

Parkside Positive Behavior Plan

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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:
Restorative Circles/Practices	Restorative practices at the elementary school level are used to support the well-being of students by creating a positive school climate and sense of community where students can feel safe, heard, and connected. By the end of elementary school, behavioral patterns are established and can predict delinquent behaviors and other mental health concerns by late adolescence. To maintain a positive school climate children need a sense of connection to the school and community, compassion, cultural humility, positive relationships, and safety (Ingraham, et al. 2016). With a greater sense of community, emotional intelligence, and stronger relationships, restorative practices in the school community encourages students to be more responsible and enhances learning (McCluskey, et al. 2008). This, in-turn, reduces the likelihood of substance use among students (Moon & Rao, 2011).
Second Step	The Second Step program is a whole-school approach specifically aimed at preventing or reducing aggression, violence, and substance abuse through the promotion of social and problem-solving skills, perspective taking, anger management, and impulse control. Second Step is linked to interpersonal and academic success (The Committee for Children, 2011a, 2011b; Frey et al., 2000; Taub, 2001). The program specifically seeks to promote the socio-emotional skills that predict student success in school and in life (The Committee for Children, 2008). Research conducted by CASEL via a meta-analysis found that students exposed to SEL lessons, (including Second Steps,) longitudinally had lower levels of conduct disorders, emotional distress, and decreased rates of drug use (Taylor, et al, 2017).
Botvin Life Skills: 5th Grade	Several studies show that the LST program produces reductions in drug use that are long-lasting. Studies published in top scientific journals such as the <i>Journal of the American Medical Association</i> (1995), <i>Addictive Behaviors</i> (2000), the <i>Archives of Pediatrics and Adolescent Medicine</i> (2006), and the <i>American Journal of Public Health</i> (2013) or presented at major scientific conferences (2012) show that LST produces effects on drug use that last for up to 12 years after the initial baseline assessment. That means the effects of LST can last through high school and college and even into young adulthood. Effectiveness: Cuts tobacco use by 87%. Cuts alcohol use by 60%. Cuts marijuana use by 75%. Cuts methamphetamine use by 68%. Cuts polydrug use by 66%. Reduces Pack-a-Day Smoking by 25%. Lowers risk for Rx & opioid misuse. Decreases Use of Inhalants, Narcotics and Hallucinogens. Reduces Violence. Reduces risky driving behavior. Demonstrates Effects on HIV Risk Behavior <i>Botvin LifeSkills Training</i> is based on more than 40 years of peer reviewed scientific research, and now holds the distinction of being the top research-based substance abuse prevention program in the

	<p>country. Populations: Tested on White, African-American, and Latino Youth Target Age: Upper Elementary School: Grades 3-6 Sources: (1) <i>Journal of Behavioral Medicine</i> (1983), (2) <i>Journal of Studies on Alcohol</i> (1984), (3) <i>Journal of Consulting and Clinical Psychology</i> (1990), (4) <i>Journal of the American Medical Association</i> (1995), and (5) <i>Archives of Pediatric & Adolescent Medicine</i> (2006). https://www.lifeskillstraining.com/fact-sheet/</p>
Red Ribbon Week	<p>Red Ribbon Week aims to instill empowerment in students and their ability to shape their communities through positivity, bravery, and strength (Red Ribbon Theme). Research suggests that social surroundings and more specifically, school environments, affect patterns of substance abuse among adolescents. Additionally, studies support that students enrolled in schools that implement the standards of red ribbon week throughout the year used substances at a lesser rate than schools without the implementation of red ribbon standards. Substance abuse programs are important to be able to help guide students through the complexities of substance use (Woodford, 2018) and encourage prosocial behavior.</p>
Individual and group counseling/social work services	<p>Children in our schools today have faced a myriad of negative experiences, traumas, and life stressors that create significant barriers in their ability to focus and learn in a classroom setting. Allowing students the time and space to meet with licensed professionals to process their grief, trauma, social pressures and even suicidal ideations has been shown through research to decrease the likelihood that students will use substances (Moon & Rao, 2011). Studies have demonstrated that groups focusing on skill-building result in a significant reduction of problematic emotional-behavioral symptoms in students (Merrell, 2007).</p>
Bullyology, Totem, and The Meanness Project	<p>The negative outcomes of school-bullying perpetration and victimization are well documented in the research literature. These outcomes highlight the need for effective intervention and prevention programs to reduce school-bullying amongst children and adolescents around the world. Cross-sectional studies have found that bullying perpetration and victimization experiences are associated with worrying mental health outcomes, such as increased suicidal ideation (e.g., Hinduja and Patchin 2010; Holt et al. 2015; Klomek et al. 2010). In addition, adolescent victims of school bullying have been found to report higher levels of social anxiety (e.g., Hawker and Boulton 2000) and depression (e.g., Ttofi et al. 2011a) in comparison to their non-victimized peers. Bullies, on the other hand, are more likely to carry weapons (e.g., Valdebenito et al. 2017) or use drugs (e.g., Ttofi et al. 2016; Valdebenito et al. 2015).</p>
Career Week	<p>This program promotes pro-social attitudes and behaviors by building connections with the larger community. In addition, it helps students to build a more positive association with their school community while becoming oriented towards the future. Building a more positive view of community and school, has been indicated to decrease the likelihood of substance use (Flay, 2000).</p>
Mind-Up Classroom Curriculum	<p>Students who received the MindUp program, compared to their peers who did not, had significant improvements across multiple areas including: Improved attention, improved stress physiology, as measured by cortisol, improved peer ratings of kindness, increased</p>

	pro-socialness and peer acceptance as well as improved academics (Schonert-Reich, et. al, 2015).
Prevent Child Abuse Utah -all classrooms, school-wide	Physical, sexual, or emotional abuse of a child qualifies as an Adverse Childhood Experience (ACE). Multiple studies have found that students who experience ACEs are more likely to suffer from maladaptive behavior including substance abuse (American Academy of Pediatrics, 2014). By providing students with abuse prevention programs they are given tools to learn to identify, report and even help prevent abuse from occurring, thus reducing the likelihood of ACEs. This will in-turn help to reduce the likelihood that students will begin using substances.
Wellness Center & PAWS Corners in Classrooms	<p>As rates of anxiety and depression are increasing among children and adolescents, supporting prosocial behaviors, teaching and practicing mindfulness and self-regulation, healthy development, and decreasing problem behaviors are primary goals of PAWS corners and the Wellness Center in school. These interventions help to build the core competencies of social emotional learning. Both PAWS corners and the Wellness Center work as a calm, safe space for students to use their skills to self-regulate and increase resilience. Research supports using mindfulness interventions to address attention and anxiety challenges, as well as behavioral challenges. (Semple, et al. 2010)</p> <p>Studies have demonstrated that individuals with drug dependency have less self-regulation skills than those without drug dependency. This leads to the conclusion that by teaching self-regulation skills and replacement strategies, drug dependency can be prevented.(Bakhshani & Hosseinbor, 2013)</p>

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:

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"> ● Peer Leadership (PALS) ● Junior Coaches ● Girls on the Run ● SafeUT App ● PBIS ● PTA sponsored activities—Movie night, Art night, Science night, etc. 	These programs and applications all promote pro-social 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).
Check-In/Check-Out-School-Wide Tier II	Schools that have effectively implemented schoolwide PBS plans, including interventions such as CICO, have seen significant reductions in negative behaviors and overall school climate improvement. Research demonstrates its effectiveness in elementary schools with 60-75% of at-risk students. (Crone, Hawken, & Horner, 2010).

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 program, club, etc. will address the use of tobacco, alcohol, electronic cigarette products, and other controlled substances:

Please note: The research cited may not use specific language, explicitly stating “substance use” with students. However, it demonstrates that the skills taught within these programs, for elementary-age students, support prevention of students’ use of substances (Moon & Rao, 2011).

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Data comparing drug use in students that received and did not receive Botvin Life Skills Training

