



EVIDENCE-BASED PRACTICES **GUIDE**

Updated Edition



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:** 6th-8th Students

Duration: 30 Sessions or 3 individual modules of ten sessions

Required Number of Students: 8-12 Students

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

SCAN TO VIEW VIDEO





AGGRESSION REPLACEMENT TRAINING (ART)

Age Group: Students in Middle and High school

Duration: 30 sessions total or 3 individual modules of ten 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.



Target Audience: 6th-8th Students

Duration: Sessions may vary depending on the curriculum chosen

Required Number of Students: 6-10 Students

Goals:

- Promote healthy masculine 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 masculine 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

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|--|--|
| 10 sessions | Growing Healthy, Going Strong | Boys will have fun identifying social-emotional messages, experiences, attitudes, and smart options for growing up male in our culture. Competition, bullying, recognizing and expressing emotions, male and female role expectations, self confidence, and teamwork are highlighted through games and team challenges. Boys develop vocabulary and skills to expect and enact fairness, healthy competition, and respect for self and others. |
| 10 sessions | Standing Together: A Journey Into Respect | This guide provides engaging ways to address common themes which pre-teens and early adolescents encounter, including breaking down social-cultural barriers, motives and actions around put-downs, knowing their personal rights, defining assumptions about male power, respecting others' physical boundaries, understanding and using the energy of strong emotions, and standing up for each other in community. |
| 10 sessions | Living A Legacy: A Rite of Passage | Young men gain skills and knowledge to navigate growing up male in today's society through the introduction of topics and experiential activities that address a myriad of relevant challenges - safely, powerfully, and within a spirit of "council" connection. Boys will explore: relationships, conflict resolution, education, leadership, community service, diversity, mass media messages, personal values, integrity, and future goals. |

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|---|---|
| 18 sessions | Journey of the Great Warrior | Journey of the Great Warrior Recognizes the assets and barriers of marginalized youth. Using creative challenges, personal narratives, and the restorative environment of nature, it respectfully explores both effective and limiting survival strategies – such as addictions and aggression – and builds upon individual, collective and cultural assets to re-ignite young men’s healthy development and full potential. |
| 10 sessions | Men of Honor: Becoming Respectful, Nonviolent Leaders Set 1 | Explores “man box” messages promoted in the media and their effects on young men. Address topics such as: Masculinity in the Media, Exploring Emotions, Becoming Nonviolent Leaders, and Engaging in Education. Activities include use of digital media, media analysis, realistic scenarios in social and social media contexts, physical games, storytelling, art, an original school survival “board” game, journals, and an optional resume builder tool. |
| 10 sessions | Men of Honor: Becoming Respectful, Nonviolent Leaders Set 2 | Further expands the examination of male gender norms, their effect on young men and their relationships, and the development of respectful, nonviolent models of manhood. Includes Respecting Women and Girls, Respecting Intimate Partners, Challenging Homophobia and Becoming Allies, Forming Healthy and Safer Sex Practices, Digging into Substance Use, and Becoming Men of Honor. |
| 10 sessions | Brothers as Allies | This guide has been developed to provide social support for boys, promote pro-social behaviors, build empathy, encourage resistance against bullying, and interrupt violence. It also addresses gender roles and expectations, self-expression, healthy masculinity, respect for differences, positive ethnic identity, communication, empathy, and becoming allies. Originally created as part of a 4-year study funded by the CDC in New York State, Brothers as Allies is a compilation of sessions from other Council activity guides aimed at preventing violence. |
| 10 sessions | All Together Rising: Sessions for Youth in Adversity Unity Circle® Supplemental Sessions | 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. Topics were requested by certified facilitators to respond to needs and harness strengths of youth in Girls Circle®, The Council for Boys and Young Men®, Unity Circle®, or other youth development programs. |

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|---|--|
| 6 sessions | Sex in the Digital Age Unity Circle® Supplemental Sessions | Sex in the Digital Age: A Guide to Talking with Teens about Pornography and Sexting is a supplemental curriculum with essential tools and resources to promote healthy development for youth growing up in today's digital world. Providing skills development for media literacy, digital citizenship, and more accurate public health and sexual safety information, this curriculum harnesses the relational strengths of youth to effectively explore the complex intersecting topics of technology, sexuality, and relationships. |

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.



Target Audience: 6th-12th Grade Students

Duration: 12 Sessions

Required Number of Students: 6-10 Students

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.



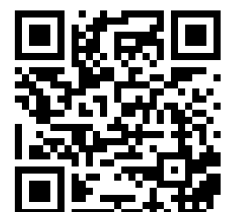
Target Audience: 6th-12th Students

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.



Target Audience: 6th-8th Students

Duration: 3 individual sessions & 10 group sessions

Required Number of Students: 4-6 Students

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.



Target Audience: 6th-8th Students

Duration: 9 Sessions

Required Number of Students: 3-12 Students

Goals:

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

SCAN TO VIEW VIDEO





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.

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

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: 6th-8th Students

Duration: 10 Sessions

Required Number of Students: 6-8 Students

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

SCAN TO VIEW VIDEO





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.

Age Group: 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

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.



Target Audience: 6th-12th Grade Students

Duration: 10 Sessions

Required Number of Students: 5-10 Students

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

SCAN TO VIEW VIDEO





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, and 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, and 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

Coping and Support Training (CAST)

Good Grief - *See Page 24*

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.



Target Audience: 6th-8th Students

Duration: 6-8 Sessions

Required Number of Students: 4-8 Students

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.

SCAN TO VIEW VIDEO





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:

- 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

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

Coping and Support Training (CAST)

Coping and Support Training (CAST) is a proven prevention program for middle and high-school-aged youth. It is a 12-lesson skills training program, embedded in a positive-peer group culture, designed for just 6-8 youth



Target Audience: 6th-12th Students

Duration: 12 Sessions

Goals:

- **Help youth build coping skills**
- **Increase time spent in healthy activities**
- **Enhance social support resources**

All CAST students are asked to write personal goals related to each of the following program goal areas:

- **Increased School Smarts (including grades, attendance, and attitude)**
- **Increased Mood Management**
- **Increased Drug Use Control (including staying drug free)**

SCAN TO VIEW VIDEO





COPING AND SUPPORT TRAINING (CAST)

Number of Sessions: 12

Target Audience: Students in Middle and High school (6-12th)

Who are:

- Are having a poor school experience
- Are behind in credits, have slipping grades
- Are skipping school or at risk of dropping out
- Report depressed mood and/or have had thoughts about suicide

Data:

62% reduction in hard drug usage

65% reduction in suicide risk behavior

18% increase in GPA

35% reduction in drop-out rates

34% reduction in anxiety

Brief Description:

Coping and Support Training (CAST) is a proven prevention program for middle and high-school-aged youth. It is a 12-lesson skills training program, embedded in a positive-peer group culture, designed for just 6-8 youth.

Goals/Objective/Outcomes:

The goals of CAST are to help youth build coping skills, increase time spent in healthy activities, and enhance social support resources.

All CAST students are asked to write personal goals related to each of the Program Goal areas:

1. Increased School Smarts (including grades, attendance, and attitude)
2. Increased Mood Management
3. Increased Drug Use Control (including staying drug-free)

CAST

12 Lessons

Session 1: Welcome & Orientation

Getting to know one another and helping everyone feel they belong and are appreciated. Understanding CAST process, skill areas, program goals, and expectations.

Session 2: Group support & Self-esteem

Identifying behaviors that foster feelings of belonging, acceptance, trust, and openness. Negotiating CAST Group Rules for ways to support each other. Practicing improving each other's self-esteem.

Session 3: Setting & Monitoring Goals

Recognizing triggers that stall our goal achievement. Identifying mini-steps towards our goals. Selecting areas for personal growth and setting achievable goals. Monitoring behaviors – moods, drug-use control, and school performance.

Session 4: Building self-esteem, Beating the blues

Learning to use three techniques to boost self-esteem: positive self-talk, healthy activities, and asking for (and giving) support.

Session 5: Decision Making – Taking Steps

Evaluating our past decisions and understanding the effects of those decisions. Using STEPS to interrupt impulsive behaviors and influence positive effects.

Session 6: Anger Management #1

Identifying personal anger pathways, starting with our triggers. Stopping before acting out uncontrolled anger by using a Quieting Response, along with self-talk to stay in control.

Session 7: Anger Management #2

Learning three more STEPS actions for an in-control response to our mood triggers, with a focus on self-talk. Practicing using STEPS to gain self-confidence and competence. Asking for support in applying anger.

Session 8: Drug-Use Control – Making Healthy Decisions

Personalizing the (personal, emotional, physical & legal) effects of drug use in a group brainstorm. Learning to say no effectively for greater personal control. Using STEPS to decrease drug involvement or remain drug free. Asking for support for our drug-use control goals.

Session 9: School Smarts

Using the STEPS process to improve School Smarts (attendance, grades, and attitude). Enlisting help & support for our School Smarts goals.

Session 10: Preventing Slips & Relapses

Recognizing personal signs of slips that could lead to relapse in any of our goals. Developing and practicing relapse-prevention strategies to interrupt slips and avoid relapses.

Session 11: Recognizing Progress & Staying on Track

Setting achievable goals: realistic, desirable and specifically stated. Developing relapse-prevention plans to achieve our personal goals for mood management, drug-use control, and school smarts. Monitoring our progress and celebrating every success.

Session 12: Celebrating Graduation

Assessing our personal growth, skills development, and support received and given in CAST. Celebrating our successes and goal achievement. Stepping out with confidence and competence for continued success.

Lifelines

Lifelines Prevention educates students on the facts about suicide and students' role in suicide prevention. It provides information about where to find suicide prevention resources in the school and community.



Target Audience: 6th-12th Grade Students

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

Required Number of Students: 6-10 Students

Goals:

- Encourage and model help-seeking behavior.
- Recognize and address suicidal behavior as an issue that cannot be kept secret.
- 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

Target Audience: Groups or classrooms of 6th – 12th students

Duration: 4 sessions

Goals:

- Encourage and model help-seeking behavior.
- Recognize and address suicidal behavior as an issue that cannot be kept secret.
- 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.

Lifelines

Lifelines Prevention educates students on the facts about suicide and students' roles in suicide prevention. It provides information about where to find suicide prevention resources in the school and community.

Lifelines' content is grounded in several areas of research related to adolescent suicide prevention. It reflects research that determined that most suicidal youths confide their concerns more often to peers than to adults and that some adolescents do not respond to troubled peers in empathic or helpful ways. It also addresses the reality that as few as 25 percent of peers tell an adult about a troubled or suicidal peer, and that school-based adults are often adolescents' last choice as confidants for personal concerns.

The 4 sixty minute lessons for 6th graders are:

Session 1: Suicide Isn't Silly

- Explain the reasons for a unit on suicide
- Explain the way the assumptions we make about suicide affect our problem-solving
- Identify basic facts about suicide
- Identify types of helpful versus unhelpful problem-solving

Session 2: Friends Help Friends

- Identify the reasons for not keeping suicide a secret
- Describe the difference in reactions to online posts or texts versus in-person interactions
- Explain why a person should take any communication about suicide — whether in person or online — seriously
- Explain the importance of involving a trusted adult in the help-seeking process

Session 3: Asking for Help Takes Courage

- Identify caring behaviors
- Interpret help-seeking as a courageous act
- Describe the characteristics of helpful people
- Identify in-school support resources

Session 4: Practicing What We've Learned

- Identify at least one trusted adult
- Demonstrate willingness to help themselves or a peer by signing a help-seeking pledge
- Explain the purpose of the Lifelines Card

The 4 sixty minute lessons for 7th – 10th graders are:

Session 1: When is a Friend in Trouble?

- Explain the reasons for participating in a unit on suicide
- Identify possible personal reactions to a situation involving a peer's suicidal behavior
- Explain the ways in which our feelings about suicide influence our actions
- Identify basic facts about suicide

Session 2: How do I Help a Friend?

- Identify specific warning signs of suicide in themselves and others
- Organize warning signs around the FACTS acronym
- Explain the three basic suicide intervention steps
- Describe how to ask someone about suicide

Session 3: Where Can I Go for Help?

- Describe how to implement the steps of a successful peer intervention
- Define traits of helpful people
- Identify school resources and procedures for responding to suicidal students

Session 4: How can I Use What I've Learned?

- Demonstrate the ability to help a troubled friend through scripted role plays
- Demonstrate a willingness to help themselves or a troubled friend by signing a help-seeking pledge
- Explain the purpose of the Lifelines Card

The 4 sixty minute lessons for 11th – 12th graders are:

Session 1: When is a Friend in Trouble?

- Explain the reasons for participating in a unit on suicide
- Identify possible personal reactions to a situation involving a peer's suicidal behavior
- Explain the ways in which our feelings about suicide influence our actions
- Identify basic facts about suicide

Session 2: How do I Help a Friend?

- Identify specific warning signs of suicide in themselves and others
- Organize warning signs around the FACTS acronym
- Explain the three basic suicide intervention steps
- Describe how to ask someone about suicide

Session 3: Do You Need a Crystal Ball to See the Future

- Explain the reasons for a unit on the transition after high school
- Identify their assumptions about the transition after high school

Session 4: How to Get from Here to There

- Explain how their expectations about life after high school may be unrealistic
- Assess the extent of their current support system
- Identify where to find resources for help after high school

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.



Target Audience: 6th-8th Students

Duration: 4 Sessions

Required Number of Students: 4-10 Students

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

Book 1: Learning to Deal with Sensation Seeking

Sessions 1 & 2 Breakdown:(This is set up to be delivered in two 90-minute sessions or 4 one-hour sessions)

- 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

Book 2: Learning to Deal with Anxiety Sensitivity

Sessions 1 & 2 Breakdown:

- 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

Book 3: Learning to Deal with Impulsivity

Sessions 1 & 2 Breakdown:

- 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

Book 4: Learning to Deal with Negative Thinking

Sessions 1 & 2 Breakdown:

- 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

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 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.



Target Audience: Parents of teens aged 11-16

Duration: 6 Sessions

Required Number of Students: 10-20 Parents

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





OVERVIEW

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.



Target Audience: 6th-8th Students

Duration: 8 sessions

Required Number of Students: 6-12 Students

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: 6th-8th Students

Duration: 10 Sessions

Required Number of Students: 5-10 Students

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

SCAN TO VIEW VIDEO





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.



Target Audience: 6th-8th Students

Duration: 12 sessions

Required Number of Families: 5-12 Families

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 Emotional Regulation (POWER)

S.S. GRIN A (Social Skills Group Intervention for Adolescents - SEE PAGE 14

Teens in Action - SEE PAGE 60

Wyman Teen Outreach Program (TOP) - SEE PAGE 16



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.



Target Audience: 6th-8th Students

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

Required Number of Students: 10-25 Students

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 Circle 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.



Target Audience: 6th-12th Grade Students

Duration: 8-12 Sessions

Required Number of Students: 6-10 Students

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





OVERVIEW

GIRLS CIRCLE

Purpose: To provide a strengths-based support group for adolescent girls by promoting personal growth, healthy relationships, and positive decision-making.

Number of Sessions: 8-12 sessions **Goals/Objectives Outcomes:** It aims to counteract social and interpersonal forces that impede the growth and development of girls and young women by promoting an emotionally safe setting and structure within which they can develop caring relationships and use authentic voices.

Age group: 9-18 years old

Elements:

Evidence-Based Principles: Girls Circle 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.

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|--------------|--|
| 8 sessions | Friendship | Groundbreaking guide that addresses exclusion, intolerance, and feuding. Confronts relational aggression and shores girls up with strong interpersonal skills; knocks down barriers to pride, confidence, and empathy. Themes include topics such as "Being Included, Being Left Out," & "Feuds, Followers, & Fairness." Increases caring and relational competence. |
| 8 sessions | Being a Girl | Introduces girls to the positive experience of a support circle addressing topics such as "Growing Up Female," "Growth and Self-Care," and "Female Role Models." Activities include collage, affirmations, and theme-related crafts. Great kit for middle-school girls new to support groups. |
| 10 sessions | Body Image | Examines cultural messages and personal beliefs that influence body image. Themes emphasize raising awareness, recognizing body signals, and exploring underlying causes of poor body image. Topics cover physical awareness, health, and emotional balance through media exploration, imagery, art, personal story telling, and more. Excellent prevention program. |

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|-----------------------------|---|
| 12 sessions | Honoring Diversity | Recognizes girls' varied cultural, ethnic, and racial backgrounds emphasizing positive identity and alliance building. Includes discussions and activities that cover topics such as "Stereotype Busting," "Beyond Fear," "Cultural Treasures," "Culture Clash," and includes a community advocacy exercise. Themes focus on appreciating diversity in girls lives by identifying biases, developing navigational tools in a multi-cultural society, and promoting understanding and respect within and between groups. Guide includes a girls' journal for weekly reflection. |
| 12 sessions | Mind, Body, Spirit | This excellent prevention program addresses alcohol, tobacco, and drug decision making as well as healthy sexuality, promoting abstinence and/or reduction to high-risk behaviors by exploring the realities of risk and the power of self-care. Helps girls examine and evaluate choices through affirmations, role-play, media influence, journal writing, videos and more. Addresses sexuality decision-making and definitions of "infatuation, desire, and love" through real teen stories, music messages, and personal standards activity. Outstanding prevention program that promotes critical thinking and is much enjoyed by girls! |
| 8 sessions | Expressing My Individuality | Explores topics such as celebrating individuality, diversity, getting along with others, and addresses goals, conflict styles, feeling good about ourselves, and taking time to relax. Activities include values exploration, "How Others See Me," making dream catchers, potting a plant to symbolize personal growth, and finally culminates with a girls' compliment circle. A variety of topics and activities for middle and high school girls! |
| 10 sessions | Relationships with Peers | Enhances girls' awareness of their relationships with themselves and others. Themes include "Expressing Myself," "Accepting Different Parts of Myself," "Giving Voice to Feelings," Romantic Relationships," "Girlfights or Girlfriends" and are complimented by activities such as journalling, role-play, sculpting, and more. Highly engaging for teen girls. |
| 8 sessions | Who I Am | Works with girls to examine identity, assertiveness skills, and goal setting through role-play, mandala-making, relationship to music, and more. Themes include "Journaling and Self-Disclosure," "Song About Me-Who I Am," "Personal Growth/Assertiveness," and "Life Goals/Personal Goals." Very well received by high school girls. |

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|--|--|
| 12 sessions | Paths to the Future | A skills-building support circle for use with at-risk or court- involved girls. Examines thoughts, beliefs, and actions about friendships, trust, authority figures, mother/ daughter relationships, sexuality, dating violence, HIV, drug abuse, stress and goal-setting. Opens up girls to important exploration regarding their choices and behaviors and examines ways to promote self-care and healthy decision-making through lively, prepared discussions and activities. Creative activities include assertiveness role-plays, collage, progressive relaxation, writing, creating "Lifemaps" and more. |
| 8 sessions | Wise & Well | Addresses 21st Century challenges such as cyberbullying, social networking, binge drinking, marijuana use, the stigma of mental health and more. In this guide, girls and facilitators walk through the myriad of common 21st Century risks with discussions and activities that inspire eyes wide open, minds sharp and aware, and hearts willing to step up to leadership for their own health and safety. |
| 8 sessions | My Family, My Self | This essential guide gets at the critical importance of girls' development within the context of their family relationships and offers girls the opportunity to safely and respectfully acknowledge and explore the many gifts and challenges of growing up within the family unit. Girls are invited to share the influence of their families and cultural values on their own social-emotional development, and build skills to strengthen their confidence in relationships with relatives and peers. |
| 8 sessions | Mother-Daughter Circle: "Heart of the Matter" | Mothers or female-identifying caregivers and their daughters join together in combined and age-appropriate groups to strengthen their bonds through shared listening, creative expression, and skill building. "Heart of the Matter" promotes empathy, communication skills, stress reduction, setting limits and honoring boundaries, exploring meanings and messages about female identity, identifying relationship accountability, and experiencing affirmation together and within their broader female community. |

| SESSION COUNT | TITLE | DESCRIPTION |
|---------------|---|---|
| 12 sessions | La Mariposa: A Personal Empowerment Program for Adolescent Latinas | Engages girls in twelve interactive workshop sessions where facilitators teach personal empowerment skills (JARS – Journaling, Affirmations, Personal Rules and Setting Goals). Girls will learn about the power within and the ways in which they can lead the direction of their lives, in addition to valuable skills that assist girls in exploring the impact of the values, norms and beliefs that shape them, especially those that present barriers. This guide specifically addresses the challenges with assimilating to a dual-cultural life, and reinforces a sense of pride and connection with Latina culture. All workshops are facilitated in a relational, strengths-based, trauma informed and culturally competent manner. |
| 10 sessions | Empowerment and Identity on Social Media | Empowerment and Identity on Social Media is a curriculum with essential tools and resources to promote healthy development for youth growing up in today's digital world. Providing skills development for media literacy, digital citizenship, and more accurate information on how to use social media safely and in more of an emotionally healthy manner, this curriculum harnesses the relational strengths of youth to effectively explore the complex intersecting topics of technology, body image, cyberbullying, exploitation, and relationships. |
| 10 sessions | All Together Rising: Sessions for Youth in Adversity Unity Circle® Supplemental Sessions | 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. Topics were requested by certified facilitators to respond to needs and harness strengths of youth in Girls Circle®, The Council for Boys and Young Men®, Unity Circle®, or other youth development programs. |
| 6 sessions | Sex in the Digital Age Unity Circle® Supplemental Sessions | Sex in the Digital Age: A Guide to Talking with Teens about Pornography and Sexting is a supplemental curriculum with essential tools and resources to promote healthy development for youth growing up in today's digital world. Providing skills development for media literacy, digital citizenship, and more accurate public health and sexual safety information, this curriculum harnesses the relational strengths of youth to effectively explore the complex intersecting topics of technology, sexuality, and relationships. |

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

Required Number of Students: 4-10 Students

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.

SCAN TO VIEW VIDEO





OVERVIEW

POSITIVE OUTCOMES WITH EMOTIONAL REGULATION (POWER)

The POWER program is a school-based intervention program designed to promote emotional 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.

Age Group: 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.

Positive Outcomes With Emotional Regulation (POWER)

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 64*

PreVenture - *SEE PAGE 44*

Project ALERT

Teens in Action - *SEE PAGE 60*



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.



➔ **Target Audience:** 7th-8th Students

Duration: 11 Sessions

Required Number of Students: 5-10 Students

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





PROJECT ALERT

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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

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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