

# **National Study of Delinquency Prevention in Schools**

## Appendix D Taxonomy of School-Based Prevention Activities and Prevention Objectives

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## D. Taxonomy of School-Based Prevention Activities and Prevention Objectives

### School-Based Prevention Programs Defined

#### Basic Definition

A school-based prevention program is an intervention to prevent problem behavior using schools as the primary delivery vehicle. The definition has three components:

1. A prevention program is an *intervention or set of interventions put in place with the intention of reducing problem behavior in a population*. Such activities include—but are not limited to—policies, instructional activity, supervision, coaching, and other interventions with youths or their families, schools, or peer environments. Problem behaviors include criminal behavior; alcohol, tobacco, and other drug use; and risky sexual activity. Prevention programs may target these problem behaviors directly, or they may target individual or social characteristics believed by program advocates to be precursors of problem behavior. These individual and social characteristics include, but are not limited to, poor social competency and related skills, impulsiveness, academic failure, limited parental supervision, harsh or erratic discipline, poor classroom management, or ineffective school or community guardianship.

2. A *school-based* prevention program is primarily located in a school building (even if outside of school hours) or programs implemented by school staff or under school or school system auspices. All kindergarten, elementary, and secondary school levels are included.

3. A *prevention* program is directed either at an entire population and reducing rates of problem behavior for the entire population (primary prevention), or it is directed at a defined subpopulation the members of which share characteristics associated with elevated risk of problem behavior (secondary prevention). It includes traditional treatment or remedial intervention for problem behavior short of official juvenile or criminal justice system adjudication or post-adjudication treatment.

#### Clarification and Elaboration

The above definition requires elaboration to clarify that its scope includes a broad range of causal perspectives, limits programs to elementary and secondary education levels, and includes treatment or remediation for problem behavior prior to juvenile or criminal justice system adjudication. The following paragraphs explain the scope of the definition and why it is deliberately broad in some respects.

*Theory in prevention.* The definition recognizes that consensus does not now exist among practitioners and scientists on the *causes* of problem behavior and its avoidance. Some

contemporary prevention programs are directed at outcomes with doubtful causal links to problem behavior. Although causal conjectures based on self-esteem, labeling, or idle hands theories (among others) are not in our judgment in accordance with sound theory (that is correspondence with evidence, coherence, and parsimony), many prevention programs are based at least in part on these ideas, and some theorists support these perspectives.

In recent years, discussion of prevention has often adopted a "risk factor" vocabulary that avoids direct assertions about the causal status of correlates of problem behavior. We speak of "presumed precursors" or "presumed risk or protective factors" to emphasize that a prevention programmer who has adopted an approach directed at an outcome believed to be a precursor of problem behavior or its control has implicitly adopted a causal theory. In other words, the interventionist has adopted a theory which may be correct or incorrect. All theories are included by our definition, regardless of their merit in our judgment.

It is a traditional goal of science to sort the useful theories from those that are of little value. An important long-range research task for the field is to determine the relative effectiveness of well implemented programs based on alternative causal theories. This should ultimately lead to the rejection of some causal conjectures and support for the validity of others.

***School level.*** Prevention programs involving preschool children, post-secondary populations, and workforce training are excluded from the present definition of school-based programs. Similarly, community-based programs that have a school or education related component are excluded from the scope of this definition.

***Prevention versus treatment or remediation.*** Treatment programs that aim to ameliorate or remedy problem behavior (including but not limited to conduct disorder, attention deficit and hyperactivity disorder, smoking, drinking, fighting or aggression, stealing, lying, assault, sexual misconduct, and fraud) are included in the definition—despite traditional use of the word prevention. In other words, all forms of individual behavioral treatment interventions, punishment, suspension or expulsion, detention or segregation for supervision, corporal punishment, therapy, vocational or educational rehabilitation programs, "no-pass no-play" policies, alternative schools for non-adjudicated delinquent youths, and special education programs that remove youths from regular instruction for remediation or treatment are included in our definition of prevention. Post adjudication correctional treatment or rehabilitation are excluded.

Despite traditional usage, this definition of prevention includes interventions regarded by at least some practitioners as prevention even when there is no claim of or aspiration for long-term effects on problem behavior. Put another way, this definition of prevention is very broad; it is not limited to theories that preventive intervention alters a causal process in a manner that reduces problem behavior in future time periods. Programs that seek to reduce problem behavior during or shortly after intervention are included in the definition.

*The virtues of casting a broad net.* Why does the definition include interventions that may be regarded as treatment rather than prevention by some traditional definitions and include activity based on unlikely causal rationales? Among the reasons are the need to describe the full range of activity, plan for the evaluation of contemporary educational and preventive practices regardless of their theoretical or practical origins, and capture information about programs based on notions of long-term prevention as well as short-term management of problem behavior.

Description of the range of current practice requires gathering information on the entire range of prevention programs, not just the more defensible subset. For example, to exclude interventions that appear based on an idle-hands theory of problem behavior could exclude the widespread recreational programs found in schools; to exclude interventions based on self-esteem could exclude entire state initiatives to prevent problem behavior and a large percentage of federally funded drug prevention programs. Such programs must be catalogued and counted to achieve some sense of their cost, and they must be studied to gain understanding of their efficacy.

Interventions that might be classified as tertiary prevention, treatment, or remediation are included (whether they are intended to have immediate or lasting influence) because they can be regarded as preventing or reducing the probability of juvenile or criminal justice system involvement. They are preventive by a broad definition and from the perspective of the justice system.

## **Principles of Classification**

In developing the taxonomy presented here we attempted to follow a small set of principles of classification, spelled out below:

- Provide a category to describe each important aspect of any problem behavior prevention program.
- Provide a set of descriptors each of which falls in one and only one category.
- Utilize rules for classification that are clear or can be described.
- Provide a method for efficiently communicating about program characteristics.
- Distinguish key aspects of programs or objectives from each other by classifying them separately.
- Corresponds to evidence or information about existing activities.

## **Classification of School-Based Intervention Components or Activities**

### **0 Information**

This involves the giving or "handing off" of information about problem behavior, drugs, mental and physical health, and services or resources available. This includes information directed to students, parents, educators, or community members.

- 0.1 Alcohol, tobacco or other drugs
- 0.2 Violence
- 0.3 Risky sexual behavior
- 0.4 Accidents
- 0.5 Other health or mental health
- 0.8 Other specified information
- 0.9 Not specified information

### **1 Prevention Curriculum, Instruction, or Training**

These interventions provide instruction to students to teach them factual information, increase their awareness of social influences to engage in misbehavior, expand their repertoires for recognizing and appropriately responding to risky or potentially harmful situations, increase their appreciation for diversity in society, improve their moral character, etc. These programs sometimes involve a classroom format, and teacher lectures, demonstrations, and class discussion, but they may also be delivered in small groups or to individuals. Use may be made of audiovisual materials, worksheets or workbooks, textbooks, handouts, and the like. Instruction may be very brief (less than an hour) or extended (requiring multiple years).

- 1.1 General health or safety instruction
- 1.2 Cultural or historical instruction
- 1.3 Alcohol, tobacco, or other drug instruction
- 1.4 Sex education
- 1.5 Instruction in violence prevention, victimization avoidance, and coping with victimization and loss experiences

- 1.5.1 domestic partner
- 1.5.2 child abuse or elder abuse (including sexual abuse)
- 1.5.3 sexual harassment, abuse or assault (including date rape, partner violence, or gay and lesbian relationship violence)
- 1.5.4 hate crimes and bias awareness
- 1.5.5 gang violence
- 1.5.6 property-crime related violence
- 1.5.7 coping with victimization or loss
- 1.5.8 other violence or victimization instruction not specified above
- 1.5.9 not specified violence or victimization instruction
  
- 1.6 Ethics, religious, moral, or character instruction (including instruction in “right and wrong,” personal responsibility, “male” responsibility)
- 1.7 Civics instruction (e.g., instruction about democracy and its system of laws as in law-related education)
- 1.8 Job skills instruction/career education or work experience; career exploration or development
- 1.9 Academic study skills or test-taking instruction
- 1.10 Self-esteem instruction
- 1.11 Social competency instruction
  - 1.11.1 Social influence instruction (e.g., recognizing and resisting social influences to engage in misbehavior; recognizing and resisting risky situations, refusal or resistance skills training; assertiveness training)
  - 1.11.2 Social problem solving skills instruction (e.g., identifying problem situations, generating alternative solutions, evaluating consequences, decision making)
  - 1.11.3 Self-management instruction (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment)
  - 1.11.4 Attribution instruction (e.g., attributing the cause of events or circumstances to ones own behavior -- as in teaching students that poor grades are due to insufficient effort on the part of the student rather than the task being too difficult)
  - 1.11.5 Communication skills instruction (e.g., interpreting and processing social cues, understanding non-verbal communication, negotiating)

- 1.11.6 Emotional control instruction (e.g., anger management, stress control)
- 1.11.7 Emotional perspective taking instruction (e.g., anticipating the perspectives or reactions of others)
- 1.10.8 Social competency instruction not specified above
- 1.10.9 Not specified social competency instruction
  
- 1.12 Instruction in manners or etiquette
- 1.13 Instruction in politics of race/ethnicity, class and society
- 1.18 Instruction not specified above
- 1.19 Not specified instruction

**2 Use of cognitive-behavioral or behavioral modeling methods of training or instruction.**

Cognitive-behavioral and behavioral modeling methods or training involve conveying vocabulary, modeling or demonstrating, and providing rehearsal and coaching in the display of skills. For example, subjects are taught to recognize the physiological cues experienced in risky situations. They rehearse this skill and practice stopping rather than acting impulsively in such situations. Similarly, clients are taught and rehearsed in such skills as suggesting alternative activities when friends propose engaging in a risky activity. And they are taught to use prompts or cues to remember to engage in behavior. Only interventions making systematic use of these methods are included in this category. This category includes interventions using, for example, repeated exposure to the modeled behavior with rehearsal and feedback or extended use of cues to elicit behavior over long periods or in a variety of settings. These methods *always* involve feedback on performance or reinforcement.

**3 Behavioral or behavior modification interventions not specified above.**

These interventions involve tracking of specific behaviors over time, behavioral goals, and uses feedback or positive or negative reinforcement to change behavior. Behavior is responded to with rewards or punishments when the behavior occurs. Other uses of rewards and punishments (e.g., suspension, detention) are included in classroom management (category 8) and school discipline practices (category 11).

- 3.1 Individual behavioral or behavior modification programs (e.g., programs in which the behavior of an individual is monitored and reinforced. Token systems in which individuals

earn tokens for meeting specified goals and are included here).

- 3.1.1 Individual education plans (e.g., rewards or punishments are contingent on meeting educational goals)
- 3.1.2 Individual behavioral plans (e.g., rewards or punishments are contingent on meeting behavioral goals)
- 3.1.3 Home-based reinforcement programs
- 3.1.8 Other individual behavior modification interventions
- 3.1.9 Not specified behavior modification interventions
  
- 3.2 Group-based or classroom behavioral or behavior modification programs (e.g., programs in which the behavior of a group is monitored and reinforced, e.g., the Good Behavior Game.)
- 3.3 Token economy systems in which all members of a group participate in a system of earning tokens, points, or scrip for specified behavior
- 3.8 Behavior modification interventions not specified above
- 3.9 Not specified behavior modification interventions

#### **4 Counseling/social work/psychological/therapeutic interventions not specified above**

- 4.1 Individual counseling, social work, psychological, or therapeutic interventions
  - 4.1.1 Counseling (interaction between a counselor and a student in which the content of the interaction is structured by an identifiable approach)
  - 4.1.2 ATOD treatment
  - 4.1.3 Case management (location and coordination of resources to assist the individual or family, or follow-up resolution of problems or access to services or resources)
  - 4.1.4 Crisis intervention or telephone hotline (brief intervention, consultation, or advice and referral to other services)
  - 4.1.5 Victim counseling
  - 4.1.8 Other individual counseling, social work, psychological, or therapeutic interventions not specified above
  - 4.1.9 Not specified individual counseling, social work, psychological or therapeutic

interventions

#### 4.2 Group counseling, social work, psychological, or therapeutic interventions

- 4.2.1 Group counseling (Interaction between a counselor and a group of students in which the content of the interaction is structured by an identifiable approach)
- 4.2.2 Group ATOD treatment
- 4.2.3 Peer group counseling (Interaction among members of a peer group in which the content of the interaction is structured by an identifiable approach)
- 4.2.4 Group victim counseling
- 4.2.8 Other group counseling, social work, psychological, or therapeutic interventions not specified above
- 4.2.9 Not specified group counseling, social work, psychological or therapeutic interventions

### **5 Individual attention interventions not specified above**

- 5.1 Tutoring or other individualized assistance with academic tasks (adult, older student, or peer)
- 5.2 Mentoring other than tutoring (one-on-one interaction with an older, more experienced person to provide advice or assistance other than with academic tasks, for example the informal “counseling” by SROs)
- 5.3 Coaching not specified above (demonstration, prompting, reinforcement, and direction by a person with greater skill, knowledge, or experience in an area other than academic tasks)
- 5.4 Job apprenticeship or placement not specified above
- 5.5 Promise of eventual monetary or other incentive for maintaining good performance (e.g., promise of college tuition in exchange for good grades) made to an individual
- 5.8 Other individual attention interventions not specified above
- 5.9 Not specified individual attention

### **6 Recreational, enrichment and leisure activities not specified above**

Access to enrichment or leisure activities that is contingent on behavior will usually be classified in a behavior modification category above or in the school discipline category

below.

- 6.1 Recreation or sports (e.g., basketball, structured or unstructured play)
- 6.2 Educational or cultural enrichment activities or alternatives (field trips, clubs) -- except multicultural or inter-group activities or instructional activities
- 6.3 Wilderness or challenge activities
- 6.4 Arts and crafts
- 6.5 Performing arts (clown acts, musical performances, plays and skits, puppetry, etc.)
- 6.6 Family activities (outings, movies, picnics, etc.)
- 6.8 Enrichment and leisure activities not specified above
- 6.9 Not specified enrichment and leisure activities

**7 Referral to other agencies or for other services not specified above**

- 7.1 Referral to or request for services from social services agency
- 7.2 Referral to or request for services from juvenile services agency
- 7.8 Referral to or request for services not specified above
- 7.9 Not specified referral or request for services

**8 Interventions that change instructional or classroom management methods or practices not specified above.**

These interventions are applied to entire classes. They include adoption, expansion, training, supervision, or technical assistance to promote the instructional practice.

8.1 Instructional strategies

- 8.1.1 Cooperative learning (e.g., Student Team Learning; Johnson & Johnson)
- 8.1.2 “Active” or “experiential” teaching techniques (e.g., field trips, entrepreneurial experiences)
- 8.1.3 Use of peer teachers/leaders

- 8.1.4 Use of adult instructors of a given race or sex as instructors
- 8.1.5 Use of assignments involving interviewing others
- 8.1.6 Mastery learning
- 8.1.7 Individualized instruction
- 8.1.8 Computerized instruction
- 8.1.9 Programmed instruction
- 8.1.10 Lectures
- 8.1.11 Class discussions
- 8.1.12 Individual seat work (e.g., worksheets, workbooks, assignments)
- 8.1.13 Behavioral modeling (including use of peer models or videotapes to demonstrate a new skill)
- 8.1.14 Role-playing
- 8.1.15 Rehearsal and practice of new skill
- 8.1.16 Use of cues to remind individual to display a behavior
- 8.1.8 Instructional strategies not specified above
- 8.1.9 Not specified instructional strategies
  
- 8.2 Classroom organization and management strategies (other than the use of specific classroom-based behavior management strategies included in section 3 above. Included here are activities to establish and enforce classroom rules, uses of rewards and punishments, management of time to reduce “down-time,” other arrangements to reduce the likelihood of disorderly behavior.)
  
- 8.2.1 Establishing and enforcing rules
- 8.2.2 Use of rewards or punishments
- 8.2.3 Management of time
  
- 8.3 Adoption or increase in use of grouping students by ability, achievement, or effort within the classroom
- 8.4 Elimination or reduction of use of grouping students by ability, achievement, or effort within the classroom

8.5 Use of external personnel resources

8.5.1 Parent volunteers

8.5.2 Professional consultants or intervention with teachers (e.g., psychologists, social workers)

8.5.3 Community members (e.g., guest lecturers)

8.5.4 Classroom aides

8.5.5 Use of authority figures such as police officers or probation officers

8.5.6 Use of older students from another school, college, or university

8.5.8 Use of external personnel resources not specified above

8.5.9 Not specified use of external personnel resources

8.8 Other change in instructional practice or arrangement not specified above

8.9 Not specified change in instructional practice or arrangement

**9 Interventions that change or maintain a *distinctive culture or climate* for inhabitants' interpersonal exchanges; communicate norms or expectations for behavior; alter or promote organizational symbols, tokens, and emphasis on desired behavior (e.g., campaigns against bullying or to change expectations or emphases for faculty, administrators, or students; increase the signaling and general environmental responsiveness to desired behavior; creating a "peace" culture or a "military" environment); or secure commitment to norms— except intergroup interventions (see category 10)**

9.1 School-wide climate or culture activities

9.1.1 Structured or regimented style school climate or culture

9.1.1.1 Demanding physical regimen or exercise

9.1.1.2 Student work assignments or details (e.g., janitorial, gardening, painting, etc.)

9.1.1.3 High level of structure for activities (i.e., restricted free time, tightly scheduled activity)

9.1.1.4 Military style arrangements

- 9.1.2 Climate or culture emphasizing peaceful and civil interpersonal exchange school-wide
  - 9.1.2.1 School-wide use of symbols or linguistic cues to signal desired behavior
  - 9.1.2.2 School-wide elevating or extolling models of desired behavior to be emulated
  - 9.1.2.3 Environment-wide social rewards or recognition for conduct congruent with cultural expectations
  - 9.1.2.4 Establishment of cultural events (e.g., luncheons, ceremonies, behavioral settings for the display and public recognition of culturally valued expression)
- 9.1.3 Other school climate or culture activities
  - 9.1.3.1 School-wide projects or campaigns (e.g., school-pride campaigns)
  - 9.1.3.2 School beautification or maintenance activities
- 9.2 Communication of expectations
  - 9.2.1 Written, video, or audio communications such as bulletins, newsletters, posters, manuals, pamphlets, videotapes, cassettes, public service announcements
  - 9.2.2 Training for staff or students in recognizing and responding to problem behavior or situations
  - 9.2.3 Assemblies or special events (including puppet shows, concerts, plays, skits, conferences, presentations, fairs, etc.)
  - 9.2.4 Communicating messages by distribution or display of tokens, mugs, tee-shirts, ribbons, writing on walls or sidewalks, etc.
- 9.3 Social influence and attitude change techniques to obtain commitment to norms
  - 9.3.1 Peer group discussions
  - 9.3.2 Public recognition of a commitment or agreement to adhere to norms (e.g., conveying a title, ring, certificate and the like)
  - 9.3.3 Public commitments (e.g., ceremonies during which students declare their intention to remain drug-free, daily recitation of a pledge or commitment)

- 9.3.4 Using survey data to show students, teachers, or parents the actual level of behavior or attitudes among students, sometimes called “norm amplification”
- 9.3.5 Group mobilization such as special issue oriented clubs (e.g., anti-violence, against drugs)

9.4 Promise of eventual monetary or other incentives (e.g., college tuition) if made to all members of the environment

9.8 Intervention to change norms or expectations not specified above

9.9 Not specified intervention to change norms or expectations

## **10 Intergroup relations and interaction between the school and community or groups within the school**

10.1 Activity to promote interaction among members of diverse groups and to celebrate diversity

10.1.1 Activities involving disparate individuals in common activity (e.g., multi-cultural clubs)

10.1.2 Activities in which members of diverse groups tell about perspectives or traditions; activities to raise awareness of multi-cultural issues

10.2 Activity to promote relations between the school and the community

10.2.1 Activities to publicize information about the schools; inform parents or community members about school events, problems or activities; or project an image for the school

10.2.2 Procedures to increase communication and cooperation between school staff and parents

10.2.3 School member participation in community activities (e.g., community service activities, service learning)

10.2.4 Requesting or obtaining resources from the community; fund raising

10.2.5 Activity to assemble, marshal, or coordinate community members or resources

10.2.6 Occasional interaction with an outsider -- e.g., parent, business, or police volunteer who visits the school

- 10.2.7 Liaison work with a segment of the community
- 10.2.8 Interaction with community not specified above
- 10.2.9 Not specified interaction with community
  
- 10.3 Activity to improve relations or resolve or reduce conflict among members of different groups
  - 10.3.1 Clubs, teams, committees, or groups organized to address human relations issues (e.g., committees to deal with harassment or discrimination)
  - 10.3.2 Activities in which members of different groups confront problems and attempt to resolve differences (may involve ongoing problems or immediate crisis)
  - 10.3.3 Procedures to increase communication and cooperation between administrators and faculty (e.g., team building, retreats, conflict mediation)
  - 10.3.4 A person who investigates complaints or concerns, reports findings, or arranges fair settlements between parties or students and the school (e.g., ombudsperson)
  
- 10.4 Interagency cooperation (e.g., cooperation between a juvenile and family court and the school, anti-gang task force; interagency sharing of information)
  
- 10.8 Interaction interventions not specified above
  
- 10.9 Not specified interaction activities

## **11 Rules, policies, regulations, or laws about behavior or discipline or enforcement of such**

These interventions apply to the entire school. Classroom-level discipline-related activities are included in section 8 above.

- 11.1 School rules or discipline code
  - 11.1.1 Drugs
  - 11.1.2 Weapons
  - 11.1.3 Uniforms
  - 11.1.4 Dress code (including no gang symbols, colors, or clothing)

11.1.5 Prohibition of clothing, bags, or accessories capable of concealing drugs, weapons or contraband (e.g., opaque backpacks, baggy clothing)

11.1.6 Rules about mobility (e.g., closed campus)

11.1.7 Time for arrival at school

11.1.8 Visitor sign-in or registration

11.1.9 Visitor sign-out

11.1.10 Rules about hall wandering or class cutting

11.1.18 Rules and codes not specified above

11.1.19 Rules and codes not specified

11.2 Mechanisms for the enforcement of school rules

11.2.1 Communication of rules and consequences (e.g., handbooks, posters)

11.2.2 Identifying infractions (e.g., referral systems)

11.2.3 Interpretation of rules to apply punishments/rewards

11.2.4 In-school hearing or due-process formalities

11.2.5 Mechanisms for monitoring, tracking, recording student conduct

11.2.6 Investigation of student's history, performance, situation or circumstances to assist in formulating a response

11.2.8 Mechanisms for enforcement of school rules not specified above

11.2.9 Mechanisms for enforcement of school rules not specified

11.3 Exclusionary responses to student conduct

11.3.1 Expulsion (the exclusion of students from membership for periods of time over 30 days)

11.3.2 Suspension (the exclusion of students from membership for periods of 30 days or less)

11.3.3 Brief exclusion of students from attendance in regular classes (e.g., in-school suspension or "cooling off room")

11.3.4 Brief exclusion not officially designated suspension (e.g., sending students home without permission to return without a parent)

- 11.3.8 Exclusionary response not specified above
- 11.3.9 Not specified exclusionary response
  
- 11.4 Formalization of youth roles in regulation and response to student conduct
  - 11.4.1 Involvement of youths in resolving disputes (e.g., peer mediation or student conflict resolution interventions, except adjudicatory)
  - 11.4.2 Student court
  - 11.4.3 Student participation in creation of rules
  - 11.4.4 Deputizing students to watch for and respond to misbehavior or to good citizenship (e.g., peace patrols)
  - 11.4.8 Youth regulation or response to student conduct not specified above
  - 11.4.9 Not specified youth role in response to student conduct
  
- 11.5 Notification of parents about student conduct or attendance
- 11.6 Parent conference at the school about student conduct or attendance
- 11.7 Legal action to enforce rules or regulations (e.g., truancy)
- 11.8 Other change in rules or regulations, not specified above
- 11.9 Not specified change in rules or regulations

**12 Interventions that involve a school planning structure or process — or the management of change**

Included are structured or facilitated planning interventions as well as interventions to coordinate or manage change in the school.

- 12.1 Use of methods or processes for planning or program development
  - 12.1.1 School planning teams or groups
  - 12.1.2 Use of a planning or program development structure (e.g., needs assessment, analysis of obstacles, selecting what to do, making action plans)
  - 12.1.3 Use of information feedback in formal planning for school improvement

- 12.2 Inclusion of a broad range of individuals or perspectives in planning
- 12.2.1 Inclusion of persons from outside the school in school decision making or supervision of students (e.g., Comer process, state or district requirements to involve parents or community members in developing plans)
- 12.2.2 Arrangements to involve students in school decision making (other than as specified under section 11; e.g., student group or club identifies problems/issues to discuss with the school administration)
- 12.3 School consultation (professional advice on school practices or to solve school problems other than consultation at the classroom level; may involve persons from multiple outside agencies or groups)
- 12.8 Intervention to change school management structure or processes not specified above
- 12.9 Not specified intervention to change school management structure or processes

### **13 Reorganization of grades, classes, or school schedules**

- 13.1 Changes to school schedule (e.g., implementation or elimination of block scheduling, scheduling more periods in the day, changes in the lengths of instructional periods, evening school, shortened lunch period)
- 13.2 Adoption of schools-within-schools or similar arrangements
- 13.3 Tracking into classes by ability, achievement, effort, or conduct (including special classes for disruptive students)
- 13.4 Formation of grade level "houses" or "teams"
- 13.5 Decreasing class size
- 13.6 Segregation by ethnicity, sex, or both
- 13.7 Alteration of grade to grade promotion criteria or practices
- 13.8 Other reorganization of instruction not specified above
- 13.9 Not specified reorganization of instruction

#### **14 Security and surveillance interventions within school boundary – except school uniforms**

- 14.1 Identification badges or cards (including photo IDs)
- 14.2 Locating security personnel in the school
- 14.3 Locating police personnel in the school
- 14.4 Visitor's procedures (e.g., passes, sign-in, or procedures for parents to visit teachers)
- 14.5 Locking exterior doors, no alarms and panic bars
- 14.6 Locking exterior doors with use of alarms and panic bars
- 14.7 Closed circuit cameras (hallways, lockers, entrances)
- 14.8 Physical surveillance of entrances, halls, classrooms, grounds, etc., and vigilance for problem behavior
- 14.9 Hotline or confidential channel for the reporting of crimes, problem behavior, or impending problem
- 14.10 Timely intervention to forestall a likely unsafe episode (e.g., calling a parent to keep a child at home; separating potential participants in a conflict, establishing a presence with them, and discouraging escalation of violence; may involve physical or social restraint)
- 14.11 Telephones or intercoms in classrooms
- 14.12 Urine, hair, breath, or saliva testing
- 14.13 Removing restroom or locker doors
- 14.18 Other surveillance or security method, not specified above
- 14.19 Not specified surveillance or security method

#### **15 Interventions that exclude weapons or contraband, except rules disallowing weapons or contraband**

- 15.1 Metal detectors
- 15.2 Locker searches
- 15.3 Drug, gun, and bomb sniffing dogs
- 15.8 Other intervention to exclude weapons or contraband not specified above
- 15.9 Not specified method of excluding weapons or contraband

## **16 Interventions to alter school composition**

- 16.1 Selective admissions practices (income, SES, religion, achievement or ability, conduct)
- 16.2 Use of special instructional program or similar method of attracting students (e.g., magnet school)
- 16.3 Student recruitment efforts
- 16.4 Assignment of students displaying behavior problems to a different school (e.g., alternative school, restrictive special education assignments)
- 16.5 Assignment of students with academic or learning problems to a different school (e.g. special education or alternative school)
- 16.6 Assignment of students to this school by a court or juvenile services agency
- 16.8 Other practices to alter school composition not specified above
- 16.9 Not specified practices to alter school composition

## **17 Family interventions (other than home-based reinforcement)**

- 17.1 School-based family supervision or behavior management interventions
  - 17.1.1 Instruction or training
  - 17.1.2 Programmatic family therapy or counseling (including functional family therapy, cognitive or behavioral therapy)
  - 17.1.3 Brief problem interventions with families (e.g., to discover and solve problems in parent supervision, up to but not including legal action or referral to social service agencies)
- 17.2 Home-based family supervision or behavior management interventions
  - 17.2.1 Instructional material sent to the home (e.g., newsletters)
  - 17.2.2 Training or instruction
  - 17.2.3 Programmatic family therapy or counseling (including functional family therapy, cognitive or behavioral therapy)
  - 17.2.4 Brief problem interventions with families (e.g., to discover and solve problems in parent

supervision, up to but not including legal action or referral to social service agencies)

17.2.5 Home inspections

17.2.6 To gain cooperation in managing school-related youth behavior

17.2.7 Family case management

17.2.8 Social work intervention to improve home supervision

17.2.18 Other specified home visits

17.2.19 Not specified home visits

17.3 Parent meetings or groups in which parents/guardians network and share ideas on improving academics, attitudes or behavior; or provide each other with resources or support

17.4 Drug treatment for family members

17.8 Other family intervention not specified above

17.9 Not specified family intervention

**18 Training or staff development intervention not specifically directed at an intervention specified above**

18.1 General training on drug topics

18.2 General training on violence or victimization topics (including sexual harassment and gangs)

18.3 General training on health topics

18.4 General training on safety

18.5 General training on cultural or historical topics

18.6 General training on diversity topics (including multi-cultural sensitivity)

18.7 General training on listening skills or other personal development topics

18.8 Other general training not specified above

18.9 Not specified general training

## **19 Removing obstacles or providing incentives for attendance**

Arrangements for students with special problems that require accommodation such as having been suspended, having a dependent child, being employed, or having health or other problems.

- 19.1 Breakfast programs
- 19.2 Health (e.g., vision, hearing, inoculations, general medical assistance, assistive devices, prosthetics)
- 19.3 Child care
- 19.4 Afternoon, evening, or weekend school
- 19.8 Activity to remove obstacles or provide incentives not specified above
- 19.9 Not specified activity to remove obstacles or provide incentives

## **20 Architectural features of the school**

- 20.1 Gates, fences, walls, barricades
- 20.2 Activity space or facilities
- 20.3 Food service facilities
- 20.4 Closed sections of building or grounds (closed, blocked, bricked, or boarded off areas)
- 20.5 Physical arrangements for regulating traffic flow within the building
- 20.8 Architectural features not specified above
- 20.9 Not specified architectural features

## **21 Treatment or prevention interventions for administration, faculty, or staff — or employee assistance programs**

- 21.1 Alcohol, tobacco, or other drug prevention or treatment
- 21.2 Anger or poor self-control prevention or treatment
- 21.3 Other mental health prevention or treatment
- 21.4 Other health prevention or treatment

21.8 Treatment or prevention intervention for administration, faculty, or staff not specified above

21.9 Not specified prevention or treatment intervention for administration, faculty or staff

**88 Other intervention not specified above**

**99 Not specified intervention**

# **Classification of Potential Outcomes Sought by Problem Behavior Prevention Programs**

## **1 Individual characteristics**

### **1.1 Behavior or conduct**

#### 1.1.1 Problem behavior

- 1.1.1.1 Theft, fraud, violence, aggression
- 1.1.1.2 Alcohol, tobacco, or other drug use
- 1.1.1.3 High risk sexual behavior
- 1.1.1.4 School dropout
- 1.1.1.5 Rebellious behavior, defiance of authority, disrespect for others
- 1.1.1.6 Truancy or school tardiness
- 1.1.1.7 Association with delinquent, drug-using peers
- 1.1.1.8 Runaway
- 1.1.1.18 Problem or risky behavior not specified above
- 1.1.1.19 Not specified problem behavior

#### 1.1.2 Other behavior

##### 1.1.2.1 Academic performance

- 1.1.2.1.1 Grade promotion
- 1.1.2.1.2 School grades
- 1.1.2.1.3 Academic achievement test scores
- 1.1.2.1.4 Schoolwork or homework completion
- 1.1.2.1.8 Other school academic performance not specified above

- 1.1.2.1.9 Not specified academic performance
- 1.1.2.2 Educational attainment (including years completed, GED, high school graduation, post-secondary education; except dropout by persons required by law to attend school)
- 1.1.2.3 Employment
- 1.1.2.8 Other behavior not specified above
- 1.1.2.9 Not specified behavior

## **1.2 Knowledge**

- 1.2.1 Laws, rules, proscriptions
- 1.2.2 Harmful effects of alcohol, tobacco, or other drugs
- 1.2.3 Harmful effects of risky sexual practices
- 1.2.4 Practices increasing risk of personal harm
- 1.2.5 General health and safety
- 1.2.6 History, culture, tradition, ancestors, or role models
- 1.2.7 Ethics, etiquette, manners
- 1.2.8 Religious teachings
- 1.2.9 Other knowledge not specified above
- 1.2.10 Not specified knowledge

**1.3 Skill or competency** (A skill or competency is the demonstrable capability to perform in a specific manner or to display behavior matching some criterion. A person who acquires a skill or competency *can* display the behavior. Acquisition of a skill or competency does not imply that the behavior *is* regularly displayed.)

- 1.3.1 Social competencies or skills
  - 1.3.1.1 Self-management skills (e.g., personal goal-setting, self-monitoring, self-reinforcement, self-punishment, cognitive self-management)
  - 1.3.1.2 Social competency skills (e.g., decision making, problem solving, refusal or resistance,

- leadership, or communication skills)
- 1.3.1.3 Emotional recognition and self-control skills (e.g., anger recognition and management, skills in coping with stress)
- 1.3.1.4 Social information processing skills (e.g., social cues processing, generating appropriate responses)
- 1.3.1.5 Empathy or emotional perspective taking skills (e.g., anticipating the perspectives or reactions of others)
- 1.3.1.8 Other social skill or competency not specified above
- 1.3.1.9 Not specified social competency or skill
  
- 1.3.2 Cognitive ability or aptitude not classified elsewhere
  
- 1.3.3 Other skills
  - 1.3.3.1 Learning skills other than social skills or competencies (e.g., reference book use, library use)
  - 1.3.3.2 Vocational skills or competencies other than social skills or competencies (e.g., job knowledge, skill in completing application blank, using a bus schedule)
  - 1.3.3.8 Other skills or competencies not specified above
  - 1.3.3.9 Not specified skills or competencies

**1.4 Personality disposition, attitude, belief, or intention** (A disposition implies a tendency to behave or respond in a particular way.)

- 1.4.1 Psychological health or adjustment
  - 1.4.1.1 Self-esteem
  - 1.4.1.2 Symptoms of emotional disorders, psychoticism, hostility
  - 1.4.1.3 Anxiety
  - 1.4.1.4 Alienation
  - 1.4.1.5 Self-efficacy expectations or locus of control

- 1.4.1.6 Identity (including ethnic identity)
- 1.4.1.8 Other facet of adjustment not specified above
- 1.4.1.9 Not specified facet of psychological health or adjustment versus neuroticism
  
- 1.4.2 Extraversion
  - 1.4.2.1 Leadership
  - 1.4.2.2 Assertiveness
  - 1.4.2.8 Other facet of extraversion not specified above
  - 1.4.2.9 Not specified facet of extraversion
  
- 1.4.3 Openness
  - 1.4.3.1 Intellectual curiosity or interest
  - 1.4.3.2 Openness to experience
  - 1.4.3.3 Empathy
  - 1.4.3.4 Tolerance
  - 1.4.3.8 Other facet of openness or intellect not specified above
  - 1.4.3.9 Not specified facet of openness or intellect
  
- 1.4.4 Agreeableness or likability
  
- 1.4.5 Conscientiousness, self-control, or impulsiveness
  - 1.4.5.1 Disposition to self-control, impulsiveness, or recklessness
  - 1.4.5.2 Conscientiousness, belief in conventional rules or moral character, dutifulness
  - 1.4.5.3 Religiosity or religious beliefs
  - 1.4.5.4 Intentions to engage in or abstain from ATOD use, delinquent behavior, crime
  - 1.4.5.5 Commitment to education

- 1.4.5.6 Caring about/attachment to school
- 1.4.5.7 Facet of conscientiousness, self-control, or impulsiveness not specified above
- 1.4.5.8 Not specified facet of conscientiousness, self-control, or impulsiveness
  
- 1.4.8 Other disposition, attitude, belief or intention not specified above
- 1.4.9 Not specified disposition, attitude, belief or intention

## **2 School and Classroom Characteristics**

### **2.1 Rules, norms, expectations for behavior (signaling)**

- 2.1.1 Presence of rules
- 2.1.2 Clarity of stated rules
- 2.1.3 Fairness of stated rules
- 2.1.4 Norms or expectations for behavior by students
- 2.1.5 Norms or expectations for behavior by teachers or administrators
- 2.1.8 Other feature of rules, norms or expectations not specified above
- 2.1.9 Not specified feature of rules, norms, or expectations for behavior

### **2.2 Responsiveness to behavior (sanctioning)**

- 2.2.1 Availability or responsiveness of punishments such as after school detention, in-school suspension, withdrawal of privileges in the classroom, etc.
- 2.2.2 Availability or responsiveness of rewards such as opportunity for participation in extracurricular activity, rewards for classroom conduct, etc.
- 2.2.3 Consistency of rule enforcement
- 2.2.4 Fairness of rule enforcement
- 2.2.8 Other aspects of school or classroom responsiveness to behavior not specified above
- 2.2.9 Not specified aspects of school or classroom responsiveness

### **2.3 Opportunity to engage in problem behavior in and around school**

- 2.3.1 Availability of weapons in and around the school
- 2.3.2 Availability of alcohol, tobacco or other drugs in and around the school
- 2.3.3 Accessibility of school to intruders
- 2.3.4 Level of surveillance
- 2.3.5 Amount of unstructured time (transition time, time off task)
- 2.3.6 Access of older students to younger students, boys to girls
- 2.3.8 Other aspect of opportunities for problem behavior not specified above
- 2.3.9 Not specified opportunities for problem behavior in school

### **2.4 Organizational capacity for self-management not included in above**

- 2.4.1 Morale
- 2.4.2 Administrative leadership
- 2.4.3 Faculty participation in planning/problem solving
- 2.4.4 Parent or community participation in planning/problem solving
- 2.4.5 Student participation in planning/problem solving
- 2.4.8 Other aspect of organizational capacity not specified above
- 2.4.8 Not specified aspect of organizational capacity

### **2.8 Other school or classroom characteristic not specified above**

### **2.9 Not specified school or classroom characteristic**

### **3 Family Guardianship**

**3.1 Parental supervision**

**3.2 Family or parental behavior management practices**

**3.8 Other aspect of parent/guardian/or family guardianship not specified above**

**3.9 Not specified aspect of parent/guardian/or family guardianship**

### **4 Intended or Unintended Population Characteristics**

**4.1 Segregation by race**

**4.2 Segregation by sex**

**4.3 Segregation by age**

**4.4 Segregation or exclusion of individuals displaying problem behavior**

**4.8 Other population characteristic not specified above**

**4.9 Not specified population characteristic**