



West Windsor-Plainsboro Regional School District  
Student Assistance Counseling  
Grades 6 - 8

## Unit Title: Responsive Services

### Summary & Rationale

Many physical, cognitive, social, and emotional changes occur during the middle school years. Due to this, there are many risk factors present that can lead to difficulty in balancing the various aspects (i.e. academics, personal, and social) of student life. While the Student Assistance Program seeks to prevent these risk factors and increase protective factors, some students will require intervention services throughout their middle school years. The Student Assistance Counselor works in conjunction with other support services personnel to identify at-risk students and provide necessary assistance, such as individual or group counseling, to improve students' functioning in school. Issues may include, but are not limited to, substance abuse, mental health issues, peer conflict, and family dynamics. SACs will also be involved, when applicable, in a student's re-entry to school following hospitalization, drug testing, etc. The SAC will work with students' families within the bounds of confidentiality. Outside referrals to local therapists/agencies will be made when appropriate. In these cases, maintaining contact with outside providers may be a role served by the SAC.

### Timeline

September – June as needed

### NJ Core Curriculum Content Standards, 2014

#### 21st Century Life & Careers Standards: Career-Ready Practices

CRP3.	Attend to personal health and financial well-being
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social and economic impacts of decisions
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them

## ASCA Mindsets & Behaviors Standards, 2014

### Category 1: Mindset Standards

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2.	Self-confidence in ability to succeed
M 3.	Sense of belonging in the school environment
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes

### Category 2: Behavior Standards

#### Learning Standards

B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions

#### Self-Management Skills

B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem

B-SMS 8	Demonstrate the ability to balance school, home and community activities
B-SMS 9	Demonstrate personal safety skills
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
<b>Social Skills</b>	
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 3.	Create relationships with adults that support success
B-SS 4.	Demonstrate empathy
B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-SS 6.	Use effective collaboration and cooperation skills
B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>ASCA National Standards</b>	
<p><b>Standard A (Personal/Social):</b> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard B (Personal/Social):</b> Students will make decisions, set goals and take necessary action to achieve goals.</p> <p><b>Standard C (Personal/Social):</b> Students will understand safety and survival skills.</p>	
<b>PS:A1.1</b>	Develop positive attitudes toward self as a unique and worthy person

<b>PS:A1.2</b>	Identify values, attitudes, and beliefs
<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups
<b>PS:A1.10</b>	Identify personal strengths and assets
<b>PS:A1.11</b>	Identify and discuss changing personal social roles
<b>PS:A1.12</b>	Identify and recognize changing family roles
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities
<b>PS:B1.2</b>	Understand consequences of decisions and choices
<b>PS:B1.3</b>	Identify alternative solutions to a problem
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions
<b>PS:B1.12</b>	Develop an action plan to set and achieve realistic goals
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual

<b>PS.C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help
<b>PS.C1.6</b>	Identify resource people in the school and community, and know how to seek their help
<b>PS.C1.8</b>	Learn about the emotional and physical dangers of substance use and abuse
<b>PS:C1.11</b>	Learn coping skills for managing life events

### **Instructional Focus**

#### **Unit Enduring Understandings**

This unit will allow students to receive necessary support in managing the balance between physical, social, emotional, and academic needs, as outlined by WW-P's third district strategic goal. Some students require more support than others. It is important that these students have multiple adults in the building they can seek out in times of need. As a result of getting appropriate support, students will be able to identify emotions and learn to manage them more effectively, particularly in the school environment. The development of healthy coping skills will assist in this process. Furthermore, students will be more productive in the academic environment after receiving services. They will also learn to advocate for their own needs.

#### **Unit Essential Questions**

- Who are the student support services personnel I can reach out to in a time of need?
- Do I have the coping skills necessary for dealing with this issue?
- What is covered under confidentiality when speaking to a counselor?
- What are the laws and protocols regarding student crises?
- Am I safe in school?
- Can this problem wait or does it require immediate attention?
- Can I handle this on my own or is this a time adult support is important?

#### **Objective:**

- For students to identify and articulate the problem to an appropriate adult
- To accept help and be willing to make changes if needed
- To learn better ways of coping
- To understand the difference between an emergency or a problem that can wait

- To be able to be productive and effective in school
- To advocate for one's own needs

**Students will:**

- Learn who to seek out in times of need
- Learn the appropriate time to seek help
- Identify current healthy coping strategies as well as identify negative ones and replace them with new, appropriate skills
- Understand rules, policies, laws and protocol involved in the management of crisis events and those listed in the Code of Conduct
- Manage emotions effectively and adjust behavior when necessary
- Learn to balance academics, personal concerns, and social aspects
- Engage in prosocial behaviors

**Evidence of Learning**

**Assessment:**

- Follow up meetings will be conducted with the student to assess how the student is coping with the problem
- Students will reflect on their emotions, behaviors, and coping skills
- Students may be asked to participate in surveys that ask them to assess aspects of the Student Assistance Program
- Student's grades and ability to focus/complete work will be monitored
- When applicable, the SAC will collaborate with other school personnel and outside providers in assessing the student's progress

**Competencies for 21<sup>st</sup> Century Learners**

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

## Resources

### WW-P Resources:

- Crisis Manual
- Safety Contract
- Behavior Contract
- Guide to Traumatic Loss
- Student Code of Conduct
- Local Therapist/Psychologist Referral List

### Other Resources:

- Botvin's Life Skills Curriculum  
<https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>
- The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates by Arthur E. Jongsma Jr.
- Activities That Teach by Tom Jackson
- More Activities That Teach by Tom Jackson
- NCADD: [www.ncaad.org](http://www.ncaad.org)
- SAMHSA: [www.samhsa.gov](http://www.samhsa.gov)
- National Alliance on Mental Illness: <https://www.nami.org/>
- National Institute of Mental Health: <https://www.nimh.nih.gov/health/find-help/index.shtml>
- Society for the Prevention of Teen Suicide: <http://www.sptsusa.org/>
- The Columbia Lighthouse Project: <http://cssrs.columbia.edu>



## Unit Title: Substance Use Prevention

### Summary & Rationale

Substance use prevention is very important at the middle school level. There are many protective factors that can be targeted during this stage that will deter substance use, such as developing a strong bond with school, participation in school activities, cultivating positive relationships with adults, and increasing feelings of worth. It is also imperative that students have accurate information regarding different substances, understand the legal and personal consequences of drug use, and develop skills to decline substance use. Lastly, it is important for the student body to understand the role of the Student Assistance Counselor and what protections students have due to confidentiality. Classroom lessons and other activities increase exposure to the SAC.

In addition to targeting the student body, both parent and staff education are other important factors. Parent Education Nights will be offered as needed, particularly on current drug trends. Parents will become better educated on the topics and will be more adequately prepared for conversations with their children. Staff trainings will also be done to ensure faculty are familiar with the policies related to substance use as well as signs and symptoms of drug use. Because teachers spend the most time with the students, they are often the ones to first identify changes that may indicate an issue. Training by the SAC will better equip staff to follow proper protocol and make appropriate referrals.

### Timeline

- We're Not Buying It 2.0 Lessons: September through June
- Parent Education: September through June as needed
- Staff Training: September through June as needed
- Red Ribbon Week: October 23-31

### NJ Core Curriculum Content Standards, 2014

#### 21st Century Life & Careers Standards: Career-Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee
CRP3.	Attend to personal health and financial well-being

CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social and economic impacts of decisions
CRP7.	Employ valid and reliable research strategies
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
<b>ASCA Mindsets &amp; Behaviors Standards, 2014</b>	
<b>Category 1: Mindset Standards</b>	
M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2.	Self-confidence in ability to succeed
M 3.	Sense of belonging in the school environment
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes
<b>Category 2: Behavior Standards</b>	
<b>Learning Standards</b>	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LS 5.	Apply media and technology skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions

B-LS 10.	Participate in enrichment and extracurricular activities
<b>Self-Management Skills</b>	
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8	Demonstrate the ability to balance school, home and community activities
B-SMS 9	Demonstrate personal safety skills
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
<b>Social Skills</b>	
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 3.	Create relationships with adults that support success
B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-SS 6.	Use effective collaboration and cooperation skills

B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>ASCA National Standards</b>	
<p><b>Standard A (Personal/Social):</b> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard B (Personal/Social):</b> Students will make decisions, set goals and take necessary action to achieve goals.</p> <p><b>Standard C (Personal/Social):</b> Students will understand safety and survival skills.</p>	
<b>PS:A1.1</b>	Develop positive attitudes toward self as a unique and worthy person
<b>PS:A1.2</b>	Identify values, attitudes, and beliefs
<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups
<b>PS:A1.10</b>	Identify personal strengths and assets
<b>PS:A1.11</b>	Identify and discuss changing personal social roles
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities
<b>PS:A2.2</b>	Recognize alternative points of view
<b>PS:A2.6</b>	Use effective communication skills

<b>PS:B1.2</b>	Understand consequences of decisions and choices
<b>PS:B1.3</b>	Identify alternative solutions to a problem
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions
<b>PS:B1.8</b>	Know when peer pressure is influencing a decision
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
<b>PS.C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help
<b>PS.C1.6</b>	Identify resource people in the school and community, and know how to seek their help
<b>PS.C1.7</b>	Apply effective problem-solving and decision-making skills to make safe and healthy choices
<b>PS.C1.8</b>	Learn about the emotional and physical dangers of substance use and abuse
<b>PS.C1.9</b>	Learn how to cope with peer pressure
<b>PS:C1.11</b>	Learn coping skills for managing life events

**Instructional Focus**

**Unit Enduring Understandings**

This unit will increase students’ knowledge of various substances, such as marijuana and alcohol, as well as will improve their media literacy skills to better analyze the way these substances are promoted across various mediums (i.e. songs, social media advertisements, movies). It will also build students’ refusal skills. Activities done throughout the year will strive to target protective factors involved in decreasing/deterring substance use, such as building a strong connection to school. Students will also become more familiar with the

Student Assistance Counselor through these lessons and activities. This will make them more likely to seek out help when needed or should a friend need it.

### **Unit Essential Questions**

- Who is the Student Assistance Counselor?
- What is confidential when speaking to a counselor?
- What are school policies and procedures related to substance abuse?
- Who influences my decision making?
- What are consequences of drug use?
- How does the media impact drug use?
- How can I counteract peer pressure?
- Who are trusted adults in my life?
- How do I get support for myself or a friend if needed?
- What healthy coping skills do I have?
- What is the Lifeline Legislation and why is it important?
- What are different types of abused substances?
- What are current trends in drug use?

### **Objective:**

- Deter, decrease, and/or delay the use of substances
- Deconstruct media messages on various substances
- Increase knowledge of various substances
- Increase perception of immediate harm related to drug use
- Understand how decisions are made and the impact of those decisions
- Increase refusal skills
- Become more familiar with the SAC
- Build a stronger connection between the student body and school

### **Students will:**

- Develop an understanding of their circles of influence and identify how their surroundings can impact decision making related to alcohol and other drugs
- Identify physical, legal, and social consequences associated with substance use
- Learn about the Lifeline Legislation
- Breakdown myths associated with substance use
- Discuss dangers of access and availability relevant to drug use
- Practice refusal skills
- Identify healthy versus unhealthy coping skills
- Identify resources they can access for help

- Participate in activities that foster healthy development

### Evidence of Learning

**Assessment:**

- We're Not Buying It 2.0 Program: Students will complete a Pre- and Post-Evaluation
- Student informal feedback during/after lessons
- Feedback from teachers from interactions with students post-lessons
- Students may be asked to participate in surveys that ask them to assess aspects of the Student Assistance Program.

### Competencies for 21<sup>st</sup> Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

### Resources

**WW-P Resources:**

- Crisis Manual
- Safety Contract
- Behavior Contract
- Student Code of Conduct

**Other Resources:**

- We're Not Buying It 2.0 Curriculum: Media Literacy in the Digital Age
- Botvin's Life Skills Curriculum  
<https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>
- Monitoring the Future Study: <http://www.monitoringthefuture.org>
- NCADD: [www.ncaad.org](http://www.ncaad.org)
- Wellspring Center for Prevention: <https://wellspringprevention.org>
- SAMHSA: [www.samhsa.gov](http://www.samhsa.gov)

- Red Ribbon Campaign: <http://redribbon.org>
- National Drug Facts Week: <https://teens.drugabuse.gov/national-drug-alcohol-facts-week>
- National Institute on Drug Abuse for Teens: <https://teens.drugabuse.gov>
- The Adolescent Psychotherapy Treatment Planner: Includes DSM-5 Updates by Arthur E. Jongsma Jr.
- Activities That Teach by Tom Jackson
- More Activities That Teach by Tom Jackson



## Unit Title: Bullying Prevention

### Summary & Rationale

Most harassment, intimidation, and bullying (HIB) occurs at the middle school level. Therefore, it is imperative for actions to be taken to decrease and deter HIB behavior. Students must be educated on HIB law, policies, and procedures as well as be familiar with who the Anti-Bullying Specialist (ABS) is. The prevention activities and school-wide assemblies help to increase exposure to the ABS and inform students how to access the ABS if needed. In addition, these activities contribute to a positive school climate, which in turn creates a safer, more supportive environment for all. Classroom lessons serve as a vehicle to teach students necessary skills, such as conflict resolution and empathy, in order to engage students in the mission of decreasing bullying.

Staff must also be educated on HIB policies and procedures to ensure they take the necessary steps in reporting. It is the Anti-Bullying Specialist's responsibility to educate them as well as provide ideas for promoting a positive climate and culture, which in turn would decrease the likelihood of HIB occurring. Furthermore, school staff can help to prevent bullying by clearly and consistently responding to HIB behavior and setting appropriate expectations for students to follow. The ABS and other school officials are also tasked with educating parents on HIB law and procedures.

### Timeline

- HIB Overview Assembly: September
- Staff Training on HIB policy and procedures: September
- Week of Respect (including Character Does Matter assemblies): First week in October
- School Violence Awareness Week: Third week in October
- Unity Day: October
- Mykee Assembly: "You Don't Know Me 'Til You Know Me"
- Kindness Initiatives: November and/or February
- Day of Silence: April
- Classroom Lessons: September through June
- Parent Education: September through June as needed
- Other assemblies: September through June as determined by school buildings

<b>NJ Core Curriculum Content Standards, 2014</b>	
<b>21st Century Life &amp; Careers Standards: Career-Ready Practices</b>	
CRP1.	Act as a responsible and contributing citizen and employee
CRP3.	Attend to personal health and financial well-being
CRP4.	Communicate clearly and effectively and with reason
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<b>Learning Standards</b>	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LS 5.	Apply media and technology skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals

B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions
B-LS 10.	Participate in enrichment and extracurricular activities
<b>Self-Management Skills</b>	
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8	Demonstrate the ability to balance school, home and community activities
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B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
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<p><b>Standard A (Personal/Social):</b> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard B (Personal/Social):</b> Students will make decisions, set goals and take necessary action to achieve goals.</p> <p><b>Standard C (Personal/Social):</b> Students will understand safety and survival skills.</p>	
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<b>PS:A1.2</b>	Identify values, attitudes, and beliefs
<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups
<b>PS:A1.10</b>	Identify personal strengths and assets
<b>PS:A1.11</b>	Identify and discuss changing personal social roles
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities

<b>PS:A2.2</b>	Recognize alternative points of view
<b>PS:A2.3</b>	Recognize, accept, respect and appreciate individual differences
<b>PS:A2.4</b>	Recognize, accept and appreciate ethnic and cultural diversity
<b>PS:A2.5</b>	Recognize and respect differences in various family configurations
<b>PS:A2.6</b>	Use effective communication skills
<b>PS:A2.7</b>	Know that communication involves speaking, listening and nonverbal behavior
<b>PS:A2.8</b>	Learn how to make and keep friends
<b>PS:B1.2</b>	Understand consequences of decisions and choices
<b>PS:B1.3</b>	Identify alternative solutions to a problem
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions
<b>PS:B1.6</b>	Know how to apply conflict resolution skills
<b>PS:B1.7</b>	Demonstrate a respect and appreciation for individual and different cultures
<b>PS:B1.8</b>	Know when peer pressure is influencing a decision
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
<b>PS:C1.3</b>	Learn about the differences between appropriate and inappropriate physical contact
<b>PS:C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help

<b>PS:C1.6</b>	Identify resource people in the school and community, and know how to seek their help
<b>PS:C1.7</b>	Apply effective problem-solving and decision-making skills to make safe and healthy choices
<b>PS:C1.9</b>	Learn how to cope with peer pressure
<b>PS:C1.10</b>	Learn techniques for managing stress and conflict
<b>PS:C1.11</b>	Learn coping skills for managing life events

**Instructional Focus**

**Unit Enduring Understandings**

This unit will raise awareness of the impact that harassment, intimidation, and bullying have on individuals and the overall school environment. Students will better understand their role in the prevention and intervention of bullying. Lessons and activities will seek to promote a strong sense of community and responsibility while teaching necessary life skills. Students will also become better aware of the resources in the building, such as access to the ABS.

**Unit Essential Questions**

- Who is the Anti-Bullying Specialist/Student Assistance Counselor?
- Who are trusted adults in my life?
- What can my school do if I am being bullied?
- What can I do if I see bullying?
- When is it best to involve an adult rather than handle a situation on my own?
- What are the different types of bullying?
- How do I use social media appropriately?
- What are qualities of a good friend?
- What healthy coping skills do I have to deal with peer issues?
- What are techniques for conflict resolution?
- How do my actions impact others?

**Objective:**

- Reduce incidence of bullying
- Increase understanding of the laws/policies/procedures for HIB
- Become more familiar with the ABS/SAC
- Develop good character
- Understand the impact of bullying
- Learn how to appropriately use social media and consequences of inappropriate use
- Become involved in the school community in a positive, prosocial way
- Set appropriate boundaries
- Learn techniques to effectively manage conflict
- Build a strong bond to school

**Students will:**

- Understand NJ HIB law
- Become familiar with the policies and procedures for HIB
- Be able to list examples of how bullying impacts individuals and the school climate
- Differentiate between different types of bullying and list examples
- Learn about consequences of HIB
- Understand the ABS's role in HIB procedures
- Identify resources they can access for help
- Identify coping skills necessary for dealing with peer issues and/or pressure
- Recognize the impact poor decisions can have
- Be able to list appropriate conflict resolution skills
- Participate in assemblies and other activities that promote a positive climate and culture

**Evidence of Learning****Assessment:**

- Student informal feedback during/after lessons
- Feedback from teachers from interactions with students post-lessons/assemblies
- Students may be asked to participate in surveys that ask them to assess aspects of the Student Assistance Program, including assemblies
- Review of Harassment, Intimidation, and Bullying data by the School Climate Team
- When necessary, School Climate Team will establish and assess key action steps

## Competencies for 21<sup>st</sup> Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

## Resources

### WW-P Resources:

- HIB Policies and Procedures
- Crisis Manual
- Safety Contract
- Behavior Contract
- Student Code of Conduct
- Genesis and other district/state reporting

### Other Resources:

- NJ DOE HIB: <https://www.state.nj.us/education/students/safety/behavior/hib/>
- Travis Manion's Character Does Matter: <https://www.travismanion.org>
- We're Not Buying It 2.0 Curriculum: Media Literacy in the Digital Age
- Botvin's Life Skills Curriculum  
<https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>
- CASEL SEL Core Competencies <https://casel.org/>
- Michael Fowlin (" [www.mykeefowlin.com/](http://www.mykeefowlin.com/) )
- Stop Bullying: [www.Stopbullying.gov](http://www.stopbullying.gov)
- National Bullying Prevention Center: <http://www.pacer.org/bullying/resources/>
- Activities That Teach by Tom Jackson
- More Activities That Teach by Tom Jackson
- SAMHSA: [www.samhsa.gov](http://www.samhsa.gov)



## Unit Title: Mental Health Awareness/Wellness

### Summary & Rationale

There are many risk factors present during the middle school years, and middle school is a time of increased stress due to bodily changes related to maturation, social change, adjustment to a new school/preparation for high school, introduction of social media with new social pressures, and increasing responsibility. Education and promotion of protective factors throughout the middle school years is an important component of supporting positive and healthy adjustment. Research shows that students who feel part of their school community achieve more academically and refrain from dangerous behaviors. Providing a school milieu that encourages the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making creates an environment rich in protective factors. Providing programs to heighten awareness about school violence and HIB, alcohol & drug use, safe use of social media, and mental health and suicide risk supports prevention efforts by teaching students how to be prepared to deal with these issues. School wide initiatives allow for impact to occur across all grade levels and for the “buy in” among students to be greater as a result of full school participation. Data related to referrals for mental health treatment and behavioral statistics are closely monitored, and relevant interventions are targeted on a school-based basis, including prevention, intervention and referral services. Students are monitored once identified as at-risk, and/or upon return from treatment to ensure their needs are met and the social adjustment is supported. Parents are involved whenever possible and appropriate.

### Timeline

- September – June
- Programs scheduled as deemed appropriate
  - Stakeholders Meetings
  - Grade-level Behavioral Norms/HIB presentation
  - Week of Respect
  - Red Ribbon Week
  - School Violence Awareness Week
  - *“If Not Me, Then Who?”*
  - *Bystander: A Portrait in Apathy*
  - Mykee: *“You Don’t Know Me ‘Til You Know Me”*
  - AIR: *“Coming Up for Air”*
  - 7th Grade Challenge

- Mental Health Awareness Week
- *Bang Bang, You're Dead*
- Day of Silence
- Staff Training on Key Issues
- Relevant Parent Programs

**NJ Core Curriculum Content Standards, 2014**

**21st Century Life & Careers Standards: Career-Ready Practices**

CRP1	Act as a responsible and contributing citizen and employee
CRP3.	Attend to personal health and financial well-being
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social and economic impacts of decisions
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9.	Model integrity, ethical leadership and effective management
CRP12.	Work productively in teams while using cultural global competence

**ASCA Mindsets & Behaviors Standards, 2014**

**Category 1: Mindset Standards**

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2.	Self-confidence in ability to succeed
M 3.	Sense of belonging in the school environment
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6.	Positive attitude toward work and learning
<b>Category 2: Behavior Standards</b>	
<b>Learning Standards</b>	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LS 4	Apply self-motivation and self-direction to learning
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions
B-LS 10	Participate in enrichment and extracurricular activities
<b>Self-Management Skills</b>	
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8	Demonstrate the ability to balance school, home and community activities
B-SMS 9	Demonstrate personal safety skills

B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
<b>Social Skills</b>	
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 3.	Create relationships with adults that support success
B-SS 4.	Demonstrate empathy
B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-SS 6.	Use effective collaboration and cooperation skills
B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>ASCA National Standards</b>	
<p><b>Standard A (Personal/Social):</b> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard B (Personal/Social):</b> Students will make decisions, set goals and take necessary action to achieve goals.</p> <p><b>Standard C (Personal/Social):</b> Students will understand safety and survival skills.</p>	
<b>PS:A1.1</b>	Develop positive attitudes toward self as a unique and worthy person
<b>PS:A1.2</b>	Identify values, attitudes, and beliefs
<b>PS:A1.5</b>	Identify and express feelings

<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups
<b>PS:A1.10</b>	Identify personal strengths and assets
<b>PS:A1.11</b>	Identify and discuss changing personal social roles
<b>PS:A1.12</b>	Identify and recognize changing family roles
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities
<b>PS:B1.2</b>	Understand consequences of decisions and choices
<b>PS:B1.3</b>	Identify alternative solutions to a problem
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions
<b>PS:B1.12</b>	Develop an action plan to set and achieve realistic goals
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
<b>PS.C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help
<b>PS.C1.6</b>	Identify resource people in the school and community, and know how to seek their help

<b>PS.C1.8</b>	Learn about the emotional and physical dangers of substance use and abuse
<b>PS:C1.11</b>	Learn coping skills for managing life events
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<p>Mental Health Awareness has become recognized as a critical issue within schools, with the recognition that those who struggle later in life with mental health diagnoses are often able to identify their roots in adolescence. Most students who develop substance abuse issues have demonstrated use prior to age 14. Co-occurring disorders are now recognized as more often the norm, stressing the importance of prevention related to both substance abuse and mental health issues starting, at the earliest, in the middle school years. The added stressors of physical and emotional maturation, social change and social media contribute to increased acuity and often seemingly sudden onset. Shame is often an obstacle to allowing school personnel to be aware of these issues within the family. In particular LGBTQ+ students are at high risk for mental health issues, as are any students who feel marginalized or “different.” The role of the SAC in creating an atmosphere of acceptance and inclusion, as well as normalizing issues of “difference”, is key to creating a school climate supportive of students who struggle. Provision of primary prevention programs, school climate initiatives, and intervention and referral services is a critical role of student assistance.</p>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Am I “normal”?</li> <li>● To which adult(s) do I feel connected?</li> <li>● How do I belong?</li> <li>● How do I talk to people about what I am feeling/experiencing?</li> <li>● Am I alone in feeling like this?</li> <li>● What resources are available in the school, online, or in the community?</li> <li>● What do I do if I am aware a peer is having an issue with self-injury or suicidal thinking?</li> <li>● How will I deal with my parents’ reactions?</li> <li>● How can I let other students know I am an ally/support person?</li> <li>● How can I make my needs known, and to whom?</li> <li>● If I am aware of an issue within the school, to whom do I report it?</li> <li>● When do I need to ask for help and when can I manage it myself?</li> </ul>	

**Objective:**

- For students to be clear on behavioral expectations and norms
- For students to feel connected to their school community
- For students to understand the role of the SAC/ ABS and how to access services
- For each student to feel accepted and safe, both physically and emotionally
- For students to feel empowered to affect change in their school community
- For students to learn effective ways to advocate for their needs and the needs of others within the school community
- For students to embrace differences and collaborate toward common goals
- For students to be able to be productive and effective in school
- For students to see service as a learning opportunity and recognize positive feelings resulting from service
- To increase students' abilities to self-regulate and self-express
- To reduce incidents of school violence/HIB/truancy/at-risk behavior
- To increase awareness of mental health issues and suicide prevention

**Students will:**

- Learn the SAC role, become acquainted with the SAC, and see the SAC as a supportive and approachable person
- Learn appropriate social and emotional skills, in alignment with the WW-P strategic plan.
- Learn risk factors for mental health and substance abuse
- Learn to speak against the stigma related to mental health, substance use and suicidal thinking
- Demonstrate acceptance of self and others, embracing diversity and celebrating differences
- Learn to seek support if they see/hear something of concern
- Learn the appropriate time to seek help
- Identify current healthy coping strategies as well as identify negative ones and replace them with new, appropriate skills
- Understand rules, policies, laws and protocol involved in the management of crisis events and those listed in the Code of Conduct
- Manage emotions effectively and adjust behavior when necessary
- Learn to balance academics, personal concerns, and social aspects
- Engage in prosocial behaviors

## Evidence of Learning

### Assessment:

- Stakeholders (School Climate) Team will assess and monitor school climate and culture, making relevant recommendations
- School Climate Team will establish and assess key action steps
- Students will demonstrate an understanding and acceptance of mental health issues
- Students will identify as allies for groups of students who feel marginalized or different
- School Climate team will track relevant data regarding trends in attendance, behavior, mental health referrals and HIB, identifying patterns to be addressed
- Students may be asked to participate in questionnaires that ask them to assess aspects of the school culture and climate related to mental health, and at-risk behavior
- Students will reflect on their emotions, behaviors, and coping skills

### Competencies for 21<sup>st</sup> Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner



## Resources

### WW-P Resources:

- Crisis Manual
- Safety Contract
- Behavior Contract
- Guide to Traumatic Loss
- Student Code of Conduct
- Genesis and other district/state reporting

### Other Resources:

- Botvin's Life Skills Curriculum  
<https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>
- CASEL SEL Core Competencies <https://casel.org/>
- Campaign Connect 6-Step Cycle Guide, Center for Supportive Schools  
<https://www.supportiveschools.org/>
- GLSEN: <https://www.glsen.org/>
- This We Believe: Keys to Educating Young Adolescents, Association for Middle Level Education
- Activities That Teach by Tom Jackson
- More Activities That Teach by Tom Jackson
- AIR: Attitudes in Reverse <https://attitudesinreverse.org/>
- Travis Manion Foundation, Character Does Matter <https://www.travismanion.org/>
- Michael Fowlin ("Mykee" [www.mykeefowlin.com/](http://www.mykeefowlin.com/))
- NCADD: [www.ncadd.org](http://www.ncadd.org)
- SAMHSA: [www.samhsa.gov](http://www.samhsa.gov)
- National Alliance on Mental Illness: <https://www.nami.org/>
- National Institute of Mental Health: <https://www.nimh.nih.gov/health/find-help/index.shtml>
- Society for the Prevention of Teen Suicide: <http://www.sptsusa.org/>
- The Columbia Lighthouse Project: <http://cssrs.columbia.edu>

## Unit Title: Culture and Climate

### Summary & Rationale

Middle school is a time of increased stress due to many factors, such as bodily changes related to maturation, social change, adjustment to a new school/preparation for high school, introduction of social media with new social pressures, and increasing responsibility. Education and promotion of protective factors throughout the middle school years are important components of supporting a positive and healthy school climate. Research shows that students who feel part of their school community achieve more academically and refrain from dangerous behaviors. Providing a school milieu that encourages the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making creates an environment rich in protective factors. Providing programs to heighten awareness about school violence and HIB, alcohol & drug use, safe use of social media, and mental health and suicide risk supports prevention efforts by teaching students how to be prepared to deal with these issues. School wide initiatives allow for impact to occur across all grade levels and for the “buy in” among students to be greater as a result of full school participation. Students from each of the three grade levels participate as stakeholders in the School Climate Committee and collaborate with administration, staff, parents, and community members to evaluate school culture and climate trends through data analysis, creating relevant actions steps to affect positive change.

### Timeline

- September – June
- Programs scheduled as deemed appropriate
  - Stakeholders Meetings
  - Grade-level Behavioral Norms/HIB presentation
  - Week of Respect
  - Red Ribbon Week
  - School Violence Awareness Week
  - “If Not Me, Then Who?”
  - *Bystander: A Portrait in Apathy*
  - *Mykee: “You Don’t Know Me ‘Til You Know Me”*
  - *AIR: “Coming Up for Air”*
  - *Mental Health Awareness Week*
  - *Day of Silence*
  - *Staff training on key issues*

**NJ Core Curriculum Content Standards, 2014**

**21st Century Life & Careers Standards: Career-Ready Practices**

CRP1	Act as a responsible and contributing citizen and employee
CRP3.	Attend to personal health and financial well-being
CRP4.	Communicate clearly and effectively and with reason
CRP5.	Consider the environmental, social and economic impacts of decisions
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9.	Model integrity, ethical leadership and effective management
CRP12.	Work productively in teams while using cultural global competence

**ASCA Mindsets & Behaviors Standards, 2014**

**Category 1: Mindset Standards**

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2.	Self-confidence in ability to succeed
M 3.	Sense of belonging in the school environment
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6.	Positive attitude toward work and learning

<b>Category 2: Behavior Standards</b>	
<b>Learning Standards</b>	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions
B-LS 4	Apply self-motivation and self-direction to learning
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions
B-LS 10	Participate in enrichment and extracurricular activities
<b>Self-Management Skills</b>	
B-SMS 1.	Demonstrate ability to assume responsibility
B-SMS 2.	Demonstrate self-discipline and self-control
B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6.	Demonstrate ability to overcome barriers to learning
B-SMS 7.	Demonstrate effective coping skills when faced with a problem
B-SMS 8	Demonstrate the ability to balance school, home and community activities
B-SMS 9	Demonstrate personal safety skills
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

<b>Social Skills</b>	
B-SS 1.	Use effective oral and written communication skills and listening skills
B-SS 2.	Create positive and supportive relationships with other students
B-SS 3.	Create relationships with adults that support success
B-SS 4.	Demonstrate empathy
B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-SS 6.	Use effective collaboration and cooperation skills
B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>ASCA National Standards</b>	
<p><b>Standard A (Personal/Social):</b> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p><b>Standard B (Personal/Social):</b> Students will make decisions, set goals and take necessary action to achieve goals.</p> <p><b>Standard C (Personal/Social):</b> Students will understand safety and survival skills.</p>	
<b>PS:A1.1</b>	Develop positive attitudes toward self as a unique and worthy person
<b>PS:A1.2</b>	Identify values, attitudes, and beliefs
<b>PS:A1.5</b>	Identify and express feelings
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior

<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups
<b>PS:A1.10</b>	Identify personal strengths and assets
<b>PS:A1.11</b>	Identify and discuss changing personal social roles
<b>PS:A1.12</b>	Identify and recognize changing family roles
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities
<b>PS:B1.2</b>	Understand consequences of decisions and choices
<b>PS:B1.3</b>	Identify alternative solutions to a problem
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions
<b>PS:B1.12</b>	Develop an action plan to set and achieve realistic goals
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
<b>PS.C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help
<b>PS.C1.6</b>	Identify resource people in the school and community, and know how to seek their help
<b>PS.C1.8</b>	Learn about the emotional and physical dangers of substance use and abuse

<b>PS:C1.11</b>	Learn coping skills for managing life events
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<p>The programs provided on a team-level, grade-level, and/or whole school community basis allow students to receive necessary support in managing the balance between physical, social, emotional, and academic needs, as outlined by WW-P’s third district strategic goal. Students will learn about the cultural norms and expectations of the classroom, team, grade-level and school community. It is important that all students have peers and adults in the building they can connect with, and it is essential that the environment supports connection and emotional safety. The student voice is recognized as a driving force in making key decisions, as are those of our other valued stakeholders. As a result of gathering and reviewing data, action steps are taken to enhance the school climate and culture. Programs are provided, based upon identified needs, creating a responsive environment. Students who are supported by the culture and climate of the school will be able to identify emotions and learn to manage them more effectively, particularly in the school environment. The development of prosocial skills will assist in this process. Furthermore, students will be more successful in the academic environment when they feel safe and supported. They will also learn to advocate for their own needs, and the needs of others within the school and greater community, embracing service as a learning opportunity.</p>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What is expected of me as a member of my school/grade/community?</li> <li>● To which adult(s) do I feel connected?</li> <li>● How do I belong?</li> <li>● What do I do if I am aware a peer is having an issue with HIB or emotional well-being?</li> <li>● How can I make my needs known, and to whom?</li> <li>● How can I be an active part of the school community?</li> <li>● If I am aware of an issue within the school, to whom do I report it?</li> <li>● What opportunities are available to help me feel connected to my school?</li> </ul>	
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>● For students to be clear on behavioral expectations and norms</li> <li>● For students to feel connected to their school community</li> <li>● For students to understand the role of the SAC/ ABS and how to access services</li> </ul>	

- For each student to feel accepted and safe, both physically and emotionally
- For students to feel empowered to affect change in their school community
- For students to learn effective ways to advocate for their needs and the needs of others within the school community
- For students to embrace differences and collaborate toward common goals
- For students to be able to be productive and effective in school
- For students to see service as a learning opportunity and recognize positive feelings resulting from service
- To increase students' abilities to self-regulate and self-express
- To reduce incidents of school violence/HIB/truancy
- To increase awareness of mental health issues and suicide prevention

**Students will:**

- Learn appropriate social and emotional skills, in alignment with the WW-P strategic plan
- Learn the appropriate time to seek help
- Identify current healthy coping strategies as well as identify negative ones and replace them with new, appropriate skills
- Understand rules, policies, laws and protocol involved in the management of crisis events and those listed in the Code of Conduct
- Manage emotions effectively and adjust behavior when necessary
- Learn to balance academics, personal concerns, and social aspects
- Engage in prosocial behaviors
- Participate in school-wide activities and initiatives

**Evidence of Learning**

**Assessment:**

- Stakeholders (School Climate) Team will assess and monitor school climate and culture, making relevant recommendations
- School Climate Team will establish and assess key action steps
- School Climate team will track relevant data regarding trends in attendance, behavior and HIB, identifying patterns to be addressed
- Students may be asked to participate in questionnaires that ask them to assess aspects of the school culture and climate
- Students will reflect on their emotions, behaviors, and coping skills



## Competencies for 21<sup>st</sup> Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

## Resources

### WW-P Resources:

- Crisis Manual
- Safety Contract
- Behavior Contract
- Guide to Traumatic Loss
- Student Code of Conduct
- Genesis and other district/state reporting

### Other Resources:

- Botvin's Life Skills Curriculum  
<https://www.lifeskillstraining.com/botvin-lifeskills-training-middle-school-program/>
- CASEL SEL Core Competencies <https://casel.org/>
- Campaign Connect 6-Step Cycle Guide, Center for Supportive Schools  
<https://www.supportiveschools.org/>
- GLSEN: <https://www.glsen.org/>
- This We Believe: Keys to Educating Young Adolescents, Association for Middle Level Education
- Activities That Teach by Tom Jackson
- More Activities That Teach by Tom Jackson
- AIR: Attitudes in Reverse <https://attitudesinreverse.org/>
- Travis Manion Foundation, Character Does Matter <https://www.travismanion.org/>
- Michael Fowlin ("Mykee" [www.mykeefowlin.com/](http://www.mykeefowlin.com/))
- NCADD: [www.ncadd.org](http://www.ncadd.org)
- SAMHSA: [www.samhsa.gov](http://www.samhsa.gov)

- National Alliance on Mental Illness: <https://www.nami.org/>
- National Institute of Mental Health: <https://www.nimh.nih.gov/health/find-help/index.shtml>
- Society for the Prevention of Teen Suicide: <http://www.sptsusa.org/>
- The Columbia Lighthouse Project: <http://cssrs.columbia.edu>