



# Practices and Programs Inventory

School: \_\_\_\_\_ Date: \_\_\_\_\_ Name: \_\_\_\_\_

Reece L. Peterson and Russell J. Skiba

## **DIRECTIONS:**

The purpose of this inventory is to serve as a team discussion guide for assessing your school's current practices in preventing violence and promoting positive behavior. The inventory is intended to be representative of current promising practices in school violence prevention, but is not intended to be comprehensive. Teams are encouraged to add, rate and discuss additional practices that may be pertinent to their school.

Additionally, the Inventory will permit teams to identify differing awareness among team members of the existence or implementation of the listed programs.

Fact Sheets describing many of the programs mentioned below and other related materials are available at: The Safe and Responsive Schools Project; <http://www.unl.edu/srs/>

1. **INDIVIDUAL RATINGS:** Each team member should complete the inventory on their own. Each question has two parts.

First please rate the extent to which the strategy is in operation in your school on the following five-point scale:

- 1 = No awareness:** Our school has not been aware of this procedure.
- 2 = Know of, but not used:** Faculty and staff in our school are somewhat aware of this strategy, but it has not yet been used in our school.
- 3 = Good awareness, beginning to use:** There is a fairly widespread awareness of this strategy at our school, and some plans for implementation.
- 4 = Frequently used:** Although not universal in our school, this strategy is used in a majority of classrooms, or has been widely accepted and implemented throughout the school.
- 5 = Well-established schoolwide:** We have been using this practice for quite sometime, and it is well integrated and well supported by faculty and staff.

Second, please note specific examples supporting the rating you gave in the space under "documentation". Thus, if you rated your school with a "4" you might note the percentage of teachers or students involved, how often it is used, or other pertinent information about that program. If you need more space for documentation, use additional sheets.

2. **GROUP CONSENSUS RATINGS:** Please bring your individual ratings and documentation with you to the team meeting where this inventory is to be discussed. The team should carefully discuss each item, noting and discussing discrepancies between team members ratings, and arriving at a group consensus for each item. A blank inventory should be used to record the group consensus ratings and documentation for each question.

# I. Creating a Positive Climate



To what extent does your school have:

**1. One or more programs that focus on building a sense of community, caring or belonging for students in your school?**

1 No awareness	2 Know of, but not used	3 Good awareness Beginning to use	4 Frequently used	5 Well-established school-wide
-------------------	-------------------------------	-----------------------------------------	----------------------	--------------------------------------

Documentation:

**2. A curriculum for all classrooms for teaching social skills or life-skills?**

1 No awareness	2 Know of, but not used	3 Good awareness Beginning to use	4 Frequently used	5 Well-established school-wide
-------------------	-------------------------------	-----------------------------------------	----------------------	--------------------------------------

Documentation:

**3. Programs to create smaller or longer lasting groupings of students and connections to teachers (such as school-within-school, home base, multi-age grouping, looping, etc.)?**

1 No awareness	2 Know of, but not used	3 Good awareness Beginning to use	4 Frequently used	5 Well-established school-wide
-------------------	-------------------------------	-----------------------------------------	----------------------	--------------------------------------

Documentation:

**4. Established programs to increase parental involvement (beyond Parent-Teacher Organizations) and better communication with parents?**

1 No awareness	2 Know of, but not used	3 Good awareness Beginning to use	4 Frequently used	5 Well-established school-wide
-------------------	-------------------------------	-----------------------------------------	----------------------	--------------------------------------

Documentation:

**5. A conflict resolution (such as peer mediation or student conflict manager) programs?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide
Documentation:				

**6. A violence prevention or conflict de-escalation or resolution curriculum for all classrooms?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide
Documentation:				

**7. A character education program, or other way to express a consistent set of positive school values?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide
Documentation:				

**8. A consistent model of classroom management, with training for all teachers?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide
Documentation:				

**9. Regular school security audits and inspections or efforts to identify and improve problem areas in school?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide
Documentation:				

**10. After school care, community recreation, service learning or other programs which improve school/family/community linkages ?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**11. Other programs designed specifically to improve school climate, increase general student social skills, or increase "connectedness" among students or between students and teachers. (USE ADDITIONAL PAGES AS NEEDED)**

*Program name(s) and description(s):*

*a.*

*b.*

*c.*

*d.*

*e.*

*(continue as needed)*

*Data or documentation on these practices or programs:*

## II. Early Identification and Intervention



*To what extent does your school have:*

### **12. Programs for students who are struggling academically or other academic support programs?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

### **13. Defined procedures for handling threats of violence against staff or students?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

### **14. Procedures for identifying students who may be at-risk for or showing warning signs of violent, disruptive or inappropriate behavior?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

### **15. Systematic implementation of a building-wide behavior/discipline program (e.g. *Boys Town, Discipline with Dignity, etc.*) with training for all staff?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**16. A consistent model of classroom management, with training for all teachers?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**17. School-wide efforts to identify students with bullying behaviors, and to intervene to change those behaviors?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**18. An adult, peer or cross-age mentoring program which serves at-risk students?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**19. Counseling or anger management programs for students identified as having needs related to anger aggression control?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**20. An identified team of staff who serve as a planning and problem solving team related to student behavior, conducting functional assessments and creating individual behavior plans?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**21. A systematic approach for collecting data regarding office referrals and using that data for monitoring students who may be at-risk?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**22. Other programs designed specifically to identify students at-risk of violence or disruption, or to provide services to at-risk students. (USE ADDITIONAL PAGES AS NEEDED)**

*Program name(s) and description(s):*

*a.*

*b.*

*c.*

*d.*

*e.*

*(continue as needed)*

*Data or documentation on these practices or programs:*

### III. Effective Responses to Inappropriate Behavior



To what extent does your school have:

**23. Individual behavior plans for students who exhibit disruptive behavior, and procedures for designing such plans (e.g. functional assessment)?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**24. A school or district code of conduct that includes an array of consequences (beyond detention, suspension, expulsion) that matches levels of "offenses" with levels of consequences?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**25. Established procedures for various emergencies including a "lock down" procedure, and drills to practice these procedures?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**26. An alternative location, school, or program for students who have especially disruptive behavior?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:



**27. Training for key staff in procedures for conflict de-escalation and physical restraint?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**28. Access to service coordination or wraparound for students with intense behavioral needs and their families?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**29. School resource officers, liaison officers or other security/police presence, interaction with students and coordination with administrators?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

**30. A strategy for coordinating services and interventions with other community agencies that may be involved with troubled youth and their families?**

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

