

Horizon Elementary School Positive Behavior Plan

Positive Behavior Specialist: Susan Wright

Date discussed with and received input from BLT/SST (agenda attached): October 2024

Date discussed with and received input from SCC (agenda attached): November 2024

Date plan was completed: October 2024

Programs we **already** have in place that focus on 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. Second Step	The Second Steps curriculum builds on student skills in mental health, conflict resolution, prosocial behavior, and empathy in the classroom/school and focuses on overall student well-being. These skills were found to have improved in students who were provided instruction with this curriculum, according to the 2015 study on Promoting Social-Emotional Competence (Low et al., 2015). A similar study in 2019 found that students, even with the weakest skills at the beginning of the study, saw an increase in social-emotional skills and a decrease in disruptive behavior (Low et al., 2019). Lastly, and arguably most importantly, research conducted via a meta-analysis by CASEL and collaborating researchers found that students who were exposed to SEL instruction (including Second Steps) longitudinally saw lower levels of conduct problems, emotional distress, and lower rates of drug use (Taylor et al., 2017).
2. Check and Connect (youth in care mentor)	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.
3. Individual and group counseling/social work services	Individual and group counseling services support students in a multitude of ways. Not only do students receive treatment and support for general life stressors, but students also have the opportunity to process trauma and suicidal ideations and receive referrals for outside support when needed. These provisions allow students to feel connected and cared about in the school environment and thus can decrease 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>4. Project Connections (school-based outside therapy provider)</p>	<p>Project Connection is meeting our community’s mental health challenges head-on by helping individuals move through shame and trauma to create a more connected, wholehearted society.</p> <p>We provide the therapy and care people need to connect with others, their communities, their passions, and their stories.</p> <p>https://www.projectconnection.co/</p>
<p>5. The Behavior Education Program: Check-In & Check-Out</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.</p> <p>The BEP goes beyond its impact on a single student. It gives the school a proactive, preventive approach to recurrent problem behaviors. In addition, the BEP intervention enhances teacher communication, improves school climate, increases consistency among staff, and helps teachers feel supported.</p>
<p>6. Restorative Circles/Practices</p>	<p>Utilizing restorative practices in the school-wide approach to behavior and interpersonal relationships supports students by increasing their’ social-emotional abilities, building the community within the school, and strengthening 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 parents (Morrison & Vaandering, 2012). When students 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).</p>
<p>7. Botvin Life Skills</p>	<p>The Botvin <i>LifeSkills Training</i> Elementary School program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program 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 promoting positive personal development and mental health.</p>
<p>8. The Tough Kid Bully Blockers</p>	<p>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>9. Totem’s Chillax (Individual, small group, and grade level applications)</p>	<p>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</p>

	sustainable behavioral growth by teaching coping and social skills to students in grades K-6.
10. Totem's Bullyology (Individual, small group, and grade level applications)	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. Bullyology-focused small group work has specifically targeted our 5th and 6th graders to prepare them for healthy relationships in middle school and beyond.
11. Kimochis (Small group, individual, whole class)	The focus of the Kimochis program is to teach children to listen, speak and act with others in positive ways that lead to academic and life success. The Kimochis characters and Keys to Communication are the foundation of the program. We practice using tone of voice, body language, and appropriate words when students are in "emotional moments." The Keys teach children to be respectful in their social interactions, take responsibility for their actions, be resilient and "bounce" back after social challenges, and consider their emotional needs and those of others. The program helps students, educators, and parents learn a common language to express these things. Lessons are built around the characters and 29 Kimochis feeling pillows. The program has 22 "road map" lessons, with many lesson options from the manual, so you can tailor it to your needs. Each week has a family home link letter that lets them know the vocabulary and focus for the week. There are also many virtual options, character book stories, and songs for each character.
12. Social work led small groups: Girl Code (2-3) & Friendship group (K-1)	Girl CODE is an elementary school small group counseling program that promotes <i>positive girl relationships</i> . The group teaches students about positive communities that value inclusiveness, diversity, and empowerment to transform the girl community. Students learn to unlock the Girl CODE, where they will practice showing compassion, reframe pessimistic or negative views to build an attitude of optimism, embrace diversity, and explore actions that empower girls! Friendship Group is a small group counseling program with nine lessons focusing on friendship, how to have healthy friendships, and how to be inviting and inclusive.
13. Red Ribbon Week	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.
14. Husky Zen Den	Tier 1 trauma-informed room. Teaching students how to self-regulate emotions and manage stress. Learning how to recognize our emotions and self-regulate is a lifelong skill that can help decrease anxiety and depression. The Zen Den provides a safe and comfortable space to do the work of self-regulation. An evidence-based approach to self-regulation.

	https://drive.google.com/drive/u/0/folders/1prE-v6KKMHNW1PH8pRcemenNFtnc0MDa
15. PBIS Rewards (school-wide)	PBIS Rewards is a Software-as-a-Service solution that provides a digital schoolwide PBIS management system. Our system simplifies implementing and tracking the PBIS framework within a school. With PBIS Rewards, school administration can see how teachers are utilizing PBIS and how PBIS is improving school culture. A key aspect of PBIS is focusing on more positive behaviors and less on negative behaviors.

Programs we are **building** or adding 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. Zones of Regulation (Small group and individual)	The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize various 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. The Zones of Regulation provides 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.
2. Trails to Wellness (3-6)	TIER 2 Group work Early Intervention Skill-building sessions grounded in CBT and mindfulness are designed to equip students with tools they can use to reduce their symptoms of anxiety and depression. CASEL aligned.
3. Fly Five (K-6)	Fly Five is a CASEL-aligned social and emotional learning curriculum developed on the core belief that students need to learn a set of social and emotional competencies, namely cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.), to be academically, socially, and behaviorally successful in, out of, and beyond school. Attention is focused on noticing a student's academic, social, and emotional growth and progress and creating conditions for that progress to continue.

Other programs, clubs, service opportunities, and pro-social activities we **already** have in place:

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How program, club, etc. addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
<ul style="list-style-type: none"> ● School Rallies ● Peer Leadership Team ● PBIS ● PTA sponsored activities ● Stress Busters 	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).

1. Career Week	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. These have been found to build a more positive view of community and school, decreasing the likelihood of substance use (Flay, 2000).
2. SafeUT App	SafeUT is a crisis chat and tip line that provides real-time crisis intervention for students through live chat and a confidential tip program from your smartphone. It allows you to connect to licensed counselors ready to listen to any crisis or concern. Help is immediate, confidential, and as easy as reaching for your phone and sending that first text.

Other programs, clubs, service opportunities, and pro-social activities we are **building or adding:**

Name of Program, Club, Service Opportunity, or Pro-Social Activities:	How programs, clubs, etc., will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
1. After School Program	This program promotes pro-social behavior through community building and connection builds a positive association with school, and helps to orient students toward their future. These have been found to build a more positive view of community and school, decreasing the likelihood of substance use (Flay, 2000).
2. Monthly Character Education	Monthly lessons in grades K-6 allow staff to address challenges unique to each classroom and/or grade, in addition to reinforcing the use of school-wide language and tools.
3. Stress Busters	Stress Busters is a 10-week program offered by Salt Lake Youth Services that is 60 to 90 minutes in length. It is run after school on Wednesdays for students in 4th through 6th grades. Stress Busters is designed to reduce depressive symptoms and anxiety and improve current and future coping skills.

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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