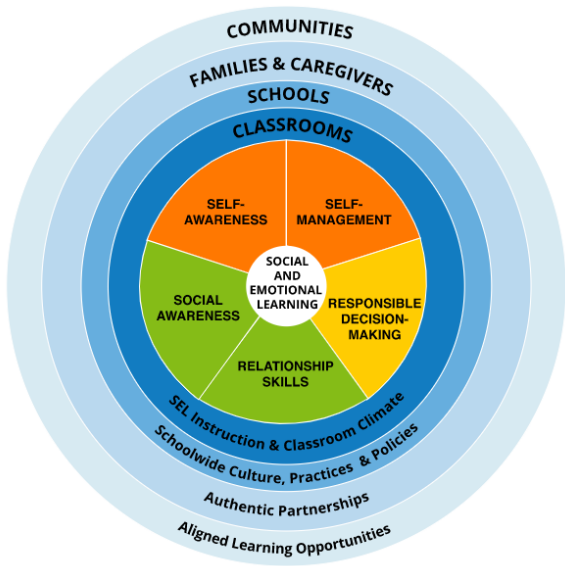




SLS: Your Authentic Partner for SEL & Whole Child Programming

Fall 2021, Volume 34, Number 3



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Social Emotional Learning (SEL) is an essential part of Whole Child Education. It is also an essential part of what we do as a health, safety, and drug education non-profit organization. Research shows that when young people develop the 5 SEL competencies (self-awareness, social awareness, self-management, relationship skills, and decision-making skills), they are not only better prepared for success in school and life, but drug use is also significantly lower.

In March 2021, the State of Michigan Department of Education (MDE) launched an SEL campaign to help districts across the state support students as they navigate the many difficulties experienced during the pandemic. This **‘Children Matter. You Matter. Learn SEL!’** campaign is part of the state’s strategic education plan to support the health, safety, and wellness of students in Michigan.

While it is great news that MDE is doing this work, we believe **ALL** stakeholders who work with children should be involved, an opinion shared by the premier organization for SEL, the Collaborative for Academic, Social and Emotional Learning (CASEL).

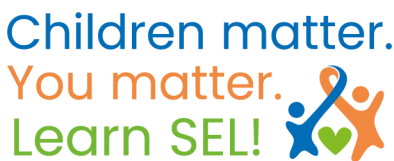
“We believe it is most beneficial to integrate SEL throughout the school’s academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. **These coordinated efforts should foster youth voice, agency, and engagement**; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; **and establish authentic family and community partnerships**”.

www.casel.org/what-is-sel

Since 1982, Student Leadership Services (SLS) has worked as an authentic partner with student groups across Michigan as they lead health, safety and drug education programs in their schools and communities. Student voice, empowerment and SEL is a core component of this work, and we have witnessed the unmistakable positive impact SLS programming has had thousands of students. We believe that students can be equal partners in SEL programming. They want and need to help and have the ability to reach their peers in a way that adults can’t. See the chart below for the 5 SEL competencies and examples of how SLS help students build these skills.

SEL Competency	CASEL Definition (www.casel.org)	How SLS builds these skills in our prevention programming (with results validated by our Comparison Study led by Wayne State University)
Self-awareness	The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	We help students identify their strengths, then encourage them to figure out how to use them to contribute to their group and school. As a result, SLS students are more comfortable using leadership skills in school.
Social awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.	Inclusiveness is a cornerstone of SLS. We listen to and trust students. We ask students to identify issues of concern for them and their friends. Then we work with the group to decide what strategies they want to use to create change in their school. This looks different at every school we work with, as it should. As a result, SLS students are more involved in community service.
Self-management	The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Through both adult and student-led workshops and school-based projects, student learn coping skills. Our workshop, How to Help a Hurting Friend , is particularly popular, and we were so proud of the projects about healthy relationships that students created in our #SLSTOGETHERWECAN leadership series in 2021. As a result, SLS students are less likely to be the bully and less likely to send inappropriate social media/texts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	SLS students learn to identify different types of peer pressure, model assertive behavior, then learn and practice ways to say “no” and still keep their friends. As a result, SLS students are more confident to recognize and resist peer pressure and are more likely to have positive feelings about school.
Responsible Decision-making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	SLS teaches students about healthy behaviors, helps them understand the impact of unhealthy choices, and teaches them to make better decisions. As a result, SLS students are less likely to have used ATOD in the past 30 days and in their lifetime and are more likely to demonstrate safe driving behaviors.

If SEL and whole child education are an important part of your school or district programming we would love to talk with you about how we can be an authentic partner, and how the work we do empowers students to live healthier lives and create positive change in their school.



Sincerely,

Pam, Dawn & Mindy

Student Leadership Services





Student Leadership Services Inc.
Celebrating 40 years
1982-2022



STUDENT LEADERSHIP CONFERENCE

MARCH 2022



www.slstoday.org

Celebrate 40 years of students leading their peers in schools and communities. Don't miss your chance to be a part of this student-led conference!

The SLS Four Pillars of Prevention

SLS provides a nationally recognized, student-led, **whole child** approach to prevention programming for students ages 11-19. **Students Leading Students (SLS)** for high school and **Students Taking a New Direction (STAND)** for middle school.

Research shows that prevention programs with long-term investment and repeated exposure to ideas delivered in different settings over time have better results than single awareness-raising sessions. We believe active and engaged students, when challenged to lead, become role models for their peers. As a result, they develop the self-efficacy needed to live healthy, productive lives. **Our model** provides an inclusive, safe, environment that promotes autonomy and develops confidence in their ability to lead change. With adult support, the school chapter meets regularly to plan and lead culturally sensitive, evidence-based activities to address specific prevention needs in their schools. This promotes positive youth development and helps prevent alcohol, tobacco and other drug (ATOD) use. Student Leadership Services **brings intention to practice** with the SLS Four Pillars of Prevention.

Pillar 1: Development of a Student-led Chapter	Pillar 2: Development of Substance Use Prevention and Safety Knowledge	Pillar 3: Development of Leadership and Resiliency Skills	Pillar 4: Development of a Prevention Environment
SLS Chapters empower and challenge individual students to engage their peers, build relationships and establish connections through healthy and safe behaviors. Pro-social youth implement innovative strategies that model healthy choices, ATOD resistance, personal growth and helping others. A student-led chapter is well-balanced, aligned with science and models roles and responsibilities for students and adults.	SLS Chapters offer consistent, on-going education and support for students to learn the outcomes of risk-taking behaviors that are not compatible with their health, safety , and life goals. Students disseminate high quality information to their peers to reduce and delay ATOD use, bullying, promote safe driving, and increase student and school connectedness that a peer-led approach nurtures.	SLS Chapters increase inclusion and understanding of the value of others in their lives. Students experience support and training in leadership, communication, negotiation, decision making, teamwork, organizational development, planning, organizing, goal setting, and message marketing as they engage in activities that influence peers and change risk taking behavior. In addition, students learn personal time management, social skills, tolerance, emotional health , resistance skills, problem solving and resiliency skills while overcoming challenges with encouragement from the SLS advisor and students. Students become trainers themselves.	Natural social bonds are utilized in SLS Chapters with a commitment to do what is right for students above all else. Advisors help establish an environment of acceptance and inclusiveness, where students can lead. Meaningful participation and steady, on-going connections and bonding experiences are supported by advisors to encourage prosocial behavior. Traditions, rituals, and ceremonies bond SLS Chapters and encourage peer mentoring relationships. Roles and expectations of SLS students and advisors contribute to student-led health, safety , and social justice opportunities. Learning and participation unite and challenge students to action.

To learn more about SLS trainings or how to start a Chapter at your school, call 248-706-0757 or email our Program Director, Dawn Flood at dmf@slstoday.org.



Dawn Flood, LMSW, CPC-R
SLS Program Director



Mindy Willis, M., Ed.
Curriculum & Communications Specialist



Mark your calendar!

Check out our redesigned website
at www.slstoday.org!

Some of the changes you may notice:

- We've included more examples of the great work students are doing across the state to create change in their schools.
- You can view our event calendar and register for events.
- You can learn about our services and trainings for educators, prevention professionals, students and parents.
- You can contact us for personalized training.
- Read our most current or archived newsletters and sign up for our mailing list.
- Get information about our student-led programs and contact us to start a Chapter at your school.
- Learn how the work we do is aligned with the goals of national and state health, safety and education organizations and evidence-based practices in youth development, prevention and education.

Students

No boring lectures or sitting all day here. On the contrary, for us, learning equals fun. We've engaged and empowered student leaders since 1982. We can help you start one of our student-led groups at your school or just build your leadership skills. Check out our upcoming events, schedule one of our popular trainings, or contact us to create one for your needs. We offer annual events for students of all ages, conferences, seminars, and fundraisers. Follow us on social media for news and inspiration, and subscribe to our mailing list.



View upcoming trainings

Schedule a personalized training

Services & Training

Since 1982 we've provided services and training to students, educators and families. Our goal is to empower students to live safe and healthy lives and teach their peers to do the same. We offer a wide range of trainings to meet the needs of your group. Find out more below.



Educators & Prevention Professionals

We help adults learn strategies to meaningfully engage students both inside and outside the classroom.

Learn more



Students

We help students develop skills and confidence so that they are empowered to live a healthy life and lead change in their communities.

Learn more



Parents & Caregivers

We help parents learn strategies to strengthen and enjoy their relationships with their children so that they grow to be healthy, confident adults.

Learn more

Alignment

SLS programs and services are aligned with the goals of national and state health, safety and education organizations and evidence-based practices in youth development, prevention and education.

Substance Abuse & Mental Health Services Administration (SAMHSA)

We are nationally recognized by SAMHSA and recommended by the National Registry of Evidence-Based Programs and Practices (NREPP).

Whole Child WSCC Model

"The WSCC model engages students as active participants in their learning and health. Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood."

Michigan Department of Education Social Emotional Learning (MDE-SEL)

SEL is at the heart of SLS programs. When students understand and regulate their emotions, complete goals, take others' perspective, develop healthy relationships, and make responsible decisions they are better equipped to lead safe and healthy lives.

National Association for Children of Addiction (NACOA)

SLS programs provide experiences that help students develop resilience skills and teaches them how to help themselves and their friends overcome the challenges of living in an addicted family.

Michigan Top 10 in 10

Goal 4.1.d: Focus investment on implementing evidence-based Integrated Student Supports. Expand specific coordinated P-20 partnerships and initiatives with other state, local and private agencies with proven evidence-based practices, with the goal of expanding access to coordinated service programs and family advocacy supports.

Michigan Department of Health & Human Services (MDHHS)

SLS Programs align with MDHHS Strategic Plan Goals to Reduce Underage Drinking including: Decrease youth access, improve community/social norms, increase perception of risk, increase prosocial behavior, and increase community concern.

Introducing our 36th Student Advisory Board!



Loretta

Taylor High School



Alexandria

Carrollton High-Saginaw



Gia

Taylor High School



Mariam

Clarenceville High-Livonia



Isabelle

Valley Lutheran-Saginaw

SLSTOGETHERWECAN Project Winners 2021

#SLSTOGETHERWECAN was a student-led, prevention-based, leadership series that took place during the 2020-2021 school year. Students from schools across Michigan joined us virtually to learn about health and safety topics from their peers. Then they identified a need in their school based on one of the topics and created a project to address that need. Several participants were active members of our SLS and STAND student-led groups. Our winners are shown below. More details about our winners and information about our next series beginning in October 2021 can be found on our website.

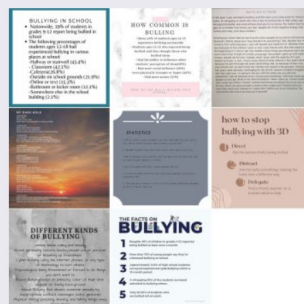
Healthy Relationships

Gia, from Taylor High School created a video presentation about how to have healthy relationships with peers, friends and family.



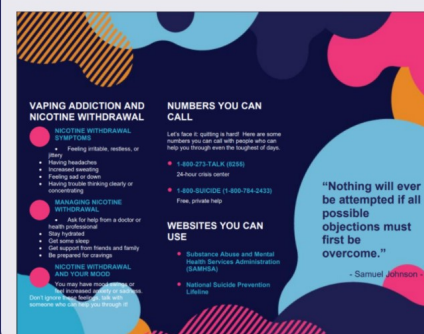
Bullying & Inclusiveness

Marelyn, from Clarenceville High School created an Instagram page about bullying. You can follow her @bullyingfree101.



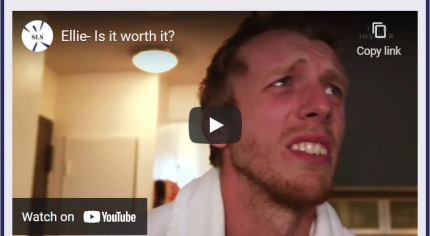
Vaping & Marijuana

Delaney, from Clarenceville High School created a brochure to help her peers quit vaping. She is also working with her dad to build a 'vape drop box'. This drop box will be installed at her school and students can anonymously deposit their vape pens.



Alcohol

Ellie, from Clarenceville High School created a very moving video presentation on alcohol abuse. It painfully illustrates the impact of addiction on families and other relationships.



Mental Health

Mary, from Warren Mott High School created a Powerpoint presentation about mental health to share with her peers.

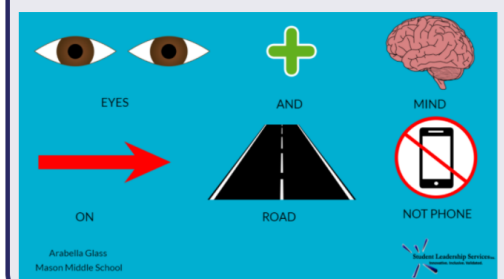


Student-Selected Topics

- Combatting Addiction
- Promoting Safe Driving
- Having Healthy Relationships
- Preventing Bullying
- Encouraging Self-Care

Distracted Driving

Arabella, from Mason Middle School created this poster about distracted driving. The SLS office is having it made into a banner to hang across an overpass near her school.



Taylor High School Drive-In Movie Night for Seniors hosted by THS SLS

What a great idea Taylor High School SLS! In late May, this Chapter sponsored a drive in movie night for their seniors. They showed "The Breakfast Club" in their student parking lot. The City of Taylor donated the big outdoor screen & speakers. Dairy Queen Chill & Grill (which had just opened in Taylor) paid for the movie. The SLS chapter also sold concession style snacks: popcorn, candy, beverages for the students attending. It was a beautiful night, and the students had a blast. It was so great they said they are definitely going to do it again!



SLS is grateful to Voss-Taylor Steel for their support of the Student Advisory Board Members from Taylor High School

Register via our website at: www.slstoday.org

Since 1982, we've been teaching teens how to stay out of the rough. Join us for our Inaugural Charity Golf Outing and help us continue this important work.

Monday, September 20, 2021
Links of Novi
10:00 am shotgun start

National Awards

SLS is the only Michigan-developed, student-led program with national validation.



National Prevention Network



A big thanks to the [SLS Golf Committee](#) for making the first ever SLS golf outing happen!
Toni Lauretano, SLS Alumna, Board of Director Member
Tricia DeVries, SLS Alumna
Sue White, SLS Volunteer

As a non-profit organization, we greatly appreciate our volunteers and their commitment to our mission.

amazonsmile You too can help SLS by selecting us as your charity on AmazonSmile's non-profit program. **AmazonSmile** donate 0.5% of your eligible purchases to support the work we do, visit smile.amazon.com and select us as your charity. The donation will be made at no extra cost.

Resiliency starts with empowerment.



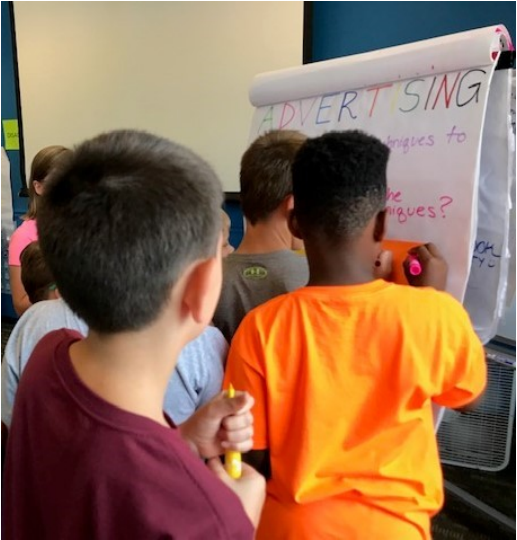
At SLS, we believe that empowerment is the path to resilience. We equip teens with the skills and confidence to lead, then work with stakeholders to give them opportunities to influence their peers and create change in their communities. That's why we offer skill-based training for teens and the adults who care for them on leadership, life skills, workplace readiness, peer-refusal skills, health, safety, drug, parenting education, and more. Empowered teens are resilient teens.



Students having fun with Jillian during Botvin Life Skills at the Boys & Girls Club of Troy.



Thomas P. Bingman Memorial
Voss Taylor Steel
Sign Fabricators
Brad Simmons
Dianne Bostic Robinson
Ward Bartlett
Michelle Turner
Zane and Sandra Hatahet
Laura and Christian Dodd
Larry Rotta
Nikki and Allan Motes
Jim Voss
Pamela Voss-Page



Thank you to our partners!

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Jillian Davis, Life Skills Intern, Marian High School
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