**4th Grade toe 12th Grade November Sub-Committee Minutes**

**November 29, 2018**

In attendance: Iris Baker, Glen Locklear, Tanya Jordan, Andrea Stough, Corey Maarshalk, Marrio Jeter, Kimberly Exum, Louise Hicks, Scott Whisnant, Jean Hall, Lorraine Perry

**PHASE 3 DISCUSSIONS**

1. **What EBP (Evidence-Based Programs) do we want to consider?**
   1. **Who will implement it?**
   2. **What data will it move?**

We opened the discussion talking about the **CRM® model**. 4 individuals at the meeting had attending the training this week and had many positive things to say about the model. A couple of observations about this model in applying it to our population:

1. The “grounding” technique may not be as well-received with high school age youth.
2. Making this model work for older children will depend on relationship building between teacher/provider and the student.
3. Peer-to-peer may be a great way to spread information. We may want to consider doing a training for high school students to be trainers? Potential trainers might be honor service learning club, captains of sports teams, kids making it, YMCA parent and teen partnerships
4. Talking about where in your body you feel the emotion may be inappropriate for some high school students.
5. Some CRM model education would be nice tied to biology classes.

**Other models discussed:**

**Sanford Harmony (currently in Snipes, Freeman)** Involves morning talking points

Children are paired with another child

**Shifting Boundaries** Middle school curriculum

**EYES Training** An anti-bullying model

**Restorative Justice Circles** for high schools

**Why Try**

**Safe Dates** includes hot spot and boundaries mapping

**Conscious Discipline**

**Success Highways** – a CIS model, has a resiliency assessment, applicable to elementary, middle and high school levels.

Other observations:

* The implementation of ANY model must be accepted and enthusiastically supported from the top down.
* Schools’ ability to follow policies and procedures to protect students at school is important.
* By the time some students get to high school, it is difficult to make change. Starting at a younger age is key. For older students, better access to referrals to more intensive services may be more beneficial.
* It’s important for teachers to know we’re not trying to turn them in to therapists.

The best way for us to proceed regarding EBPs for our age group is not to select the model for organizations to implement, but to provide a menu/toolbox of options that we recommend for community organizations and schools to implement.

Our next meeting will be January 11th at 9am at WIRE.