



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

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| Course Title: | Student Assistance Coordinator (SAC) | | | | | |
| Grade Level(s): | 12 | | | | | |
| Duration: | <i>Full Year:</i> | N/A | <i>Semester:</i> | N/A | <i>Marking Period:</i> | X |
| Course Description: | SAC lessons target substance abuse prevention/intervention strategies and related programs. Also includes Social Emotional Learning (SEL) five competencies: Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness. <u>District School Counseling Department Vision/Mission</u> The District School Counseling Department's Vision/Mission is Building Better People by helping all students achieve school success and plan for their future. | | | | | |
| Grading Procedures: | N/A | | | | | |
| Primary Resources: | ASCA and ASAP-NJ | | | | | |

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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| Designed by: | Sheronda Howard |
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| Under the Direction of: | Jennifer Grimaldi, Director of District School Counseling |
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Written: _____

Revised: _____

BOE Approval: _____

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| Unit Title: Healthy Relationships | |
| Unit Description: Focus on how more recent epidemics that are affecting students mental, emotional and social well-being. This unit will discuss how these relevant topics impact interpersonal and personal relationships. | |
| Unit Duration: Unit 5 in Grade 12 Health Curriculum | |
| Desired Results | |
| ASCA Standard(s): M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment. | |
| Indicators: N/A | |
| Understandings: <i>Students will understand...</i> <ul style="list-style-type: none"> The difference between unhealthy vs. healthy relationships. Discuss ways in which drugs and alcohol can impact your social health. What it means to be an enabler Behaviors that could contribute to codependency. Treatment options for both themselves or and/or loved ones. The importance to develop a plan when leaving an unhealthy relationship. | Essential Questions: <ul style="list-style-type: none"> What are some characteristics of being in a healthy relationship? What are some characteristics of being in an unhealthy relationship. What does it mean to enable someone? Is this good or bad? What does it mean to be codependent in a relationship? Is there a way to get myself help? What if you don't have any support around and is in an unhealthy relationship? How can I develop a plan to exit an unhealthy relationship? How do I reach out to get it help, if that individual doesn't want help? How can I seek help for myself? |
| Assessment Evidence | |
| Performance Tasks: None. | Other Evidence: Naviance survey and SAC observation. |
| Benchmarks: Ongoing review of the Universal SEL screener. | |
| Learning Plan | |

Learning Activities:

Deliver to all Grade 12 health students via in-person and supplement with [EverFi](#), if appropriate.

Resources:

<https://drugabuse.com/guide-for-families/addiction-hurts-relationships/>

https://hiv.rutgers.edu/wp-content/uploads/2016/05/HHRP_FM_Group12.pdf

<https://www.hhs.gov/ash/oah/adolescent-development/substance-use/drugs/opioids/index.html>

https://www.etr.org/healthsmart/assets/File/ms/taod/ms_tob_06_mast_stageCards.pdf

PowerPoint

Kahoot

YouTube

Unit Modifications for Special Population Students

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| Advanced Learners | Encourage students to explore concepts in-depth and encourage independent studies or investigations. <ul style="list-style-type: none"> • Research any drug related topic such as types of drugs, treatment, coping skills, resources from a selected list and provide the information found with their teacher and peers. |
| Struggling Learners | Collaborate in small group learning. <ul style="list-style-type: none"> • Pair into groups with a peer/buddy to discuss in details topics and relevance to Alcohol, Tobacco, Vaping & Drug Education. Students will then share what they discussed with the groups. • Emphasize critical information. • Allow options to draw pictures or write answers to written questions. |
| English Language Learners | Check often for understanding of vocabulary, review as needed. Emphasize critical information <ul style="list-style-type: none"> • Provide a handout of information via email that they can refer to on the highlights of today's lesson and critical content. |
| Learners with an IEP | Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p> |
| Learners with a 504 | Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans. |

Interdisciplinary Connections

Indicators: The following NJSLS Comprehensive Health Standards highlights the topics in relevance to this unit such as drug use, dangers, and short- and long-term effects.

Standard 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A. Medicines

Use of drugs in unsafe ways is dangerous and harmful.

2.3.2.B.1 Identify ways that drugs can be abused.

2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4 Identify products that contain alcohol.

2.3.2.B.5 List substances that should never be inhaled and explain why.

Use of drugs in unsafe ways is dangerous and harmful.

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

2.1.12.C.1 Determine disease and health conditions that may occur during one's lifespan and identify prevention and treatment strategies

2.1.12.C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.2.12.C.1 Analyze the impact of competition on personal character development

2.3.12.B.1 Compare and contrast the incidents and impact of commonly abused substances (tobacco, alcohol, marijuana, inhalants, steroids, other drugs) on individuals and communities in the US

2.3.12.B.4 Correlate the use of alcohol and other drugs in incidences of date rape, sexual assault, STI/STD and unintended pregnancy

2.3.12.B.5 Relate injected drug use to the incidence in diseases such as HIV/AIDS and Hepatitis

2.3.12.C.3 Analyze the social impact of substance abuse on the individual, family, and community

Integration of 21st Century Skills

Indicators: This This following NJSLs discuss ways for students to develop knowledge about the use of drugs and alcohol and ways to implement healthy coping skills via internet.

Standard 9.3 Career Awareness, Exploration, and Preparation

9.3.HU - CMH.3 Evaluate client motivation, strengths and weaknesses to develop a client treatment program



Lesson Plan

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| Lesson Plan for | Enabling and Codependent Behaviors | |
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| SAC: | Grade 12 |
| Target Audience: | Grade 12 Health Students |
| Mindsets & Behaviors: (limit of three) | M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. B-LS 1. Demonstrate critical-thinking skills to make informed decisions B-SMS 1. Demonstrate ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control |

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| | B-SMS 7. Demonstrate effective coping skills when faced with a problem B-SS 0. Demonstrate social maturity and behaviors appropriate to the situation and environment. | | |
| Building Better People/SEL Competency | Self-Awareness, Self-Management, Responsible Decision Making, Relationship Skills | | |
| Lesson | 1 | Of | 1 |

| Learning Target(s)/Competency | |
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| Students will: | Learn about enabling and codependent behaviors in relationships. |
| Students will: | Learn ways in which they can identify red flags in relationships with someone who may be abusing/addicted to drugs and alcohols. Ways to seek help for themselves and loved ones. |
| Materials: | |
| Paper, pen, poster board, computers, dry erase board, dry erase markers | |
| Evidence Base: | |
| <input type="checkbox"/> Best Practice <input type="checkbox"/> Action Research <input checked="" type="checkbox"/> Research-Informed <input type="checkbox"/> Evidence-Based | |
| Procedure: Describe how you will: | |
| Introduce: | Today I want to share with you the impact drugs and alcohol can have on your social health. Can anyone tell me what social health means? |
| Communicate Lesson Targets: | Our targets for today's lesson are to: <ul style="list-style-type: none"> • Discuss how one's social health can be damaged by substance abuse/addiction. • Discuss red flags in relationships when someone may need professional help for drug and alcohol abuse/addiction. • Discuss what it looks like to enable and be codependent. • Find ways to get help and seek help. |
| Teach Content: | Substance abuse and addiction can damage social health. All types of relationships – family, friendships, and romantic relationships — can be put under enormous strain when someone becomes addicted. I. <u>The Elements of Successful Relationships</u> Even without the presence of an addiction, relationships are complex issues that take work to maintain. Successful relationships: <ul style="list-style-type: none"> • Use honest, assertive communication based on respect. • Are fun and rewarding. • Have the goal of compromise, trust, and understanding. • Have an absence of physical, emotional, or sexual abuse, violence, and aggression. • Can thrive with times of individuality and times of togetherness. |

- Allow for all members to feel good about themselves.

II. The Damage Associated with Addiction

When addiction enters the mix, many of the elements that make for successful relationships become much more difficult to maintain. Once a substance user progresses from occasional use to addiction, they are likely to have a single focus: obtaining and using the substance.

Secrecy:

Someone that begins using alcohol or other drugs excessively may not be outwardly open about their use due to strong feelings of shame, guilt, and fear of judgment. They may think others will not understand or accept the situation, which breeds the tendency to be secretive with their loved one. They may lie about:

- Where they are?
- Who they are with?
- The events of the day.
- Why they are behaving differently?
- Why money is missing?

At times, secrecy will increase to the point of the complete distancing or isolation. This can put enormous strain on any relationship.

Trust Issues:

Due to the perceived lack of respect, honesty, and loyalty. Trust is essential to feelings of safety and care in a relationship and reduced trust often leads to the emergence of several relationship-damaging issues like jealousy, anger, fear, and resentment.

Anger and Abuse:

Anger and violence can become concerns as a relationship deteriorates.

Frustrations will be high, but if someone is using a substance that is known to cause aggression, the situation may be even more dangerous. Drugs known to increase anger, irritability, and violence include:

- Alcohol
- Cocaine
- MDMA
- Methamphetamine (crystal meth)
- Ritalin and other prescription stimulants
- Steroids

Enabling:

Anger is not the only way substance abuse can impact the user or a loved one. At times, in a flawed attempt to help the addict, a loved one will transition into an enabler. Enabling includes:

- Taking on responsibility for the behaviors and feelings of the addicted loved one.
- Working hard to minimize their negative consequences.
- Accepting blame.
- Making excuses.

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| | <p>Codependency: Codependency shares some traits with enabling. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), codependent people:</p> <ul style="list-style-type: none"> • Control others because they do not think the other person can function independently. • Have low self-esteem and overly focus on their loved one. • Are willing to compromise their own needs, wants, and beliefs to keep their loved one calm and content. • Are very cautious and aware of the emotional changes of others. • Maintain loyalty and commitment to their loved one despite lack of reciprocation. <p>III. <u>Repairing the Relationship</u></p> <ul style="list-style-type: none"> • End the current dysfunctional habits. • Acknowledge the damage of the past and develop strategies to better deal with these issues in the future. • Reinvest time and energy towards a healthy, successful relationship. <p>Treatment Options: Individual therapy for the addict Individual therapy for the significant other/loved one Family/couples counseling Support group</p> <p>IV. <u>Irreparable Relationships</u> The person with an addiction may realize that continuing to be in this relationship is too destructive to the other person or himself. If the decision has been made to end the relationship, consider these tips to move forward in the safest, most effective way:</p> <ul style="list-style-type: none"> • Plan to ensure safety if domestic violence is a factor. Don't be afraid to reach out to your support network or other forms of support and safety, like your local police station or a domestic violence hotline. • Share your plans for moving on with people you trust for support. • Seek continuous social support during and after the breakup. • Be clear, concise, and consistent with your communication. • Be wary of promises for change and forms of manipulation. Remember to look out for yourself, first, and do what will benefit you most on the long run. |
| Practice Content: | Students will be given a series of scenarios to determine the status of the relationship, and ways to seek help at this stage (e.g. codependent, enabling, healthy vs. unhealthy, etc.) |
| Summarize: | Today we learned about healthy versus unhealthy relationships, enabling, co-dependent behaviors and ways to seek help. Now we will take a survey in Naviance. |
| Close: | My office is _____, if you need me, I am available _____. |
| Data Collection Plan – <i>For multiple lessons in a unit, this section only need be completed once</i> | |
| Participation Data: | |

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| Anticipated number of students: | Grade 12 |
| Planned length of lesson(s): | 40 minutes |
| Mindsets & Behaviors Data: | |
| <ul style="list-style-type: none"> ▪ Pre-test administered before first lesson ▪ Post-test administered after lesson (if standalone) or after last lesson of unit/group session ▪ Pre-/post-assessment attached | |
| Outcome Data: (choose one) | |
| <input type="checkbox"/> Achievement (describe): <input type="checkbox"/> Attendance (describe): <input checked="" type="checkbox"/> Discipline (describe): SAC will work collectively with building administration to analyze if there has been a decrease for disciplinary students issues regarding Alcohol, Tobacco, Vaping, and Drug related incidents. | |