



PEN OR PENCIL™ (POP) subcomponents like *What's L-O-V-E Got To Do With It* is used to foster attitudes, values, and beliefs that support positive health behaviors. The curriculum provides instructional strategies and learning experiences that motivate students to critically examine personal perspectives, thoughtfully consider new arguments that support health-promoting attitudes and values such as reductions of contributing factors and incidents of dating violence and abuse, and generate positive perceptions about protective behaviors, healthy relationships, and negative perceptions about risk behaviors.

Through *What's L-O-V-E Got To Do With It*, POP includes instructional strategies and learning experiences to help students accurately assess the level of risk-taking behavior among their peers. It provides opportunities for students to analyze personal and social pressures to engage in risky behaviors, such as media influence, peer pressure, and social barriers.

The section to follow outlines the use of the curriculum as further aligned with skill-based intervention, Health Education performance indicators, and Common Core Education Standards.



Best Practices for Social Skills Training and Skill-based Interventions		
<b>SOCIAL SKILLS</b>	Research has shown that an effective comprehensive social skills training program arguably has the greatest positive single influence for reducing recidivism or preventing antisocial behavior in youth with disabilities (Gendreau, 1996; Palmer, 1996; Ross & Fabiano, 1985; Walker & Bullis, 1996)	How should PEN OR PENCIL™ groups be used to enhance literacy and these skills?
<b>Overt Interaction Skills:</b> Discrete observable social behaviors important to healthy relationships		
<b>RULE</b>	<b>Initiating greetings</b>	Sessions should begin with greetings exchanged between all participants.
	<b>Sharing</b>  <u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health	Students/mentees will read <b>POSTER CHILD: The Kemba Smith Story</b> independently, in group settings and exchange, or with parents. These sessions are called <i>READ-Ins</i> .  During sessions, questions are raised and exercises completed which allow all to become comfortable with sharing and forming parallels between constructive behavior and Kemba's choices.
	<b>Self-disclosure</b>  <u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health.  <u>HE 4.5.4</u> Demonstrate how to ask for assistance to enhance personal health	<i>READ-Ins</i> are followed by periods of reflection and response. Each session, guided by a mentor or group facilitator, will assist mentees in developing sound characteristics that may be used in job interviews and to build trust.  Through <i>Freedom of Choice Agreements</i> , completed with the assistance of mentors, mentees agree to express their ideas and willingness to communicate effectively with peers and family. <b>What's L-O-V-E Got To Do With It</b> sessions aim to ease communication apprehension and stimulate reading, speaking, and listening.



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<p><b>Expressing ones feelings</b></p> <p><u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>From an interviewer's perspective, inability to express self well can inhibit communication necessary to secure employment or in other crucial settings. In addition, factors in each participant's life may from time to time generate frustration and complications (<i>the complications of teenage pregnancy; dysfunctional family situations; limited financial resources, etc.</i>).</p> <p>Exercises and module plans provide constructive opportunities for mentees/students to express his or her feelings, some of which may be compatible to and prompted by Kemba's or other's experiences within the text.</p>
<p><b>Learning to apologize</b></p> <p><u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p><u>HE 4.12.3</u> Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>From an interviewer's perspective, lack of tact and courtesy can be a detriment to hiring and retention of a job. Learning to apologize is one of many social behaviors necessary to engage in healthy relationships and with co-workers and supervisors.</p> <p>If a participant demonstrates less than full cooperation during a session, he or she should be asked by their mentor or the facilitator to apologize for any disruptions prior to resuming the session.</p>



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<p style="text-align: center;"><b>Behaving cooperatively</b></p> <p><u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>HE 8.12.3</u> Work cooperatively as an advocate for improving personal, family, and community health</p>	<p>Using <i>Freedom of Choice Agreements</i>, student/mentees acknowledge their agreement to cooperate.</p> <p>Participants will be expected to engage in constructive listening during <i>What's L-O-V-E Got To Do With It READ-Ins</i>. All will be encouraged to participate together, creating an atmosphere in which mentors and mentees can build positive relationships. Sessions will also encourage inclusiveness that does not stereotype, demean, or patronize any participant on the basis of gender, race, religion, disability, sexual orientation, or other factors.</p>
<p style="text-align: center;"><b>Accepting criticism</b></p> <p><u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health.</p> <p><u>HE 4.12.3</u> Demonstrate use of strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>In preparing mentees for job and career readiness, mentors will assist mentees by providing support and guidance during sessions and will seek opportunities to demonstrate use of constructive criticisms.</p> <p>Student/mentees are encouraged to reach an acceptable level of bonding and communication with peers and mentors in which corrective feedback can occur.</p>



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<p><b>Overt Interaction Skills:</b> Discrete observable social behaviors important to healthy relationships</p>		
<p><b>Disagreeing</b></p> <p><u>CCSS.ELA-Literacy.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>HE 4.12.3</u> Demonstrate use of strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>		<p>Learning how to disagree is important to job readiness and job retention.</p> <p>In sharing text perspectives and completing exercises during <i>What's L-O-V-E Got To Do With It</i>, instances may arise in which participants do not agree. Participants must be encouraged to explain to the facilitator and group why he or she disagrees</p> <p>As an additional dimension, facilitator and participants may disagree with how a problem is conveyed in the text or internalized and articulated by others in group reading, listening, and speaking. These instances will provide avenues for constructive disagreement and productive feedback.</p>
<p><b>Introductions</b></p> <p><u>HE 8.12.3</u> Work cooperatively as an advocate for improving personal, family, and community health</p>		<p>From an interviewing perspectives, sometimes it can be very difficult to make initial introductions, a practice which can be most important.</p> <p>To support job readiness through this subcomponent, sessions of <i>What's L-O-V-E Got To Do With It</i> will allow new participants to introduce themselves to the group and further the opportunity to gain confidence.</p>



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<p><b>Overt Interaction Skills:</b> Discrete observable social behaviors important to healthy relationships</p>	
<p><b>Resisting peer pressure</b> <u>HE 7.12.3</u> Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>	<p>Numerous examples in the text allow participants to examine the consequences of peer pressure. Participating youth are asked to discuss the definition of healthy behavior and relationship in contrast to those which have contributed to the potential for delinquency, dating violence, suspension or other adversities.</p>
<p><b>Cognitive Social Skills:</b> Thinking skills that are applicable to a variety of social situations that lead to overt interactions in healthy relationships</p>	
<p><b>Defining a problem clearly</b> <b>Understanding other's point of view and feelings</b></p> <p><u>CCSS.ELA-Literacy.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>HE 4.12.1</u> Use skills for communicating effectively with family, peers, and others to enhance health</p>	<p>Pursuant to <i>Common Core College and Career Readiness Anchor Standards which encompass Speaking, Reading, and Listening</i>, participants will paraphrase events and consequences as described in <b>POSTER CHILD: The Kemba Smith Story</b>. Throughout the text, facilitator and participants will engage in exchange and modeling which will provide considerable opportunities to define their perceptions of various problems. Facilitators will respond with coaching and reinforcement.</p> <p>Throughout each group or individual <i>READ-In</i>, opportunities will occur for participants to consider each other's points of view. These instances will stimulate exchange and will be consistent with Health Education and Common Core Standards.</p>



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<p><b>Cognitive Social Skills:</b> Thinking skills that are applicable to a variety of social situations that lead to overt interactions in healthy relationships</p>		
<p style="text-align: center;"><b>Goal setting</b></p> <p><u>CCSS.ELA-Literacy.CCRA.SL.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		<p>An effective curriculum builds essential skills — including communication, refusal, assessing accuracy of information, decision-making, planning and goal-setting, self-control, and self-management — all designed to enable students to build their personal confidence, deal with social pressures, and avoid or reduce risk behaviors. Goal setting is also useful in helping mentees to become accustomed to setting academic and career goals.</p> <p>Each session will afford opportunities to set clear reading goals, incorporate VIEW-Ins, follow the line of reasoning, and enhance discussions relevant to <i>What's L-O-V-E Got To Do With It</i>.</p>
<p style="text-align: center;"><b>Alternative solution thinking</b></p> <p><u>CCSS.ELA-Literacy.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>HE 7.12.2.</u> Demonstrate a variety of healthy practices and behaviors that improve the health of self and others</p>		<p>As youth and young adults grow and develop mentally, they begin to organize experiences in a fashion most comfortable. They structure perceptions based on a pattern that creates meaning to them. The longer this structure is in place, the more difficult it is to change adverse thinking. Unfortunately, many would rather ignore or reject facts that contradict that structure than change the structure to accommodate the facts. Each module of <i>What's L-O-V-E Got To Do With It</i> offers a group mentoring environment to encourage alternative solution thinking using the experiences of Kemba's life as presented in the text.</p>



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**Cognitive Social Skills:**  
Thinking skills that are applicable to a variety of social situations that lead to overt interactions in healthy relationships

<p><b>Step-by-step planning</b></p> <p><u>CCSS.ELA-Literacy.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Groups will adapt a schedule for READ-Ins to complete the text. In addition, facilitators should work with the group to plan a schedule that allows one month for each module. Each volume of <i>What's L-O-V-E Got To Do With It</i> will consist of six modules.</p>
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<p><b>Perspective taking</b> Connecting cause and effect</p> <p><u>CCSS.ELA-Literacy.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>Throughout each module, sessions encourage effective thinking to favor healthy choices and relationships. Group exchange will allow participants to determine whether earlier events caused later one or simply preceded them.</p> <p>Supporting <i>Common Core College and Career Readiness Anchor Standards for Reading, Speaking, and Listening</i>, <i>What's L-O-V-E Got To Do With It</i> will provide participants opportunities to analyze text and film in which Kemba verbalizes her perspective about variables of her life for participant introspection and perspective taking.</p>
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<b>Cognitive Social Skills:</b> Thinking skills that are applicable to a variety of social situations that lead to overt interactions in healthy relationships		
<b>Anticipating pitfalls in carrying out a solution</b>		<p>Aligned with key health education standards as well as <i>Common Core Academic Standards which cover College and Career Readiness Anchor Standards for Reading, Reading Standards for Informational Text, and Reading Standards for Literacy in History/Social Studies and English Language Arts</i>, each module of <i>What's L-O-V-E Got To Do With It</i> presents opportunities for discussions during which mentees engage in personal assessments about scenarios encountered by Kemba and the multiple options available.</p> <p>Group sessions provide the atmosphere in which mentors, mentees, and facilitators can examine the pitfalls aligned with options conceptualized in the text and reflect upon consequential thinking based upon personal experiences.</p> <p>Participants will be able to use the text and modules presented during each session to engage in personal reflection, examining such things as vulnerabilities which may contribute to dating violence and abuse.</p>
<b>Consequential thinking Predicting and evaluating consequences</b>	<p><u>CCSS.ELA-Literacy.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><u>HE 5.12.5</u> Predict the potential short-term and long term impact of each alternative on self and others.</p>	
<b>Emotional self-awareness</b>	<p><u>HE 7.12.1</u> Analyze the role of individual responsibility for enhancing health.</p>	