

Evidenced-based School Climate strategies.

General Information

Strong Evidence of common elements of programs

1. Classroom Social and Emotional Learning Curricula
2. Teacher Providing Support and Structure in the classroom
3. Small Group Sessions for Students with Behavior Problems
4. One-on One Student-Staff Contact
5. Giving Students a voice in school decision-making
6. Clean and Inviting School building and grounds
7. Partnerships with outside community
8. Incorporating school climate into school policy and mission.

Programs for improving relationships (Very strong Evidence)

School based mentoring programs (Converse & Lignugaris-Kraft, 2008)

- School staff volunteered to serve as mentors and met with mentees once a week during non-academic times
- Ice breaker activity intend to build trust - modeled and encourages prosocial behavior
- Mentors were trained in active listening skills

Middle-school Transition Program (Peterson, Hamilton & Russell, 2009)

- Increased students' prosocial behavior with peers
- Facilitates small group meetings during lunch or recess during school year
- Facilitators were trained and continued consultation with a supervisor
- Sessions included social skills and self-regulation.

Respect for Diversity Programs (Strong Evidence)

Peer-influence intervention (Palluck, 2010)

- Increased intergroup tolerance and likelihood to Intervene in instances of discrimination
- Trained a small representative sample of students to identify prejudice and discrimination and to intervene when they witnessed it among their classmates
- Training was facilitated by an outside service that occurred weekly (role play, case studies and discussions)

Group Dialogue intervention (Spencer, Brown, Griffin & Abudullah, 2008)

- Taught conflict negotiating skills, increases social awareness, and positive attitudes towards other groups
- Small groups of diverse students participated in intergroup dialogues led by skilled facilitators
- Students discussed issues and personal experience related to prejudice, power, privilege and oppression

- Taught active listening skills
- Taught principles of conflict resolution, perceptions, emotions, and options for mutual gain and developing peaceful resolutions.

Student School Participation (Very Strong Evidence)

Positive School Adult (Simonsen, Myers & Briere, 2011)

- Students with behavioral problems were assigned to the program
- They met briefly with counselor or social worker every day to review expectations
- Carried a positive behavior checklist every day to be scored by each classroom teacher
- Meet at the end of the day again with counselor and social worker to review checklist
- Students encouraged to share checklist with parents
- Students unresponsive to the program were assigned to weekly one-one one small group counseling.
- Alternate (Check In Check out intervention)

School Safety (Very strong Evidence)

Violence Prevention Curriculum (Farell, Meyer & White, 2001)

- Reduced violent behavior at school, including fighting and threats to teachers
- Taught by prevention specialist (50 minutes)
- Lessons on problem solving skills for preventing violence
- Three strategies: Role-play, experiential learning, and didactic instruction.
- Taught weekly as part of social studies or health class.

Target Bullying Intervention Program (Swearer et al., 2013)

- Individualized program for students engaged in bullying behavior
- Individualized instruction and counseling to students who have been referred.
- Three hours cognitive-behavioral Intervention
- Administered by trained gradient student therapist
- Parents are also incorporated in the intervention through surveys
- Student therapists administer assessments of bullying behaviors and other symptoms and provide recommendations.

Disciplinary Environment (Very strong Evidence)

Program for aggressive male students and their parents (Lochman & Wells, 2004)

- 15 months with separate student and parent components
- Student: small group facilitated by school program specialist for 33 sessions
- Anger management, social problem solving, and organization and study skills
- Each session lasted 50 minutes.
- Parent: Conducted in groups and facilitated by two family school program specialist
- 16 sessions on behavior management, modeling appropriate behavior, and communication

Physical Environment (Moderate Evidence)

- Clear comfortable indoor and outdoor walkways
- Public spaces that foster a sense of community
- Outdoor space, natural light, and a view of outdoors (not walks, parking lots, or roads) (*Tanner, 2009*)
- General cleanliness, bathroom being clean, comfortable temperature, absence of vandalism, broken windows, doors, or desk, (*Plank et al, 2009*)
- Instill greater school pride led to less crime and less misconduct in school in hallways and where school grounds are visible from the surrounding community “natural surveillance” (*Wilcox, Augustine & Clayton 2006*)
- Voight, A. & Nation, M. (2016) Practices for improving secondary school climate: a systematic review of the research literature. *Am J community Psychology*, 58, 178-191, doi: 10.1002/AJCP.12074