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| **Checklist of Activities for Fostering Positive Student-Student Relationships**  Using the rating scale below, please rate each of the following strategies for fostering positive student-student relationships. Where appropriate (e.g., all classroom teachers), please rate each strategy according to your use of that strategy (i.e., classroom level) and your perceived use of the strategy school-wide. | | |
| **NA =Not appropriate for grade or school (e.g., some activities might be**  **viewed as not age appropriate in elementary school or high school)**  **1 = Weakness: Something we should devote more attention to**  **2 = Neither Weakness Nor Strength**  **3 = Strength: This is done often and well** | Rating for My  Classroom | Rating for the  School |
| All students are taught lessons from a *packaged curriculum* (e.g., Second Step) that highlight values and behaviors related to positive student-student relationships, especially *friendships, caring, kindness, working together, and respect.*  Packaged curriculum (list): |  |  |
| All students are taught lessons *embedded in the general curriculum* that highlight or teach/recognize behaviors/thoughts/feelings related to positive student-student relations, such as:   * ***Writing assignments*:** (e.g., story starters on caring or respect; journaling) * ***Literature*** (relations with others are highlighted) * ***Class discussions*** of assignments in general curriculum (e.g., discussion of “respect” as it relates to a character in a story) * ***Social Studies*** (e.g., empathy and perspective taking are emphasized) * ***Other:*** |  |  |
| Posters or bulletin boards highlight values or behaviors associated with positive student-student relationships, especially *friendships, caring, kindness, working together, and respect.* |  |  |
| Individual students are recognized for behaviors associated with positive student-student relationships, especially *friendships, caring, kindness, working together, and respect.* |  |  |
| Classes are recognized for behaviors associated with positive student-student relationships |  |  |
| There are school-wide recognitions/rewards of individuals or classes for behaviors associated with positive student-student relationships |  |  |
| Praise and rewards are used in a wise and strategic manner to teach and recognize positive student-student relations (see handout on 14 features of the wise and strategic use of praise and rewards). |  |  |
| Morning announcements highlight values and behaviors associated with positive student-student relationships, and give actual examples of those behaviors occurring in the school. |  |  |
| School or class newsletters highlight values and behaviors associated with positive student-student relationships, and give actual examples of those behaviors occurring in the school. |  |  |
| Cooperative learning or peer-assisted learning activities are emphasized. At the school-wide level this might include cross-age mentoring/tutoring and Buddy programs. |  |  |
| Sports/extracurricular activities are provided and highlight the importance of positive student-student relations (e.g., team support, respect, cooperation). |  |  |
| Class discussions or meetings are held and focus on student decision making related to social, moral, and emotional issues or behaviors related to student-student relations (e.g., cooperation, kindness, respect, eliminating bullying). |  |  |
| At beginning of the school year, teachers establish a class vision linked to expectations and class rules and developed jointly with students that highlights how the *class* desires to function as a group, or caring community. |  |  |
| Clubs, student government, and other group activities are offered that promote student decision-making and positive student relations*.* |  |  |
| Planned activities promote students working together to help others in the community (service learning, fundraising) |  |  |
| Seating assignments vary throughout the school year and include random and designated assignments that are designed to promote positive relations with all students, and especially respect, caring, and everyone getting along together. |  |  |
| Deliberate efforts are made to foster reciprocal friendships. For example, if a teachers know that a student doesn’t have a friend in the class, efforts are made to foster a friendship, such as changes in seating or highlighting shared interests of other peers. |  |  |
| Classroom management and school discipline practices prevent and correct behaviors that are harmful to positive student relations (e.g., monitoring and supervision of students, including in hallways and at recess; close teacher-student relationships; engaging instruction; clear expectations; fair rules). |  |  |
| To curtail behaviors that interfere with positive student-student relations, A bullying prevention program is implemented, consisting of a variety of bullying prevention strategies. |  |  |
| A variety of Tier 2 and 3 supports are provided that are designed to improve student-student relationships, such as:   * Intensive social skills training * Bullying interventions for bullies and victims * Mentoring (adult and peer) * Counseling * Support groups * Parent support/parent management training |  |  |
| Faculty review and discuss results of the Delaware School Climate Survey pertaining to student-student relationships and bullying. |  |  |
| Please list any additional activities used to promote student-student relations |  |  |