

# Tier I

## Classroom Videos & Discussions



**CLASSROOM VIDEOS & DISCUSSIONS:** BrainAbouts has created a series of topics and skills videos along with handouts to teach middle and high school students about how high-risk behavior effects the brain. These are a staple element of the BrainAbouts program. The videos are 9-13 minutes in length so that they can be viewed in homeroom/advisory classes or as a part of a full health class or counseling session. The handouts are designed in infographic style for quick reading and easy learning. They include discussion questions for students, faculty, and parents.

BrainAbouts suggests using these videos/discussion handouts consistently throughout the school year each month and at all tier levels. The variety of topics allow schools to tailor their choices to fit the needs of the student body. Use the Tier guidelines below to structure the use of the BrainAbouts Video/Handout series.

**TIER I – UNIVERSAL PREVENTION:** BrainAbouts recommends using the videos/handouts 8-10 times per year as a universal prevention element. All students should view a BrainAbouts video and engage in a discussion about the video topic at least once per month.

- ☐ During the summer or at the beginning of the school year, the BrainAbouts Counselor should choose 8-10 BrainAbouts topics based on either the results of the BrainAbouts Behavioral Health Survey or their knowledge of the needs of the student body. Use the calendar below.
- ☐ Schedule the topics by adding the BrainAbouts video/discussions to the school homeroom/advisory calendar.
- ☐ Order the corresponding posters for each topic and prepare the flyers or advertising for each.

**TIER II – SELECTIVE PREVENTION:** BrainAbouts recommends using the videos/discussions as group topics for students who have low protective/high risk factors or need social emotional skills training.

- ☐ During the summer or at the beginning of the school year, the BrainAbouts Counselor should plan what selective prevention groups to offer in the upcoming school year.
- ☐ Prepare the group schedule and curriculum. Advertise available groups to faculty and administration.
- ☐ Enroll students (those in need) proactively at the beginning of the year and continue enrollment for students as needed or who are referred to the specific groups.

**TIER III – INDICATED PREVENTION & TREATMENT:** BrainAbouts suggests using the videos/handouts as a 'stand-alone' indicated program for students who have engaged in high-risk behavior. Integrating BrainAbouts videos/discussions into counseling with students and parents gives an appropriate educational consequence with minimal school attendance disruption. See Tier III BrainAbouts Classes in the Core for more information.

# Tier I

## BrainAbouts Video/Discussion Calendar



| MONTH     | TOPIC /SKILLS | DATE | AVAILABLE TOPICS                |
|-----------|---------------|------|---------------------------------|
| AUGUST    |               |      | Alcohol                         |
|           |               |      | Binge Drinking                  |
|           |               |      | Drinking and Driving            |
|           |               |      | Illicit 'Street' Drugs          |
| SEPTEMBER |               |      | Marijuana                       |
|           |               |      | E-Cigarettes & Vaping           |
|           |               |      | Nicotine & Tobacco              |
|           |               |      | Bullying & Cyberbullying        |
|           |               |      | Gambling                        |
| OCTOBER   |               |      | Pornography                     |
|           |               |      | Risky Sexual Behavior           |
|           |               |      | Dating Violence                 |
|           |               |      | Technology Overuse              |
| NOVEMBER  |               |      | Video Game Addiction            |
|           |               |      | Eating Disorders & Body Image   |
|           |               |      | Depression & Anxiety            |
|           |               |      | Self-Injury                     |
| DECEMBER  |               |      | Suicide                         |
|           |               |      | <b>AVAILABLE SKILLS</b>         |
|           |               |      | <b>Self-Control</b>             |
| JANUARY   |               |      | Coordinating                    |
|           |               |      | Impulse Control                 |
|           |               |      | Emotion Regulation              |
|           |               |      | Flexible Thinking               |
|           |               |      | Frustration Tolerance           |
| FEBRUARY  |               |      | Organizing                      |
|           |               |      | Planning                        |
|           |               |      | Selective Attention             |
|           |               |      | Self-Monitoring                 |
|           |               |      | Task Initiation                 |
| MARCH     |               |      | <b>Complex Thinking</b>         |
|           |               |      | Abstract Reasoning              |
|           |               |      | Empathy                         |
| APRIL     |               |      | Problem Solving/Decision-Making |
|           |               |      | Prioritizing                    |
|           |               |      | Working Memory Skills           |
|           |               |      | <b>Coping</b>                   |
| MAY       |               |      | Anger Management                |
|           |               |      | Communication                   |
|           |               |      | Concentration                   |
| JUNE      |               |      | Family Issues                   |
|           |               |      | Positive Body Image Skills      |
| JULY      |               |      | Resisting Social Peer Pressure  |
|           |               |      | Stress Management               |