

**Grant Elementary School Positive Behavior Plan
2024-2025**

Positive Behavior Plan Committee: Cyndi Ralston, Jill Burnside

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Date discussed with and received input from SCC:

Date plan was completed: Sep 27, 2024

Programs <u>already</u> in place to address Peer Pressure, Mental Health, and creating Positive Relationships:	
Name of Program:	How the program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. <u>PBIS Positive Behavior Rules and Reinforcements</u>	<p>“Research proved that when PBIS is implemented properly even at the high school level, the PBIS multitiered framework results in improved student outcomes including lower school dropout rates, higher student engagement, decreased behavior problems, and academic progression, just to name a few.” This year Grant has restructured the school wide PBIS plan, with the support of a committee. Some of the changes include: Acronyms that correlate with our school wide rules in specific trouble spots like the cafeteria and bathrooms to help children remember expectations, a new behavior flowchart delineating the steps for all adults in the school to hold students to the same expectations, as well as an updated PBIS manual. Students are given the chance to earn Bulldog Bucks anytime they are caught following these school wide or classroom rules. Each month students may redeem their “Bulldog Bucks” for positive incentives. This reward day is called Yes Day. Some examples of rewards include treats, extra recesses, crafts, assemblies. Rewards can be earned both individually and as a class. We are hoping our funds this year can support our work in developing our school wide PBIS movement.</p>
2. <u>Second Step</u>	<p>Committee for Children’s research-based Second Step SEL gives teachers an easy-to-implement, engaging way to teach social-emotional skills and concepts. Second Step SEL is designed to help children thrive and be more successful in school—ultimately setting them up to be thoughtful and productive adults. SEL concepts provide an extra dimension to education, focusing on improving cooperation, communication, and decision-making. SEL gives students a framework for developing these skills in a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships.</p>

<p>3. <u>Red Ribbon Week</u> This year's Red Ribbon Week will be facilitated by the Parent Teacher Association.</p>	<p>Red Ribbon Week is a week out of the year that focuses specifically on community building and action planning for a drug-free life. The week focuses on student attitudes surrounding drugs, alcohol, and other substances, as well as attitudes surrounding one's community and community connectedness. One study suggests that Red Ribbon weeks could reduce the use of drugs and alcohol, could improve student attitudes toward non-use of substances, can increase school performance, and increase the positive perspective students have regarding their community (Brooks & Clem, 2013); all of which were found to play a substantial role in student attitudes and behavior as it relates to pro-social behaviors in the middle and high school levels (Flay, 2000). Similarly, as outlined by (Moon & Rao, 2011) students with positive views of school and their community served as protective factors for all levels of students.</p>
<p>4. <u>Check and Connect</u></p>	<p>Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.</p>
<p>5. <u>The Behavior Education Program: Check-In & Check-Out</u></p>	<p>The Behavior Education Program: Check-In & Check-Out is a school-based program that provides daily support and monitoring to students at risk for developing severe or chronic problem behaviors. The BEP incorporates several core principles of positive behavior support, including (1) clearly defined expectations, (2) instruction on appropriate social skills, (3) increased positive reinforcement for following expectations, (4) contingent consequences for problem behavior, (5) increased positive contact with an adult in the school, (6) improved opportunities for self-management, and (7) increased home--school collaborations. The BEP goes beyond its impact on a single student. It provides the school with a proactive, preventive approach to recurrent problem behaviors. In addition, the BEP intervention enhances communication among teachers, improves school climate, increases consistency among staff, and helps teachers feel supported.</p>
<p>6. <u>Restorative Circles/Practices</u></p>	<p>Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011). This academic year, faculty and staff will receive professional learning</p>

	support to increase their confidence and skill set in facilitating restorative practices in their classrooms.
7. <u>Botvin Life Skills</u>	The Botvin <i>LifeSkills Training</i> Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program designed for upper elementary school students. This highly effective curriculum has been proven to help increase self-esteem, develop healthy attitudes, and improve their knowledge of essential life skills – all of which promote positive personal development and mental health
8. <u>MindUP</u>	MindUP is a CASEL SElect program, serving children ages three to fourteen. The MindUP program has been shown to increase prosocial actions, decrease aggressive behaviors, and improve academic achievement, especially in math and language arts. Mind UP will be taught in the 2022-23 school year as a monthly Character Education lesson facilitated by the School Social Worker.
9. <u>Bullying and Harassment Prevention</u>	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.
10. <u>Comprehensive Prevention Plan-after school program</u>	The Comprehensive Prevention Plan is a grant that funds a year long after school program. The goal of the program is to increase 5th and 6th grade students' connection to peers, responsible adults, and their community. Research shows that providing positive childhood experiences can counter the negative effects of adverse childhood experiences, such as depression and anxiety. (Narayan et al, 2021).
11. <u>Peer Mentors and Buddy Classrooms</u>	Older grade students are matched up with students from younger grades. Students work to develop relationships with students throughout the school. Students work together on relationships, social interactions, and character building. Students also work with younger/older peers on academic skills; such as reading. Through this, students develop a sense of self-worth, leadership, connectedness, trust, and respect. The mentoring program empowers students to build and grow relationships throughout the school year. Students also build life skills through these social interactions with a younger or older student.
12. <u>Peer Leadership Program</u>	Peer leadership in elementary schools significantly helps other students by enhancing their social skills, boosting confidence, and improving academic outcomes (Shook, 2012). Peer leaders often model positive behaviors,

	<p>providing relatable role models for younger or struggling students. This fosters a sense of belonging and encourages collaboration, which can lead to better emotional well-being and increased engagement in school activities (Riser et al., 2021). Additionally, the support from peer leaders can create a more inclusive environment, reducing instances of bullying and enhancing overall school climate (Shook, 2012)</p> <p>Grant’s peer leaders teach leadership and friendship skills to the whole school. Our leaders model what following our school wide expectations looks like and they help out in programs such as the rally and announcements to increase their visibility and pro-social examples.</p>
<p>Additional programs available for utilization at a Tier 1, Tier 2, and Tier 3 level include:</p>	<p><u>Individual and group counseling/social work services:</u> Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, students also have the opportunity to process trauma, suicidal ideations, and receive referrals for outside support when needed. These provisions allow for students to feel connected and cared about in the school environment and thus can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011). Similarly, students who are provided appropriate treatment for trauma, mental health challenges, and chronic stress are more likely to build resilience within themselves and the family system, and therefore are less likely to experience a higher number of ACEs and have less likelihood of mental health disorders and substance use and abuse later in life (American Academy of Pediatrics, 2014).</p> <p><u>Totem’s Chillax:</u> The Chillax Program is tailor-made to help with immediate behavioral concerns including off-task, disruptive, aggressive, and unmotivated behaviors. In addition, the program provides support and instruction for sustainable behavioral growth by teaching coping and social skills for students in grades K-6.</p> <p><u>Totem’s Bullyology:</u> This program is designed to help administrators and their counseling teams build bullying prevention and response into a multi-tiered system of support. Bullyology trains administrators and school teams in the “Prevention Trifecta” of Parent/Community Outreach, Authentic Reporting, and Resiliency Training.</p> <p><u>The Tough Kid Bully Blockers:</u> The Tough Kid Bully Blockers book presents a program for classroom teachers and other school professionals in grades 1-6. The purpose of the program is to reduce and prevent bullying behavior. In addition, it can be used in general and special education settings where positive and effective bullying prevention and intervention programs are needed.</p> <p><u>Kimochis:</u> The Kimochi’s program and grade tool kits (K-5) allow schools and mental health support staff to help kids (and adults) become more resilient and better cope with challenges of modern life through the use of targeted curriculum for specific behavior and feelings to promote academic, social, and emotional success. The Kimochi’s for Schools program is built upon research and theories of child development and social emotional learning and addresses CASEL’s five core competencies.</p>

	<p><u>Zones of Regulation/Grump Meter</u>: The Zones of Regulation(Kuypers, 2011) and the Grump Meter(Kaufman&Kaufman, 2011) framework and curriculums teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. They provide a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development.</p> <p><u>Volunteers of America Living Skills Groups</u>: Through a variety of activities and games, students build new connections with peers and learn important life skills. Small groups of students meet for approximately 10 weeks to increase skill capacity in: cooperation, feelings, valuing differences, problem solving, healthy friendships, and managing stress.</p> <p><u>Catch My Breath</u>: An evidence based vaping prevention program for 5th and 6th grade students that reduces the likelihood of youth to vape. Aligned to national and state education standards.</p> <p><u>Peekapak</u>: Peekapak equips kids with essential skills to thrive emotionally and socially, preparing them for future challenges. It develops qualities such as: emotional awareness, social skills development, conflict resolution, mindfulness, critical thinking, positive relationships and inclusivity.</p>
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Programs being built or added to address Peer Pressure, Mental Health, and creating Positive Relationships:

Name of Program:	How the program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. Peer Mentors and Buddy Classrooms	Older grade students are matched up with students from younger grades. Students work to develop relationships with students throughout the school. Students work together on relationships, social interactions, and character building. Students also work with younger/older peers on academic skills; such as reading. Through this, students develop a sense of self-worth, leadership, connectedness, trust, and respect. The mentoring program empowers students to build and grow relationships throughout the school year. Students also build life skills through these social interactions with a younger or older student.

<p>2. Restorative Circles/Practices</p>	<p>Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students through increasing students' social-emotional abilities, builds the community within the school, and strengthens the social and human capital in school buildings (Passarella, 2017). Similarly, this leads to more trust, empathy, and respect within the school system from faculty, to students, and even parents (Morrison & Vaandering, 2012). When students both trust, respect, and empathize with those in their school community, and are trusted, respected, and empathized with by those in their school community, they demonstrate a higher level of community connectedness which is a preventative factor for students in reducing the likelihood of substance use (Moon & Rao, 2011). This academic year, faculty and staff will receive professional learning support to increase their confidence and skill set in facilitating restorative practices in their classrooms including restorative circles, the peace path, and more.</p>
<p>4. Good Behavior Game</p>	<p>The Good Behavior Game (GBG) is a method of teacher classroom behavior management that was first introduced in 1969 and has been studied over the decades since. It has continued to be proven as a successful, evidenced-based intervention when introduced in younger grades and shows positive outcomes for students and impacting their physical, mental, and behavioral health. The GBG was named as a best practice for prevention of substance abuse and violent behavior by federal agencies and is simple in its implementation. Students develop skills including teamwork, self regulation, and self monitoring of behavior. In the short term GBG has shown an increase in self-control, on task behavior, focused attention, and positive social relationships while reducing negative behavior. In the longer term, research has shown that GBG reduces rates of use of school based mental health services, substance use and misuse, anti-social personality disorders, incarceration, and suicidal ideation. (American Institute for Research & PAXIS Institute)</p> <p>The Good Behavior Game will be introduced during the 2022-23 Character Education lessons as taught by the School Social Worker.</p>
<p>Additional programs available for utilization at a Tier 2 and Tier 3 level include:</p>	<p><u>Destination Friendship</u>: Social skill instruction in groups is related to a) increases in academic skills, b) decreased anxiety, and c) fewer challenging behaviors. The Destination Friendship model of a social skills group “infuses and weaves the ideas and principles of effective Intuitive Social Processing into fun activities” which help learners implement skills learned in actual social situations. This group supports students who may have difficulty interacting with peers, inflexibility with routines and personal rules, misinterpretations of literal or implied meanings, difficulty interpreting and using facial expressions and body language, using socially and emotionally inappropriate behaviors, experiencing anxiety about the unknown, and difficulties with self regulation. (Benton, Hollis, Mahler, and Womer, 2012.)</p> <p><u>TRAILS Anxiety & Depression Groups (Grades 3-6)</u>: TRAILS to Wellness is a skills-based group designed to teach students effective coping skills and strategies that can help reduce stress, as well as anxious and depressive symptoms, such as social isolation, worried thoughts, poor sleep, decreased energy, and avoidance behaviors. It teaches evidence based skills for coping with and managing difficult emotions over the course of 10 weeks and involves student and parent learning opportunities.</p>

	<p><u>Everyday Speech Social Communication</u> Developed by Speech-Language Pathologists, Special Education teachers, and Board Certified Behavior Analysts, this curricula is intended for students working on social communication or pragmatic language and has been shown to increase learners’ social skills, and their ability to generalize those skills. It uses an evidence-based strategy of video modeling via an online platform for use in small groups and targeted individual services to improve and maintain new skills such as; coping with changing social environments, navigating emotions, making informed social decisions to solve problems and understanding interactions. Lessons can be utilized in order, or as individual lessons to target specific needs or goals.</p>
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<p style="text-align: center;">Other programs, clubs, service opportunities, and prosocial activities we <u>already</u> have in place:</p>	
<p style="text-align: center;">Name of Program, Club, Service Opportunity, or Pro-Social Activities:</p>	<p style="text-align: center;">How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:</p>
<p>1. School Events including; School Rallies & Rally Character Education, Peer Leadership Team & PLT Events (Kindness Week, Unity Day), Ballet West Dance Event, and PTA sponsored activities—Community Carnival, Art Night, Science Night, etc.</p>	<p>These programs and applications all promote prosocial behaviors and provide students with structured, supervised, and engaging activities for students within their school and community. Studies have found that structured activities such as these are important factors in mitigating substance use among students as they create protective factors against substance use (Moon & Rao, 2011).</p>
<p>2. Junior Achievement & JA BizTown</p>	<p>This program promotes prosocial behavior through community building and connection, builds a positive association with the school, and helps to orient students toward their future. All of which have been found to build a more positive view of community and school, therefore decreasing the likelihood of substance use (Flay, 2000).</p>
<p>3. <u>Girls on the Run</u></p>	<p>Girls on the Run, a national non-profit organization, designs programming that strengthens third- to eighth-grade girls’ social, emotional, physical, and behavioral skills to successfully navigate life experiences.</p>
<p>4. <u>SafeUT App</u></p>	<p>SafeUT is a crisis chat and tip line that provides real-time crisis intervention for students through live chat and a confidential tip program—right from your smartphone. It provides a way to connect to licensed counselors that are ready to listen to any sized crisis or concern. Help is immediate and confidential, and as easy as reaching for your phone and sending that first text.</p>

<p>5. After and Before School Programming:</p> <ul style="list-style-type: none"> ● Math Olympiads ● Debate Team ● Battle of the Books ● Tech Club 	<p>For upper elementary students: Math olympiads, debate team, battle of the books, and Tech club all contribute to strong peer relationships and responsibility. Battle of the books is open to all upper grade students that would like to participate. The debate team and math olympiads are based on teacher suggestions. For all of these after school programs, students meet in groups across multiple grade levels and rely on each other to complete tasks. This promotes social awareness, social responsibility, and social reliability. This may reduce the likelihood of substance abuse.</p>
<p>6. After School Storytelling Program</p>	<p>The After School Storytelling Program is a program where students (grades 3-6) meet after school and practice the different skills needed to tell stories to present to a group. They work on tone, voice, porosity, and other aspects of public speaking which build the students' confidence in public speaking and performance.</p>

<p style="text-align: center;">Other programs, clubs, service opportunities, and prosocial activities we are <u>building or adding</u>:</p>	
<p>Name of Program, Club, Service Opportunity, or Pro-Social Activities:</p>	<p>How programs, clubs, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:</p>
<p>1. Murray City Play</p>	<p>Murray City supports a school musical. Students are involved as actors and stage crew. This has been a big success in the past and is one of the few after school activities that is also offered to younger grades. Students learn to work together and build confidence. The play usually concludes with 2 evening performances and a performance for the rest of the student body and of course a cast party.</p>

Please note: While the language in these programs does not always explicitly discuss substance use with students, the research suggests that the skills taught in these programs for the elementary level support prevention effectiveness in preventing student use of substances (Moon & Rao, 2011).

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