

Elementary Violence Assessment Tool

School District: _____

Building: _____

A. School Environment (Assesses policies/procedures and practices related to violent/aggressive behavior)	2	1	0	Don't Know
<p>Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior</p>				
<i>1. School staff:</i>				
1a. encourages students to ask for help if there is a problem (U)				
1b. promotes respect for and appreciation of individual differences (U)				
1c. takes action to solve problems reported by students or their parents (U)				
1d. encourages students to treat each other with respect (U)				
1e. implements disciplinary policies and procedures fairly and consistently (U)				
1f. encourages students to report harassment or bullying (U)				
1g. observes and listens to students before, during and after school (U)				
1h. promotes pro-social behaviors (cooperation, conflict resolution, helping others) (U)				
2. The school (or district) has an established procedure when a student (or some other member of the school-community) demonstrates behaviors or communications that may indicate the potential for violence. (U)				

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A. School Environment (Assesses policies/procedures and practices related to violent/aggressive behavior)	2	1	0	Don't Know
3. The school (or district) has a team trained and prepared to conduct a threat assessment of any student, or other member of the school community who demonstrates behaviors or communications that may indicate the potential for violence. (U)				

School Environment Component Summary

We're doing well in these areas (rating of 2).

1. _____

2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____

2. _____

We have the following gaps in the School Environment Component (rating of 0).

1. _____

2. _____

We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____

2. _____

3. _____

Please give examples of policies, procedures and practices related to violent/aggressive behavior in place in your school:

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B. Curriculum/Instruction (Assesses violence prevention curricula and instructional strategies for evidence-based practices/approaches)	2	1	0	Don't Know
<p>Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior</p>				
1. School's violence prevention curricula use the following learning strategies:				
1a. teacher guided discussion (U)				
1b. teacher skill modeling (U)				
1c. supervised practice (U)				
1d. role playing (U)				
2. School's violence prevention curricula use a variety of culturally appropriate examples and the activities include:				
2a. people of various ethnic/social backgrounds (U)				
2b. not stereotyping or stigmatizing any groups (U)				
3. School's violence prevention curricula include the following:				
3a. dangerous or risky behaviors that may lead to violence (U)				

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B. Curriculum/Instruction (Assesses violence prevention curricula and instructional strategies for evidence-based practices/approaches)	2	1	0	Don't Know
3b. influences on violence related behaviors including media (video games), family, peers and culture (U)				
3c. relationship between alcohol and other drugs and violence (U)				
3d. bullying and teasing (U)				
3e. pro-social behaviors (helping others, respecting others, cooperating, being considerate) (U)				
3f. importance of going to safe places, contacting an adult, if a person feels threatened (U)				

Curriculum/Instruction Component Summary

We're doing well in these areas (rating of 2).

1. _____

2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____

2. _____

We have the following gaps in the Curriculum/Instruction Component (rating of 0).

1. _____

2. _____

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We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____
2. _____
3. _____

Please give any examples of evidence-based violence-prevention curricula or strategies:

C. Student Programs (Assesses violence prevention activities available to students)	2	1	0	Don't Know
Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior				
1. School provides co-curricular activities (e.g. student clubs, after school activities, service opportunities) (U)				

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C. Student Programs (Assesses violence prevention activities available to students)	2	1	0	Don't Know
<i>2. School offers the following:</i>				
2a. mentoring (S)				
2b. tutoring (S)				
2c. conflict resolution (S,I)				
2d. education/support groups related to aggression and violence (S,I)				
2e. training in anger management (S,I)				
<i>3. School offers the following programs:</i>				
3a. mental health support (I)				

Student Programs Component Summary

We're doing well in these areas (rating of 2).

1. _____

2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____

2. _____

We have the following gaps in the Student Program Component (rating of 0).

1. _____

2. _____

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We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____

2. _____

3. _____

Please give any examples of student violence prevention programs and activities implemented in your school:

D. Pupil Services (Assesses violence prevention/intervention services provided by school-based staff and community partners)	2	1	0	Don't Know
Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior				
<i>1. School's pupil services staff promote violence prevention in the following ways:</i>				
1a. distribution of educational materials (U)				
1b. small group or classroom discussions (U)				

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D. Pupil Services (Assesses violence prevention/intervention services provided by school-based staff and community partners)	2	1	0	Don't Know
1c. classroom presentations (U)				
<i>2. School's pupil services staff offer services or has a system in place for identifying and referring students who are at risk of being victims or perpetrators of violence including:</i>				
2a. victims of child abuse or neglect (S,I)				
2b. victims of sexual assault (S,I)				
2c. weapons violations (S,I)				
2d. observers of violence at home, at school, or in the community (S,I)				

Pupil Services Component Summary

We're doing well in these areas (rating of 2).

1. _____
2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____
2. _____

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We have the following gaps in the Pupil Services Component (rating of 0).

1. _____

2. _____

We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____

2. _____

3. _____

Please fill in the space below with any examples of pupil services and activities in your district/building, or comments:

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E. Adult Programs (Assesses professional development opportunities available to school staff related to violent/aggressive behavior)	2	1	0	Don't Know
<p>Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior</p>				
<p><i>1. Staff receives professional development in the following areas:</i></p>				
1a. knowledge and implementation of safety policies and procedures (U)				
1b. methods of responding to bullying and harassment (U)				
1c. use of nonviolent strategies (U)				
<p><i>2. Staff receive professional development in the following classroom management techniques:</i></p>				
2a. social skills training (U)				
2b. conflict resolution (U)				
2c. behavior management (U)				
<p><i>3. Staff who provide instruction for the violence prevention curricula are provided:</i></p>				
3a. training in program skills and activities by a skilled trainer (U)				
3b. opportunities to practice curricular skills and activities (U)				

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E. Adult Programs (Assesses professional development opportunities available to school staff related to violent/aggressive behavior)	2	1	0	Don't Know
3c. curricula's underlying theory and conceptual approach (U)				
4. All staff receive professional development in the following areas:				
4a. how to identify students who might be victims of physical or sexual abuse and how to respond (S,I)				

Adult Programs Component Summary

We're doing well in these areas (rating of 2).

1. _____

2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____

2. _____

We have the following gaps in the Adult Programs Component (rating of 0).

1. _____

2. _____

We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____

2. _____

3. _____

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Please give any examples of adult programs and opportunities in place in your school:

F. Family and Community (Assesses involvement of parents/guardians and the community in the violence prevention program)	2	1	0	Don't Know
Universal (U) = Programs, strategies, and practices for all students Selected (S) = Programs, strategies, and practices for students at risk of demonstrating aggressive behavior Indicated (I) = Programs, strategies, and practices for students demonstrating aggressive behavior				
1. School's parent education program addresses the following strategies:				
1a. modeling nonviolent responses to conflict (U,S)				
1c. monitoring children's daily activities (U,S)				
1c. making a small number of clear, understandable rules designed to increase level of self-management (U)				

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F. Family and Community (Assesses involvement of parents/guardians and the community in the violence prevention program)	2	1	0	Don't Know
<i>2. Parents/guardians and community members help plan and implement the violence prevention program in the following ways:</i>				
2a. serving on school health advisory committees (U)				
2b. volunteering in classrooms, on the playground, in the cafeteria (U)				
<i>3. Staff informs students and their families about community-based safety programs that cover the following topics:</i>				
3a. preventing unintentional injuries (U,S)				
3b. preventing violence (U,S)				
<i>4. School informs students and their families about community-based organizations/agencies that provide services for:</i>				
4a. victims of violence (S,I)				
4b. perpetrators of violence (S,I)				
4c. victims of sexual assault (S,I)				
4d. victims of physical and sexual abuse (S,I)				
4e. aggression/anger issues (S,I)				

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Family and Community Component Summary

We're doing well in these areas (rating of 2).

1. _____

2. _____

We've done some work in these areas, but they need more attention (rating of 1).

1. _____

2. _____

We have the following gaps in the Family and Community Component (rating of 0).

1. _____

2. _____

We will focus on the following over the next 2 year planning cycle: (Leave blank if you plan to focus on another Component).

1. _____

2. _____

3. _____

Please give any examples of family and community programs or activities in your school:
