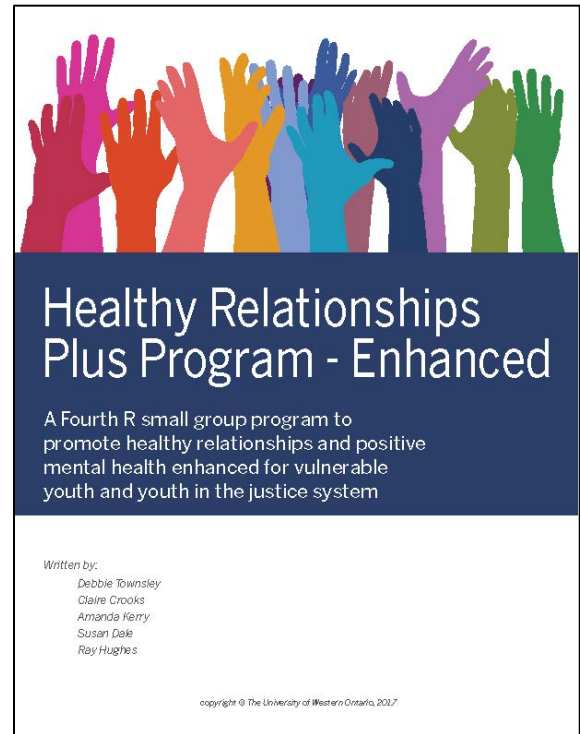# A Pilot and Adaptation of a Social-Emotional Learning Program in Youth Justice Settings

Feedback Report

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Healthy Relationships Plus Program - Enhanced

A Fourth R small group program to promote healthy relationships and positive mental health enhanced for vulnerable youth and youth in the justice system

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Report overview

Youth involved in the justice system often have a constellation of complex problems and risk factors. Aiming to reduce risk factors and behaviours is not sufficient, it is essential also to promote the development of protective factors. Social-emotional learning (SEL) programs aim to enhance intrapersonal, interpersonal, and cognitive competencies. A growing body of research demonstrates that SEL programs reduce aggression, substance use, and emotional distress and improve prosocial skills; however, to date, SEL programs have been primarily implemented in community schools. The following studies explored the feasibility and preliminary outcomes of implementing an SEL program in youth justice settings. The first section proposes the implementation of SEL programs in youth justice settings and identifies some of the unique programming and implementation considerations for this population. We summarize the results of two separate research studies in this report.

Pilot & Adaptation of the Healthy Relationship Plus Program:

Working with partners from Manitoba Corrections, we conducted a two-phase study that examined the feasibility, acceptability, and utility of an evidence-informed SEL program in youth justice settings. In the initial phase, the Healthy Relationships Plus Program was piloted in youth custody facilities. Data collected from program staff and administrators indicated high levels of feasibility and acceptability and several important adaptations. In the second phase, the adapted program (Healthy Relationships Plus - Enhanced Program) was piloted in youth correctional settings, and youth reported high levels of acceptability and utility.

Preliminary Evaluation of the Healthy-Relationship Plus-Enhanced Program:

This study evaluated the Healthy Relationships Plus - Enhanced Program with a sample of justice-involved youth to explore preliminary outcomes. We utilized a mixed methods quasi-experimental design. In focus groups, youth reported that participation in the program promoted the development of SEL skills. At post-intervention, youth reported significant increases in assertiveness, self-control, empathy, problem-solving efficacy, as well as a significant decrease in attitudes supporting peer conflict. In addition, many of these improvements remained significant at a one-month follow-up.

Taken together, the theory and preliminary evidence from these papers suggest that an adapted SEL program is relevant and compatible with youth justice settings, and it can also improve the attitudes and skills of youth offenders.
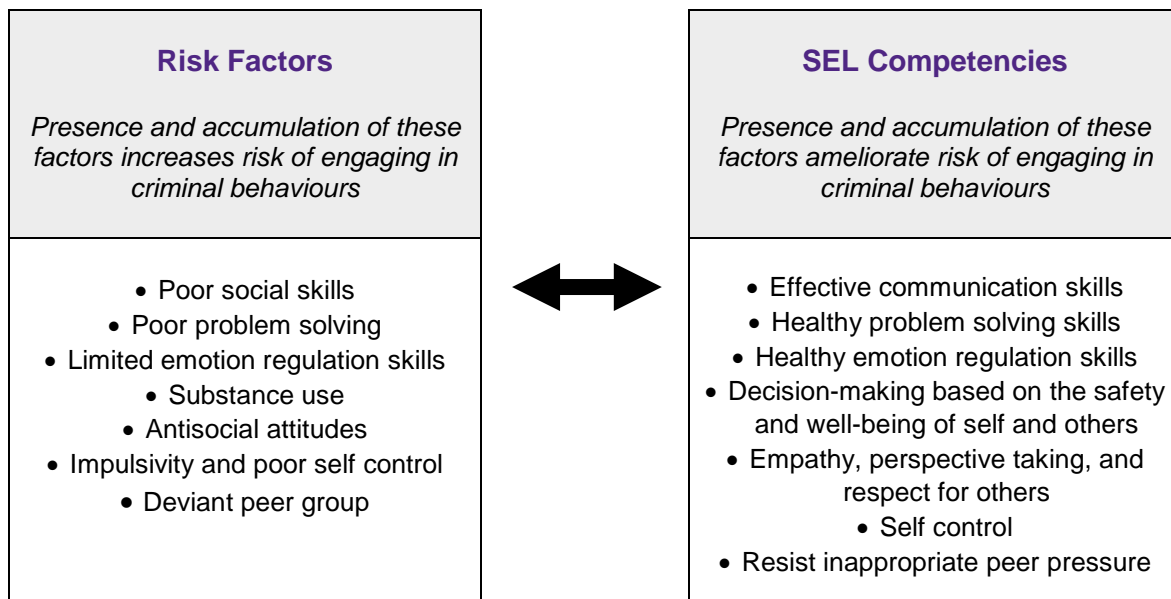
Acknowledgments

Rationale for Implementing Social-emotional Learning Programs in Youth Justice Settings

Social-emotional learning (SEL) programs aim to enhance knowledge and skills to promote social competence, emotion regulation, and prosocial skills (Vazsonyi et al., 2004). Promoting the mastery of SEL competencies integrates both risk prevention programming (e.g., reducing risk factors) and positive youth development (e.g., strengthening assets and skills). Although youth justice and SEL programs share intersecting goals, to date, these programs have remained distinctly separate. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), it is important for youth to develop the following five interrelated competencies: self-awareness (i.e., understanding the influence thoughts and emotions have on behaviour), self-management (i.e., regulating thoughts, emotions, and behaviours), social awareness (i.e., perspective taking), relationship skills (i.e., communication, resisting peer pressure, conflict resolution), and responsible decision making (i.e., making healthy choices about personal behaviours and social interactions) (CASEL, 2015).

(Source: www.casel.org)

Children and adolescents who lack these skills tend to exhibit negative patterns of interactions and increased aggressive and delinquent behaviours (Claro et al., 2015; Vazsonyi et al., 2004). The following figure depicts how promoting SEL competencies can ameliorate risk factors.

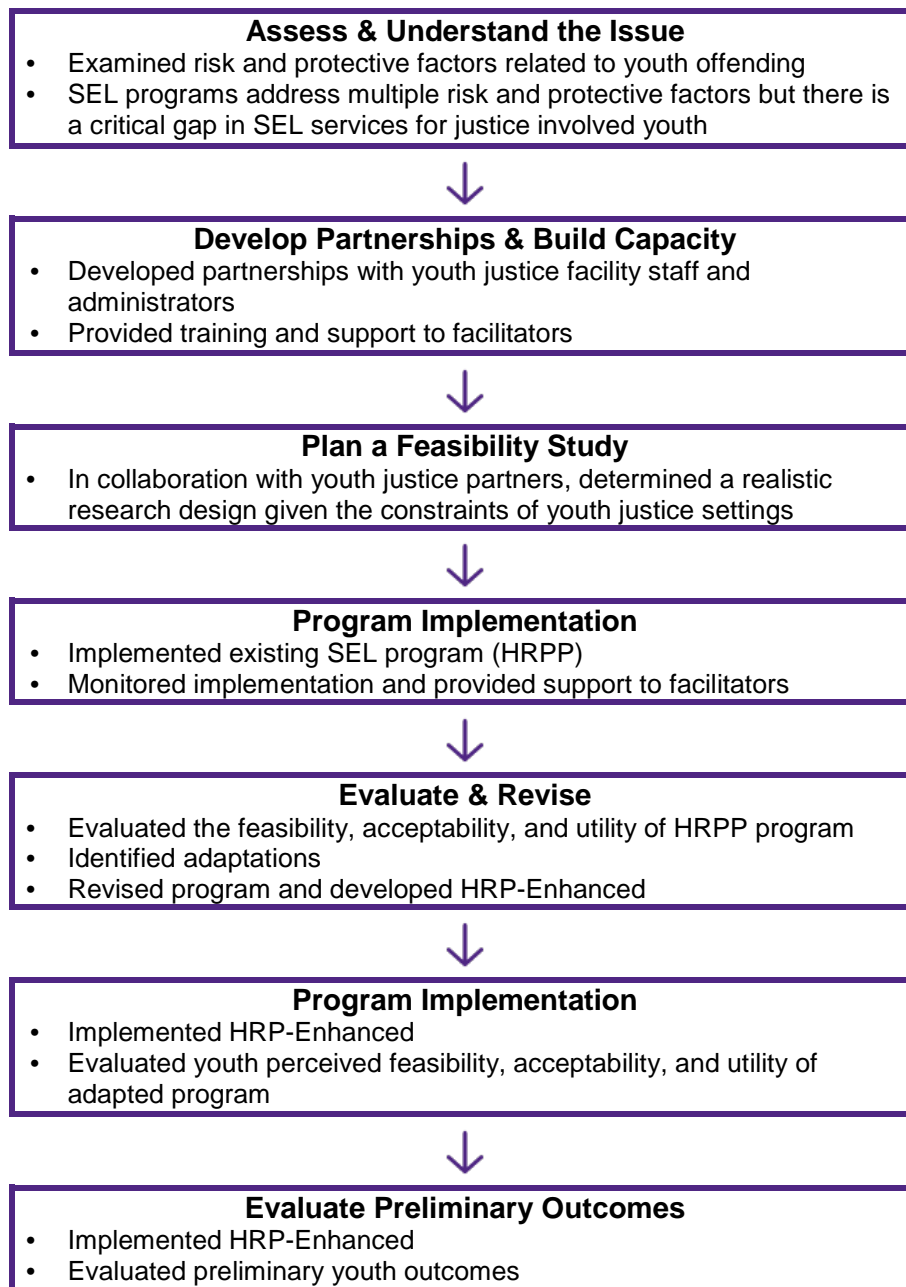| **Risk Factors**		**SEL Competencies**
Presence and accumulation of these factors increases risk of engaging in criminal behaviours		*Presence and accumulation of these factors ameliorate risk of engaging in criminal behaviours*
• Poor social skills • Poor problem solving • Limited emotion regulation skills • Substance use • Antisocial attitudes • Impulsivity and poor self control • Deviant peer group	⟷	• Effective communication skills • Healthy problem solving skills • Healthy emotion regulation skills • Decision-making based on the safety and well-being of self and others • Empathy, perspective taking, and respect for others • Self control • Resist inappropriate peer pressure

There is growing evidence regarding the positive impact of school-based programs that aim to develop social and emotional competencies. To date, research has identified several positive outcomes related to school-based SEL programs including, improved coping strategies and conflict resolution skills, increased prosocial behaviours, as well as reductions in substance use, alcohol use, aggression, and delinquent behaviours (Durlak et al., 2011; Sklad et al., 2012; Taylor et al., 2017; Zins & Elias, 2006). These findings highlight the importance of promoting SEL competencies in youth. However, despite the obvious overlap in skill gaps for youth involved with the youth justice system and SEL outcomes, there have been no efforts to apply SEL approaches in these settings. In the research presented here, we piloted a SEL program in youth justice settings and made important adaptations to ensure that the program appropriately matched the needs of youth offenders and the constraints of juvenile justice settings.

Purpose of the Research

The purpose of our research was to introduce and adapt an SEL program in youth justice settings. The overarching research questions were:

1. What is the feasibility, acceptability, and utility of an SEL program implemented in youth justice contexts?
2. What program adaptations are required to better match the needs of justice-involved youth and the constraints of youth justice settings?
3. What are the preliminary outcomes associated with participation in an adapted SEL program in a sample of justice-involved youth?

Assess & Understand the Issue
- Examined risk and protective factors related to youth offending
- SEL programs address multiple risk and protective factors but there is a critical gap in SEL services for justice involved youth

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Develop Partnerships & Build Capacity
- Developed partnerships with youth justice facility staff and administrators
- Provided training and support to facilitators

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Plan a Feasibility Study
- In collaboration with youth justice partners, determined a realistic research design given the constraints of youth justice settings

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Program Implementation
- Implemented existing SEL program (HRPP)
- Monitored implementation and provided support to facilitators

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Evaluate & Revise
- Evaluated the feasibility, acceptability, and utility of HRPP program
- Identified adaptations
- Revised program and developed HRP-Enhanced

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Program Implementation
- Implemented HRP-Enhanced
- Evaluated youth perceived feasibility, acceptability, and utility of adapted program

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Evaluate Preliminary Outcomes
- Implemented HRP-Enhanced
- Evaluated preliminary youth outcomes

Pilot & Adaptation of the Healthy Relationship Plus Program

The Fourth R: Healthy Relationships Plus Program (HRPP) is a universal evidence-based SEL program designed to address both risk and protective factors in youth. Although this program was not designed explicitly for youth offenders, the universal approach addresses key areas of need for youth involved in the justice system. The HRPP is a 14 session, evidence-informed small groups program designed for youth ages 12 to 18 (Wolfe, 2016). The HRPP applies core principles from the evidenced-based *Fourth R program,* a classroom-based universal prevention curriculum (Crooks et al., 2015). The HRPP curriculum includes skill-based activities to promote healthy relationships and address violence (e.g., bullying, peer and dating violence), high-risk sexual behaviour, and substance use. Beyond skills, the HRPP also addresses mental health and suicide prevention. One study examining the HRPP identified changes in depression from pre- to post-intervention in a large sample of Canadian youth across varied settings (Lapshina et al., 2018). Notably, the results indicated that youth with extremely severe depression scores at pre-test reported significantly lower depression scores after the program. In addition, the program was evaluated using a small RCT, where the authors found a decrease in bullying victimization 12 months post-intervention, which was mediated by increased help-seeking (Exner-Cortens et al., 2019).

The Present Project

While the HRPP has been implemented in various contexts, including schools and community settings, it has not been examined in a youth justice setting. There is growing research regarding which prevention programs are most effective; however, less is known about how to generalize the delivery of those programs to other settings (Leschied, 2015). This study aimed to address this gap by piloting the HRPP in youth correctional facilities. A two-phase study was used to investigate the feasibility, acceptability, and utility of the HRPP in youth custody facilities. Phase one piloted the original HRPP in youth justice settings and collected data from facilitators and administrators. Following phase one, the HRPP program was adapted based on facilitator and administrator feedback, as well as literature on best-practices for youth offender programming. The adapted program was titled *Healthy Relationships Plus-Enhanced Program (HRP-Enhanced).* Phase two piloted the HRP-Enhanced in youth correctional facilities, and data were collected from youth.

Note:
During phase one, we also piloted the original classroom-based Fourth-R program. The classroom-based program is comprised of 27-lessons, divided into four units to address adolescent risk behaviours including, peer and dating violence, substance misuse, and unhealthy sexual behaviour. Findings indicated that the classroom based Fourth-R was not an appropriate fit for youth justice settings for the following reasons:

(1) The program was too long, and the completion rate was only 11%.
(2) Group work was a challenge because, unlike in typical classrooms, youth complete their coursework independently and are each working towards different credits.
(3) The Grade 7 version of the program was selected to match the youths' developmental and academic abilities; however, since it since it did not align with the curriculum for their chronological age, credit could not be earned.

Therefore, the classroom-based Fourth R program was not adapted or further piloted.
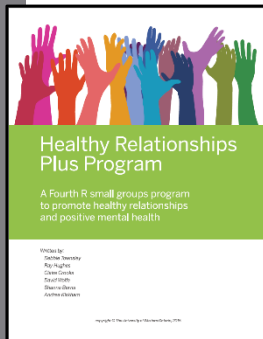
Phase One
The HRPP was delivered in:
- 2 youth secure custody facilities in Canada
- 16 correctional facility staff (67%) female were trained to implement the HRPP
- 6 HRPP groups were completed (2 females and 4 male)
- The average group size was 9 youth (range = 8 to 10)
- 56 youth (34% female) participated in the program
- The average age of participants was 16.2 years
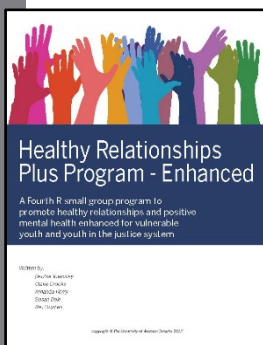
Phase Two
The HRP-Enhanced was delivered in:
- 3 youth secure custody facilities and 1 intensive residential treatment facility in Canada
- 11 HRP-Enhanced groups were completed (4 female and 7 male)
- The average group size was 8 youth (range = 3 to 10)
- 92 youth (62% male) participated in the program
- The average age of participants was 16.5 years
- 78% of youth identified as Indigenous

Methods

Data was collected from multiple sources to gain a comprehensive understanding of program feasibility, acceptability, utility, and implementation. The following measures were employed in both phases one and two.

- **Session tracking sheets.** After each session, facilitators were asked to briefly outline the successes and challenges of that particular session and activities, as well as any modifications that they made.
- **De-identified attendance sheets**. Program facilitators completed de-identified attendance sheets. The purpose of the attendance sheets was to collect data regarding the continuity and dosage of the program (i.e., how many sessions each youth received) and the program completion rate.
- **Implementation survey**. Upon completion of the program, facilitators completed an online survey. The survey inquired about the successes and challenges of the program implementation in a youth custody facility, as well as the modifications made to the delivery and material, and perceived benefits for the youth.
- **Focus groups and interviews**. We conducted semi-structured focus groups and interviews at both of the youth custody facilities. The purpose of these meetings was to collect more descriptive data about the pilot study, specifically implementation challenges, successes, and modifications.

Phase One.
Facilitators who implemented the original HRPP were asked to participate in focus groups upon completion of the program to provide their feedback. All of the facilitators who implemented the program consented to participate. Each focus group lasted approximately 1.5 hours. In addition, youth justice administrators were asked to participate in a brief 30-minute interview to discuss their feedback openly. Overall, three focus groups (n= 6 facilitators, 67% male) and four interviews were completed.

Phase Two.
Youth who completed the HRP-Enhanced were invited to participate in focus groups. Given the time constraints and geographical distance to facilities, only six groups (n = 39, 62% males), including both secure and open custody settings, were conducted. Each focus group lasted approximately one hour.

Results

Completion Rates

We defined completion of the original HRPP was defined as a youth participating in at least 11 of 14 the sessions (i.e., approximately 80% of the program). Completion of the HRP-Enhanced was defined as participating in at least 12 of the 16 sessions (75% of the program).

In phase one, the youth completion rate for the HRPP was 66%. In phase two, the youth completion rate for the HRP-Enhanced was 78%. In phases one and two, there were no significant differences for completion rates between gender or sites.

In phase one, there were no differences between the correctional staff reported successes and challenges of the HRPP for male versus female groups. Likewise, there were no differences between the overall successes and challenges of the program based on site. In phase two, there were no gender or site differences between the youth perceived successes and challenges of the HRP-Enhanced. Below we discuss themes that highlight the successes, challenges, recommendations, and considerations for implementing the HRPP in correctional settings (phase one). Additionally, we discuss themes that highlight the success and challenges of the adapted HRP-Enhanced (phase two).

Phase One: Staff Reported Successes of the HRPP in Youth Justice Settings

Feasibility of HRPP

Across sites, the program facilitators expressed that is was feasible to implement the program with youth offenders. Facilitators could select youth who would likely remain in custody for the length of the HRPP, and creating a closed and relatively stable group allowed for the development of positive group dynamics. "*They provided support and encouragement. They would help each other out and laugh*" (Facilitator 1). The staff also explained that throughout the program, the group cohesiveness increased. This cohesion created a sense of safety and trust among the youth in both male and female groups.

> *"Especially during the sharing part, there were some youth were really reluctant, but I think we had three or four who really kind of surprised us with their sharing. They really shared a lot, personal stuff, their experiences with relationships you know being in a very tough relationship. Yeah, I guess as we progressed about halfway through, they just kind of started to trust in the process and started really sharing their personal stuff with us and with the girls that we have here, that's a big step because a lot of their experiences have been very traumatic" (Facilitator 1).*

Acceptability of HRPP

Correctional staff described a high degree of acceptability related to the HRPP program's engaging activities and the program's alignment with the responsivity principle. Facilitators expressed that the HRPP promoted youth engagement, and the youth enjoyed the program. This theme applied to both male and female youth groups. "*This is a very fun program for them. Kids get involved a lot, so it kind of gets them engaged in a different way*" (Facilitator 4). "*It's an excellent program! The youth have been very responsive to the interactivity of it and have stated that it is their favourite program that we offer*" (Facilitator 6).

The program facilitators also described the interactive activities as notable successes of the HRPP.

> *"I think the strength is definitely the interaction and the discussions. By far the most favourite thing for me to see and I think is the feedback that we're getting from the residents is they enjoy how interactive it is, they're not just sitting there and listening, they're actually going and doing stuff" (Facilitator 1).*

The responsivity principle describes that correctional programs should be matched to the youths' learning style, abilities, mental health, gender, age, and cultural background (McCormick et al., 2015). There was evidence that the HRPP was somewhat consistent with responsivity, but also required improvements in this regard. To some degree, the HRPP was described as responsive to the youth,

> *"It's that responsivity factor which is so very important in correctional programs, we ground all programs in 3 basic principles – risk, need, responsivity. Responsivity factor is hugely important. It has to be delivered in a way that is responsive to the recipients and their learning style, and what I've heard, is that the Healthy Relationships Plus does that and it does so in an engaging manner" (Administrator 4).*

Consistent with the universal design of the HRPP, staff expressed that the program was a good fit for varied ages, gender, and cultural backgrounds.

> *"I think everyone could benefit from this. Relationships obviously in their [the youths'] lives have been, I like to use the word fragmented and very unhealthy. The material is beneficial for everyone and I would like to see it delivered as part of our core program" (Facilitator 5).*

Staff also felt that the program did not require specific cultural adaptations.

> *"I think it's because the relationships. Everyone has different relationships. All these youth have trouble with relationships, whether they're Aboriginal, whether they're white, whether they're from Somalia, you know what I mean?" (Facilitator 4).*

> *"I think the Aboriginal video examples (included in the HRPP) were essential because it normalizes for them that you know these people are us. I don't know if any of the written material needs to be changed in any type of Aboriginal way" (Facilitator 6).*

Some responsivity considerations (e.g., learning style and cognitive abilities of the youth) were identified as needing further attention. Some participants indicated that the written tasks were difficult for the youth, "*Written responses are too time-consuming. Our clientele does not have very good reading or writing skills*" (Facilitator 6). To address this issue, participants suggested adding more visuals and activities that rely less heavily on literacy skills.

> *"Even just more options, so rather than having a low literacy version and a regular version, you could put just an additional page in the regular sessions for low functioning residents. I would rather see that than a whole separate program. I would rather see it incorporated in as appendices in each session rather, than a whole other book" (Facilitator 6).*

Utility of HRPP

Facilitators identified the HRPP program's focus on mental health, suicide prevention, peer and dating relationships, and drug and alcohol use as highly useful and relevant to youth justice populations. The staff reported that the HRPP promoted meaningful and relevant discussions for the youth in both male and female groups.

> *"Dating violence is something that needs to be talked about and we don't really have anything that really kind of addresses that here. So it's really good that we have a session on it" (Facilitator 1).*

Facilitators also believed that discussions about suicide prevention were well received by the youth and necessary in correctional environments.

> *"I enjoy teaching the mental health and wellbeing session. A lot of participants in our program have witnessed a suicide or suicide attempt. Even more know at least one person who has committed suicide. A lot of our participants are at a high risk of suicide themselves. This is a much needed topic and the program provides a safe place to talk about it and become more aware of the warning signs. They don't know the warning signs. It is a really important subject to talk about especially with our clientele and I think it's just really a good session" (Facilitator 3)*

> *"We had a guy in our last class who said that you know he basically cut down his friend (from a hanging death by suicide) and you know he's thinking back, he's like 'I did notice those things'. And he was able to talk about it and it's a place where you know like nobody really wants to talk about it in everyday, like 'hey, want to talk about that?', but this is a place where they can open up and talk about it because it's the topic. Some of the feelings that are brought up are hard to feel, but at the end of the day they're happy too. I think it's just good to know the information" (Facilitator 6).*

When asked if the HRPP addressed any of the risk factors that contribute to offending, Facilitator 3 stated, "*Yeah, drugs and alcohol, substance use, friends, relationships, examining relationships. Those are probably the biggest ones*". This sentiment was also shared by other staff and applied to both male and female youth groups.

> *"What I've read and heard about the Healthy Relationships Plus, it fits with our programming here which fits with our current risk assessment tool the YLS/CMI (Youth Level of Service/Case Management Inventory) which scores and indicates the top four risk areas and criminogenic needs in a youth's life. And you know, be it alcohol and drugs, or pro-criminal attitudes, anti-social patterns, whatever label you want to put on it. Absolutely it (the HRPP) fits in and can target some of those areas" (Administrator 2)*

On the other hand, since the HRPP was not developed specifically for youth justice populations, it did not sufficiently target all criminogenic needs. The central eight criminogenic needs include procriminal attitudes, antisocial personality, procriminal companions, family and/or marital difficulties, substance abuse, employment, school, and leisure challenges (Andrews & Bonta, 2010). The staff highlighted that the HRPP does not adequately address all of the above risk factors.

> *"It covers a lot of different things. I don't know if it goes enough in depth in each one though, but I mean it's a tough balance, it covers a lot of topics, but it doesn't go in depth as like a specific substance abuse program" (Facilitator 3).*

Despite the successes of the HRPP implementation in youth justice settings, the program was not without challenges.

Setting Characteristics Challenges

To date, the HRPP has been implemented in diverse community settings, including schools, community organizations, and women's shelters. However, these settings do not pose the safety and security risks that are present in youth custody facilities. Staff in youth custody facilities must be aware of many factors, including the room set-up, equipment and materials that may be used as weapons, gang affiliations, and aggressive behaviours. As one staff mentioned, "*Definitely the gang aspect, we need to move guys around for safety and security in our facility*" (Administrator 2). Based on the feedback from this sample, some of the HRPP activities were not appropriate for male and female youth correctional settings and needed to be omitted in order to maintain a safe and secure environment. "*We could not do the chair activity due to the possibility of fights breaking out due to our population, so we had to modify with no contact*" (Facilitator 4). "*Interpersonal relationships and conflicts among the participants meant that we had to skip the contact games and activities for safety*" (Facilitator 1).

In addition to safety and security concerns, staff also highlighted the challenge of youth attrition in both male and female youth groups. Staff tried to alleviate turnover in the group by consciously selecting youth participants: "*Your most stable groups are groups who are made up of guys that have been here for a considerable period of time*" (Administrator 2).

Despite their efforts to select stable groups, movement in youth justice settings is often inevitable due to short sentences, problem behaviour, rescheduled court dates, transfers, or early release. Staff acknowledged attrition and movement is a logistical challenge with scheduling and offering any programming in youth justice facilities.

> *"Correctional centres, yes that's an issue with the shorter sentences lengths and so on, it always has been and always will be. It certainly is disruptive but it's the reality, but I think that the potential for success is there" (Administrator 1).*

Youth Characteristics Challenges

Another obstacle with HRPP implementation was the skills practice scenarios were not compatible with the lived experiences of youth involved in the justice system. For example, scenarios included in the program encourage youth to consider how they would respond if a peer offered them weed (marijuana) or encouraged them to skip class. Many youth offenders have a history of behavioural problems including violating rules, societal norms and laws (Murray & Farrington, 2010), and the HRPP scenarios were often not at the appropriate risk level. Across both sites, the facilitators highlighted the incongruence, and this applied to both male and female youth groups. "*A lot of the scenarios are too young and immature for our clientele*" (Facilitator 3). "*Role plays were not realistic*" (Facilitator 2). "*Participants had difficulty relating to the scenarios and were not taking it seriously*" (Facilitator 4).

The facilitators and administrators had a wealth of experience (ranging from less than 5 years to 25 years) working with justice-involved youth and provided specific recommendations to improve the relevance and compatibility of the HRPP for youth in correctional settings.

Additional content on dating violence

Staff expressed an interest in having additional content on healthy and unhealthy relationships. "*I think there could be a more expanded session on the dating violence. Because I think it's such a normal thing for dating and domestic violence*" (Facilitator 4). "*I would really like more about examining whether this relationship is healthy or not. And I think there could be more in that area*" (Facilitator 6). While only two facilitators made this point, it is important given the prevalence and impact of teen dating violence (Wincentak et al., 2017). In addition, the facilitators identified a need for dating violence prevention programs specifically for youth involved in the justice system.

Create a shared culture

It was recommended that the HRPP training could create a shared healthy youth relationships culture among all staff. Behavioural change techniques include having a set goal, a target standard of behaviour, monitoring, feedback, prompts, reinforcement, and opportunities for behavioural rehearsal (Michie et al., 2008). When all staff are working towards the same goal and use a shared, consistent language, they can maximize opportunities for acquiring healthy relationships, communication, and self-regulation skills.

> *"That's kind of a gap in our system because you know if we're teaching this right? And we only see them (the youth) in the program, then how are the staff supposed to know what they're learning? I would say it's taught as a compartmentalized program and it needs to be run as an integrated program. We want youth to remember through repetition, repetition, repetition"* (Facilitator 5).

> *"I really want to have a couple of information sessions, maybe hour-long information sessions, for the staff so they understand the basic principles of what is involved in Healthy Relationships and how it ties into what we currently do. So if the youth leave program and that evening have a real life scenario happen, staff could be equipped to prompt them"* (Administrator 2).

Shufelt and Cocozza (2006) suggest that to effectively respond to the needs of complex needs of youth offenders, the justice system should strive for increased collaboration and continuity of service, including extending to support youths' success in the community.

> *"It can't be a standalone document that other folks aren't aware of. So if it's program facilitators delivering this, other folks that are working with the same youth need to understand what the content is so that they can support and empower the youth to utilize skills that they're gleaning from attending the program. And possibly even making sure that the community portion, like probation officers, that there's an understanding there as well. I don't think they need to know the intricate details of the program but certainly an overview of the key principles"* (Administrator 4).

Peer contagion

Peer contagion is an important consideration in youth correctional programs. To reduce the likelihood of peer contagion, programs should separate youth by risk level, be highly structured, evidence-based, and implemented by facilitators that can identify and prevent antisocial communication and behaviour (Utah Criminal Justice Center, 2010). When asked specifically, staff indicated that peer contagion was not an issue in the implementation of the HRPP.

> *"No and I'll tell you why. Because of the YCJA (Youth Criminal Justice Act), we're only incarcerating the most violent and more repeat offenders. So they are all, the vast majority, assessed as high and very high risk youth. We're mindful of that (peer contagion) to a point here, but it's not it's not a big consideration because again the vast majority of our guys are high risk, very high risk factors and have been have been criminally and or gang involved for a number of years" (Administrator 3).*

Trauma-informed approach

When asked if any of the youth had histories of trauma and whether their past experiences made it difficult to discuss certain HRPP topics, staff emphasized the high prevalence rates of trauma among both the male and female youth. "*The vast majority of youth, probably more than the numbers even show, have endured multiple traumas*" (Administrator 4). Interestingly, some staff mentioned that the discussions that occurred in the HRPP served to empower the youth.

> *"During the sessions, the girls appeared to be more empowered to actually speak about their experiences. It was reinforcing that 'yeah what was done was not okay and should never have been done to anyone' and they felt like 'oh gee we can actually talk about it' (Facilitator 1).*

While the facilitators did not observe behavioural indicators that youth were experiencing discomfort with a topic due to their traumatic history during facilitation, they also acknowledged that they did not see the youth after the program when difficulties may arise. "*I don't recall anyone crying, unless it happened later on*" (Facilitator 2).

> *"We like to end (each session) with uplifting videos. Like the mental health session, we ended with a funny video so that they could leave on a giggle. But having said that, we don't see the repercussions at 8 o'clock, 9 o'clock at night when they're going to bed. Without seeing that I can't connect it to what was delivered in program" (Facilitator 6).*

Given both the high prevalence of trauma among incarcerated youth and the sensitive topics included in the HRPP, staff noted the importance of staff training in order to appropriately respond to youths' needs: "*Anything can sort of trigger trauma. We need to therefore be trauma-informed, which we are, we offer that to all of our staff, and it's a very important issue there's always a concern*" (Administrator 2).

Healthy Relationships Plus – Enhanced Program

Following the staff feedback received in Phase one, we adapted the HRPP program We called the revised program HRP-Enhanced. Program modifications were also informed by the existing literature on youth justice interventions. Overall, each session of the HRPP was adapted, and two new sessions were included. The following table summarizes the specific content adaptations. A detailed session overview of the HRP-Enhanced is provided at the end of this report.

Trauma-informed	Enhanced coping	Harm reduction	Safety planning and sexual exploitation	Higher risk scenarios	Enhanced cognitive problem solving	Literacy supported options
DESCRIPTION						
Designed to resist re-trauma-tization by offering alternative activities. E.g., standing too close to others may feel unsafe or be interpreted as an aggressive invasion of personal space	More positive mental health strategies built into every session; some introductory mindfulness activities	Teaches specific considerations and strategies for increasing safety while engaging in substance use; encourage thinking about protective factors for safer use	Added specific modules on safety planning and also sexual exploitation	Addition of higher risk scenarios for skills building practice throughout the program	Added scenarios to practice overcoming negative and/or reactive thinking patterns	Added alternative activities with reduced reading and writing expectations
RATIONALE						
High rates of trauma among youth involved with juvenile justice, child protection, and community mental health services	Lack of positive coping strategies predictsserious (violent) recidivism	Many high-risk youth are already using substances so preventing initiation may not be a reasonable goal versus increasing safety considerations while engaging in substance use	Overlapping risk factors for sexual exploitation and youth offending including history of physical or sexual abuse, time spent in provincial care, disconnection from family	Consistent with the risk-need-responsivity model, intervention programs and content must match the risk level of the youth	Developing cognitive skills is an empirically-based component of programs that reduce offending behaviours in youth	Many justice-involved youth have learning difficulties and low academic achievement, particularly related to literacy

Results: Phase 2

Phase Two: Youth Perceived Successes of HRP-Enhanced

Acceptability of the HRP-Enhanced

In phase two, youth shared their perspectives on the acceptability, utility, and challenges with the HRP-Enhanced. The literature suggests that one measure of acceptability and satisfaction is whether program recipients would recommend the program to others (Sekhon, et al., 2017). When asked if they would recommend the HRP-Enhanced program, both male and female youth reported that the program would benefit other justice-involved youth.

"Yeah, I would recommend it because it's not only good for the relationships around you, like improving friendships more and your peers around you. It gives you a lot better idea of all the resources you got and how to handle yourself and the negative and positive effects of choices" (Female, age 17).

"Honestly, like in my opinion, I would recommend it to everybody that comes here because everybody's here for a reason. Obviously, committing crimes. But there's stuff that led up to the crimes, like started from one little thing and then it just snowballed into something bigger and bigger. It could have started from the kid growing up around it or they could have been peer pressured into it. So, it could help a lot of people" (Male, age 16).

Utility of the HRP-Enhanced

During the focus groups, youth also identified a number of strengths related to HRP-Enhanced program, demonstrating good acceptability. Specifically, both male and female youth described the program as engaging and interactive. Additionally, they consistently reported that the discussion topics included in the program were relevant and meaningful. The following table summarizes the identified strengths and supporting quotes.

Themes	Exemplar Quotes
Interactive Program	"*I actually learned some stuff, it wasn't like one of those boring programs*" (Female, age 16).
	"*I like how we're able to move lots or like use our hands instead of sitting around all the time and just writing. We're actually able to go hands on with some activities*" (Male, age 19).
Relevant Topics Discussed	"*Most of this relates to my life because everything that it states in there, I've been through it all. So I don't know, it's kind of like my life story. Everything related in some sort of way*" (Male, age 16).
	"*I liked when you talked about healthy versus abusive relationships. A lot of the youth here I think benefited from that. Lots of people grew up in like, for example, broken homes and they don't know healthy relationships, all they know is abuse. So it helps for them to know healthy versus negative*" (Female, age 17).

Phase Two: Youth Perceived Challenges with HRP-Enhanced

During the focus groups, youth also identified some of the program's weaknesses. Notably, some activities were less successful due to small group numbers. Other topics raised painful feelings for some youth. Although the HRP-Enhanced was developed using a trauma-informed framework, that did not preclude the possibility of activating distressing memories. A few female youth noted that it was difficult to discuss some of the sensitive topics included in the program. "*It made me think of my last relationship. It was very abusive*" (Female, age 16). "*I didn't like the abusive relationship stuff, like domestic violence. There's just like a lot of abuse in my family, so that's why I didn't like that subject*" (Female, age 16).
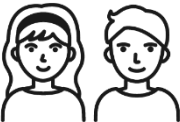
While some female youth indicated that it was difficult discussing content that activated painful memories, one youth commented that although it can be uncomfortable, discussions can facilitate positive change.

> *"How we grew up affects how we are today. I came from a family that used to use lots of alcohol, and that's how I lost my grandpa and auntie about two years back. And so that really stood out to me because that's not something I'm comfortable talking about with others, but it's you know, stuff has to change, or else it's just going to be the same for me" (Female, age 18).*

Preliminary Evaluation of HRP-Enhanced Program

Present Study

This study employed a mixed-methods, time series design to examine the HRP-Enhanced with justice-involved youth in correctional facilities. The objective was to explore the preliminary effectiveness of the HRP-Enhanced on relationships skills (e.g., social skills and problem-solving skills), drug resistance efficacy, antisocial attitudes, and internalizing and externalizing behaviours.

The HRP-Enhanced was delivered in:
- 3 youth secure custody facilities and 1 intensive residential treatment facility in Canada
- 11 HRP-Enhanced groups were completed (4 female and 7 male)
- The average group size was 8 youth (range = 3 to 10)
- 92 youth (62% male) participated in the program
- The average age of participants was 16.5 years
- 78% of the youth identified as Indigenous
- 19 on-site classroom teachers (74% female) participated in the study. Teachers were not involved in the implementation of the HRP-Enhanced program, rather they were included in the study as impartial observers and completed questionnaires about the youths' behavioural presentation.

METHODS

To gain a comprehensive understanding of program acceptability and the preliminary effectiveness of the HRP-Enhanced, we collected data from multiple sources.

- **Focus groups.** Youth were asked to participate in focus groups upon completion of the program to provide their feedback. Given the time constraints and geographical distance to the custody facilities, not every program group participated in a focus group. Overall, six groups (*n* = 39, 62% males) from secure and open custody facilities completed focus groups.
- **Questionnaires.** Youth and their teachers each completed four questionnaires at different time points. The Time 1 questionnaire was completed four weeks prior to starting the HRP-Enhanced. The purpose of the Time 1 questionnaire was to establish a baseline of the youths' functioning and to look at possible regression to the mean prior to the start of the program. The Time 2 questionnaire was completed on the first day the program began. The Time 3 questionnaire was completed immediately after the final session of the program. The Time 4 questionnaire was completed four weeks following program completion to examine potential maintenance effects.
- **Youth Questionnaires:** The questionnaire consisted of 71 items and used scales from the Antisocial Beliefs and Attitudes in Pre-Adolescent and Adolescent Youth (ABAS), the

Social Skills Improvement System (SSIS) Student Report, and the Texas Christian University (TCU) Adolescent Thinking Form B.

- **Teacher Questionnaires.** The teacher questionnaires consisted of 35 items. The teacher questionnaires used scales from the SSIS Teacher Report.

The following table summarizes how each scale on the questionnaire aligns with SEL competencies. No measures targeted self-awareness directly, but this aspect of SEL was explored in the focus groups.

SEL Competencies	Questionnaire Scales
Relationship Skills	ABAS Attitudes towards Peer Conflict TCU Assertiveness
Self-Management	TCU Drug Resistance Efficacy Youth SSIS Self-Control Teacher SSIS Self-Control
Social Awareness	Youth SSIS Empathy Teacher SSIS Empathy
Responsible Decision Making	TCU Problem Solving Efficacy

Analyses revealed that outcomes remained stable from Time 1 (baseline) to Time 2 (pre-intervention), with no significant differences. As a result, a new Time 1 variable was calculated using the mean of Time 1 and Time 2. The new Time 1 variable (referred to as *pre-intervention*) was compared to Time 3 (referred to as *post-intervention*) to examine potential changes over the duration of the program. In addition, pre-intervention was compared to Time 4 (referred to as *follow-up*) to examine maintenance effects.

Results: Preliminary Program Effects on SEL Competencies

During the focus groups, youth provided several examples describing how participation in the HRP-Enhanced promoted their development of SEL competencies. Qualitative findings are organized into SEL themes. In addition, qualitative results are augmented with quantitative results where available.

Theme 1: Relationship Skills

Youth described that participation in the HRP-Enhanced facilitated improvements in their communication skills. According to both male and female youth, their improved communication skills generalized across relationships, including dating relationships and interactions with staff (Table 1). Youth also reported that they were better able to communicate with peers:

"When I was first here back in September, me and him never got along. We always fought and were always at each other's heads. And now, it's like we actually sit down and listen to each other, we actually interact better than what we were before" (Male, age 16).

While in custody, youth have limited access to their family via letters, phone calls, and visits. Positive communication skills can maximize the enjoyment of limited interactions. One youth commented on his ability to communicate with his sister:

"Just listen to them, because that's one of the main things, people want someone to talk to without any advice or their opinion give[n]. So that's what I try with my sister. She struggles a lot, and after the program I kind of just started thinking about it, finding different ways to talk to her about it, so not just give her advice. I'll just talk to her on the phone about it and just listen to what she has to say" (Male, age 20).

Table 1 - *Relationship Skills Secondary Themes and Examples*

Secondary Themes	Exemplar Quotes
Communication[a]	"*I feel like I can talk to my boyfriend easier now. Like we can talk about things when we're mad at each other. I can be like, 'Okay, why are you mad?' or he'll ask me why am I mad or something like that, and we'll work on the problem*" (Female, age 17). "*I've been trying to use active listening the most because I usually jump to conclusions before the sentence is even over. And it sometimes gets me in trouble. A couple of days ago, a staff was talking, and I kind of didn't really care. But in the end, I thought about it and was like maybe I do need to listen. So I actually sat and listened, and I wasn't looking around. I was actually focusing on the person that was talking*" (Male, age 16).
Resist Inappropriate Social Pressure[b]	"*I like the one how to deny things if like someone is peer pressuring you and what to say and what to do. I used to always get peer pressured, and I didn't know what to do, so it kind of relates to me*" (Male, age 18) "*I used the refusal on group members. They'll ask me to do something and I don't really feel in the mood. Usually I'll be like 'yeah, I'll play later,' but then in that moment I kind of give in. But after taking the program, I kind of understood it, they can't really tell me I can't, so I just say 'no, I'm good,' and they respected that. It worked out pretty good*" (Male age 17).
Offer Help When Needed[a]	"*One of my friends, she was really upset, so I made an attempt to be there for her the best I could. So I guess I gave her the comfort that she needed. I felt pretty good after that*" (Female, age 16). "*There's one session we did about suicide. A couple times already actually I've been able to use that and notice those little signs and point them out to people and they said, 'yeah, you're right'. And I asked them straight up, you know, 'are you trying to hurt yourself? Are you trying to kill yourself?' And he did. And you find out the truth and you're able to help that person, so that was good*" (Male, age 16).
Establish Healthy Boundaries[b]	"*Me and my dad, I feel like there's so many bad stuff between each other. I realized stuff that he did that was bad. So I called him, like 'you gotta stop doing this if you want a healthy relationship.' I'm trying to build a better relationship*" (Male, age 18). "*After the program, I kind of ended a few friendships. I ended like two or three because I didn't realize how like unhealthy they were and negative. So I kinda told them, I can't have people like that in my life anymore and I wanted to try something new*" (Male, age 16).
Manage Interpersonal Conflict Effectively[a]	"*I don't fight with my mom as crazy. Sometimes when I call her, I don't always want to be like aggressive and angry. I don't know why I'm aggressive and angry. But then I noticed those things, so I'm trying to change, but it's kind of hard*" (Female, age 15). "*He started swearing at me and what not, and I could have lashed out on him and like attacked him, I could have just like started yelling. But I came up to him assertively and told him how I felt and what we should do. It worked it, it was alright*" (Male, age 16).

[a]Theme did not vary by gender
[b]Theme varied by gender, males endorsed more

Association with antisocial peers is a significant predictor of adolescent delinquent behaviour (Akers & Jensen, 2006). In the focus groups, male youth reported that participation in the program assisted in resisting peer pressure and promoting assertiveness (Table 1). Consistent with qualitative findings of improved assertiveness skills, youths' self-reported assertiveness skills significantly increased from pre-intervention to post-intervention, $F(1, 59.0) = 4.79$, $p < .05$, $\eta_p^2 = .075$, 95% confidence interval [CI] = [.01, .31]. There were no gender differences.

Both male and female youth reported that following participation in the program, they were better able to offer support to others (Table 1). In addition to relationship skills, offering help to others relies on the development of other SEL competencies, including social awareness and decision-making. Social awareness is required to recognize and understand the other person's emotions. Decision-making skills are also needed to determine how to proceed.

Another key relationship skill is establishing healthy boundaries. Youth expressed that after participating in the program they were able to recognize unhealthy relationships in their lives and implement appropriate boundaries. Some male youth described establishing boundaries with family relationships (Table 1).

Finally, research has indicated that conflict management competence is important for maintaining healthy relationships (Chow et al., 2013). Both male and female youth described improved conflict resolution skills across different interpersonal relationships (Table 1). Consistent with qualitative findings of improved conflict management with peers, youths' self-reported attitudes supportive of antisocial peer conflict significantly decreased from pre-intervention to post-intervention, $F(1, 51.0) = 8.15$, $p < .05$, $\eta_p^2 = .138$, 95% CI = [.04, .21]. A repeated measures GLM determined that the mean difference of attitudes about peer conflict between time points approached significance difference by gender $F(2, 49.0) = 2.85$, $p = .067$, $\eta_p^2 = .104$, 95% CI = [-.26, .17]. Specifically, males' attitudes decreased more than females.

Theme 2: Self-Management

Research indicates that limited or inadequate emotion regulation is a risk factor for aggressive behaviour and mental health problems among adolescents (McLaughlin et al., 2011; Roll et al., 2012). Both male and female youth reported that participation in the program provided them with healthy strategies to manage difficult emotions.

"A lot of people nowadays have depression and anxiety and everything. And I mean, I know because I'm one of them. It's tough to deal with, but if you know the right people that know how to deal with it, and if you do the program, you know a little bit more perspectives on how to deal with it" (Male, age 16).

"The one activity we do where the unhealthy things we do to relieve stress and the healthy things we do to relieve stress. And when we look at it overall, how serious the unhealthy things do and how it affects us and others around us, and how easy the healthy stuff is to do and how it would benefit us more and others around us as well. Like go for a walk with a positive friend, talk to a therapist, listen to music, meditate, do yoga, workout, anything like that" (Female, age 18).

Consistent with qualitative findings related to emotion regulation, youths' self-reported self-control significantly increased from pre-intervention to post-intervention, $F(1, 59.0) = 4.34$, $p < .05$, $\eta_p^2 = .069$, 95% CI = [.01, .34]. There were no gender differences. In contrast to youth self-reports, teacher reports did not indicate a change in self-control, $F(1, 65.0) = .042$, $p = .837$, $\eta_p^2 = .001$, 95% CI = [-.07, .06].

Youth did not indicate a change in drug resistance efficacy (e.g., confident that they can find ways to reduce stress that do not involve alcohol/substances) from pre-intervention to post-intervention, $F(1, 59.0) = 2.94$, $p = .092$, $\eta_p^2 = .04$, 95% CI = [-.03, .39].

Theme 3: Social Awareness

Male youth reported improvements in their social awareness, specifically perspective taking and empathy (Table 2).

Table 2 - *Social Awareness Secondary Themes and Examples*

Secondary Theme	Exemplar Quotes
Perspective Taking	"*I need to work on the way I come out, because I guess my assertive, what I think of when I'm talking, when I think of assertive, others may see it as aggressive. So I need to be aware of basically how others perceive me*" (Male, age 15).
Empathy	"*I was able to relate more to them and like understand them better when they're telling me stuff and kind of put myself in their shoes when they're tell[ing] me stuff*" (Male, age 17).

Evidence suggests that empathy is positively correlated to prosocial behaviours and negatively correlated to aggressive and antisocial behaviour (De Wied et al., 2007). One youth highlighted the negative impact of an individual's antisocial behaviours on others. This is notable because some youth justice interventions, particularly, restorative justice approaches, emphasize victim empathy (Rodriguez, 2007).

> *"When you do too much drugs and alcohol, you're not really in a clear state of mind and something bad could happen and you end up in a place like this. It doesn't just affect you, it affects a lot of people like your family, and if you assault someone or victimize someone, their family, and it's just a big chain reaction or domino effect"*
> *(Male, age 17).*

Consistent with qualitative findings related to empathy, youths' self-reported empathy significantly increased from pre-intervention to post-intervention, $F(1, 59.0) = 5.21$, $p < .05$, $\eta_p^2 = .08$, 95% CI = [.02, .31] . There were no gender differences. In contrast, teacher reports did not indicate a change in empathy, $F(1, 56.0) = .29$, $p = .59$, $\eta_p^2 = .01$, 95% CI = [-.08, .14].

Theme 4: Responsible Decision-Making

Responsible decision making involves identifying possible options and evaluating the potential consequences of each option (CASEL, 2015). Research has found that the tendency to think through decisions carefully is inversely associated with risk behaviours among adolescents (Wolff & Crockett, 2011). Both male and female youth who participated in the program described improvements in their decision-making skills, particularly related to considering the consequences of their choices.

> *"To help myself, I've learned to think about different ways to look at it. You can either look at it positively, and kind of fix what you did wrong, or you can think about it negatively and just keep going on with it for days. It's taught me a lot. It's not just like pushing it off for another day and then having it come back; you deal with it the day of so you don't have to suffer consequences later on" (Male, age 15).*

> *"I gotta try and think, I gotta outweigh the pros and cons and think, so if he has a shitty personality but he has money or he has good friends, which ones are more worth it. So just kind of evaluating all of that" (Female, age 18).*

Consistent with qualitative findings related to responsible decision making, youths' self-reported problem solving significantly increased from pre-intervention to post-intervention, $F(1, 59.0) = 6.79$, $p < .05$, $\eta_p^2 = .10$, 95% CI = [.04, .29]. There were no gender differences.

Theme 5: Self-Awareness

During the focus groups, youth were asked to identify their strengths. Some youth were able to provide responses, including athletic abilities and artistic talents. However, many youth reported that they do not possess strengths. "*I don't know. I don't see myself as good at anything*" (Male, age 16). "*What if you're not good at anything?*" (Female, age 17). From the perspective of one male youth, justice involvement often results in youth being negatively labelled and their strengths go unrecognized.

> *"I'm not really good when it comes to like school, but when it comes to like street smarts or just intelligence about life, I'm very good at it. And people overlook it cause we fit the stereotype 'Oh, you must be in a gang' which means you're stupid and you're not smart enough to not join that lifestyle. It's kind of annoying" (Male, age 17).*

When asked about what areas they need to improve, both male and female youth provided insightful responses. "*Worry about myself instead of others, because I'm always trying to make other people happy before I make myself happy*" (Male, age 16). "*Trying to have more patience with myself and with other people*" (Male, age 15). "*Cut down on drugs and alcohol*" (Female, age 16).

One male youth commented that the program supports the changes that justice-involved youth are trying to achieve.

Results: Maintenance Program Effects

Of the youth who completed the pre- and post-intervention questionnaires, 83.6% (n = 46) were available for a one-month follow-up. Results indicated that attrition was not related to age, gender, or facility.

We found that improvements in attitudes about peer conflict remained significant at follow-up, $F(1, 39.0)$ = 6.99, $p < .05$, η_p^2 = .15, 95% CI = [-.28, -.04]. Results from GLM analyses revealed a significant moderating effect of gender. Specifically, males' attitudes about peer conflict decreased more than females, $F(2, 37.0)$ = 3.88, $p < .05$, η_p^2 = .174, 95% CI = [-.18, .31]. The increase in assertiveness skills remained significant at follow-up, $F(1, 45.0)$ = 8.99, $p < .05$, η_p^2 = .165, 95% CI = [.08, .43]. Results from GLM analyses revealed a significant moderating effect of gender. Specifically, males' assertiveness increased more than females, $F(2, 43.0)$ = 5.65, $p < .05$, η_p^2 = .208, 95% CI = [-.56, .19]. Additionally, the increase in youth reported self-control remained significant at follow-up, $F(1, 45.0)$ = 7.05, $p < .05$, η_p^2 = .135, 95% CI = [.05, .39]. There were no gender differences. Finally, the increase in problem-solving efficacy remained significant at follow-up, $F(1, 45.0)$ = 6.49, $p < .05$, η_p^2 = .126, 95% CI = [.06, .48], with no gender differences.

While no change was indicated in drug resistance efficacy at post-intervention, this variable significantly increased at follow-up. $F(1, 45.0)$ = 4.16, $p < .05$, η_p^2 = .085, 95% CI = [.01, .39]. There were no gender differences. Similarly, teacher-reported self-control was not significant at post-intervention; however, this variable significantly increased at follow-up, $F(1, 45.0)$ = 6.15, $p < .05$, η_p^2 = .120, 95% CI = [.03, .29]. There were no gender differences.

Conclusions

Taken together, results from the first study (pilot and adaptation of HRPP) and the second study (preliminary evaluation of HRP-Enhanced) indicate that an SEL program adapted for youth justice settings is both feasible and produced promising empirical outcomes.

		Fit & Feasibility		
		Poor ────────────────► Good		
Evidence	Weak	Untested or ineffective and poor fit and feasibility	Untested or ineffective and some challenges to fit and feasibility	Untested or ineffective but good fit and feasibility
		Promising effectiveness but poor fit and feasibility	Promising effectiveness but some challenges to fit and feasibility	Promising effectiveness and good fit and feasibility
	Strong	Evidence-based but poor fit and feasibility	Evidence-based but some challenges to fit and feasibility	Evidence-based and good fit and feasibility

These findings suggest that SEL programs can be integrated into the youth justice system and promote the development of SEL competencies among justice-involved youth. Future research should continue to explore SEL programs in youth justice settings.

Overview of the HRP- Enhanced Program

Session	Session Title	Description
1	Getting to Know You	Meet group members and facilitator[a] Understand the program objectives[a] Identify stressors that impact youth[a] Review healthy coping strategies[b] Review strengths and resilience[b]
2	It's Your Choice – Friendships/ Relationships	Identify ways in which youth choose friends and dating partners[a] Understand how gender-based stereotypes may impact relationships[a] Identify qualities of a supportive friend[a]
3	Shaping Our Views	Identify influences (e.g., family, media, culture) that affect how we think about relationships[a] Consider how influences impact our decisions about relationships[a]
4	Influences on Relationships	Identify and critically deconstruct negative media messages[a] Understand how power imbalances affect relationships[a] Understand how substance use influences relationships[a]
5	Impact of Substance Use and Abuse	Understand different levels of substance use[a] Understand the impact of substance use on themselves and others[a] Understand harm reduction[b] Consider how to help a friend who is struggling with substance use[a]
6	Healthy Relationships	Identify the difference between healthy and unhealthy relationships[a] Understand the role of active listening[a] Practice the skill of active listening[a]
7	Early Warning Signs of Dating Violence	Dispel myths related to dating violence[a] Identify early warning signs of dating violence[a] Understand how to talk to a friend who is in an abusive relationship[a] Gain awareness of resources for support related to dating violence[a]
8	Safety and Unhealthy Relationships[c]	Understand why people stay in abusive relationships[b] Gain awareness about sexual exploitation[b] Understand how to keep themselves safe and develop a safety plan[b]
9	Rights and Responsibilities in Relationships[c]	Identify power and control in relationships[b] Identify equality and respect in relationships[b] Understand their rights in relationships[b]
10	Boundaries and Assertive Communication	Understand the importance of knowing your own values and boundaries[a] Understand consent and respecting others' boundaries[b] Understand the differences between assertive, passive, and aggressive communication[a] Practice assertive communication[a]

11	Taking Responsibility for Emotions	Understand signs of stress and anger[a] Identify healthy strategies to manage anger and stress[a] Identify support systems[a] Understand taking accountability for our actions[a] Learn and practice how to apologize[a]
12	Standing Up for What is Right	Understand the difference between delay, refusal, and negotiation skills[a] Practice delay, refusal, and negotiation skills to handle situations when our boundaries are being challenged[a]
13	When Friendships and Relationships End	Identify and practice ways to help a friend[a] Understand reasons why a friendship/relationship should end[a] Practice ending a friendship/relationship in a healthy way[a] Identify rights and responsibilities of a healthy relationship[a] Understand and develop strategies to cope with rejection[b]
14	Mental Health and Well-being	Understand mental health[a] Identify issues that can impact mental health[a] Understand connection between healthy relationships and good mental health[a] Identify resources to access help and information about mental health issues[a]
15	Helping Our Friends	Identify signs and symptoms of mental health challenges and suicide[a] Understand the role of active listening and other strategies for supporting a friend with mental health difficulties[a] Practice skills for active listening and seeking help[a] Identify community resources to access for themselves or a friend in a crisis situation[a]
16	Sharing and Celebrating	Discuss what was learned from the group[a] Celebrate the completion of the program[a]

[a]Original HRPP content
[b]HRP- Enhanced content
[c]Newly added session for HRP-Enhanced