

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:	Cost
<p>1.. Safe and Healthy Choices Week (Red Ribbon Week and White Ribbon Week content)</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 and 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. Students were able to compile a Leader in Me pledge book throughout the week based on daily content.</p> <p>Safe and Healthy Choices Week</p> <p>White Ribbon week What is White Ribbon Week? This week focuses on how to help students think carefully about their online choices.</p> <p>White Ribbon Week addresses many issues, including online safety, cyberbullying, indecent media, screen time, and emotional wellness.</p> <p>https://www.whiteribbonweek.org/</p>	
<p>2. Kindness Week allows the students to connect with other students and gain a sense of belonging and safety at school. Kindness Week allows the school to create a feeling of connectedness as a whole, which aligns with the Protective Factors framework.</p>	<p>Kindness Week allows the students to connect with other students and gain a sense of belonging and safety at school. Kindness Week allows the school to create a feeling of connectedness as a whole, which aligns with the Leader in Me and Wellbeing framework.</p>	
<p>3. Individual and group counseling/social work services (if you don’t use this program, delete)</p>	<p>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> <p>Check-in / Check-out (CICO) Tier -2 intervention System.</p>	
<p>4. Collaborative Classroom Instruction & Botvin Lessons</p>	<p>Collaborative Classroom Instruction (including Botvin lessons) will promote a culture of "growth mindset," listed as one protective factor that aims to strengthen students' ability to substance misuse or other</p>	

	<p>problem behaviors. These align with the cognitive social-emotional section of the protective factors framework because they promote opportunities for students to practice and learn skills for resilience. During collaborative classroom instruction, students will have access to topics like self-awareness, self-esteem, empathy, etc.</p>	
<p>6. Self-Regulation/Calm Kits ** New addition: Touchpoint Buzzers ** <i>Calm</i> meditation app (free for all educators)</p>	<p>Self-regulation/Calm Kits address the standard of self-regulation, executive functioning skills, and healthy coping skills. Students will be taught and shown how to regulate their emotions and have access to a variety of healthy coping skills. As stated above, this will promote hands-on learning opportunities for students to practice and learn skills.</p> <p>The implementation of the Touchpoint buzzers (I will educate individual parents on how they work and have parental permission slips signed if they would like their student to try this effective tool for regulation) Information on Touchpoint buzzers –worn on the wrist or held in hands. They are helpful for lots of situations, including anxiety and ADHD. The website has a ton of information about how to use them. Students will often open up a little more while holding or wearing them.</p> <p>Here is the encyclopedia of uses I will discuss with parents before use: https://thetouchpointsolution.com/pages/encyclopedia-of-uses</p> <p>For stress: https://thetouchpointsolution.com/pages/stress-and-touchpoints-manage-stress-and-anxiety</p> <p>Mental Health: https://thetouchpointsolution.com/pages/mentalhealth</p> <p>Other links are found at the top of the page; click "BY BENEFIT" to see more.</p> <p>How do Touchpoint buzzers work? TouchPoints work by altering the body's stress response with scientifically-proven BLAST (Bilateral Alternating Stimulation Tactile) technology. BLAST uses gentle, alternating vibrations on each side of the body to shift your brain from your default "fight or flight" response to your calm and in-control response. Over time, TouchPoints retrains your body, creating new behavior patterns that lessen the negative impacts of stress. TouchPoints are non-invasive and safe for use by adults and kids to relieve stress without drugs or side effects. https://thetouchpointsolution.com/pages/how-it-works</p> <p>The <i>Calm</i> app for self-regulation and meditation will help students when they are in a dysregulated state so that they can go from their downstairs brain to their upstairs brain. –The downstairs brain is responsible for keeping us safe, and the upstairs brain is responsible for thinking. More information on how touchpoint</p>	
<p>7. Pro-social Assemblies</p>	<p>Prosocial Assemblies allow the students to make connections with others in the community, which allows students to gain a sense of belonging and safety at school. These assemblies help the school create a feeling of connectedness as a whole, which aligns with the Protective Factors and Wellbeing framework and the Leader in Me curriculum. Prosocial Assemblies also address social connections and provide ways</p>	

	for students to form and maintain positive relationships within the school.	
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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:	Cost
1. Faculty PD & Parent Education Materials	Faculty PD and Parent Education Materials promote the "knowledge of development" section in the protective factors framework. Providing professional development opportunities for staff allows for greater classroom engagement in the topics that align with the protective factors. Through staff participation in PD, our school will help staff understand the important aspects of human and brain development, including the effects of trauma. Staff will strive to facilitate and model a growth mindset. Parents will also engage in learning about the aspects of human and brain development through the use of parent handouts and materials.	
2. Counselor Professional Development / Training / Conferences	Utah School Counselor Association Conference, UVU Mental Health Conference, Learning Edge Leadership Conference, USCA Annual Conference, BYU Student Leadership Conference, etc. Counselors will be able to engage with a collaborative team of educators at trainings/conferences that promote a whole child approach to learning. The counselor will be able to use the knowledge and skills gained to advocate for students and teach lessons that support students and teachers in these topics.	
3. March Madness : College and Career Readiness	College and Career Readiness Week: Taught all k-5th grade students the "Fishing for Careers" lesson during the month of March.	
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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:	Cost
1. Other clubs, service opportunities, or pro-social activities we <u>already</u> have in place? <ul style="list-style-type: none"> ● Bulldog Pride (Leader of the month, top dog of the month) ● Wellness Room ● Safe UT App ● PBIS ● Check-in/Check-out System ● PTA Sponsored Activities ● Brag Notes ● Leadership Day and Student Leadership positions ● Student BYU Leadership Conference 	These programs and applications all promote pro-social behaviors and provide students with leadership opportunities and structured, supervised, and engaging activities 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).	

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