

Longview Elementary Positive Behavior Plan

Positive Behavior Specialist: Christopher (Topher) Riordan

Date discussed with SCC (agenda attached):

Date plan was completed: 9/ 10/ 2024

Programs we **already** have in place that focus on peer pressure, mental health, and creating positive relationships:

Name of Program:	How program addresses the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Zen Den	This wellness room is a place where students are able to take a few minutes to regroup, reflect and regulate their emotions. It also allows the school to track who is frequently needing that time so that we can be proactive in providing additional services as needed to make sure that students are receiving all necessary supports to help them be successful both academically and socially.
SafeUT	This crisis chat and tip line provides real-time crisis intervention for students through live chat and a confidential tip program. Individuals are connected with licensed counselors that are ready to listen for any sized crisis or concern. Help is immediate. This program is sponsored statewide and is supported by University of Utah Health. SafeUT is presenting their app and services to all of our 5th and 6th grade students.
Second Step	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.
Individual social work services	Individual and group social work 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).
Individual and family counseling services <i>(through Hopeful Beginnings)</i>	Individual and family 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

	<p>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>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 intervention programs are needed.</p> <p>The Tough Kid Bully Blockers curriculum is being taught throughout the year to both 6th grade classes (with parent option to opt their student out).</p>
<p>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 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 healthy and positive personal development and mental health. <i>LifeSkills Training</i> is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development.</p> <p>According to a study, published in the <i>Journal of Drug Education</i>, more elementary schools in the US choose to use the LST program over all other evidence-based prevention programs.</p> <p>This program is also aligned to CASEL’s social and emotional learning (SEL) competencies. To view all LST alignments, visit our website here.</p> <p>Program Learning Objectives:</p> <p><u>Personal Self-Management Skills</u> Students develop skills that enhance self-esteem, develop problem-solving skills, help them reduce stress and anxiety, and manage anger.</p> <p><u>General Social Skills</u> Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.</p> <p><u>Drug Resistance Skills</u> Students build effective defenses against pressures to use tobacco, alcohol, and other drugs.</p>

	(https://www.lifeskillstraining.com/botvin-lifeskills-training-elementary-school-program/)
Lion PRIDE (PBIS system)	Longview posts PBIS expectations across the school in different focus areas. The areas are the classrooms, hallways, cafeteria/ gym, and playground. Longview uses the acronym “PRIDE,” which stands for purpose, respect, integrity, diversity, and empathy. Students who demonstrate these values are rewarded with tokens, which can be used in classrooms and at school events to earn rewards.
Career & STEAM Week	As mentioned above, 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. 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).
Buddies	5th graders go to the kindergarten classes weekly to spend time with their “buddies.” The two classes do activities together, such as art projects and reading books. Doing this allows the older students to have some leadership and mentoring opportunities, and it helps the younger students feel like they have a “big” friend they get to say “hi” to when they see them around the school.

Programs we are **building** or adding to address peer pressure, mental health, and creating positive relationships:

Name of Program:	How program will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:
Attendance Incentive Program	At the end of last year we developed a plan to address chronically absent students. We plan on building this program for the 2024-2025 school year. Our most commonly absent students will be able to earn points for days they come to school and additional points for staying the entire day. They can build a “bank” or points they can then cash in with our social worker, student advocate, principal, or teacher.
Increasing Lion PRIDE instruction/ reward	While we have our PBIS Lion’s PRIDE in place, Longview will be continuing to bring PRIDE to the classrooms. The social worker and principal will go to classes to emphasize PRIDE expectations and will be increasing from last year the number of opportunities students have to use their PRIDE tokens.
Everyday Speech and Trails to Wellness	The social worker will begin the targeted tier-2 social and emotional groups “Everyday Speech” and “Trails to Wellness.” “Trails to Wellness” focuses on CBT and mindfulness for anxiety and depression and “Everyday Speech” focuses on positive peer relationships.
Student Helpers Opportunities	Students will be given opportunities to assist in school service opportunities. These assignments will involve helping assemble food donation bags, tending to a community garden, helping with crosswalk duties, and more. By having opportunities to volunteer for services, students will gain confidence in doing good and will have opportunities to build relationships with other students and adults.
MindUp	We will be reintroducing lessons from “MindUp” to supplement extra tier-1 lessons in classrooms. The school social worker will go to classes and instruct lessons from the MindUp curriculum throughout the school year.

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"> ● PTA sponsored activities—Family Carnival, Reading Week, Math Week, Turkey Trot, Fun Run, etc. ● 6th Grade Leading Lions 	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).
Restorative Circles/ Practices	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,

	<p>and strengths 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).</p>
<p>Check-in & Check-Out: Behavior Education Program</p>	<p>The Check-In & Check-Out: Behavior Education Program is a school-based Tier 2 Intervention 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 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>Red Ribbon Week (<i>PTA Sponsored</i>)</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>
<ul style="list-style-type: none"> • Mathematical Olympiad, debate, School Choir, Chess Group 	<p>Students work directly with a mentor and their peers to collaborate, work together in a team setting, develop and practice GRIT, utilize effective communication skills, and to develop and hone problem solving skills. Together these foster a school environment in which students feel connected and cared about and this can lead to a decrease in the likelihood that students will use substances (Moon & Rao, 2011).</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).

References:

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