

Program Components

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease.

Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Short Term Outcomes

Targeted outcomes that the program is designed to impact immediately following program completion

Long Term Outcomes

Outcomes impacted by the program months/years following program completion that have been demonstrated through research

Lessons

Goal: To teach youth specific skills

45 individual EQ/PX2 Lessons for every 9th Grade student

Small group counseling sessions @ Tier 2 and FBA/Individual behavior plans @ Tier 3

SWPBIS – Consistent School Wide Expectations
Cool Tools lessons by location

Generalization

Goal: To apply skills to new contexts throughout each school day

Bully-Buster meetings – Every Wednesday Morning

Integration with other subject/Settings

Students Taking an Active Role (STAR) program every Friday

Check In-Check Out @ Tier 2
FBA – Individual Behavior Plans @Tier 3

Parent Materials

Goal: To extend learning to the home environment

Reinforcement of positive behaviors across all settings.
Trojan Tickets – Reward Menu

Letters sharing key concepts and objectives

Activities to extend learning and encourage practice and discussion

Risk Factors

- *Aggressive Behavior
- *Impulsive Behavior
- *Poor problem solving skills
- *Poor social skills
- *Early initiation and persistent antisocial behavior
- *Poor academic performance
- *Low school commitment
- *Favorable attitudes towards antisocial behavior

Protective Factors:

- *Emotional awareness and understanding
- *Emotional regulations
- *Social skills
- *Problem solving
- *School rewards for prosocial involvement
- *Interaction with prosocial peers
- *Parental Engagement

Improved Emotion Knowledge & Awareness:

Self-awareness – Students recognize their own emotions and how they affect their thoughts and behavior. They know their strengths and weaknesses, and have self-confidence.

Self-management – They are able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

Social awareness – They can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

Relationship management – They know how to develop and maintain positive relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Resiliency – They can bounce back from setbacks, better tolerate stressors, and develop the grit necessary to endure hard times.

Reduced Antisocial Behaviors:

- *Less likely to show aggressive & impulsive behavior
- *Less likely to show disruptive classroom behaviors
- *Less likely to be rated by peers as aggressive and disruptive
- *More likely to show prosocial behavior with peers

Improved Social & Emotional Skills:

- *More likely to have an open mindset geared toward growth.
- *More likely to develop personal reflection skills and metacognition.
- *More likely to develop more positive and proactive plans for solving interpersonal problems and conflicts
- *More accurate understanding of their emotions and their effects on others

Improved Cognitive Abilities (Executive Functions)

- *More use of Inhibitory control (being able to efficiently shift thinking)
- *More likely to effectively plan during cognitive tasks

Improved Academics:

- *More likely to be engaged and attentive in classroom work
- *More likely to complete assigned classroom work
- *Less likely to allow uncomfortable emotions to affect the learning process