

Life Tools

Teachers

A new and exciting program will be starting Life Tools. The Life Tools group, led by an adequately credentialed individual, will focus on emotions and skills which can affect every part of a child's life. Life Tools will teach basic tools to help children identify what they are feeling, how strong the feeling is and ways to manage the feelings. Some of the tools include identifying good things from their day, discussing their values, admitting mistakes and positive coping strategies.

Life Tools Group IS:

- A safe place in which children can learn practical skills for their day-to-day lives, called Tools.
- A group which meets eight sessions for 45 minutes each session. Topics are:
 - **Self Awareness:** Knowing your strengths and limitations, with a well-grounded sense of confidence, optimism and a “growth mindset.”
 - **Self Management:** Effectively managing stress, controlling impulses and motivating oneself to set and achieve goals.
 - **Relationship Skills:** Communicating clearly, listening well, cooperating with others, negotiating conflict constructively and seeking and offering help when needed.

Life Tools Group IS NOT:

- Group therapy. We do not ask children personal questions about their home life or family. We do not evaluate or diagnose children.

Students who would benefit from the group:

- Tier 1 or 2
- Students who struggle with any of the following skills:
 - Self Awareness
 - Self Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision Making

If you have any questions about Life Tools please contact your credentialed individual.

The goal of Life Tools is to help children be and feel more successful at home, at school and in the community.

Assurances

Marshfield Clinic Health System's Center for Community Health Advancement will:

- Award financial support to each Life Tools Group program
- Provide curriculum and supplemental materials for Life Tools Group program
- Provide ongoing education, training, technical assistance and other resources to schools, facilitators and co-facilitators
- Host ongoing teleconference calls for Life Tools programs, facilitators and co-facilitators

School will:

- Appoint an adequately credentialed facilitator and co-facilitator to conduct Life Tools program
 - Credentials include: school counselor, school social worker, L.P.C., LCSW, M.S.W., Psy.D., Ph.D.
- Provide outreach to school district, school staff and afterschool programs regarding the Social Emotional Learning Group: Life Tools Group
- Provide parental education regarding Life Tools Group
- Identify 4 – 8 participants for each Life Tools Group
 - Optional referral form provided
 - See Recommendations for groupings provided
- Secure parental permission for participant to be in Life Tools Group
- Provide assistance with administering 3 Life Tools groups (i.e. Fall, Winter and Spring) in afterschool setting
- Provide the facilitator and co-facilitator with dedicated and adequate room space
 - Guidelines provided at train the trainer

Facilitator will:

- Administer three Life Tools groups. Each group has eight sessions and each session is 45 – 60 minutes long using the required Social Emotional Learning Group curriculum provided
- Maintain confidentiality of students and program
- Debrief with co-facilitator after sessions and before start of new groups
- Provide family follow-up and family engagement as needed.
- Debrief with teachers regarding tools participants will learn in Life Tools Group
- Participate in required teleconferences and webinars
- Deliver pre- and post-surveys to correct audiences
 - Survey questions cannot be altered but delivery of surveys is facilitator's choice (i.e. survey monkey)
- Provide summary data report
 - Guidelines provided
- Other discretionary service as assigned

Co-facilitator will:

- Attend the Life Tools group sessions and help facilitate
- Provide behavior management during sessions for duration of the group session
- Debrief with facilitator after sessions and before start of new groups
- Disperse end-of-session summaries to all families and teachers
 - Disbursement recommendations include:
 - Email to families and teachers after each session
 - Given to each family in person after each session
 - Makes sure each participant, teacher and family has completed the necessary pre-survey and post-survey for Life Tools group session

Harvesting the Idea of a Rural After-School Program Promoting Well-Being for At-Risk Youth

Kelsie-Marie Offenwanger

Youth improved their social and emotional development and generalized skills in 8 weeks through the Life Tools Group!

Intro

- There have been no studies to date that examine the social and emotional development (SED) of a rural after-school program for at-risk youth associated with a medical health system.
- The study investigated whether group attendance (8 weeks) had a significant impact on the SED of the youth it served.

Methods

- Theoretical and empirical origins
- Qualitative and quantitative data
- Pre and post multi-rater surveys
- Structured, weekly curriculum
- Caregivers (N=21), school personnel/staff (N=40), and participants (N=17, ages 8-14).

Results

- Parents: improved self & social awareness, relationship skills, responsible decision making
- Staff: improved self-awareness, self-management, social awareness, relationship skills, responsible decision making
- Participants: improved self & social awareness, relationship skills, responsible decision making

Discussion

- A curriculum has been developed and implemented across rural districts.
- The group is a stepping-stone for communities to collaborate with schools and health systems to support preventative care and healthy development.
- The group can provide evidence-based interventions during after school hours when few community resources or supervision are available.
- The group may reduce the disparity of access to resources through in-person and video summaries.

"These groups are helping them to see a different way of being and coping when events don't work out for them"

- Elementary Teacher

"He is getting into less arguments with others at home and is able to calm himself down by walking away"

- Parent of 5th grader

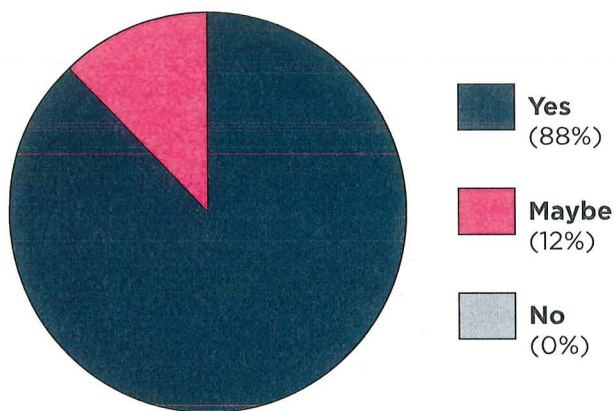
"I noticed her using the tools she's learned and I see great improvement and it helped me understand her life"

- Parent of 6th grader

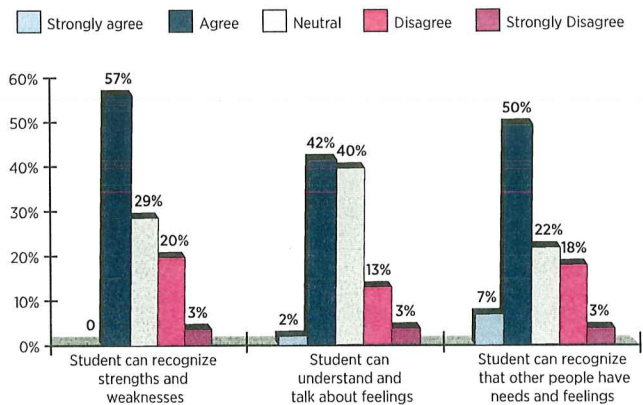
"I learned I have a right to my feelings and it's okay to make a mistake"

- Participant

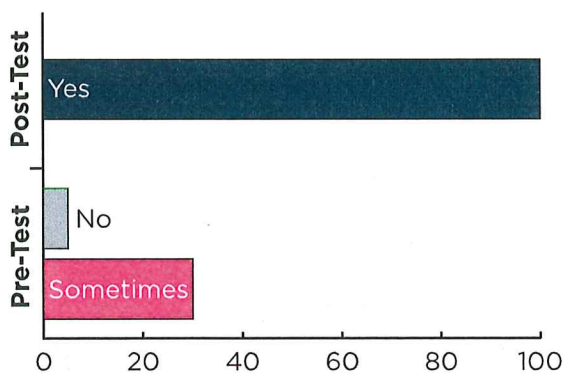
Do you think others would benefit from the group?



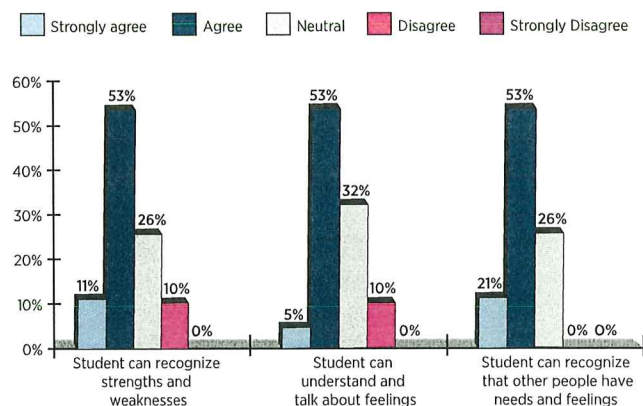
Staff Pre-Survey



I am VIVID: Valuable, Imperfect, Vulnerable, Immature & Dependent



Staff Post-Survey



Scan me