



## Real Education About Life:

The goals of the REAL program are:  
To provide the dedicated In School Suspension (ISS) classroom with a specific intervention to address behavior change and to provide the disciplinarians an alternative to out-of-school suspensions.

Loyola University Chicago  
School-Based Health Center at  
Proviso East High School  
Maywood, IL



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MARCELLA  
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SCHOOL of NURSING

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## I. NEEDS ASSESSMENT

Prior to the REAL program, the in-school suspension (ISS) classroom was a dedicated room in the high school with little to no interventions. Students were referred to ISS for various rule infractions and remained in the classroom ranging from one class period to multiple days. While the students were in the classroom, they were expected to remain quiet, not talk to one another, refrain from using electronic devices, and were expected to complete classwork. Through observation, it was noted that students struggled with this expectation and often did not receive their classwork from their teachers. The ISS classroom has been staffed by two PEHS staff, one of which is a special education teacher and the other is a teaching assistant. The two staff members were responsible for enforcing the rules, monitoring behavior, and requesting homework from teachers.

Students who were referred to ISS did not have an opportunity to address the behavior that got them there in the first place and often did not receive their homework for the day, which led to more disruptive behaviors.

There was an expectation that the ISS teacher would facilitate a discussion on “character education”, however it appeared as though this did not occur and the text for the “character education” was outdated. When asked about the “character education” the students did not know what that was and the staff replied similarly.

In-school suspension can provide a direct intervention for students who have had disciplinary issues. The goals of the REAL program are to: provide the dedicated ISS classroom with a specific intervention to address behavior change and to provide the disciplinarians an alternative to out-of-school suspensions.

## II. WORKING WITH SCHOOL ADMINISTRATORS

### How to get permission?

Schedule a meeting with school administration/school disciplinarians to discuss the discipline policy (make sure to do your homework and review prior to your meeting). Most school discipline policies are located on the school district website or available through the Student Code of Conduct.

Explain why you believe that targeted interventions in an in-school suspension classroom are beneficial.

### For example:

- Helps students to process violations of Student Code of Conduct with a trained mental health professional
- Provides students with alternative coping skills and relaxation techniques
- Provides students with the ability to change their behavior in the future
- Provides students with an alternative to out-of-school suspensions

Stress the importance of working together and helping the school with providing students with additional support and resources.

### ASK for their ideas!

### ASK for their input!

### ASK for their ongoing support through the process!

If you do not involve administration in your program, it is not as likely to be an effective program. It is just as important to keep them involved throughout the school year by providing updates and written documentation of what you are doing in the program, i.e. copies of the in-school suspension schedule, any issues/concerns regarding the structure of the program, etc...

## III. WHY IN-SCHOOL SUSPENSION?

The students are a “captive” audience, which allows for different programming throughout the school day that they would not necessarily receive if they were in class.

ISS is a better alternative than out-of-school suspensions, which has proved over time to be ineffective in addressing the root cause of the behavior. Students who are suspended at least once have a greater chance of being suspended again, are at risk for a multitude of risk-taking behavior such as substance abuse, teen pregnancy, and dropping out of school.

By providing programming in school, it is possible to decrease some of these negative outcomes. ISS programs typically fall into three categories: punitive, academic, or therapeutic. Programs that combine all three categories are most successful in addressing negative behaviors and empowering students to seek change in their behaviors.

**\*The most effective in-school programs include the following :**

1. Ways to ensure in-school suspension is the appropriate consequence (i.e. ISS is not necessarily the appropriate choice for students with truancy issues)
2. Limited amount of days (students should not be sent to ISS indefinitely)
3. Problem solving and/or mediation among teachers and students or students and students; this provides a contract for future expectations
4. Staffed by both a teacher who can assess students for unidentified learning issues and/or a counselor who can explore the root causes of problems with students.

#### **IV. PROGRAM DEVELOPMENT AND OVERVIEW**

##### **Program Description:**

*Real Education About Life* (REAL) is a program that is offered by Loyola's School-Based Health Center (SBHC) as an additional intervention in the dedicated in-school suspension classroom. The program consists of an in-school suspension reflection form, individual processing with SBHC LCSW as needed, and a forty-five minute lesson on various topics during one class period every day. The lessons focus on five main topics: relationships, anger management, substance use & abuse, life skills training, and stress management.

The lessons that are used in the REAL program are from evidenced-based curriculums proven to be effective in working with at-risk youth. The in-school reflection form is completed by each student who is referred to in-school suspension, reviewed by the ISS teacher, and processed with SBHC LCSW if deemed necessary (i.e. more serious incidents that may require more social-emotional support). The SBHC LCSW also reviews each of the forms and meets with students that are not identified by the ISS teacher if necessary.

##### **Program Evaluation:**

The SBHC LCSW receives the daily attendance for the students who have been referred to the in-school

suspension classroom. Only the students who are in ISS classroom for the 45 minute lesson receive the mental health education component of the REAL Program. All students receive the ISS Reflection Form and are asked to complete it. All students have access to the SBHC LCSW while they are in the ISS classroom and for follow-up services.

During the 2014-2015 school year, program evaluation has been informal as this was the first year of the program. SBHC LCSW often had a positive response from students during the lessons and especially in follow-up sessions the students. Many students have learned about the SBHC through the REAL program and have secured follow-up appointments with the SBHC LCSW and/or other medical providers. A more formal evaluation will be completed during the 2015-2016 school year, including pre and posttests.

##### **Program Materials**

- In-School Suspension Reflection Form (created by SBHC LCSW)
- In-School Suspension Schedule (Fall/Spring Semesters)
- Weekly Attendance Form (emailed to Deans of Students)

##### **CORE Workbooks & Curriculums:**

###### **Mondays: Relationships**

- Marline Pearson (2013). *Relationship Smarts Plus 3.0*: 12 lessons for teens about love and romance

###### **Tuesdays: Anger Management**

- W. Michael Nelson III & A.J. Finch Jr (2008): *Keeping Your Cool: The Anger Management Workbook* Second Edition

###### **Wednesdays: Substance Use/Abuse**

- Steven Sussman, Sande Craig, & Mary Ann Moss (2009): *Project Towards No Drug Abuse (TND)*

###### **Thursdays: Life Skills**

- Gilbert J. Botvin (2006): *Life Skills Training: Promoting Health and Personal Development*

###### **Fridays: Stress Management**

- Diane de Anda (2002): *Stress Management for Adolescents—A Cognitive-Behavioral Program*

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\*Anita Rogers, PhD, *Disciplinary In-School Suspension (DISS): An Alternative Strategy to Reduce Delinquency & School Failure*. The TA Times, Volume 1, Issue 3, June 26, 2012.



**The following are additional resources that were used to supplement the above material:**

**Relationships:**

- Kerry Moles (2001). The Teen Relationship Workbook: for professionals helping teens to develop healthy relationship and prevent domestic violence
- Dating Violence: [http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen\\_dating\\_violence.html](http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html)
- Break the Cycle: <http://www.breakthecycle.org/learn-about-dating-violence>
- Love is Respect: <http://www.loveisrespect.org/>
- Dating Violence Prevention: <http://youth.gov/youth-topics/teen-dating-violence>
- Healthy Relationships: <http://www.hhs.gov/ash/oah/adolescent-health-topics/healthy-relationships/dating-violence.html>
- Teen Relationships Discussion Cards (2001). Wellness Reproductions and Publishing, LLC; [www.wellness-resources.com](http://www.wellness-resources.com)

**Anger:**

- SAMHSA: Anger Management for Substance Abuse & Mental Health Clients: A cognitive Behavioral Therapy Manual (2012). Available for FREE download
- Raychelle Cassada Lohmann. An Instant help book for teens series: the anger workbook for Teens (2009).
- Jim Larson. ThinkFirst: Addressing Aggressive Behavior in Secondary Schools (2005).

- Majorie Mitlin, MSW, Emotional Bingo (2006). Western Psychological Services. <https://www.creativetherapystore.com/>
- Gordon Greenhalgh, Talk-It-Out: A Therapeutic Board Game Designed to Encourage Teens to Communicate (2002). Western Psychological Services. <https://www.creativetherapystore.com/>

**Substance Abuse:**

- <http://www.samhsa.gov/>
- <http://teens.drugabuse.gov/>
- High School Youth Trends: <http://www.drugabuse.gov/publications/drugfacts/high-school-youth-trends>
- Adolescent Health: <http://www.hhs.gov/ash/oah/adolescent-health-topics/substance-abuse/>
- Teen Drug Abuse: <http://www.teen-drug-abuse.org/>
- Partnership for Drug Free Kids: <http://www.drug-free.org/>
- CDC: <http://www.cdc.gov/healthyyouth/alcohol-drug/>
- American Academy of Child & Adolescent Psychiatry: [http://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FAacts\\_for\\_Families\\_Pages/Teens\\_Alcohol\\_And\\_Other\\_Drugs\\_03.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FAacts_for_Families_Pages/Teens_Alcohol_And_Other_Drugs_03.aspx)
- Substance Abuse Prevention: <http://youth.gov/youth-topics/substance-abuse>
- MTV Substance Abuse Resources: <http://substance-abuse.mtv.com>

**Life Skills:**

- Lesson Plan-Resume Writing: <http://lesson-planspage.com/olasslabordayresumewritingforteen-sandcharacteranalysis812-htm/>
- Teen Guide to Money: <http://www.teensguidetomoney.com/earning/building-a-resume/what-to-put-on-a-resume/>
- Interest Inventory: [https://dlr.sd.gov/lmic/pdfs\\_and\\_other\\_files/cwonders\\_interest\\_survey.pdf](https://dlr.sd.gov/lmic/pdfs_and_other_files/cwonders_interest_survey.pdf)

**Stress:**

- Nancy Driscoll, MS, RNCS. Stress Bingo for Teens: An engaging and educational game about stress and ways to reduce it (2001). Wellness Reproductions & Publishing, LLC.

- Teen Stress Test: [https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest\\_20130813.pdf](https://www.mhankyswoh.org/Uploads/files/pdfs/Stress-TeenStressTest_20130813.pdf)
- Strong Teens Unit Tests: <http://strongkids.uoregon.edu/unittests/strongteens.pdf>
- American Psychological Association: <http://www.apa.org/helpcenter/stress-teens.aspx>
- Kids Health-Stress & Coping Center: [http://kidshealth.org/teen/centers/stress\\_center.html](http://kidshealth.org/teen/centers/stress_center.html)
- Teen Stress: [http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/\\_includes/Teen\\_Stress\\_Standalone.pdf](http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Teen_Stress_Standalone.pdf)

## V. IMPLEMENTATION

- Best to start at the beginning of the school year if possible and continue throughout the remainder of the school year
- Commit to the number of days/week (daily is best)
- Carve time out of schedule for preparation (10-15 minutes/day)
- Carve time out of schedule for same provider to be able to facilitate the program
- Collect and Review In-School Suspension Reflection Forms and follow-up with students as needed
- Develop a plan for obtaining student information (i.e. sign-in sheet, email from the ISS teacher confirming students present)
- Submit weekly attendance sheet (via email works best) to disciplinarians so that they can document participation in program via school system (i.e. PowerSchool)

## VI. FEEDBACK/EVALUATION

### Informal feedback:

- Asking students what they think about the material, program, etc...
- Asking ISS staff for feedback and collaboration
- Asking administration for feedback

### Upcoming evaluation components:

- Comparison of students who received ISS reflection form and the 45 minute lesson vs students who only received the ISS reflection form
- Pre and post-tests for each subject area

## Overall Challenges/Barriers:

- Ever-changing group of students
- Lack of support from substitute teachers (when the regular ISS teacher is absent)
- Students do not always want to participate; having to manage the classroom to avoid side conversations
- Students are sent to ISS throughout the day, sometimes disrupting the lesson
- Students refuse to complete ISS Reflection
- ISS teacher does not consistently have the students complete the ISS Reflection
- Students at times are sent back up to the disciplinarians by school staff for disrupting the program
- Students are not following the regular ISS rules (i.e. being on cell phones, talking, sleeping, etc...)

## VII. CONCLUSION

In-school suspension can be a great alternative to out of school suspensions for students at all grade levels. School-based health center staff can play an essential role in becoming more involved in the school community outside of the clinic walls. Often times, school districts do not have the funding to allow school counselors or social workers to be assigned to a dedicated in-school suspension classroom. SBHC's with full-time behavioral health clinicians can be more flexible in providing this resource and count the intervention time as a 'group encounter'. By being a part of the school interventions, it allows students to learn more about their SBHC and hopefully access services in the future.

## VIII. APPENDIX/RESOURCES

- A. IN-SCHOOL-SUSPENSION REFLECTION
- B. WEEKLY ATTENDANCE FORM
- C. ISS Schedule-Fall 2014
- D. ISS Schedule-Spring 2015



### IN-SCHOOL-SUSPENSION REFLECTION

STUDENT ID# \_\_\_\_\_

**1. WHY WERE YOU REFERRED TO ISS?**

- Fight
- Verbal altercation with Peer
- Verbal Altercation with Staff
- Late to School/Class/Tardies
- Off Campus
- Under the influence of drugs/alcohol
- Kicked out of class
- Hall Sweep/walking the halls
- Other: \_\_\_\_\_

**2. WHAT WERE YOU DOING BEFORE?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**3. WHAT HAPPENED? (INCIDENT):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**4. WHAT WERE YOU THINKING/FEELING AT THE TIME?**

**I WAS THINKING:** \_\_\_\_\_

\_\_\_\_\_

**I WAS FEELING:** \_\_\_\_\_

\_\_\_\_\_

**5. WHAT DID YOU WANT TO HAPPEN?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**6. DID YOU GET WHAT YOU WANTED?** \_\_\_\_\_

**7. WHAT CAN YOU DO DIFFERENTLY NEXT TIME? (IDENTIFY AT LEAST 2 REALISTIC IDEAS)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**WEEKLY ATTENDANCE FORM**  
**Loyola University Chicago-School Based Health Center**  
**The R.E.A.L. Program—Weekly Attendance**

<b>Date</b>	<b>Dean</b>	<b>Student Id</b>	<b>Topic</b>
9/8/14	Smith	123	Who Am I and Where Am I Going?
9/8/14	Smith	456	Who Am I and Where Am I Going?
9/8/14	Smith	789	Who Am I and Where Am I Going?
9/8/14	Powers	101	Who Am I and Where Am I Going?
9/9/14	Powers	102	Myths & Denials Surrounding Drug Use
9/9/14	Davis	103	Myths & Denials Surrounding Drug Use
9/9/14	Smith	104	Myths & Denials Surrounding Drug Use
9/9/14	Davis	105	Myths & Denials Surrounding Drug Use
9/10/14	Powers	106	What Makes You Angry



**Loyola University Chicago:**  
**School-Based Health Center In-School Suspension Schedule - Fall 2014**  
**The Real Education About Life Program (R.E.A.L.)**

<b>Dates</b>	<b>Mondays: Relationships</b>	<b>Tuesdays: Anger Management</b>	<b>Wednesdays: Sub- stance Use &amp; Abuse</b>	<b>Thursdays: Life Skills Training</b>	<b>Fridays: Stress Management</b>
<b>8/25/14</b>	Who Am I and Where Am I Going? (p.1-3)	*KYC: What is Anger? (p. 13-18)	Active Listening (Communication Skills)	The Value of Good Health (p.1-7)	Identifying Stress (p. 1-10)
<b>9/1/14</b>	<b>HOLIDAY</b>	KYC: Your Anger (p. 19-28)	Stereotyping (Peer Pressure)	Decision Making for Health part 1 (p.8-11)	Distress: The Alarm Reaction (p. 11-16)
<b>9/8/14</b>	Maturity Issues and What I Value (p.4-5)	KYC: What Makes You Angry (p.29-28)	Myths and Denials (surrounding drug use)	Decision Making for Health part 2 (p.12-14)	The Mind-Body Connection (p. 17-20)
<b>9/15/14</b>	Attractions & Infatuation (p.6-7)	KYC: It's All About How you Look at It (p. 39-46)	Chemical Dependency	Risk-Taking and Substance Abuse (p. 15-21)	Self-Talk (p. 21-26)
<b>9/22/14</b>	Principles of Smart Relationships (p.8-11)	KYC: More About You & Your Anger (p. 47-59)	Talk Show-Understanding Empathy	The Media and Health part 1 (p. 22-27)	Calm Body, Clear Mind (p. 27-30)
<b>9/29/14</b>	Is it a Healthy Relationship? (p.12-15)	KYC: Identifying Irrational Beliefs (p. 60-77)			
	Stress, Health, & Goals	The Media and Health part 2 (p. 28-32)	Meaning (p. 31-36)		
<b>10/6/14</b>	Decide, Don't Slide (P.16-19)	KYC: Self Talk and Attitude Checks (p. 78-84)	Tobacco Basketball and Use Cessation	Managing Stress, Anger, and Other Emotions part 1 (p. 33-36)	Calming Actions (p. 37-42)
<b>10/13/14</b>	<b>HOLIDAY</b>	KYC: Relaxation (p. 85-96)	Self-Control (positive peer culture)	Managing stress, anger and other emotions part 2 (p. 37-40)	Putting It All Together: Role Playing (p. 43-44)
<b>10/20/14</b>	Dating Violence & Breaking Up (p.20-21)	KYC: Problem Solving (p.97-122)	Marijuana Panel (social and emotional costs)	Family Communications part 1 (p. 41-45)	Problem Solving Actions (p. 45-52)
<b>10/27/14</b>	Communication and Healthy Relationships Part 1 (p.22-25)	KYC: Assertion (p.123-140)	Positive & Negative Thoughts - Behavior Loops	Family Communications part 2 (p. 49-50)	Personal Tension Spots (p.53-58)

*KYC: Keeping Your Cool; TF: Think First*

<b>Dates</b>	<b>Mondays: Relationships</b>	<b>Tuesdays: Anger Management</b>	<b>Wednesdays: Sub- stance Use &amp; Abuse</b>	<b>Thursdays: Life Skills Training</b>	<b>Fridays: Stress Management</b>
<b>11/3/14</b>	Communication and Healthy Relationships Part 2 (p.26-28)	KYC: Humor (p.141-156)	Perspectives (making drug abuse prevention slogans/posters)	Healthy Relationships part 1 (p. 54-56)	Stress Management Crossword Puzzle (p. 60)
<b>11/10/14</b>	Communication Challenges and More Skills (p. 29-33)	*TF: Module 1 Introduction, Choices, & Consequences	Decision Making & Commitment	Healthy Relationships part 2 (p. 57-60)	Identifying Stress (p. 1-10)
<b>11/17/14</b>	Sexual Decision Making Part 1 (p.34-35)	TF: Module 2 Hassle Log & Anger Reducers	Alcohol 101	Job Applications and Resume Writing	Distress: The Alarm Reaction (p. 11-16)
<b>11/24/14</b>	Sexual Decision Making Part 2 (p.36-37)	TF: Module 3 Anger Triggers	<b>NO SCHOOL THANKSGIVING HOLIDAY</b>		
<b>12/1/14</b>	Unplanned Pregnancy Through the Eyes of a Child (p. 38-42)	TF: Module 3			
<b>Attribution Re-training</b>	Myths and Denials (surrounding drug use)	Money Management	The Mind-Body Connection (p. 17-20)		
<b>12/8/14</b>	Teens, Technology, & Social Media Part 1 (p.43)	TF: Module 4 Self Instruction, Consequential Thinking	Marijuana Panel (social and emotional costs)	Career Interest Inventories	Self-Talk (p. 21-26)
<b>12/15/14</b>	Teens, Technology & Social Media Part 2 (p.44-48)	TF: Module 5 Social Problem Solving	Substance Use & the Holidays	College 101	Holiday Stressors
<b>12/22/14 to 12/29/14 WINTER BREAK</b>					

*KYC: Keeping Your Cool; TF: Think First*

## School-Based Health Center In-School Suspension Schedule-Spring 2015

## The Real Education About Life Program (R.E.A.L.)

<b>Dates:</b>	<b>Mondays: Relationships</b>	<b>Tuesdays: Anger Management</b>	<b>Wednesdays: Substance Use &amp; Abuse</b>	<b>Thursdays: Life Skills Train- ing</b>	<b>Fridays: Stress Management</b>
<b>1/5/15</b>	Who Am I and Where Am I Going? (p.1-3)	No program - emergency w/ student	<b>SCHOOL CLOSED FOR WEATHER</b>		
<b>1/12/15</b>	Talk it Out Game	Problem Solving	Myths & Facts about Marijuana	NO PROGRAM	MS. V OUT OF BUILDING
<b>1/19/15</b>	HOLIDAY	BUILDING INSTITUTE	Active Listening (Communication Skills)	The Value of Good Health (p.1-7)	Identifying Stress (p. 1-10)
<b>1/26/15</b>	Maturity Issues and What I Value (p.4-5)	*KYC: What is Anger? (p. 13-18)	Stereotyping (Peer Pressure)	Decision Making for Health part 1 (p.8-11)	Distress: The Alarm Reaction (p. 11-16)
<b>2/2/15</b>	Attractions & Infatuation (p.6-7)	KYC: Your Anger (p. 19-28)	Myths and Denials (surrounding drug use)	Decision Making for Health part 2 (p.12-14)	The Mind-Body Connection (p. 17-20)
<b>2/9/15</b>	Principles of Smart Relationships (p.8-11)	KYC: What Makes You Angry (p.29-28)	Chemical Dependency	Risk-Taking and Substance Abuse (p. 15-21)	Self-Talk (p. 21-26)
<b>2/16/15</b>	PRESIDENT'S DAY	KYC: It's All About How you Look at It (p. 39-46)	Talk Show-Understanding Empathy	The Media and Health part 1 (p. 22-27)	Calm Body, Clear Mind (p. 27-30)
<b>2/23/15</b>	Is it a Healthy Relationship? (p.12-15)	KYC: More About You & Your Anger (p. 47-59)	Stress, Health, & Goals	The Media and Health part 2 (p. 28-32)	Meaning (p. 31-36)
<b>3/2/15</b>	PULASKI DAY	KYC: Identifying Irrational Beliefs (p. 60-77)	Tobacco Basketball and Use Cessation	Managing Stress, Anger, and Other Emotions part 1 (p. 33-36)	Calming Actions (p. 37-42)
<b>3/9/15</b>	Decide, Don't Slide (P.16-19)	KYC: Self Talk and Attitude Checks (p. 78-84)	Self-Control (positive peer culture)	Managing stress, anger and other emotions part 2 (p. 37-40)	Putting It All Together: Role Playing (p. 43-44)
<b>3/16/15</b>	Dating Violence & Breaking Up (p.20-21)	KYC: Relaxation (p. 85-96)	Marijuana Panel (social and emotional costs)	Family Communications part 1 (p. 41-45)	Problem Solving Actions (p. 45-52)

*KYC: Keeping Your Cool; TF: Think First*

<b>Dates</b>	<b>Mondays: Relationships</b>	<b>Tuesdays: Anger Management</b>	<b>Wednesdays: Sub- stance Use &amp; Abuse</b>	<b>Thursdays: Life Skills Training</b>	<b>Fridays: Stress Management</b>
<b>3/23/15</b>	Communication and Healthy Relationships Part 1 (p.22-25)	KYC: Problem Solving (p.97-122)	Positive & Negative Thoughts-Behavior Loops Perspectives (making drug abuse prevention slogans/posters)	Family Communications part 2 (p. 49-50)	Personal Tension Spots (p.53-58)
<b>3/30/15</b>	Communication and Healthy Relationships Part 2 (p.26-28)	KYC: Assertion (p.123-140)	<b>NO PROGRAM SBHC HEALTH FAIR</b>	<b>NO PROGRAM SBHC HEALTH FAIR</b>	Stress Management Crossword Puzzle (p. 60)
<b>4/6/15 NO SCHOOL SPRING BREAK !!!!!</b>					
<b>4/13/15</b>	Communication Challenges and More Skills (p. 29-33)	KYC: Humor (p.141-156)	Decision Making & Commitment	Healthy Relationships part 1 (p. 54-56)	Identifying Stress (p. 1-10)
<b>4/20/15</b>	Sexual Decision Making Part 1 (p.34-35)	*TF: Module 1 Introduction, Choices, & Consequences	Alcohol 101	Healthy Relationships part 2 (p. 57-60)	Distress: The Alarm Reaction (p. 11-16)
<b>4/27/15</b>	Sexual Decision Making Part 2 (p.36-37)	TF: Module 2 Hassle Log & Anger Reducers	Myths and Denials (surrounding drug use)	Job Applications and Resume Writing	The Mind-Body Connection (p. 17-20)
<b>5/4/15</b>	Unplanned Pregnancy Through the Eyes of a Child (p. 38-42)	TF: Module 3 Anger Triggers	Marijuana Panel (social and emotional costs)	Money Management	Self-Talk (p. 21-26)
<b>5/11/15</b>	Teens, Technology, & Social Media Part 1 (p.43)	TF: Module 3 Attribution Retraining	Ecstasy, Molly	Career Interest Inventories	
<b>5/18/15</b>	Teens, Technology & Social Media Part 2 (p.44-48)	TF: Module 4 Self Instruction, Consequential Thinking	E-Cigarettes	College 101	
<b>5/26/15</b>	Healthy Relationships Flash Cards/Scenarios	TF: Module 5 Social Problem Solving	Substance Use over the Summer; Identifying other coping skills/techniques	Summer/Work Plans	How to manage stress over the summer

**KYC: Keeping Your Cool; TF: Think First**