

Rate Current Quality NA-not yet doing 1-poor 5-excellent		Note here opportunities for growing this strategy in your school. Note one simple thing you could do to move forward on addressing this strategy.
Strategy 1: Classroom social and emotional learning curricula		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Curricular interventions reach whole classes of students, including lessons on social skills (i.e., assertiveness, communication, conflict resolution, empathy, resisting peer pressure), citizenship (i.e., community service, ethical decision-making, leadership, social change, tolerance, and prejudice), academic and career development (i.e., career guidance, goal setting, problem solving, time management, vocational skills), and health practices (i.e., consequences of substance use, coping with anxiety and stress, self-esteem). • Rely on a variety of instructional strategies, including didactic instruction, discussions, role-plays, videos and guest speakers, readings, writing exercises, and group projects. • Lessons are taught by regular teachers who received special training, student support staff (e.g., counselors, school safety officers), or university researchers. • Lessons are incorporated into regular academic classes, taught as a unit in a health or life skills class, or offered as a separate elective class. • Lessons #s range of 6-25 lessons, average of 15 	
Strategy 2: Teachers providing support and structure in the classroom		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Support for teachers' general classroom behavior. Teachers may improve school climate by showing students that they care about them (i.e., talking with students about personal and academic concerns, acknowledging students' efforts), maintaining order in the classroom (e.g., setting clear expectations for behavior, promoting mutual respect, consistently enforcing rules, effectively managing classroom transitions), providing students with a clear rationale for curriculum and instruction, and providing students with opportunities for small group activities and instruction. 	
Strategy 3: Small group sessions for students with behavior problems		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Small group meetings are shown to effect positive outcomes. These small groups include between four and six students, meet anywhere from 6 to 33 times (average of 21) during lunch or recess periods, and are facilitated by student support staff, outside service providers, or researchers from local universities. 	

	<ul style="list-style-type: none"> • Topics discussed during these group sessions included anger management, self-regulation, active listening, conflict resolution, organizational skills, and problem solving. 	
Strategy 4: One-on-one student-staff contact		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Interventions that create opportunities for students to briefly meet individually with a staff person on a regular basis to discuss behavioral expectations and simply experience positive contact with an adult. • These meetings may, in some cases, be reserved for students with demonstrated behavior problems. • These meetings happen before or after school or during non-academic times (e.g., lunch, recess) throughout the school day. • Counselors may meet with students or all staff may be trained to hold these meetings. 	
Strategy 5: Giving students a voice in school decision making		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Mechanisms exist for students to provide input on school rules and classroom processes and to express themselves during classes. • Smaller committees of students work to identify school problems and work toward solutions by organizing events, meeting with administrators, putting up messaging in common areas, and serving as monitors or mentors to promote respectful and non-violent behavior. 	
Strategy 6: Clean and inviting school building and grounds		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Maintaining a clean, comfortable, and well-maintained school. • Important aspects of the physical environment include classrooms with natural light and views of the outside world, accessible outdoor spaces, and displays in common areas of school pride, student achievement, and behavioral expectations. • Adequate surveillance around the school in the form of regularly monitored security cameras and school grounds that are naturally observable to neighbors and the surrounding community. 	
Strategy 7: Partnerships with outside community		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Parents are involved by asking them to review their children's behavior records, complete feedback surveys, attend conferences, participate in parent counseling groups to learn about dealing with aggressive behavior in children, and join teams to improve school health. 	

	<ul style="list-style-type: none"> • School partners with outside service providers by creating a referral system for students with extraordinary health-related needs. • School solicits technical assistance from local universities and other outside service providers. 	
Strategy 8: Incorporating school climate into school policy and mission		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • Policies and mission include a common vision among staff, using all-staff meetings to collectively identify problems and brainstorm solutions, and creating small committees of staff to implement solutions. • Implement and consistently enforce a formal set of school-wide guidelines to deal with negative student behavior that mitigates exclusionary consequences (e.g., suspension, expulsion). 	
Strategy 9: Social events and groups		
NA 1 2 3 4 5	<ul style="list-style-type: none"> • School hosts fun and interactive school-wide events and promotes the formation of clubs and extracurricular activities that allow students to socialize with one another and with adults. 	