

SAMPLE COURSE

Early Intervention /Prevention

POSITIVE THINKING SKILLS



Foundational cognitive life skills course for students and teenagers.

education lifeskills

COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

EDUCATIONLIFESKILLS.COM

SUBSTANCE ABUSE PREVENTION



We have a choice: we can become slaves to addictive chemicals, or we can choose to be free.

education lifeskills

COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

EDUCATIONLIFESKILLS.COM

INFINITY
Media Awareness



Cognitive media awareness course for teens that demonstrates the warnings and dangers of the internet.

education lifeskills

COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

EDUCATIONLIFESKILLS.COM

TRUANCY PREVENTION



You can never run away from yourself. Life is full of bright possibilities.

education lifeskills

COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

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VAPING AWARENESS



If you don't start, you never have to quit.

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BOUNDARIES
Dating Violence Prevention



Boundary breakers get short term satisfaction and long term consequences.

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COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

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BULLYING PREVENTION



What you do to others, you do to yourself.

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COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

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MARIJUANA PREVENTION



Be careful, the decisions you make now can last a lifetime.

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COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS

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“Life is full of bright possibilities.”



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS



ACCI Motto

If we keep on **doing** what we have been doing,
we will keep on **getting** what we have been getting.

If we want to **change** what we have been getting, we
will have to **change** what we have been doing.

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Objective



Since we first started working with court-referred clients in 1975, we have continuously evolved and have integrated the latest research, while retaining our potent, cognitive restructuring style of curriculum development. The following are some of ACCI's content development techniques and strategies that are infused into all of our early intervention / prevention courses:

- ✓ We use well-written vicarious stories to disarm our participants' objections to what they are learning.
- ✓ We carefully use 'You' statements. We have mastered the art of using strong, third person references as a way to help our participants to see their lives in a new way.
- ✓ Our material works simultaneously in the Cognitive Domain to challenge thinking errors and the Affective Domain to build empathy, self-confidence and empowerment.
- ✓ The cognitive behavioral philosophy that drives our content development is that the subconscious mind doesn't know right from wrong and that there are 3 main ways to get information into the subconscious mind. 1. Repetition 2. Trauma 3. Emotion. It is for these reasons that we use a healthy sense of emotion and repetition by design.
- ✓ All of our self-directed learning courses are designed to be completed with a pro-social "coach" or mentor. It's all about relationships! Participants sink deeper into our content while in the presence of a person of trust. The conversations between the participant and informal coach lead to responsibility, accountability, and increased comprehension, which result in greater application of the cognitive thinking skills being taught.
- ✓ The curriculum demonstrates that people are often many times more talented and capable than they think they are. The main obstacle in their lives is their negative thinking, which leads to negative behavior.
- ✓ We are careful not to use any type of labels in our material. Nor do we employ manipulative or punitive methods to motivate participants.
- ✓ ACCI's content has no agenda for race, religion, gender, sexual orientation or political preference. We have a single focus of helping people face and overcome their self-defeating thoughts and behaviors.
- ✓ Our curriculum is not educational-based; we can't educate people to change. ACCI's curriculum is the purest form of cognitive restructuring that assists the participant in a journey of intervention and self-discovery.
- ✓ Teaching doesn't always equal learning. Self-directed learning always leads to greater retention and application. It is all about ownership.

The **overall objective** of the curriculum is to help students overcome the self-defeating thoughts and behaviors that can keep them from progressing socially and academically. Our evidence-based curriculum is based on decades of experience in working with juvenile offenders who have exhibited at risk thinking and behaviors.

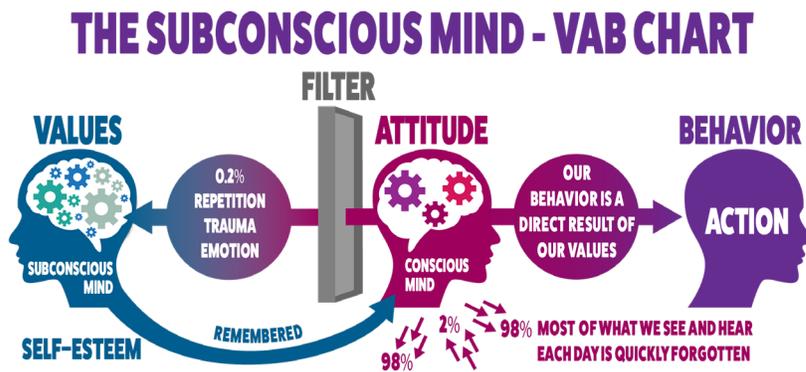
Positive Thinking Skills Course



Thoughts = Consequences

To understand the Miller and Johnson families is to understand the subconscious mind. The subconscious mind is like a blank movie film at birth. Soon it is filled with positive and negative experiences. These experiences form the basis of a person's value system. This movie is constantly on, playing back subconscious thoughts to the conscious mind. These thoughts account for most of a person's behavior.

In our effort to improve ourselves, to change what we do and who we are, to put aside old negative habits and behaviors, we need to understand our subconscious mind and how we are programmed. Observe the following diagram.



**WHO WE ARE
IS WHAT WE DO
AND WHAT WE DO
IS WHO WE ARE**

1. Are we **born** with our values, or are we born blank? → _____
 2. Where do a person's **values** come from? → _____
 3. If a person was raised in a **dysfunctional home**, can he or she **change** that programming as an adult? → _____
 4. Most of what we take in, we **lose**. For example, can you remember what you had for lunch, what you wore, or what the headlines were five days ago? _____
Why? _____
 5. The **subconscious mind** is programmed in three ways: **repetition**, **trauma**, and **emotion**. What is one scary or traumatic memory that you have? → _____
 6. What happens to **children** who are told over and over again that they are **no good**? → _____
 7. What happens to a person when his or her **subconscious** is exposed to criminal values? → _____
- People begin acquiring their values at birth. By the age of eight to ten they already have most of the values that they will carry for the rest of their lives.
8. Are **babies** born bad? Blank? Good? Or what? → _____
 9. In order for **babies** to become successful adults, → what do they need? _____
- The conscious mind quickly forgets. If you can't recall something, you haven't learned it.
10. What usually happens a few days **after** you cram → for a test? _____
 11. What is 4 x 6? ____ Did your answer come from → your **conscious** or **subconscious**? _____

Substance Abuse Prevention



Jacob was a former classmate of Rene, whom we learned about in Unit 1. The fabric of Jacob's story is woven with threads in common with those of many other American youth. With his permission, we share his story with you and how he lost his freedom.

Jacob's father was an importer serving high-fashion clothing outlets, making over \$380,000 a year. He and Jacob's mother were divorced, and she had remarried, leaving Jacob to live with his father. Though rich in material goods, Jacob was deprived of adequate parental supervision. During his lonely hours, he filled his boredom with a youngster's natural curiosity, and he found his way to his father's liquor cabinet. At age ten, he started drinking alcohol, and thus began his gradual descent into the darkened

pit of drug and alcohol addiction.

With the passing of time, he felt the need for greater excitement. He began smoking marijuana at age 13, and when he reached high school, he joined an underground group of kids called "The Heads." His dad knew something was wrong, but couldn't put a finger on it. Jacob had a lie for every occasion. He often got high at school and blew off his classes. While still in public school, all he wanted to do was get high and drink, but placing him in a private school brought no change.

Because of his serious alcohol problem and brushes with the juvenile courts, Jacob, in his senior year, was sent to live with his mother in a small town in Michigan.

1. The **decisions** we make **today** can last a lifetime.

→ **T or F**

2. When you turn 25, how would you like **your life**

→ to turn out? _____

Over the next few years, he noticed that other kids who didn't smoke pot and drink were growing up, going to school, getting jobs, getting married, and having families. They were getting on with life. Still, Jacob and his "friends" failed to realize that life was passing them by as they fulfilled their own ambitions—getting high on drugs and alcohol.

→ 3. You can find in life what your **desire** most. **T or F**

4. Life is a **space of time** that allows us to make our own decisions. We can choose to be **addicted** or chemically free, we can't choose to be both. What

→ bad decisions did **Jacob** make? _____

5. Put a **"T"** for **True** or an **"F"** for **False**.

→ _____ People who constantly deny they have a substance problem most likely have one.

_____ Like many teenagers, Jacob lacked wisdom and wouldn't listen to his parents.

_____ Sometimes you have to hit bottom before you can go back up.

_____ Drug & alcohol abuse separate the user from reality, thereby providing a distorted view of life.

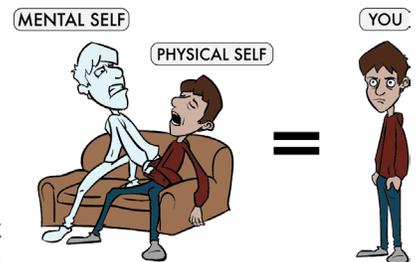
6. How can a person like **Jacob** tell they have gone from casual use to addiction?

→ _____

The addicted live in a fog of confusion, fear, and uncertainty. They lose their freedom and power of choice. They sell themselves to the drug monster, Mr. Grooge, and follow his bidding. How would you feel if you were an alcoholic, or drug addict?

→ _____

We have two selves, a physical self and a mental self. Our physical self, our body, can become addicted to a variety of things if we are not careful. If the physical self becomes addicted, we only have the mental self to rescue us.



7. **Jacob** was young and lacked self-control. What was the result? _____

8. Life has two bookends, **birth** and **death**. In between there is joy, confusion, happiness, and contention. How has your life been so far?

→ _____

Infinity: Media Awareness



The summer before her sophomore year had been kind to Julie. She no longer wore braces and her body was growing in all the right places. It was only the third day of school and already she could sense an increased interest from the opposite sex. Most notably from a boy named Zack, whose locker was just two down from her own. He was a junior, and she'd had a crush on him since junior high when he had first moved into town. At first it was a just a warm glance her way as they visited their lockers; a glance that brought a blush to her cheeks and caused her heart to race. Then came the note in her locker asking her for a date. The date was all she could have wished for, including their first kiss when the movie ended. Zack, however, did not want it to end there. An adult situation quickly developed when he took her to his car. Frightened by his aggression, she struggled to push him away. He apologized then, but as they later spent time together in the garden swing behind her home, his kisses again became more intimate than she wished. This time, her resistance was overcome by his strength, and he went so far as to threaten her if she should cry out. Only the family dog, sensing her danger, prevented her from being raped.

Following this incident came a series of suggestive texts from him that caused deep feelings of concern. She immediately recognized them for what they were: Sexts.

- Once a "sext" gets posted on the **social media**, how many people can be **sexually stimulated** by it? → _____
- Millions of **students** and **young adults** have either sent or received a **sext** that can remain on the internet for a **lifetime**. If every one does it, does that make it right? ____ Why is **sexting** a bad idea? → _____
- According to research, students who are sexting are more likely to engage in **risky sexual behavior**. What do you think are some of the possible physical and **emotional** consequences for teenagers having sex? → _____

Julie quickly came to realize that Zack only had one thing in mind: her body. He would often ignore her in public, and she knew he had other girlfriends. There

Possible physical consequences	Possible emotional consequences
→	→



GAMING

Daryl, age 19, looked frantically around his living quarters. His bloodshot eyes scarcely taking in the squalor of the dimly lit basement apartment. He wasn't seeing the half-empty, moldy soup cans, the soiled clothing, or the dirty dishes that filled the scum-lined kitchen sink. He was visualizing himself out on the streets.

His grandmother had allowed him to live here for the past two years, but following her death three months ago, the house had been sold and he had

only two days until he would be homeless. He moved mechanically toward his X-box, knowing he could find solace in working toward the next level of the game he had been playing when he had been given the bad news.

- Daryl had a video game addiction best described as a **pathological** or **compulsive** use of video and/or computer games. Look up and write in the definition of both.

Compulsive: _____ ←
Pathological: _____ ←



Truancy Prevention

Make Your Own Story

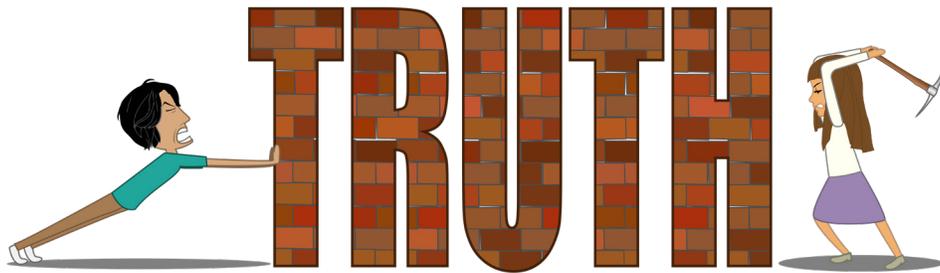
Please take a few moments to study this image. Become curious about the details of this image and be prepared to answer questions about this image. This is an opportunity for you to explore your perspective on skipping school or dropping out of school and develop a creative story that this image portrays. In other words, what story does this image tell you.



1. What **time of day** do you think it is?
→ _____
2. What is the boy's **name**?
→ _____
3. How **old** is this boy? What **grade** is he in?
→ _____
4. What is he **listening** to or **watching** on his smart phone?
→ _____
5. Does this boy appear to be **happy** to you?
→ _____
6. List some common **emotions** this boy might be feeling? _____
→ _____
7. What is the **difference** between this boy and the **kids on the bus**? _____
→ _____
8. If this boy **drops out** of school, what kind of **jobs or career** do you think he might have?
→ _____

- 9. Using a separate page, **write a story** about this boy's life. Focus **first** on what **experiences** he might have had in the **past** that led to him skipping school. Include experiences that **shaped** the way he **currently thinks** of himself. Write a creative and **positive ending** to your story which highlights certain **choices** and **steps** the boy took to **overcome his negative beginnings** and end up with a **happy and successful life**.

Vaping Awareness



MEDICAL DISEASES

Darlene’s cousin Mike was 64, four years older than Darlene but looked much younger. Mike hadn’t seen Darlene for twelve years and when he went to the hospital to visit, he was shocked to see her all wrinkled up and obviously dying. Her raspy cough, yellow skin, and dark splotches on her arms were more than he could take. He left sickened.

7. We affect a lot more people than ourselves. We have a **responsibility** to stay as healthy as possible. How do you plan to keep your body **healthy** as you grow older?



8. With **permission** and help, if needed, look up **diseases** caused by **nicotine** and report on what three of them do to the body.

Name of Disease	What It Does to the Human Body
→	→
→	→
→	→

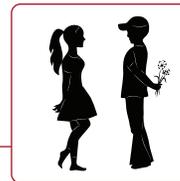
E-CIGS / VAPING

Electronic cigarettes are made to look like cigarettes. They are battery-operated, which allows conversion of liquid nicotine into a vapor that enters the lungs and is absorbed by the blood stream. Here are some things to consider:

- The Center for Disease Control reports that the use of E-Cigs has more than doubled among middle and high school students.
- To make E-Cigs more appealing to minors, the manufacturers are making them in assorted colors, shapes, and candy flavors.
- E-Cigs are highly addictive with a clear path of nicotine to the blood stream.



Boundaries: Dating Violence Prevention



For example, Darcy's boyfriend David looked good: he was handsome, polite, and had good personal hygiene. But Darcy didn't know what was beneath the surface. David's mother, soon after he was born, developed a serious infection and was given Lortab for pain. So started her addiction to Lortab that saw her lying to her doctors and going to friends' homes to find prescription drugs. This addiction led to her

divorce, and so David was raised by a single parent with a drug addiction. When David was five, he was left alone for two days. His mother was under the influence and couldn't get home. Thus David grew up with fear, anger, anxiety, and with few of his hierarchy of emotional needs met. David didn't realize until he was older how his mother harmed him by him growing up in a fractured home.

1. Take this profile test and answer how you think **David** would score, between **0–5**. The higher the score, the greater the probability of becoming an abuser. Add up the scores for a total score.

Yes	Probably					No
5	4	3	2	1	0	

Did/Does this person . . .

- have a tendency to make excuses and blame others for their problems?
- grow up in a home with marital discord, divorce, and/or abuse?
- grow up in a home where drugs, alcohol, and other addictions were a problem?
- get in trouble with the law, either as a juvenile or adult?
- have friends who use drugs and/or abuse alcohol?
- have extended family with substance abuse problems?
- have extended family who have gotten in trouble with the law?
- have family/extended family with a history of low wages and unemployment?
- have a self-control problem or is easily angered?
- have a history of control issues and breaking others' boundaries?
- have low self-esteem and socially retract from others?
- have a prior history of abuse, violence, and failed relationships?
- have a tendency to be prideful, selfish, and put others down?
- have a tendency to be lazy, and lack self-motivation?



If you live in your past, you will poison your future.

- keep apologizing and saying they will change, but doesn't?
- have a tendency to hold grudges and not forgive?
- use profanity/foul language as a normal part of their language?
- have parent(s) that were raised in abusive/dysfunctional homes?
- have a tendency to be pessimistic, dishonest, and untrustworthy?

TOTAL

100 - 70	69 - 20	19 - 0
High	Medium	Low

2. The totals show the probability of a person becoming an abuser or being in an abusive relationship. What was **David's** probability score of growing up to be abusive, controlling, and to break people's boundaries? _____
3. Can you find **yourself** in the above evaluations? _____ What does it mean? _____
4. If you married or had a relationship with a person who scored **high**, what might you expect to happen? _____
5. **Darcy** used her test to filter out the men she was dating. Finally, in her junior year she found **Alex** who was raised in a small village in the Black Forest region in Russia. He was taught to be respectful of girls and his mother from childhood. He scored a 28 on the test. It was instant love and attraction for both. They bonded in a trusting relationship and truly loved one another. They had three children. What kind of people would you expect their children and grandchildren to grow up to be? _____

Bullying Prevention



1. KIDS WHO BULLY OTHERS may engage in **risky behaviors** into **adulthood**. Check the ones you think could be a result of choosing to be a bully.
→ Abuse alcohol and other drugs
 Get into fights, vandalize property
 Skip, miss, or drop out of school
 Have criminal convictions or traffic citations as adults
 Be abusive towards romantic partners, and/or children
 Suffer physical, mental, & emotional illnesses
 Lack self control and/or easily angered

2. Many students who **bully** come from **good**, functional homes. Bullying is a choice, regardless of → your beginnings. **T or F**

3. The most important period of life for a **human** being is the first **five years**. **T or F**

After a week of observing the trio bullying Richard and other students, Marisa decided to take action. Over the weekend, consulting with her mother, she made up a flyer showing the trio dressed in combat gear with exaggerated mean faces towering over a nervous “boy”. She gave Richard’s image a frightened look, and at the top of the flyer wrote the words “BULLIES”. She printed 800 yellow flyers on their home-office copier and was at school early Monday morning handing them out as students entered school. Students were stunned with her boldness. She was halfway through 1st period when she was summoned to the principal’s office.

4. WARNING SIGNS: Check the ones you think that the **millions** of young bullied people in our society are **experiencing** each day.
→ Lost or destroyed clothing, books, electronics, or jewelry
 Unexplainable injuries
 Frequent headaches, stomach aches, sickness, or faking illness
 Worry, fear, loss of self-esteem.
 Declining grades, not wanting to go to school
 Self-destructive behaviors, hurting self
 Sudden loss of friends or avoidance of social situations

5. When you **bully** someone you **degrade** the society that we all live in. What goes around, comes → around. **T or F**

6. Is it possible that someone you **bully** today will → victimize **you** in the future? **YES or NO**

The vice principal explained that it was against school district policy to hand out flyers on school property, and then promptly invited her to be on the student council in charge of bullying. Marisa readily accepted.



She and Richard became best friends, and she invited him to be on the committee for bullying. The school mascot was the Knights, only no one wanted to play the part. Richard soon found himself at Marisa’s home being fitted with armor, sword, a helmet with red plumage, and a red cape. When he entered the football field with the cheer-leaders, he got a standing ovation. After the game, Richard’s mom, with tears in her eyes, hugged Marisa.

7. KIDS WHO BULLY OTHERS can exhibit the following. Check the ones you have seen in **your** school.

- Get into verbal or physical fights
 Have friends who bully others
 Are increasingly aggressive
 Frequently get sent to the principal
 Have unexplained extra money or things
 Deny responsibility and blame others
 Worry about their reputation and popularity
 Like to be in charge and dominate others
 Have poor parenting and trouble at home

14. Good homes like **Marisa’s** where empathy and → respect are taught produce few bullies. **T or F**

15. One angry, **abused person** can affect his/her offspring for generations to come. **T or F**

Marijuana Prevention



Tristan was born and lived in Rutland, Vermont. He had an older sister and younger brother. His father was a college administrator and his mother was a court administrator. They lived in a beautiful older tudor-style home with ivy growing up the brick walls. The home and six acres had been inherited from his dad's parents. Tristan's parents grossed over \$14,500 a month, and after taxes, retirement and other withholding, they brought home \$8,800 a month. \$2,400 went to property taxes, insurance, and savings, which left \$6,400 to live on. With the home paid off and no debt, they lived a comfortable lifestyle free from financial worry.

1. What do you think? Who is at higher risk for **chemical addiction**, those from **functional** or **dysfunctional** homes?

→ _____

2. Why?

→ _____



Tristan was first introduced to pot at age 13 in the old tree house located in the woods at the back of his property. His next encounter with marijuana was age 15, when several of his friends began smoking it. Tristan knew it was wrong and that his parents would be very upset. He became a casual user until his mother smelled it in his clothes while doing laundry. All heck broke loose and Tristan found himself attending a private school.

3. How can **parents** help keep **youth** safe from chemical abuse?

→ _____

4. The values of a **nation** can rise no higher than the **values** being taught in its homes.

→ **T or F?**



Tristan was excited to leave home and attend college. He lived in a basement apartment, had his own room, and shared the other apartment with two others. It was a boy's dream, including a large screen TV, XBOX®, and high speed internet. What Tristan's parents didn't quite understand was that they could take Tristan out of public school, but they couldn't take Tristan out of Tristan! A pattern had been set, so when his roommate offered him a joint, he readily accepted; from there, his life slowly sank into the swamp of despair, complete with an addiction to meth. He found himself gaming into the late hours, smoking pot, and skipping classes.

5. What do you think? Are **young people** today in greater danger from **chemical abuse** than their grandparents were? Why?

→ _____

Test



To pass this course, you must completely answer all the questions in this course and score 70% or better on the following test. Use a dark pen or pencil to fill in the circle that corresponds to the most correct answer.

1. How many people lived in Rene's home?
 - 5
 - 6
 - 8
2. Who was Charley's father?
 - Carl
 - Kevin
 - Jake
3. What was Rene dog's name?
 - Spot
 - Blacky
 - Duffy
4. What did Jacob's father do?
 - Importer
 - Police Officer
 - Lawyer
5. Minors who use illegal chemicals. . .
 - lack clarity of thinking.
 - are asking for trouble.
 - both of the above.
6. Who died from complications of meth?
 - Rene
 - Jacob
 - Jessica
7. How old was Jessica when she was raped?
 - 15
 - 16
 - 17
8. If people live in decay, it is a . . .
 - a choice.
 - result of malnutrition.
 - permanent state.
9. If we don't change our thinking . . .
 - we can't expect to change our behavior.
 - we will keep on getting the same.
 - both of the above.
10. Driving under the influence is not a problem...
 - unless you are caught.
 - if you are a good driver.
 - it is a recipe for disaster.

Evaluations for

Sample Course: Early Intervention / Prevention



COACH'S EVALUATION

Please complete the following evaluation of this program. We are very interested in your responses as the coach. Please use dark ink as these evaluations are copied. If you need more room, attach a sheet of paper.

- This course was designed to help youth become more aware of the realities of substance abuse. What are your feelings about this program? _____

- Were there any parts in the course that helped you personally? _____ If yes, how? _____

- Did the course in any part relate to your student's life? _____ How? _____

- Do you know other people that this program could help? _____ How? _____

Coach's Name: _____ Relationship to Student: _____

BE SURE THAT THIS PAGE IS COMPLETE AND BOTH OF YOU SIGN THE AFFIDAVIT. >>>

STUDENT'S EVALUATION

Please complete the following evaluation of the program. We are very interested in your responses. What are your general feelings about this course? If you need more room, attach a sheet of paper. Please use dark ink.

Would you recommend this program to others? (Circle) **YES NO** Why? _____

What was the most helpful part of the course? _____

What was the least helpful part? _____

What do you plan to do to make sure the drug monster doesn't get you?

Date Started: _____ Date Finished: _____ Student's gender: Male Female Age: _____
Name of School: _____ City: _____ State: _____

Affidavit of Completion



Sample Course: Early Intervention / Prevention

We, the undersigned student and instructor/parent/guardian acting as coach, affirm that we completed this course to the best of our abilities and that this is our own work and no other's. It took us _____ hours to complete this course.



Student's Signature: X _____ Date _____

Coach's Signature: X _____ Date _____

Fill in your full legal name and current mailing address. (Please Print)

Student's Name: _____

Coach's Name: _____

Student's Mailing address: _____

Student's City: _____ State _____ Zip Code: _____

Student's Phone #: _____

PROCESSOR'S USE ONLY

Processed by: _____
Print Authorized Name Authorized Signature

Date Processed: _____ **Grade:** (circle one) **Pass** **Fail**

**Congratulations on finishing this course!
The goal has been to help you overcome
any self-defeating thoughts and behaviors
that may be limiting your progress.**

FULL COURSE LIST

BRIEF INTERVENTION COURSES

Conflict Resolution
Cyberbullying
Decision Making Skills
Marijuana Prevention
Showing Up
Stealing
Substance Abuse Prevention
Thoughts = Consequences
Understanding Anger
Vaping Awareness

TIER 1 - PREVENTION COURSES

Positive Thinking Skills
Leadership
Media Awareness
Distracted Driver
Bullying Prevention
Elevation
Balance
Initiative
Financial Intelligence

TIER 2 - TARGETED INTERVENTION COURSES

Positive Thinking Skills
Infinity
Distracted Driver
Anger Avoidance
Substance Abuse Prevention
Truancy Prevention
Vaping Awareness
Boundaries
Marijuana Prevention
Bullying Prevention
Balance
Initiative

TIER 3 - INTENSIVE INTERVENTION COURSES

Anger Avoidance
Theft/Shoplifting
Self Awareness
Substance Abuse
Driver Responsibility
Marijuana Awareness
Youth/Parent
Minor in Possession

RESTORATIVE PRACTICES

Restorative Practices Workshops



Rooted in
Restorative
Practices



Growing
Restorative
Culture



Sustaining
Restorative
Capacity



Lifeskills Link is a system of collaboration and accountability. It provides intelligent insights into each student's experience which informs targeted intervention and cognitive-behavioral skill development. The curriculum is built on our evidence-based model of cognitive behavior therapy together with our unique self-directed learning approach which has proven to help students and clients overcome self-defeating thoughts and behaviors.

View our
eLearning
Demo:



If we never change
negative thinking,
we will never change
negative behavior.



COGNITIVE BEHAVIORAL LIFESKILLS FOR STUDENTS