

## East High Positive Behavior Plan

Positive Behavior Specialist: Whitney Watchman

Date discussed with and received input from SIC: 9/7/23

Date discussed with and received input from SCC: 9/12/23

Parent Communication:

Date plan was completed:

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:
1. BEAST Framework and Matrix (Attachments A1-A10)	Consequences/sanctions are priorities over “punishment”. Students feel prepared to prevent future or further harm to themselves or others.
2. Connections (Attachments C1-C4)	Advisory Class 9-12: same teacher and group all four years. Each student is confident that at least one adult will advocate for their perspective/well-being.
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 can 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). 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).
4. Bullying and Harassment Prevention	Classroom-based lessons and confidential reporting systems are implemented and focused specifically on identification/interruption of bullying behavior. This

	<p>provides students with skills to advocate for themselves and others to prevent bullying behavior within the context of school and online. Evidence supports that providing lessons and support in these areas provides students with strategies that reduce bullying both on individual and school-wide levels (Olweus, 1991; Smith and Sharp, 1994). Bullying behavior, especially when severe can qualify as an Adverse Childhood Experience (ACE) and studies have found that when students experience ACEs, they are more likely to suffer from maladaptive behavior including substance use (American Academy of Pediatrics, 2014). By providing students with bully prevention programs that reduce bullying, and thus reducing the likelihood of ACEs, we are reducing the likelihood that students will begin using substances.</p>
5. Techniques for Tough Times	<p>Program empowers students to resist peer pressure, think through choices and consequences, and can say NO.</p>
6. Hope Squad	<p>Peer-to-peer suicide prevention program.</p>
7. Mindfulness	<p>Once a week mindfulness workshop with Rose Renaud, school counselor at East High.</p>
8. Restorative Circles/Practices/Youth Court: East Edition	<p>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, and strengthens 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 &amp; 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 &amp; Rao, 2011).</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:
1. SEL Groups	4-week groups focusing on grief, anxiety, and depression.
2. Brief Intervention for School Clinicians (BRISC).	BRISC engages students and triages mental health needs through four individually focused sessions (McCauley & Ludwig, 2022).

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"> <li>• Peer Leadership</li> <li>• SafeUT App</li> <li>• PBIS</li> <li>• PTA sponsored activities—Art night, Science night, etc.</li> <li>• Beast Bucks/School Store (B1)</li> <li>• Keys to Success</li> <li>• Interact, BSU, QSA, Amnesty, Zumba, LSU, Key Club</li> <li>• AVID</li> <li>• Student Senate</li> <li>• Athletic Program</li> </ul>	<p>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 &amp; Rao, 2011).</p>

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