coping strategies for true negative events and develops response plans for future life stressors. Group sessions are designed to build rapport and enhance trust. Between group sessions, the participants have home activities in which they apply these new skills to their daily life.

Age Group: 6th-8th Students

Duration: 6-8 Sessions

Goals:

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- Reduce depression symptoms, with outcomes lasting up to two years.
- Decrease the likelihood of developing major depression disorders in teens.
- Reduce the number of teens participating in substance use.
- Participate in a 6-Session Cognitive-Behavioral Adolescent Depression Prevention Intervention group (The Blues Program).
- Explore a variety of coping strategies for true negative events.
- Develop response plans for future life stressors.
- Build rapport and enhance trust during group sessions.
- Apply new skills to daily life through home activities between group sessions

The Blues Program

The Blues Program is a group-based prevention program for 4-8 teens in grades 8th-12th (aged 14-19) with symptoms of depression and anxiety. In six hours of sessions, students learn cognitive behavioral strategies with a simple focus: change how you think and what you do to feel better.

Age Group: Blues Age Group are teens in 8th through 12th grades, which are in the age range of 14-19

Duration: Blues offers two curriculums for either 6 or 8 weeks (about 2 months) per curriculum.

Goals: The objective of Blues is to empower young people to assess their "thoughts, feelings, and behaviors." It enables students to dissect their emotions by pinpointing negative thoughts and fostering enjoyment. Blues encourages the youth to counteract negative thoughts by adopting a more positive outlook or considering safe alternatives to address problems or emotions. It also allows students to delve deeply into their thoughts to uncover evidence that contradicts their negative beliefs. Blues enables youth to find ways to deal with coping with facts.

6 Session Breakdown

Session One:

- Home Exercise
- Triangle of Thoughts, Feelings, and Behaviors
- 1+2=3 Method of Analyzing Your Emotions
- Identifying Negative Thoughts
- Having More Fun
- Mood Journal

Session Two:

- Thinking More Positively
- Challenging Negative Thoughts: What's the Alternative?
- Practice with "What's the Alternative?"
- You Deserve a Reward
- Mood Journal

Session Three:

- Challenging Negative Thoughts: Where's the Evidence?
- Practice with "Where the Evidence?"
- Contract
- Mood Journal

Session Four:

- Challenging Negative Thoughts: What if it's true?
- Practice with "What if it's True?"
- Practicing Finding New Ways of Coping
- New Ways of Coping
- Mood Journal

Session Five:

- Planning: Daily Hassles
- Planning Future Fun
- Mood Journal
- Steps Towards a Big Fun Event

Session Six:

- Planning: Major Life Events
- Positive Emotions Toolbox
- Exit Questionnaire

Eight Session Breakdown

Session One:

- Home Exercise
- Triangle of Thoughts, Feelings, and Behaviors
- Having More Fun

Session Two:

- 1+2=3 Method of Analyzing Your Emotions
- Identifying Negative Thoughts
- Thinking More Positively Sample Interview Questions
- Mood Journal

Session Three:

- Challenging Negative Thoughts: “What’s the Alternative?”
- Practice with “What’s the Alternative?”
- Practice “You Deserve a Reward”
- Mood Journal

Session Four:

- Challenging Negative Thoughts: “Where’s the Evidence?”
- Practice with “Where’s the Evidence?”
- Contract
- Mood Journal

Session Five:

- Challenging Negative Thoughts: “What if it’s True?”
- Practice with “What if it’s True?”
- Mood Journal

Session Six:

- Planning: Daily Hassles
- Practice Finding New Ways of Coping
- New Ways of Coping
- Mood Journal

Sessions Seven:

- Planning: Major Life Events
- Steps Towards a Big Fun Event

Sessions Eight:

- Planning Future Fun
- Positive Emotions Toolbox
- Exit Questionnaire

For the **Cognitive Behavioral Treatment of Anxious Adolescents** (The CAT Project)



Target Audience: Ages 14-17

Duration: 16 Sessions

Goals:

In the CAT Project teens are given the opportunity to work on the FEAR plan.

- Feeling Frightened?
- Expecting bad things to happen?
- Attitudes and Actions that will help?
- Results and Rewards

Strategies used include: coping modeling, role-play, homework and exposure tasks.

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OVERVIEW

COGNITIVE BEHAVIORAL TREATMENT OF ANXIOUS ADOLESCENTS (THE C.A.T PROJECT)

Age Group: Ages 14-17

Duration: 16 Sessions

Goals:

- In the CAT Project teens are given the opportunity to work on the FEAR plan.
- Feeling Frightened?
- Expecting bad things to happen?
- Attitudes and Actions that will help?
- Results and Rewards
- Strategies used include: coping modeling, role-play, homework and exposure tasks.

Cognitive Behavioral Treatment of Anxious Adolescents (The C.A.T Project)

The C.A.T Project is divided into two segments. Each session should be between 50-60 minutes.

The first eight segments will allow teens to identify their difficulties, increase flexibility in thinking about problems and learn coping strategies to promote change in well-being as well as their reactions.

The facilitator will teach teens the FEAR acronym to utilize during their anxious experiences.

F Feeling Frightened?

E Expecting bad things to happen?

A Attitudes and Actions that will help?

R Results and Rewards?

Session 1 (Introduction to CAT Project): The goal of session 1 is to build rapport with teens and encourage them to feel comfortable in this new space. Facilitator should encourage a non-therapeutic conversation or a game to engage teens for the first 10-15 minutes. Then, lead a discussion on confidentiality, mandatory reporting and group rules. Facilitator should discuss facts and normalize Anxiety. While discussing Anxiety, facilitator should keep in mind reducing guilt, confusion and stigma; empathize with teens' personal experiences with anxiety; establish a backdrop and justification for treatment; and share information about anxiety symptoms. Facilitator should give a brief overview of the program while discussing goals and objectives. Lastly, facilitator should encourage teens to write a brief example of a time when they felt anxious before session 2.

Session 2 (Recognizing Emotions): To begin, facilitator should review last week's session and the take-home assignment given. The facilitator will lead the group by listing emotions and physical expressions of the emotions. Facilitator will encourage teens to identify emotions that resonate with them and how they show up. Teens will participate in an activity of creating a collage of their feelings and discuss physical symptoms of anxiety. After the activity, youth will engage in a role-play exercise to acknowledge how their anxiety looks. The facilitator will validate youth experiences and then proceed to introduce the first part of FEAR (Feeling Frightened, Expecting bad things to happen, Attitudes and Actions that will help, Results and Rewards). Lastly, the youth are expected to complete a fear hierarchy from their least anxiety provoking experiences to the most anxious experiences. Teens will be advised to keep track of their anxious experiences outside of the group moving forward (take-home assignment).

Session 3 (Introduction to Relaxation): The facilitator will begin with a check-in and reviewing the take-home assignment. Facilitator will review somatic reactions and discuss their association with anxiety. The facilitator will highlight coping mechanisms, somatic responses associated with different levels of anxiety and how stress impacts our bodies. Facilitator will introduce relaxation exercises (focusing, meditation, relaxation) and encourage youth to practice relaxation to calm their bodies down during high stressing experiences. The facilitator will remind youth that the next meeting will be held with parents; however, details of personal experiences will not be shared. Youth will be expected to practice relaxation skills discussed today and write about one anxiety-provoking situation with thoughts and somatic cues.

Session 4 (Meet the Parents): The facilitator will give an overview of the treatment program, goals, objectives and FEAR plan. Parents will be given an opportunity to discuss any concerns regarding their children. Parents will learn about situations that increase teens' anxiety and worry time. Facilitator will continue to share how parents can support youth, be involved and be consistent in teens treatment. This will include a discussion around supporting teens with identifying symptoms, coping mechanisms, problem-solving skills, validation and practicing relaxation exercises with teens.

Session 5 (Listening to Your Thoughts): The facilitator will begin by briefly discussing the collaboration with the parents while highlighting that the parents care about their treatment. Facilitators will review the take-home assignment with teens and introduce the concept of thoughts (self-talk). This section will guide teens in identifying how their thoughts and self-talk can impact their anxiety experiences. The facilitator will discuss Cognitive Distortions or "Thinking traits" (list provided in workbook). Finally, the facilitator will introduce the second part of the FEAR plan (expecting bad things to happen) and discuss challenging thoughts as well as negative self-talk. The facilitator will introduce the concept of coping thoughts to encourage youth to challenge the thoughts and gather evidence. The teens are expected to write in their workbook about the most anxious experience, pay attention to their thoughts and practice relaxation tools.

Session 6 (Lights, Camera...Action!): The facilitator will begin with reviewing the take-home assignment and review relaxation training. Next, the facilitator will introduce the idea of problem-solving and actively coping with feelings and self-talk that happens during anxious times. The facilitator will suggest taking steps to change responses to anxious thoughts and feelings. Group will discuss the first two steps of "Am I feeling frightened or anxious?" and "What is my self-talk?" Next, the facilitator will introduce the 3rd step of the FEAR plan (Attitudes and actions that can help). This will lead to the facilitator sharing the importance of reflection, practicing problem solving and coping thoughts. The teens will be encouraged to take new skills learned during session to cope with anxious situations.

Session 7 (Reap the Rewards): This session will begin with a review of the take-home project and relaxation training. The facilitator will introduce the 4th step of the FEAR plan (self-rating and self-reward). The facilitator will describe rewards and how teens can rate their experiences. This discussion should include examples of rewards and encourage teens to not punish themselves. A scenario will be presented for teens to cope with the anxieties during the discussion. Finally, teens will be given a take-home assignment to complete the "Rewards Menu" and for teens to reflect on how they would like to be rewarded after facing these challenges.

Session 8 (Application of Fear): The goal of this session is to practice F.E.A.R steps on common problems and acknowledge the previous lessons over the last few weeks. The facilitator and teens should discuss fears, communicating with parents or a trusted adult, challenges in talking to parents and academic pressure. Teens are expected to utilize the FEAR plan at home, write about their experiences and thoughts on the situation.

No Session 9 (Parent Session): This session is dedicated to parents, and teens will have a vacation week. Sessions 10-15 will focus on practicing the skills and strategies the youth have learned so far. These sessions will include activities ranging from simple to moderate to challenging, allowing the youth to apply and refine their knowledge in various ways.

Session 10 (Start Practicing): The facilitator will begin with a check-in activity and discuss whether the youth have used the FEAR plan at home during the break and what that was like for them. Next, each youth will choose an easy situation they wrote about in their FEAR Hierarchy and create a plan for handling it. They will record their anxiety levels before and after practicing the plan. After the practice, they will return to their workbook to note how it went and what they learned. Finally, the youth will be assigned a take-home task: write about an anxious experience similar to the one they practiced, detailing what happened and how they used the steps.

Session 11 (More Practice): The facilitator will start with a check-in activity and review the take-home assignment from the previous session. The practice will begin with the youth selecting two or more easy situations from their FEAR Hierarchy and noting them in their workbook. They will then discuss their chosen situations with their therapist and create a plan for handling the first situation. The youth will record their anxiety levels before and after practicing this first situation. Afterward, they will document how it went in their workbook and repeat the process for the second situation. Following the practice, they will write about how they managed the second situation, what they expected, and what happened. They will then discuss their experiences with the therapist and share their learnings from the day. For the take-home assignment, the youth will practice two additional relatively easy situations, recording what happened and how they applied the steps.

Session 12 (More Practice): The facilitator will begin with a check-in activity and review the take-home assignment from the previous session. Have the youth choose two situations that cause a moderate amount of anxiety (point the youth to their FEAR hierarchy). The youth will discuss with the facilitator the “challenge” in each of the situations. Youth will then write down the situations they are going to work on today. The youth will write down a plan of how they will handle the first situation. Remember to have the youth record their anxiety level before and after the practice. The youth will then record how it went. The youth will repeat the same process for the second situation. After the practice the youth will record what they learned today. The take-home assignment will be to practice two moderate situations and record what happened and how they used the steps.

Presentation Reminder for Session 16: With just four sessions remaining, it's time for the youth to start thinking about their final project for Session 16. By the end of the CAT Project, they will be the experts, equipped to share what they've learned with others. They should begin brainstorming ideas for their final presentation, which could be a film clip, a website, a cartoon, a commercial, a song, or even a poem. Encourage them to talk to you, the facilitator for guidance as they plan their project. If they haven't started thinking about it yet, now is a great time to remind them.

Session 13 (More Practice): The facilitator will start with a check-in activity and review the take-home assignment from the previous session. Next, the youth will select two situations from their FEAR Hierarchy that cause them moderate anxiety and write them down in their workbook. They will then create a plan for handling the first situation and record their anxiety levels before and after the practice. After practicing, they will document how it went. The same process will be repeated for the second situation. Following the practice, the youth will write about what they learned from the experience. For the take-home assignment, they will practice two additional moderate situations, recording what happened and how they applied the steps.

Presentation Reminder for Session 16: With three sessions left, it's a good idea to start thinking about your clip for the last session. Try to come up with something that's helped you and that you'd like to share with others. Be creative and have fun with it—this is your chance to show what you've learned and maybe even inspire someone else!

Session 14 (More Practice): The facilitator will start with a check-in activity and review the take-home assignment from the previous session. The youth will then select two situations from their FEAR Hierarchy that cause moderate anxiety and discuss the "challenges" of each with the facilitator. They will write down these situations and create a plan for handling the first one. They should record their anxiety levels before and after practicing the plan. After practicing, they will note how it went. The same process will be repeated for the second situation. Following the practice, the youth will reflect on what they learned. For the take-home assignment, they will practice two challenging situations, documenting what happened and how they applied the steps.

Presentation Reminder for Session 16: With just two sessions to go, now's the time to start working on your clip for next week! Look at page 48 in your workbook for details. Start brainstorming your ideas and remember to have fun with it!

Session 15 (More Practice): The facilitator will start with a check-in activity and review the take-home assignment from the previous session. The youth will then select two situations from their FEAR Hierarchy that cause moderate anxiety and discuss the specific challenges of each with the facilitator. They will write down these situations and develop a plan for addressing the first one. The youth should record their anxiety levels before and after practicing the plan and document the outcome. They will repeat this process for the second situation, noting how it went and reflecting on what they learned. For the take-home assignment, the youth will practice two more challenging situations, recording their experiences and how they applied the steps.

Presentation Reminder for Session 16: Just one more session to go! As you prepare for next week, remember to start working on your clip idea—check out the details on the next page of your workbook. Be sure to let your creativity shine and don't be too hard on yourself. The goal is to have fun and share something that has been helpful to you. Enjoy the process and let your unique perspective come through!

Session 16 (The Last Session): In the final session, the facilitator will start with a check-in activity and review the take-home assignment from the previous session. The facilitator will then guide the youth in choosing a more challenging situation from the FEAR Hierarchy, which they will write down as their focus for the day. Each participant will develop a plan for handling this situation, recording their anxiety levels both before and after practicing their approach. Following their practice, the youth will document how the situation played out and what they learned from the experience. To wrap up, they will record their "Film Clip," summarizing their reflections and key takeaways from the session.

Congratulations on making it to the end! All your hard work has really paid off, and you've learned so much along the way. I'm excited about all the amazing things you'll do next. If you ever want to go over anything again or need a little reminder, just take another look at your workbook. Keep being awesome and remember, you've got this!

Session Breakdown

Session One: Learning to Deal with Sensation Seeking

- Characteristics of Sensation Seeking
- The Effects of Sensation Seeking on your Behavior and Long-term goals
- Risky Ways of Coping with Sensation Seeking (Alcohol & Other Drugs)
- Weighing Your Options
- Break it Down (Identifying different parts of sensation seeking behaviors)
- Hot Thoughts
- Achieving your goals

Session Two: Learning to Deal with Anxiety Sensitivity

- Characteristics of Anxiety Sensitivity
- The Effects of Anxiety Sensitivity on your Behavior and Long-term goals
- Risky Ways of Coping with Sensation Seeking (Alcohol & Other Drugs)
- Weighing Your Options
- Break it Down (Identifying different parts of anxiety sensitivity)
- Hot Thoughts
- Achieving your goals

Session Three: Learning to Deal with Impulsivity

- Characteristics of Impulsivity
- Risky ways of Coping with Impulsivity (Alcohol & Other Drugs)
- Risky ways of Coping with Impulsivity (Anger & Thoughts)
- Avoidance
- Weighing Your Options
- Break it Down (Identifying different parts of impulsivity)
- Hot Thoughts
- Achieving your goals

Session Four: Learning to Deal with Negative Thinking

- Characteristics of Negative Thinking
- The Effects of Negative Thinking on your behavior and long-term goals
- Risky ways of Coping with Negative Thinking (Alcohol & Other Drugs)
- Risky ways of Coping with Negative Thinking (Withdrawal from Others)
- Interpersonal Dependence
- Weighing your Options
- Break it Down (Identifying different parts of negative thinking)
- Hot Thoughts
- Achieving your goals

Lifelines

Lifelines is a whole-school program that educates administrators, faculty and staff, parents/guardians, and students on the facts about suicide and their roles in suicide prevention, intervention, and postvention.



Age Group: 6th-12th grade students

Duration: School district will work with Lifelines for a 9-month period

Goals:

- Create a caring and competent school community.
- Encourage and model help-seeking behavior.
- Recognize and address suicidal behavior as an issue that cannot be kept secret.
- Enable school community members to identify students at risk for suicide.
- Ensure troubled students are aware of and have immediate access to helping resources.
- Teach students how to initially respond to suicidal behavior and rapidly obtain help.

SCAN TO VIEW VIDEO





LIFELINES

OVERVIEW

Lifelines is a whole-school program that educates administrators, faculty and staff, parents/guardians, and students on the facts about suicide and their roles in suicide prevention, intervention, and postvention.

Age Group: 6th - 12th grade students

Duration: School district will work with Lifelines for a 9-month period

Goals:

- Create a caring and competent school community.
- Encourage and model help-seeking behavior.
- Recognize and address suicidal behavior as an issue that cannot be kept secret.
- Enable school community members to identify students at risk for suicide.
- Ensure troubled students are aware of and have immediate access to helping resources.
- Teach students how to initially respond to suicidal behavior and rapidly obtain help.
- Strategies used include: coping modeling, role-play, homework and exposure tasks.

Lifelines

Lifelines is a school-based suicide prevention program consisting of three training modules that incorporate principles of trauma-informed theory and social-emotional learning into a comprehensive response program. Lifelines implementation includes a step-by-step roll out plan that is designed to support your mission to provide a safe learning environment for all your students. As a district, you have a tremendous opportunity to become trained in the Lifelines Trilogy at no cost to your school system.

Services Available

Through this grant, each selected district will receive full funding for the Lifelines Trilogy. This includes planning, training, curriculum materials, and program roll-out. The funds will cover the full implementation of Lifelines. If your school completes all of the required program milestones, you will receive a monetary bonus to be used at your district's discretion.

Lifelines Postvention: Addresses school response to any type of traumatic loss events in the school community from grades PreK-12. Suicide Contagion (or "copycat") behavior District Liability Community Retraumatization Postvention: Responding to Suicide and Other Traumatic Death Helps schools limit the risk of: A proactive and detailed response plan that can be tailored to meet the specific This training module includes: needs of a school community or the circumstance of the loss. Resources for identifying and training members of a crisis team. Table-top exercises that reinforce the school's policies and protocols and foster the development of a sustainable, best-practice postvention model relevant to your school's culture and resources.

Intervention: Helping Students at Risk for Suicide 2. Lifelines Intervention: Instructs school support and resource staff from PreK - 12 on identifying and responding to students who may be at suicide risk. "Tell me more" model 6.5 hour training Attended by: PreK - 12 school counselors from all schools and key faculty or staff. Reviews a protocol for assessment interview Outlines and demonstrates specific strategies for engaging students and their parents/guardians in the assessment process Calls attention to special categories of students who may be at elevated risk

Lifelines Intervention: Instructs school support and resource staff from PreK - 12 on identifying and responding to students who may be at suicide risk.

This training module includes:

Practical tools for talking about suicide in a developmentally appropriate manner. This training module includes: conversational manner designed to decrease stigma. Training videos that demonstrate techniques for engaging challenging students and parents in the intervention and referral process. Detailed information about potentially higher risk students including those who are bullied or bullies, who identify as LGBTQ+, who are gifted, who find themselves in trouble and see no way out, or who are returning to school after a suicide-related or other traumatic event absence.

Lifelines Prevention: Establishes the foundation for a school's competence in youth suicide prevention

This training module includes:

Instruction on providing the evidence-based curriculum for grades 6-12. This training module includes: 5-6 (four session curriculum), 7-10 (four session curriculum), and 11-12 (two session curriculum). Instruction on providing suicide awareness training to all faculty and staff. Instruction on providing suicide awareness training to parents and guardians.

PreVenture

PreVenture is an evidence-based prevention and early intervention program for youth aged 12 to 18 years. The program uses brief, personality-focused interventions to promote mental health and reduce the risk of substance use.

Workshops are designed to help students learn useful coping skills, set long term goals, and channel their personality traits towards achieving them, so that they can thrive in all areas of their lives.



Ages 12-18



Target Audience: 12-18 year olds

Duration: 4 lessons 2 sessions 1.5 hours or 4 sessions 1 hour

Goals / Objective / Outcomes:

To reduce the risk of substance use in teens

SCAN TO VIEW VIDEO





PREVENTURE

OVERVIEW

PreVenture is an evidence-based prevention and early intervention program for youth aged 12 to 18 years. The program uses brief, personality-focused interventions to promote mental health and reduce the risk of substance use.

Workshops are designed to help students learn useful coping skills, set long-term goals, and channel their personality traits toward achieving them so that they can thrive in all areas of their lives.

Age Group: 12–18-year-olds

Duration: 4 lessons 2 sessions 1.5 hours or 4 sessions 1 hour

Goals / Objective / Outcomes: To reduce the risk of substance use in teens

Preventure

The PreVenture program is designed to equip youth with self-efficacy and cognitive behavioral skills to help them cope with numerous developmental challenges that many adolescents face, such as academic stress, peer pressure, interpersonal conflict and identity development. This evidence program aims to promote mental health and delay substance use among youth, recognizing the importance of individual differences and coping with different types of challenges.

Goals:

- PreVenture enhances youth's ability to identify thoughts and triggers that generate emotional sensations and teaches effective strategies for challenging thoughts.
- Increases self-awareness, self-assessment, social awareness, relationship skills and responsible decision-making.
- Support youth in understanding and managing their emotions and thoughts while teaching coping strategies that reduce urges of alcohol and drug substance usage.

Youth Mental Health First Aid

Youth Mental Health First Aid course focuses on recognizing the patterns of thoughts, feelings, behaviors, and appearance that show there might be a problem rather than focusing on specific illness.



Age Group: Adults assisting children and youth

Duration: Course is 6.5 hours

Goals:

- Describe the purpose of Youth Mental Health First Aid and the role of the Youth Mental Health First Aider.
- Explain the impact of traumatic experiences and the role of flexibility on adolescent development.
- Recognize the signs and symptoms of mental health or substance use problems that may impact youth.
- Seek the appropriate steps of the Mental Health First Aid Action Plan (ALGEE) in a crisis and non-crisis scenario.
- Practice suitable methods for self-care following the application of the Youth Mental Health First Aid in a crisis or non-crisis situation.

SCAN TO VIEW VIDEO





OVERVIEW

YOUTH MENTAL HEALTH FIRST AID

Youth Mental Health First Aid course focuses on recognizing the patterns of thoughts, feelings, behaviors, and appearance that show there might be a problem rather than focusing on specific illness.

This program is teaching parents, family members, caregivers, teachers, school staff, health and human services workers and other mental health staff and caring adults how to help an adolescent who is experiencing addiction challenges or who is in crisis.

Duration: Course is 6.5 hours

Goals:

- Describe the purpose of Youth Mental Health First Aid and the role of the Youth Mental Health First Aider.
- Explain the impact of traumatic experiences and the role of flexibility on adolescent development.
- Recognize the signs and symptoms of mental health or substance use problems that may impact youth.
- Seek the appropriate steps of the Mental Health First Aid Action Plan (ALGEE) in a crisis and non-crisis scenario.
- Practice suitable methods for self-care following the application of the Youth Mental Health First Aid in a crisis or non-crisis situation

Youth Mental Health First Aid

Chapter Breakdown

Chapter One:

- Mental Health and Substance Use Challenges
- Mental Health Challenges and Disorders in Children and Youth in the United States
- Child and Adolescent Development
- Key Influences on Childhood and Adolescent Development
- Mental Health First Aid for Children and Youth
- Self-Care for the Mental Health First Aider

Chapter Two: Mental Health First Aid for Developing Challenges and Disorders in Children and Youth

- Depression in Children and Youth
- Anxiety in Children and Youth
- Eating Disorders in Children and Youth
- Psychosis in Children and Youth
- Substance Use Disorders in Youth
- Attention-Deficit Hyperactivity Disorder and Disruptive Impulse Control, and Conduct Disorders in Children and Adolescents
- Trauma and Stressor Related Disorders

Chapter Three: Mental Health First Aid for Crises in Children and Youth

- First Aid for Suicidal Thoughts and Behaviors
- First Aid for Non-Suicidal Self-Injury
- First Aid for Panic Attacks
- First Aid for Children and Youth affected by Traumatic Events
- First Aid for Acute Psychosis
- First Aid for Medical Emergency Resulting from Alcohol Misuse
- First Aid for Acute effects of Substance Abuse; Including Overdose
- First Aid for Aggressive Behaviors



POSITIVE PARENTING GROUPS

Active Parenting of Teens

Teen Speak



Active Parenting for Teens

For parents of preteens and teens, this video and discussion program provides parents with the skills needed to use effective discipline, teach responsibility, and communicate with their children. Each session shows parents how to handle sensitive issues such as drugs, sexuality, and violence.



Target Audience: Parents of teens aged 11-16

Duration: 6 Sessions (*built for flexibility, can be 2, 3, 4 or 6 sessions*)

Goals:

Parent skill development in the following areas:

- Parenting styles, mutual respect and control versus influence
- Active communication, encouragement, and problem-solving with teens
- Consequences and additional problem-solving strategies
- Building courage and self-esteem in teens and eliminating power struggles
- Issues surrounding drugs, sexuality, and violence and risk-prevention strategies

SCAN TO VIEW VIDEO





ACTIVE PARENTING OF TEENS

For parents of preteens and teens, this video and discussion program provides parents with the skills needed to use effective discipline, teach responsibility, and communicate with their children. Each session shows parents how to handle sensitive issues such as drugs, sexuality, and violence.

Age Group: Parents of teens aged 11-16

Duration: 6 Sessions (built for flexibility, can be 2, 3, 4 or 6 sessions)

Goals:

Parent skill development in the following areas:

- Parenting styles, mutual respect and control versus influence
- Active communication, encouragement, and problem-solving with teens
- Consequences and additional problem-solving strategies
- Building courage and self-esteem in teens and eliminating power struggles
- Issues surrounding drugs, sexuality, and violence and risk-prevention strategies

Active Parenting of Teens

Description

For parents of preteens and teens, this video and discussion program provides parents with the skills needed to use effective discipline, teach responsibility, and communicate with their children. Each session shows parents how to handle sensitive issues such as drugs, sexuality, and violence.

Session One: The Active Parent

- Teens today
- Parenting Styles
- Control vs. Influence
- Mutual Respect
- The Method of Choice

Session Two: Winning Cooperation

- Who owns the problem?
- Active Communication with Teens
- The Key of Encouragement

Session Three: Responsibility and Discipline

- Legal Consequences and more
- Problem Solving

Session Four: Building Courage and Redirecting Misbehavior

- The “Think-Feel-Do” Cycle
- Courage and Self-Esteem
- Five Goals of Teen Behavior
- Eliminating Power Struggles

Session Five: Drugs, Sexuality and Violence

- Reducing Risks
- Overview of Issues
- Prevention Strategies 1-4 (Focusing on Sexuality)

Session Six: Drugs, Sexuality and Violence (Continued)

- Prevention Strategies 5-10 (Focusing on Alcohol, tobacco and other drugs)

Teen Speak

Teen speak workshops equip parents with the necessary skills and information to empower adolescents to make healthier and safer choices and provides communication tools for overcoming arguments increasing trust and maintaining a strong relationship.



 **Duration:** 4 Sessions

Goals:

- **Better Communication:** Foster open, supportive conversations with teens.
- **Conflict Resolution:** Learn tools to handle disagreements constructively.
- **Support Healthy Choices:** Guide teens toward safer, independent decision-making.
- **Build Trust:** Strengthen trust for a lasting, positive relationship.

SCAN TO VIEW VIDEO





OVERVIEW

TEEN SPEAK

Teen speak workshops equip parents with the necessary skills and information to empower adolescents to make healthier and safer choices and provide communication tools for overcoming arguments increasing trust and maintaining a strong relationship.

Age Group: Parents of teens

Duration: 4 Sessions

Goals:

- Better Communication: Foster open, supportive conversations with teens.
- Conflict Resolution: Learn tools to handle disagreements constructively.
- Support Healthy Choices: Guide teens toward safer, independent decision-making.
- Build Trust: Strengthen trust for a lasting, positive relationship.

Teen Speak for Parents Guide

Teens speak workshops equip parents with the necessary skills and information to empower adolescents to make healthier and safer choices and provides communication tools for overcoming arguments increasing trust and maintaining a strong relationship

Week 1

Adolescent development and risky behaviors strengths-based approach

Week 2

Motivational interviewing

Week 3

Behavior change talk smart plans resistant youth

Week 4

Communication errors



SEXUAL HEALTH/ PREGNANCY PREVENTION

Making Proud Choices

Safe Dates

Teens in Action



Making Proud Choices

Making Proud Choices gives young people the knowledge, skills, and confidence to protect themselves and others from unplanned teen pregnancy, HIV, and other STDs. It empowers them to change their behaviors and lower their risks of unprotected sex.



Age Group: 12–18-year-old students

Duration: 8 sessions

Goals:

- Provide young people with knowledge, skills, and confidence to protect themselves from unplanned teen pregnancy, HIV, and other STDs.
- Empower youth to change their behaviors and reduce the risks of unprotected sex.
- Increase knowledge of HIV, STDs, and pregnancy prevention.
- Promote the value of abstinence and other safer sex practices.
- Improve the ability to negotiate abstinence or safer sex practices.
- Encourage pride in choosing responsible sexual behaviors.

SCAN TO VIEW VIDEO





OVERVIEW

MAKING PROUD CHOICES

Making Proud Choices gives young people the knowledge, skills, and confidence to protect themselves and others from unplanned teen pregnancy, HIV, and other STDs. It empowers them to change their behaviors and lower their risks of unprotected sex.

Age Group: 12–18-year-old students

Duration: 8 sessions

Goals:

- Provide young people with knowledge, skills, and confidence to protect themselves from unplanned teen pregnancy, HIV, and other STDs.
- Empower youth to change their behaviors and reduce the risks of unprotected sex.
- Increase knowledge of HIV, STDs, and pregnancy prevention.
- Promote the value of abstinence and other safer sex practices.
- Improve the ability to negotiate abstinence or safer sex practices.
- Encourage pride in choosing responsible sexual behaviors

Making Proud Choices

There are eight weekly sessions in this curriculum.

- Module 1: Getting to Know You and Steps to Making Your Dreams Come True
- Module 2: The Consequences of Sex: HIV Infection
- Module 3: Attitudes About Sex, HIV and Condom Use
- Module 4: Strategies for Preventing HIV Infection: Stop, Think and Act
- Module 5: The Consequences of Sex: STDs
- Module 6: The Consequences of Sex: Pregnancy
- Module 7: Developing Condom Use and Negotiation Skills
- Module 8: Enhancing Refusal and Negotiation Skills

Making Proud Choices aims to empower healthier choices for young people and their future. Expressing the importance of today's choices. The choice you make today can and will affect you tomorrow. Making Proud Choices uses videos, games, brainstorming, roleplaying, skill-building activities, and small-group discussions. Making Proud Choices does not encourage young people to have sex, yet its goal is to increase their knowledge of HIV, other STDs, and pregnancy prevention. Believe in the value of abstinence and other safer sex practices. Improve their ability to negotiate abstinence or safer sex practices. Lastly, take pride in choosing responsible sexual behaviors. This Evidence-Based Program has been proven effective in changing young people's sexual behaviors since 2009.

Safe Dates

Safe Dates is a dating abuse prevention program consisting of 5 components:

1. A ten-session dating abuse curriculum
2. A play about dating abuse
3. A media message contest
4. Family materials, including session-specific family discussion guides to extend each session at home and the Families for Safe Dates evidence-based program
5. An evaluation questionnaire



Target Audience: Students in Middle and High School

Duration: 10 Sessions

Goals / Objective / Outcomes:

- Raise student awareness of what constitutes healthy, consensual relationships and abusive dating relationships
- Raise student awareness of dating abuse and its causes and consequences
- Equip students with the skills and resources to help themselves or friends in abusive dating relationships
- Equip students with the skills to increase their understanding of consent and to develop healthy dating relationships, including positive communication, anger management, and conflict resolution

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SAFE DATES

Safe Dates is a dating abuse prevention program consisting of 5 components:

1. A ten-session dating abuse curriculum
2. A play about dating abuse
3. A media message contest
4. Family materials, including session-specific family discussion guides to extend each session at home and the Families for Safe Dates evidence-based program
5. An evaluation questionnaire

Age Group: Students in Middle and High School

Duration: 10 Sessions

Goals / Objective / Outcomes:

- Raise student awareness of what constitutes healthy, consensual relationships and abusive dating relationships
- Raise student awareness of dating abuse and its causes and consequences
- Equip students with the skills and resources to help themselves or friends in abusive dating relationships
- Equip students with the skills to increase their understanding of consent and to develop healthy dating relationships, including positive communication, anger management, and conflict resolution

Safe Dates

What is safe dates?

The Safe Dates program is a dating abuse prevention program consisting of five components:

- A ten-session dating abuse curriculum
- A play about dating abuse
- A poster contest
- Parent materials, including a letter, newsletter, and the families for Safe Dates program
- An evaluation questionnaire

The goals of this program are to:

- Raise students' awareness of what constitutes healthy and abusive dating relationships
- Raise students' awareness of dating abuse and its causes and consequences
- Equip students with the skills and resources to help themselves or friends in abusive dating relationships
- Equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution

There are ten sessions

Session 1: Defining caring relationships. Through a bingo game and class discussions, students are introduced to the safe dates program and they consider how they would like to be treated in dating relationships.

Session 2: Defining dating abuse. Through the discussion of scenarios and the review of statistics, students clearly define what dating abuse is.

Session 3: Why do people abuse? Through large- and small-group discussions and the review of scenarios, students identify the causes and consequences of dating abuse.

Session 4: How to help friends. Through a decision-making exercise, dramatic reading, and the introduction of the “friend’s wheel,” students learn why it is difficult to leave abusive relationships and how to help a friend in an abusive relationship.

Session 5: Helping friends. Through stories and role-playing, students practice skills for helping friends who are victims of abuse or confronting friends who are abusive partners.

Session 6: Overcoming gender stereotypes. Through a writing exercise, small-group discussions, and scenarios, students learn about gender stereotypes and how these stereotypes can affect dating relationships.

Session 7: How we feel, how we deal. Through the use of a feelings diary and a discussion of “hot buttons,” students learn how to recognize and effectively handle their anger, so it doesn’t lead to abusive behavior.

Session 8: Equal power through communication. Students learn the four safe skills for effective communication and practice these skills in a variety of role-plays.

Session 9: Preventing dating sexual abuse. Through taking a quiz, analysis of scenarios, and a discussion with peers, students learn about the issue of dating sexual abuse and how to prevent it from happening.

Session 10: Reviewing the safe dates program. Through discussion, evaluation, and a poster contest, students will review the Safe Dates program.

The Safe Dates curriculum is a ten-session program that deals with attitudes and behaviors associated with dating abuse and violence. Each session is approximately fifty minutes in length. Safe dates is designed to fit various schedule formats (e.g., daily or weekly programs). Reproducible student handouts are included on a cd-rom for easy reproduction. If you do not have time to complete all ten sessions, the curriculum also has suggestions for a six-session or four-session program. It is important to realize, however, that the fidelity of the product and accompanying outcomes are best maintained by completing all ten sessions.

Teens in Action

The purpose of Teens in Action is to provide training and support for families experiencing the dynamic changes of teen development. The program includes discussions as well as PowerPoint presentations, videos, and teen guides.



Ages 11-16



Age Group: Ages 11-16

Duration: 12 sessions (1 hour each)

Goals:

- Important communication skills
- Understand the dangers of risky behaviors
- Healthy adolescent development
- Awareness around the presence of drugs and alcohol

SCAN TO VIEW VIDEO





OVERVIEW

TEENS IN ACTION

The purpose of Teens in Action is to provide training and experiencing the dynamic changes of teen development. The program includes discussions as well as PowerPoint presentations, videos, and teen guides. The program teaches important communication skills while helping teens understand the dangers of risky behavior such as alcohol and drug use.

Age Group: Ages 11-16

Duration: 12 sessions (1 hour each)

Goals:

- Important communication skills
- Understand the dangers of risky behaviors
- Healthy adolescent development
- Awareness around the presence of drugs and alcohol

Teens in Action

This program is a video-based, interactive learning experience.

Sessions 1 & 2: To Survive and Thrive

Students will:

- Understand the rationale and framework for this course
- Recognize key aspects of teen development in today's world
- Appreciate how the authoritative (active) style of parenting is more effective today than the autocratic (dictator) and permissive (doorman) styles
- Understand and recognize the importance of choice in our society
- Become aware of special problems of drugs, sexuality, and violence for today's teens
- Begin developing group cohesiveness

Sessions 3 & 4: Winning Cooperation

Students will:

- Learn a model of success based on belonging, learning, and contributing
- Understand the importance of cooperation
- Recognize communication blocks and learn to avoid using them
- Communicate more effectively and solve problems using the five steps of Active Communication

Sessions 5 & 6: Responsibility and Discipline

Students will:

- Understand the role of choice and consequences in developing responsibility
- Understand the importance of self-discipline in success and the role of outside discipline in its development
- Be able to use the following discipline methods: Polite Requests, “I” Messages, Firm Directions, Natural and Logical Consequences, and the FLAC Method
- Understand the relationship between freedom and responsibility

Sessions 7 & 8: Building Courage and Self-Esteem

Students will:

- Understand how self-esteem, courage, and positive and negative behavior are interrelated
- Identify four ways people discourage and four ways they can encourage themselves and others
- Understand the dynamics of power struggles and use the FLAC Method to sidestep them

Sessions 9 & 10: Drugs, Sexuality, and Violence: Reducing the Risks, Part 1

Students will:

- Acknowledge and become educated about the risks of using tobacco, alcohol, and other drugs, irresponsible sexuality, and violence.
- Identify the first four of ten strategies that parents and teens can use in the risk-prevention process.
- Learn the importance of seeking out positive role models and teachers of positive values.
- Learn to filter out negative influences and filter in positive ones.
- Learn to establish clear limits on behavior.
- Prepare to talk with parents about sexuality.

Sessions 11 & 12: Drugs, Sexuality, and Violence: Reducing the Risks, Part 2

Students will:

- Recognize the risks teens face regarding tobacco, alcohol, and other drugs
- Recognize the risks teens face regarding violence
- Practice using the skills developed in this course to help prevent these risks
- Identify the last six of ten strategies that teens can use in risk-prevention process
- Prepare teens to talk with parents about tobacco, alcohol and other drugs, and violence



SOCIAL AND EMOTIONAL WELLNESS/ HEALTHY RELATIONSHIPS

Aggression Replacement Training (ART) - SEE PAGE 5

Botvin Life Skills

The Council for Boys and Young Men - SEE PAGE 10

Girls Circle

Positive Outcomes With Emotion Regulation (POWER)

S.S. GRIN A (Social Skills Group Intervention for Adolescents - SEE PAGE 15

Teens in Action - SEE PAGE 63

Wyman Teen Outreach Program (TOP) - SEE PAGE 17



BOTVIN Life Skills

BOTVIN Life Skills is a research-based prevention program designed to provide students with comprehensive life skills that can be utilized in several areas of their life.



Age Group: 6th-8th Graders

Duration: The program consists of 12 core sessions, but there are 3 optional violence prevention sessions that can be incorporated into the program

Goals: The goal of this program is to provide students with the knowledge and skills that are necessary to make informed decisions, build healthy relationships, resist peer pressure, and communicate effectively. Each unit contains enjoyable and engaging discussions and activities.

SCAN TO VIEW VIDEO





BOTVIN LIFE SKILLS

Botvin Life Skills is a research-based prevention program designed to provide students with comprehensive life skills that can be utilized in several areas of their life.

- **Age Group:** 6th-10th Graders
- **Duration:** The program consists of 12 core sessions, but there are 3 optional violence prevention sessions that can be incorporated into the program
- **Goals:** The goal of this program is to provide students with the knowledge and skills that are necessary to make informed decisions, build healthy relationships, resist peer pressure, and communicate effectively. Each unit contains enjoyable and engaging discussions and activities.

Botvin Life Skills

The Botvin Life Skills Training program is a widely recognized evidence-based program designed to prevent substance abuse and promote healthy behaviors among youth. It's typically used in middle schools and high schools to equip students with essential life skills. Here's a guide tailored for middle school and high school implementation:

Botvin Life Skills Training Guide

1. Program Goals:

- Preventive Education: Educate students about the risks of substance abuse.
- Life Skills Development: Teach essential skills for making healthy decisions and resisting peer pressure.

2. Curriculum Structure:

- Core Components: Typically includes sessions on self-management, social skills, and drug resistance strategies.
- Session Format: Interactive lessons often involve role-playing, group discussions, and activities.
- Duration: Implemented over several weeks to cover various modules comprehensively.

Implementing Botvin in High Schools

1. Planning and Preparation:

- Assess Needs: Identify specific issues related to substance abuse and behavior among students.

2. Curriculum Delivery:

- Scheduling: Integrate sessions into existing health classes or as standalone modules.
- Adaptation: Tailor examples and discussions to be relevant and engaging for high school students.

3. Key Modules and Topics:

- Self-Esteem Building: Activities to boost confidence and self-awareness.
- Decision Making: Techniques for making informed and healthy choices.
- Effective Communication: Skills for assertiveness and peer refusal techniques.
- Resisting Media Influences: Understanding and critiquing media messages about substances.
- Stress Management: Coping strategies and relaxation techniques.
- Botvin has been described as a violence prevention program and substance use prevention.

Benefits of Botvin Life Skills Training

- Evidence-Based: Proven effectiveness in reducing substance abuse and promoting positive behavior.
- Life-Long Skills: Equips students with skills applicable beyond school settings.
- Community Impact: Creates a culture of health and prevention within the school and community.

Conclusion

Implementing Botvin LifeSkills Training in high schools requires careful planning and ongoing evaluation. By empowering students with essential life skills and knowledge, schools can contribute significantly to their overall well-being and success.

Girls Circle

Girls Council is a supportive program where youth share experiences to help each other, fostering an environment of respect and privacy. Participants commit to attending weekly meetings and following guidelines like no put-downs or interruptions. Facilitators create a safe space with age-appropriate themes and activities such as journaling, role-playing, and art. Topics relevant to girls' lives, like friendships, body image, and decision-making, are discussed. The program aims to boost confidence and self-esteem, helping young women make choices aligned with their values and talents.



Age Group: 9–18-year-old students

Duration: 8–12 Sessions

Goals:

- **Ensure Emotional Safety:** Create a safe space where girls and young women can express themselves.
- **Build Supportive Relationships:** Encourage strong, caring connections among peers and mentors.
- **Empower Voices:** Help girls and young women to confidently express their true selves.
- **Challenge Barriers:** Work against social forces that limit the growth of girls and young women.
- **Support Growth:** Provide a structured environment that fosters their development.

SCAN TO VIEW VIDEO





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Girls Circle

The Girls Circle® model, a structured support group for girls and youth who identify with female development from 9-18 years, integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence.

Circle Guidelines

Girls Circle® does not aim to provide advice, but encourages youth to share experiences that are helpful to one another. To participate, they need only have the desire, make a commitment to attend the meetings, and agree to follow the circle guidelines, i.e., respect, no put-downs or interruptions, offer experiences – not advice, keep the focus on oneself, and keep what's said in the group private. They are free to share at their own pace.

Groups are held weekly for 1 1/2 - 2 hours, in-person over the course of 10 weeks. Each week the facilitator leads the group through a format that includes each youth taking turns talking and listening to one another respectfully about their concerns and interests. Participants express themselves further through creative or focused activities such as role playing, journaling, media, murals, poetry, drama, movement, drawing, collage, clay, visualization and imagery, and so on. Gender-responsive themes and topics are introduced which relate to the girls' and young women's lives, such as being a girl, trusting ourselves, friendships, body image, goals, sexuality, drugs, alcohol, tobacco, competition, social media, and decision-making.

All Together Rising: Sessions for Youth in Adversity

These in-depth sessions address eight familiar but adverse conditions affecting many youth. Designed as trauma-responsive supplemental sessions to implement individually within any One Circle program, this collection serves as a go-to resource for specific topics offering enhanced awareness, support, and tools for youth. While Adverse Childhood Experiences (ACEs) disrupt adolescent development, Positive Childhood Experiences (PCEs) counter these effects and promote overall well-being.

Session 1: Community Violence – Part 1

Discussion: Community Violence; Small groups: Break It Down and Prevent

Session 2: Community Violence – Part 2

Discussion: Community Violence – Roots and Effects; Creative activity: Healing Pathways; Optional additional activities at end of session.

Session 3: Dealing with Loss & Grief

Discussion: What Are Loss and Grief? Creative Activity: Healing Heart Puzzles

Session 4: Food Insecurity

Discussion: Food Insecurity with brief video; Community Mapping: Food Access and Food Deserts

Session 5: Homelessness & Housing Insecurity

Discussion with Stories: Homelessness and Housing Insecurity; Creative activity Option 1: “My Home” and “What I Need” (for younger teens) or Option 2: Pair Shares (for teens of all ages)

Session 6: Labor Trafficking

Discussion: Labor Trafficking of Youth; Posters: Safety and Resources for Teens

Session 7: Sex Trafficking

Sex Trafficking: Misconceptions & Facts; Pairs Task and Group Discussion: Signs and Effects of Trafficking, and How to Prevent or Assist a Youth Being Trafficked; Creative activity – Decorating a notes box

Session 8: Teen Depression – Part 1

Posters Walk and Symptoms Talk: Understanding Teen Depression; Drawing or Journaling for Self-Expression

Session 9: Teen Depression – Part 2

Teen Experts Panel; Caring Messages Exchange; Optional: Seven-Day Activity Plan

Session 10: Teen Suicide Prevention

Discussion: Teen Suicide Prevention; Creating Teen Suicide Prevention Posters

Power

The POWER program is a school-based intervention program designed to promote emotion regulation skills for middle and high school students with or at risk for developing mental and behavioral health needs. The POWER program incorporates techniques that have been found to be effective across adolescents with different types of emotion-related mental and behavioral health needs.



➔ **Target Audience:** 6th-12th Grade

Duration: 7 Sessions

Goals:

Students will be able to:

- Learn information and strategies to help regulate their emotions.
- Discuss concepts that help students understand their own strengths and needs.
- Learn and practice different physiological, behavioral, and cognitive strategies to help regulate their emotions.
- Monitor their own emotions in order to identify their growth and support needs.

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OVERVIEW

POSITIVE OUTCOMES WITH EMOTION REGULATION (POWER)

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- Monitor their own emotions in order to identify their growth and support needs.

Positive Outcomes With Emotion Regulation

7 weeks, 35-minute sessions (after the 7th weeks students may participate in a group-based booster session or individual check-ins with the group facilitator to support their skill growth.

Session Breakdown

Session 1: An Introduction to the POWER Program

- Introduction of the program.
- Weekly challenge: Students will select a photo to bring to the group. The purpose is to allow students the opportunity to bond and learn more about each other.

Session 2: Recognizing and Labeling Emotions

- Learn how to use internal clues (body sensations) and external clues (actions) to identify emotions. Students will also learn how emotions can be positive or negative and activating or deactivating.
- Weekly Challenge: Choosing a song related to their emotion goal! This will help students reflect on their goals throughout the week.

Session 3: Relaxation and Behavioral Activation

Students will learn and practice relaxation strategies for managing negative, activating emotions and behavioral activation strategies for managing negative, deactivating emotions.

- Students will share what strategy they will be using, what the steps to that strategy are, and how they plan to use it.
- Weekly challenge: Practicing their chosen strategy! As with any other type of skill, practice makes perfect.

Session 4: Understanding and Observing Thoughts

- Students will focus on how emotions, thoughts, and actions are all related.
- Students learn to observe their thoughts just like they observe other things in their environments.
- Weekly Challenge: Choosing or drawing a picture of how they visualize observing their thoughts! Personal examples can help concepts stick

Sessions 5 & 6: Catching, Checking and Choosing

- Students will Build upon the Week 4 group meeting, these meetings introduce the Catch– Check–Choose strategy for identifying and managing unrealistic or unhelpful thoughts.
- Weekly challenge: Practicing the Catch– Check–Choose strategy

Session 7: Planning for Success

- Review
- Students practice identifying and using different concepts and strategies taught in this group.
- Students then develop an action plan for implementing these strategies in the real world.



SUBSTANCE USE PREVENTION

Botvin Life Skills - *SEE PAGE 67*

PreVenture - *SEE PAGE 48*

Project ALERT

Teens in Action - *SEE PAGE 63*



Project ALERT

Project ALERT is a classroom program that teaches students in the seventh and eighth grades to resist drug and alcohol use. The ALERT stands for Adolescents Learning Experiences in Resistance Training. Project ALERT has been scientifically proven to motivate students against drug use, provide skills and strategies to resist drugs and establish new non-use attitudes and beliefs.



7th-8th Grade



Age Group: 7th-8th Grade Students

Duration: 11 Sessions

GOALS:

- Prevent adolescents from beginning to use substances
- Prevent adolescents who haven't already begun using from being regular users
- Curb Risk Factors for substance abuse

SCAN TO VIEW VIDEO





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Duration: 11 Sessions

GOALS:

- Prevent adolescents from beginning to use substances
- Prevent adolescents who haven't already begun using from being regular users
- Curb Risk Factors for substance abuse

Project ALERT

Project ALERT is an evidence-based curriculum proven to motivate middle school students against substance use, provide skills and strategies to resist drugs, and establish non-use attitudes and beliefs. Project ALERT uses the power of practice and repetition to give students the self-efficacy, skills, and resources to resist peer pressure and misleading, pro-drug messaging. It works on two levels: helping students reduce their current substance use—or avoid experimenting in the first place.

Project ALERT consists of 11 core lessons for the duration of 11 weeks. All lessons include a lesson plan and slides, while some also include student handouts, videos, or posters to help deliver the lesson content.

Lesson One: Introduction to Project ALERT Introduces Project ALERT to students, sets the tone for the program, and clarifies reasons why people do and don't use substances.

Lesson Two: Consequences of Using Nicotine and Marijuana Motivates students to resist substance use by having them identify immediate and later consequences of vaping and smoking nicotine and marijuana; and increases students' perceptions that using nicotine and marijuana impacts their daily lives and social relationships.

Lesson Three: Consequences of Drinking Alcohol Identifies reasons why people drink alcohol; demonstrates similarities between drinking and marijuana; presents how alcohol is used to cover feelings; discusses consequences of drinking; and brainstorms alternatives to drinking.

Lesson Four: Introduction to Pressures Marks the transition into the skill-building section of the curriculum; helps students resist pressures to use drugs by identifying what the different pressures are and where they come from; and counters the belief that "everyone uses" with up-to-date survey Project ALERT Overview of Curriculum information indicating that most teenagers do not use substances.

Lesson Five: Social Pressures to Use Substances Provides the first example of the modeling à practice feedback strategy used throughout the curriculum; identifies social pressures to use drugs; and teaches resistance skills and facilitates saying "no" in social situations.

Lesson Six: Resisting Internal and External Pressures to Use Drugs Identifies internal pressures to use drugs; and students discuss and practice resistance techniques for internal and external pressures.

Lesson Seven: Practicing Resistance Skills Facilitates practice of resisting external pressures to use drugs; presents additional ways to resist pressure; and encourages students to openly express feelings of being capable of resisting internal pressures.

Lesson Eight: Safe, Legal Use of Prescription Medications and Risks of Misuse Explains the safe, legal use of prescription opioids, and other prescription drugs, and explains how misuse can become addictive or life-threatening; presents information on brain functioning and how to promote brain health; and provides students with resistance skills and self-efficacy to refuse and resist the misuse of prescription drugs.

Lesson Nine: Reviewing and Practicing Resistance Techniques Reinforces earlier lessons by reviewing resistance techniques and facilitating resistance practice; and introduces the concept of benefits from not using drugs.

Lesson Ten: Smoking and Vaping Cessation Identifies why it is hard to quit vaping/smoking; offers techniques for quitting and changing general behavior.

Lesson Eleven: Benefits of Not Using Drugs Reviews and reinforces negative consequences of using drugs; motivates resistance by reviewing the benefits of not using drugs; and elicits written commitments from students.

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