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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* |
| Faculty review and discuss results of the Delaware School Climate Survey and other sources of data pertaining to student-student relationships and bullying (e.g., ODRs) and use those results to help guide strategies and interventions. |  |  |
| In general, 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, routines, procedures; fair rules). |  |  |
| Multiple models are provided of acceptance, respect, caring, and behaviors associated with peer acceptance and liking. This would include models of those behaviors by teachers/staff, peers, and community members, as well as individuals in literature, history, film, sports, etc. |  |  |
| Individual students are praised or rewarded by teachers and other adults in a wise and strategic manner for exhibiting positive student-student relations, especially behaviors associated with *friendships, caring, kindness, working together, and respect.* (see handout on 14 features of the wise and strategic use of praise and rewards). |  |  |
| *Classes* are recognized for behaviors associated with positive student-student relationships |  |  |
| Students are encouraged to praise and reinforce one another for prosocial behavior. |  |  |

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| At beginning of the school year, a class vision is developed jointly with students that is linked to expectations and class rules and highlights how the *class* desires to function as a group or caring community. This theme is repeated throughout the school year. |  |  |
| Social acceptance and related skills are consistently communicated and highlighted in school-wide behavioral expectations such as by highlighting how social acceptance is related to the school’s expectations of *respect* and *responsibility*. |  |  |
| The importance of social acceptance and related skills is communicated and highlighted the in classroom meetings, school-wide activities, morning announcements, pep rallies, media (e.g., newsletter, website), etc. |  |  |
| Teachers and staff recognize that positive *teacher-student* relationships are instrumental in fostering positive *student-student* relationships; thus, they emphasize strategies that promote positive teacher-student relationships (see unit on Teacher-Student Relationships). |  |  |
| Teachers and staff communicate and collaborate with students’ families to help prevent behavior problems associated with negative peer relationships and help promote positive peer relationships. |  |  |
| Seating arrangements are designed to promote opportunities for positive social interactions and social acceptance, especially for students who otherwise might be isolated or socially rejected. |  |  |
| Teachers and staff closely monitor and respond to social dynamics of students (e.g., which students tend to be bullies or rejected). Based on such information, steps are taken, where appropriate to prevent negative outcomes for students (e.g., changing seating, monitoring social interactions). |  |  |
| Teachers and staff avoid encouraging hierarchical peer social network structures and strive for more egalitarian ones by not indicating “favorites” in the classroom. |  |  |
| When correcting misbehavior, teachers and staff consider how the actions taken might impact student-student relationships. For example, they try to correct misbehavior privately instead of publicly, combine punitive consequences with recognition of positive behaviors, and attempt to help promote empathy and social problem solving during disciplinary encounters. |  |  |
| Students are encouraged to talk to teachers, other school staff, and friends about what might be interfering with positive relations at the individual, classroom, and school levels (e.g., bullying, exclusion, values, etc.). |  |  |
| Students’ skills and talents are identified and showcased to help students get to know each other better and to recognize each other’s positive qualities. |  |  |
| Games are played that promote not only fun (and thus enhance emotional engagement) but also positive social interactions (thus enhancing social acceptance). This would include academic games in the classroom and games during recess that are closely monitored and supervised. |  |  |
| Ample opportunities are provided for students to engage in peer-assisted learning and other activities that promote positive student-student interactions (e.g., service learning, “buddy” systems, classroom committees). |  |  |
| Students are encouraged to participate in extracurricular activities and sports, including student government; clubs, such as business and vocational clubs, religious clubs, game clubs, service clubs, academic clubs, foreign language clubs; and fine arts (music, band, chorus, drama, art club). |  |  |
| The regular curriculum, class meetings, and everyday life of the classroom and school are used to teach lessons on peer relations, and especially the behaviors and social-emotional skills associated with positive peer relations including acceptance of others, and friendships. This would:   * ***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) * ***“Teachable Moments”*** * ***Other:*** |  |  |
| 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): |  |  |
| A variety of Tier 2 and 3 supports are provided that are individualized and designed to improve student-student relationships, such as:   * Intensive social skills/SEL training * Bullying interventions for bullies and victims * Mentoring (adult and peer) * Behavioral contracts * Counseling * Support groups * Parent support/parent management training |  |  |
| Please list any additional activities used to promote student-student relations: |  |  |